

# We Are Water Protectors

## We Are Water Protectors

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Ages: 3-7; Grades: PreK-2  
Themes: Environmentalism, Conservation, Native American heritage, Diversity

### SUMMARY

Using the clever guise of a “black snake” bent on destroying the land, *We Are Water Protectors* recounts the heroism and comradery of the indigenous people who stood against the Dakota Access Pipeline. Serving as both a modern American folk story and a cautionary tale, *We Are Water Protectors* provides readers with a heartfelt insight into climate change and the water crisis.

### COMMON CORE CONNECTIONS

#### CCSS.ELA-LITERACY.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

#### CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### OBJECTIVES

- Students will recount key details and ideas from *We Are Water Protectors*
- Students will write and illustrate a detailed response to the question(s): How does water make your life better? What would your life be like without water?

### MATERIALS

- Easel/whiteboard and markers
- A.V. equipment
- *We Are Water Protectors* movie
- Illustrated response worksheet
- Pencils
- Colored pencils or markers

### BEFORE VIEWING ACTIVITIES

Discuss the students’ background knowledge regarding water, water conservation, and environmentalism. During the discussion, write the students’ responses on the easel/whiteboard. Guiding questions may include:

- Why do you think water is important for people?
- Why do you think water is important for our planet?
- Can you imagine a world without water? What would it look like?
- Why do you think people care about protecting nature?
- What would happen if nobody protected nature?
- What are some ways that you and your families help protect nature?

After the discussion, tell the students that they will be watching a movie about protecting water and nature.

### AFTER VIEWING ACTIVITIES

Reconvene the class to discuss the movie and check for comprehension. Guiding questions may include:

- How would you describe the movie to a classmate, friend, or family member who didn’t see it?
- How did the movie make you feel?
- If you could “take away” one message from the movie, what would it be?
- What questions did you have after watching the movie?

After discussing the movie, explain that the students will be writing and illustrating a response to the following question: How does water make your life better? What would your life be like without water?

Model a teacher’s response to this question. Then, distribute the illustrated response worksheet. Assist the students as they write; their responses should demonstrate description, grammar, and vocabulary that is appropriate to their grade level. Be sure to check each students’ response before they begin illustrating!

### CLOSURE

After the students have completed their responses, reconvene the class. Allow the students the opportunity to share their responses with the rest of the class. Then, collect the completed student work and display it proudly!

### OTHER TITLES ABOUT NATURE AND THE ENVIRONMENT

**The Water Princess** - written by Susan Verde, ill. by Peter H Reynolds

**If You Come to Earth** - book by Sophie Blackall

**Planting A Rainbow** - book by Lois Ehlert

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