AMERICAN INDIAN HISTORY, CULTURE AND LANGUAGE

Curriculum Framework

HARMONY & BALANCE

LESSON PLAN MODELS
Primary
Intermediate
Middle School
Senior High

Office of Indian Education
Minnesota Department of Education
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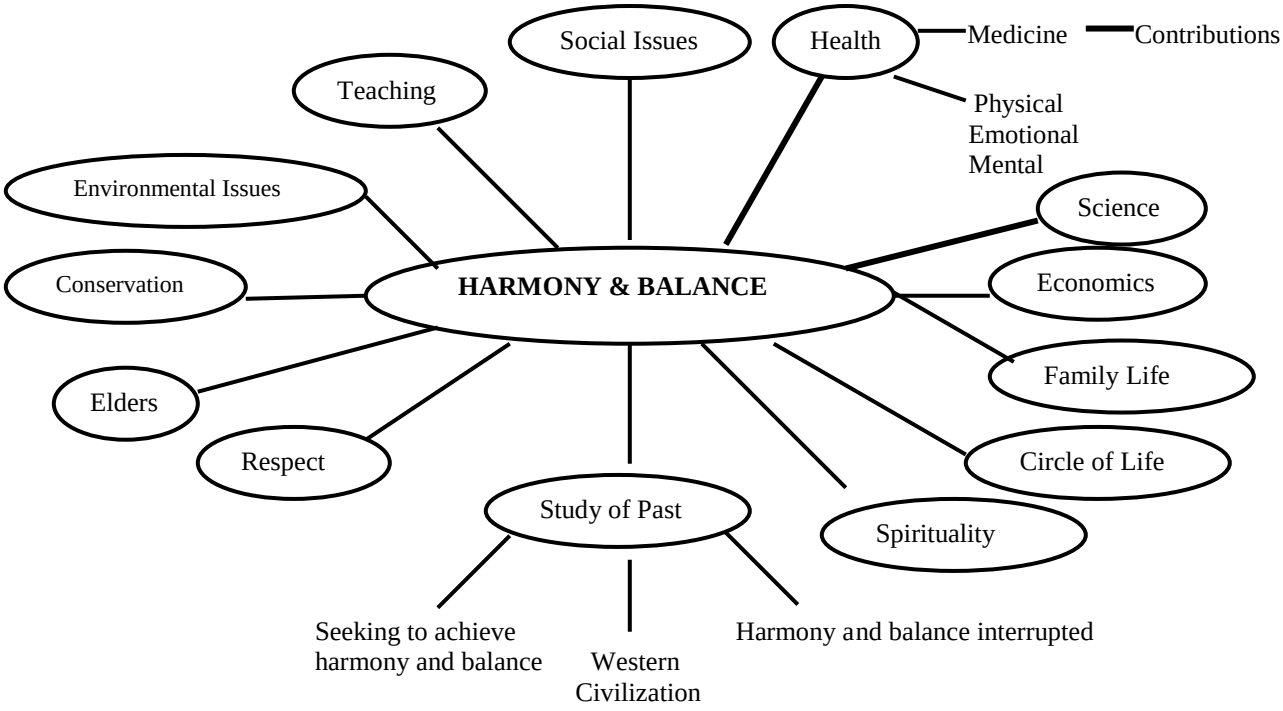

LEARNER OUTCOME

Students will be able to illustrate how the process to achieve **harmony and balance** plays a vital role in American Indian philosophy and in daily lives of American Indians.

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ATTRIBUTES

This outcome includes:

- recognizing the American Indian belief in the interrelatedness and connectedness to/with all living things.
- realizing the role of elders in preserving and teaching the beliefs and values.
- understanding that the concept of harmony and balance exists in many aspects of life – for example: science, health, economics, family life, and social issues.
- describing the ways in which "Western Civilization" interrupted and disrupted the process of harmony and balance for American Indians.

RATIONALE

The health and well-being of both humans and wildlife are dependent upon the quality of the natural environment. All forms of life are interdependent and the use or misuse of one will affect others. It is important for students to study the practices of American Indians who have traditionally understood the balance of nature and who believe all life must be treated with reverence and respect

The wellness of the individual results largely from a balance of physical, emotional and mental health. The well-being and stability of a family is enhanced by seeking harmony and balance. Similar statements can apply to society as a whole, social issues as well as economic issues. As students seek ways to solve problems on personal as well as societal levels, it is advantageous for them to have access to philosophies and ideas that are relevant. This will enable students to apply informed decision-making process to promote healthy lifestyles, social well-being and effective stewardship of the environment.

CULTURAL CONTENT/AMERICAN INDIAN WORLD VIEW

While American Indian cultures exhibit rich tribal diversity, one theme which is woven throughout American Indian oral traditions, ceremonies, and spiritual beliefs is that of harmony and balance. American Indian philosophies express the idea that spiritual well being depends on living in harmony with all beings, including human, animal, plant and the physical world.

TEACHER BACKGROUND INFORMATION

The theme of harmony and balance permeates American Indian spiritual philosophy. This theme is based upon the belief that all nature was created for a purpose, that all are relatives, that all depend on each other in a web of interrelationship, and that human well-being depends on maintaining harmony with all of creation. These beliefs contrast with many of the premises and values of Western civilization. As Western philosophy was carried out in the Americas, it came to be based on the belief that Western European civilization had a "manifest destiny" to conquer others and dominate them. Western philosophy also includes a belief in human progress. Inherent in this idea is the notion that agents of Western civilization had the right to exploit nature for their own benefit. They were not disturbed that their wholesale exploitation of nature was upsetting the harmony and delicate balance that exists between all of creation, or what ecologist would later call the "ecosystem." For them, plants, animals and minerals were resources, lifeless objects meant to be used by human beings. They were not seen as living beings to be shown respect.

These differing philosophies can be seen in Western vs. American Indian approaches to science. To understand the natural world, scientists dissect things. They seek to understand entities by reducing them down to their smallest parts. The American Indian approach is holistic. The natural world is observed by looking for relationships between various things. Vine Deloria, Jr., scholar, author and member of Standing Rock Sioux illustrated this approach in recounting how the Yankton Sioux, knew when it was time to return from the buffalo hunt to their cornfields to harvest the crop. They observed that corn and milkweed mature at nearly the same rate. By observing the maturing milkweed, they knew exactly when to return to their village cornfields. This holistic worldview is also demonstrated in the traditions of the Anishinabeg (Ojibwe/Chippewa). As winter came to a close, they watched for the appearance of the crow to signal the running of maple sap, and a return to the maple sugar groves.

