

Planning with the Ridl Framework: *We Are Water Protectors* by Carole Lindstrom



Textual
Consider the implications of linguistic & other features in meaning-making

Personal
Connect & reflect on your own and others' experiences

Critical
Read with & against the text to deepen understanding & interrogate your own perspective

Creative & Transformative
Engage with & in the real world through multimodal literacy practices & actions




Colours: dark vs. bright and blue, cycle of emotions
Fluid lines
Waves, wavy lines
Cultural practices related to water
Use of **capital letters** to put emphasis
Symbolic significance of the black snake: like black pipes not anthropocentric
Human and non-human world: connected
Human circles: camera angle, representing people as earth, global community

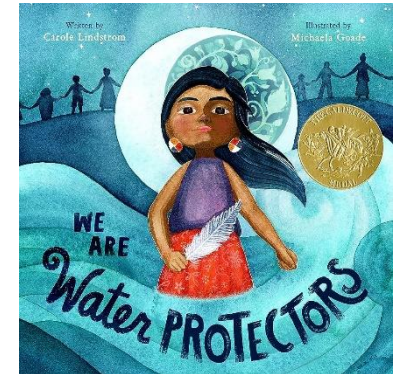
experience with water
Vocabulary: activities on water: fishing, swimming, surfing etc.
cultural and religious rituals associated with water.
Have you tried to protect something that is important to you?
Could you be a water protector?
Why or why not?
Can you play a musical instrument?

Do you think people can drink clean tap water everywhere?
How easy is it for other people around the world to get water?
Why is it important to protect water? Can people live without clean and safe water? Why not?
How does the indigenous way of thinking about animals, plants, rivers etc. different from Western thinking?
Are all pipelines bad? Energy source? Water source?
How can we responsibly provide the world's water and energy needs?
What can we do to protect water? To respect nature?

Write a pledge. Create a flyer about ways to save water in the community.

When selecting texts, consider:

-  **cognitive**
-  **affective**
-  **social**



Big idea(s):
Examine and reflect on the role of humans in protecting the natural environment and each other. Take action to protect water in our daily lives.

What is happening to our planet?



GROUP DISCUSSION

- What is the problem?
- How do you feel after watching the video?

ASK A QUESTION <ul style="list-style-type: none">• Can you explain...?• What makes you say that?	AGREE WITH SOMEONE <ul style="list-style-type: none">• I agree with ... and ...• Me too.	DISAGREE WITH SOMEONE <ul style="list-style-type: none">• I disagree because ...• I don't think so.
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LEARNING EVALUATION SITUATION

Elementary level cycle 3: Grade 6

We Are Water Protectors



Student name: _____

Group: _____

Key vocabulary

- Match the pictures with the correct words. Use resources to help you.

non potable



medicine



water



Earth



drum



snake



waterfall



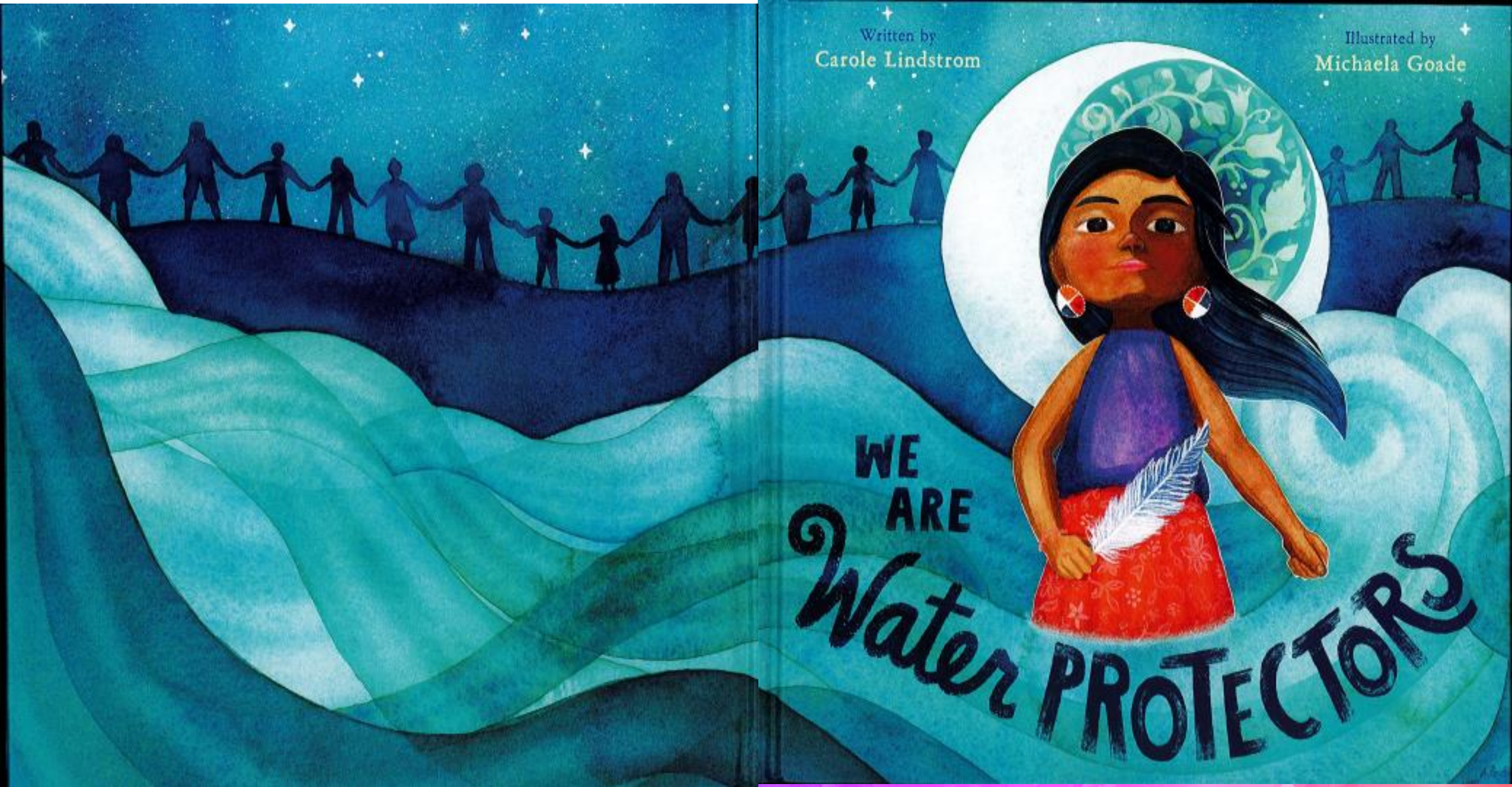
feather



Written by
Carole Lindstrom

Illustrated by
Michaela Goade

WE
ARE
Water PROTECTORS



LEARNING ACTIVITY 1

- Look at the cover page of the book *"We Are Water Protectors"* and complete the graphic organizer below:

What do you notice?

Characters: _____

Emotions: _____

Objects: _____

clothing / Appearance: _____



What does it mean?

Characters: _____

Emotions: _____

Objects: _____

clothing / appearance: _____

Where does the story take place?

Who are the protectors?

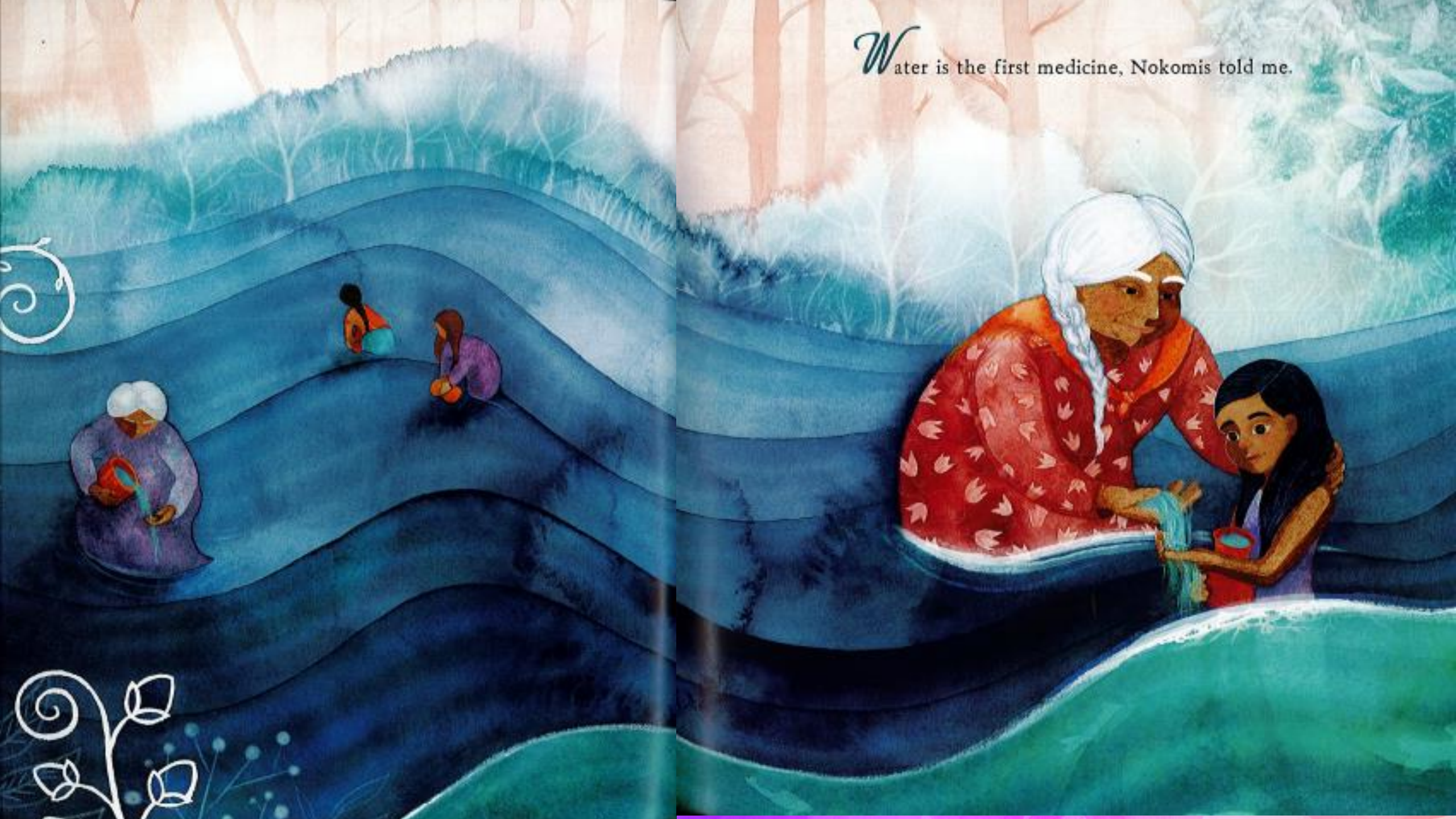
Why is it important for the girl
to protect water?

