

## Intro Lesson: The 3 R's

### LESSON INTRODUCTION

**Time Frame:** One 60-90 min. Lesson *or* Two 40-60 min. Lessons

**Materials:**

- Computer with internet access and projector
- [Google Slides Presentation](#)
- Binder paper and writing utensils for Explore activity
- [Berry Song](#) by Michaela Goade
  - The [official trailer](#) for *Berry Song* may be used as an alternative source
  - Be sure to read “A Note from the Author” at the end of the book!
- Berry Song [Activity Sheet](#)
  - If substituting the book for the trailer, use this Activity Sheet as a conversation starter rather than a worksheet - How do the 3 R's show up in the trailer? Use the 3 quotes given on the activity sheet.
- Optional coloring materials for Reflection exercise
- [3 R's Reflection](#) exercise
- *See Extra Activities for optional materials*

The following lesson aims to introduce three important values to the Indigenous communities of California - *respect, reciprocity and relationships*. Students will build on their understanding of these values through discussion, a reading by an Indigenous author, and some creative writing. This lesson will create a strong foundation for the lessons that follow on Indigenous *place, presence, perspectives, power, political nationhood, and partnerships*.

\*\*The final project of this unit will circle back to this lesson.

**Expressive Outcomes:**

*I know I can describe the 3 R's in my own words*

*I know I can identify the 3 R's in stories*

*I know I can explain how I can practice the 3 R's in my life*

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### Teacher Background:

#### Introducing the Unit

*“I act as a guest on this land, which means I act with respect, reciprocity, and the knowledge of the importance of building trusting relationships with the Indigenous people, land, water, plants, and animals of this place.”*

While it can feel uncomfortable to say that we are guests on this land, it is important for all people who are not Indigenous to take on this mindset. This is the basis for creating genuine land acknowledgments for local tribes who continue to steward their homelands, the land that we live on.

As educators, it is important to understand your roles and responsibilities in teaching Native content to your students. To do so successfully, it is vital that you do not make assumptions about Native peoples, and to take advantage of the resources provided in each lesson plan. If you come across something that you do not understand or have questions about, reach out to your local tribes or Redbud Resource Group. We would be happy to answer any of your questions about our curriculum.

This Native American unit has been crafted by Native Americans and in collaboration with local Native community members of Sonoma, Mendocino and Lake counties. Thank you for inviting Native American voice into your classroom and for teaching these lessons with *respect* for Indigenous presence and dignity, with *reciprocity* in the inclusion of Indigenous perspective and the passing of this knowledge onto your students, and with the intent to build positive *relationships* with Indigenous living (humans, animals, plants) and nonliving (rocks, sun, water) beings of this place.

Native American curriculum crafted by non-Natives has and continues to stereotype, misrepresent, and in some cases completely objectify and demean Indigenous peoples. By using this curriculum in your classroom, you are actively standing against the problematic ways Native Americans are depicted in educational institutions. This unit is constructed around Leilani Sabzalian’s (2019)<sup>1</sup> six critical orientations for Indigenous Studies. Each orientation is outlined below, but we highly recommend purchasing [Teaching Critically About Lewis and Clark: Challenging Dominant Narrative in K-12 Curriculum](#) (Schmitke, Sabzalian & Edmundson, 2020) for your school resources

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<sup>1</sup> Sabzalian, L. (2019). [Critical orientations for Indigenous studies curriculum](#).

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collection.

**Place** - You are always on Indigenous lands. Lesson 1 aims to center “place” by discussing the local homelands of the Southern Pomo and Coast Miwok.

**Presence** - Indigenous people are still here! Many teachers inadvertently locate Native lives in the past by using materials that default to stereotypes. Lesson 2 features a Pomo beadwork expert who teaches students all over Sonoma county about Indigenous culture and uses her expertise in beadwork to help other Natives heal.

**Perspectives** - Curriculum tends to orient in the direction of exploration and expansion. Instead, we reorient our lessons from a perspective of invasion and encroachment. Lesson 3 focuses on how local tribes are using their political status and exercising their rights to take back their land, and how students can support these reclamations.

**Power** - Avoid using language that describes Native communities as damaged, or as *victims* of oppression. Instead, Lesson 3 (combined with perspectives) emphasizes Indigenous power by highlighting Indigenous changemakers and social movements.

**Political Nationhood** - It’s critically important to understand that Indigenous peoples are citizens of sovereign nations, with their own laws and treaty rights. Lesson 4 looks at food sovereignty as an integral part of political nationhood and what it means for First Nations’ health and well-being.

**Partnerships** - By using this curriculum you are already beginning to cultivate meaningful relationships with Indigenous organizations like Redbud Resource Group. Lesson 5 aims to get students to think about how we can collaborate on solutions for a controversy we all face equally - the degradation of our ecosystems.

