



Weaving the Way

Cultural Perspectives and Author's Style



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Grade Level	10th – 11th Grade	Time Frame	105 minutes
Subject	English/Language Arts	Duration	3 class periods

Essential Question

How do people use their personal and cultural backgrounds to create art?

Summary

In this lesson, students explore how an artist's cultural background and personal perspective shape the work they create and the career they choose. Students learn about the elements of an author's style, read and annotate an excerpt of literary nonfiction, and analyze how the author's background shaped their stylistic choices.

Snapshot

Engage

Students think of something that is meaningful to them, consider why it holds meaning, and think about what that conveys to others.

Explore

Students watch an interview with a fashion designer who integrates her culture into her creations.

Explain

Students formalize their understanding of an author's style and its connection to an author's perspective.

Extend

Students read the introduction of *The Way to Rainy Mountain* by N. Scott Momaday and identify elements of the author's style.

Evaluate

Students justify how identified elements of an author's style reveal the author's perspective by writing paragraphs using a claim, evidence, reasoning structure.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

WME501: Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is subtle

PPV402: Understand point of view in somewhat challenging passages

Oklahoma Academic Standards English Language Arts Vertical Progressions, Grades 6–12 (6th-12th)

9-12.3.R.1: Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.

Attachments

- [Analyzing Momaday's Style—Weaving the Way.docx](#)
- [Analyzing Momaday's Style—Weaving the Way.pdf](#)
- [Lesson Slides—Weaving the Way.pptx](#)
- [Making Meaning—Weaving the Way.docx](#)
- [Making Meaning—Weaving the Way.pdf](#)
- [Note Catcher—Weaving the Way.docx](#)
- [Note Catcher—Weaving the Way.pdf](#)

Materials

- Lesson Slides (attached)
- Making Meaning handout (attached; one per student; print one-sided)
- Note Catcher handout (attached; one per student; print one-sided)
- Analyzing Momaday's Style handout (attached; one per student; print two-sided)
- Highlighters (one per student)

15 minutes

Engage

Introduce the lesson using the attached **Lesson Slides**. Share the essential question on **slide 3**, and then share the learning objectives on **slide 4**. Review each of these with your class to the extent you feel necessary.

Display **slide 5** and ask students to think of a place or object that holds special meaning to them. If necessary, give students ideas using the following examples on the slide: a gift from someone special, the setting of an important life event, a family heirloom, or a place connected to their family or ancestors. Allow students 30 seconds to quietly think about their choice. While they are thinking, give each student one copy of the attached **Making Meaning** handout.

Show **slide 6** and have students use their chosen places or objects to complete the handout. Share that each student should draw their place or object and answer the questions about their drawing. Share that students have eight minutes to complete the task and begin the [8-minute timer](#) on the slide.

When time is up, move to **slide 7**. Ask students to share out what place or object they chose.

20 minutes

Explore

Display **slide 8** and share that students should now watch a video featuring fashion designer Leslie Deer. Tell students that Deer is a fashion designer who shares how the knowledge of her tribe and her culture influences her work. Ask students to think about the following questions as they watch the video:

- Is apparel design or a similar career something that interests you?
- What classes should someone take in high school or college to prepare for this type of career?

Show **slide 9** and play the video [Cultural Perspectives through Apparel Design](https://www.youtube.com/watch?v=np521LvQchs) on the slide.

Embedded video

<https://youtube.com/watch?v=np521LvQchs>

When the video ends, transition to **slide 10** and facilitate a whole-class discussion using the questions on the slide, which are the same as those above.

Optional Prompts

If you have extra class time or use journaling as bell work, consider having students write about or discuss the following prompts:

- Imagine that you were going to create something inspired by the place or object you chose earlier. What would you create? A piece of art or writing, a garment, a song, etc.?
- What would you want someone to understand about you or your culture through your creation?

15 minutes

Explain

Show **slide 11** and discuss how, like an apparel designer, authors use their medium of writing to convey their perspectives. Give each student one copy of the attached **Note Catcher** handout.

Display **slide 12** and introduce the meaning of *author's perspective* and its implications. Move to **slide 13** and discuss the connection between *author's perspective* and *author's style*.

Transition through **slides 14–16** to introduce the different elements of author's style: *diction*, *imagery*, *figurative language*, *mood*, and *tone*. Discuss the meaning of each term using the example included and anything else you want to include to help students understand the terms. Encourage students to take notes in the second column of the table on their Note Catcher.

