

## Assessment

### NM Common Core Benchmark Standards in Language Arts (Literature):

|   |   |
|---|---|
| <p><b>Standard Scale</b><br/>           5.0 – 6.9: Far Below<br/>           7.0 – 8.9: Nearing Proficiency<br/>           9.0 – 9.9: Proficient<br/>           10: Advanced</p>   | <p><b>Direction:</b><br/>           1.) Write in the grade level of your student in the right column.<br/>           2.) After student completes lesson plan or unit, write in the student’s score by using the standard scale.</p> |
| <b>Key Ides and detail</b>  | <b>Grade Level</b>  |
| Grade 6: CCSS.ELA-Literacy.RL.6.1, 6.2 & 6.3<br>Grade 7: CCSS.ELA-Literacy.RL.7.1, 7.2 & 7.3<br>Grade 8: CCSS.ELA-Literacy.RL.8.1, 8.2 & 7.3  |   |
| Use the edited manuscripts, excerpts novels, and supplemental published reading materials. Student can determine a theme or central idea of a text and analyze its sequential development over the course of the text.  | <b>Score:</b>   |
| <b>Craft and Structure</b>  | <b>Grade Level</b>  |
| Grade 6: CCSS.ELA-Literacy.RL. 6.4, 6.5 & 6.6<br>Grade 7: CCSS.ELA-Literacy.RL. 7.4, 7.5, & 7.6<br>Grade 8: CCSS.ELA-Literacy.RL. 8.4, 8.5, & 8.6   |   |
| Use the Content-Encyclopedia of the Southwest Terminologies. Student can determine a theme or central idea of a text and analyze its <b>sequential</b> development over the course of the text.   | <b>Score:</b>   |
| <b>Integration of Knowledge and Ideas</b>   | <b>Grade Level</b>  |
| Grade 6: CCSS.ELA-Literacy.RL.6.7 & 6.9<br>Grade 7: CCSS.ELA-Literacy.RL.7.7 & 7.9<br>Grade 8: CCSS.ELA-Literacy.RL. 8.7 & 8.9  |   |
| Use of manuscripts, excerpts novels, and supplemental published reading materials. Student can thoroughly annotate pieces of literature in all genres using a variety of annotations that show my literal comprehension and my efforts to interpret the deeper meaning of the text. | <b>Score:</b>   |

| Range of reading and level of text complexity   | Grade Level   |
|---|---------------|
| Grade 6: CCSS.ELA-Literacy.RL. 6.10<br>Grade 7: CCSS.ELA-Literacy.RL. 7.10<br>Grade 8: CCSS.ELA-Literacy.RL. 8.10   |               |
| Use of eHillerman Portal website to produce interactive storyboard and reference to various literature. Student can support a claim with <b>logical</b> reasoning and relevant evidence, demonstrating an understanding of the topic or text. | <b>Score:</b> |

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## NM Common Core Benchmark Standards in Literacy in History/Social Studies

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| <p><b>Standard Scale</b><br/>                     5.0 – 6.9: Far Below<br/>                     7.0 – 8.9: Nearing Proficiency<br/>                     9.0 – 9.9: Proficient<br/>                     10 : Advanced</p> | <p><b>Direction:</b><br/>                     3.) Write in the grade level of your student in the right column.<br/><br/>                     After student completes lesson plan or unit, write in the student’s score by using the standard scale.</p> |
| <b>Key Ideas and detail</b>  | <b>Grade Level:</b>  |
| CCSS.ELA-LITERACY.RH.6-8.1   |  |
| Cite specific textual evidence to support analysis of primary and secondary sources.   | <b>Score:</b>  |
| CCSS.ELA-LITERACY.RH.6-8.2   |  |
| Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  | <b>Score:</b>  |
| CCSS.ELA-LITERACY.RH.6-8.3   |  |
| Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).  | <b>Score:</b>  |
| <b>Craft and Structure</b>   | <b>Grade Level:</b>  |
| CCSS.ELA-LITERACY.RH.6-8.4   |  |
| Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.   | <b>Score:</b>  |
| CCSS.ELA-LITERACY.RH.6-8.5   |  |
| Describe how a text presents information (e.g., sequentially, comparatively, causally).  | <b>Score:</b>  |
| CCSS.ELA-LITERACY.RH.6-8.6   |  |
| Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).   | <b>Score:</b>  |
| <b>Integration of Knowledge and Ideas</b>  | <b>Grade Level:</b>  |

|  |                     |
|--|---------------------|
| CCSS.ELA-LITERACY.RH.6-8.7   |                     |
| Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.        | <b>Score:</b>       |
| CCSS.ELA-LITERACY.RH.6-8.8   |                     |
| Distinguish among fact, opinion, and reasoned judgment in a text.  | <b>Score:</b>       |
| CCSS.ELA-LITERACY.RH.6-8.9   |                     |
| Analyze the relationship between a primary and secondary source on the same topic.   | <b>Score:</b>       |
| <b>Range of reading and level of text complexity</b>   | <b>Grade Level:</b> |
| CCSS.ELA-LITERACY.RH.6-8.10  |                     |
| By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. | <b>Score:</b>       |

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## Lexile Framework for Reading

The Lexile Range is selected for the grade band 6-8 expectations from the New Mexico Common Core requirement ranges between 955-1155. According to the Lexile measure website, Hillerman fiction novels were identified four books and sorted into a grade band. However, the supplemental readings were not found in the Lexile measure website.