One last thing to try to keep in mind throughout these lessons is that not all story timelines are understood as linear. The author of the book you will share with your students in this lesson, *All Around Us*, uses circles to symbolize important life cycles. Try to think of stories as circles, as many Indigenous children learn in their families, where the beginning and the end meet. Although history has been written from a linear viewpoint, the reality of past events are quite complex and overlapping. Challenge yourself to alter your perspective of time from a linear viewpoint to one that is circular, recurring, or connected.

## ENGAGE

### Image Analysis (5-10 minutes)

1. **PROJECT** the first three images from these [Google Slides](#) one at a time.
2. For each image, **ASK** students:
  - a. What is going on in this picture?
  - b. Does it make you think of anything, or anyone?
  - c. How does it make you feel?
3. After looking at all three pictures, see if students can think of any similarities between the three.
4. Offer students a last chance to give any final thoughts, then **SAY**:
  - a. “These pictures represent three important values that we’re going to talk deeply about today.”
5. **SHOW** next three images, with their attached values. Choose a student to read the word out loud, and have the class repeat.
6. **SAY**, “This image represents [blank]. Some other words that can be used to describe this word are [blank, blank and blank].”
7. **DISCUSS** the attributes of each value. As a class, add other attributes that may come to mind.
8. **GIVE** students an opportunity to ask any questions they may have about these three values.

## EXPLORE

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### Role Play: The 3 R’s (10-20 minutes)

1. **SPLIT** the class up into even groups. Just make sure there are enough groups to represent each of the 3 R’s.
2. **ASSIGN** each group one of the 3 R’s and **INSTRUCT** them to:
  - a. Think of some real-life scenarios where they would encounter their assigned value, *respect*, *positive relationships*, or *reciprocity*.
    - i. *For example: “How to show respect for our teacher;” “Caring for a friend who is having a bad day;” “Teaching a little sibling how to tie their shoe”*

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- b. Agree on one of the discussed scenarios and turn it into a script
  - c. Create roles and/or responsibilities for each group member
  - d. Prepare to act out their scenarios for the class
    - i. *For added fun, keep the assigned values a secret and let the rest of the class guess what the other groups are acting out!*
3. Always **GIVE students** time to ask questions, and allow them to have as much creative freedom as possible! (\*\**Document and take lots of pictures!*)

## EXPLAIN

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### **Berry Song by Michaela Goade (15-30 minutes)**

1. **SAY:**
  - a. “We are starting a new unit today about Native American people and their histories.”
  - b. “The 3 R’s are very important values to have as you learn new and different things. I’d like you to continue thinking about what it means to show respect to both living and nonliving things, how to foster reciprocity and find balance in everything you do, and how to build strong, positive relationships with people and the land we live on.”
  - c. “We are going to start by reading a children’s book written by a Tlingit author.”
    - i. Note: Michaela Goade is not a California Native. Because we couldn’t find a relevant book by a California Native, we are uplifting Goades’s work for this lesson. If you come across a relevant book by a CA Native we recommend using that one instead!
2. **PROJECT Slide 9** and **INTRODUCE Berry Song** by Michaela Goade
3. **READ** the book together, giving students an opportunity to read out loud. They can also do this with partners.
4. **DISCUSS:**
  - a. What point of view was the story written in (1st/3rd person)?
  - b. Why do you think the author chose to write the story from this POV?
  - c. How would the story be the same/different if told from the POV of the

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- grandma? From a third person?
- d. What kinds of colors did the illustrator use?
- e. How does the artwork help tell the story? Specific examples?
- 5. **ALLOW** students to ask questions or make comments about the story or the artwork.
  - a. Sample conversation starters:
    - i. What kinds of emotions did you feel during the story?
    - ii. Can anyone relate to the story?
    - iii. How does your family celebrate and remember the lives of loved ones who have passed?

## ELABORATE

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### Berry Song: Activity Sheet (15-25 minutes)

1. **HAND OUT** the [Activity Sheet](#) for their reading.
2. **INSTRUCT** students to answer the questions based on the reading (this can be done in partners or individually).
3. If you can, **PROJECT** the definitions of the 3 R's back on the board.
4. **REVIEW** the answers together as a class.
5. **GIVE** students an opportunity to ask any lingering questions about the book or the questions on the activity sheet.

## EVALUATE

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### Value Reflection Exercise (15-30 minutes)

1. **HAND OUT** the [Reflection Exercise](#) sheet and read the instructions together as a class.
2. **EXPLAIN** that they will now be applying the 3 R's to a place of their choosing. Imagine the place is like a person, a person that they love and care for. Like in *Berry*

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*Song*, the land is a part of us, as we are a part of the land. Their relationship with this place can be seen as a circle, where the beginning and end merge together to form a continuous cycle of respect, reciprocity and relationship-building.

3. **ENCOURAGE** students to try to think of their relationship with their important place as a circle. They can physically rotate the paper as they write to keep their answers flowing in a circular direction.
4. If some students finish early, then they can use the outer edges to doodle or draw more pictures depicting their relationship with their favorite place.
5. *If time permits*, allow students the opportunity to share their Reflections and drawings out loud with the class.

