

Title: Storytelling Styles that Show What History Books Don't

Subject: Social Studies

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Grade Levels: 5th grade

Time Frame: 5 days

School: TBD

Topic Areas: Economics and Economic Reasoning, Chronological Reasoning, Geographic Reasoning, Comprehension and Collaboration

Keywords: Basketmakers, Scarcity, Storytelling, Onondaga

Brief summary of unit (including curricular context and unit goals):

In this unit students will critically contemplate the art of basketry through the shared insights of Onondaga basketmaker Ronni Leigh. This unit's curricular context originates from the NYS K-8 Social Studies Framework. These goals include **Comprehension and Collaboration:** Students integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally; **Chronological Reasoning:** Students distinguish between long-term and immediate causes and effects of an event from current events or history; **Geographic Reasoning:** Students identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere; and **Economics and Economic Systems:** Students explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.

Stage 1 Identify Desired Results

Unit Goals (enduring understandings of the unit)

- Students will understand how Onondaga basketmakers tell stories with the art that they create.
- Students will understand how the "Kill the Indian, Save the man" initiative behind American Indian Residential Schools has impacted the Onondaga community since 1892.
- Students will understand how Onondaga basketmakers art depends on resources supplied by the land and why those resources are becoming scarce.
- Students will understand how Onondaga basketmaker, Ronni Leigh, decides to price her baskets.

What questions will be considered?

- How can art help us remember history? Why is it so important to learn about history from Onondaga basketmakers like Ronni Leigh?
- How did the separation of Onondaga children from their parents affect the Onondaga community? How is this effect still apparent today?
- How does the invasion of Europeans on Onondaga land continue to impact the supply of resources that basketmakers need to create their art?
- What does Ronni Leigh think about when pricing her baskets? Why does price matter?

What understandings are desired?

- Students will understand how art can tell stories that are often erased in history textbooks.
- Students will understand how ripping apart one generation of families impacts the descendants of that generation.
- Students will understand the historic invasion of Europeans and the modern disrespect for the earth have caused the shortage of sweet grass and endangerment of black ash borer trees.
- Students will understand how the price of goods connotes the worth of the basketmaker's labor and time.

What key knowledge and skills will students acquire as a result of this unit?

- Students will know:
 - Students will know that parents model for their children how to parent and that trauma in one generation reverberates throughout later generations.
 - Students will know that the way that goods are priced is rarely fair and that the price of a good always reflects a deeper meaning.
- Students will be able to:
 - Students will be able identify and discuss how Ronni Leigh uses basketmaking to remember and share history that textbooks erase.
 - Students will be able to track the causes and effects of colonization and climate change on the supplies that basketmakers like Ronni Leigh need to create their art.

Stage 2 Determine Acceptable Evidence

What evidence will show that students understand?

- Performance tasks:
 - Students will write “what I want to be when I grow up” stories that consider how their mentors’, parents’, or guardians’ role in their lives have impacted their dreams.
 - Students will calculate the cost of living and the cost of baskets for different time periods and reflect on their findings with a short answer response.
 - Students will play a game comparing and contrasting one of the stories Ronni Leigh shares with one of her baskets to how that part of history is recorded in writing (in textbooks or other non-fiction resources).
 - Students will create a comic strip using storyboardthat.com depicting how colonization and climate change have impacted black ash borer trees, sweet grass, and the basketmakers who use those resources.

What other evidence needs to be collected in light of Stage 1 Desired Results?

- Other evidence:
 - Students will turn in exit tickets sharing one question they have or one idea they appreciated after each lesson.

Student self-assessment and reflection

- Students will submit graded rubrics for each of the assignments they turn in.
 - What are you most proud of in this assignment?
 - If you started this assignment over today, what would you do differently?
 - What is one thing you want to tell me about your work for this assignment?

