

Teacher Materials

Mapping Informed Action Foods Still Matter (Community Organizing): The Muckleshoot Food Sovereignty Project

Featured Sources

- **Case Study:** Communities Taking Informed Action—Discover how the Muckleshoot Food Sovereignty Project organizes, plans, and acts in order to address injustices and strengthen ties to culture.

Student Tasks

- [*Muckleshoot Food Sovereignty Project*](#)
- **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 community organizing, and how community groups, such as the Muckleshoot Food Sovereignty Project, 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 revisiting the term *sovereignty*. Ask students what *food sovereignty* might mean. Share with students the following definition from Valerie Segrest, a community nutritionist and coordinator of the Muckleshoot Food Sovereignty Project: “Food sovereignty is a way of living; it is about our inherent right to choose the diet that we want to have...and having access to those foods.”¹
- 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 analyze perspectives; and finally, students 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 the Muckleshoot Food Sovereignty Project.
- 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.

¹ Valerie Segrest (Muckleshoot) NMAI Interview, August 2016.

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 the Muckleshoot Food Sovereignty Project; 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 community organizing. Students should understand that the Muckleshoot Food Sovereignty Project takes informed action by creating and maintaining a community organization. Food sovereignty is the ability to identify food systems based on cultural practices and is one of the ways in which Native Nations assert their rights as sovereign nations. Today, Native Nations take informed action to mediate social and political issues. The Muckleshoot Food Sovereignty Project exemplifies how communities takes 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	
<p>Directives & Requirements</p> <p>18 / 20 (10 points each)</p>	<p><input checked="" type="checkbox"/> Completely <u>answers the directives</u> in the prompt or writing task (explain, analyze, propose) [CCSS.ELA-LITERACY.WHST.9-10.7]</p> <p><input checked="" 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>
<p>Skills & Objectives</p> <p>26 / 30 (10 points each)</p>	<p><input checked="" 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]</p> <p><input checked="" type="checkbox"/> Use disciplinary and interdisciplinary lenses to <u>understand the characteristics and causes</u> of local, regional, and global problems... and <u>challenges</u> and opportunities <u>faced by those trying to address these problems over time and place</u> [D4.6.9-12.]</p> <p><input checked="" type="checkbox"/> <u>Identify and ask significant questions</u> that clarify various points of view and lead to better solutions [P21 Critical Thinking and Problem Solving: Solve Problems.2].</p>
<p>Grammar & Mechanics</p> <p>9 / 15 (3 points each)</p> <p>Total Grammar Mistakes: = 4</p>	<p><i>Demonstrates command of the conventions of standard English grammar and usage when writing... [CCSS.ELA-LITERACY.L.9-10.1]</i></p> <p><input type="checkbox"/> 0 Grammatical Errors (15 points)</p> <p><input type="checkbox"/> 1-3 Grammatical Errors (12 points)</p> <p><input checked="" type="checkbox"/> 4-6 Grammatical Errors (9 points)</p> <p><input type="checkbox"/> 7-10 Grammatical Errors (6 points)</p> <p><input type="checkbox"/> More than 10 Grammatical Errors (3 points)</p> <p>How many of these were elementary grammar mistakes? = 4</p>
<p>Score 53 / 65</p> <p>Letter Grade: 88% / B-</p>	<p>Name: Student Smith</p>

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	
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<p>Score ___ / 65</p> <p>Letter Grade: _____</p>	<p>Name: _____</p>

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 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]
<p>Skills and Objectives</p> <p>_____ / 30</p> <p>(10 points each)</p>	<ul style="list-style-type: none"> <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].
<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 standard English grammar 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>