- Have you tried protecting something that is important to you?
- What might a water protector protect water from?

<p>ASK A QUESTION</p> <ul style="list-style-type: none"> • Can you explain...? • What makes you say that? 	<p>AGREE WITH SOMEONE</p> <ul style="list-style-type: none"> • I agree with ... and ... • Me too. 	<p>DISAGREE WITH SOMEONE</p> <ul style="list-style-type: none"> • I disagree because ... • I don't think so.
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Water is the first medicine, Nokomis told me.



We come from water.

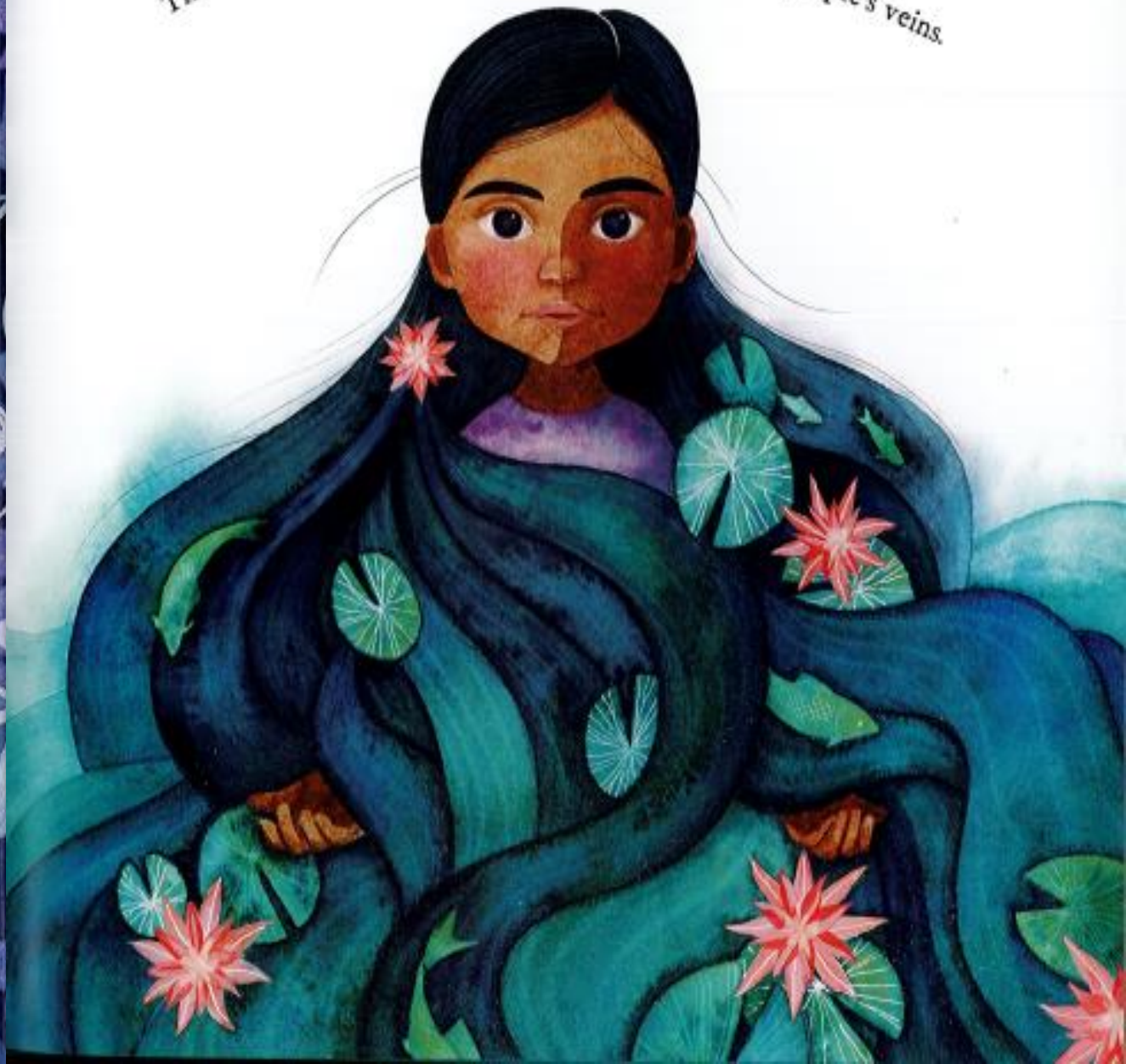
It nourished us inside our mother's body.
As it nourishes us here on Mother Earth.
Water is sacred, she said.





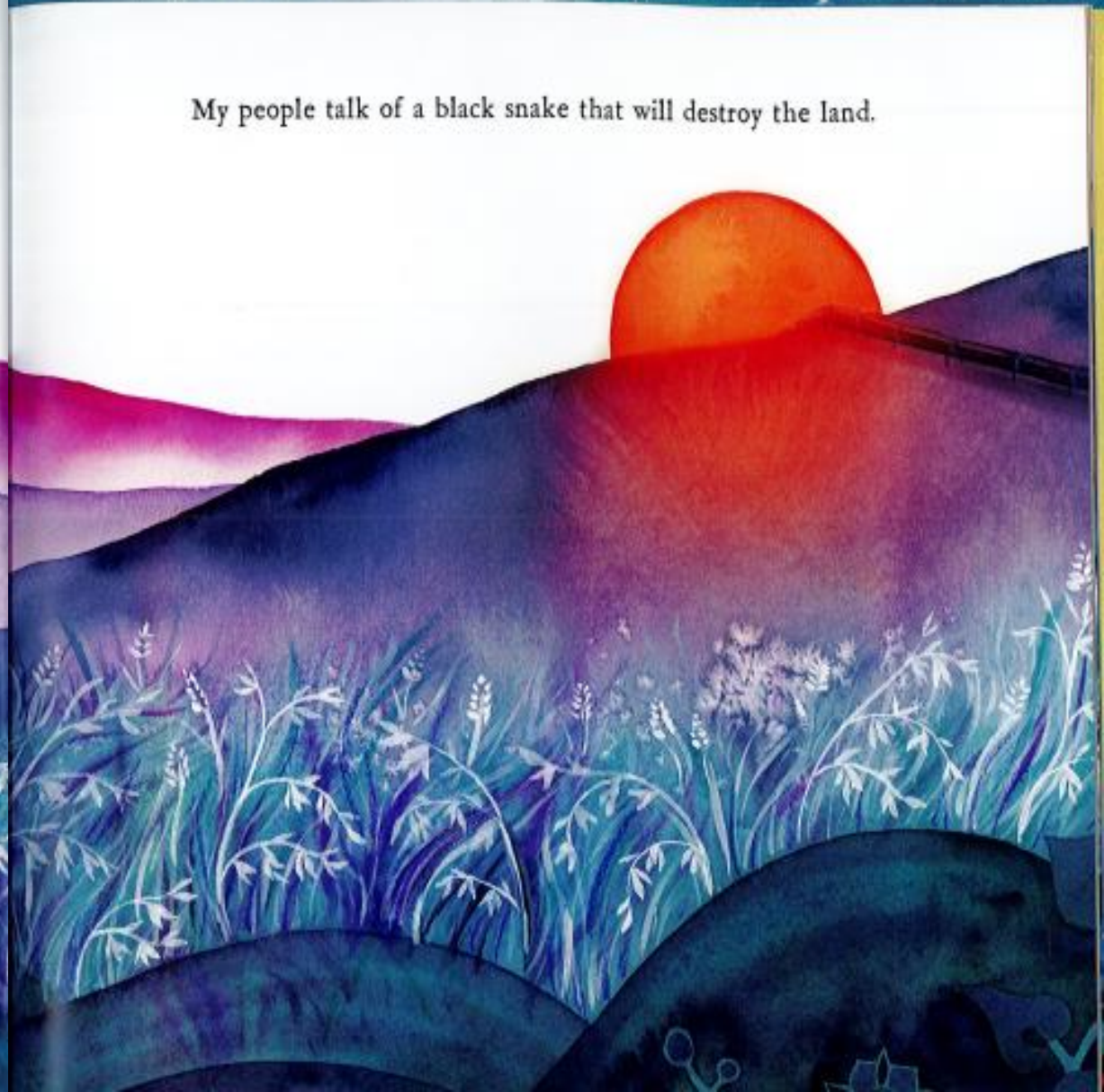
*We stand
With our songs
And our drums.
We are still here.*

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





My people talk of a black snake that will destroy the land.



LEARNING ACTIVITY 2: Look at the first pages of the book:

- Who is with the girl on the first page?

What is the girl doing with the woman?

What does this woman represent?

- What can you see in the second picture?

Where is the baby?

Why do you think the baby is in the story?

- What instrument are the women playing? Why?

- What does the girl's hair represent?

- What is the girl looking at? How does she feel?

ORAL INTERACTION



ASK A QUESTION <ul style="list-style-type: none">• Can you explain...?• What makes you say that?	AGREE WITH SOMEONE <ul style="list-style-type: none">• I agree with ... and ...• Me too.	DISAGREE WITH SOMEONE <ul style="list-style-type: none">• I disagree because ...• I don't think so.
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GROUP DISCUSSION

How is water a medicine? Explain.

How is water sacred? Explain.

<p>ASK A QUESTION</p> <ul style="list-style-type: none"> • Can you explain...? • What makes you say that? 	<p>AGREE WITH SOMEONE</p> <ul style="list-style-type: none"> • I agree with and ... • Me too. 	<p>DISAGREE WITH SOMEONE</p> <ul style="list-style-type: none"> • I disagree because ... • I don't think so.
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LEARNING ACTIVITY 3- Water and Me

- Label the name of the sports using the vocabulary words below.



canoeing

surfing

scuba diving

water skiing

rafting

windsurfing

snorkelling

fishing

sailing

kayaking

jet skiing

swimming

diving

water polo

paddleboarding

synchronized swimming

ASK A QUESTION

- Can you explain...?
- What makes you say that?

AGREE WITH SOMEONE

- I agree with and ...
- Me too.