| Book                       | Hillerman (Year) | Grade Band | Lexile Measure |
|----------------------------|------------------|------------|----------------|
| The Boy who Made Dragonfly | 1972             | 6-8        | 1090L          |
| The Blessing Way           | 1970             | 5          | 920L           |
| Dance Hall of the Dead     | 1973             | 5          | 870L           |
| Listening Woman            | 1978             | 5          | 850L           |

## Unit 1: Biography – Fiction writer of the Southwest

**Teacher's Note:** Unit 1 is an overview of the eHillerman portal website focused on biography, journalism to mystery novelist, terminologies, geography mapping, and resource/information. Also, the fictional author Hillerman describes Diné Tah (Navajo country) located in the U.S. Southwest region. He has traveled, had informal conversations with local people and develop a series of research collection on the Southwest Indigenous people. His mystery stories include the Navajo Police's experiences and collection of political issues on environment and violence on Navajo country. Some of these stories were expanded into fiction novels. 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.

Unit one has five lesson plans includes teacher's note with objectives, needed materials/access, supplemental reading, assignment(s), student preparation, and directions for the portal. According to lesson plans each assessment are varied such as essay, or presentation. The curriculum is guided by the New Mexico Common Core Standard Benchmarks for English/Language Arts and History/Social Studies.

**Grade:** 6-8

**Subject:** English and Language Arts

**Objective:** Students to navigate the eHillerman Portal website and recognize the work of a fiction writer, Anthony Grove Hillerman. He shares on how he became a writer through telling stories, transition to journalism into imaginative mystery novelists. Students will identify types of genres of literature. Student will understand who is telling the story and from who's perspective.

**Essential Question:** As an outsider or insider of a community, what are some ethically ways to respect one's culture and landscape?

## Overview of Lesson Plans (LP)

**LP1: Who's telling the story?** The objective is to define and get to know the fiction writer's life, a.) What is a biography? b.) How does a person become a writer? Hillerman describes, his personal and journalism experiences that contributed to his career choice. The eHillerman portal overviews Anthony Grove Hillerman biography and manuscripts. The portal review will prepare students to be familiar with specific terminologies, methods used to create fiction stories, and develop an understanding of what type of skill set are needed to become a fiction writer. Prewrite chart activities are for students to answer questions about the fiction writer's biography then the information will be transferred to write draft article about the fiction writer.

### **LP2: Writer's Support: Journalism to published manuscripts/novels.**

The objective is to define, what is a journalism? The activity for students are to read a Journalist interview with Hillerman. This reading assignment is as a sample for students to practice on interviewing each other. Another component to the lesson plan is to follow a journalism's writing protocols which is the code of ethics. Also, for teacher and students to discuss the sufficient part the code of ethics. This will inform them to be familiar with the protocol process then apply the formal process of writing. Lesson plan 2 has instruction for the eHillerman portal's interactive manuscript which it showcases Hillerman's writing process. Here, the students will see an edited manuscripts with proofreading marks from his editors and notes to himself. After the review of the edited manuscripts, the students will begin the edited process includes writer's support by read out loud of partner's paper. Remind students that writing process may go through this cycle a numerous time.

### **LP3: Content-Encyclopedia of the Southwest Terminologies.**

In general, some authors write terminologies to help readers understand how they define specific context in a story. The portal project has an internal content manager who analyzed *The Boy who made dragonfly* and highlighted frequent use of the word within the manuscript then developed definitions that included visual images. These illustrations are attached to the terms and copyrights are included. **Some terminologies, definitions and illustrations may not be appropriate for your students.** You may cover what is suitable to your students. In reviewing some encyclopedia's terminologies, students could increase their vocabulary and/or select terms that will help them structure their written papers, stories, and other form of written materials. Encyclopedia of the Southwest portal

page will help the reader understand the Hillerman's fiction stories. Students will be able to examine the manuscripts' context and provide a concise arguments for future academic papers in college.

#### **LP4. Geography Mapping.**

Google and interactive map are embedded into Hillerman Portal, it covers general subjects such as Language Arts connected with Geography. There are eight google maps and one interactive map linked to the manuscripts. Lesson 4 has two directions to guide students to locations from the story mentioned in *The Boy who made Dragonfly* and characters of Joe Leaphorn and Jim Chee's detective story leads in *The Blessing Way*. Hillerman describes the southwest landscapes that enriches his novels. Geographic locations for the majority of Hillerman's novels are within the Four Corners region of the Southwest, near Shiprock, New Mexico and the Navajo Nation within Arizona and extend 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 are cross-referenced with the *Encyclopedia* and the interactive content within the *Manuscript Viewer*.

#### **LP5. Research and Information Resources – Career of Published Fiction Novelist.**

The Hillerman resources webpage has variety of resource that captures the fiction writer's work from public interviews on audio, books, educational resources, interviews, movies, newspaper article, academic Master of Art thesis, videos, and website. Below in the preparation section, there are a brief description of each resource stored in the portal. Before, showing your students these resources, you will need to review them. There are some contents that may not be appropriate for your students. The resources will assist students to visualize and hear, how he became a published author? Identify; the type of communication the fiction writer collaborated with media, to build his success through his fictional stories.



