



## Geography Integrated Lesson Plan



**Title: "Loo-Wit, the Fire-Keeper"**

**Subjects: Language Arts with Geography Integration**

**Duration of lesson: 90 minutes (extension activities may require additional 90 minute class periods)**

**Teacher: Sarah Jett**

### PURPOSE/OVERVIEW

The purpose of this lesson is to read and interpret a Native American origin myth, identify origin myths, explore American Indian place names, monitor for comprehension, and express understanding through creative writing. Students will also discuss what it means to be "good stewards" of our Earth's resources.

### ESSENTIAL OR GUIDING QUESTION:

What is an origin myth?

### VOCABULARY:

1. origin myth
2. metamorphosis

### WEST VIRGINIA CONTENT STANDARDS

Language Arts Content Standards:

- |             |  |
|-------------|--|
| RLA.O.6.1.4 | select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors:<br>myth<br>fantasies<br>biographies<br>autobiographies<br>tall tales<br>supernatural tales |
|-------------|--|

RLA.O.6.1.5 use pre-reading strategies to analyze text for the type and structure of text to determine comprehension strategies:  
 previewing  
 activating prior knowledge  
 questioning  
 skimming  
 scanning

Social Studies Content Standards:

SS.O.6.4.2 use map tools (e.g., legends, keys, scales) to interpret information (e.g., climate, landforms, resources).

SS.O.6.4.3 locate and identify the continents, major climates, major bodies of water, natural resources and landforms and analyze the relationship of people with their environment regarding population demographics, settlement and trade.

GEOGRAPHY STANDARDS

The Characteristics, Distribution, and Complexity of Earth’s Cultural Mosaics	<u>10</u>	4: Human Systems
How Human Actions Modify the Physical Environment	<u>14</u>	5: Environment and Society

21ST CENTURY LEARNING SKILLS AND TECHNOLOGY TOOLS

21C.O.5-8.2.LS.1 Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria.

MATERIALS: (include resources)

1. Projector and Laptop (to show online map and website)
2. Textbook-Elements of Literature, Introductory Course (Holt, Rinehart, Winston)  
 -If the textbook is not available, the “Mt. St. Helens” website  
<http://www.olywa.net/radu/valerie/mshbefore.html> has a summary of “Loo-Wit,” a poem, and pictures before and after the eruption of Mount St. Helens
3. Classroom set of dictionaries or encyclopedias (or computer lab)

MAP INTEGRATION:

Map of Northwestern Pacific Coast showing major volcanoes :

-[http://upload.wikimedia.org/wikipedia/commons/thumb/f/fc/Cascade\\_Volcanic\\_Arc.jpg/256px-Cascade\\_Volcanic\\_Arc.jpg](http://upload.wikimedia.org/wikipedia/commons/thumb/f/fc/Cascade_Volcanic_Arc.jpg/256px-Cascade_Volcanic_Arc.jpg)

-Textbook page 500

PROCEDURE: (include activity sheets)

1. Ask students to brainstorm the question, "What is an origin myth?" Ask students to respond with their answers to the class.
2. Tell students what an origin myth is. Read the section "Elements of Literature: Origin Myths" on page 490 together. Point out that origin myths were first passed down from generation to generation orally.
3. Ask students if they can think of any other origin myths they may have heard.
4. Discuss the "Background" section on page 490. "Loo-Wit" explains the origin of some of the natural features of Washington and Oregon. The places in this story and American Indian peoples are all real. The Klickitat nation mentioned in this story are now part of the Yakima Nation. The Multnomah Indians mentioned in the story were wiped out by an epidemic of the measles in 1832.
5. Show the class the map of the Northwestern Pacific. Point out the names of the mountains listed on the map. Tell the students the physical location of the mountains and volcanoes are important in this story.
6. Read the legend of "Loo-Wit, the Fire-Keeper" (either from p. 491-494 in the textbook or a summarizes version on the "Mt. St. Helens" website).  
*-While reading the story, stop to check for comprehension.*
7. After reading the story, write the following questions on the board. Ask students to work with a partner (either one they select or the teacher may pair students) and answer the following questions. Students may jot their ideas down on a piece of paper and be ready to discuss their answers with the class. (Questions are on p.495 of the textbook.)
  - A. *What natural features or events does this origin myth explain?*
  - B. *A metamorphosis is a magical change of someone or something from one shape or form to another. How many metamorphoses can you find in this myth? Describe them.*
  - C. *The Creator hoped the beautiful site of Mount St. Helens would make people remember to treat the land well and to share it. Has the Creator's plan worked? What do you think is needed to persuade people to share the land and treat it well?*
8. Discuss student responses with the class.
9. Proceed to extension activities.

## CONCLUSION/SUMMARY

\*Three extension activities can complete the lesson. The teacher may choose to use one or all three of the extension activities. Extension activities may require an additional class period to complete.

### **Activity 1-Creative Writing**

*(This activity is on page 496 in the textbook.)*

1. Review the definition of an origin myth. Review some examples of origin myths students may know.
2. Review that origin myths sometimes describe something people did to anger the gods. Often, the myths discuss punishment for bad behavior or rewards for good behavior. Ask students to write an original origin myth explaining the origin of some natural feature (a river, mountain, desert, cave, etc.).
3. Once students have completed their original myths and written a final copy, collect all the myths and create a classroom collection book.

### **Activity 2-Native American Indian Names**

*(This activity is on page 497 in the textbook.)*

1. Explain to students that many rivers, mountains, and other landmarks in the United States were given English versions of Indian names. Ask students if they can think of any examples before beginning the activity.
2. Students will answer the following questions individually or working with a partner (teacher discretion). Answers will be turned in for a completion credit. Research may be done in the classroom using dictionaries and encyclopedias or in the computer lab.
  - A. *Which states' names come from American Indian names? List at least three.*
  - B. *What does the place name "Mohave" mean?*
  - C. *Sometimes pioneers did not know the meanings of the names the Indians used. What is the real meaning of the name "Chicago?" What American Indian language is it from?*
  - D. *What American Indian name survive in West Virginia? In the eastern United States?*

### **Activity 3-Mt. St. Helens Website**

1. Explore the "Mount St. Helens" website with the class. Students can either explore the website on their own in the computer lab or the class as a whole can explore the website in the classroom using a lap top and projector.
2. Be sure to examine the "Before Eruption," "During Eruption," and "After Eruption" links at the top of the web page.
3. Ask students to write a summary paragraph explaining something they learned from the website.

## ASSESSMENT (include assessment)

Use written assessments from the extension activities. Choose one or all activities to grade.

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