DISAGREE WITH SOMEONE

- I disagree because ...
- I don't think so.

STATE YOUR OPINION

- I think that...
- I believe...
- In my opinion...

SHARE A PERSONAL EXPERIENCE

- I remember one time ...
- This also happened to me when ...

ASK FOR CLARIFICATION

- Can you give an example?
- I'm not sure I understand ...
- What does _____ mean?

INTERRUPT POLITELY

- Excuse me. Sorry to interrupt, but ...
- Before you continue ...

INVITE SOMEONE TO PARTICIPATE IN THE CONVERSATION

- What do you think?
- Can you give an example?

ELABORATE ON SOMEONE ELSE'S IDEA OR ANSWER

- Can I share an idea?
- This reminds me of...

GROUP DISCUSSION

1. How do you use water each day?
2. Why is water important to you?
3. What activities do you do in water? Where? How easy is it for you to get/access to water? How easy is it for other people around the world to get/access to water?
4. How do you connect with nature and water?
5. In what way do you think everything on Earth is connected?

<p>ASK A QUESTION</p> <ul style="list-style-type: none"> • Can you explain...? • What makes you say that? 	<p>AGREE WITH SOMEONE</p> <ul style="list-style-type: none"> • I agree with and ... • Me too. 	<p>DISAGREE WITH SOMEONE</p> <ul style="list-style-type: none"> • I disagree because ... • I don't think so.
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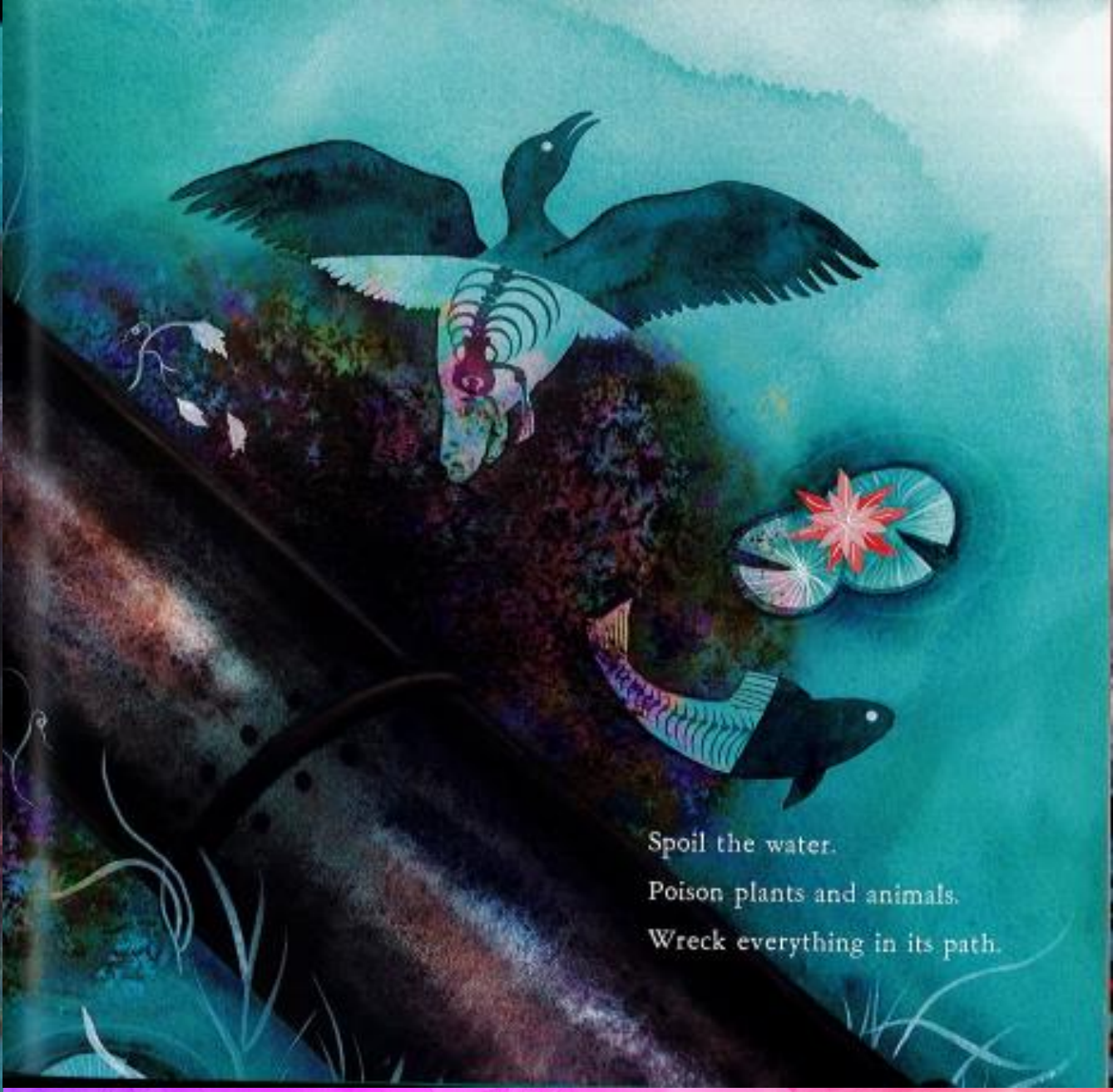


I use water for

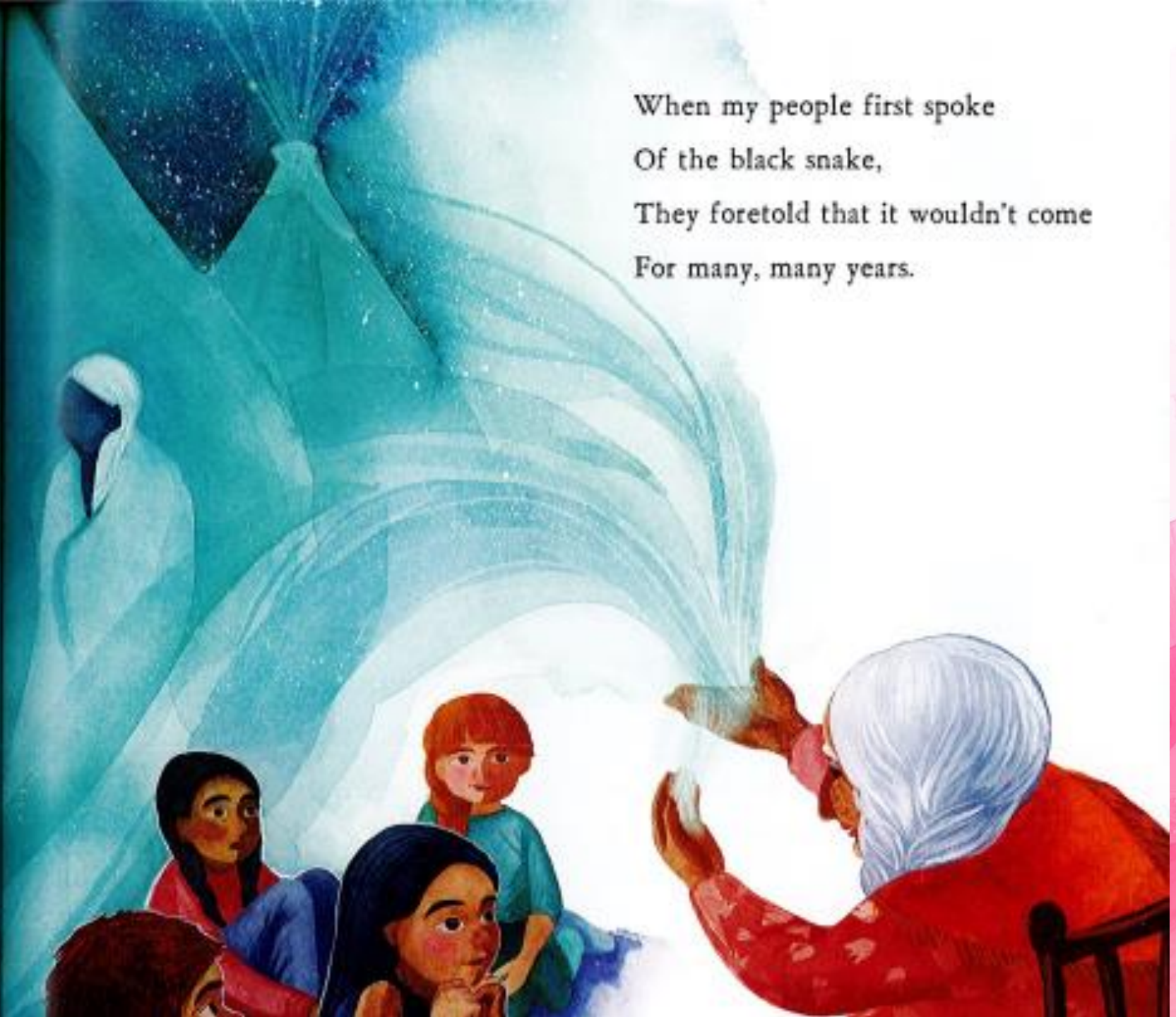
I like to

I go to

Water is important to me because




Spoil the water.
Poison plants and animals.
Wreck everything in its path.



When my people first spoke
Of the black snake,
They foretold that it wouldn't come
For many, many years.



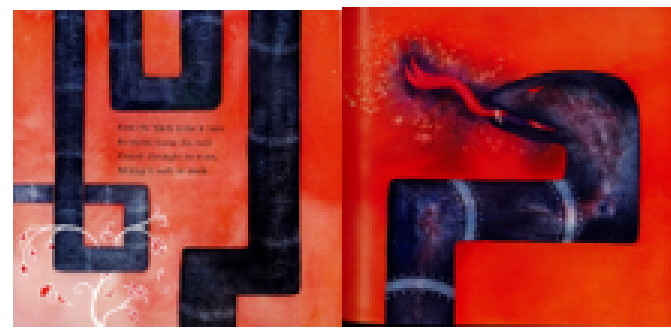


Now the black snake is here.
Its venom burns the land.
Courses through the water,
Making it unfit to drink.



LEARNING ACTIVITY 4A

- Contrast and compare illustrations of the book.



What do you notice?

Colours: _____

Animals: _____

Emotions: _____

What does it mean?

Colours: _____

Animals: _____

Emotions: _____

What is the girl afraid the black snake will do?