American Indian spiritual beliefs extend the concept of harmony and balance to the individual. A person is valued as whole when the physical, mental, spiritual and emotional selves exist in harmony. American Indians often use the symbol of the circle to express this idea. The circle reminds people of the importance of living as a whole person. A person suffering from mental or physical illness is believed to be out of harmony with the many facets of self. Traditional American Indian healers have the knowledge to help restore this person to health by bringing all that represents the self back into balance.

Well-being in American Indian family life is also understood in terms of harmony and balance. A family who lives in harmony functions as a unit with each family member contributing to the whole. Family elders are significant in this regard because it is the elders who teach family and tribal traditions to the young and

emulate strength of the family. Mutual respect, rather than power over others, is the guiding principle of healthy family life.

The idea that well-being depends on harmony and balance within the individual, between family members, within the human community, and between all of creation, has been expressed in American Indian songs and poetry for centuries:

> "Grandfather, Great Spirit, fill us with the light.
> Give us the strength to understand and eyes to see.
> Teach us to walk the soft earth as relatives to all that live."
>
> -- from Dakota prayer quoted in
> *The Gift is Rich* by E. Russell Carter

> "Mita-Kuyapi-Owasub" – "All My Relatives"
>
> Dakota belief

PRIMARY LESSON - HARMONY AND BALANCE

I. DEVELOPMENTAL CHECKPOINT

Primary students reveal in discussions, writings and illustrations that they understand and appreciate the importance of water to all living beings and that they have knowledge, concern and commitment to help care for the existing water supply. **Primary students** also express an understanding of the American Indian teachings regarding the environment handed down through oral tradition and stories.

OUTCOME INDICATORS

- Checklist to record responses in class discussions
- Checklist to evaluate lists and drawings.

CURRICULUM INTEGRATION

Communication, Science, Health, Language Arts

MINNESOTA ACADEMIC STANDARDS IN SOCIAL STUDIES
Grades K-3
Strand III. WORLD HISTORY
Sub-Strand A. Family Life Today and In The Past

Standard
The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.

Applicable Benchmarks from Minnesota Standards document
Students will compare family life in his or her community from earlier times and today.
Students will compare family life in at least three distant places and times.
Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.
Instructional Examples
Dakota and Ojibwe villages; similarities and differences in work (inside/outside home), dress, manners, schools, games, festivals, stories; drawing from biographies, oral histories, and folklore… canoes, oral traditions

MINNESOTA ACADEMIC STANDARDS IN SCIENCE
Grade 1
Strand III. EARTH AND SPACE SCIENCE
Sub-Strand B. The Water Cycle, Weather and Climate

Standard
The student will investigate weather cycles.

Applicable Benchmarks from Minnesota Standards document
The student will observe, record and describe characteristics in daily weather and seasonal cycles.

Grade 1
Strand IV. LIFE SCIENCE
Sub-Strand F. Flow of Matter and Energy

Standard
The student will understand that organisms have basic needs.

Applicable Benchmarks from Minnesota Standards document
The student will know that animals need air, water and food and that plants require air, water, nutrients and light.

MINNESOTA ACADEMIC STANDARDS IN SCIENCE
Grade 2
Strand IV. LIFE SCIENCE
Sub-Strand G. Human Organism

Standard
The student will recognize that people have basic needs.

Applicable Benchmarks from Minnesota Standards document
The student will know that people need water, food, air, waste removal and a particular range of temperature in their environment, just like other animals.

Grade 3
Strand III. EARTH AND SPACE SCIENCE
Sub-Strand B. The Water Cycle, Weather and Climate

Standard
The student will investigate weather conditions.

Applicable Benchmarks from Minnesota Standards document
The student will measure, record, and describe weather conditions using common instruments.
The student will identify cumulus, cirrus and stratus clouds.

LESSON OUTCOMES

Students will be able to:

- demonstrate an understanding that American Indians have always known the importance of maintaining nature as they found it, never taking more than is needed nor wasting what one has.
- recognize and explain how water is an important and necessary element for all living things.

INSTRUCTIONAL STRATEGIES

1. Prepare students for listening to American Indian storytelling.

2. Teacher, elder or community member tells story. Use illustrations if possible. Tell a story that emphasizes the importance of water: "The Hero Twins and the Swallower of Clouds" or "Koluscap and the Water Monster." These stories are found in *Keepers of the Earth*. Two Ojibwe stories involving water and also offering explanations and lessons are "Waynabozho and the Ducks" and "Waynabozho and the Raccoon," from *Traditional Indian Stories,* Anoka-Hennepin Independent District 11, Indian Education Program.

3. Ask students to name animals or other living beings that need water to live and grow. Ask them to explain how they know this.

4. Go on a nature walk with students to see water in a natural setting (pond, brook, river, lake, swamp). Have students list living beings that live in the water. Students might create drawings upon returning to the classroom.

5. Question to think about:
   - Is there enough water in your neighborhood? Where does your water come from?
   - Where does the water go once you have used it? Is there an unlimited supply of water in the world? What could you do to conserve your water supply?

Note: Oral traditions are sacred to American Indians and must be treated with respect. Traditional stories, for example, are to be told during winter, when snow is on the ground.

VOCABULARY

Anishinabeg (ah-nish-ih-**nah'**-beg) – Name of people known as Ojibwe or Chippewa. Means "The People." Dakota – In Santee Sioux dialect, means "allies." Called themselves Ocheti shakowin (Oh-che-ti-shah-ko-win), "the seven council fires."

Additional vocabulary identified by teacher

MATERIALS

Cards, pencils, drawing supplies

RESOURCE LIST

American Indian Science and Engineering Society. *Hands on / Minds on Science Activities for Children.* Boulder, CO, 1990.

Caduto, Michael and Bruchac, Joseph. *Discovering Plants Through Native American Stories and Earth Activities for Children.* Golden, CO: Fulcrum Press, Inc., 1994.

Bruchac, Joseph and Caduto, Michael J. *Keepers of the Earth.* Golden, CO: Fulcrum Publishing, 1991.

Caduto, Michael and Bruchac, Joseph. *Keepers of the Earth, Keepers of the Animals.* Golden, CO: Fulcrum Press, Inc., 1988.

Chief Seattle. (Susan Jeffers, illustrator). *Brother Eagle: Sister Sky.* Dial Publications, 1991.

Minnesota Department of Education. *Minnesota Positive Indian Parenting.* Roseville, MN, 2001

Franzen, Lenore L. *The Spirit Within: Encouraging Harmony and Health in American Indian Children.* Pre-school—Grade 3. Minnesota Indian Women's Resource Center, 1992. Phone: (612) 728-2000.

Grand Rapids Indian Education Program. *A Gift From the Trees: A Science and Social Studies Lesson for Elementary Schools.* ISD #318 Indian Education Program.

