



Educator Lesson Guide

RANGE	SUBJECTS	DURATION
Upper Elementary/Middle	Media Literacy, Language Arts, Visual Arts, Social Studies, Social Emotional Learning	3 Activities Approx. 60-90 minutes each depending on differentiation

LESSON OVERVIEW

This lesson guide includes activities accompanying the three segments of Episode 2: Mother Tongues, part of the "Communication Nation" series by The Children's Hour Inc.

The episode features guests, including bestselling author and educator [Joanna Ho](#) and Dr. Curtis Chavez of the [Keres Children's Learning Center](#) in Cochiti Pueblo, New Mexico. They are interviewed by Katie Stone, the Founder, Executive Director, and Producer of [The Children's Hour Inc.](#), and members from the Kids Crew, youth journalists who help produce The Children's Hour as part of a free extracurricular activity in Albuquerque, New Mexico. Educational materials are created by Lorraine Archibald, Licensed Educator and Educational Director for The Children's Hour, and Amber Arnett, Licensed Special Education Educator and Educational Consultant.

The series and accompanying learning materials explore various forms of communication through languages, verbal abilities, media, and community building. They aim to serve as tools for educators and families to support the development of critical thinking skills, build social-emotional skills, celebrate diverse identities, and promote tolerance and empathy.

The learning materials align mostly to a 5th-grade level, but with differentiation, can be appropriate for grades 3-8 or beyond. Each activity can be completed approximately within a 60-90 minute lesson, not including extension options. The activities can be taught together or separately. Additional materials in the lesson guide include Episode Vocabulary, Standards, and Teaching Tips, including universal supports and targeted, intensive intervention ideas. The learning materials support lesson design and allow for flexible alignment to assessments based on grade level, site, and local needs. To maintain inclusivity and universality, the materials do not provide a specific assessment component.

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Part 1 Activity: Who I Am

OBJECTIVES

- Learners will build self-awareness of their identity.
- Learners will categorize information.
- Learners will practice notetaking and write a poem about who they are.
- Learners will express their identity creatively and share their work with others.

MATERIALS:

- Audio of Part 1: What's in a Name
- Student Activity Page
- Paper, writing and coloring utensils, other art and digital tools optional

STANDARDS

National Health Education Standards

- Standard 1: Use functional health information to support the health and well-being of self and others.
- Standard 2: Analyze influences that affect the health and well-being of self and others.

Common Core

- CCSS.ELA-LITERACY.SL.6.1: Engage effectively in a range of collaborative discussions.

National Core Arts Standards

- Performing/Presenting/Producing: Anchor Standard 6: Convey meaning through the presentation of artistic work.
- Connecting: Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

The Collaborative for Academic, Social, and Emotional Learning (CASEL), five core competencies in Social and Emotional Learning (SEL):

- Self-Awareness: The ability to recognize one's own emotions, thoughts, and values, including how they influence behavior.

KEY VOCABULARY

Identity (I-den-ti-ty): The characteristics, traits, and qualities that make a person who they are.

Culture (Cul-ture): The customs, traditions, beliefs, and way of life of a group of people.

Ancestors (An-ces-tors): People from whom you are descended, including previous generations of your family.

Values (Val-ues): A person's important beliefs and principles that guide their behavior and decisions.

Role (Role): The function and responsibility that a person has as a member of a group.

Experiences (Ex-pe-ri-ences): Events or activities that someone goes through.



Part 1 Activity: Who I Am

LESSON PROGRESSION:

Introduction (5 minutes): Tell students to write their names in large letters on a piece of paper. If they ask for clarification on what name(s) to use, tell them they can choose. Then, ask them to write down any other names they associate with in smaller letters. Tell them to keep their name page as a focal point while they listen to the audio.

Contextualize (15-25 minutes): 1. Explicitly teach key vocabulary by helping learners decode words and their meanings. 2. Play the audio clip "Part 1: What's in a Name".

Discussion Questions (may be asked before/during/after listening):

1. Who is named after someone in their family?
2. Would you feel comfortable correcting someone who mispronounces your name?
3. Does anyone know the meaning of their name?
4. Why is it important to put effort into saying a person's name correctly?
5. What phrases/questions can people use to help them navigate uncomfortable interactions around pronouncing names?

Activity (30-60 minutes):

1. Hand out the activity page "Who I Am," and have students read the instructions out loud. Then, review them for clarity.
2. Help students classify information about themselves into the provided categories. Remind them to include text and visuals in their notes.
3. Once they are ready to move on, have students complete the poem portion by selecting details from their notes.
4. Provide materials and support them in completing a sketch of their name tag.
5. Facilitate students sharing their work with others according to your class needs/dynamics.

