

WE ARE WATER PROTECTORS

LESSONS FOR:

FIGURATIVE LANGUAGE

EVIDENCE-BASED RESPONSES

NOTETAKING/LISTS

COMPLETE SENTENCES

GRADES 3-5



MENTOR TEXT
CLUB
by jivey

Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

With the monthly mentor text club, you'll get a unit just like this one every month during the 2021-2022 school year for less than \$3 a month!

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is included that won't be available anywhere else!

JOIN THE CLUB

If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at ideasbyjivey@gmail.com. I will happily refund you the price you paid for the individual unit!

Happy reading! -Jivey

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Digital Learning Links

NOTE: The original purpose of the lessons in the Mentor Text Club were for direct teacher instruction. These lessons don't always translate well to a digital learning environment, but I have converted the activities to Slides and Forms as I was able.

These files are for the use of one classroom only, and should not be placed on public web pages or other sharing forums.

Before clicking any of the links in this file, it is important that you are signed into the Google Drive that you will use to share the files with your students.

Click each of the links below and a screen will open to prompt you to make a copy. The files will be in your own Google Drive account.

(You may want to create a folder for all of these!)

[Metaphors](#)

[Mentor Sentence Student Page](#)

[More Figurative Language](#)

[Interactive Sentences Sort](#)

[Read For Information](#)

[Editing Assessment](#)

[Paired Text Assessment](#)

[Writing Complete Sentences 1](#)

[Constructed Response Prompt](#)

[Writing Complete Sentences 2](#)

[Problem/Solution Writing](#)

You'll need: We Are Water Protectors by Carole Lindstrom

| | READING | GRAMMAR | WRITING |
|------------------|---|--|--|
| DAY ONE | Read <u>We Are Water Protectors</u> by Carole Lindstrom. Explain to students how the book's structure presents information throughout the text. | Show students the mentor sentence: "Water is so important that we need it every day." Discuss why this sentence is so powerful, emphasizing the importance of water. Have students write a complete sentence using the same structure. | Students will brainstorm the ways that water is necessary in daily life. |
| DAY TWO | Students will analyze and determine the meaning of figurative language in the book, and identify the type of language in each sentence. | Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of complete sentences and fragments. | Students will rewrite fragments into complete sentences, making sure each has a subject and a predicate. |
| DAY THREE | Students will take notes on the book's structure and how the author uses the pipeline. | Discuss how the sentence could be revised to work together, allowing students to revise the sentence and share. | Students will write to a prompt about the importance of water in daily life using the brainstormed list to guide their response. |
| DAY FOUR | Students will read an article about Tokata Iron Eyes and take notes about her and the protests of the Dakota Access Pipeline. | Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share. | Students will brainstorm ways they can be Water Protectors and write to explain. |
| DAY FIVE | Use the students' understanding of the articles with comprehension questions. | Practice using the "water protector" (or "water defender") as a "water protector" (or "water defender"). | Students will use evidence to answer a prompt about Tokata Iron Eyes using information from their notes and the articles. |

MENTOR SENTENCE

Core Anchor Standards: L.1, L.3, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply to their own writing.

Materials: [Mentor Sentences](#) If you are new to the mentor sentence process, I encourage

Mentor Text ([We the Water Protector](#)) you to visit my website to read [such videos on](#)

Mentor Sentence Lesson [the implementation, and how to easily get started with](#)

Student Notebooks them: [MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. Don't worry if they don't notice all the things I have listed. You will want to highlight the parts of the sentence with the subject and one predicate. Don't bring this up on their own.

Day 2: Students should identify the functions of the words in the sentence- how do the words help the reader understand what the author is communicating? Especially focus on the noun and verb - simple subject and simple predicate, but don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will imitate the mentor sentence by keeping the style and structure, but writing about what they would like to write about. Be sure to read the original first and allow the students to notice what is the same/different from the original.

Day 5: Students will show what they have learned with an editing assessment.

Monday - possibilities of things to notice

- *simple sentence
- possessive - river's
- alliteration - river's rhythm runs
- personification
- prepositional phrase
- plural noun - veins
- present tense

The river's rhythm runs

Tuesday - possibilities of things to notice

- The - article
- river's - adjective (possessive noun, adjective)
- rhythm, vein - noun
- runs - verb
- through - preposition
- my - pronoun

The river's rhythm runs through my veins.