Martin, David. *A Long Time Ago.*

Real Bird, Henry. "Water Story." *The Indian Reading Series,* Level II, Book 15, Portland, OR: Northwest Regional Educational Laboratory, 1990.

Sneve, Virginia Driving Hawk. *Three Lakota Grandmother Stories.* Health Lessons for Young People. New York: Association of American Indian Affairs, 1975.

Website: Minnesota Sea Grant: Superior Science for You
www.seagrant.umn.edu/index.html

Website: National Wildlife Federation-Lake Superior Project
www.nwf.org/lakesuperior/index.html

Website: Project Wet-Water Education for Teachers
Minnesota Department of Natural Resources
www.dnr.state.mn.us/waters/project_wet/curricwet.html

ASSESSMENT TASKS

- Students participate in discussion following presentations by teacher.
- Evaluate circle discussion regarding nature hike.
- Students create lists and drawings of living beings.

ENRICHMENT ACTIVITIY

- Students illustrate water in its various forms.
- Students cut pictures to make a "We All Need Water" collage.
- Students will be able to discuss the importance of trees to the survival of Anishinabe people. Use the lesson from *Gifts From the Trees*, Grand Rapids Indian Education Program.
- Students make a collection of all products that are made from plants.
- Students will participate in a second activity: "Lessons from Mother Nature." This is an activity that can be adapted from the *Minnesota Positive Indian Parenting Manual*, Session 6, page 35.

LINKAGES

Social Studies, Reading

INTERMEDIATE LESSON - HARMONY AND BALANCE

II. DEVELOPMENTAL CHECKPOINTS

Intermediate students demonstrate in discussions and writings an understanding of varying points of view and diverse value systems. They also show a connection between the belief systems of people and how they deal with the environment. **Intermediate students** also model sound problem-solving techniques in clearing up simulated environmental disasters. The students relate the power of prevention as revealed in America Indian literature.

OUTCOME INDICATORS

- Rubric to evaluate students' "clean up" solution for a simulated environmental disaster.
- Written or oral analysis of a disaster from American Indian and European American viewpoints.

CURRICULUM INTEGRATION

Oral tradition, Science, Environmental Issues: Food Web, Endangered and Threatened Species

MINNESOTA ACADEMIC STANDARDS IN SOCIAL STUDIES
Grades 4-8
Strand II. MINNESOTA HISTORY
Sub-Strand E. Industrial Era

Standard
The student will know and understand Minnesota's major industries and the economic, social, political, and technological changes that accompanied industrialization.

Applicable Benchmarks from Minnesota Standards document
Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota's early industries (lumbering, mining, and agriculture).
Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.
Students will describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact.
Instructional Examples
allotment of American Indian land … damage to wild rice beds, movement of American Indians to cities, … logging dams and damage to wild rice beds, movement of American Indians to cities allotment of American Indian lands, Indian boarding schools, missionaries,

MINNESOTA ACADEMIC STANDARDS IN SCIENCE
Grade 4
Strand I. HISTORY AND NATURE OF SCIENCE
Sub-Strand A. Scientific World View

Standard
The student will understand how science is used to investigate interactions between people and the natural world.

Applicable Benchmarks from Minnesota Standards document

The student will explore the uses and effects of science in our interaction with the natural world.
The student will discuss the responsible use of science.
The student will recognize the impact of scientific and technological activities on the natural world.

MINNESOTA ACADEMIC STANDARDS IN SCIENCE
Grade 4
Strand I. HISTORY AND NATURE OF SCIENCE
Sub-Strand B. Scientific Inquiry

Standard
The student will participate in a controlled scientific investigation.

Applicable Benchmarks from Minnesota Standards document
The student will recognize when comparisons might not be fair because some conditions are not kept the same.
The student will collect, organize, analyze and present data from a controlled experiment.
The student will recognize that evidence and logic are necessary to support scientific understandings.

Grade 4
Strand I. HISTORY AND NATURE OF SCIENCE
Sub-Strand A. Earth Structure and Processes

Standard
The student will investigate the impact humans have on the environment.

Applicable Benchmarks from Minnesota Standards document
The student will identify and investigate environmental issues and potential solutions.

Grade 5
Strand I. HISTORY AND NATURE OF SCIENCE
Sub-Strand B. Scientific Inquiry

Standard
The student will understand the process of scientific investigations

Applicable Benchmarks from Minnesota Standards document
The student will perform a controlled experiment using a specific step-by-step procedure and present conclusions supported by the evidence.
The student will observe that when a science investigation or experiment is repeated, a similar result is expected.

LESSON OUTCOMES

Students will be able to:

- point out the impact of people on their environment (specifically birds).
- summarize the American Indians' perspective on the environment and humans' effect on it.
- analyze and evaluate a given problem in the environment and invent a plan to solve the problem on an experimental level.

TEACHER BACKGROUND INFORMATION

The story "Manabozho and the Woodpecker" in *Keepers of the Animals,* illustrates the respect of the Ojibwe for nature and their spiritual connection to "Mother Earth." It also symbolizes the cooperation that humans need with nature. The story, "The First Flute" in *Keepers of the Animals*, explains why American Indians honor the redheaded woodpecker by carving it on the flute. This story demonstrates the respect the Lakota have for their environment and the birds that live in this environment.

It is common for American Indians to make a tobacco offering when they harvest plants or animals. This would be an offering of thanks to the living being for giving its life and existence. Birds, like other living beings, are special to American Indians, and some birds, like the eagle, are considered sacred.

INSTRUCTIONAL STRATEGIES

1. Students read and discuss "Manabozho and the Woodpecker" and "The First Flute." Teacher and students reflect on stories and what they reveal about American Indian viewpoints regarding the environment. Seek a speaker from the Indian community at this point.

2. Students locate articles about environmental disasters (oil spills, chemical spills, top soil runoff) in periodicals. Websites can also be included in this assignment.

3. Students discuss articles contrasting European American and American Indian perceptions of the environment.

4. Students review lab techniques.

5. Cooperative groups work on simulated disasters. Each group receives:
   - feathers dipped in a multiple oil substances.
   - paper towels, liquid dish soap, hand soap, water, powdered soap and other items available.

6. Students are to clean the feather, returning it to its original form.

7. After some time of cleaning, the students receive a clean feather and are to share observations about "their" feather and the clean feather.

8. Discuss: Have the feathers really been returned to original condition? What might happen to the bird if the oil in not cleaned off its feathers?

9. Students should now be aware of how difficult it would be to clean a whole bird full of oily feathers.

VOCABULARY

Megissogwon – the Sprit of Fever
Sturgeon – a large bottom dwelling fish
Tobacco – traditional use is as an offering to show respect
Additional vocabulary identified by teacher

MATERIALS

Feathers, oil (various), paper towels, soap (various), water, beakers or bowls

RESOURCE LIST

Elementary:

American Indian Science and Engineering Society. *Hands on / Minds on Science Activities for Children.* Boulder, CO, 1990

Caduto, Michael and Bruchac, Joseph. *Keepers of the Earth, Keepers of the Animals* Golden, CO: Fulcrum Press, Inc. 1988.