Extension: Ask learners to take their name tag and recreate it as a permanent piece, such as a painting, sculpture, mural, business card, digital art, etc.

Closing (5 Minutes)

Remind students to always make the effort to say others' names right. Their identities may continue to develop and evolve as they define who they are and who they want to be. Emphasize that everyone must respect each other and all parts of our identities.

DIFFERENTIATION

Support learners with targeted interventions, including clarifying for understanding, breaking activities into smaller steps, and contextualizing vocabulary and topics.

Challenge learners with extension activities, leadership roles (such as modeling and supporting peers), and various options and/or materials for creative output.

English Language Learners can benefit from structured literacy strategies.

For diverse learning styles, incorporate movement, role play, and play audio with accessibility features.



Part 2 Activity: Preserving Community Assets

OBJECTIVES

- Learners will identify community assets.
- Learners will analyze resources.
- Learners will design an action plan.
- Learners will collaborate to achieve a shared goal.
- Learners will help preserve and support an asset.

MATERIALS:

- Audio of Part 2: "Saving America's First Languages"
- Student Activity Page
- Writing Utensils

STANDARDS

ELA Common Core

- CCSS.ELA-LITERACY.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- CCSS.ELA-LITERACY.SL.6.1: Engage effectively in a range of collaborative discussions.

The Collaborative for Academic, Social, and Emotional Learning (CASEL), five core competencies in Social and Emotional Learning (SEL):

- Social awareness: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

International Society for Technology in Education (ISTE) Standards for Students:

- Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

National Core Arts Standards

- Creating: Anchor Standard 1: Generate and conceptualize artistic ideas and work.

KEY VOCABULARY

Community (Com-mu-ni-ty): A group of people living in the same area or sharing something in common.

Asset (As-set): Something valuable or beneficial.

Resources (Re-sour-ces): Materials, money, ideas, people, or other assets that can be used to accomplish something.

Preserve (Pre-serve): To keep something in its original state or in good condition.



Part 2 Activity: Preserving Community Assets

LESSON PROGRESSION:

Introduction (10 minutes): Show the class a map of the continents of the Americas and point out some larger countries within the region. Have students activate prior knowledge by asking them what they know about the indigenous peoples of the Americas. Offer students an opportunity for movement by having them move to different corners if they've been to specific countries, and/or use a visual map to describe the places they know.

Contextualize (15-25 minutes): Explicitly teach key vocabulary by helping learners decode words and their meanings. Play the audio clip "Part 2: Saving America's First Languages".

Discussion Questions (may be asked before/during/after listening):

1. Do you know of any languages that are indigenous to the Americas?
2. Where is your favorite place to be and why?
3. Why are Indigenous languages endangered?
4. How do people keep their languages alive?
5. In what ways do you see people contribute to their community?

Activity: Analyze a Source (30-60 minutes): Have students work together or independently. Hand out the activity page, have students read the instructions out loud, and review them for clarity.

1. Prompt students to consider the resources and assets that exist in their city from the different categories in the chart. Ask them to note their ideas.
2. Tell them to select an asset they listed and choose one that they would like to support.
3. Support students in analyzing the possible options for helping the asset, and completing the action plan.

Extension: Assist students in accessing the resources needed to put their plan into action. Plan a meeting and invite parents, administrators, and community stakeholders who could help support.

Closing (5 minutes)

Have students share their goals and identify areas of common interests.

DIFFERENTIATION

Support learners with targeted interventions, including clarifying for understanding, breaking activities into smaller steps, and contextualizing vocabulary and topics.

Challenge learners with extension activities, leadership roles such as modeling/supporting peers, and various options and/or materials for creative output.

English Language Learners can benefit from structured literacy strategies.

For diverse learning styles, incorporate movement, role play, and play audio with accessibility features.



Part 3 Activity: Oral Language Story Book

OBJECTIVES

- Learners will identify life lessons worth sharing.
- Learners will develop components of a story including characters and setting.
- Learners will sequence events to create a story.
- Learners will create a storybook that can be used as a tool to pass on oral language.

MATERIALS:

- Audio of Part 3: "Preventing Extinction of Indigenous Languages"
- Student activity page
- Art supplies to create hand made book (construction paper, string, hole punch, coloring utensils)

STANDARDS

ELA Common Core

- CCSS.ELA-LITERACY.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-LITERACY.W.5.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- CCSS.ELA-LITERACY.W.5.3.B: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show characters' responses to situations.

National Core Arts Standards

- Connecting: Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

International Society for Technology in Education (ISTE) Standards for Students:

- Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

KEY VOCABULARY

Revitalize (Re-vi-tal-ize): To make something active, healthy, alive, or energetic again.

Imagery (I-ma-ge-ry): Descriptive language that creates vivid pictures in the reader's mind.

