

LESSON PLAN: Water Protectors

Date: July 14, 2022

Time: _____

LEARNING OBJECTIVES:

**Remember, the teacher does not have to teach all of the five pursuits in one lesson plan; add objectives for this lesson plan only*

SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources.

Anahkwet (Guy Rieter): Protector of the Menominee River

ELS Standards

Identity: How does water play a role in my life? / What role does water play in my life?

- ELS.EX3.C.m—Analyze how one's cultural identity influences perspectives about shared natural resources and their role in maintaining the health and resilience of those resources.

Skills: How do every day actions/decisions impact watersheds?

- ELS.EX3.C.m—Analyze the environmental, social, and economic aspects of community health and sustainability.

Intellect: What does "Water is Life" mean to you and how does your interpretation impact others?

- ELS.EX5.A.m—Compare and contrast various cultural systems' viewpoints, actions, decisions, and behaviors related to sustainability.

Criticality: Whose stories are not being told/heard about water access?

- ELS.EX3.C.m—Analyze cases where historically marginalized groups have been impacted by environmental decisions. Examine ethics of societal actions and their effect on others.

Joy: How does water bring us joy?

- ELS.EX3.B.m—Examine the relationships among resource use, environmental quality, and human health and well-being.

MATERIALS NEEDED:

**Add any materials needed and used in the lesson plan*


- Dr. Gholdy Muhammad Instructional Plan Template:
https://docs.google.com/document/d/1UTUr26JsP-z_LV2WkPTMBcqPjE5U9TOcf1tMeSn_IrM/edit?usp=sharing

- Selecting Learner-Centered Texts Resources in the WISELearn Engaged Educator Coalition Hub: <https://wiresources.dpi.wi.gov/hubs/engaged>

LAYERED TEXTS:

**Add print and non-print layered texts used in the lesson plan*

Primary Texts

- We Are Water Protectors song:  Water Protectors by Albert Alabedra
- [We Are Water Protectors by Carole Lindstrom \(illustrated children's book\) – read aloud](#)
- The Back 40 Mine Issue in Anahkwet's (Guy Reiter) words: <https://www.americanrivers.org/2017/07/menominee-tribal-perspective-back-40-mine/>
- The article has a Map of Treaty Land: <https://edgeeffects.net/guy-reiter/>
- Video of "What Can We Do" – Anahkwet's comments about gratitude: <https://www.facebook.com/riveralliance/videos/quick-chat-with-anahkwet-guy-reiter/10155366724205218/>

Additional Texts

- Author Carole Lindstrom's Website: <http://www.carolelindstrom.com/home.html>
- Photo Slide Show of Activism Efforts: <https://www.menomineerebuilders.org/protectors-of-the-menominee-river?lightbox=dataltm-jd1401eI2>
- What is a Watershed (video) <https://wisconsin.pbslearningmedia.org/resource/254b8ba3-02eb-40e0-8a65-f39f466e2aa7/water-quality-watershed/>
- From the company's perspective: <https://backfortymine.com/>

VOCABULARY:

**Add any vocabulary taught in the texts*

- Watershed
- Sustainability

STUDENT SPARK

**Add how the teacher will start the lesson plan. This should be engaging and motivating*

- As you enter this space, enjoy the [music](#) and reflect on the following: How do you experience connection with water? Add your ideas in the chat.
- Today, we're going to learn more about being a water protector.

<p>BODY OF LESSON</p> <p><i>*In a sequential manner, write what will take place in this lesson plan; add the literacy strategy(ies) used</i></p>	<ul style="list-style-type: none"> ● Round 1: What does “water is life” mean to you? (Put in chat - or unmic) ● Watch read aloud. “We Are Water Protectors” by Carole Lindstrom (illustrated children’s book) (YouTube Read by Author: https://youtu.be/2YHaRmj9wLU) ● Round 2: What stood out to you in the story? (small groups - 8 minutes with whole group debrief) ● Round 3: How are the viewpoints, actions, decisions, and behaviors (Ojibwe) similar or different from your own? (small groups - 8 minutes with whole group debrief) ● Read the quote from The Back 40 Mine Issue in Anahkwet’s (Guy Reiter) words: https://www.americanrivers.org/2017/07/menomin-ee-tribal-perspective-back-40-mine/ ● Round 4: What connections are you making between We are the Water Protectors and what is happening to the Menominee River? (small groups - 8 minutes with whole group debrief) ● Look at the map of the proposed back 40 mine site: https://edgeeffects.net/guy-reiter/ ● Round 5: How does one’s cultural identity influence their perspective about natural resources and their role in maintaining the health and resilience of those resources? (small groups - 8 minutes with whole group debrief)
<p>CLOSURE</p> <p><i>*Add how the teacher will close and conclude the lesson plan</i></p>	<ul style="list-style-type: none"> ● View the video: https://www.facebook.com/riveralliance/videos/quick-chat-with-anahkwet-guy-reiter/10155366724205218/ ● Closing Round: Reflecting on Anahkwet’s (Guy Reiter) call to action, from your position in life, how may you move your gratitude into action?
<p>ASSESSMENT</p> <p><i>* Add the ways the teacher will assess each objective added for this lesson plan</i></p>	<ul style="list-style-type: none"> ● Listen to student discussions. ● Read written responses in chat and jamboard, Water Protectors Closing Reflection