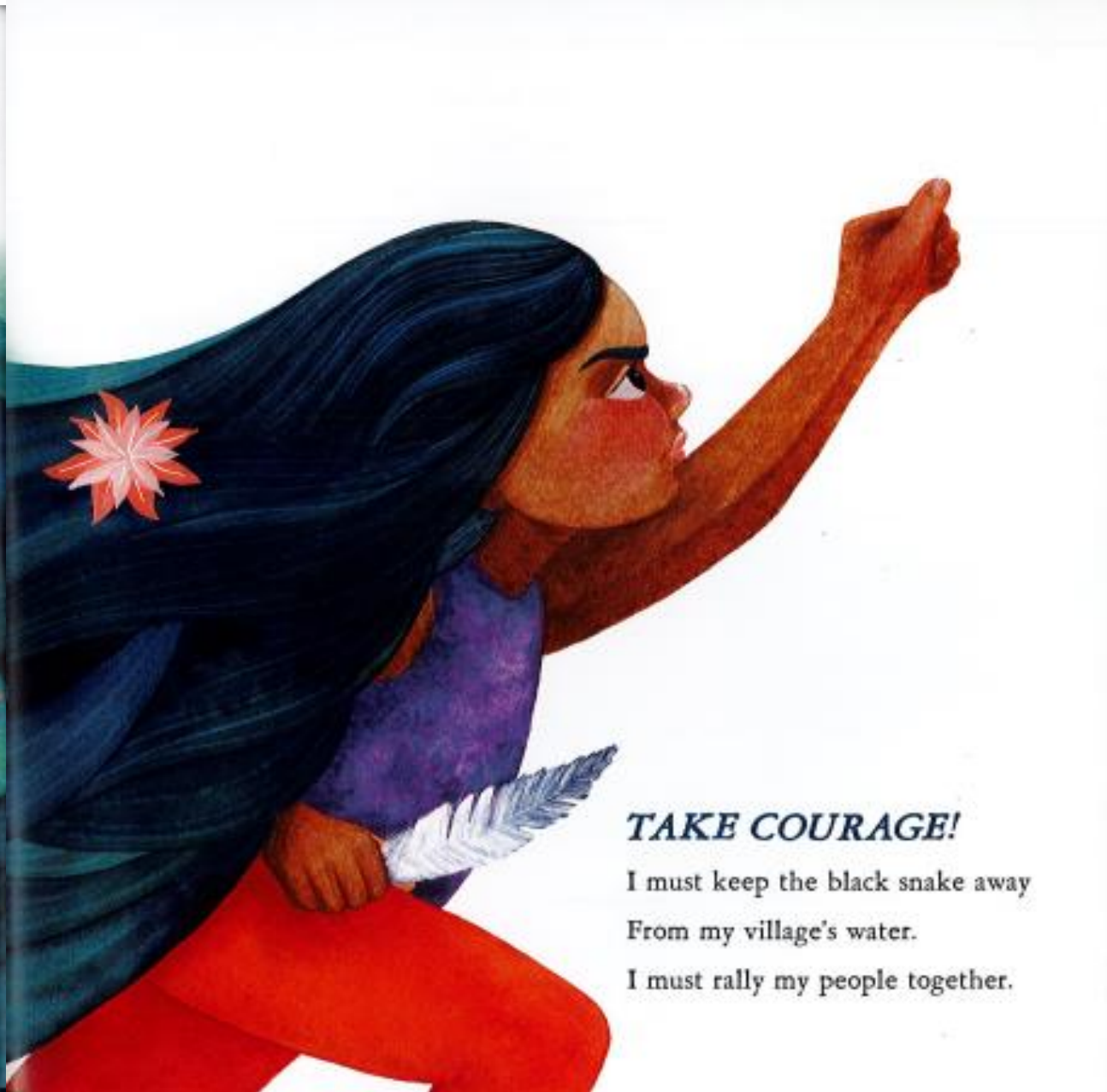


GROUP DISCUSSION

- How do you think the girl feels about the pipeline going through her land?
- How would you feel if this was happening in your community?

ASK A QUESTION <ul style="list-style-type: none">• Can you explain...?• What makes you say that?	AGREE WITH SOMEONE <ul style="list-style-type: none">• I agree with ... and ...• Me too.	DISAGREE WITH SOMEONE <ul style="list-style-type: none">• I disagree because ...• I don't think so.
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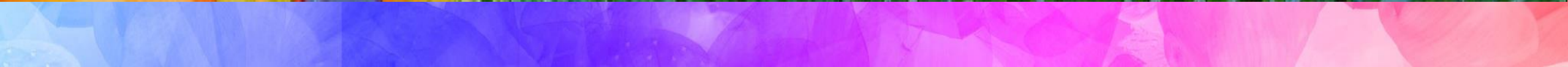
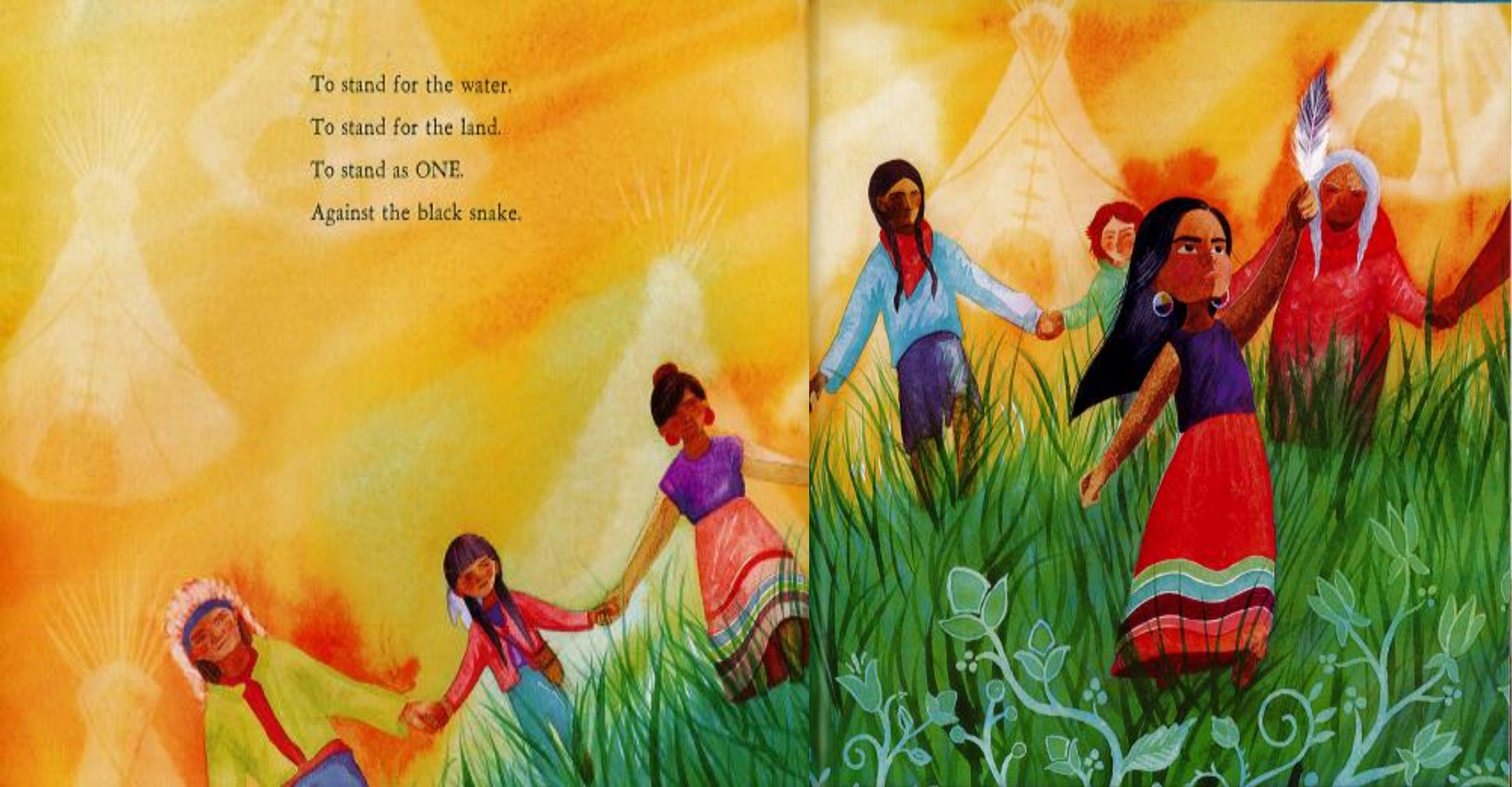
TAKE COURAGE!

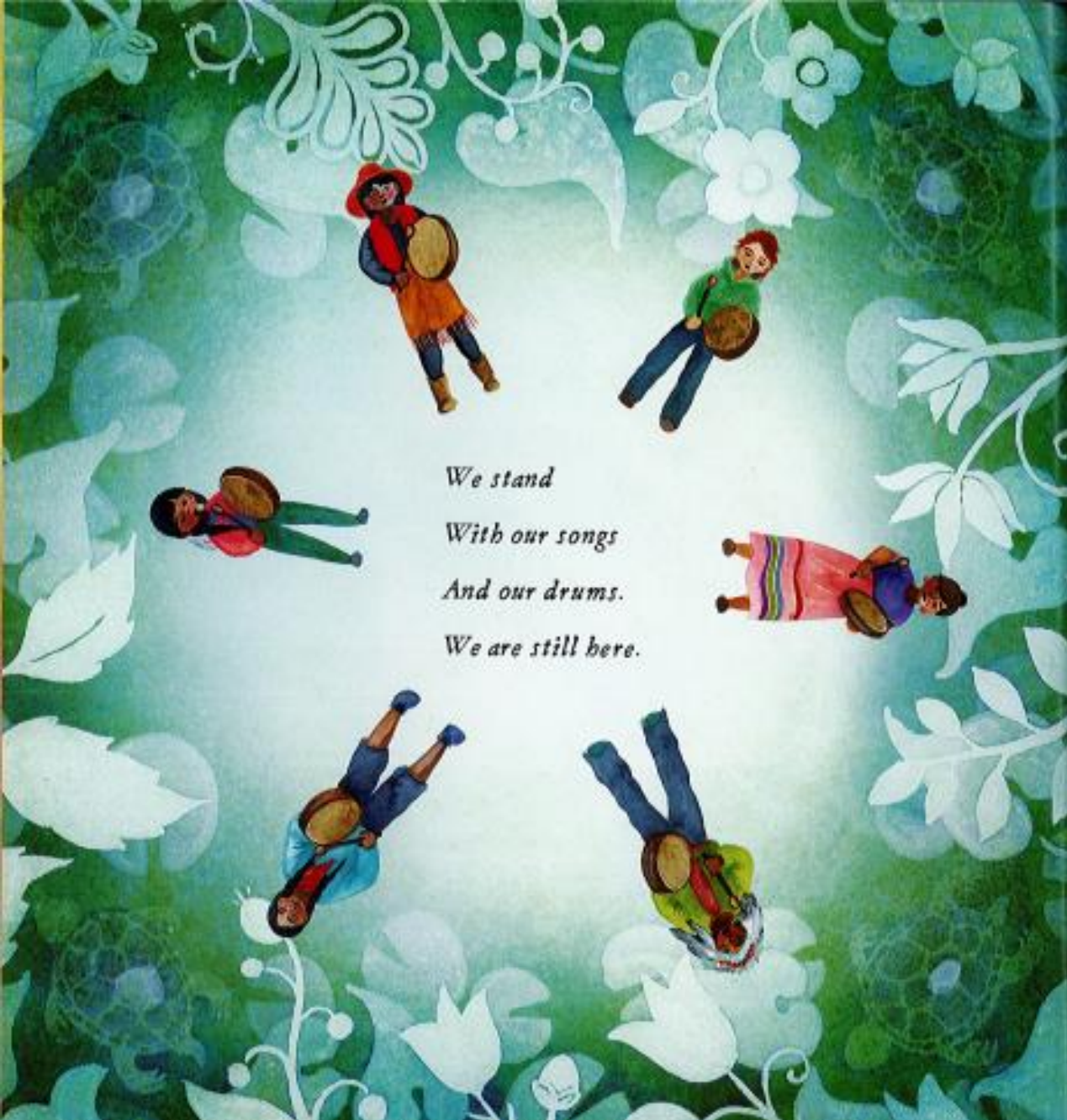
I must keep the black snake away
From my village's water.