Indigenous (In-di-ge-nous): To be native to a place, or the first ones to live there. Indigenous peoples maintain unique cultural practices, languages, identities, and connections to their ancestral lands.

Oral Language (Or-al Lan-guage): Using spoken words to communicate.



Part 3 Activity: Oral Language Story Book

LESSON PROGRESSION:

Introduction (10 minutes): Open the lesson by asking students to think of a time when they learned or heard about someone learning a life lesson. Examples could include not giving up, being kind, or standing up for what is right. Have them share some favorite life lessons or sayings from their families. Share an example of a saying, quote, or proverb from an indigenous person.

Contextualize (15-25 minutes): Explicitly teach key vocabulary by helping learners decode words and their meanings. Play the audio clip "Part 3: Saving America's First Languages".

Discussion Questions (may be asked before/during/after listening):

1. How do you pass on traditions in your family?
2. What are some challenges that indigenous languages face in modern society?
3. How does the community help keep the Keres language alive?
4. How can schools and communities help save languages like Keres?
5. What is your favorite word or phrase in your native language, and why?

Activity: Oral Language Story Book (60- 120+minutes):

Gather learners' attention and say/project visually:

"In the audio we hear from Mr. Suina, an educator and leader of the Cochiti indigenous peoples of New Mexico. He authored a book titled "The Adventures of Jack", illustrated by Paul Quintana, Jr. The story is about a dog and his adolescent friend, Uh-see-pu. The visuals in the story take us through a day in the life of the two best friends who live in a small village. They go on hikes, observing the changes and appreciating the natural world around them. The story pulls you in through all of your senses and uses descriptive language to create visual imagery. The illustrations work with the story as a great tool for sharing knowledge, traditions, values, and joy through oral storytelling."

1. Hand out the activity page. Have students read the instructions out loud and review them for clarity.
2. Have learners write down ideas of life lessons that came from the introduction activity.
3. Help learners develop characters, setting, purpose, imagery, and descriptive visuals using the graphic organizers on the student activity page.
4. Support learners in sequencing their ideas into 5 story scenes and a title scene.
5. Provide materials for creating a handmade or digital storybook.

Extension: Help learners coordinate and invite guests from diverse cultures who speak different languages to read the storybooks. Invite family and community members to a celebration where the stories are told and shared through different perspectives.

Closing (5 Minutes)

Encourage learners to keep their storybooks and use them as a tool to pass down knowledge through oral language. If students are interested in pursuing publishing their work, help them find resources for scholarships, contests, and other literary/art grant opportunities.





Part 3 Activity: Oral Language Story Book

DIFFERENTIATION

Share examples of wordless and descriptive picture books. We recommend *Herizon* by Daniel Vandever, *Good Dog Carl* by Alexandra Day, *Anno's Journey* by Mitsumaso Anno, and *Unspoken: A Story from the Underground Railroad* by Henry Cole. We also encourage reading Bernard Suina's *The Adventures of Jack*, which inspired this activity.

Support learners with targeted interventions, including clarifying for understanding, breaking activities into smaller steps, and contextualizing vocabulary and topics.

For students who are not comfortable drawing, offer options of collage, digital images, etc.

Have students do “check-ins” to support them through the activity steps. Once they finish each section, they should get a peer or teacher to initial the section, signaling they are ready to move on.

Challenge learners with extension activities, leadership roles such as modeling/supporting peers, and various options and/or materials for creative output.

Assess in a way that recognizes effort over artistic ability.

English Language Learners can benefit from structured literacy strategies.

For diverse learning styles, incorporate movement, role play, and play audio with accessibility features.





Vocabulary

Identity (I-den-ti-ty): The characteristics and qualities that make a person who they are.

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Teacher Tips

Universal supports will allow for best engagement with the media and activities. Lessons may need to be adapted based on student needs. Use the chart below to help you plan out leveled systems of student support.

Supports	Planning
<p>Universal Supports Classroom community building, safe environment, routines, audio and visual supports, structured brain breaks, objectives posted, modeling, decoding words, concise accessible instructions, collaboration and peer support, materials are culturally relevant and responsive</p>	<p>Throughout the lesson, all students will benefit from:</p>
<p>Targeted Intervention Formatively assess to get data, provide prompt feedback, scaffold the lesson with more context and break into steps, shelter instruction with explicit comprehension support for vocabulary and concepts. Contextualize unfamiliar concepts or words.</p>	<p>I anticipate some students may struggle with:</p> <p>I can prevent this, or support them by:</p>
<p>Intensive Intervention Identify when a student is struggling, consider an intervention that accounts for social emotional or basic needs, determine their preferred learning style, provide one on one support, long-term planning and data tracking.</p>	<p>A few students may need:</p> <p>What resources can I use for support?</p>



Standards

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