

Grade/Unit	Third Grade
Lesson #	13: Autumn Peltier, Water Warrior
Objective:	- Students will discuss how Autumn Peltier used her voice to protect water. - Students will learn to plan a four-paragraph essay.
Target Task:	How did Wilma Mankiller and Autumn Peltier use their voices to create change?
Standards:	- RI.3.2 - RI.3.3 - RI.3.9 - W.3.2 - W.3.4 - W.3.7 - W.3.8
Materials:	- Text: <i>Autumn Peltier, Water Warrior</i>-1 teacher copy - Make individual student copies of the additional biographical information about Autumn at the back of the book. This will be used after the read-aloud. Lesson Slides - Whole class anchor chart from 3.7.12 listing how Wilma Mankiller used her voice to create change.  Unit 7 Model MPPO and Essay  Blank MPPO Template [may want to consider using poster printer]
Fluency (5 minutes) “Jake’s First Powwow” (Cycle 3 Day 2): (1 minute) Teacher read (1 minute) Students pair off, and Partner A reads the same section of the text for fluency. (1 minute) Part B reads the same section of the text for fluency. - The last word in the 3rd paragraph is the 156th word.	
Vocabulary (5 minutes) Words: summoned, confront, generation, diminished	

Building Background and Engagement (5 minutes):

- Show slides with a map and images of the Anishinaabe tribe.
- Explain that the Anishinaabe lived, and still live, in the Great Lakes areas, which span several states in the Midwest and parts of Canada.
- Explain that their focus question today will be: How did Autumn use her voice to protect water?

Engaging with the Text (30 minutes)

- Read aloud from the text, pausing at the following points for quick notes or longer discussion.

Key Questions	Potential Answer
Foreword • Pause after reading the first sentence. ○ Quickly explain that “late” in this context means that Aunt Josephine has passed away. So if you hear someone say, “My late grandfather/mother/friend,” it means that they have died.	n/A
Pause after page 6 [“I remember how the Anishinaabe cherished me and loved me.”] • Ask: What is the genre? How do you know? ○ Students might say that it’s nonfiction because the story about Josephine and Autumn is a true story, but it’s fiction because water is the narrator. ○ Make sure it’s very clear that water, Nibi, is the narrator. To do this, ask: ■ Who is telling this story?	<i>Although the story is true, it is a work of fiction because the narrator is Nibi, or water.</i>
Pause after page 9 to unpack the syntax. The sentence is included on the slide.	• <i>Who or what is this page about? [the 7th generation]</i> • <i>Who or what is the 7th generation</i>

“The seventh generation is creating a sea of change. It was a soft voice at first. Like a ripple. But with practice, it grew louder.” Who or what is this page about?	<i>[current young people who are ancestors of the first who lived in a place]</i> - What is the 7th generation creating [“a sea of change”] - What is a “sea of change” [a sea is a big body of water, so they are comparing the sea here - a metaphor - to the growing change created by the 7th generation] - What is the “it”? [The change] - What is the soft voice and the ripple [the change being made by the 7th generation]? - Why do you think the author chose to include descriptions like soft voice, then ripple, and louder [to show that the movement is getting bigger and more powerful] - What is the 7th generation fighting for? [protecting water]
Stop after page 11. (Keep this very quick.) What does it mean that Grandma Josephine “journeyed to the spirit world”?	<i>It means she passed away.</i>
Stop after page 18: How is Autumn using her voice?	<i>She is using her voice by speaking to decision makers - leaders, probably lawmakers - to tell them that we need to pay water more respect because all life depends on it.</i>
Stop after page 26. What else have we learned about how Autumn used her voice to make change?	<i>She visited other indigenous communities to get them to speak up, and she continued meeting with leaders, but this time all over the world!</i>
End of book: Why do you think the author kept repeating the lines: “Speak for the water. Sing for the water. Dance for the water.”?	<i>Authors use repetition to make a point really clear. It is like a call to action for the reader to do their part to protect our water.</i>

End of book: Why do you think the author chose to make Nibi the narrator?

This makes sense because Josephine and Autumn dedicated their lives to protecting water, and so having water tell the story makes it more powerful.

- **Now, you will have an opportunity to read a short additional passage about Autumn independently. This will give us more information to answer the question, “How did Autumn Peltier use her voice to create change?”**
 - Pass out copies of the biography and give students about 5 minutes to read it with the focus question in mind.