I must rally my people together.



To stand for the water.
To stand for the land.
To stand as ONE.
Against the black snake.





*We stand
With our songs
And our drums.
We are still here.*



It will not be easy.

LEARNING ACTIVITY 4B

- Contrast and compare illustrations of the book.



What do you notice?

Characters: _____

Objects: _____

Appearance/clothing: _____

Actions/position: _____

What does it mean?

Characters: _____

Objects: _____

Appearance/clothing: _____

Actions/position: _____

Why are the people holding hands when the snake is in front of them?

Why is the girl holding a feather?



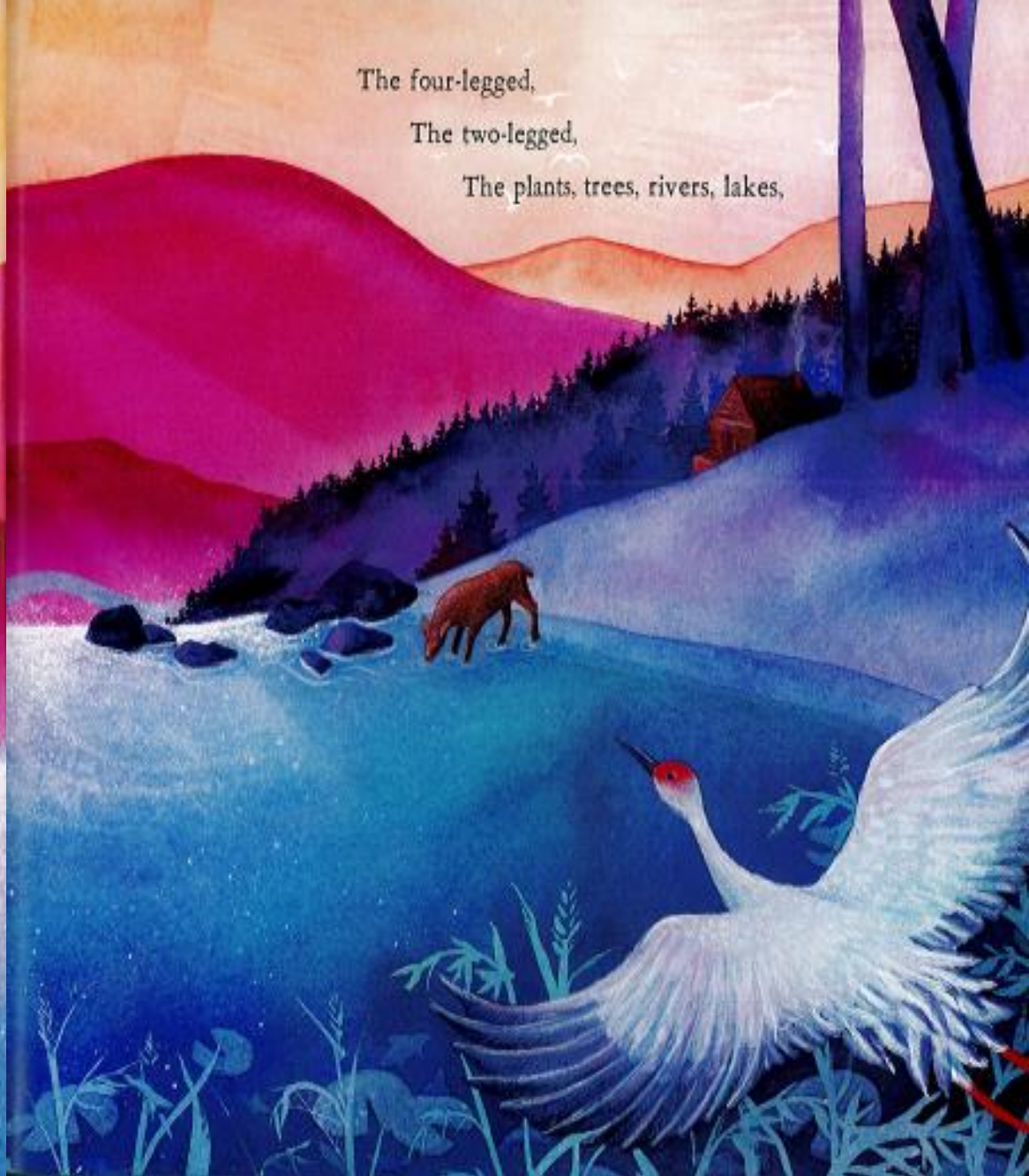
GROUP DISCUSSION

- Have you tried to protect/take a stand for or against something that is important to you? Explain.
- What are the big group of people doing? How do you think they are feeling? Why?

<p>ASK A QUESTION</p> <ul style="list-style-type: none"> • Can you explain...? • What makes you say that? 	<p>AGREE WITH SOMEONE</p> <ul style="list-style-type: none"> • I agree with and ... • Me too. 	<p>DISAGREE WITH SOMEONE</p> <ul style="list-style-type: none"> • I disagree because ... • I don't think so.
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The four-legged,
The two-legged,
The plants, trees, rivers, lakes,

The Earth.



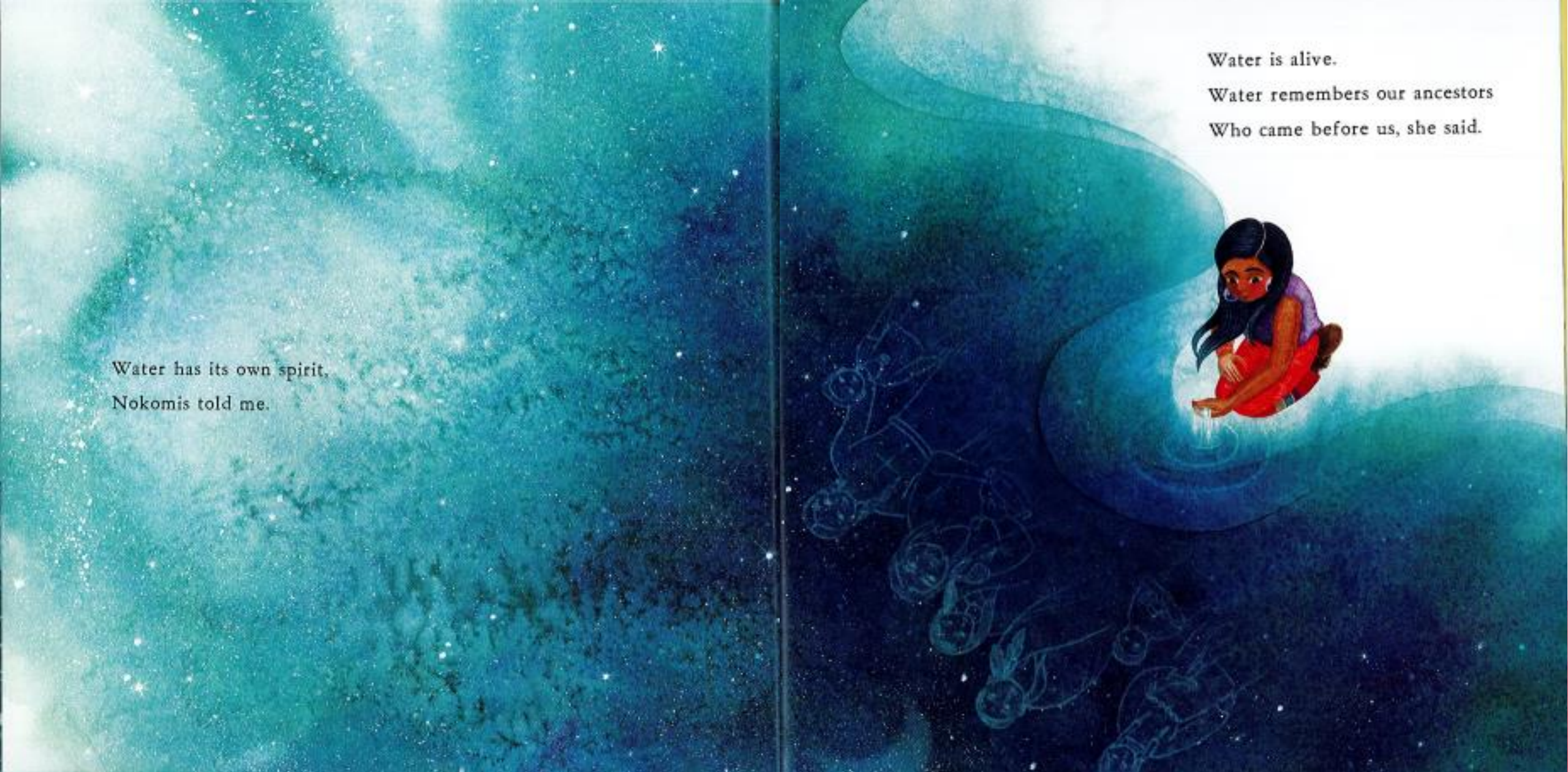
We are all related.