Chief Seattle, (Susan Jeffers, illustrator). *Brother Eagle: Sister Sky.* Dial Publications, 1991.

Franzen, Lenore L. *The Spirit Within: Encouraging Harmony and Health in American Indian Children.* Pre-school—Grade 3. Minnesota Indian Women's Resource Center, 1992. Phone: (612) 728-2000.

Hungry Wolf, Adolf. *Teachings of Nature.* Calgary: Northwest Printing and Lithographing Ltd., 1975.

Sneve, Virginia Driving Hawk. *Three Lakota Grandmother Stories*. Health Lessons for Young People. New York: Association of American Indian Affairs, 1975

Website: Minnesota Department of Natural Resources
www.dnr.state.mn.us

Website: Minnesota Pollution Control Agency
www.pca.state.mn.us/kids

Website: Minnesota Sea Grant: Superior Science for You
www.seagrant.umn.edu/index.html

Website: National Wildlife Federation-Lake Superior Project
www.nwf.org/lakesuperior/index.html

ASSESSMENT TASKS

- Groups discuss readings.
- Participate in simulation clean-up.
- Formulate conclusions following simulations of natural disasters.

ENRICHMENT ACTIVITY

- Students find a local environmental problem to help solve.
- Students research all products made from animals and display the information on a bulletin board.

—Idea from *Keepers of the Animals*

LINKAGES

Social Studies, Language Arts

MIDDLE SCHOOL LESSON - HARMONY AND BALANCE

III. DEVELOPMENTAL CHECKPOINTS

Middle School students will be able to distinguish between actions that are harmful and beneficial to the environment and evaluate the appropriateness of making changes in their own behaviors based on their own sense of environmental ethics after hearing the Ojibwe teaching in stories such as "Manabozho and the Maple Trees."

Middle School students will also realize connections between oral tradition and contemporary environmental literature.

OUTCOME INDICATORS

- Critique of list of ways individuals impact environment
- Copy of "Code of Environmental Behavior"
- Checklist or progress report on using the "Code" for one week

CURRICULUM INTEGRATION

Language Arts, Oral Tradition, Science, Environmental Issues: Food Web, Endangered and Threatened Species.

MINNESOTA ACADEMIC STANDARDS IN SOCIAL STUDIES
Grades 4-8
Strand II. MINNESOTA HISTORY
Sub-Strand E. Industrial Era 1865-1914

Standards
The student will know and understand Minnesota's major industries and the economic, social, political, and technological changes that accompanied industrialization.

Applicable Benchmarks from Minnesota Standards document
Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota's early industries (lumbering, mining, and agriculture).
Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.
Students will describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact.
Instructional Examples
allotment of American Indian land, damage to wild rice beds, movement of American Indians to cities
logging dams and damage to wild rice beds, movement of American Indians to cities, allotment of American Indian lands

MINNESOTA ACADEMIC STANDARDS IN SCIENCE
Grade 8
Strand I. HISTORY AND NATURE OF SCIENCE
Sub-Strand A. Scientific World View

Standard
The student will understand that science is a way of knowing about the world that is characterized by empirical criteria, logical argument and skeptical review.

Applicable Benchmarks from Minnesota Standards document

The student will explain and give examples of how science can be used to make informed ethical decisions by identifying likely consequences of particular actions.
The student will explain the development, usefulness and limitations of scientific models in the explanation and prediction of natural phenomena.

Grade 8
Strand III. EARTH AND SPACE SCIENCE
Sub-Strand A. Earth Structure and Processes

Standard
The student will investigate the impact humans have on the environment.

Applicable Benchmarks from Minnesota Standards document
The student will identify and research an environmental issue and evaluate its impact.

LESSON OUTCOMES

Students will be able to:

- demonstrate an understanding that the belief system of a culture can be observed through stories and practices.
- explain the impact that each person has on the environment.
- develop a Code of Environmental Behavior.
- illustrate personal priorities and projected results.

TEACHER BACKGROUND INFORMATION

Be informed about such issues as local environmental concerns such as deformed frogs that were found in Minnesota, the pipeline spills, the Prairie Island Nuclear Waste Plant, the high level of lead and mercury levels found in our environment, and local recycling regulations.

INSTRUCTIONAL STRATEGIES

1. Involve students in discussion of stories such as "Manabozho and the Maple Trees" in *Keepers of the Earth,* and how these stories relate to possible problems in the environment.

2. Discuss the impact that each person has on the environment daily.
   Examples: using electricity to make breakfast, wearing clothes made from various natural resources and transported to stores, using varied products, and the choosing of recreation and entertainment options.
   Students choose a recorder to list on the board while the class brainstorms the ways individuals affect the environment.

3. Students create their own "Code of Environmental Behavior." The code is strictly or the person who creates it and should take into consideration those daily actions that are harmful, not harmful, and beneficial to the environment.

4. Volunteers may share their "Code of Environmental Behavior" either with the class or in small groups. The entire code or portions may be shared. Encourage students to describe the reasoning that went into the construction of their Code. Encourage students to discuss if other family members follow all, or part of their Code. They may choose to illustrate a part of it to convey the values involved.
5. Students use Code for one week, keeping track of how easy or how difficult it is to live by. Quantify results on checklist or progress report.

VOCABULARY

environment – atmosphere, habitat, ecosystem
conservation – protection, keeping
responsibility – answerable for acts or decisions
lifestyle – habits, characteristics and way of living
Additional vocabulary identified by teacher

MATERIALS

Chalkboard, marker board or flipchart to record brainstorming

RESOURCE LIST

Secondary:

Minnesota Indian Women's Resource Center. *Cherish the Children, Parenting Skills for Indian Mothers.* Trainer and Participant Manual, 1987. Phone: (612) 728-2000.

Caduto, Michael and Brucha, Joseph. *Keepers of the Earth, Keepers of the Animals.* Golden CO: Fulcrum Press, Inc 1988.

Wolfe, Alexander. *Earth Elder Stories*. Saskatoon, Saskatchewan 57KOR1: Fifth House Publishers. n.d.

Video: "To Protect Mother Earth." Narrated by Robert Redford. Color (60 min.) Westport, CT: Cinnamon Productions. Phone (203) 221-0613. n.d.

Film: "We Are These People." Narrated by Will Samson. (15 min.) Arcata, CA: Shenandoah Film Productions. Phone: (707) 822-1030. n.d.