## Lesson Plan 1 – Who’s telling the story?

**Teacher’s Note:** The objective is to define and get to know the fiction writer’s life, a.) What is a biography? b.) How does a person become a writer? Hillerman describes, his personal and journalism experiences that contributed to his career choice. The eHillerman portal overviews Anthony Grove Hillerman biography. Reviewing the portal will prepare students to be familiar with specific terminologies, methods used to create fiction stories, and develop an understanding of what type of skill set are needed to become a fiction writer. After students review the portal, students complete the prewrite chart activities are for students to answer questions about the fiction writer’s biography then the information will be transferred to write draft article about the fiction writer.

### **Materials:**

- Use a notebook and pencil to write notes.
- Use index cards to write out the answers to the pre-write chart assignment
- Access to computer with internet.

### **Assignment:**

- LP1- Prewrite chart has four categories related to Hillerman’s background.
- LP1- Create an outline by using the prewrite chart to write essay

### **Assessment:**

- Student to write a short biography by using the information from the Pre-Write chart.

**Preparation:** First, discuss, what is a biography? How did Hillerman come into the fiction world of mystery novels? Overview the types of book that Anthony Grove Hillerman published. Use the web link below to view the Hillerman’s biography.

**Hillerman’s Biography Web link:** <http://ehillerman.unm.edu/ehillerman/biography>

Second, before you use the eHillerman Portal, inform students to write notes in their notebook then ask them to read the Hillerman’s biography. The portal provides a small description of Hillerman’s biography. Here is a snapshot script to tell your students then lead them to the portal:

- Before he became a journalist, he was a World War II veteran and attended a university as a wounded veteran. During the 1960s and 70s, Anthony and his wife adopted children and moved their family several times around the Southwest while he taught and worked at a university. By the 1980s, he became a full-time writer.

This will lead to the pre-write chart assignment.

Fourth, read instruction from the **Pre-Write Chart and Draft** - The pre-write assignment is for students to answer each question with a classmate by using their discussion note cards (index cards). Each note card, is from discussing each theme (Identity, Author's Journey, Published works and Conclusion/Opinion). Use the questions, provided in the boxes. The assignment is help students outline the author's biography then write them into a structured **Draft**.

The last assignment for lesson plan 1 is for students to transfer completed answers from the **Pre-Write Chart** to **Draft** assignment. The writing process begins from researching topic, writing notes, drafting an outline and drafting the story. Inform students, these are similar writing process for high school, college and professional writers. Their completed draft assignment will be used for lesson plan 2. They can share with a partner by reading their draft, for lesson 2.

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## LP1 Assignment – Prewrite Chart

Answer each box, by using a complete sentences such as subject/verb agreement, avoid run-on sentences, use comma(s) and punctuation mark(s). Provide detailed information to each question, by paraphrasing and not copy the answer out of the book. Also, limit your quotations to three. In addition, cite the page number that you found the answer to the question.

| <b>Identity</b>   | <b>Author’s Journey</b>                 | <b>Published Work</b>                             | <b>Conclusion/Opinion</b>   |
|---|---|---|---|
| Author’s Name and background  | Where, did the author go to school?     | Which genera is the author’s work in?             | In your opinion, what do you not like about the author’s? Why?                        |
| How old is the author?  | What type of jobs, did the author have? | Is the author’s work in fiction or non-fiction?   | Have you read any of the author’s work? If so, do you like or not like his work? Why? |
| Does the author have a family?  | Did he/she have any challenges?         | How many books has the author published?          | What is your recommendation to the author towards his/her work?                       |
| Where is the author from? Has the author move? If so, where to and why? | What lead him to his/her career choice? | Write a brief, description of the author’s books. | Would you recommend any of the author’s work to your friend or family?                |

## LP1 Assignment – Draft

Transfer your answer from the Prewrite Chart into each section, below. Continue to add sentences into paragraphs. Use complete sentences such as subject/verb agreement, avoid run-on sentences, use comma(s) and punctuation mark(s). Provide detailed information to each question, by paraphrasing and not copy the answer out of the book. Also, limit your quotations to three. In addition, cite the page number that you found the answer to the question.

### Identity

### Author's Journey

### Published Work

### Conclusion

## Lesson Plan 2 - Writer's Support: Journalism to published Manuscripts/Novels

**Teacher's Note:** The objective is to define, what is a journalism? The activity for students are to read a Journalist interview with Hillerman. This reading assignment is as a sample for students to practice on interviewing each other. Another component to the lesson plan is to follow a journalism's writing protocols which is the code of ethics. Also, for teacher and students to discuss the sufficient part the code of ethics. This will inform them to be familiar with the protocol process then apply the formal process of writing. Lesson plan 2 has instruction for the eHillerman portal's interactive manuscript which it showcases Hillerman's writing process. Here, the students will see an edited manuscripts with proofreading marks from his editors and notes to himself. After the review of the edited manuscripts, the students will begin the edited process includes writer's support by read out loud of partner's paper. Remind students that writing process may go through this cycle a numerous time.

### Materials:

- Use index cards to write interview questions.
- Use a notebook and pencil to write student's responses to the interview questions.
- Use color pen or pencils to edit/revise draft.
- Access to computer with internet and printer.

