

**Draft: Under Review**

***UNIT 1***  
***LESSON PLANS 1 TO 5***  
***CURRICULUM FOR***  
***THE TONY HILLERMAN PORTAL***

***UNIT 2***  
***LESSON PLANS 1 TO 4***  
***CRITICAL MEDIA LITERACY FOR THE***  
***INTERACTIVE STORYBOARD***  
***CURRICULUM***

## Table of Content

Introduction to Critical Media Literacy Curriculum	
Brief biography of Anthony “Tony” Hillerman Introduction to eHillerman Project <ul style="list-style-type: none"> <li>• Manuscript</li> <li>• Content Encyclopedia of the Southwest Terminologies</li> <li>• Geography Mapping</li> </ul>	<i>i-ii</i>
Behind the Scene of eHillerman Project	<i>ii-iii</i>
What is Critical Media Literacy Curriculum? <ul style="list-style-type: none"> <li>• Essential Questions</li> </ul>	<i>iii-iv</i>
Implications of Supplemental Readings	<i>v</i>
<ul style="list-style-type: none"> <li>• Acknowledgment</li> <li>• Contact Information</li> <li>• Permission</li> </ul>	<i>vi</i>
New Mexico Common Core Benchmark Standards – English and Language Arts: <ul style="list-style-type: none"> <li>• Key Ideas and detail - Use of manuscripts, excerpts novels, and supplemental published reading materials.</li> <li>• Craft and Structure - Use of Portal’s Encyclopedia.</li> <li>• Integration of Knowledge and Ideas - Use of manuscripts, excerpts novels, and supplemental published reading materials.</li> <li>• Range of reading and level of text complexity - Use of eHillerman Portal website to produce interactive storyboard and reference to various literature.</li> </ul>	1-2
Lexile Framework for Reading	3
Unit 1: Biography – Fiction writer of the Southwest	
Teacher’s Note Grade: 6-8 Subject: English and Language Arts Essential Question: As an outsider or insider of a community, what are some ethically ways to respect one’s culture and landscape?	4
Overview of Lesson Plans (LP) <ul style="list-style-type: none"> <li>• LP1: Who’s telling the story?</li> <li>• LP2: Writer’s Support: Journalism to published manuscripts /novels</li> <li>• LP3: Content-Encyclopedia of the Southwest Terminologies</li> <li>• LP4. Geography Mapping</li> <li>• LP5. Research and Information Resources – Career of Published Fiction Novelist</li> </ul>	5-6
LP1: Who’s telling the story?	
<ul style="list-style-type: none"> <li>• Teacher’s Note</li> <li>• Materials</li> <li>• Assignment: Pre-write chart and create an outline transition to essay.</li> </ul>	7-8

<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Preparation</li> </ul>	
<ul style="list-style-type: none"> <li>• LP 1: Pre-Write Chart and Draft</li> </ul>	9
<ul style="list-style-type: none"> <li>• LP 2: Writer's Support: Published Manuscripts to Novels</li> </ul>	10
<b>LP2: Writer's Support: Journalism to published manuscript/novels</b>	
<ul style="list-style-type: none"> <li>• Teacher's Note</li> <li>• Materials</li> <li>• Assignment and Activities: Student Interview and Writer's Support</li> <li>• Supplemental Reading: Case of Tony Hillerman: An Interview and Code Ethics</li> <li>• Assessment</li> <li>• Preparation</li> </ul>	11-12
Activity: Student Interview	12
Activity: Student Editing/Revision	13
Direction: How to use eHillerman Portal for Manuscripts	14
LP2 Assignment – Writer's Support: Journalism to published manuscripts/novels	15
<b>Lesson Plan 3: Encyclopedia of the Southwest – Terminologies</b>	
<ul style="list-style-type: none"> <li>• Teacher's Note</li> <li>• Materials</li> <li>• Assignment: Illustrate Vocabulary</li> <li>• Supplemental Reading</li> <li>• Assessment</li> <li>• Preparation</li> </ul>	16-17
Direction: How to use Encyclopedia of the Southwest Web Page	18-19
LP3 Assignment – Illustrated Vocabulary	20
<b>Lesson Plan 4 – Geography Mapping</b>	
<ul style="list-style-type: none"> <li>• Teacher's Note</li> <li>• Materials</li> <li>• Assignments: Evaluate interactive maps with two worksheets.</li> <li>• Preparation</li> <li>• Supplemental Readings: Tapahonso's Southwest description</li> <li>• Discussion Questions</li> <li>• Assessment</li> <li>• Preparation</li> <li>• Maps of the Geographic Setting</li> </ul>	21-22
Directions: How to use Maps of the Geographic Setting	23

