



## Geography Integrated Lesson Plan

**Title: Native American Folktales**

**Subjects: Language Arts and Social Studies**

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

**Teacher: Sarah Jett**

### PURPOSE/OVERVIEW

The purpose of this lesson is to read at least two Native American folktales with students. Students will be able to define the term “folktale” by the end of the lesson. Students will read and interpret at least two Native American folktales, compare and contrast folktales, and express understanding through oral discussion, creative writing and illustrations, and technology.

### ESSENTIAL OR GUIDING QUESTION:

What is a folktale?

### VOCABULARY:

1. folktale
2. relative location
3. absolute location

### 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: myth, fantasies, biographies, autobiographies, tall tales, supernatural tales.

RLA.O.6.1.13-identify and understand literary techniques used to interpret literature (e.g., compare/contrast, symbolism).

RLA.O.6.1.14-use graphic organizers to create, develop, interpret, and organize information (e.g., tables, graphs, diagrams, charts).

Social Studies Content Standards:

SS.O.6.1.3-explain how nations benefit when the resolve conflicts peacefully.

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

SS.O.6.4.5-evaluate the effects of physical geography and the changing nature of the earth’s surface on transportation, culture, economic activities and population density distribution.

## GEOGRAPHY STANDARDS

|  |          |                               |
|--|----------|-------------------------------|
| How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information From a Spatial Perspective | <u>1</u> | 1: The World in Spatial Terms |
|--|----------|-------------------------------|

|   |           |                  |
|---|-----------|------------------|
| The Characteristics, Distribution, and Complexity of Earth's Cultural Mosaics | <u>10</u> | 4: Human Systems |
|---|-----------|------------------|

## 21ST CENTURY LEARNING SKILLS AND TECHNOLOGY TOOLS

21C.O.5-8.1.LS.1 Student, when presented with a problem, identifies the information needed, uses text, people, online databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem.

21C.O.5-8.1.LS.3 Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.

### MATERIALS: (include resources)

1. Projector and Laptop (to show online map and website)
2. Classroom set of "Tales from Many Lands: An Anthology of Multicultural Folk Literature" by Anita Stern (can be found <http://www.amazon.com/Tales-Many-Lands-Anita-Stern/dp/0844208558>) OR story pages attached to this lesson plan.  
*-A longer version of "The Two Sisters" can be found at <http://www.robirda.com/legends/twosis.html>.*  
*-NOTE: There is another version of the story "Rabbit and Otter" which can be found online. However, the "moral of the story" is different from the story given in the text book. For this lesson, I will be using the version of the story in the text (also found in the attached scan)*
3. Optional: ELMO
4. Worksheet: "The Great Peace" Group Discussion Questions
5. Optional: Venn Diagram Worksheets (students could instead used lined paper and draw their own diagram)
6. Optional: Computer lab for students or poster board and art supplies

### MAP INTEGRATION:

"Mr. Rabbit"/Rabbit and Otter-  
North American Indian cultural areas-  
<http://portfolio.educ.kent.edu/mcclellandr/zackthezipper/images/native1.jpg>

"The Great Peace"/"The Two Sisters"-  
Canada Map-<http://www.canada-maps.org/british-columbia-pictures.htm>  
-click on British Columbia, then click on Vancouver

**Introduction:**

1. Ask students to brainstorm the question, "What is a folk tale?" Ask students to respond with their answers to the class. Discuss with students and explain that a folktale is a traditional story that is passed down in different cultures from generation to generation. Many folktales began as oral traditions before they were ever put into writing. Explain to students that since the stories are folktales, they many have more than one title.
2. Tell students that they will be reading (at least) two folktales from the Native American culture. One folktale originates from the Woodland Indians of North America and the other folktale is from British Columbia, Canada.