### Assignment and Activities:

- Read the supplemental reading, *The Case of Tony Hillerman: An Interview* that Hillerman.
- Read the Society of Professional Journalist: Code of Ethics.
- LP2- Student to interview their classmate.
- Review the Boy Who made Dragonfly edited manuscript from the eHillerman portal.
- Writer's Support: Published Manuscripts to Novels

### Supplemental Reading:

- Materassi, M. (2008). The Case of Tony Hillerman: An Interview. Project MUSE. In *The Case of Tony Hillerman: An Interview* article, Hillerman shared his experiences about specific areas of his life related to how he became a fiction writer from being a journalist.
- Code of Ethics. (1996). Society of Professional Journalists. The journalist's code of ethics is a standard rule for journalist to use to report any type of media so the public is informed about events and issues.

**Assessment:**

- Student to identify the components of Journalism's code of ethics and process of editing.

**Preparation:** LP2 is a two-part activity with subcomponents in each activities. Prepare your students to be a journalist by student interview and student editing and revising another journalist, along with a copy of code of ethics.

**Activity: Student Interview**

Before students interview each other, there are two readings; the first reading; *The Case of Tony Hillerman: An Interview* reading to use as an example of what is an interview and second reading; *Code of Ethics* that will be used to guide students to report with professionalism, as a journalist would. Then, use both readings to drive the student interview.

- 1.) Read the supplemental reading with your students, *The Case of Tony Hillerman: An Interview* that Hillerman talk about specific areas of his life related to how he became a fiction writer from being a journalist. Depending on your time frame of your class, select pages from the supplement reading then have students take notes in their notebook. After, each selected reading, discuss what was in the chapter then have students write their responses in their notebook for them to share in class. This exercise will help them become familiar with one way of writing process.
- 2.) Read the *Code of Ethics* with your students. Explain to students how the code of ethics applies to the interview and reporting back to class (community) is important to be honest. Review the four components from the code of ethics a.) Seek truth and report it, b.) Minimize harm c.) Act independently and d.) Be accountable. Discuss with your students, how these code of ethics are important to people who are protective of their cultural space.
- 3.) Have each student write interview questions on their index card and inform them they need to be appropriate and professional. Provide them with some guidelines by using the code of ethics. Then pair up your students and have them interview each other by using their index cards. Inform, your students they may use a recording devices, as well. However, they still need to write their partner's responses and report their responses (findings) to their class.


### **Activity: Student Editing/Revision**


1.) Review the portal with your students by using the **Instruction: How to use eHillerman portal – Manuscripts**. The instruction is on how to view interactive manuscript that Hillerman published in 1972, *The Boy who made Dragonfly*. The interactive manuscripts shows Hillerman's editor's proofreading marks. The students will get to see that all writers go through a writing process. Some authors explores various writing techniques and Hillerman mentioned that he does not use outline. There are times, he tried outlining his work and felt that it does not work for him (Hillerman, 2007).

2.) **Writer's Support: Published Manuscripts to Novels**. This activity allows the student's partner to give their peer feedback on their draft. Each student will receive a copy of the proofreading editing marks (like the one from the interactive manuscripts) so each student can help their partner to edit each other's paper. Remind students to use the example from the eHillerman portal website in the edited manuscripts. Explain that each writer has a writing process such as pre-write by using an outline, write a draft, writer's support by read out loud, edit then finalize work. The writing process may go through this cycle a numerous time.

## Direction: How to use eHillerman portal for Manuscripts

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

1. Click on the manuscripts box.  You will see all of Tony Hillerman's original manuscripts. Manuscript box is located below tabs, among the seven boxes (manuscript, books, biography, photo, editions, exhibits and maps).
2. Click on *The Boy who made Dragonfly* (1972), it is located within the list of novels. You will see his various draft of his work.

3. Click on *The Boy who made Dragonfly*, second draft (MSS501 BC/B06-F08)- See more at <http://ehillerman.unm.edu/ehillerman/manuscripts>. This link is 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.

**Note:** Not all of Hillerman's novels are digitized into the interactive manuscript.

4. On the right side of the screen shows you, **how to use the manuscript viewer** is provided you a video tutorial.
5. Click on the manuscript pages, you will find that the author's second draft with many underlines, deletes, corrections, and yellow highlights.
6. Click on the yellow highlights, a box will appear with additional information about the word.
7. Once you have reviewed the second draft, the interactive manuscript includes Chicago Manual of Style Online. "Proofreading." The editor's proofreading marks are used by editors to proof read author's work.
8. To view the editor's proofreading marks, Click on: <http://ehillerman.unm.edu/sites/default/files/manuscripts/boywhomadedragonfly/06-08h/index.html>.
9. Click on the right arrow to open the edited manuscript to page that has **Commonly Used Editor's Proofreading Marks**. Review these proofreading marks and Click on the right arrow again to see these marks throughout Hillerman's draft.
10. After reviewing the edited manuscript, close the top tab.



## **LP2 Assignment - Writer's Support: Journalism to published Manuscripts/Novels**

The writing process has numerous components such as pre-write (from Lesson 1) by using an outline, write a draft, writer's support by read out loud, edit/revise then finalize work. The writing process may go through this cycle, numerous time.

### **Read Out Loud**

Pair up with a classmate and exchange papers then read out loud to each other. Print two copies of your paper. One paper is for your partner and the other paper is to follow along your partner as he or she reads your paper out loud. You find errors to fix so while writing notes on your paper. Listen to your classmate and make notes to where you need to revise your paper. Provide each other feedback to improve each other's paper.