Building Deeper Meaning (15)

- Let’s go back to our question: How did Autumn use her voice to protect water?
 - Turn to your partner and briefly discuss your answers, using specific examples from the text.
 - Listen in, then bring students back to the whole-group discussion with a clear idea of who would like to warm or cold-call.
- Call on students identified during the turn-and-talk, encouraging them to build on one another’s ideas. The discussion might flow something like this - It will be helpful to make a class chart, because they will use it tomorrow when drafting their body paragraph about Autumn:
 - Autumn used her voice to protect water by:
 - **confronting** decision makers (Prime Minister, United Nations)
 - Visited Indigenous communities
 - Met with leaders around the world
 - Spoke loud and strong
- Note: a potential misconception might arise if students list actions taken by Autumn’s great-aunt Josephine. If this happens, praise them for listing an example of how Josephine spoke up, but redirect them to focus on Autumn’s advocacy.

Writing (25 minutes) - Planning a Multi-Paragraph Essay [Note: because this is a new skill, we are focusing on structure and specific details. For example, in 4th grade and beyond, students will learn the G-S-T/T-S-G structure from the writing revolution. In third grade, we will focus on just one general introductory sentence and one general concluding sentence. We will not emphasize concluding sentences for the body paragraphs at this time.]

- Team, I am so excited that you will start writing your 2nd multiparagraph essay of the year today! Fourth grade will be here soon, so this will be an important step toward preparing for a grade where you will write lots of multi-paragraph essays!
- Show task. Have students orally answer both parts of the question.
 - How did Wilma Mankiller and Autumn Peltier use their voices to create change?
- Explain that this task will require more than one paragraph. Use the slide to tell them

how it will be organized.

- Intro paragraph, one body paragraph about Wilma, one body paragraph about Autumn, and a concluding paragraph
- Pass out your sample plan that answers this question: How did Michelle Obama and Oprah Winfrey use their voices to create change?
 - Ask: What do you notice about the color-coding in my sample plan? [We see the same color scheme as in the single paragraph painted outline].
 - That's right! We have green in the introduction, at the beginning of each body paragraph, and at the very end of the plan. That is because our main point needs to carry through!
 - We have yellow for the evidence in each body paragraph.
 - We have red in the introductory sentence and green in the concluding sentence.
- We will start by planning your introduction today. Do you remember when I taught you that we can start an introductory sentence with a general statement that provides background information? We can do that in a multi-paragraph response, too. It will go at the beginning of our introductory paragraph.
 - Let's take a look at the sample introduction on my model plan.
 - Now, turn and tell your partner what you might write for your introduction about Wilma and Autumn?
 - An ideal answer might sound like: **Many Indigenous people have made a big difference in the world.**
 - Scaffolding questions:
 - What might a reader who doesn't know anything about these two amazing women might need to know to understand the rest of your essay?
 - They need to know they are famous Indigenous women who were very important to Indigenous people and to people around the world!
 - Send students to their desks to write their intro sentence, and then bring them back. Showcase 1-2 strong examples and make a plug for anyone who used appositives!
- Now that we've covered the intro sentence, let's talk about our topic sentences. I have something cool to tell you. When you write an essay that has MORE THAN ONE paragraph, topic sentences are actually called thesis statements! They do the same thing as a topic sentence. The thesis statement should make it very clear what you are trying to tell the reader. They are often written in response to a specific question.
- Our specific question is: How did Wilma Mankiller and Autumn Peltier use their voices to create change?
 - Turn to tell your partner how you answer this question.
 - NOTE: PLEASE do not advise students to simply turn the question around. This often leads to answers that contain confusing syntax.

Provide students with plenty of practice orally rehearsing their answers and recast or revoice confusing answers in a grammatically correct way.

- Now that we have practiced orally answering our question, go to your desks to write your thesis statement in the green portion of the intro paragraph on the plan.
 - A sample thesis statement might be: Wilma and Autumn used their voices to speak out and encourage others to stand up for their rights.
- When ready, bring students back together to showcall a few really strong thesis statements.
- Tell them that tomorrow, we will plan the body paragraphs and the conclusion!

Closing (5 minutes):

- If there is time, you can share this short clip of [Autumn Peltier](#) talking on the Rebel Girl YouTube channel.