Move to **slide 17** and introduce the [Creative Annotations](#) strategy. Have students use the last column of their Note Catcher to sketch a visual representation of each vocabulary term. Remind students that the purpose of this activity is to create a symbol that represents the meaning of the term. Share that they will redraw the symbol multiple times as they annotate a text, so the drawing should be relatively simple.

When students are finished, have them keep their Note Catcher in a safe place. They will use their illustrations in the next phase of the lesson.

30 minutes

Extend

Teacher's Note: Activity Preparation

During this portion of the lesson, students are introduced to N. Scott Momaday and read excerpts from the introduction of his book, *The Way to Rainy Mountain*. These excerpts for this lesson are included in the attachment **Analyzing Momaday's Style**.

Before students begin this reading, determine how you would like them to read this text. In order to model the practice of annotation, consider reading the first page aloud for students and pointing out what parts you might annotate. Then, switch to having students read and annotate the rest of the text independently.

Show **slide 18** and preview what students are going to do during this portion of the lesson. Share that they will do the following:

1. Learn about the author, N. Scott Momaday.
2. Identify ways his background influenced his perspective.
3. Read an example of his writing to identify elements of his writing style.
4. Analyze how his perspective may have affected his writing style.

Display **slide 19** and let students know that they should watch two videos about N. Scott Momaday, a Pulitzer Prize winner with strong Oklahoma roots. Ask students to think about the following questions while they watch the videos:

- What do you think is important to Momaday?
- What likely influenced his perspective?

Show **slide 20** and play the video, [The First Native American to Win the Pulitzer](#), on the slide.

Embedded video

https://youtube.com/watch?v=5h7N_bcNeu0

Then, display **slide 21** and play the video, [How N. Scott Momaday Connected with his Kiowa Ancestry](#), on the slide.

Embedded video

<https://youtube.com/watch?v=8kgtYM1iliQ>

When the second video ends, transition to **slide 22**. Facilitate a whole-class discussion using the questions on the slide, which are the same as those above.

Show **slide 23** and give each student a copy of the attached **Analyzing Momaday's Style** handout. Use the slide to introduce the reading and the book it comes from, *The Way to Rainy Mountain*.

Display **slide 24** and give each student one highlighter. Have students highlight examples of each element of the author's style as they read the text. For every element they highlight, have them draw the corresponding Creative Annotations element from their Note Catchers in the margins. Encourage students to try to find at least two examples of each element.

Teacher's Note: Guiding the Activity

After students have finished reading, you may want to pause and debrief with students to answer questions, discuss, clarify, or point out details that you think are important before moving on.

Optional Extension

If time allows, consider having the class read the whole book that this selection comes from. Aside from being an important contribution to American and Oklahoman literature, *The Way to Rainy Mountain* can be used to teach about poetry, memoir, and oral tradition due to its unique combination of storytelling elements.

25 minutes

Evaluate

Show **slide 25** and have students select two of the elements they think best illustrate the author's perspective. Let students know that they will use these elements to write two analysis paragraphs.

Transition to **slide 26** and prompt students to critically think about what each element reveals to the reader about the author's perspective. Give students approximately 5 minutes to select their two elements and determine their reasoning. Have students use the back of their Note Catchers to jot down their thoughts.

Display **slide 27** and have students now justify why their two selected elements best represent the author's perspective. Have students write a paragraph for each of their elements using a claim, supporting it with evidence, and justifying their reasoning.

Share **slide 28** if students need additional clarification on the CER structure. Consider displaying this slide while students work on their assignments so they can use it as a reference. Have students submit their paragraphs once they are finished.

Resources

- American Masters PBS. (2019, November 4). *The first Native American to win the Pulitzer* [Video]. YouTube. https://www.youtube.com/watch?v=5h7N_bcNeu0
- American Masters PBS. (2019, November 27). *How N. Scott Momaday connected with his Kiowa ancestry* [Video]. YouTube. <https://www.youtube.com/watch?v=8kgtYM1iliQ>
- K20 Center. (n.d.). Creative annotations. Strategies. <https://learn.k20center.ou.edu/strategy/5629>
- K20 Center. (2026, August 4). *Cultural perspectives through apparel design* [Video]. YouTube. <https://www.youtube.com/watch?v=np521LvQchs>
- K20 Center. (2021, September 21). *K20 Center 8 minute timer* [Video]. YouTube. <https://www.youtube.com/watch?v=R-21YM7Ey7k>
- Momaday, N. S. (1969). *The way to rainy mountain*. The University of New Mexico Press.