Assessment Task Blueprint**What understandings or goals will be assessed through this task?**

Task	Understanding/Goal
Students will write “what I want to be when I grow up” stories that consider how their mentors’, parents’, or guardians’ role in their lives have impacted their dreams.	U: Students will understand how the experiences of one generation of families impacts the descendents of that generation. G: Students will understand how the “Kill the Indian, Save the man” initiative behind American Indian

	Residential Schools has impacted the Onondaga community since 1892.
Students will calculate the cost of living and the cost of baskets for different time periods and reflect on their findings with a short answer response.	G: Students will understand how Onondaga basketmaker, Ronni Leigh, decides to price her baskets. U: Students will understand how the price of goods connotes the worth of the basketmaker's labor and time.
Students will play a game comparing and contrasting one of the stories Ronni Leigh shares with one of her baskets to how that part of history is recorded in writing (in textbooks or other non-fiction resources).	G: Students will understand how Onondaga basketmakers tell stories with the art that they create. U: Students will understand how art can tell stories that are often erased in history textbooks.
Students will create a comic strip depicting how colonization and climate change have impacted black ash borer trees, sweet grass, and the basketmakers who use those resources.	G: Students will understand how Onondaga basketmakers art depends on resources supplied by the land and why those resources are becoming scarce. U: Students will understand the historic invasion of Europeans and the modern disrespect for the earth have caused the shortage of sweet grass and endangerment of black ash borer trees.

What criteria are implied in the standards and understandings regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Standard	Criteria / Goal	Quality of Work
Comprehension and Collaboration: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Students will play a game comparing and contrasting one of the stories Ronni Leigh shares with one of her baskets to how that part of history is recorded in writing (in textbooks or other non-fiction resources).	Needs work: Students incorrectly identify and categorize differences between the stories. On track: Students correctly identify and categorize differences between the stories Exemplary: Students correctly identify and categorize differences between the stories <i>and</i> can discuss why those differences matter.
Chronological Reasoning: Distinguish between long-term and immediate causes and effects of an event from current events or history	Students will write "what I want to be when I grow up" stories that consider how their mentors', parents', or guardians' role in their lives have impacted their dreams.	Needs work: Students do not make connections between their dreams and the actions or inactions of parents/guardians/mentors in their lives. On track: Students make connections between their dreams and the actions or inactions of

		<p>parents/guardians/mentors in their lives.</p> <p>Exemplary: Students make connections between their dreams and the actions or inactions of parents/guardians/mentors in their lives <i>and</i> use excellent grammar and spelling <i>or</i> write an exceptionally creative or interesting or thoughtful narrative.</p>
<p>Geographic Reasoning: Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Western Hemisphere.</p>	<p>Students will create a comic strip depicting how colonization and climate change have impacted black ash borer trees, sweet grass, and the basketmakers who use those resources.</p>	<p>Needs work: Student's comic strip does not connect the relationship between climate change and colonization to the depletion of resources or the changing opportunities of basketmakers who use those resources.</p> <p>On track: Student's comic strip connects the relationship between climate change and colonization to the depletion of resources and the changing opportunities for basketmakers.</p> <p>Exemplary: Student's comic strip connects the relationship between climate change and colonization to the depletion of resources and the changing opportunities for basketmakers and students <i>and</i> employs a unique narrative or aesthetic drawings.</p>
<p>Economics and Economic Systems Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.</p>	<p>Students will calculate the cost of living and the cost of baskets for different time periods and reflect on their findings with a short answer response.</p>	<p>Needs work: Students incorrectly calculate the cost of living and the cost of baskets <i>or</i> write reflections that fail to address social justice themes pertaining to basket costs</p> <p>On track: Students correctly calculate the cost of living and the cost of baskets <i>or</i> write reflections that address social justices themes pertaining to basket costs.</p> <p>Exemplary: Students correctly calculate the cost of living and the cost of baskets <i>and</i> write reflections that address social justices themes pertaining to basket costs.</p>

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Through what authentic performance task will students demonstrate understanding?

- Task overview:
 - Each task detailed above can be completed in one to two lessons thereby allowing for educators to pick and choose from this collection of lessons or use all of them in order.