PREVIEW

The river's rhythm runs through my veins.

complete subject
simple subject

complete predicat
simple predicate

~ We Are Water Protectors

Wednesday - possibility of revised sentence

The powerful river's rhythm courses through my veins.

(added adjective, changed verb)

The river's rhythm runs through my veins.

~ We Are Water Protectors

Thursday - possibility of imitation sentence

The baby's bliss beats inside my heart.

The river's rhythm runs through my veins.

~ We Are Water Protectors

PREVIEW

Glue down the simple subject, right from the simple subject and underline the simple predicate to help determine if the sentence is complete.

Complete Sentences

Fragments

The river's rhythm runs through my veins.

The river's rhythm runs through my veins.

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:

The river's rhythm runs through my veins.

Circle the simple subjects and underline the simple predicates in the sentences below. Is it a complete sentence (C) or a fragment (F)?

C 2. Now the black snake is here.

F 3. Courses through the water.

C 4. I must rally my people together.

C 5. The black snake is here.

C 6. We stand with our songs and our drums.

C 7. They will not be afraid.

C 8. They are like waterfalls streaming down.

C 9. Water is alive.

F 10. The Earth.

We can water the river's rhythm runs through my veins.

Runs through my people's veins.

ly of a black snake that will destroy the land.

METAPHORS: MENTOR TEXT

Core Anchor Standards: RL.1, RL.4, L.5

Duration: 45 MINUTES

Objective: Students will explain the metaphor presented throughout the text.

Materials Needed:

We Are Water Protectors by Carole Lindstrom

Metaphor Snake Activity

Actions: Before beginning the book, read the inside cover flap, particularly the synopsis:

“When a black snake threatens to destroy the Earth

And poison her people’s water, one young water protector

Takes a stand to defend Earth’s most sacred resource.”

Ask students to think about the following questions, “Could one snake destroy the Earth?

Could one snake poison water?”

Read the book to the end, pointing out the details in the pictures yet not showing the “snake” is a pipeline. (The text does not show rivets.) Once you have finished reading the book, ask the question again – if students do not offer an idea that it wasn’t actual, point it out to them. You can go back to the illustrations showing the snake and the rivets as well as the rivets drawn in.

Explain to students that this is called a metaphor. A metaphor is a figure of speech that describes an object or action in a way that isn’t literally true, but helps explain an idea or make a comparison. Let the students know that this book was written to explain what happened when the Dakota Access Pipeline was constructed. (You will share more about this later in the week, but for the purpose of understanding the metaphor, let them know that the Dakota Access Pipeline is made of steel pipes that are being used to transport oil. It was laid through lands belonging to Indigenous Peoples. A pipe leaked any of the oil that runs through it could be very harmful to the people who live in that.)

Ask students to think about why the author chose to use a snake as the representation of the pipeline. Complete the activity as a whole group, or students can work with partners.

SNAKE METAPHOR

Why is the snake an appropriate metaphor for the oil spill in the We Are Water Protectors? Write your thoughts and reasons around the snake.

a snake can slither through the land, and
the pipes will run through the land, too

a snake can be harmful or
deadly, just as an oil leak
would be harmful and deadly

the snake is black,
like the oil

a snake can feel slimy,
and oil is also slimy

(accept other reasonable answers)

BRAINSTORMING

Core Anchor Standards: W.2, W.5

Duration: 25 MINUTES

Objectives: Students will brainstorm on a topic, creating a list.

Materials: We Are

We Are Water Protectors by Carole Lindstrom

Actions: Remind students of the statements in the book such as, "Water is the first medicine," and "Water is sacred." These statements demonstrate the importance of water and the high regard in which it is held.

Ask students to imagine their day with no water. (Note: Depending on where you live and disastrous events that have taken place, such as hurricanes, etc, this might not be hard for them to imagine, as they may have lived it. Be sensitive to hardships students may have faced.) What kinds of things would the world be like? Allow them to share a few so you can compile a large list. Some basics they might forget besides the obvious - flush the toilet, cook, water plants, wash vegetables, and so on.

Now ask, what if it was much longer than a day, and on a much larger scale than your house? For example, as in the book - if water in a river was contaminated with oil and could not be used... Farmers couldn't water crops, animals that rely on the water would become sick and/or die, etc.

You can leave all the ideas on a large chart to refer to later, or have them copy them down for their own notes.

