

Teacher Materials**Mapping Informed Action
Treaties Still Matter (Youth Action):
The Dakota Access Pipeline****Featured Sources**

- **Case Study:** Youth Action—Discover how the youth organizations of the Standing Rock Sioux Tribe plans and acts in order to address injustices and strengthen ties to culture.

Student Tasks

- [*Dakota Access Pipeline*](#)
- Optional Expository-Writing Extension: [*Standards-Based Assessment Rubric*](#)
- Optional Student Planning Extension: [*NK360° Framework for Taking Informed Action*](#)

Student Outcomes**KNOW**

Native People, communities, organizations, and Nations take informed action to mediate social and political issues.

UNDERSTAND

The unique characteristics and challenges of organizing youth action and how youth groups from the Standing Rock Sioux Tribe take informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures.

DO

Identify, describe, and infer the characteristics and causes of local, regional, and global problems, and the steps informed actors take in order to address these issues, then determine potential barriers to taking action and provide possible solutions.



Standards

Parts A-C—Mapping Informed Action

[C3 Dimension Standards]

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Part D—Extension Expository Essay

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Extension Taking Informed Action

[C3 Dimension Standards]

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Mapping Informed Action Lesson Procedures

Anticipatory Set—Contemporary Connection

- Introduce the topic by asking students what they know about the Dakota Access Pipeline (DAPL) movement. Make a KWL chart on the board and write down notes in the “Know” and “Want to Know” sections as students share out about the Dakota Access Pipeline. Ask students if they knew that the Sacred Stone Camp was initiated by young people in middle and high school. Tell them that youth groups from the Standing Rock Sioux Tribe took informed action and drew national attention to their cause. Before reviewing the sources add the information you just shared (youth groups from the Standing Rock Sioux Tribe initiated informed action and drew national attention to the cause) to the “Learn” section of the KWL chart.
- Read the introductory text together as a class or aloud in groups. Have students summarize and share out the issues under consideration and any new information they have learned.

Guided Practice, Instruction, and Formative Assessment

Teacher TIP: This activity may be completed individually, with partners, or in groups.

Part A—Analyzing the Issue

- In Part A students analyze the sources and make inferences in order to describe the issue in need of informed action. Next, students will use the sources to identify the opposing perspectives and make inferences about possible points of agreement between the two perspectives.
- Determining issues, analyzing perspectives, and finding common ground are essential for taking informed action. While analyzing sources in this case study, students first attempt to determine the issue; next, they then analyze perspectives; and finally, find possible points of common ground.

Part B—Analyzing Action

Teacher TIP: We have separated informed action into five categories and provided examples for each. Please remember that these are not always fixed. For instance, social media can be used to inform and/or to advocate; starting a Go Fund Me might be initiated in order to donate, advocate, or both. The intention of this mapping model is to help students understand how smaller actions may have to be completed both while and before carrying out more extensive informed action projects.

- After students analyze the issue, perspectives, and points of agreement in Part A, they describe in detail the informed action project carried out by youth groups from the Standing Rock Sioux Tribe.
- In the second section of Part B, students use the evidence and make inferences about possible actions that could have led to the informed action project addressed in the case study. For instance, taking informed action does not always mean organizing a march on Washington. Rather, it can be a Tweet or having an informed conversation with a peer. Often smaller actions are necessary in order to organize and carry out informed action. For example, before a coalition can gain members they might create a Facebook group in order to educate and inform possible stakeholders.

Part C—Identifying Barriers

Teacher TIP: Part C is an opportunity for discussion-based group work.

- Informed civic action often encounters barriers. Sometimes citizens and groups do not anticipate these barriers when they decide to take informed action and then, as a result, are unable to carry out their informed action. Students will make inferences about possible barriers faced by youth actors; then they will present possible solutions or ideas for overcoming these barriers.

Part D—Extension

- As an extension students can complete an expository-writing sample by synthesizing the information scaffolded in the graphic organizers and cite evidence from the case study.

Check for Understanding

- This case study is about youth action. Students should understand that Native youth groups take informed action by organizing, collaborating, and carrying out their plan. Youth groups can draw national attention to causes and issues that impact their community. Today, Native Nations take informed action to mediate social and political issues. Native youth groups from the Standing Rock Sioux Tribe exemplify how young people can take informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures.

Skills-Based Assessment

- If you elect to assess the expository-writing sample in addition to or in place of the graphic organizers, you can complete a standards-based assessment by using the attached rubric.

Teacher TIP: Students can use a blank rubric to self-edit or peer-edit. Teachers may decide to collect the self-graded rubrics or to have students compare their own scores with the teacher's scores and complete growth-based reflections.

