

Printable
& Digital

Name: _____ Date: _____

Water Protectors: Discussion Questions

1. Why is water sacred to the indigenous people in this story?

2. What does the "black snake" symbolize?

3. The author repeats the page that says "We are still here". Why is this an important page?

3. How are the indigenous people in this book protesting?

on the author wants the reader to learn?
k to support your answer.



LET'S READ!

READ
WE ARE WATER
PROTECTORS
BY
CAROLE LINDSTROM



DAY 3

DAY 4

DAY 5

NEXT

MENTOR TEXTS

We Are Water Protectors



MENTOR TEXTS

We Are Water Protectors

Day 1:

- Vocabulary
- About the Author
- The Ojibwe People passage and questions

Day 2:

- Read Aloud Link: *We Are Water Protectors*
- Sticky Note Questions
- Discussion Questions

Day 3:

- Current Events Connection: The Dakota Pipeline
- Written Response

Day 4:

- Read Young Water Protectors
- Water Protectors Video and Pledge

Day 5:

- Art Extension
- Response Topper



Thank you for purchasing this Common Core Kingdom digital resource!

The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.



PEDAGOGY



Many schools and districts are stuck in expensive contracts using basal big box curricula. These resources claim to be both comprehensive and research based, which leads school administrators and other decision makers to believe that they are the best resources for students. Unfortunately, basal readers can often turn students off from reading, making it difficult for them to grow academically and potentially harming their chances of



becoming lifelong readers. Because the basal reader is focused on routine overdevelopment, students exposed to the basal readers without complementary resources can struggle to develop and transfer necessary comprehension skills.

I believe that students need to be immersed with reading tasks that engage them with meaningful literature that is both relatable and diverse. This is why I am creating literature units focused on mentor texts.

Carefully selected books

I've carefully selected books that:

- are excellent mentor texts
- include diverse characters from different backgrounds, ethnicities, and experiences
- include topics and plots that are engaging to students and will help them think critically

While developing this curriculum, my focus was to create a process in which:

- teachers model a reading comprehension skill or strategy using the mentor text
- students have time to discuss ideas and concepts with each other
- lessons integrate writing in a meaningful way with reading response

BUILD BACKGROUND!

TABLE OF CONTENTS

DAY 1

DAY 2



A **tribe** is a group of families or communities with common cultural practices and beliefs.

Tribal land is a particular portion of land or reservation that is held in trust by the United States government.



Indigenous people are native to a particular place and have interconnected relationships with the natural environment.

A **protest** is a statement or action expressing disagreement towards an idea or action.

DAY 3

DAY 4

DAY 5

NEXT

CRAYONS

CRAYONS

THE OJIBWE PEOPLE

TABLE OF CONTENTS

DAY 1

DAY 2

The Ojibwe people are from southern Canada and the northern Midwestern United States. They are the fifth-largest Indigenous tribe in the United States and the second-largest in Canada.



Map of where
Ojibwe live
today.

The Ojibwe language, Anishinaabemowin, is still widely spoken. The number of native speakers has declined, but there is a movement to restore the language.

The Ojibwe originated in what is now Quebec. They traded across the continent for thousands of years. In 1640, they had their first reported contact with colonists. The Ojibwe built a relationship with French traders, which gave them access to guns and European goods.

Five Ojibwe chiefs in
the 19th century.



Now Ojibwe had power over their enemies. After the Seven Years' War, the United States government tried to force all Ojibwe to Minnesota. Today, the government and First Nations are continuing to negotiate land agreements.

The Ojibwe people have a strong connection to the land. Today, they stand up for protecting the land and environment.



Ojibwe woman
tapping for
maple syrup.

DAY 3

DAY 4

DAY 5

NEXT



WATER PROTECTORS: DISCUSSION QUESTIONS

TABLE OF CONTENTS

DAY 1

DAY 2

1. Why is water sacred to the indigenous people in this story?

2. What does the "black snake" symbolize?

3. The author repeats the page that says "We are still here." Why is this an important page?

4. How are the indigenous people in this book protesting?

5. What is the theme or lesson the author wants the reader to learn? Use examples from the book to support your answer.

DAY 3

DAY 4

DAY 5

DONE

SAMSUNG

CRAYONS

CRAYONS

CURRENT EVENTS CONNECTION

TABLE OF CONTENTS

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

DONE

You have learned about the Dakota Access Pipeline Protests, which inspired the book *We Are Water Protectors*.

