

# PRIMARY ELEMENTARY PATHWAY 1

## Grades 2-3 Lesson: Native Stories of How Things Came to Be

### Instructional Support Materials

[Sample KWL Chart \(What I KNOW, What I WONDER, What I LEARNED\)](#)

[Sample KWL Chart \(Spanish Language Version\)](#)

[Map of Washington State Tribes \(GOIA Map\)](#)

[Partnering with Tribes](#)

[Roger Fernandes Storytelling Project \(\*Scroll to Native American Stories and Science Education Connections\*\)](#)

[Native American Stories and Next Generation Science Standards](#)

[Native American Stories Science Connections \(Foss Science Kits\)](#)

[Story Chart](#)

[Story Chart \(Spanish Language Version\)](#)

[Story Planning Worksheet](#)

[Story Planning Worksheet \(Spanish Language Version\)](#)

[Long Before We Were Born](#), Chapter 7 (@ 28.26 minutes to 33.46 minutes on time bar)

[Long Before We Were Born](#), Chapter 8 (@ 33.47 minutes to 45.47 minutes on time bar)

[Indian Reading Series developed through the NW Regional Educational Laboratory](#)

*Tops and Bottoms*, Janet Stevens, Harcourt Brace, 1995\* (ISBN 978-0-15-292851-3)

\*This resource, used in the final lesson, is not included on the STI site but can be found in school and/or local libraries.

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**Time:** Approximately 3-5 days

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### Teacher Preparation:

**NOTE: You may choose to draw on K-1 Oral Traditions lessons for introduction and background on these lessons.**

1. Read and Preview: [Roger Fernandes Storytelling Project \(\*Scroll to Native American Stories and Science Education Connections\*\)](#)
2. Read background information on Oral Storytelling within [Native American Stories Science Connections \(Foss Science Kits\)](#)
3. Listen to Roger Fernandes' audio stories.
  - [ay-ay-ásh\(link is external\)](#) (Yakama, Eastern WA) 7.15 mins
  - [Beaver and Mouse\(link is external\)](#) (Tulalip, Western WA) 3.38 mins

- [Blue-Jay and Bear\(link is external\)](#) (Chehalis, Western WA) 5.32 mins
  - [Changer and Dog Salmon\(link is external\)](#) (All tribes, Western WA) 2.27 mins
  - [Columbia River Story\(link is external\)](#) (All tribes, Eastern WA) 7.48 mins
  - [The Coming of Slahal\(link is external\)](#) (All tribes, Western WA) 6.01 mins
  - [Coyote and Bear\(link is external\)](#) (All tribes, Eastern WA) 2.33 mins
  - [Coyote's Deal with the Wind\(link is external\)](#) (Spokane. Eastern WA) 1.52 mins
  - [Father Ocean\(link is external\)](#) (All tribes, Western WA) 1.17 mins
  - [The Gossiping Clam \(link is external\)](#)(Puget Sound, Western WA) 3.28 mins
  - [How Fire Came to Earth\(link is external\)](#) (All tribes, Eastern WA) 5.11 mins
  - [The Huckleberry Medicine\(link is external\)](#) (Puget Sound, Western WA) 3.00 mins
4. Gather a collection of books listed in school and public libraries that have different explanations of nature. You will want to have at least 3-5 stories to read aloud or listen to with students. Supplement these stories with the supplemental Native American stories listed below. Also gather a few examples of legends of how things came to be from other cultural traditions.
  5. Make/enlarge and post **Stories of How Things Came to Be** [story chart](#).
  6. Print [Stories planning worksheet](#).
  7. Choose and locate from the following **Stories of How Things Came to Be**:

*Titles with an asterisk (\*) indicate books that will need to be purchased or checked out from libraries (most are readily available).*

### ➤ **Stories from Pacific Northwest Coastal Tribes:**

- *The Woman Who Married a Frog*, Tlingit/Pacific NW, p. 53, from *Native American AnimalStories\**, Caduto and Bruchac, Fulcrum Publishing, 1992.
- *How Fox Brought the Forests from the Sky*, Snoqualmie/Pacific NW, p. 67, from *NativeAmerican Plant Stories\**, Caduto and Bruchac, Fulcrum Publishing, 1995.
- *Loo-Wit, the Firekeeper*, Nisqually/Puget Sound, p.21, from *Native American Stories\**, Caduto and Bruchac, Fulcrum Publishing, 1992.
- *How the Robin Got its Red Breast\**, Sechelt/Coast Salish, Craigan, Charles, NightwoodEditions, 1993.

Oral stories shared by Roger Fernandes

- [The Gossiping Clam \(link is external\)](#), Puget Sound (Why clams live under the sand and spurt above.)
- [Father Ocean \(link is external\)](#), all tribes (Why there is more rain on the west side of

- the mountains.)
- [Blue-Jay and Bear \(link is external\)](#), Chehalis (Why blue jay has black feet.)

### ➤ **Stories from Plateau Tribes:**

- *Bitterroot*, Salish/Plateau, p. 95, from *Native American Plant Stories\**, Caduto and Bruchac, Fulcrum Publishing, 1995.
- *The Last Potlatch Elaine Grinnell* – Long Before We Were Born, Regional Learning Project, Chapter 8 (33.47 minutes to 45.47 minutes on time bar)

Oral storied shared by Roger Fernandes:

- [How Fire Came to Earth\(link is external\)](#) (All tribes, Eastern WA)
- [Father Ocean\(link is external\)](#), all tribes (Why there is more rain on the west side of the mountains.)