Directions: Maps of the geographic settings for the Leaphorn and Chee novels	24
LP4 Assignment – Evaluate and discuss the interactive maps	25
Worksheet 1: Discussion	26
Worksheet 2: Evaluate Interactive Maps	27
<b>Lesson Plan 5 – Research and Information Resources</b>	
<ul style="list-style-type: none"> <li>• Teacher’s Note</li> <li>• Materials</li> <li>• Assignment: Evaluate and Summarize Resources</li> <li>• (2) Supplemental Reading: Feier’s critical views on how Native Americans are portrayed in western media. Schilling’s article on Native actors’ experience on Adam Sandler’s movie.</li> <li>• Assessment</li> <li>• Preparation</li> <li>• Brief description of resources</li> </ul>	28-30
Direction: How to use Hillerman Research and Information Resources	31
LP5 Assignment – Summarization: What did you learn?	32
<b>Unit 2: Transform Story to Interactive Storyboard</b>	
<p>Teacher’s Note  Grade: 6-8  Subject: English and Language Arts  Essential Question: How will your communities benefit from your interactive storyboard?</p>	
<p>Overview of Lesson Plans (LP)</p> <ul style="list-style-type: none"> <li>• LP1: Research to Story</li> <li>• LP2: Identify your storyteller</li> <li>• LP3: Describe the Setting to Landscape</li> <li>• LP4: Presentation of the Interactive Storyboard.</li> </ul>	
<b>Lesson Plan 1: Research to Story</b>	
<ul style="list-style-type: none"> <li>• Teacher’s Note</li> <li>• Materials</li> <li>• Assignments/Activity: Dialogue about mainstream media.</li> <li>• Preparation</li> <li>• Recommended Film: <i>Navajo Talking Picture</i> (1984)</li> <li>• Supplemental Readings: Feier, J. (2011). <i>We never hunted buffalo: The emergence of Native American Cinema.</i></li> <li>• Discussion Questions</li> <li>• Supplemental Resource: The Critical Media Project: Media literacy and the politics of identity – resources for educators</li> <li>• Assessment</li> <li>• Preparation</li> </ul>	
LP1 - Activity: Dialogue about mainstream media.	

LP1: Activity: Brainstorm about your own story.	
<b>Lesson Plan 2: Identify your storyteller</b>	
<ul style="list-style-type: none"> <li>• Teacher's Note</li> <li>• Materials</li> <li>• Assignments/Activity:</li> <li>• Preparation</li> <li>• Supplemental Readings:</li> <li>• Discussion Questions</li> <li>• Assessment</li> <li>• Preparation</li> </ul>	
<b>Lesson Plan 3: Describe the Setting to Landscape</b>	
<ul style="list-style-type: none"> <li>• Teacher's Note</li> <li>• Materials</li> <li>• Assignments/Activity:</li> <li>• Preparation</li> <li>• Supplemental Readings:</li> <li>• Discussion Questions</li> <li>• Assessment</li> <li>• Preparation</li> </ul>	
<b>Lesson Plan 4: Presentation of the Interactive Storyboard.</b>	
<ul style="list-style-type: none"> <li>• Teacher's Note</li> <li>• Materials</li> <li>• Assignments/Activity:</li> <li>• Preparation</li> <li>• Supplemental Readings:</li> <li>• Discussion Questions</li> <li>• Assessment</li> <li>• Preparation</li> </ul>	
LP4 - Activity: Presentation of the Interactive Storyboard	
<b>RESOURCE</b>	
Each lesson plan has published literature and website.	

## **Brief biography of Anthony “Tony” Hillerman**

The fiction writer of the Southwest, Anthony Grove Hillerman (1925-2008) was born in Sacred Heart, Oklahoma on May 27, 1925.<sup>i</sup> As for school, he attended St. Mary’s Academy, a boarding school for Native American girls at Sacred Heart from 1930-1938. His experience at St. Mary’s Academy contributed towards his interest in connection with Native American. In 1943-1945, he joined the U.S. Army and served in World War II. He was discharged with a Purple Heart including Silver and Bronze Star. After the WWII, he attended the University of Oklahoma and received a Bachelor of Arts degree in Journalism in 1948. Also, he got married to Marie Unzer then moved to New Mexico in 1963. As a Journalism, he wrote for local newspaper related to crimes for Oklahoma, Texas and New Mexico. His career changed over time and started a graduate program in Journalism at University of New Mexico (UNM). After he was awarded his Masters of Art degree in Creative Writing then he joined the faculty at UNM in 1966.