Website: Great Lake Fish and Wildlife Commission
www.glifwc.org

Website: Minnesota Pollution Control Agency
www.pca.state.mn.us/kids

ASSESSMENT TASKS

- Participate in discussions and contribute to brainstorming list.
- Create a Code of Environmental Behavior.
- Follow Code for at least one week.

ENRICHMENT ACTIVITY

- Design T-shirts, billboards, bumper stickers, video-based themes derived from their Code of Environmental Behavior.
- Students will collect articles on environmental issues. Find articles that represent multiple opinions.
- Students will interview parents, grandparents or others about their family's view concerning environmental issues and how these views are passed down from generation to generation.
- Students will locate environmental groups in their area and invite them in to speak about environmental issues. Students can investigate how these groups work with the American Indian tribes and communities in their area.

LINKAGES

Social Studies, Language Arts

SENIOR HIGH LESSON - HARMONY AND BALANCE

IV. DEVELOPMENTAL CHECKPOINTS

Senior High students define and describe a food web and a simple food chain using diagrams and oral explanations. They explain how changes in the food web affect the entire web. **Senior High students** express how the scientific view of a food web is similar to and different from traditional Ojibwe and Dakota values and teachings.

OUTCOMES INDICATORS

- Critique of graphic organizer illustrating a food chain in student's own area.
- Evaluation of essay describing the Ojibwe and Dakota view of living things.
- Rating scale for simulation exercise demonstrating effects of tampering with food chain.

CURRICULUM INTEGRATION

Language Arts, Oral Tradition, Science, Environmental Issues: Food Web, Endangered and Threatened Species, Conservation

MINNESOTA ACADEMIC STANDARDS IN SOCIAL STUDIES
Grades 9-12
Strand V. GEOGRAPHY
Sub-Strand D. Interconnections

Standards
The student will describe how humans influence the environment and in turn are influenced by it.

Applicable Benchmarks from Minnesota Standards document
Students will provide a range of examples illustrating how types of government systems and technology impact the ability to change the environment or adapt to it.
Students will analyze the advantages and drawbacks of several common proposals to change the human use of environmental resources.
Students will understand and analyze examples of the impacts of natural hazards on human activities and land use.

MINNESOTA ACADEMIC STANDARDS IN SCIENCE
Grade 9-12
Strand III. EARTH AND SPACE SCIENCE
Sub-Strand A. Earth Structure and Processes

Standard
The student will investigate the impact humans have on the environment.

Applicable Benchmarks from Minnesota Standards document
The student will identify and research an environmental issue and evaluate its impact.

LESSON OUTCOMES

Students will e able to:

- define a food web and describe a simple food chain.
- understand how a food chain becomes a food web.

- understand how changes in the food web affect the entire web.
- compare/contrast scientific view o a food web and traditional Ojibwe and Dakota values and teachings.

TEACHER BACKGROUND INFORMATION

It is impossible to separate the traditional Ojibwe and Dakota way of life from the belief system. Judeo-Christian religions teach that the human race is to be the steward of nature, whereas the Anishinabe believe that humans are an intricate part of nature, and must live in harmony with it. If a person holds those views, hunting and gathering is not a sport; it is a way to live. Harvesting a plant, taking a deer, or catching a fish for its meat, is taking the life of a living being so that people can continue to live. The Creator placed all beings on this earth and they should be treated with gratitude and respect. It s believed that people, plants and animals on Earth have a purpose to fulfill in life and that we as brothers and sisters must seek to understand and respect that purpose.

INSTRUCTIONAL STRATEGIES

1. Students create a food web by representing its components.

2. Students discuss their observations and how they relate to accepted scientific principles.

3. The teacher will present traditional Ojibwe and Dakota views on the subject and lead a discussion on those views.

Establish the components of the food web(s). Start with decomposers (bacteria), which will provide food for the producers (plants). Work your way up the food chain ending with humans. An example might be: bacteria, aquatic plants, plankton, minnow, perch, pike, humans.

Students will role-play being parts of the food chain. They will be assigned a part and be given a nametag identifying their role and if they are a decomposer, producer or consumer. Begin with the lower end of the food web (bacteria). Establish what other organisms will utilize it as a food source. Those students would then hold the end of a string passing from the food source to the consumer. As in the example, one section of string would go from the bacteria to the plankton. Another would also go from the bacteria to the aquatic plant. Because plankton might also eat the plant, a string should pass from the plant to the plankton. In this manner, work up the food web. Pointing out the interrelationships as the web is established. Be sure to point out the nature of the web as it develops.

After the web is completed, experiment with eliminating different organisms within the net. When an organism is removed, it drops its ends of the string which may eliminate the food source for those organisms above it or cause them to

become more dependent on other sources causing severe competition among the consumers and lowering the web's carrying capacity for the organisms higher on the chain. Try eliminating humans from the chain and discuss the effect on the rest of the chain. Eliminate bacteria or any of the lower organisms and discuss the effects.

Discuss how the Ojibwe and Dakota view of the ecosystem is similar to and different from the scientific view of the ecosystem.

VOCABULARY

Ojibwe – name of people known as Ojibwe or Chippewa
Anishinabe – Ojibwe word meaning "The People"
Dakota – name of people known as Sioux
Habitat – environment
decomposer – that which decays, breaks down, dissolves
ecosystem – a system formed by the interaction of a community of organisms with their environment
Concepts largely from Western world view:
predator – living by preying upon another
prey – n. quarry, game; v. hunt, track down, go after
producer – one who makes, raises or creates something
consumer – user
Concepts from American Indian world view:
harmony – order, proportion, unity, amity
balance – equilibrium, stability
Additional vocabulary identified by teacher

MATERIALS

- name tags (to identify parts of the food web)
- marker (to write on tags)
- string or yarn (to be cut in three foot lengths and longer, these will be the strands of the food web and will visually reinforce the concept)
- scissors (to cut string)

RESOURCE LIST

Secondary:

Deloria, Vine, Jr. *Red Earth, White Lies: American Indians and the Myth of Scientific Fact.* New York: Scribner, 1996.

LaDuke, Winona. *All Our Relations: Native Struggles for Land and Life*. South End Press (1999).

Minnesota Indian Women's Resource Center. *Cherish the Children, Parenting Skills for Indian Mothers.* Trainer and Participant Manual, 1987. Phone: (612) 728-2000.

Petty, Carolyn. (1997). *Waterdrum Science: Science through American Indian Arts and Culture.* Larchmere Ltd. Bemidji, Minnesota.

Tribal Wetland & Waterfowl Enhancement Initiative. *Bizhibayaash: Circle of Flight*. Great Lake Indian Fish and Wildlife Commission, Odanah, WI (2000).

Wolf, Alexander. *Earth Elder Stories.* Saskatoon, Saskatchewan 57K OR1: Fifth House Publishers. n.d.