### ➤ **Pacific Northwest Tribes:**

[How Raven Helped the People of Long Ago](#)[Birds and People](#), Coastal/Plateau

[How Daylight Came to Be](#), Skokomish

[Skunk](#) (How Skunk Got its Stripe)

[Water Story](#), Crow/Plateau

[How the Milky Way Got into the Sky](#), Plateau

#### Extensions:

Depending on how many days/lessons you choose to implement, you may supplement the recommended stories by:

- Contacting a local storyteller through tribe or links in STI - Give yourself plenty of time to arrange for at least one storyteller from a local tribe or connected to one of your native students to visit your classroom. Refer to [protocols for contacting local tribes](#). If this cannot be arranged, you can screen and choose from the following video or audio stories.
- Researching about and contacting family members of students in your school that have tribal connections and who might share stories or invite someone they know to share stories with students.

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#### **Vocabulario:**

- **Tradición oral:** transmitir la historia y cuentos a las siguientes generaciones a través de la narración
- **Leyenda:** una historia transmitida de épocas anteriores

- **Nativo, Indígena** (haciendo referencia a personas/tribus, plantas y animales – originario de un lugar determinado)
  - **Tribu:** un grupo de personas con ascendencia común, en este contexto, las primeras personas de un lugar.
  - **Antepasado:** un pariente que vivió antes de ti. Abuelos, y los parientes pasados
  - **Geografía:** características físicas de un lugar
  - **Clima:** las condiciones meteorológicas de un lugar
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**Day1: Approximately 45 minutes**

**Oral Traditions/Storytelling**

### **Lesson Procedures:**

¿Alguien recuerda haber aprendido sobre las historias de las tribus indígenas de esta región?

- ¿Qué es lo que recuerdas?
- Los estudiantes comparten.

*Durante los próximos días/semana vamos a aprender sobre las historias del origen de las cosas y sobre las explicaciones de la naturaleza.*

*Desde el principio de los tiempos, los humanos sido curiosos, tratan de entender cómo las cosas se transforman y dar explicaciones a los fenómenos de la naturaleza. Give examples of stories – How Lion got its Roar, Why Mosquitos Buzz in People's Ears, How the Zebra Got It's Stripes.*

- ¿Alguna vez has escuchado historias como estas?

Students share examples of their own.

*Muchas de estas historias, o leyendas, aparecieron hace mucho, mucho tiempo, antes de que tú o los miembros conocidos de tu familia nacieran, y se han transmitido a través de **generaciones**. Tenemos aquí algunas leyendas de otras partes del país y del mundo para que puedas leer y comparar. Comparte algunos libros y participa. Las historias difieren en todo el mundo porque la vida de las personas es diferente: la tierra, la geografía, las plantas, los animales, el clima, etc.*

*En los próximos días, nos vamos a centrar en las historias que provienen de nuestra parte del mundo, historias de las tribus que viven en lo que los primeros colonos blancos llamaron el estado de Washington. Cada día de esta semana vamos a leer una historia distinta de las diferentes tribus de la meseta y las tribus del noroeste de donde vivimos (compartir mapa). Hay mucho que podemos aprender de estas historias sobre la geografía, las plantas y los animales que han estado aquí durante miles de años. Estas historias son diferentes al lado este de las montañas Cascada en el oeste.*

- ¿Por qué esto sucede?

Quando escuches estas narraciones, fíjate en las plantas y animales, o en cualquier aspecto del lugar, la tierra, que están en las historias para que puedas aprender sobre los lugares en los que se originan. Después de leer la historia, haremos una lista.

Hoy vamos a leer \_\_\_\_\_ (seleccionar una historia de la lista sugerida).

- ¿Cuál fue la explicación acerca de la naturaleza en esta historia?
- ¿Qué plantas y animales había en esta historia?

Llamamos a las plantas y animales que han estado en un lugar desde el principio de los tiempos "nativos" de ese lugar. Es por eso por lo que las primeras personas de un lugar son consideradas nativas o indígenas. Mañana vamos a ver los diferentes elementos de estas historias.

## **Day 2: Approximately 45 minutes**

Choose another story from the list. After the story, introduce [Story Chart](#). List yesterday's and today's stories on the chart. Have students to turn and talk to neighbors, or work in small groups to list plants, animals, and geographical attributes for the chart. Return to whole group to share what they learned/heard. Record information gathered on chart.

- ¿Cuál de estas plantas y animales has visto?
- ¿Viven en esta zona?
- ¿Cómo lo sabes?
- Al igual que la historia, también han estado aquí durante mucho tiempo.

Durante los próximos días, escucharemos más historias de esta región y las agregaremos a nuestra lista. Recopilamos información para poder escribir nuestras propias historias de cómo llegaron a ser las cosas. Van a elegir las plantas y animales para incluirlos en su historia. A continuación, cada uno de ustedes rellenará un formulario de planificación con dichos elementos.

## **Days 3-5 (or more)**

Introduce story structure with students. What do all of the legends have in common? Each day read another story from the list above, working with students to record daily on the [Story Chart](#).

## **Day 4 or 5: Students fill out their individual Story Planning worksheet.**

Ideas:

- How people got fire
- Why the seasons change
- Why ocean water is salty
- How beaver got its flat tail
- Why some birds migrate and others do not
- Why bears hibernate
- Why the salmon return to the river each year

Model process for filling in [Story Planning Worksheet](#). Reviews and approve students' plans before they start drafting their stories.

**Extending the unit:** Students draft their stories using your district's Language Arts story-writing curriculum processes. Teachers have flexibility in the amount of time spent on planning, drafting, editing, and completing final drafts of stories.

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**NOTES:** \_\_\_\_\_

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