



Grade Level: 4
Subject: ELA

Paper Bag Book Project - “pipa lisak buk” Project

ESSENTIAL UNDERSTANDINGS

- History
- Lifeways
- Identity

LEARNING OUTCOMES

- Students will be able to summarize the selected story, including important details such as characters, setting, main conflict, and the theme.
- Students will be able to present their book report to classmates utilizing their bag as a guide.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to Community
- Connecting to Lives of Students
- Preserving and Honoring Cultural History

ASSESSMENT - Summative

Students will be completing a book project on and within their paper bags. Students will be assessed on their inclusion and accuracy of the title, author, illustrator, main character(s), setting, summary, main conflict, theme, and inclusion of cultural connection items.

Optional: Students can be assessed on speech/speaking skills when presenting their project to classmates.

Overview

Using one of the suggested Native American titles, students will complete a Paper Bag Book Project that will help them summarize and describe the story they have read. Students will also be able to create connections between their world and the book as they find elements to place within the paper bag.

MATERIALS

What materials are needed for students to engage in this activity?

- “pipa buk-lisak” Report Instructions
- Small brown paper bags for each student
- Anchor Text from suggested Native American titles
- Art supplies

LOGISTICS

- Where does this activity take place?
Classroom
- How are the students organized?

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

~1 Week

STANDARDS

Oregon Common Core State Standards: 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.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Oregon Social Sciences Academic Content Standards

Civics & Government 4.1 Investigate how the establishment, organization, and function of the Oregon government, its Constitution and its laws enforced and/or violated democratic conceptions of equity and justice for individuals and groups including Native Americans, African-Americans, Asian-Americans, and other immigrant groups.

Economics 4.4 Examine the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth.

Geography 4.10 Identify political, economic, cultural and physical conflicts, including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon's different geographical areas and people groups who lived in those areas.

Geography 4.11 Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human (e.g., tribal, cultural, agricultural, industrial, etc.) and physical geography (dams, wind turbines, climate change, transportation, etc.) and its effect on Oregon's environmental sustainability.

English Language Proficiency Standards

4-5.1 An ELL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

4-5.7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

4-5.8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Background for Teachers

Hearing the stories of Native American youth, whether fiction or non-fiction, can help students recognize and understand many of the hardships these children experience on a daily basis. Students are able to connect with these Native American youth as they find themselves relating to their lives, experiences, identities. Reading these texts also helps students recognize the present-day presence of Native youth and the importance of identity expression in present-day life.

Senate Bill 13 Tribal History/Shared History:

<https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Senate-Bill-13-Tribal-HistoryShared-History.aspx>

VOCABULARY

- **Title:** the name of a book, composition, or other artistic work
- **Author:** a writer of a book, article, or report
- **Illustrator:** a person who draws or creates pictures for magazines, books, etc.
- **Main Character:** the characters with the most amount of influence on the plot or the characters that the plot has the most influence on
- **Setting:** the location and time frame in which the story takes place
- **Main Conflict:** the main problem, obstacle or complication that characters need to navigate in order for the story to reach a conclusion
- **Theme:** the main idea or underlying meaning a writer explores
- **Summary:** a brief statement or restatement of main points

Opening

As a class, create a mind-map for the selected book title. Include important components such as characters, setting, theme(s), and main events. This will serve as a review before students begin their independent project.

Activity

1. Hand out the Paper Bag Book Project instructions. Review instructions and due date(s) with students.
2. Pass out brown paper bags and art supplies to students. Students may also need a copy/copies of the selected title to refer to.
3. Allow students time to work on their project.

Closure

Students will present their Brown Bag to the class or small groups.

Differentiation

[include links, ppts, worksheets, etc. here]

Extension

[include links, ppts, worksheets, etc. here]

Notes/Other

This lesson can be taught with a variety of titles. The teacher may decide to read as a whole group, small group, or suggest titles individually to students. Suggested titles include:

Indian No More by Charlene Willing and Traci Sorell

I Can Make This Promise by Christine Day

Absolutely True Diary of a Part-Time Indian by Sherman Alexie

Code Talker by Joseph Bruchac

Rain is Not My Indian Name by Cynthia Leitich Smith

My Name is Not Easy by Debby D Edwardson

Resource guides for these titles can be found on the Confederated Tribes of Grand Ronde Curriculum 4th Grade ELA page.

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)

Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

Brown Bag Book Report Instructions:

<https://drive.google.com/file/d/1Cs5OakXmQwmmXq1gCkTm3y5FereN6bNY/view?usp=sharing>

Reading Resource Guides:

<https://drive.google.com/drive/folders/1pM1DPSc9a-8m9HpGLhR6ZPbAilfMBF7V?usp=sharing>