What student products and performances will provide evidence of desired understandings?

- Products:
 - “What I want to be when I grow up” short story
 - Compare and contrast reflection
 - Colonization, Climate Change, and Basketry Comic Strip
 - Cost of living and cost of baskets reflection
- Performances:
 - Compare and contrast game
 - Cost of living and cost of baskets calculation

By what criteria will student products and performances be evaluated?

- See above “Quality of work” column that details evaluation standards for each product and performance as “needs work,” “on track,” or “exemplary.”

Stage 3 Plan Learning Experiences

WHERE TO

What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings?

- Where are we headed?” (the student’s Q!)
 - Why should we learn about basketry from Onondaga basketmaker Ronni Leigh?
- How will the student be ‘hooked’?
 - Students will be hooked by a short clip of Ronni Leigh talking about how she knew that she wanted to be a basketmaker when she was young. Students will then get to create their own stories about why they want to be what they want to be when they grow up.
- What opportunities will there be to be equipped, and to experience and explore key ideas?
 - Students will get to watch clips from an interview with Ronni Leigh, view images of baskets that Ronni Leigh made, and review print non-fiction sources that differ from Ronni Leigh’s storytelling in order to be equipped to achieve the unit goals and experience/explore key ideas.
- What will provide opportunities to rethink, rehearse, refine, and revise?
 - Students will have multiple occasions to think about and revise their understanding of “true” histories including those written, spoken, and crafted. These occasions include games, writing, math, and drawing.
- How will students evaluate their work?
 - Students will evaluate their work before they turn it in with 5th-grade-appropriate rubrics.
- How will the work be tailored to individual needs, interests, styles?
 - Students will be able to personalize their projects based on their interests and styles. Additionally, the assignments are based in social studies standards but lean into other disciplines that encourage engagement from students who don’t particularly like history. Further, these lessons are such that each one can be broken up over a couple of days or completed in one period depending on the needs of students.
- How will the work be organized for maximal engagement and effectiveness?
 - The work will be organized in a student centric matter allowing for students to effectively latch onto this unit. By beginning the unit with a “What do you want to be when you grow up” story encourages students to think critically about themselves and consider how their understanding of their personal history and the history of central New York may need to be remade based on Ronni Leigh’s way of thinking and storytelling.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Hook: Students watch clip of Ronni Leigh talking about her decision to be a basketmaker</p> <p>Activity: students write short stories about their own dreams</p> <p>Closing: students watch a clip of Ronni Leigh talking about “Kill the Indian, Save the man.” Students then reflect on the clip and analyze how one generation impacts the next.</p>	<p>Hook: Students look at pictures of Ronni Leigh’s baskets and choose which basket they want to learn about.</p> <p>Activity: Students will listen to Ronni Leigh talk about one of her baskets and read what they can about her baskets. Then students will review a nonfiction text that addresses one of the events or themes or time periods that Ronni Leigh discussed or portrayed in her work. Students then play a game with their group comparing and contrasting one of the stories Ronni Leigh shares with one of her baskets to how that part of history is recorded in writing (in textbooks or other non-fiction resources).</p> <p>Closing: students reflect on the differences in a short answer response.</p>	<p>Hook: Students estimate how much a basket is sold for and how they think the price is decided.</p> <p>Activity: Students will calculate the cost of living and the cost of baskets for different time periods.</p> <p>Closing: Students reflect on their findings with a short answer response.</p>	<p>Hook: Students page through comics and vote on which one they like the best, and argue why it’s the best.</p> <p>Activity: Students will create a comic strip depicting how colonization and climate change have impacted black ash trees, sweet grass, and the basketmakers who use those resources.</p> <p>Closing: students evaluate their progress and make goals for the next class.</p>	<p>Hook: Students vote on which person will have the most interesting comic.</p> <p>Activity: Students finish their comics.</p> <p>Closing: Students present their comics.</p>