**"Mr. Rabbit"**

1. Give students some background information about the Native American folktale "Mr. Rabbit" (text p.10).
2. Show students the map of Native American Indian cultural areas using a laptop and projector.
  - Point out where the Woodland Indians lived. Ask students to brainstorm how the geography of the area would affect Woodland folktales (type of weather, animals, etc.).
  - Review the terms "absolute location" and "relative location" using the map or another North American map located in the classroom. What is the absolute location of the Woodland Indians cultural area? What is the relative location?
3. Before reading the folktale, place students in groups of two or three to answer the following questions then discuss as a class.
  - A. *Have you ever heard the phrase "remember to be yourself"? What does this phrase mean to you?*
  - B. *Have you ever tried to do something you weren't very good at or hadn't practiced doing? What was the result of your actions?*
4. Read the folktale "Mr. Rabbit" (page 12-14). After you have read the story, have students orally respond to the following questions to check for comprehension.
  - A. *Why was it hard for Mr. Rabbit to get food in the winter?*
  - B. *What did the otter and rabbit eat?*
  - C. *Why did Mr. Rabbit want to catch eels?*
  - D. *What happened to Mr. Rabbit in the water?*
  - E. *What did the otter tell Mr. Rabbit? Why?*
5. Ask students to write a letter to a friend responding to the following questions: *An expert is someone who knows a lot about something or is very good at something. Why does an expert's work often look easy? When is it a good idea to try to copy an expert? When is it a bad idea? Why is it important to know our own strengths and weaknesses?* (This assignment will be turned in for a grade).

**"The Great Peace"**

1. Share with students some background information about the Canadian Indian folktale "The Great Peace." Explain to students that this folktale is also known as "The Two Sisters" (page 156).
2. Show students the map of Canada using the laptop and projector. Click on British Columbia on the map, go back to the homepage, and then click the word "British Columbia" on the homepage to view different versions of the map. On the latter, click on Vancouver to see a further zoom of British Columbia. As you view each map with the students, discuss the relative location of Canada to the United States, British Columbia within Canada (to the surrounding provinces, oceans, straits, etc.), and Vancouver to its geographic surroundings. Also point out Vancouver is where the 2010 winter Olympics were held.
  - You may also wish to show students the image of the "The Two Sisters," which are known today as "The Lions" <http://www.canada-maps.org/british-columbia/images/the-lions-vancouver.jpg>. Explain to the students these mountain peaks will be important at the end of the story.

3. Read the story, "The Great Peace" in the textbook (page 159-161) or online ("The Two Sisters"). After you have read the story, have students orally respond to the following questions to check for comprehension.

- A. *Why did the two tribes hate each other?*
- B. *Why did the chief make a feast?*
- C. *Why did the twins want to invite the enemy tribe?*
- D. *What did the two tribes do together?*
- E. *Why did the chief decide not to fight anymore with the other tribe?*

4. Create the following chart on the board (or you may do a paper copy and project using the ELMO) and complete it as a class.

| When?            | What did the tribes do? | Why? |
|------------------|-------------------------|------|
| Before the feast |                         |      |
| At the feast     |                         |      |
| After the feast  |                         |      |

5. Place students in groups of four. Give students the "The Great Peace" group discussion handout. Ask students to discuss and answer the questions on the handout in their groups. Give students 10 minutes to discuss in their groups. After 10 minutes, switch two members out of each group and allow them to join another group. Students will then go over the questions again, discuss the questions, and add to their answers as necessary.

**\*Proceed to extension activities.**

### CONCLUSION/SUMMARY

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

#### **Activity 1-Venn Diagram**

1. Review the definition of a folk tale. Ask students to think about the two folktales they read in class. How does geography affect each folktale? Ask students to create a Venn Diagram comparing and contrasting different elements in the stories (characters, setting, conflict, etc.). Students may work individually or in pairs.

#### **Activity 2-Reviewing more Native American Folktales**

1. This activity can be completed in the classroom using additional books or print outs from the internet or in the computer lab. Students can work individually or with a partner.

2. Students should choose another Native American folktale to research and read. Students will create a final product to represent the folktale. Depending on availability of technology, students can create a PowerPoint presentation, a visual representation using Kidspiration (or another similar program), or students may create a poster image to represent their story. For extra credit, students can print a map to accompany their presentation. Students will be asked to give a brief 3 minute presentation to the class summarizing the folktale and explaining their visual representation.

### ASSESSMENT (include assessment)

"Letter to a friend" from the "Mr. Rabbit" folktale, Venn Diagram, and presentation activities can be assessed for this lesson. Choose one or all activities to grade.