## ADDITIONAL ACTIVITIES

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- **Book** - [All Around Us](#) by Xelena Gonzalez
  - a. You can access a read-aloud version on [Youtube](#) (mute audio if you'd like students to read out loud)
  - b. If your students have access to [Epic!](#) They can read it there too.
  - c. If neither of these options are ideal, you can purchase the book ahead of time or check with the school librarian (not an ideal option if you want students to read out loud)
  - d. [All Around Us Activity Sheet](#)
- Xelena Gonzalez leads an easy-to-follow [tai chi workshop](#) for all ages. The workshop is a fun and gentle way of going within and connecting to our body.
- This is a great alternative reading if adapting for **older students**:
  - a. [The Serviceberry](#) by Robin Wall Kimmerer
- The **3 R's Reflection exercise** can easily be turned into a fun art project for the classroom. Give students more time to draw pictures or add their own decorations around their answers. Hang finished products up around the classroom!
- Use this project as a starting point for their own stories and drawings over an extended session. Use a picture book creator like [BookBildr](#) or [Story Jumper](#) to create their own children's books to share with the world!
- You may also choose to elaborate on the 3 R's with a collage activity. Collect a bunch of old magazines (or have students bring some from home) and break the

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class up into three groups. Assign each group one of the 3 R's and see if they can find images or words from the magazines that symbolize their meanings. Have students cut and glue found images onto some large paper, add some drawings and artsy touches, and hang up the finished products with a definition of each word so they may refer back to it throughout the unit!

- a. **TIP:** For *respect*, look for people celebrating each others' differences. For *reciprocity*, keep an eye out for sharing or exchanging. For *relationships* look for caring and affectionate images, or images that speak love.

## VOCABULARY

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**Respect:** Caring about the feelings, wishes, rights, or traditions of a person or people

**Reciprocity:** The sharing and receiving of things with an open heart

**Relationship:** A connection through love and support

## STANDARDS

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### Common Core:

#### CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

#### CCSS.ELA-LITERACY.RL.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### CCSS.ELA-LITERACY.RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions



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in the text.

### CCSS.ELA-LITERACY.RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding words.

### CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

### CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

### CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### CCSS.ELA-LITERACY.W.4.9.A

Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

## Native Knowledge 360° Essential Understandings

### Essential Understanding 1: American Indian Cultures

Culture is a result of human socialization. People acquire knowledge and values by interacting with other people through common language, place, and community. In the Americas, there is vast cultural diversity among more than 2,000 tribal groups. Tribes have unique cultures and ways of life that span history from time immemorial to the present day.

- Kinship and extended family relationships have always been and continue to be essential in the shaping of American Indian cultures.

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### Essential Understanding 3: People, Places and Environment

For thousands of years, indigenous people have studied, managed, honored, and thrived in their homelands. These foundations continue to influence American Indian relationships and interactions with the land today.

- The story of American Indians in the Western Hemisphere is intricately intertwined with places and environments. Native knowledge systems resulted from long-term occupation of tribal homelands, and observation and interaction with places. American Indians understood and valued the relationship between local environments and cultural traditions, and recognized that human beings are part of the environment.

### CASEL Competencies (Late Elementary)

**1.C.2.** Students articulate their beliefs about topics that are important to them, their family, and their learning community.

**1.E.2.** Students describe their roles and contributions in the different settings in which they participate. Students identify characteristics and habits they have and how they may affect others in their learning community.

**3.B.2.** Students name ways people's identities and experiences may lead to different emotional reactions. Students show curiosity about and strive to take the perspective of others based on what they know about that person or group. Students show empathy and compassion for others.

**3.F.2.** Students can work cooperatively in a diverse group of peers. Students identify their own basic rights and the rights of others. Students begin to understand how bias, prejudice, stereotypes, and racism can play a role in how people act and make decisions. Students can give examples of how these issues can disrupt or harm groups in our society.

**4.D.2.** Students celebrate differences in other cultures. Students identify and demonstrate strategies to show respect for other cultures.

**5.A.2.** Students understand the importance of curiosity and practice staying open minded when meeting diverse groups of people or in new situations.

**5.G.2.** Students anticipate consequences of their own and other's actions with increasing accuracy. Students identify the impact of different activities and

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opportunities on themselves, their relationships, and learning contexts.

## SOURCES

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- Goade, M. (2022). [Berry Song](#).
- Gonzalez, X. (2017). [All Around Us](#).
- Sabzalian, L. (2019). [Critical orientations for Indigenous studies curriculum](#).

Other useful resources to become familiar with:

- [Review](#) of Berry Song
- [Review](#) of [All Around Us](#) with ideas for educators
- [Tribal Nations and the United States - An Introduction](#)
- [CA Indian Essential Understandings](#)
- [Native Knowledge 360 Essential Understandings](#)
- [List of Tribal Nations by County](#)