Video: "To Protect Mother Earth." Narrated by Robert Redford. Color (60 min.) Westport, CT: Cinnamon Productions. Phone (203) 221-0613. n.d.

Film: "We Are These People." Narrated by Will Samson. (15 min.) Arcata, CA: Shenandoah Film Productions. Phone: (707) 822-1030. n.d.

Website: Great Lakes Indian Fish and Wildlife Commission
P.O. Box 9, Odanah, WI 54861
www.glifwc.org

Website: Minnesota Department of Natural Resources-Project Learning Tree
www.dnr.state.mn.us/forestry/learning_tree/pltcurr.html OR www.plt.org

Website: National Wildlife Federation-Lake Superior Project
www.nwf.org/lakesuperior/index.html

Website: Wisconsin Sea Grant-Fish of the Great Lakes
www.seagrant.wisc.edu/greatlakesfish/

ASSESSMENT TASKS

- Make graphic organizer depicting food chain.
- Write essay describing Ojibwe or Dakota worldview on topic.
- Participate in simulation activity.

ENRICHMENT ACTIVITY

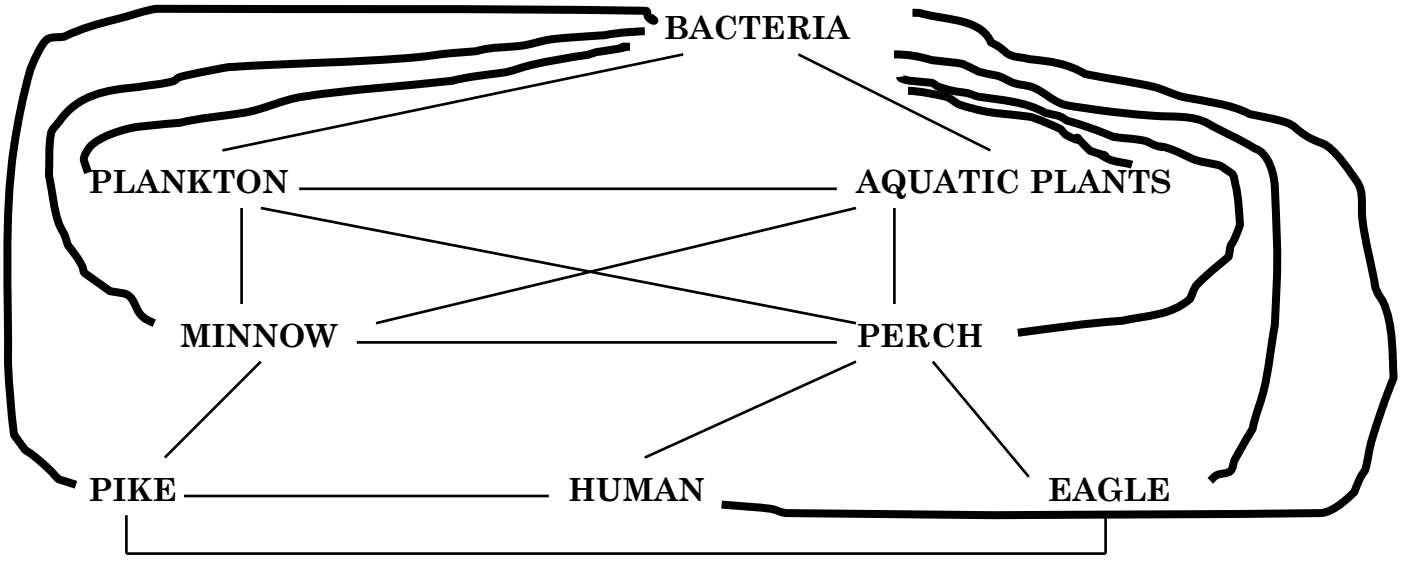
- Students plan presentation of food web simulation for an assembly of younger students.
- Create a video incorporating ideas from this lesson.
- Develop a food web board game.
- Collect news articles concerning human's tampering with food chain.
- Investigate the genetic tampering of wild rice. Discuss the American Indian perspective on this issue.
- Adapt "Life Cycles" to classroom activity, from *Waterdrum Science: Science Through American Indian Arts and Culture,* Chapter 6.
- Students will research contemporary American Indian Environmentalists (example-Winona LaDuke).

LINKAGES

Social Studies/Environmental Sciences

-- Adapted from a lesson by David Skrupky, *Infusing Ojibwe World View into Science Curriculum,* Northwestern Wisconsin

ECOSYSTEM DIAGRAM



Appendix

Minnesota Academic Standards in Language Arts

Strand I Reading and Literature
Sub-Strand B. Vocabulary Expansion
Sub-Strand C. Comprehension

Primary Grades K – 3
Intermediate Grades 4 – 5
Middle School Grades 6 – 8
Senior High School Grades 9 – 12

LANGUAGE ARTS STANDARD, READING
Grade K
Strand: Reading
Sub-Strand: B. Vocabulary Expansion

Standard
The student will use a variety of strategies to develop and expand reading, listening and speaking vocabularies.

Benchmarks
1. Use words to describe and name people, places, and things.
2. Use words to describe location, size, color, shape and direction.
3. Use words to describe actions.
4. Use context to predict and infer word meanings.
5. Learn new words through explicit instruction

Examples
Anishinabeg (ah-nish-ih-**nah'**-beg) – Name of people known as Ojibwe or Chippewa. Means "The People."
Dakota – In Santee Sioux dialect, means "allies." Called themselves Ocheti shakowin (Oh-che-ti-shah-ko-win), "the seven council fires."

Additional vocabulary identified by teacher
Find appropriate reading materials. Oral tradition can be considered as text.

Grade K
Strand: Reading
Sub-Strand: C. Comprehension

Standard
The student will listen to and understand the meaning of text.

Benchmarks
1. Demonstrate literal comprehension by asking and answering questions about narrative and informational text.
2. Make predictions from illustrations and story content.
3. Write or draw a response that demonstrates comprehension.
4. Relate texts to prior knowledge and experiences.

Grade 1
Strand: Reading
Sub-Strand: B. Vocabulary Expansion

Standard
The student will use a variety of strategies to develop and expand reading, listening and speaking vocabularies.

Benchmarks
1. Learn new words through explicit instruction and independent reading.
2. Use descriptive words when speaking of people, places, things, actions and events.
3. Identify and generate antonyms and synonyms, and use them to understand and express word meaning.
4. Use context to predict and infer word meanings.

Examples
Ojibwe, Anishinabe, Dakota, respect, honoring, helping, promise, sharing, being fair, cooperation

Additional vocabulary identified by teacher
Find appropriate reading materials. Oral tradition can be considered as text.