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### The Great Peace Group Discussion Questions

Directions: Discuss the following questions in your group. Write down your answers.

| Questions:   | Responses: |
|--|------------|
| <b>Why do countries make war?</b>  |            |
| <b>What countries are at war now? What are the wars about?</b>                               |            |
| <b>Is fighting a good way to solve problems? What are some other ways to solve problems?</b> |            |



## Mr. Rabbit

A long time ago Mr. Rabbit lived with his grandmother in the forest. It was winter. The lakes and rivers were frozen. There was snow on all the fields. Mr. Rabbit worked very hard to find food for himself and his grandmother.

One day he was near a river. He saw the home of an otter. "Welcome," said the otter to Mr. Rabbit. "Will you have dinner with me?"

The otter went down an icy path to the river. Down he went into the water. He returned very quickly with some eels. He put them on the fire to cook. The rabbit and the otter ate a delicious meal.

"What a cheap and easy way the otter has to get food! I think I can do the same thing," Mr. Rabbit thought. He invited the otter to eat with him in three days.

Mr. Rabbit moved his home to the side of a lake. He made an icy path down to the water. He wanted to do just what the otter did. Three days later the otter arrived at Mr. Rabbit's house. Mr. Rabbit asked his grandmother, "Will you please cook dinner?"

"What will I cook?" she asked.

"I'll get something," said Mr. Rabbit.

Mr. Rabbit went down the path and jumped into the icy water. It felt very cold! But that was not the only problem. Mr. Rabbit did not know how to swim. He could not breathe in the water.

"What is the matter with the rabbit?" asked the otter.

The old grandmother was surprised, too. "I guess he saw someone do something. Now he is trying to do the same thing."

"Mr. Rabbit!" shouted the otter. "Come out of the water. I'll catch the fish."

The poor rabbit had no choice. He was choking and beginning to drown. He climbed out of the lake.

The otter jumped into the water. A few minutes later he came out with some eels. He told Mr. Rabbit, "Don't feel bad. But remember to be yourself. Don't try to catch any more eels!"



## The Great Peace

Once upon a time two tribes of Canadian Indians lived on the west coast of Canada. The Nootka tribe lived in the south. The Kwakiutl tribe lived in the north. The children of both tribes played on the beaches. Both tribes fished in the rivers and picked fruit in the valleys. Both tribes prayed to the Great Spirit.

The two tribes hated each other. They fought for the land. They killed each other. The land was full of anger.

A chief in the south had two beautiful daughters. They were twins. They did not hate anyone. They both spoke to the Great Spirit.

The little girls grew up into young women. Their father planned a feast to celebrate the change. He stopped the war for a few days. He told his people to prepare a great feast.

The girls were sad. They said, "It is good that our father is stopping the war to celebrate. But after the celebration he will fight again. Our hearts are tired of war."

They went to their father and said, "We are happy that you are making a great celebration. We want to sing and dance. But one thing is making us sad. We want the people in the north to come and be happy with us."

The chief was surprised. He said, "We are fighting them. We cannot celebrate with our enemies."

The girls looked very sad. One said, "Please do this for us, Father."

The chief loved his daughters. He sent people in boats to invite the tribe in the north to the celebration.

The people from the north put away their war paint and their bows and arrows. Men, women, and children came in their little boats.

They brought gifts and food for the feast. The children of

the two tribes played together. Everyone was happy. The two tribes ate together and told stories. There were songs, games, contests, and dancing. The celebration continued for many days.

At last they finished the food. The music stopped. The people from the north got into their little boats. "Good-bye, friends," they shouted.

The people from the south answered, "Good-bye, friends from the north." They watched them leave in their boats.

"Get our boats," said the chief. "We are going fishing."

"Aren't we going to start the war again?" asked the young men.

The chief answered, "There is no more war. We are going fishing."

So peace came to the land. People who laugh together cannot hate each other.

The Great Spirit wanted people to remember the good sisters. He turned them into twin mountains. The mountains have crowns of snow. They are high above the city of Vancouver. They give thanks forever for the blessing of peace.

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