After the first read through, use your partner's feedback and notes to revise your own paper.

### **Edit and Revise**

A friendly reminder, the process of writing will take more than one read through with your partner. As every writer, this is a good exercise for you to develop.

After you revised your first draft, your teacher will provide you the editor's proofreading marks to the class. Exchange your revised papers to your partner and use the editor's proofreading marks to edit your partner's paper include feedback comments in a color pen or pencil. Take turns to review why you provided those marks on your partner's paper. Lastly, review your paper and revise it.

Repeat the read out loud activity to your partner after you revised your paper.

## Lesson Plan 3 - Encyclopedia of the Southwest – Terminologies

**Teacher’s Note:** In general, some authors write terminologies to help readers understand how they define specific context in a story. The portal project has an internal content manager who analyzed *The Boy who made dragonfly* and highlighted frequent use of the word within the manuscript then developed definitions that included visual images. These illustrations are attached to the terms and copyrights are included. **Some terminologies, definitions and illustrations may not be appropriate for your students.** You may cover what is suitable to your students. In reviewing some encyclopedia’s terminologies, students could increase their vocabulary and/or select terms that will help them structure their written papers, stories, and other form of written materials. Encyclopedia of the Southwest portal page will help the reader understand the Hillerman’s fiction stories. Students will be able to examine the manuscripts’ context and provide a concise arguments for future academic papers in college.

### **Materials:**

- Use index cards to write selected vocabulary.
- Access to computer with internet.

### **Assignment:**

- Illustrate Vocabulary: Create categories and list vocabulary from previous supplemental readings.

**Supplemental Reading:** Sometimes, terminologies and images of Indigenous are misused or mislabeled. Most popular image that has been misused and misled in which the narrative colonial contexts are used in fiction books. Students will understand and identify colonial context and learn to deconstruct to the historical layers behind the word. For example the Southwest Indigenous people identify themselves by their own heritage given name verse given by the Colonizers. Images can also exploit Indigenous ceremony places and cultural practices.

### **Insert article summary**

### **Assessment:**

- Student to act out the word and for their classmate to identify the category then define the word. A unit test is created to cover unit one that includes **Encyclopedia of the Southwest.**

- After students created their flash cards from the **Encyclopedia of the Southwest** and practice with a partner. Use flash cards to act out their vocabulary for their classmate to identify the word.

**Preparation:** You may go through the eHillerman Portal: Encyclopedia of the Southwest page from the portal to see what is suitable to your student. **Some terminologies, definitions and illustrations may not be appropriate for your students.** 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. There are over 1,000 words includes locations, items, animals, government agencies and various terms to describe plots of the story. Below is a web link and directions in how to use the Encyclopedia:

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## Encyclopedia of the Southwest web page

Web link: <http://ehillerman.unm.edu/ehillerman/encyclopedia-all>

Instruction: How to use Encyclopedia of the Southwest Web Page

1. Locate the Encyclopedia tab then click on the tab.
2. Encyclopedia of the Southwest appears with a summary of the description including A to Z terms with definitions including illustrations.
3. Click either the image or a word then display a box with definition, photo credit, where these words show in Hillerman's novels, term type (Historical reference, cultural reference, built environment, geological feature, geographic feature, human environment and natural environment). The content manager researched every word used in *Encyclopedia of the Southwest* and described how were these words were used in the novel? You may find some words that could be more than one category.
  - A. **Historical Reference** provides articles and description of historical events includes Long Walk, and Sand Creek Massacre.
  - B. **Cultural Reference** provides a description and some are reference to location. Hillerman mentioned several fictional locations that may include sacred sites and Navajo language (may not be correct).
  - C. **Built Environment** provide structures, chemicals, organizations, and random terminologies. Built Environment is used for any structures that are constructed outside. For example cattle guard is outside structured to prevent livestock to cross the highway.
  - D. **Geological Feature** list places or formation created by earth surface.
  - E. **Geographic Feature** will show an interactive map to guide students in where the characters of the story leads (additional activities with directions will be provided in lesson 4 Geography Mapping).
  - F. **Human Environment** will display images that are human made and a professional title.
  - G. **Natural Environment** provides a list of species creation and seasonal activities.

4. There are links at the bottom of the box for students to share web link with their friends, Google, and Facebook.
5. There are three tabs located under the term: Article, Manuscripts and Reference. Click on Manuscript tab. The word occurrences may show up in various novels and it includes page number (Sometimes, the hyperlink is does not direct you to the actual page number).
6. Click on Reference tab. The content manager reference every word that they used for this page and it can be used as a resource to refer back to.

After you reviewed and provided directions to use *the Encyclopedia of the Southwest* page.

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### LP3 Assignment – Illustrated Vocabulary

Content manager researched every word used in **Encyclopedia of the Southwest** and described how these words were used in the mystery novel? You may find some words that could be in more than one category or add a new category to the list. Explain, why you decided to organize your word in more than one category or provided a new category.