PREVIEW

MORE FIGURATIVE LANGUAGE: MENTOR TEXT

Core Anchor Standards: RL.1, RL.4, L.4

Duration: 30 MINUTES

Objective: Students will determine the meaning of figurative language from the book.

Materials Needed:

We Are Water Protectors by Carole Lindstrom

Figurative Language Activity

Actions: Remind students of the metaphor from the first lesson, and how it represented something else- the snake was not a real snake but described the oil pipeline.

Tell students that today, they will be working to explain the meaning of some other figurative language from the story. If you have not worked on figurative language yet, review the definitions of the three kinds that are demonstrated in the book, featured at the top of the activity. Explain that authors use figurative language to help you feel a deep emotion or to create a picture in your mind.

Work together to analyze each of the sentences. Allow students to work with a partner or in groups to determine the meaning as well as decide which type of figurative language is in each sentence.

take a few minutes

Look closely at the illustrations in the book and discuss how they match the language and mood of the text. For example: on the river's surface- she is drawn as part water; and on the water's surface- the animals are half dead and half alive.

Figurative Language

Simile: compares one thing to another using "like" or "as"

Metaphor: compares two things, unlike things, as though they are identical (no "like" or "as")

Personification: describing something that is not human with human abilities

From The Text,
We Are Water
Protectors:

Name The
Figurative
Language:

What Do You
Think It Means?

Water is the first
medicine.

metaphor

We need water to survive;
it keeps us healthy.

The river's rhythm flows
through my veins. Runs
through my people's veins.

personification

The river is important
to their way of life, and
it is part of what
keeps them alive.

Tears like waterfalls
stream down.

simile

They are crying many tears.

Water remembers our
ancestors who came
before us.

personification

Water has always been
important to the way of life.
(Also, if you teach the water cycle:
the same water we drink is the water
that was there with our ancestors.)

WRITING COMPLETE SENTENCES

Core Anchor Standards: L.1, L.2

Duration: 15 MINUTES

Objectives: Students will rewrite fragments into complete sentences.

Materials Needed:

We Are Water Protectors by Carole Lindstrom

Fragments from Writing Sentences Sorting Activity or Writing Sentences Activity Page

Actions: **Complete the Mentor Sentence Sorting Activity to begin writing time, then follow with this lesson.

Remind students that in the book, the author wrote in prose. There was a rhythm to the text, so there were complete sentences AND fragments.

Work together to write the fragments as complete sentences, making sure each has a subject AND predicate. You may need to look in the book to find info or context. You might do complete sentences at the work on their own, finish or discuss them all together depending on the ability.

You could rewrite the fragments as complete sentences on the back of each of the strips from the sorting activity, or print/copy the activity on the following page.

PREVIEW

We Are Water Protectors:

Fragments

PREVIEW

Carole from the book from words to complete the phrase in the book.

Rewrite the fragments so they make complete sentences.

1. Runs through my people's veins.

The river's rhythm runs through my people's veins.

2. Wreck everything in its path.

The black snake will wreck everything in its path.

3. To stand for the water.

I must rally my people to stand for the water.

4. Tracks down my people's faces.

The tears leave tracks down my people's faces.

Find a picture in the book and rewrite it to be complete.

5. The black snake will spoil the water.

PREVIEW

READ FOR INFORMATION

Core Anchor Standards: RI.1, RI.2, W.7, W.8, W.9

Duration: 45 MINUTES

Objective: Students will take notes (make a list) from an article.

Materials Needed:

Transporting Oil article

The Dakota Access Pipeline Notetaking Activity

Actions: Read Transporting Oil with the students.

Work together to highlight and list the important facts about the pipeline in the first column of the notetaking activity, or allow students to complete this on their own (or with a partner).

take notes

Return to the memoir text and discuss how The Water Protector was about The Dakota Access Pipeline, using information from the article to support what the author wrote in the book.

Transporting Oil

The Dakota Access Pipeline, or DAPL, is an underground pipeline that passes through North Dakota, South Dakota, Iowa, and Illinois. It has been operating since June 2017. The DAPL transports 470,000 barrels of **crude oil**¹ a day. The crude oil is sent to refineries, which use the oil to produce different products to turn the oil into gasoline.

Even before the pipeline was built, crude oil was shipped on trains and trucks to the refineries. This was more expensive than using the pipeline. The developers of the pipeline believe that it is also safer to use the pipeline than rails or roads because of accidents that have occurred. Trains carrying oil have derailed, and tanker trucks have been involved in crashes.

