

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.

Time: Approximately 3-5 days

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 Animal Stories**, Caduto and Bruchac, Fulcrum Publishing, 1992.
- *How Fox Brought the Forests from the Sky*, Snoqualmie/Pacific NW, p. 67, from *Native American 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, Nightwood Editions, 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.

Vocabulary:

- **Oral traditions:** passing down stories and histories through telling
 - **Legend:** a story passed down from earlier times
 - **Native, Indigenous** (as used in reference to peoples/tribes, and plants and animals) – origins in a particular place
 - **Tribe:** a group of people with common ancestry, in this context, first people of a place.
 - **Ancestor:** a relative who lived before you. Grandparents, and the relatives before them
 - **Geography:** physical features of a place
 - **Climate:** the weather conditions of a place
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Day1: Approximately 45 minutes
Oral Traditions/Storytelling

Lesson Procedures:

Does anyone remember learning about the stories of the Native Tribes of this region?

-What do you remember?

-Students share.

We are going to spend the next few days/week learning about stories of how things came to be and explanations of nature.

From the beginning of time, humans have been curious creatures, trying to understand how things came to be and explanations of things in nature. Give examples of stories – How Lion got its Roar, Why Mosquitos Buzz in People’s Ears, How the Zebra Got It’s Stripes.

-Have you ever heard stories like these?

Students share examples of their own.

*Many of these stories, or legends, come from a long, long, time ago before you or the family members you know were born, and they have been passed on through **generations**. We have some legends here from other parts of the country and world so you can read and compare. Share a few titles, showing books. Stories differ around the world because people’s lives are different: The land, geography, the plants, the animals, the climate, etc.*

Over the next few days, we are going to focus on stories that come from our part of the world – stories from the tribes living in what early white settlers named the state of Washington. Each day this week we will read a different story from different tribes of the Plateau and Northwest tribes of where we live (share map). There is a lot we can learn from these stories about the geography, plants, and animals that have been here for thousands of years. These are different on the east side of the Cascade Mountains than they are on the west.

-Why might that be?

When you listen to these stories, notice the plants and animals, or any aspects of the place, the land, that are in the stories so you can learn about the places from which they originate. After we read the story, we will make a list.

Today we are going to read_____ (selected story from suggested list).

-What was the explanation of nature in this story?

-What plants and animals were in this story?

*We call plants and animals that have been in a place since the beginning of time “**indigenous**”, or “**native**” to that place. That’s why the first people of a place are considered indigenous, or Native. Tomorrow we are going to look at the different elements of these stories.*

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.

-Which of these plants and animals have they seen?

-Do they all live in this area?

-How do you know?

-Like the story, they have also been here for a very long time.

For the next few days, we will listen to more stories from this region and add to our chart. We are gathering information to help us write our own stories of how things came to be. You will choose from these plants and animals to include in your story. Then you will each fill out a planning form with all of the same elements.

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 Stories 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.