### **Introduction to eHillerman Project**

The eHillerman Portal has a collection of his career which in 2005, the fiction writer of the Southwest Tony Hillerman donated his collection from original manuscripts, screen play, audio interviews, articles, and personal fan letters to the Center for Southwest Research at UNM’s Zimmerman Library. He wanted his collection to serve as an educational resource for students and research to show the process of a writer from variety of draft manuscripts to editor’s version. The published collection were scanned and digitized then created, “The Tony Hillerman Portal: An Interactive Guide to the life and work of Tony Hillerman.” The portal was launched on June 14, 2013.<sup>ii</sup> The portal team put forth additional information beyond Hillerman’s views and showcase his detective novels. The website is to guide student or a reader, to use the content encyclopedia of the southwest terminologies, it explains terms used in the novels and geography mapping which follows Hillerman’s characters throughout the southwest. Each team member, researched and compiled academic resources to develop each component listed below:

#### **Manuscript**

Some of Hillerman’s published novels are digitize into the portal website. The interactive version of the manuscripts, you will see a computer mouse icon  next to the draft which it will indicate that you can click on **View Interactive Manuscript**, to show you the editing marks, revisions, and many corrections.

## **Content Encyclopedia of the Southwest Terminologies**

The portal project had an internal content manager who analyzed Hillerman novel, *The Blessing Way* and highlight terms into the encyclopedia along with developing definitions and selecting visual images. There are over 1,000 words includes locations, items, animals, government agencies and various terms to describe plots of the story. In addition, certain words are not fully correct due to the author's fictionist stories to protect the identity of cultural location and resources of Southwest tribes. **Some terminologies, definitions and illustrations may not be appropriate for your students.** Note to teachers, to review the content used in the eHillerman Portal: Encyclopedia of the Southwest page, to see what is suitable for your student. Every highlighted word from the interactive manuscript is linked to page numbers and frequent use of the word within the manuscript are from the novel, *The Blessing Way*. Also, the illustrations are attached to the terms and rights of permissions are included, as well.

## **Geography Mapping**

Hillerman Portal was created to guide readers use google and interactive map. There are eight google maps and one interactive map linked to the novels. The fiction novel author Hillerman describes the southwest landscapes that enriches his novels. The geographic setting for the majority of Hillerman's novels is the Four Corners region of the Southwest, near Shiprock, New Mexico and the Navajo Nation within Arizona and extending into southeastern Utah. Each of these maps details the primary locations mentioned in each novel and linked to the content Encyclopedia categories such as: Human Built and Natural features. The maps allow panning and zooming and can be viewed in full screen mode. Many of the mapped location can be cross-referenced with the *Encyclopedia* and the interactive content within the *Manuscript Viewer*.

## **Behind the Scene of eHillerman Project<sup>iii</sup>**

The portal was written by graduate students from across multiple disciplines and are learning about Native American culture. Several graduate students are from Master of Arts and Doctorate students/candidates. The project members include:

### Full-time Staff

- Kevin Comerford, Assistant Professor & Tony Hillerman Portal PI/Project Manager, and Director of Digital Initiatives and Scholarly Communication
- Emily Cammack, Program Specialist for Digital Initiatives and Scholarly Communication, Doctoral Candidate and Instructor from Department of American Studies

- Graduate Students – Hillerman Fellowship
- Curriculum: Geneva Becenti, Ph.D. Candidate from Department of Language, Literacy and Sociocultural Studies, UNM
  - Content Encyclopedia of the Southwest Terminologies: Sophie Ell, Ph.D. Student from Department of American Studies , Darcy Brazen, Master of Art Candidate from Department of American Studies, and Christina Juhasz-Wood, Ph.D. Candidate and Instructor from Department of American Studies, UNM
  - Geography Mapping [Emeritus Team Member]: Stephanie Mack, Master of Art Candidate from Department of Anthropology – UNM

### **Critical Media Literacy Curriculum<sup>iv</sup>**

What is critical media literacy curriculum? Garcia, Seglem and Share (2013) use multiple media sources from pop culture to wide media to critique/evaluate them then identify students' views on media and move beyond traditional classroom settings. Garcia, Colorado State University and Seglem, Illinois State University are both, Assistant Professors, whose focused area is critical literacy. Share is a faculty advisor at University of California – Los Angeles. Together, they combined their expert field into one framework and teach a pre-services training for K-12 teachers to receive college credits at UCLA. They created a critical media literacy curriculum that guides teachers and students to use critical lens, as tools to understand how media portrays “culture, class, gender, or any identity” (p.120). They defined critical media literacy curriculum, as “...deepens literacy education to critically analyze relationship media and audiences, information and power” (p.111).