How does history connect to what you learned about in the book? Why is it important to learn about this event?



©2018 Edele



WE ARE WATER PROTECTORS - PLEDGE

TABLE OF CONTENTS

DAY 1

DAY 2

Write your own pledge to protect the environment.

Water Protectors Pledge



Water Protectors

DAY 3

DAY 4

DAY 5

NEXT

Day I

1. Show students the cover of *We are Water Protectors* by Carole Lindstrom. Explain that students will be reading this story and completing activities based on it. First, it is important to learn about the author.
2. Read *About the Author: Carole Lindstrom* as a class or have students read independently.
3. Introduce key vocabulary through the text:
 - a. *Indigenous people*: Indigenous people are also referred to as First peoples, First Nations, Aboriginal peoples, and Native peoples. These are ethnic groups who are native to a particular place and have a interconnected relationship with the natural environment. Indigenous people were present generations before non-indigenous people arrived.
 - b. *Tribe*: A tribe is a group of families or communities with the common cultural practices and beliefs. Some examples of tribes are Cherokee, Wampanoag, and Seminole people.
 - c. *Tribal land*: Tribal land is a particular portion of land or reservation that is held in trust by the United States government.
 - d. *Protest*: A protest is a statement or action expressing disagreement towards an idea or action. People might protest by marching, boycotting, or gathering.
4. Explore: Show students the United States Map and where the Ojibwe live. Read the article on the Ojibwe to build background knowledge.

Name: _____ Date: _____

About the Author: Carole Lindstrom

The author of *We Are Water Protectors*, Carole Lindstrom, is Anishinabe/Metis and is tribally enrolled with the Turtle Mountain Band of Ojibwe. Carole is a water protector herself. She wrote this story to show how her culture is closely connected to the land.



Click the computer to read Carole's biography.

1. Where did Carole Lindstrom grow up?

2. When did Carole discover her love of writing?

1. What inspired Carol to write this story?

2. What is the meaning of the feather the girl holds?

Click the reporter to read an interview with the author and illustrator.

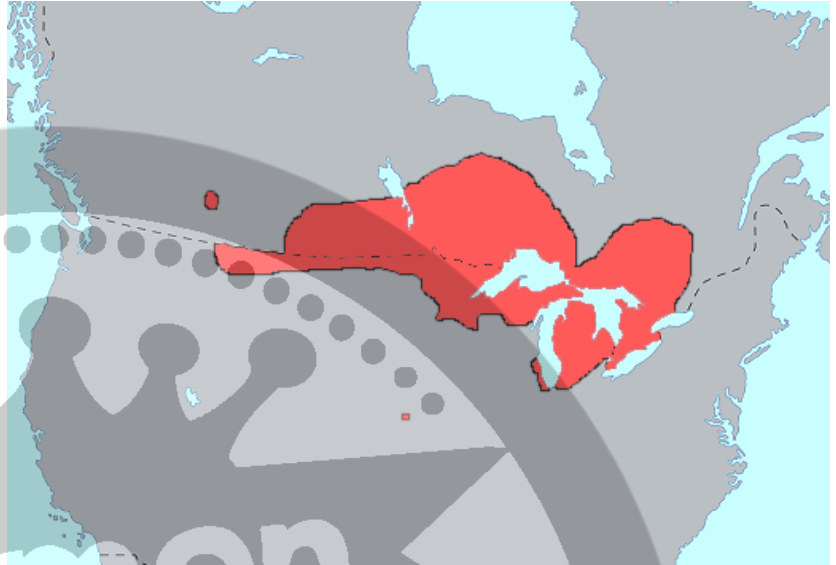


Name: _____ Date: _____

The Ojibwe People

The Ojibwe people are from southern Canada and the northern Midwestern United States. They are the fifth-largest Indigenous tribe in the United States and the second-largest in Canada.

The Ojibwe language, Anishinaabemowin, is still widely spoken. The number of native speakers has declined, but there is a movement to restore the language.



Map of where Ojibwe live today.



Five Ojibwe chiefs in the 19th century.

The Ojibwe originated in what is now Quebec. They traded across the continent for thousands of years. In 1640, they had their first reported contact with colonists. The Ojibwe built a relationship with French traders, which gave them access to guns and European goods. Now Ojibwe had power over their enemies. After the Seven Years' War, the United States government tried to force all Ojibwe to Minnesota. Today, the government and First Nations are continuing to negotiate land agreements.