Grade 1
Strand: Reading
Sub-Strand: C. Comprehension

Standard
The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read or listened to.

Benchmarks
1. Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational text.
2. Recall and use prior learning and preview text to prepare for reading.
3. Monitor comprehension and reread as needed at points of difficulty, using strategies to self-correct when needed.
4. Make predictions of outcomes and verify from texts.
5. Identify or infer topic.
6. Make simple inferences and draw and support conclusions.
7. Use story illustrations to enhance comprehension.
8. Write or draw a response that shows comprehension of a story that has been read.
9. Relate texts to prior knowledge and experiences.

Grade 2
Strand: Reading
Sub-Strand: B. Vocabulary Expansion

Standard
The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

Benchmarks
1. Learn and use new words through explicit instruction and independent reading.
2. Use a growing range of descriptive words when speaking of people, places, things, actions and events.
3. Use context and word structure to help determine a word's meaning.
4. Identify prefixes and suffixes.
5. Generate and use antonyms, synonyms, and multiple-meaning words to express meaning.
6. Use a grade-appropriate dictionary or glossary to locate word meanings.

Examples
Anishinabeg (ah-nish-ih-**nah'**-beg) – Name of people known as Ojibwe or Chippewa. Means "The People."
Dakota – In Santee Sioux dialect, means "allies." Called themselves Ocheti shakowin (Oh-che-ti-shah-ko-win), "the seven council fires."

Additional vocabulary identified by teacher
Find appropriate reading materials. Oral tradition can be considered as text.

Grade 2
Strand: Reading
Sub-Strand: C. Comprehension

Standard
The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read.

Benchmarks
1. Read aloud grade-appropriate texts (that have not been previewed) with accuracy and comprehension.
2. Recall and use prior learning and preview text to prepare for reading.
3. Analyze text by using pictures, diagrams, titles and headings.
4. Monitor comprehension, reread and use strategies to self-correct when necessary.
5. Restate the sequence of events or ideas in a text, and summarize.
6. Identify the topic, facts and supporting details in non-fiction texts.
7. Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts.
8. Make predictions about text and verify outcomes.
9. Summarize text.
10. Follow two-step written directions.

Grade 3
Strand: Reading
Sub-Strand: B. Vocabulary Expansion

Standard
The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

Benchmarks
1. Acquire, understand and use new vocabulary through explicit instruction and independent reading.
2. Identify and correctly use antonyms, synonyms, homonyms and multiple-meaning words.
3. Use context and word structure to determine the meaning of unfamiliar words.
4. Use knowledge of prefixes and suffixes to determine the meaning of unknown words.
5. Use dictionaries and glossaries to understand the meaning of new words.

Examples
Anishinabeg (ah-nish-ih-**nah'**-beg) – Name of people known as Ojibwe or Chippewa. Means "The People."
Dakota – In Santee Sioux dialect, means "allies." Called themselves Ocheti shakowin (Oh-che-ti-shah-ko-win), "the seven council fires."

Additional vocabulary identified by teacher
Find appropriate reading materials. Oral tradition can be considered as text.

Grade 3
Strand: Reading
Sub-Strand: C. Comprehension

Standard
The student will understand the meaning of texts using a variety of comprehension strategies and will demonstrate literal, interpretive and evaluative comprehension.

Benchmarks
1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.
2. Recall and use prior learning and preview text, using title, headings and illustrations, to prepare for reading.
3. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.
4. Retell, restate or summarize information orally, in writing, and through graphic organizers.
5. Infer and identify main idea and determine relevant details in non-fiction text.
6. Monitor comprehension and use strategies to self-correct when needed.
7. Follow three-step written directions.

Grade 4
Strand: Reading
Sub-Strand: B. Vocabulary Expansion

Standard
The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

Benchmarks
1. Acquire, understand and use new vocabulary through explicit instruction and independent reading.
2. Identify and understand root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to comprehend texts.
3. Use dictionaries or glossaries to find the meaning of new words.
4. Use context and word structure to determine word meanings.
5. Use knowledge of prefixes and suffixes to determine the meaning of unknown words.

Examples
Megissogwon – the Sprit of Fever
Sturgeon – a large bottom dwelling fish
Tobacco – traditional use is as an offering to show respect

Additional vocabulary identified by teacher
Find appropriate reading materials. Oral tradition can be considered as text.

Grade 4
Strand: Reading
Sub-Strand: C. Comprehension

Standard
The student will understand the meaning of texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential and evaluative comprehension.

Benchmarks
1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.
2. Recall and use prior learning and preview text to prepare for reading.
3. Generate and answer literal, inferential, interpretive and evaluative questions about what is read to demonstrate understanding.
4. Summarize and paraphrase what is read.
5. Infer and identify main idea and determine relevant details in non-fiction text.
6. Distinguish fact from opinion, determine cause and effect, and draw conclusions.
7. Demonstrate relationships between ideas or events in the texts using graphic organizers.
8. Monitor comprehension, notice when reading breaks down and use strategies to self-correct.
9. Follow multiple-step written instructions.
10. Compare and contrast information on the same topic from two sources.

Grade 5
Strand: Reading
Sub-Strand: B. Vocabulary Expansion

Standard
The student will use a variety of strategies to expand reading, listening and speaking vocabularies

Benchmarks
1. Acquire, understand and use new vocabulary through explicit instruction as well as independent reading.
2. Use knowledge of root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to understand texts.
3. Use word reference materials, such as dictionaries, thesauruses, to understand and express word meaning.
4. Analyze word structure and use context clues in order to understand new words

Examples
Megissogwon – the Sprit of Fever
Sturgeon – a large bottom dwelling fish
tobacco – traditional use is as an offering to show respect Additional vocabulary identified by teacher.

Find appropriate reading materials. Oral tradition can be considered as text.

Grade 5
Strand: Reading
Sub-Strand: C. Comprehension

Standard
The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension

Benchmarks
1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.
2. Recall and use prior learning and preview text to prepare for reading.
3. Summarize and paraphrase key ideas from text.
4. Identify main idea and supporting details in fiction text.
5. Infer main ideas and determine relevant details in non-fiction texts.
6. Generate graphic organizers to enhance comprehension of texts and to describe text structure and organization.
7. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.
8. Distinguish fact from opinion and provide evidence to support conclusions.
9. Determine cause and effect and draw conclusions.
10. Compare and contrast information on the same topic from multiple sources.
11. Critically read and evaluate text to identify author's point of view and purpose.

12. Notice when comprehension breaks down, reread and use strategies to self-correct.
13. Follow multiple-step written directions.

