

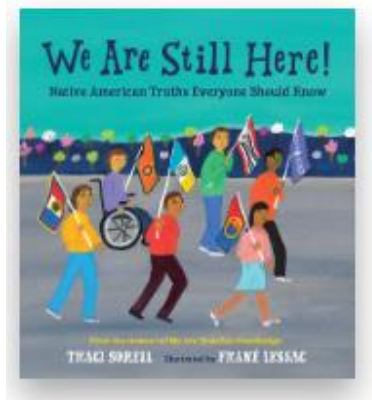
CHANGEMAKERS (ISBN: 9780593604540)
MEDIA RESOURCES

**Reading-in-Community
Changemakers #1**

Reading-in-Community Plan: *We Are Still Here! Native American Truths Everyone Should Know* by Traci Sorell Illustrated by Frané Lessac

Set Up and Introduce

- **Focus on Author:** Tell students that they will meet author Traci Sorell in a variety of ways:
 - Reading the biography in the back of the book.
 - Reading the biography on Traci Sorell's [website](#).
 - Traci Sorell on [Activism and Native Nations](#).
- **Focus on the Illustrator:** Tell students that they will meet illustrator Frané Lessac in a variety of ways:
 - Reading the biography in the back of the book.
 - Reading the biography on [Frané Lessac's website](#).
- **Book Blurb/ Book Buzz:**
 - Traci Sorell on [why she wrote this book](#).
 - Share this [brief book buzz](#) from Charlesbridge Publishing.



Discussion and Response

- **Focus on themes:** At the beginning of the book, we see that each child is working on an Indigenous Peoples' Day Project. Each student presents on a topic (assimilation, allotment, Indian New Deal, etc.). How is each student positioned as a changemaker? How are these truths different or similar to ones you have learned or read about in books?
 - **Extension:** Students can work with a partner or a small group to take on one of the book's topics, learn more, and present their information to the class as a celebration of reading, teaching, and their own paths as changemakers. Tell students that these presentations will become part of the school library or school resources to teach other classes and grades about Native American Truths. You can set students up with the following resources after you look through and create their research text sets:
 - Native Knowledge 360 [Educational Resources](#).
 - [Excerpts](#) from An Indigenous People's History of the US for Young People by Roxanne Dunbar Ortiz, adapted by Jean Mendoza and Debbie Reese
 - [Resources](#) from the Zinn Education Project on this topic.

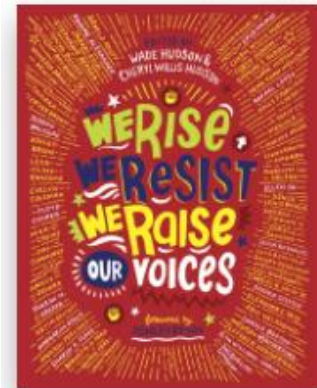
Translanguaging Collections: Affirming Bilingual and Multilingual Learners

Reading-in-Community Changemakers #2

Reading-in-Community Plan: “We’ve Got You” by Pat Cummings, in *We Rise, We Resist, We Raise Our Voices* edited by Wade Hudson and Cheryl Willis Hudson, (pp. 52-53)

Set Up and Introduce

- **Author Study:** Share a [brief biography](#) of the author or on page 77 of the book.



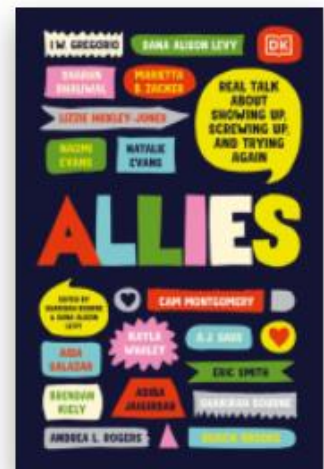
Reading-in-Community Changemakers #3

Reading-in-Community Plan: *Allies: Real Talk About Showing Up, Screwing Up, and Trying Again* Edited by Shakirah Bourne and Dana Alison Levy

Language Study

- **Book Excerpt:** Cam Montgomery on learning new language to describe her* identity: “Pansexual. Hearing it was one thing. Understanding it was like coming home.” (p. 11)

On her [website](#), Cam describes herself as “non-binary she/her”



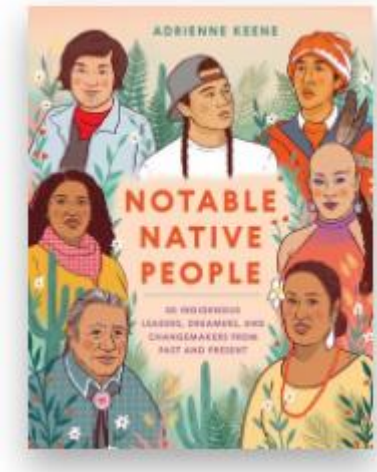
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**Reading-in-Community
Changemakers #4**

Reading-in-Community Plan: *Notable Native People: 50 Indigenous Leaders, Dreamers, and Changemakers from Past and Present* by Adrienne Keene, illustrated by Ciara Sana

Set Up and Introduce

- **Focus on Author:** Tell students that they will meet author Adrienne Keene by:
 - Reading the biography in the back of the book, page 137.
 - Reading the biography on [Adrienne Keene's website](#).
 - [Adrienne Keene's blog](#) on representations of Native peoples
- **Focus on the Illustrator:** Tell students that they will meet illustrator Ciara Sana by:
 - Reading the biography in the back of the book, page 137
 - Reading the "About Me" section on [Ciara Sana's website](#)



Reading in Community

Guiding Questions: Read in community the next section, Whose Land Are You On? on page 44. Consider the following:

- Research whose land you are on. Visit the [website](#) to find out.