- A. **Historical Reference** provides articles and description of historical events.
- B. **Cultural Reference** provides a description and some are reference to location. Hillerman mentioned several fictional locations that may include sacred sites and Navajo language (may not be correct).
- C. **Built Environment** provide structures, chemicals, organizations, and random terminologies. Built Environment is used for any structures that are constructed outside. For example cattle guard is outside structured to prevent livestock to cross the highway.
- D. **Geological Feature** list places or formation created by earth surface.
- E. **Geographic Feature** page will show an interactive map to show you where the characters from the story leads.
- F. **Human Environment** will display images that are human made and a professional title.
- G. **Natural Environment** provides a list of species creation and seasonal activities.

**Instruction:** First, write the category listed from above onto your index card (Historical reference, cultural reference, built environment, geological feature, geographic feature, human environment and natural environment). Second, locate the *Encyclopedia of the Southwest* from the eHillerman portal website. Third, select at least 4 words that is unfamiliar to you and match it with the category then write them on your index card. Discuss with your classmate, if the word could be categorized in more than one category and explain, why. Fourth, define the word and draw what the word mean.

#### Sample of Index Card Activity

|   |  |
|---|--|
| Write a category on one side.<br>Historical Reference | Other side: 1.) Write one word from the <b>Encyclopedia of the Southwest</b> .<br>2.) Draw the word. |
|---|--|

## Lesson Plan 4 - Geography Mapping

**Teacher's Note:** Google and interactive map are embedded into Hillerman Portal, it covers general subjects such as Language Arts connected with Geography. There are eight maps and one interactive map linked to the manuscripts. Lesson 4 has two directions to guide students to locations from the story mentioned in *The Boy who made Dragonfly* and characters of Joe Leaphorn and Jim Chee's detective story leads in *The Blessing Way*. Hillerman describes the southwest landscapes that enriches his novels. Geographic locations for the majority of Hillerman's novels are within the Four Corners region of the Southwest, near Shiprock, New Mexico and the Navajo Nation within Arizona and extend 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 are cross-referenced with the *Encyclopedia* and the interactive content within the *Manuscript Viewer*.

Objectives are to use the maps as resources for readers to follow along the stories that is created in a digital format. Along with digital mapping is to discuss some ethical awareness related to Indigenous cultural space.

### Materials:

- Use scissors to cut out all circles from worksheet 1: Discussion.
- Use pencil to write to complete the worksheet on evaluate interactive map.
- Access to computer with internet to review the google and interactive maps.

### Assignment:

- Read supplemental readings to share a descriptive landscape from Southwest Indigenous author.
- Review the Hillerman's portal google and interactive maps. Directions are provided.
- Worksheet 1: Students to answer critical questions on google and interactive maps that Hillerman described verse Southwest Indigenous authors. Peers are encouraged to request their group to expand on their responses by asking additional questions (when, who, what and why).
- Worksheet 2: Students to sort their responses into similar and differences then present their evaluation on interactive map by use of the supplemental reading.

### Supplemental Readings:

Tapahonso, L. (2001) Ode to the Land The Diné Perspective. In *The Multicultural Southwest Reader*. Edited Meléndez, A. G., etl. (p. 97-101).

This supplemental reading is to bring some ethical awareness related to Indigenous cultural space. Tapahonso's piece on Ode to the Land the Diné Perspective in *The Multicultural Southwest Reader*, she describes the Diné Tah (Navajo Country) through her eyes includes the cultural meaning connects to the landscape.

### Discussion Questions:

- How does Tapahonso describe the Navajo Country?
- Is the author the insider or the outsider of the Navajo cultural space? Is she from the southwest?
- Explain, what is the differences between Tapahonso and Hillerman's description of the southwest?
- Explain, which description is more accurate and appropriate to use for story telling?

### Assessment:

- Student to present their comprehensive evaluation on map of *The Boy who made Dragonfly* and interactive map of *The Blessing Way*.
- Students will discuss how they agreed and disagreed by providing their analysis in their group presentation.

**Preparation:** You may go through the eHillerman Portal: Hillerman Country: the Geographic Setting maps. **Some terminologies, definitions and illustrations may not be culturally appropriate for your students.** In addition, some cultural places were identified in the google and interactive map. These type of ethics may be discussed with students by comparing stories between Hillerman's views to Diné writer from Navajo Nation.



## Maps of the geographic setting for *The Boy who made dragonfly*

Directions: How to use Google Maps of the geographic setting for *The Boy who made dragonfly*

Weblink: <http://ehillerman.unm.edu/maps>

1. Click on the weblink above, and to maximize the map, click on the right corner of the map of *The Boy who made dragonfly*.
2. The map will display locations that were mentioned in *The Boy who made dragonfly*.
3. The left column displays title of location and click on the name of the location which is connected to a hyperlink to a textbox. The textbox will provide the title of the location and description of the location include a hyperlink to the **Encyclopedia of the Southwest**.
4. Click on the arrow next to the title of the location and brings you back to the home page of *The Boy who made dragonfly* map.
5. Explore the map, there are other related maps located at the bottom right box.
6. To zoom in, Click on the + plus or zoom out – Click on the – minus symbol located bottom left.

## Maps of the geographic setting for the Leaphorn and Chee Novels

Web link: <http://ehillerman.unm.edu/ehillerman/maps>

Directions: How to use Maps of the geographic setting for the Leaphorn and Chee Novels

1. Open the eHillerman portal then click on the globe icon, it is a tab for maps.
2. Explore “The Blessing Way” Interactive map by clicking on the interactive tour map. The first image that will show is the Navajo Nation map with red markers indicting the characters journey. Click on the map then it will show the esri map.
3. The left column will provide brief description of the chapter from *The Blessing Way* novel includes images of the location. You may click on the image, directly and it will zoom out.
4. To scroll through the descriptions of the chapters use the scroll arrows located on the left side of the interactive map.
5. Click on the diamond symbol located on the map then information box will show you the name of the location, character name, what chapter the location was mentioned in the book, description of the location, and for more information (it is hyperlink to Encyclopedia tab includes article, manuscript and references).
6. To zoom in – click on the + plus or zoom out – click on the – minus symbol then on home symbol, it will return back to the original size.
7. Top right rectangle shows the legend of the map.

## LP4 Assignment – Evaluate and discuss the interactive maps

Interactive map are linked to two fiction novel for readers to follow characters of Joe Leaphorn and Jim Chee’s detective story leads in *The Blessing Way*, and *The Boy who made Dragonfly*. Hillerman describes the southwest landscapes that enriches his novels. Some of geographic are located in the Four Corners region of the Southwest.

**Direction:** Critically discuss and evaluate the interactive maps by using worksheets 1 and 2 include the supplemental reading on southwest landscape. Write your answer to each question and explain your answer by using worksheet 1 then use worksheet 2

1. Read Tapahonso’s article then answer the recommended discussion questions.
2. Divide your class into small groups then cut out the circles from worksheet 1.
3. One paper per group, write less than 5 words to answer per circle.
4. Sort responses then write them into worksheet 2.
5. Present to your class, your groups’ analysis on the Hillerman interactive maps.
6. Discuss, how you would design your interactive map to tell a story.

### Class Discussion

Use supplemental readings on:

Tapahonso, L. (2001) Ode to the Land The Diné Perspective. In *The Multicultural Southwest Reader*. Edited Meléndez, A. G., etl. (p. 97-101).

### Discussion Questions:

- How does Tapahonso describe the Navajo Country?
- Is the author the insider or the outsider of the Navajo cultural space? Is she from the southwest?
- Explain, what is the differences between Tapahonso and Hillerman’s description of the southwest?
- Explain, which description is more accurate and appropriate to use for story telling?

## Worksheet 1: Discussion

Directions: Write your answer on back of each question then compare and contrast your answer. Your partner may ask additional questions by using when, who, what, or why? Sort all responses according to worksheet2: Evaluate the google and interactive map include the supplemental readings.

Q1. Select one map and describe.

Q2. Do you like or not like the interactive map? Explain.

Q3. Main idea of the author's description of the Southwest landscape.

Q4. How would you describe the locations that the authors chose for fiction novels?

Q5. Is it appropriate or not appropriate to identify the Navajo's cultural space? Explain

**Why?**

**Who?**

**What?**

**When?**

## Worksheet 2: Evaluate Interactive Maps

### Direction:

1. Look at all cut out responses and sort then write them into three, below.
2. Present to your class of your analysis on *The Boy who made Dragonfly* and *The Blessing Way* interactive map include the discuss questions from Tapahonso's article for evidences to support your argument.

| <b>All Five Similar</b> | <b>All Five Difference</b> | <b>Explain, why?</b> |
|-------------------------|----------------------------|----------------------|
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|                         |                            |                      |
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## Lesson Plan 5 – Research and Information Resources

**Teacher’s Note:** The Hillerman resources webpage has variety of resource that captures the fiction writer’s work from public interviews on audio, books, educational resources, interviews, movies, newspaper article, academic Master of Art thesis, videos, and website. Below in the preparation section, there are a brief description of each resource stored in the portal. Before, showing your students these resources, you will need to review them. There are some contents that may not be appropriate for your students. The resources will assist students to visualize and hear, how he became a published author? Identify; the type of communication the fiction writer collaborated with media, to build his success through his fictional stories.

### Materials:

- Access to computer with internet.
- Paper
- Pencil or Pen
- Color Markers

### Assignment:

- Student to summarize the resources from the Hillerman Research and Information Resources by writing a brief review of source. What did you learn?
- Student to critically review by addressing: who’s view is the story being told from?

### Supplemental Readings:

- 1.) Feier, J. (2011). *We never hunted buffalo: The emergence of Native American Cinema*. Transaction Publishers.

In chapter 5, Feier (2011) critically describes, Hillerman’s fictional novel entitled *Skinwalkers – Thief of Time* and depicted his characters Jim Chee and Joe Leaphorn, both are Navajo cops in *A Thief of time*, a Public Broadcasting Services (PBS) movie produced by Craig McNeil and Robert Redford. He deconstruct the movies and highlighted the contradictory of the fiction character Jim Chee that he is a Navajo cop and modern Navajo medicine man. In reality, there is no Navajo cop who practices being a Navajo medicine man due to its restoration of individual’s unbalance life which it may include bad spirits. Also, Chee follows the Euro-American’s ethically rules in law enforcement then practice the non-Euro-American to heal people. The storyline does not make sense but for wider audiences, they may depict it, as a reality.

2.) Schilling, Vincent (2015) Native Actors Walk off set of Adam Sandler movie after insult to women, and elders. Article published in on-line *Indian Country Today Media Network*. Read the post below from the article:

<http://indiancountrytodaymedianetwork.com/2015/04/23/native-actors-walk-set-adam-sandler-movie-after-insults-women-elders-160110>

3.) Seale, D. and Slapin, B. (edited, 2005) *A Broken Flute: The Native Experience in Books for Children*. Altamira Press A Division of Rowman & Littlefield Publisher, Inc.