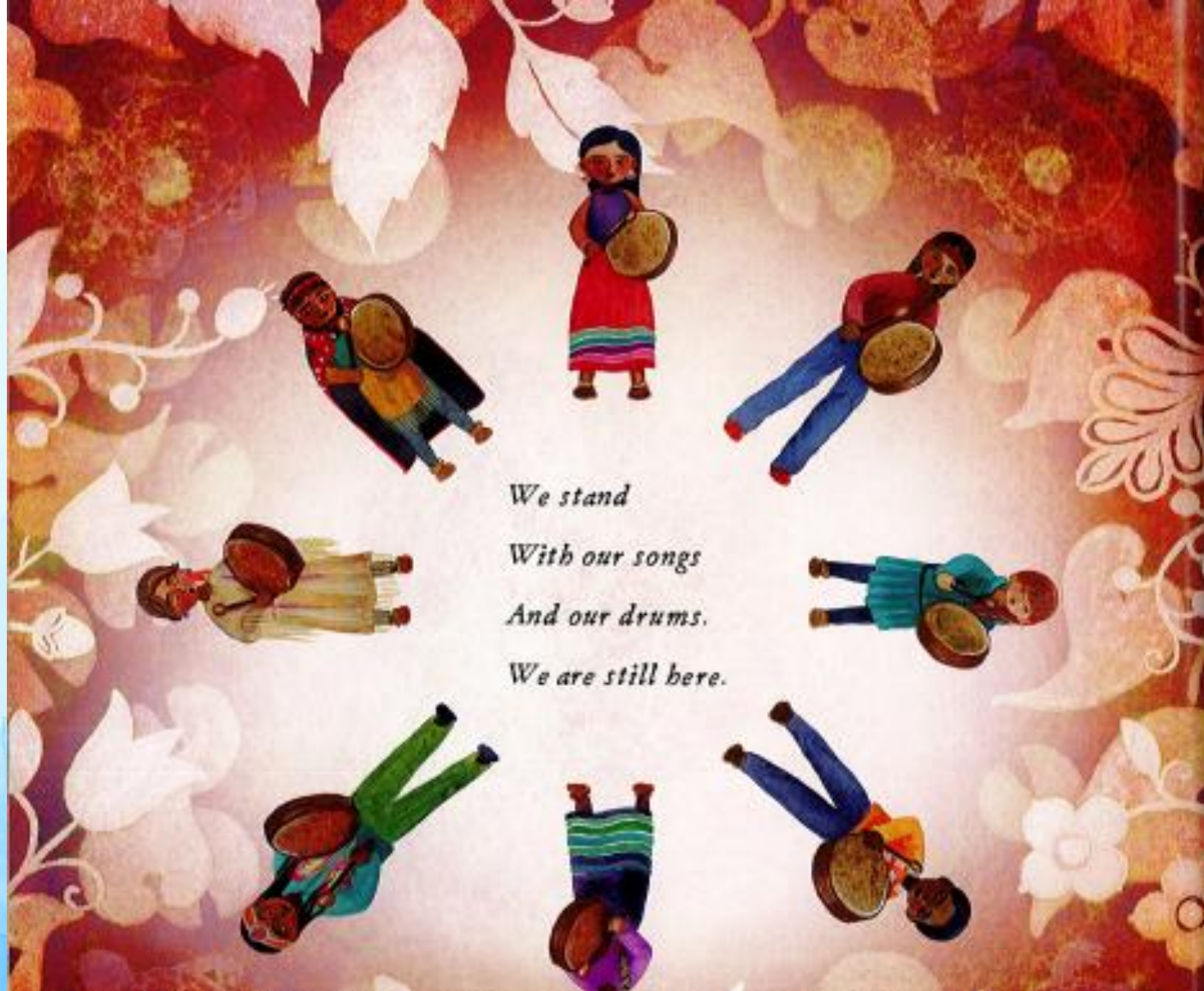
Tears like waterfalls stream down.
Tracks down my face.
Tracks down my people's faces.



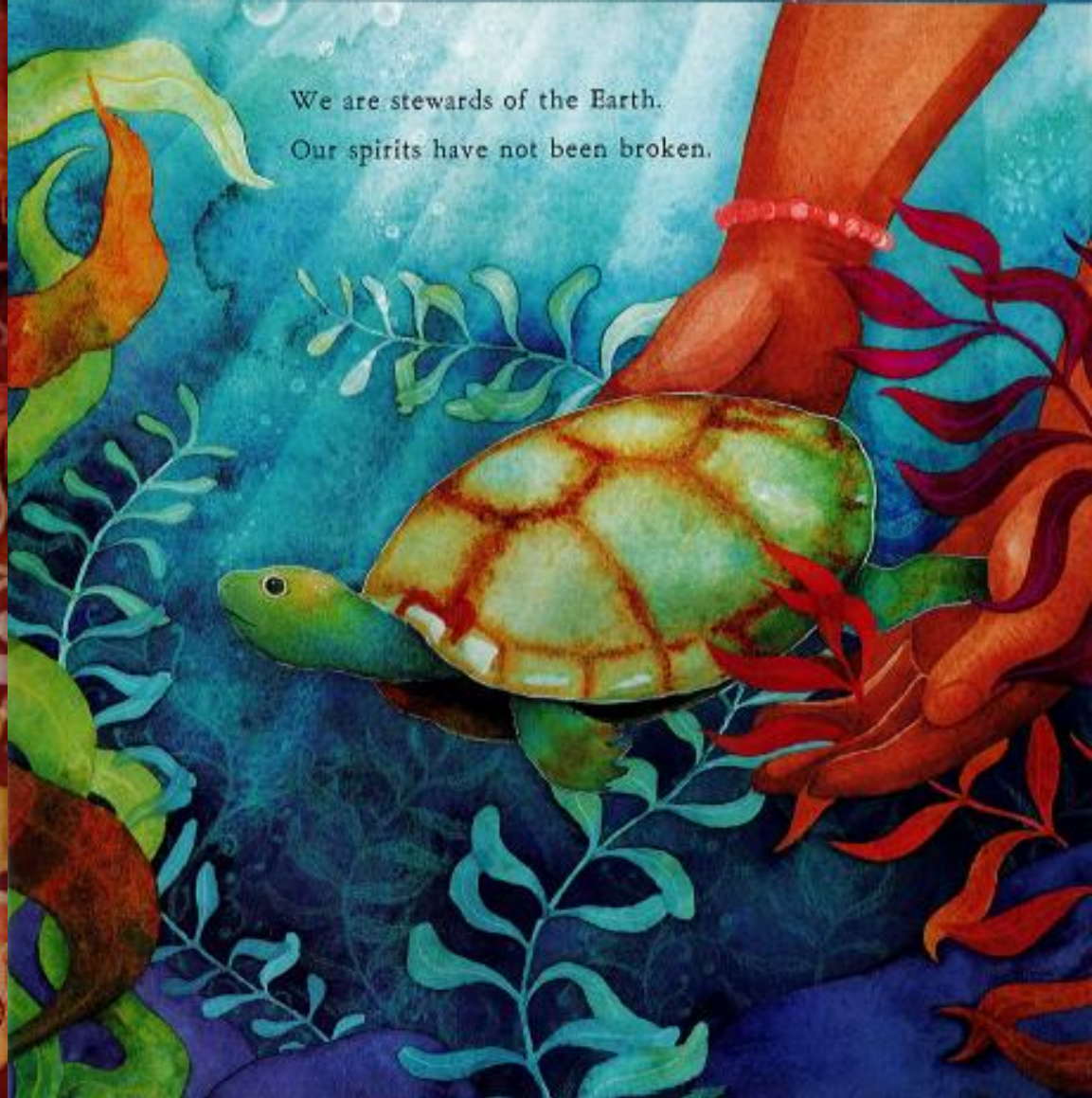


Water has its own spirit,
Nokomis told me.

Water is alive.
Water remembers our ancestors
Who came before us, she said.



*We stand
With our songs
And our drums.
We are still here.*

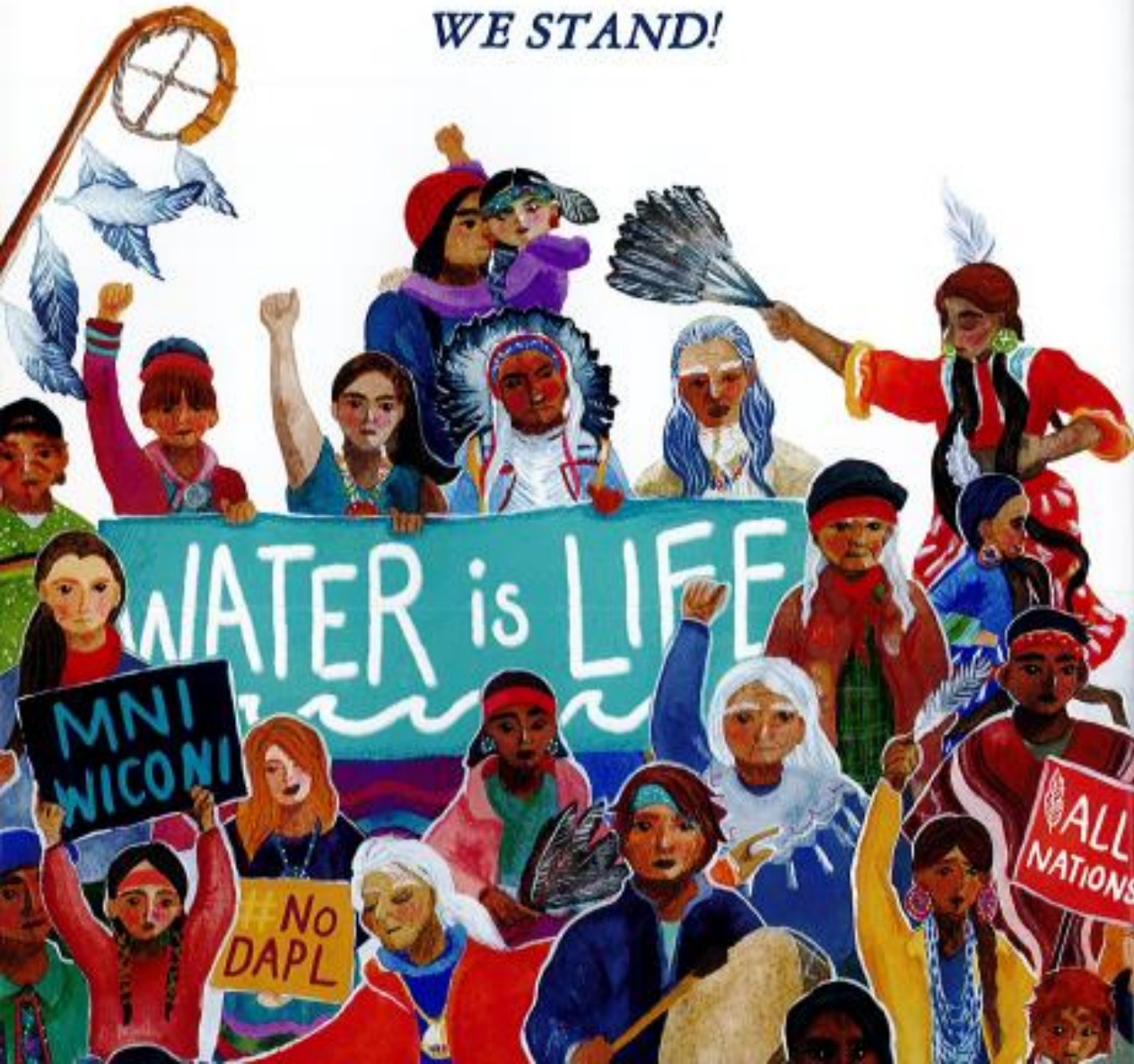


We are stewards of the Earth.
Our spirits have not been broken.