There are people who are against the construction of the Dakota Access Pipeline. Environmental groups like Greenpeace, as well as several scientists, worry about how the pipeline would affect water, wildlife, and even nearby farms if there was ever a leak. Because the pipeline is so far underground, it would be very hard to know if there had been a leak. It would be difficult to locate and repair.

Farmers also worried that it would affect their land and crops. Installing the pipeline meant digging up the soil around the farms, which could change the way water drains on the land, and also spread weeds that could kill their crops. Some farmers are also concerned about leaks in the pipeline. If oil seeped into the soil, it would be harmful to the crops and the people who consumed them.



The Dakota Access Pipeline being installed between farms in New Salem, North Dakota

Several Tribes of Indigenous Peoples are opposed to the Dakota Access Pipeline. Members of the Standing Rock Sioux and the Cheyenne River Sioux Tribes feel that it threatens their way of life. Many worry that the pipeline would harm the environment, and many Sioux people also worry the construction destroyed historic and religious landmarks that are sacred to them. Indigenous leaders, youth, and elders, as well as those who supported them, came from all over North America to protest the construction of the DAPL in 2016.

¹ crude oil: a type of fossil fuel; used to produce gasoline

WRITING COMPLETE SENTENCES: PART TWO

Core Anchor Standards: W.2, W.4, W.5, L.1, L.2

Duration: 45 MINUTES

Objectives: Students will draft complete sentences from a list to respond to a prompt.

Materials Needed:

Brainstorm List from Day One

Response Page (Copy on page 17), and display board (students will use this to answer)

Actions: Remind students of all the ways water is used every day by reviewing the list you brainstormed from day one.

Present the question from the response page. Explain to students that when we write to respond to a question, it should always be in complete sentences. Fragments should only be used when writing poetry or prose, the way Carole Lindstrom did.

Remind students of the way you turned fragments into complete sentences for day one before the students show how they would turn the fragments from their brainstorm into complete sentences.

Teach students the trick (*found in The Writing Strategies Book by Jennifer Serravallo on page 331, strategy 98*) to give themselves the cue, "Guess what?!" then read the sentence they wrote. If the sentence makes sense in response to "Guess what?!" then it is complete. If not, it needs to be reworded.

Students should complete the response.

Name: _____ Date: _____

How is water an important part of our daily life?

PREVIEW

PREVIEW

PREVIEW

READ FOR INFORMATION: PART TWO

Core Anchor Standards: RI.1, RI.2, W.7, W.8, W.9

Duration: 45 MINUTES

Objective: Students will take notes (make a list) from an article.

Materials Needed:

Tokata Iron Eyes article

Notetaking Activity from previous day

Actions: Read Tokata Iron Eyes with the students.

Work together to highlight and list the important facts about her and the protests in the second column of the notetaking activity, or allow students to complete this on their own (or with a partner).

take notes

If you also read a club member and/or also read the So, Something unit, A MEMBER

LESSON (on a different day) compare Tokata Iron Eyes to Ivani Copeny with the focus question, "How did these two young girls work to create change?"

Tokata Iron Eyes

The name Tokata means "future," and it is certainly a fitting name for Tokata Iron Eyes. She has her mind set on what the future will look like for her, her children, and even her grandchildren. Tokata is a member of the Standing Rock Sioux Tribe, a representative of Indigenous youth, and an activist.

In April of 2016, just 12 years old, she spoke out to protect her people's land and the way of life. Her videos that circulated social media worldwide inspired protests at the construction of the Dakota Access Pipeline. Her words are "Respect it, the Black Snake. "Respect our water, respect our land, and respect our people. Join us and sign our petition," Tokata pleaded. Her call for help brought thousands of people to her community, Standing Rock, to fight the pipeline. They call themselves Water Protectors.

Tokata feels the perspective of young Indigenous Peoples need to be included in conversations about things that will affect their future, so she took on the role of president of the Standing Rock Youth Council. This allowed Tokata to lead her fellow Water Protectors in raising awareness about the potential dangers of oil spills. They shared information with a video performance to the National Energy Agency on all pipelines in the United States: about pipeline accidents were less frequent than train accidents, they spilled three times as much crude oil as trains, and spills were much more difficult to clean up. In the Standing Rock Reservation, their water source is at risk of being contaminated.