As for this curriculum, it is a guide for teachers to pick and choose lesson plans or craft their own lesson plans that aligned to their students' needs and schools' standards' benchmarks. The goal for the eHillerman portal curriculum evolved from series of dialogues from five information sessions held at Digital Initiatives & Scholarly Communication- University of New Mexico, Bernalillo School District, Tohajiilee Community School, New Mexico Library Association Conference and Hillerman's Writer Conference. From these information sessions, a curriculum advisory committee was formed with volunteers of: community school's librarian, public school's elementary teacher and New Mexico's literacy curriculum program specialist. Some of the dialogues were focused on grade level, structured assignments, common core standards, and assessments with rubric. Also, under the review of the curriculum advisory committee, an essential question was requested. Based on the researched on critical media literacy curriculum, the question was formed:

**Essential Question:** In what ways, does the media shape our views of one's culture and landscape? What are some negative factors and positive responsibilities that we need to gain that will help us critique and evaluate media? As an outsider or insider of a community, what are some ethically ways to respect one's culture and landscape? Will communities benefit from media? How?

The essential question was formed based on Hillerman's view on identity of Native American people, culture and landscape. This critical media literacy curriculum has two unit that builds a framework for teachers and students to learn and understand, how media portrays one's communities' culture and landscape? The curriculum will bring two-sided views to balance between Hillerman's fiction world and reality of the Southwest region of U.S. Indigenous. The supplemental readings are to bring authentic views from the Southwest Indigenous authors who make sufficient connection between cultural meanings to landscape. The two unites include teacher's note, objectives, needed materials, required reading, student preparation, assignment(s), assessment such as quiz, essay, or presentation, and common core standard benchmarks.

- Unit 1: There are five lesson plans. Each lesson plans overviews the biography of fiction writer, Hillerman through the eHillerman portal which houses the writer's detective collection. Additional readings are paired with each lesson plans, some are written by local southwest Indigenous authors specifically from the Southwest of Diné Tah (Navajo Country).
- Unit 2: Each lesson plans are steps for a students to create a digital interactive storyboard. Student will use eHillerman interactive stories as a sample to their own creation of stories. The supplemental readings are resources for students to make connection with their interactive stories and compare them to Hillerman's views.

The starting point of the curriculum is to focus on instruction of how to use the eHillerman Portal. The educational resource is for all grade level but for this curriculum, target audience is grade 6 to 8. The Curriculum for eHillerman portal consisted of two units with multiple lesson plans. Each unit include teacher's note, grade, subject, objective and overview of five lesson plans. The organization of units begins with descriptive summary of lesson plans includes teachers' preparation and objective of student assignments. Also, the curriculum is only a template where teachers may use what they need or create their own lesson plans from existing ones.

## **Implications of Supplemental Readings**

Supplemental readings are used to balance between Hillerman's views and the authentic views from Southwest Indigenous peoples, themselves and are transparent of their local knowledge on their culture and landscape. Within the context, these authors make strong augments in relation to cultural hegemony and cultural sovereignty. The curriculum includes documentary films, as resources, as well. These contents provide connection towards interactive storyboard. Students will enhance their awareness on some negative factors and positive responsibilities that they need to gain which it will help them critique and evaluate media in a respectful way. Also, these authors from the supplemental readings will provide the insider and outsider of a community.

Here are some questions that may help students prepare for their interactive storyboard:

- What is an Indian? (Feier, 2011 and Singer, 2001 )
- What are some negative factors towards media that projects stereotype on Native American people? (Feier, 2011)
- What is cultural sovereignty? (Singer, 2001)

Not all lesson plans have supplemental readings, for those lesson plans that have one has critical discussion questions included in teacher's preparation and student's activity assignment.

## **Acknowledgement**

*Curriculum Advisory Committee:* Shanna G. Smith, Library Science Teacher/Librarian at Tohajiilee Community School, Shannon Johnson, Reading Specialist at La Mesa Elementary School and Julie Bryant, Literacy Curriculum Program Specialist at Public Education Department.

Information Sessions were held at Digital Initiatives & Scholarly Communication-University of New Mexico, Bernalillo School District, Tohajiilee Community School, New Mexico Library Association Conference and Hillerman's Writer Conference.

## **Contact Information**

Digital Initiatives & Scholarly Communication-University of New Mexico Zimmerman Library

Telephone: (505) 277-9100

Website: <http://ehillerman.unm.edu/ehillerman/about>

## **Permission**

Permission to reproduce curriculum in your school. [insert additional language]

---

<sup>i</sup> Direct web link to Hillerman's Biography: <http://ehillerman.unm.edu/ehillerman/biography>

<sup>ii</sup> Direct web link to Director's Introduction to eHillerman Project:

<http://ehillerman.unm.edu/ehillerman/node/>

<sup>iii</sup> Direct web link to Project Team members biography: <http://ehillerman.unm.edu/about-project-team>

<sup>iv</sup> Direct web link to additional resource on Critical Media Literacy Pedagogy:

<http://www.learninglandscapes.ca/images/documents/ll-no12/garcia.pdf>