

Arroyo Tales

Closing Activities, Lesson 2

Lesson Summary: Students will interview family and friends to collect real and fictional stories about the arroyos.

Suggested Timing: 2.5 hours class time and 1 hour homework

New Mexico State Standards

ELA CCSS Connections:

- RL.6.a: Grade 6 students will analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.

NM Social Studies Standards:

- 6.15. Describe the many facets of student identity (including family history and culture) and how they are connected to the history and culture of other people.
- 7.9. Present student-developed texts communicating thinking and understanding, including but not limited to written text, oral presentation, visual representation, and multimedia.
- 7.10. Engage in academic discussions analyzing multiple viewpoints on public issues.
- 8.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of media, such as print, digital, multimedia, artifacts, and oral traditions.
- 8.4. Evaluate primary and secondary sources for the author's bias, perspective of the creator, and relevance to the topic.

Content Objectives and Daily Learning Targets	<p>Objectives:</p> <ul style="list-style-type: none"> ● I can retell a story that I heard. ● I am able to connect local stories with the environment. ● I can make artistic decisions that help express my thinking and tell stories.
Focus Question	What roles do arroyos play in connecting our community to the natural world? What stories do people tell about our arroyos?
Language Objectives	<ul style="list-style-type: none"> ● Students can retell stories they heard. ● Students can explain why they find some stories more meaningful to them.
Vocabulary	<ul style="list-style-type: none"> ● Fiction - literature in the form of prose that describes imaginary events and people. ● Nonfiction - prose writing that is based on facts, real events, and real people, such as biography or history. ● Oral history - the collection and study of historical information using sound recordings of interviews with people having personal knowledge of past events.
Materials	<ul style="list-style-type: none"> ● Recording devices (could be cell phones) ● Art materials ● Computers ● Other materials students request that will help them retell the stories.

Preparation before class	<ul style="list-style-type: none"> Think of a story that you have that involves an arroyo.
Assessments (Formative/ Summative), Rubrics, Success criteria	<ul style="list-style-type: none"> Participation in class discussion Presentation of a story, in writing, orally, or through technology Success Criteria: <ul style="list-style-type: none"> Students are able to clearly communicate their and others' stories in a meaningful way.
<u>EL Supports</u>	<ul style="list-style-type: none"> Students can share the story in the language that they feel best captures the meaning.
<u>Culturally Relevant Strategies</u>	<ul style="list-style-type: none"> Assignment validates local culture, honors student's language, and helps build connections and relationships between students and the larger community. Students practice academic and social skills.
<u>Special Education Modifications</u>	<ul style="list-style-type: none"> Follow student IEP. Assignments allows students to choose the format that they prefer to engage with.

Lesson Plan Details - DAY 1

ENGAGE (~15 min):	<ul style="list-style-type: none"> The educator shares a story that they have of an arroyo. It could be from childhood, something heard in the news (like the mountain lion that used the arroyo to come into town a few years ago), or something they make up. Have students share any stories they have.
EXPLORE (~15 min):	<ul style="list-style-type: none"> Explain to students they will be collecting stories from the community about the arroyos in Santa Fe. Define oral history. Discuss how to record. Have students practice doing voice or video recording. Have students practice asking for someone to share a story.
EXPLORE: Homework (~1 hour)	<ul style="list-style-type: none"> Have students interview family and friends to collect stories about the arroyos.

DAY 2

EXPLAIN (~15 min):	<ul style="list-style-type: none"> Have students share how their assignment went, including what they learned, what was fun, challenges, and questions that arose. Ask students to think about categories of stories: <ul style="list-style-type: none"> Fiction Nonfiction Animal related Scientific Discuss how they can share these stories. Brainstorm different formats, including writing, illustrations, graphic novel, video, retelling, or other
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	media.
ELABORATE (~45 min):	<ul style="list-style-type: none"> • Have students use the material they collected to create some way of publicly presenting the story that they feel is the best match for the story they are telling. Examples are a picture book, podcast type recording, short stories, etc.

DAY 3

EVALUATE (~15 min):	<ul style="list-style-type: none"> • Have students share their stories with the class. You could also invite Santa Fe Watershed Association staff, other classes, other teachers, or administration to attend. Consider recording students who do a live presentation.
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Additional Sources:

- [5 Es of Science Instruction](#)
- [5E Model of Instruction](#)
- [ISEC model of lesson sequence](#)