Standards-Based Assessment Rubric: Mapping Informed Action	
Directives & Requirements	<input type="checkbox"/> Completely answers the directives in the prompt or writing task (explain, analyze, propose) [CCSS.ELA-LITERACY.WHST.9-10.7] <input type="checkbox"/> Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing [CCSS.ELA-LITERACY.WHST.9-10.2.E]
Skills & Objectives	<input type="checkbox"/> Write informative/explanatory texts, including the narration of historical events... [CCSS.ELA-LITERACY.WHST.11-12.2; CCSS.ELA-LITERACY.WHST.9-10.2] <input type="checkbox"/> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems... and challenges and opportunities faced by those trying to address these problems over time and place [D4.6.9-12.] <input type="checkbox"/> Identify and ask significant questions that clarify various points of view and lead to better solutions [P21 Critical Thinking and Problem Solving: Solve Problems.2].
Grammar & Mechanics	Demonstrates command of the conventions of standard English grammar and usage when writing... [CCSS.ELA-LITERACY.L.9-10.1] <ul style="list-style-type: none"> <input type="checkbox"/> 0 Grammatical Errors (15 points) <input type="checkbox"/> 1-3 Grammatical Errors (12 points) <input checked="" type="checkbox"/> 4-6 Grammatical Errors (9 points) <input type="checkbox"/> 7-10 Grammatical Errors (6 points) <input type="checkbox"/> More than 10 Grammatical Errors (3 points) How many of these were elementary grammar mistakes? _____
Score	Name: _____

Standards-Based Assessment Rubric: Mapping Informed Action	
Directives & Requirements 18 / 20 (10 points each)	<input checked="" type="checkbox"/> Completely answers the directives in the prompt or writing task (explain, analyze, propose) [CCSS.ELA-LITERACY.WHST.9-10.7] <input checked="" type="checkbox"/> Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing [CCSS.ELA-LITERACY.WHST.9-10.2.E]
Skills & Objectives 26 / 30 (10 points each)	<input checked="" type="checkbox"/> Write informative/explanatory texts, including the narration of historical events... [CCSS.ELA-LITERACY.WHST.11-12.2; CCSS.ELA-LITERACY.WHST.9-10.2] <input checked="" type="checkbox"/> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems... and challenges and opportunities faced by those trying to address these problems over time and place [D4.6.9-12.] <input checked="" type="checkbox"/> Identify and ask significant questions that clarify various points of view and lead to better solutions [P21 Critical Thinking and Problem Solving: Solve Problems.2].
Grammar & Mechanics 9 / 15 (3 points each)	Demonstrates command of the conventions of standard English grammar and usage when writing... [CCSS.ELA-LITERACY.L.9-10.1] <ul style="list-style-type: none"> <input type="checkbox"/> 0 Grammatical Errors (15 points) <input type="checkbox"/> 1-3 Grammatical Errors (12 points) <input checked="" type="checkbox"/> 4-6 Grammatical Errors (9 points) <input type="checkbox"/> 7-10 Grammatical Errors (6 points) <input type="checkbox"/> More than 10 Grammatical Errors (3 points) How many of these were elementary grammar mistakes? = 4
Score 53 / 65 Letter Grade: 82% / B-	Name: Student Smith

Teacher TIP: The score can be in a 1 to 10 point range for each box. A checkmark indicates a 10/10-point score.

Teacher TIP: Teachers may want to highlight or indicate the areas in which students can improve.

Teacher TIP: One way to reinforce correction of elementary grammar mistakes is to take off points for errors such as not capitalizing proper nouns, or incorrect punctuation, or easy-to-see typos. Teachers can elect to correct the mistake for the student or indicate it with a circle and allow the student to correct the mistake and return the essay for a higher score.

Standards-Based Assessment Rubric: Mapping Informed Action	
<p>Directives and Requirements</p> <p>_____ / 20</p> <p>(10 points each)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Completely <u>answers the directives</u> in the prompt or writing task (explain, analyze, propose) [CCSS.ELA-LITERACY.WHST.9-10.7] <input type="checkbox"/> Establishes and maintains a <u>formal style</u> and <u>objective tone</u> while attending to the norms and conventions of the discipline in which they are writing [CCSS.ELA-LITERACY.WHST.9-10.2.E]
<p>Skills and Objectives</p> <p>_____ / 30</p> <p>(10 points each)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Write <u>informative/explanatory</u> texts, including the narration of historical events... [CCSS.ELA-LITERACY.WHST.11-12.2; CCSS.ELA-LITERACY.WHST.9-10.2] <input type="checkbox"/> Use disciplinary and interdisciplinary lenses to <u>understand the characteristics and causes</u> of local, regional, and global problems... and challenges and opportunities faced by those trying to address these problems over time and place [D4.6.9-12.] <input type="checkbox"/> Identify and ask significant questions that clarify various points of view and lead to better solutions [P21 Critical Thinking and Problem Solving: Solve Problems.2].
<p>Grammar and Mechanics</p> <p>_____ / 15</p> <p>(3 points each)</p> <p>Total Grammar Mistakes: _____</p>	<p><i>Demonstrates command of the conventions of <u>standard English grammar</u> and usage when writing... [CCSS.ELA-LITERACY.L.9-10.1]</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 0 Grammatical Errors (15 points) <input type="checkbox"/> 1-3 Grammatical Errors (12 points) <input type="checkbox"/> 4-6 Grammatical Errors (9 points) <input type="checkbox"/> 7-10 Grammatical Errors (6 points) <input type="checkbox"/> More than 10 Grammatical Errors (3 points) <p>How many of these were elementary grammar mistakes? _____</p>
<p>Score _____ / 65</p> <p>Letter Grade: _____</p>	<p>Name: _____</p>