The first protest against the Dakota Access Pipeline lasted for almost a year, but in the end, the pipeline was installed, and sadly, destroyed part of the Sioux Tribe's sacred burial grounds. Of course, Tokata was not happy about the result, but she shared how this youth movement turned into something much bigger. "Our communities have such a hard time, but we don't want to be victims anymore because we've been victimized for so long. We, the next generation, are here with the water just trying to pick ourselves up and start over. We live in a good world. Tokata continued to speak out for Indigenous Rights and climate change.

famous activists like Greta Thunberg. She was also featured as the superhero, Thrilling Tokata, in Marvel's Hero Project.



Tokata Iron Eyes speaks at a climate change forum in October 2019.

The Dakota Access Pipeline

Take notes from the two articles

PREVIEW

- underground pipeline
- passes through 4 states: North Dakota, South Dakota, Iowa, Illinois
- transports crude oil, which is sent to refineries
- less costly and safer than using trains/trucks
- Greenpeace and scientists worry about environment effects if there was a leak
- leak might pollute and cause harm to water
- farmers worried about effects to land and crops, like drainage and weeds
- oil leak could be harmful to animals and people
- Indigenous Tribes felt threatened
- Tribes worried about environment and destruction of sacred lands
- People protested the DAPL construction

- name means future
- Standing Rock Sioux Tribe member
- Indigenous youth representative
- activist
- April 2016 (12 years old): DAPL protest videos
- her Tribe calls DAPL "Black Snake"
- thousands of Water Protectors fought construction of DAPL
- Tribes wanted young people's voices heard
- presence of Standing Rock Youth Council
- share information about dangers
- water protests will be continued by DAPL
- first protest almost a year long
- pipeline was installed
- pipeline construction destroyed part of Sioux Tribe's sacred grounds
- continues to speak out

PREVIEW

PROBLEM/SOLUTION WRITING

Core Anchor Standards: W.2, W.4, W.5, L.1, L.2

Duration: 45 MINUTES

Objectives: Students will draft complete sentences from a list to respond to a prompt.

Materials: We Are Water Protectors (Carole Lindstrom)

Response Page (choose one of two included response pages, and display the question for them to answer)

Actions: Show students the pledge in the back of the book. (It can also be printed [here](#).)
Brainstorm as a class the ways that they will treat "the winged ones, the crawling ones, the four-legged, the two-legged, the plants, trees, rivers, lakes, the Earth with kindness and respect."

You might also take it one step further and identify environmental problems in your own community and list ways to solve the problem. You could also speak to the theme of environmental protection and identify ways to conserve water, or ways to keep the community's water clean.

Then, present the question from the response page you choose. Remind students that when they respond to a question, it should always be in complete sentences. Encourage them to use the "Guess what?!" trick shared in the previous lesson.

Students should complete the response.

PREVIEW

Name: _____ Date: _____

How will you be a Water Protector?

PREVIEW

PREVIEW

PREVIEW

Name: _____ Date: _____

How will you be an Earth Steward?

PREVIEW

PREVIEW

PREVIEW

PAIRED TEXT ASSESSMENT

Core Anchor Standards: RI.1, RI.3, RI.5,
RI.6, RI.7, RI.8, RI.9

Duration: 20 MINUTES

Objective: Students can identify and evaluate connections between two texts

Materials: Paired

Transporting Oil article

Tokata Iron Eyes article

Assessment

Actions: Depending on previous work with paired texts, this activity could be done in guided groups, whole group, or independently. The students should use both texts to support their answers on the questions activity.

Find more information about using paired texts in the classroom on my website:

[ALL ABOUT USING PAIRED TEXTS](#)

[ALL ABOUT ANNOTATION](#)

[ALL ABOUT TDQs](#)

PREVIEW

CONSTRUCTED RESPONSE WRITING PROMPT

Core Anchor Standards: W.2, W.4, W.5, W.9, RI.9

Duration: 45 MINUTES

Objective: Students will integrate information to write about a subject knowledgeably.

Materials Needed:

Completed Notes about The Dakota Access Pipeline and Tokata Iron

Transporting Oil article

Tokata Iron Eyes article

Text-Based Prompt Checklist

Response Prompt

Actions: Discuss with the students the importance of citing evidence when sharing ideas from other writers. Help students understand that it's not only important to give credit to the person who shared the information, but also for the reader of your writing to know where this information is featured. Give students the list of Evidence-Based Terms and talk about varying the one use to the don't say, "In the article" over and over, as they get started. Encourage a reader/student will use Notes from the previous lessons to help support their response.