We are water protectors.

WE STAND!

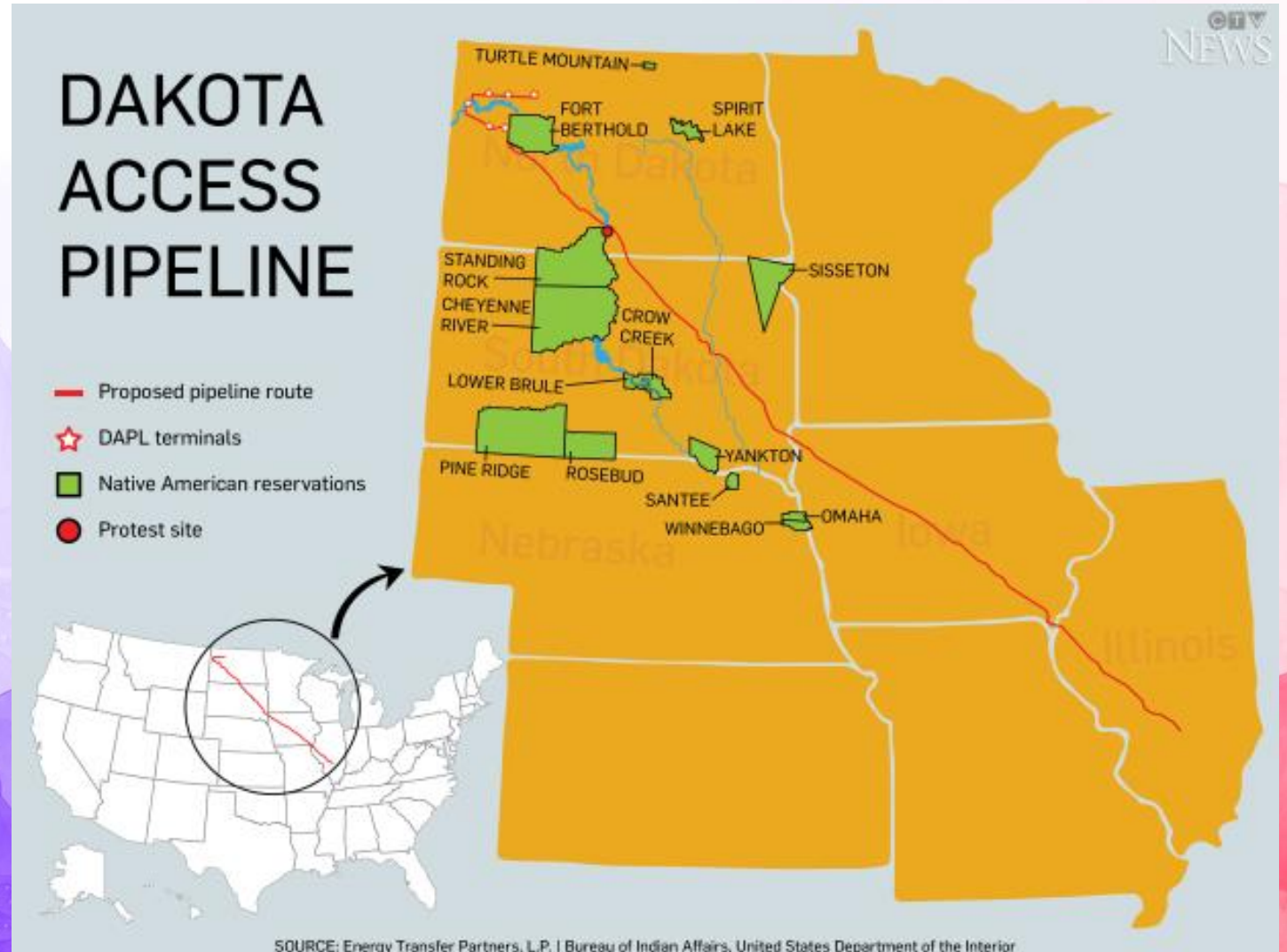


The black snake is in for the fight of its life.



The Dakota Access was being built to transport oil. Here is a map showing the location of the Dakota Access Pipeline across parts of the United States.

Pay close attention to the green areas that shows where the Native American villages are located.



Listen to 13-year-old, Tokota Iron Eyes speak about the Dakota Access Pipeline and how it is affecting her community and what her community is doing to stand up for what is right.



Let's meet Afroz Shah.



Do you think he is a water protector?
Why or why not?

Category	Information
Who?	<ul style="list-style-type: none">•••
What?	<ul style="list-style-type: none">•••
When?	<ul style="list-style-type: none">•••
Where?	<ul style="list-style-type: none">•••
Why?	<ul style="list-style-type: none">•••
How?	<ul style="list-style-type: none">•••

- Read the statements in the grid below. Check if the statements are true or false. Watch the documentary again if needed.

	Statements	True	False
1	He is from India.		
2	He wants to remove plastic from the environment.		
3	He encouraged a lot of people to volunteer in his project.		
4	He uses science and technology to clean the ocean.		
5	He visits villages and local communities to explain to people how to recycle.		
6	He had the idea of his project while scuba diving in Greece.		
7	His project lasted 112 weeks.		
8	His project will be used all over the World.		
9	He participated in the World's Largest Beach Cleanup.		
10	He was 16 when he started the project.		
11	He uses trucks, bulldozers, and buckets for his project.		
12	He wants to clean the Great Pacific Garbage Patch.		
13	He recycles the plastic he picks up.		

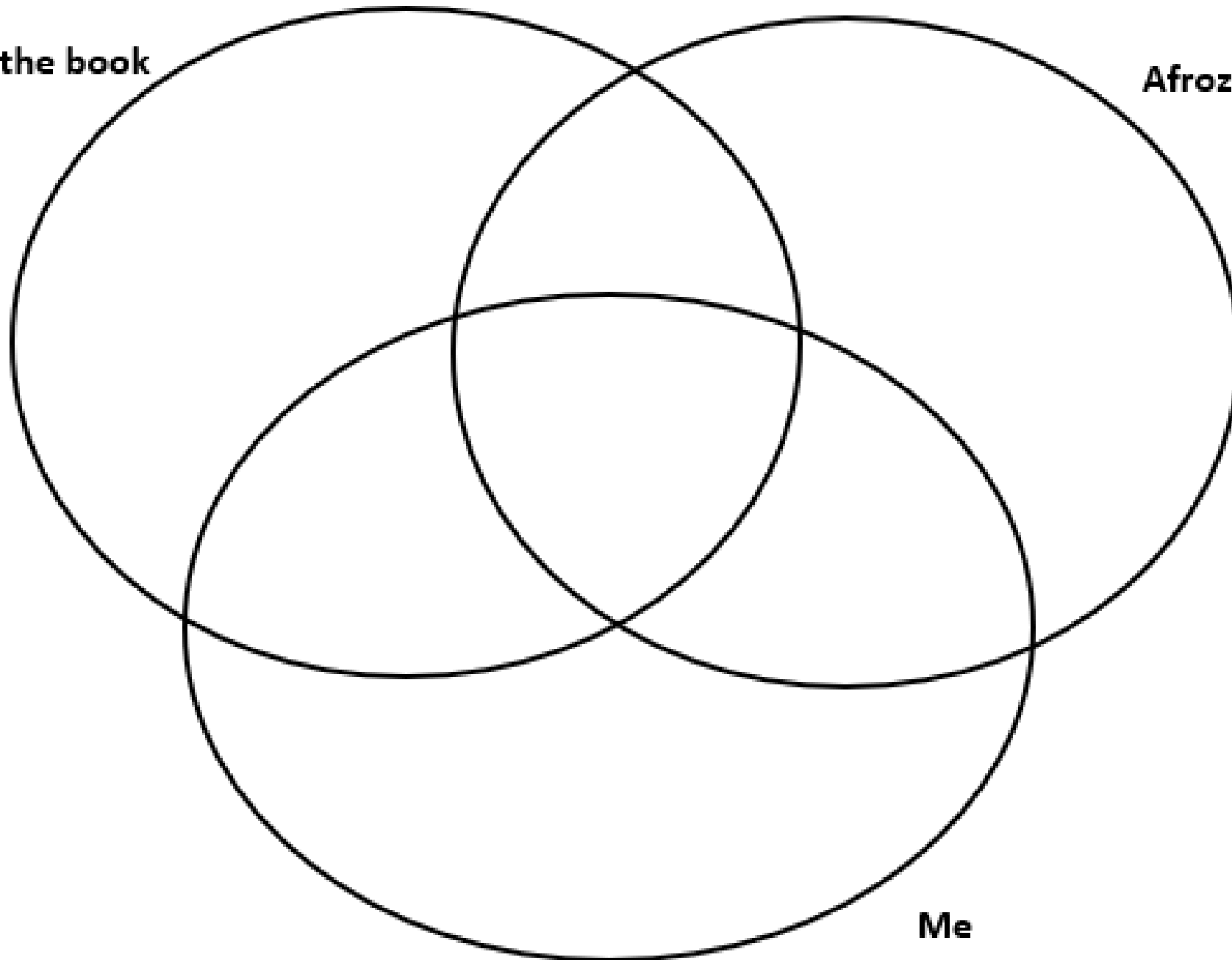


LEARNING ACTIVITY 4D Contrast and compare.