Slapin (2005) reviewed a children's book entitled *Dragonfly's Tale* by Kristina Rodanas (1991, p. 373). Reviewed article is on outsider's view on Zuni cultural stories on cornstalk. Aside of this specific article, there are over 13 articles reviewed. Seale and Slapin from *A Broke Flute* reviewed authors that self-identified their literature that provide Native American cultural awareness. At the end of each article, Seale and Slapin provide a good review then recommend the book or they state if the author's book is not comprehensive for students to use.

**Assessment:** Student to present their knowledge related to their evaluation on the Hillerman Research and Information Resources written summary and critical review presentation.

**Preparation:** Review the eHillerman Portal: Hillerman Resources for the Joe Leaphorn and Jim Chee detective novels. **Some terminologies, definitions and illustrations may not be culturally appropriate for your students.** Some recorded audios may not open due to your computer's setting for audio.

A brief descriptions of each resources such as:

- **Audio** – These audios are recorded interviews from radio stations. Hillerman describes his chose of landscape, character's daily life of Joe Leaphorn and Jim Chee and how their work in the Navajo Nation's tribal polices, sacred ceremonies, and biography.
- **Books** – Each book is a guide that describes Hillerman's characters and landscape includes short essays, reviews, bibliography, and collection of documentary photographs.
- **Educational resources** – A curriculum book for teachers to use, it is based on two fiction novels (Talking God/Thief of Time). The book was created by Richard Murphy and published by Center for Learning from Rocky River, Ohio.

- **Interviews** – These recorded interviews are in memory of the fiction writer and release of the eHillerman portal website.
- **Movies** – Three movies were aired by Public Broad System, as mystery series. One movie was picked up by a major cinema and pictures. Some of the stories were changed from the actual fiction novel.
- **Newspaper article** – The two article published online are obituary announcements.
- **Academic thesis** – One academic Master of Art thesis by Hélène Le Goff from France published her thesis on the analysis of Hillerman’s work located at the University of New Mexico – Zimmerman Library’s Center for Southwest Research Book. This book cannot be checked out but can be viewed at the library.
- **Videos** – Each video captures interviews of Hillerman includes memoirs.
- **Websites** – The websites are various sources from publishers, fans, Wikipedia, media database, and online bibliography.



## Hillerman Research and Information Resources

Web link: <http://ehillerman.unm.edu/ehillerman/onlineresources>

Direction: How to use Hillerman Research and Information Resources

1. Open the eHillerman portal then Click on the Hillerman Resources tab then it will bring you to the Hillerman Research and Information Resources webpage.
2. The web page will show variety of resources from audio, books, educational resources, interviews, movies, newspaper article, academic thesis and dissertation, videos, and website.
3. Click on the word **audio**. Due to your computer settings, some audios may not play.
4. Click on a **book image** and a separate webpage will display a brief summary of the book includes author, publisher and link to the UNM Zimmerman library database.
5. Click on the **Talking God/Thief of Time: Curriculum Unit** and it will display a brief summary of the book includes author, publisher and link to the UNM Zimmerman library database. This book cannot be checked out but can be viewed at the library.
6. Click on **interviews**. One interview captures his fictional creation of his characters to the second interview radio with Kevin Comerford, Director of the Digital Initiative & Scholarly Communication at the UNM Zimmerman Library. He describes the release of the eHillerman Portal to be used as educational resource.
7. Click on **movies**. Each webpage provides a brief summary about the movie, credits to director, producers, writers, actors, production companies, and which media carried the movie.
8. To see a brief summary of the newspaper article, academic thesis, videos, and websites; by Clicking on the word **next** to show the rest of the informational resources of Hillerman.

## LP5 Assignment – Summarization: What did I learn?

Hillerman resources webpage has variety of resource that captures the fiction writer's work from audio, books, educational resources, interviews, movies, newspaper article, academic Master of Art thesis, videos, and website. The resources will assist you to visualize and hear, what becomes of a career choice in published author? Identify; the type of communication the fiction writer collaborated with media, to build his success through his fictional stories.

**Instruction:** Summarizing the resources from the Hillerman Research and Information Resources by writing a brief review of source. What did you learn? Critical review by addressing: who's view is the story being told?

1. Divide your class into small groups and use the recommended discussion questions to analyze the source.
7. With your teacher's approval, select one resource (different from other group) from the eHillerman portal webpage on Research and Information Resources
8. Review your group's selected source.
9. Write a brief information to each question, below.

### Discussion Questions

- What is the source about?
- Who wrote the source? Explain, when was the source created?
- Where was the source published? Explain, why was the source created?
- In what ways, does English and Indigenous languages in *The Boy who Made Dragon* (Hillerman, A. 1972) and the *Dragon's Tale* (Rodana, K. 1992) similar to each other since it is written from an outsiders' point of view?

Now, go back to your answers and ask each other in your group.

- Is this from the author's view? Explain, if this from your (you as a reader) view?
- Is this from the narrator's view or character's view?

### Presentation: Critical Review

1. Review at all responses and collaborate with your group and draft, how you are going to present to your class.
2. Finalize your presentation and present to your class of your analysis on selected source.