Give students the constructed response checklist and review the expectations with them before giving them the constructed response prompt (or share on the board for them to write in a journal or separate paper). Remind students to use the Evidence-Based Terms list to vary the way they cite their supporting details and to use the checklist to be sure they have done their work completely.

PREVIEW

Evidence-Based Terms

The book/article/text says...
In the book/article/text.

PREVIEW

The picture/illustration shows...

In paragraph 4, it says...

I learned in the book/article/text that...

The author...
According to the book/article...
From the book/article/text, I can infer...

PREVIEW

For example, in the book/article/text...

Based on what I read...

Vary your
sentences!



PREVIEW

CONSTRUCTED RESPONSE**CHECKLIST**

- restate the prompt/question
 - use key words from the prompt/question
- answer completely
 - explain your thinking
- make connections to the text(s)
 - provide specific examples from the text(s)
 - use evidence-based terms
- edit for errors
 - correct capitalization
 - correct punctuation
 - check for complete varied sentences

Name: _____ Date: _____

How is Tokata Iron Eyes a Water Protector?

PREVIEW

PREVIEW

PREVIEW

How is Tokata Iron Eyes a Water Protector?

Tokata Iron Eyes is a Water Protector and a member of the Standing Rock Sioux Tribe. She is one of those who protested the construction of the Dakota Access Pipeline on the Black Hills as her Tribe called it. According to the article, Transporting Oil, the Dakota Access Pipeline would carry crude oil through pipes underground. I learned in that article that many people, including scientists, worried about the effects an oil leak would have on the environment. Tokata and her Tribe were worried, too. Tokata pleaded with people around the world to help them stop the construction of the pipeline. This is one way she showed she is a Water Protector. She is also a youth leader, helping others being heard and speaking out. For example in the article Tokata Iron Eyes she is the president of the Standing Rock Youth Council and an activist. Being a Water Protector means not only those around you to help. It also means helping others understand why the water should be protected. According to the article, Tokata encouraged others to share information about the dangers of oil spills so people might understand the long-term effects.

Even though the protests did not stop the construction of the pipeline, Tokata is still a Water Protector because she has always used her voice to try to protect the environment. She is a Tokata Iron Eyes and she shares with others. Tokata continues to speak out.

Constructed Response Rubric

| | EXCEEDS | MEETS | DOES NOT MEET |
|--|--|--|--|
| <p>Icons</p> <p>PREVIEW</p> | <p>Answers the prompt with linked development of the topic, staying on topic</p> <p>Includes consistent supporting details</p> <p>Appropriately cites the text throughout response</p> | <p>Answers the prompt, mostly staying on topic</p> <p>Includes some supporting details</p> <p>Cites the text in the response</p> | <p>Answers the prompt with limited development of the topic</p> <p>Provides few or no supporting details</p> <p>Lacks reference to the text throughout writing</p> |
| <p>Organization</p> <p>PREVIEW</p> | <p>Restates the prompt using key words in the introduction</p> <p>Each paragraph is effectively organized with connections and supporting details</p> | <p>Restates the prompt in the introduction</p> <p>Each paragraph is mostly organized with connections and supporting details</p> | <p>Does not restate the prompt or tie in key words from the prompt in the introduction</p> <p>Lacks organization of connections and supporting details</p> |
| <p>Style</p> <p>PREVIEW</p> | <p>Varied evidence-based phrases used</p> <p>Varied evidence-based terms when citing</p> <p>Appropriate language is used to clarify ideas</p> | <p>Evidence-based phrases used</p> <p>Evidence-based terms used when citing</p> <p>Language mostly expresses ideas clearly</p> | <p>Lacks evidence-based phrases</p> <p>Lacks evidence-based terms</p> <p>Language expresses ideas with limited clarity or is not appropriate for the task</p> |
| <p>Grammar and Conventions</p> <p>PREVIEW</p> | <p>Handwriting is legible</p> <p>Minimal errors in capitalization and punctuation</p> <p>Sentence types are varied</p> | <p>Handwriting is mostly legible</p> <p>Few errors in capitalization and punctuation</p> <p>Some varied sentence types</p> | <p>Handwriting is illegible</p> <p>Many errors in capitalization and punctuation</p> <p>Only simple sentences used, or includes many fragments</p> |



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