Discuss and write the common and different elements in the correct sections of the circles.

Girl in the book

Afroz Shah



Me



GROUP DISCUSSION

- What can you do at home, at school, in your neighbourhood to save water?

<p>ASK A QUESTION</p> <ul style="list-style-type: none"> • Can you explain...? • What makes you say that? 	<p>AGREE WITH SOMEONE</p> <ul style="list-style-type: none"> • I agree with and ... • Me too. 	<p>DISAGREE WITH SOMEONE</p> <ul style="list-style-type: none"> • I disagree because ... • I don't think so.
<p>STATE YOUR OPINION</p> <ul style="list-style-type: none"> • I think that... • I believe... • In my opinion... 	<p>SHARE A PERSONAL EXPERIENCE</p> <ul style="list-style-type: none"> • I remember one time ... • This also happened to me when ... 	<p>ASK FOR CLARIFICATION</p> <ul style="list-style-type: none"> • Can you give an example? • I'm not sure I understand ... • What does _____ mean?
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ORAL INTERACTION

1 Initiate

Hello! ? Good to see you!

2 React

answer to question My opinion is ... comment? I think it is...

3 Maintain

personal experience new question

4 End

Bye Thank You See you soon

EARTH STEWARD AND WATER PROTECTOR PLEDGE

I will do my best to honor Mother Earth and all its living beings, including the water and land. I will always remember to treat the Earth as I would like to be treated.

I 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.

I pledge to make this world a better place by being a steward of the Earth and a protector of the water.

My Name

Today's Date

**EARTH STEWARD
AND
WATER PROTECTOR PLEDGE**

I will do my best to _____

I will _____

**I pledge to make the world a better place by being a steward
of the Earth and a protector of water.**

[my signature]

[today's date]

LEARNING ACTIVITY 6A – Saving or Wasting Water?

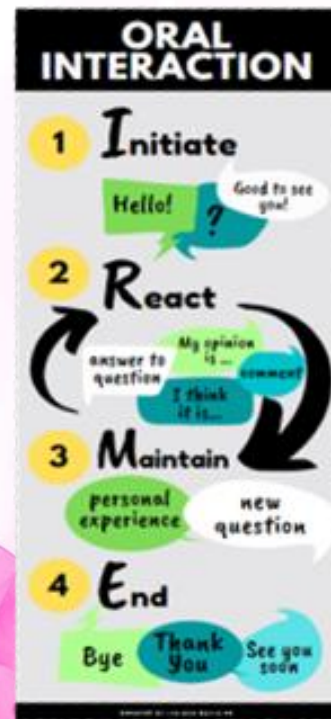
- Sort each of the following activities into the correct column. Think carefully about which activities are using more water or less!

Saving water	Wasting water
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

- Turning off the tap while brushing your teeth
- Using a watering can rather than a garden hose
- Collecting rainwater to water gardens
- Having a short shower
- Using water that has been used for cooking to water plants.
- Running the washing machine or dishwasher only when it is full.
- Ignoring leaking pipes.
- Watering the lawn.
- Washing the car at home with a hose.
- Leaving the tap on while brushing your teeth.
- Taking a bath.
- Throwing out plastic water bottles.



ASK A QUESTION <ul style="list-style-type: none"> Can you explain...? What makes you say that? 	AGREE WITH SOMEONE <ul style="list-style-type: none"> I agree with ... and ... Me too. 	DISAGREE WITH SOMEONE <ul style="list-style-type: none"> I disagree because ... I don't think so.
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- What adjectives could describe a water protector?
- How will you be a water protector in the future?





LEARNING ACTIVITY 6B – How can you be a water protector?

- Create a poster that will help remind others about why water is important.
- You should include the following elements in your poster/ flyer:
 - Title
 - Illustrations
 - 3-4 actions for saving water.

STEP 1: Make your plan.

Title: _____

Illustrations Ideas: _____

3-4 actions to save water:

We Are Water Protectors Wordsearch

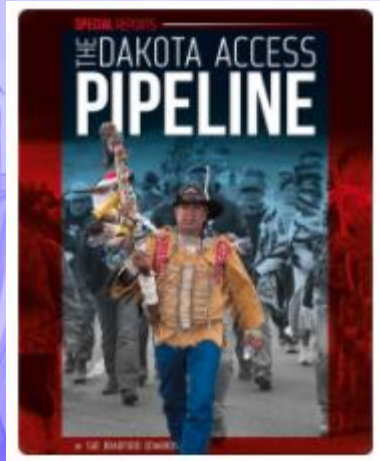
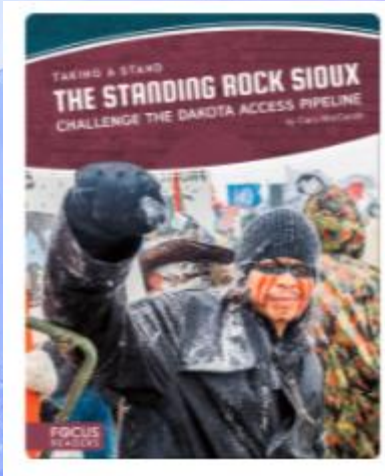


TOGETHER
MOTHER
DRUM
INDIGENOUS
VILLAGE
FISH
OCEAN
LIFE
RHYTHM
TRIBE
WATERFALL
GIRL
ANIMALS
ANCESTORS
EARTH
BIRD
TREES
RIVER
RALLY
NOKOMIS
NOURISH
PLANTS
FIGHT
PEOPLE

Play this puzzle online at : <https://thewordsearch.com/puzzle/6179870/>

Learn more about the Dakota Access Pipeline by reading on Epic.

epic!

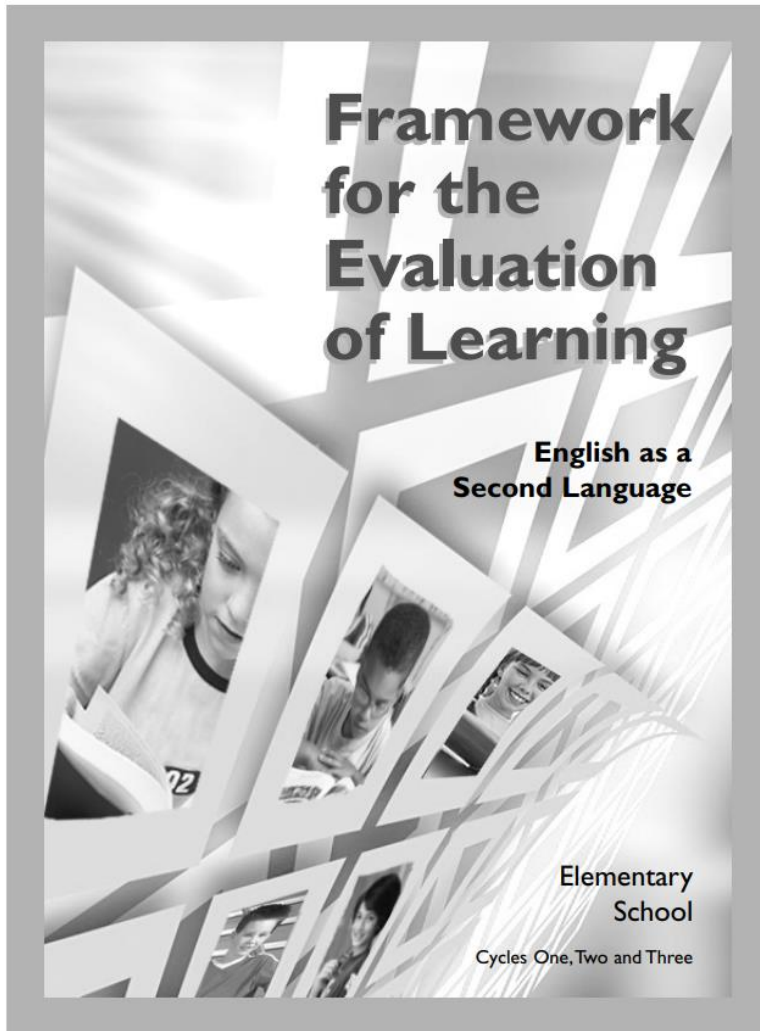


Add your student Log-in information Here

You can also learn more about the Dakota Access Pipeline and the story “We Are Water Protectors” through an author visit with Carole Lindstrom.



Links with ESL QEP, Progression of Learning and Framework for the Evaluation of Learning



To reinvest understanding of oral and written texts

35%
Cycle Two
Cycle Three

Evaluation of learning

(See QEP and *Progression of Learning*)

- Verify the knowledge acquired by the student
- Evaluate the student's ability to apply the knowledge acquired

Evaluation criteria and explanations

<p>Evidence of understanding of texts</p>	<ul style="list-style-type: none"> • Demonstration of understanding of overall meaning of texts • Identification and/or description of key elements in texts • Establishment of connections between text and own experience • Expression of appreciation of texts • Sharing of understanding of texts with others
<p>Use of knowledge from texts in a reinvestment task</p>	<ul style="list-style-type: none"> • Selection of information/ideas from texts, relevant to task • Coherence of organization of selected information/ideas • Use of words and expressions from texts • Delivery of a personalized product by: <ul style="list-style-type: none"> – summarizing information/ideas drawn from texts – combining information/ideas from texts with own ideas and language
<p>Use of strategies*</p>	<ul style="list-style-type: none"> • Use of strategies to: <ul style="list-style-type: none"> – construct meaning of texts – plan and carry out reinvestment tasks

*The student must be provided with feedback on this criterion, but the criterion must not be considered when determining the student's mark in the report card.



ESTABLISHING PERSONAL CONNECTIONS

TEXT TO SELF

A connection between the story and your life and experiences.

THOUGHTS
EXPERIENCES
TRAVELS
FAMILY
FRIENDS
SCHOOL



OTHER BOOKS
CHARACTERS
POEMS
ARTICLES
WEBSITES
BLOGS

TEXT TO TEXT

A connection between the story and another text.

TEXT TO WORLD

A connection between the story and the real world.

TELEVISION
MOVIES
CURRENT EVENTS
GAMES
NEWS
POP-CULTURE



Personal

Connect & reflect on your own and others' experiences

Critical

Read with & against the text to deepen understanding & interrogate your own perspective