The Ojibwe people have a strong connection to the land. Today, they stand up for protecting the land and environment.



Ojibwe woman tapping for maple syrup.

Name: _____ Date: _____

The Ojibwe: Discussion Questions

1. Where are the Ojibwe from?

2. Why is there a movement to restore the Ojibwe language?

3. Fill in the cause-and-effect chart to show the effect of the Ojibwe contact with colonists.



4. We are reading the book *We are Water Protectors*. After previewing this book, why do you think the Ojibwe's connection with the land is important?

Day 2

1. Review with students what you learned about Ojibwe people. Explain that this story is about Ojibwe, and other indigenous tribes in the same area.
2. Read *We are Water Protectors* by Carole Lindstrom. Stop to discuss questions and vocabulary as you read.



Day 3

1. Learn about the Standing Rock Dakota Access Pipeline Protests. By watching the videos.

https://www.youtube.com/watch?v=s_sznbpUM0I

<https://www.youtube.com/watch?v=QFjnudxcfv0>

2. Complete the Current Events Connection.



Day 4

1. Read [Young Water Protectors](#) by Aslan Tudor.
2. Write your own pledge to protect the environment or sign the Water Protector Pledge [here](#).



Day 5: Art Extension

1. Watch the video on [Elements of Art](#).
2. Complete the Art Extension.
3. Complete coloring topper to go along with writing prompt.



Name: _____ Date: _____

We Are Water Protectors Art Extension

Take some time to observe Michaela Goade's illustrations in *We Are Water Protectors*. Think about how Michaela's illustrations add to the meaning and create a mood for each part in the story. Focus on the elements of art.

Book Cover

Pages 8-9

Pages 14-15

Pages 24-25

Craftivity Directions

1. Select a writing prompt for your students to respond to.
2. **Option A:** Print a copy of the Water Protector characters.
3. Have students color the topper.
4. Cut out and assemble the craftivity as shown below.



Terms of Use



How Can I Use This Resource?

Thank you for your purchase! My mission is to create resources that support teachers and promote student success. Please note that this resource is licensed for use by a single teacher in a classroom setting. If you need to use this resource with more than one teacher and/or across multiple classrooms, additional licenses are available at a discount. You can access them by visiting your TPT "Purchases" page and then selecting "Download Additional Licenses" or by contacting julie@commoncorekingdom.com.



Good to Go:



Not O.K.

- Use this resource personally.
 - Use this resource in your own classroom.
 - Provide this resource to your students to use at your instruction.
 - Print and/or copy for use in your own classroom.
 - Provide print version(s) of specific pages within the product to a substitute teacher with the sole purpose of instructing your students.
 - Assign to your students via a secure document portal or electronic learning platform that requires individual user verification and limits access to only the students in your own classroom (e.g. Google Classroom).
 - Review this product with others with the sole purpose of recommending the product, provided you include the link below:
- Give to others to use personally.
 - Give to others to use in another classroom.
 - Give to parents to use with their children outside of your lessons.
 - Print or copy this item to share with other teachers or other classrooms.
 - Publish or host online in a manner where the material is accessible to others besides the students in your own classroom, including but not limited to personal, classroom, or district websites accessible by the general public.
 - Publish, sell, or otherwise disseminate the product to anyone.

<https://www.commoncorekingdom.com/shop>

© Copyright 2016, 2020. All rights reserved. Permission is granted to copy pages specifically designed for student or teacher use by the original purchaser or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) is strictly forbidden. Posting without permission is a violation of the Digital Millennium Copyright Act (DMCA).

Created By: **Bochese Law** TPT Seller Solutions & More at BocheseLaw.com

Membership Opportunity!



If you love these resources and want access to more, check out my membership opportunity with the Core Kingdom Club.

[Join my Core Kingdom Club waitlist!](#)

Core Kingdom Club opens its membership doors twice a year to offer teachers all of the resources you love, with a membership discount. You can also find support through my custom learning plan.

Find out more commoncorekingdom.com/membership.



CREDITS

By Frédéric de Villamil from Paris, France (@QueenRania Uploaded by Mindmatrix) [CC BY-SA 2.0 (<http://creativecommons.org/licenses/by-sa/2.0>)], via Wikimedia Commons