Grade 6
Strand: Reading
Sub-Strand: B. Vocabulary Expansion

Standard
The student will use a variety of strategies to expand reading, listening and speaking vocabularies

Benchmarks
1. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading.
2. Analyze word structure and use cueing systems to understand new words.
3. Determine pronunciations, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools.
4. Determine the meaning of unknown words using knowledge of common Greek and Latin roots, suffixes and prefixes.
5. Recognize and interpret similes, metaphors, and words with multiple meanings.

Examples
environment – atmosphere, habitat, ecosystem
conservation – protection, keeping
responsibility – answerable for acts or decisions
lifestyle – habits, characteristics and way o living **Additional vocabulary identified by teacher**

Find appropriate reading materials. Oral tradition can be considered as text.

LANGUAGE ARTS STANDARD, READING
Grade 6
Strand: Reading
Sub-Strand: C. Comprehension

Standard
The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

Benchmarks
1. Summarize and paraphrase what is read.
2. Recall and use prior learning and preview text to prepare for reading.
3. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.
4. Apply a range of monitoring strategies and self-correction methods.
5. Identify the main idea and supporting details.
6. Retell significant sequences of events or ideas.
7. Distinguish fact from opinion and give examples from text.
8. Identify the author's purpose (stated or implied), audience and message.
9. Create outlines, logical notes and summaries across content areas.
10. Use texts' structural features, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings across a range of subject areas to
enhance comprehension.
11. Utilize texts' organizational structures (narrative, expository, chronological, compare and contrast) and generate graphic organizers to organize, recall and summarize content.
12. Compare and contrast information from different sources on the same topic.
13. Critically read and evaluate to determine the author's purpose, point of view, audience and message.

Grade 7
Strand: Reading
Sub-Strand: B. Vocabulary Expansion

Standard
The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

Benchmarks
1. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading.
2. . Analyze word structure and use context clues to understand new words.
3. Recognize and interpret words with multiple meanings.
4. Recognize the influences of other languages on the English language.
5. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary and assist pronunciation.
6. Identify and explain analogies, similes and metaphors.
7. Determine pronunciation, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools.

Examples
environment – atmosphere, habitat, ecosystem
conservation – protection, keeping
responsibility – answerable for acts or decisions
lifestyle – habits, characteristics and way o living

Additional vocabulary identified by teacher

Find appropriate reading materials. Oral tradition can be considered as text.

LANGUAGE ARTS STANDARD, READING
Grade 7
Strand: Reading
Sub-Strand: C. Comprehension

Standard
The student will understand the meaning of texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential and evaluative comprehension.

Benchmarks
1. Comprehend, interpret and evaluate text by asking and answering questions.
2. Recall and use prior learning and preview text to prepare for reading.
3. Use knowledge of narrative and expository text structures and subject specific texts to summarize content.
4. Make inferences and draw conclusions based on explicit and implied information from texts.
5. Create outlines, logical notes and summaries across content areas.
6. Use texts' structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings to aid comprehension.
7. Distinguish statements of fact from opinion and give examples from text.
8. Critically read and evaluate to determine the author's purpose, point of view, audience and message.
9. Follow written directions in technical reading.
10. Scan a passage to determine relevant information and skim the text to locate specific information.
11. Identify devices used in persuasive text.

Grade 8
Strand: Reading
Sub-Strand: B. Vocabulary Extension

Standard
The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

Benchmarks
1. Acquire, understand and use new vocabulary through explicit and indirect vocabulary instruction and independent reading.
2. Determine the meaning of unknown words by using a dictionary or context clues.
3. Recognize and interpret words with multiple meanings.
4. Describe the influences of other languages on the English language.
5. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.

6. Determine word meanings by using definition, restatement, example, comparison or contrast.
7. Identify and explain analogies, similes and metaphors.
8. Apply correct word pronunciation and inflection.

Examples

environment – atmosphere, habitat, ecosystem
conservation – protection, keeping
responsibility – answerable for acts or decisions
lifestyle – habits, characteristics and way o living

Additional vocabulary identified by teacher

Find appropriate reading materials. Oral tradition can be considered as text.

Grade 8
Strand: Reading
Sub-Strand: C. Comprehension

Standard
The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

Benchmarks

1. Summarize and paraphrase main idea and supporting details.
2. Recall and use prior learning and preview text to prepare for reading.
3. Comprehend, interpret and evaluate information in a variety of texts using a combination of strategies before, during and after reading.
4. Make inferences and draw conclusions based on explicit and implied information from texts.
5. Trace the development of an author's argument, point of view or perspective.
6. Evaluate the adequacy, accuracy, and appropriateness of the author's evidence in a persuasive text.
7. Use knowledge of narrative and expository text structures in a variety of content areas to summarize information.
8. Create outlines, logical notes, and summaries of text in various content areas.
9. Use texts' structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings, to aid comprehension.
10. Monitor comprehension and use strategies to clarify understanding of selections.
11. Distinguish fact from opinion in two selections on the same topic and give evidence.
12. Follow written directions in technical reading.
13. Identify and utilize a variety of sources to compare and contrast information.
14. Critically read and evaluate to determine the author's purpose, point of view, audience and message.

Grades 9-12
Strand: Reading
Sub-Strand: B. Vocabulary Extension

Standard
The student will apply a variety of strategies to expand vocabulary.

Benchmarks

1. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.
2. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.
3. Identify and analyze analogies.
4. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.
5. Understand the meaning of unknown words using derivations, such as word roots and word origins

Examples

Ojibwe – name of people known as Ojibwe or Chippewa
Anishinabe – Ojibwe word meaning "The People"
Dakota – name of people known as Sioux
Habitat – environment
decomposer – that which decays, breaks down, dissolves

ecosystem – a system formed by the interaction of a community of organisms with their environment
Concepts largely from Western world view:

predator – living by preying upon another
prey – n. quarry, game; v. hunt, track down, go after
producer – one who makes, raises or creates something
consumer – user

Concepts from American Indian world view:

harmony – order, proportion, unity, amity
balance – equilibrium, stability

Additional vocabulary identified by teacher

Find appropriate reading materials. Oral tradition can be considered as text.

LANGUAGE ARTS STANDARD, READING
Grades 9-12
Strand: Reading
Sub-Strand: C. Comprehension

Standard
. The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

Benchmarks
1. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection
2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.
3. Analyze and draw accurate conclusions about information contained in warranties, contracts, job descriptions, technical descriptions and other informational sources, selected from labels, warnings, manuals, directions, applications and forms in order to complete specific tasks.
4. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.
5. Summarize and paraphrase main idea and supporting details.
6. Trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author's evidence in a persuasive text.
7. Make inferences and draw conclusions based on explicit and implied information from texts.
8. Evaluate clarity and accuracy of information, as well as the credibility of sources.
9. Identify, understand and explain the various types of fallacies in logic.
10. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations..