

# EDUCATION DAY

CANADIAN ABORIGINAL FESTIVAL  
Friday, November 24, 2006 • Rogers Centre

## Curriculum Connections

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### How Grandmother Spider Stole the Sun – Junior Lesson

#### Overall Junior Expectations:

##### Language Communication

###### Oral

Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

###### Reading

Use knowledge of words and cueing systems to read fluently.

###### Writing

Generate, gather, and organize ideas and information to write for an intended purpose and audience.

##### Media Literacy

Create a variety of media works for different purposes and audiences, using appropriate forms, convention, and techniques.

##### Social Studies

**Grade 6:** Describe characteristics of pre-contact First Nation cultures across Canada, including their close relationship with the natural environment.

**Grade 5:** identify important values and beliefs in two or more early civilizations and describe how they affected daily life.

##### Music

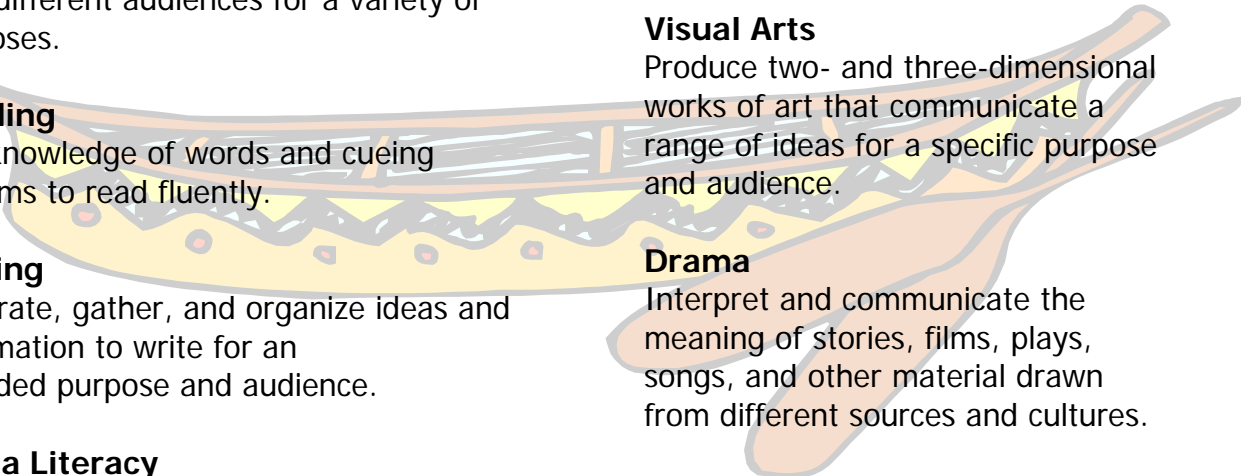
Identify and perform music from various cultures and historical periods.

##### Visual Arts

Produce two- and three-dimensional works of art that communicate a range of ideas for a specific purpose and audience.

##### Drama

Interpret and communicate the meaning of stories, films, plays, songs, and other material drawn from different sources and cultures.



## Lesson Plan

1. Teacher introduces/reviews the form of narrative writing that has a start (introduction-who, what, when, where), middle (3 main events leading to the problem), and ending (resolution).
2. Discuss an origin story as a type of narrative with the purpose of explaining where things come from in a creative/fictional way.
3. Teacher distributes the Reader's Theatre script and reads it over with students to familiarize them with the vocabulary, and script and review appropriate ways to present information (communicating clearly, using tone, pace, pitch, and volume).
4. Provide time for students to practice the script while the teacher circulates to assist any struggling readers or students needing help to concentrate on the task.
5. Students perform the script for the class or another group.
6. Whole class discussion about narrative form, to identify the purpose, audience, and various points of view in this play.
7. Students complete the graphic organizer and generate ideas (medicine wheel black line master) to show their level of understanding and personal response.
8. Students are given an opportunity to write a narrative using the model from the Reader's Theatre script.
9. Students self- and peer-edit their writing for conventions appropriate to their grade.

## Modifications and Accommodations

1. Teacher circulates to assist struggling readers with difficult vocabulary or buddy them up with a peer.
2. Teacher gives extra practice for students who need it or reduces the amount they need to read/present.
3. Teacher helps students with their oral communication and presentation skills.
4. Struggling writers can write less and create a shorter play or narrative.
5. Non-writers can have the teacher or a peer scribe their play or narrative.
6. Struggling writers can have the teacher edit their narrative or play.

## Evaluations

- Oral presentation can be assessed for presentation skills (oral, visual communication).
- Graphic organizer (generating ideas) can be assessed for quantity and quality of ideas (writing).
- Written narrative or play can be assessed for following proper form and including the necessary components (characters, setting, events leading up to problem, problem, solution) (writing).
- Dramatic presentation can be assessed (drama).
- Dream catcher can be assessed as a three-dimensional piece of art (art).

## Resources

- Reader's Theatre play
- Graphic organizers - (Medicine Wheel, story map)
- Paper/pencils for writing
- Dream catcher materials

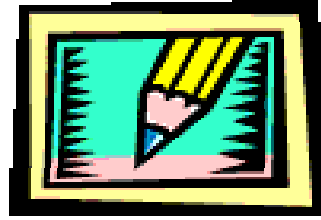
## Follow-up/Extension Activity

Make a dream catcher (see attached instructions).

## Editing Checklist:

### Clarity and Organization

- Does your writing make sense?
- Is your problem well-developed and clearly written?



- Is the solution clearly written so the problems are solved in a logical way?
- Do you need to cut or add writing to make it better?

### Form

- Have you followed the proper narrative form?
- Does your introduction include characters, setting, and action?
- Does the middle of your story have three main events leading to a well-developed problem?
- Does the ending include a solution that makes sense?

### Convention

- Did you include proper conventions?
- Did you use capitals for proper nouns, place names, names, start of sentences?
- Did you use a variety of sentences (exclamatory, declarative, questions)?

### Style and Word Choice

- Is your writing interesting?
- Have you used adjectives and description to develop your story and characters?
- Have you used a variety of sentence starters?

## HOW GRANDMOTHER SPIDER STOLE THE SUN



### A Reader's Theater Script

Based on a Cherokee folktale

Retelling by Marlene Perez

Word Count: 409

#### Characters:

Narrator

Bear

Fox

Possum

Grandmother Spider

Buzzard

#### Narrator:

In the beginning, Earth was in darkness. The animals and people didn't like to be in the dark all the time. The animals called a meeting to see what they could do about it.

#### Bear:

I've heard about a wondrous thing called the Sun. It is kept far, far away. Maybe we can steal part of it.

#### Fox and Possum:

That's a great idea! But who will do it?

#### Narrator:

The animals looked at each other. Finally, they agreed Fox would be first to try.

**Fox:**

I'll sneak up and grab a piece of the Sun when no one is looking.

**Narrator:**

So he did. The Sun burned Fox's mouth, and Fox dropped it. His mouth was black from where the Sun had burned him. That is why all foxes now have black mouths.

**Possum:**

I'll try. I'll sneak up and hide a piece of the Sun in my bushy tail.

**Narrator:**

So Possum stole a piece of the Sun and hid it in her long, bushy, tail. But the Sun burned all the hair from Possum's tail. That is why all possums now have skinny, hairless tails.

**Bear:**

What should we do next? The Sun is too hot to steal.

**Grandmother Spider:**

I'll try. I won't sneak up and grab a piece of the Sun. I won't hold it in my mouth or put it on my tail. I have a better idea.

**Narrator:**

Grandmother Spider wove a strong bag, made out of her webbing. She traveled far to capture a piece of the Sun and put it in her strong bag. She brought it back to the other animals.

**Grandmother Spider:**

I have brought you the Sun.

**Bear:**

Where should we put it?

**Grandmother Spider:**

The Sun belongs in the sky, where we all can see it.

**Possum:**

But we can't fly that high. How will we get it up in the sky?

**Fox:**

Let's ask Buzzard to help us. He can fly the highest of any of us.

**Buzzard:**

I'll take the Sun up to the sky. But the Sun is very hot. I'll keep it in Grandmother Spider's bag and put the bag on top of my head.

**Narrator:**

Buzzard had lots and lots of feathers on his head to help protect him from the Sun. Buzzard flew up and up, as far as he could go. But the higher he flew, the hotter the Sun got. The Sun burned away Buzzard's feathers and left a red mark on his head.

Buzzard flew to the edge of the sky. He put the Sun where everyone could see its light.

# Editing Checklist

## Editing Checklist:

### Form

- Have you followed the proper narrative form?
- Does your introduction include characters, setting, and action?
- Does the middle of your story have three main events leading to a well-developed problem?
- Does the ending include a solution that makes sense?

### Clarity and Organization

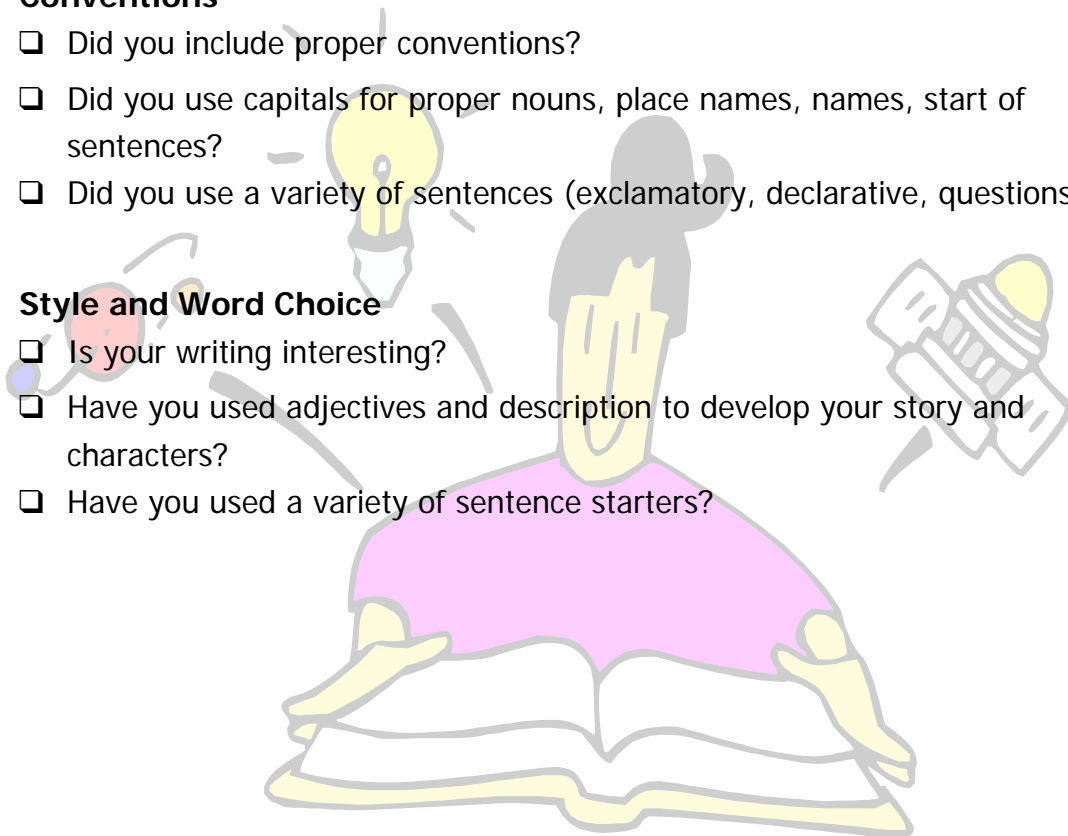
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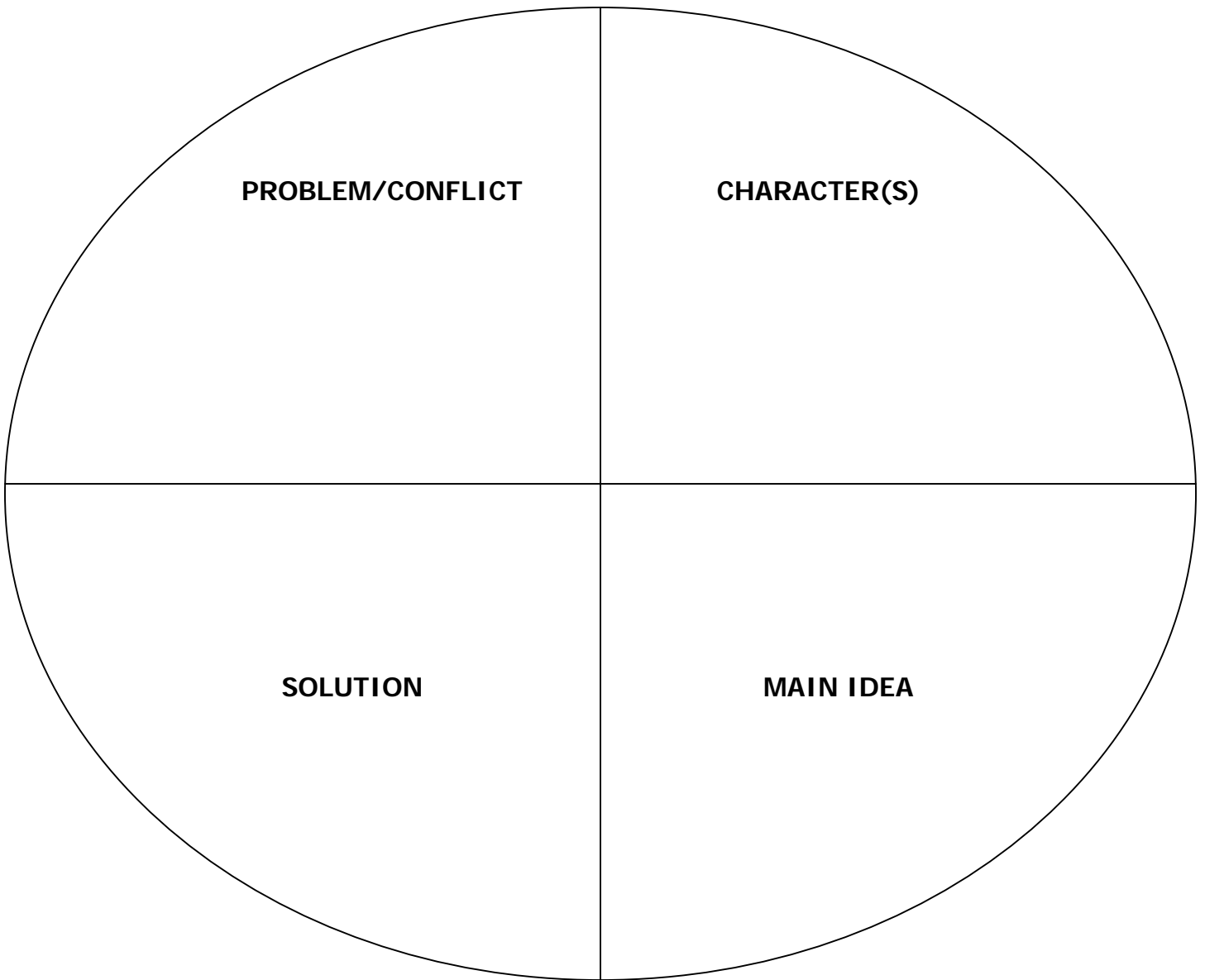
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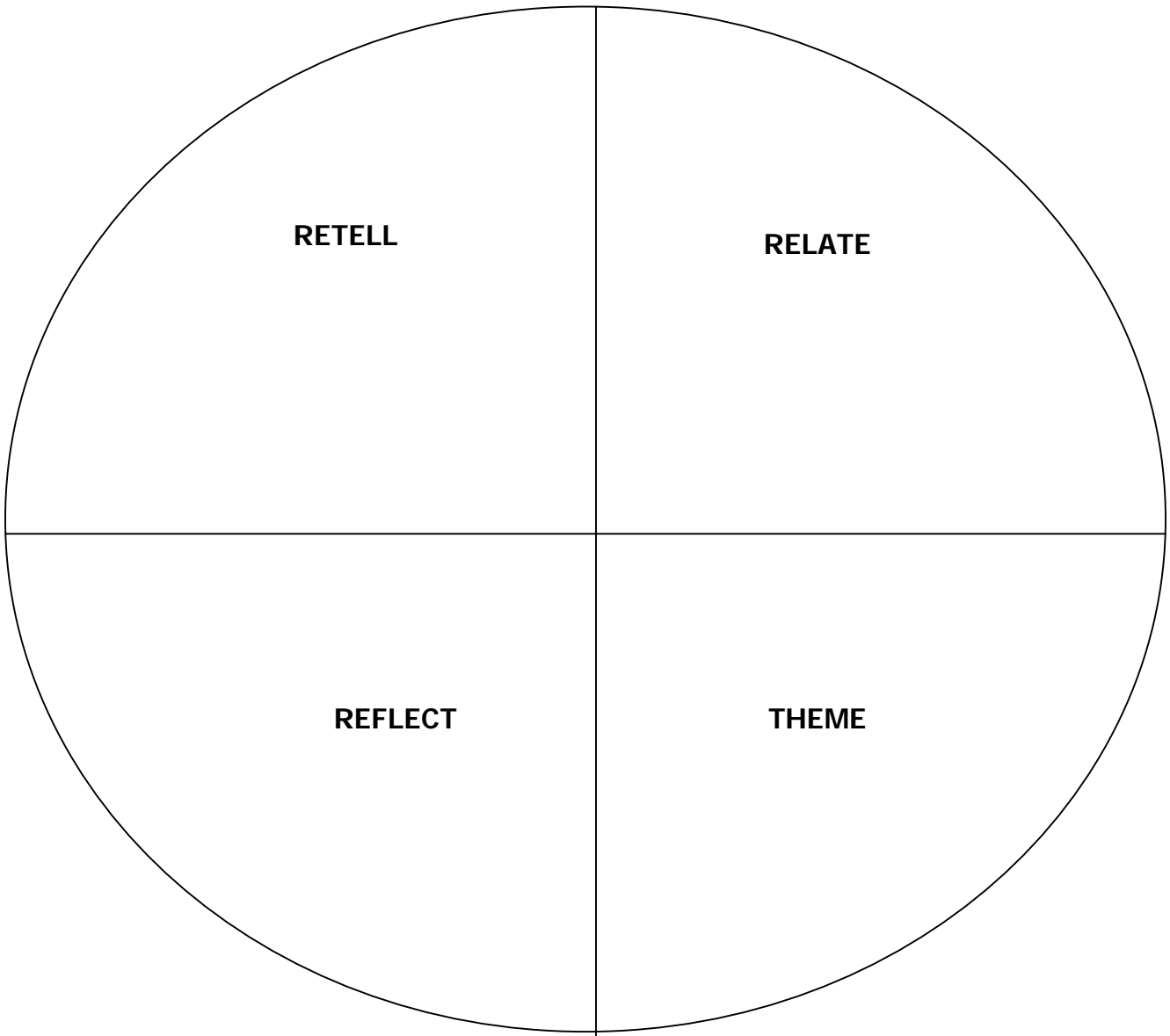
# Medicine Wheel

Describe the following...

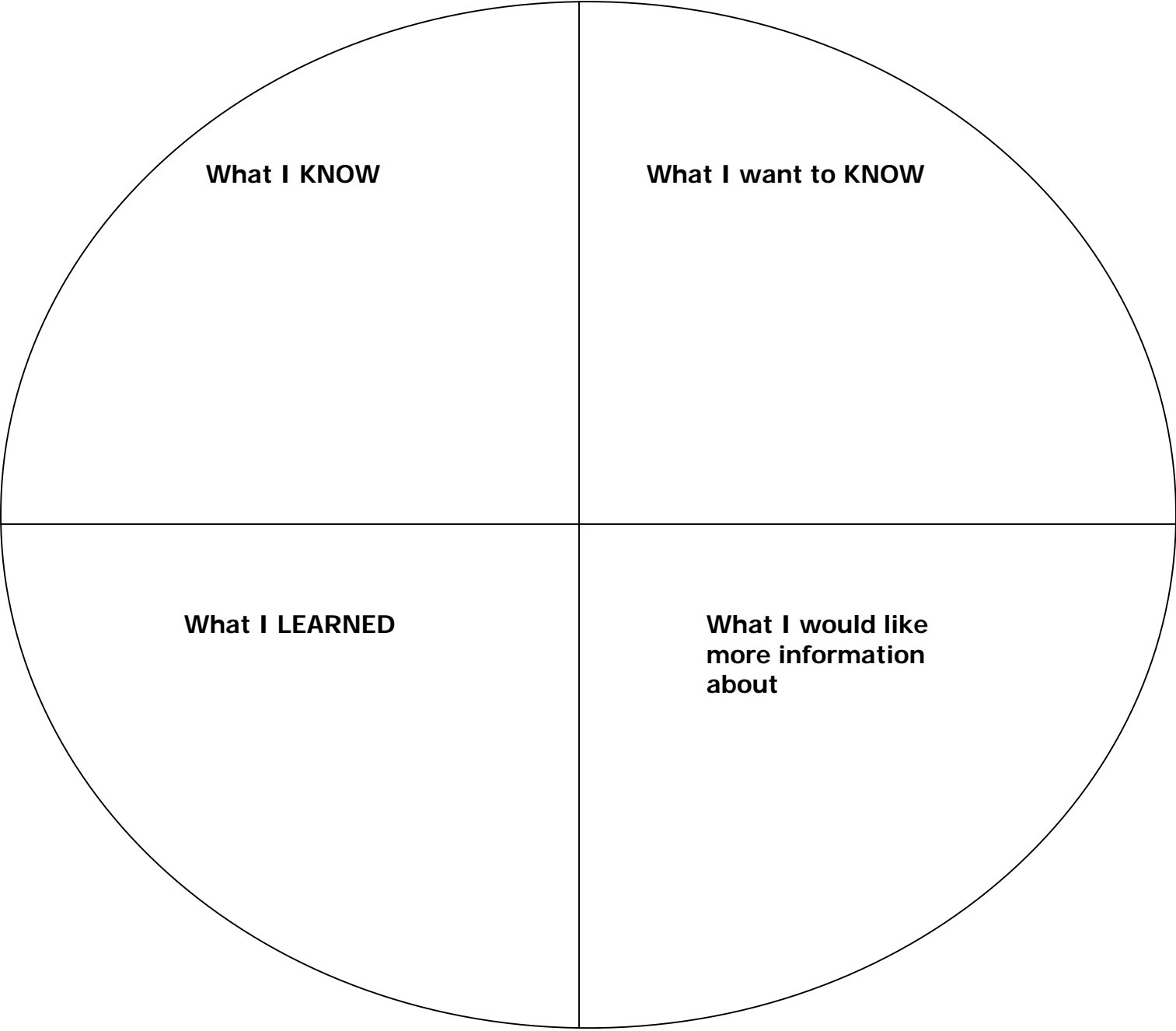


# Medicine Wheel

Describe the following...



# Self Evaluation – Medicine Wheel



# Group evaluation: Medicine Wheel

Complete Individually

A large circle is divided into four equal quadrants by a vertical line and a horizontal line. Each quadrant contains a prompt for group evaluation:

- Top-left quadrant: **We LISTENED to others by...**
- Top-right quadrant: **We TOOK turns by...**
- Bottom-left quadrant: **We were GOOD at...**
- Bottom-right quadrant: **We RESPECTED others by...**

## Legend of the Dream Catcher

Long ago when the world was young, an old Lakota spiritual leader was on a high mountain and had a vision. In his vision, Iktomi, the great trickster and teacher of wisdom, appeared in the form of a spider.

Iktomi spoke to him in a sacred language that only the spiritual leaders of the Lakota could understand.

As he spoke, Iktomi, the spider, took the elder's willow hoop that had feathers, horsehair, beads, and offerings on it and began to spin a web.

He spoke to the elder about the cycles of life...and how we begin our lives as infants, move on to childhood, and then to adulthood. Finally, we go to old age where we must be taken care of as infants, completing the cycle.

"But," Iktomi said as he continued to spin his web, "in each time of life there are many forces -- some good and some bad. If you listen to the good forces, they will steer you in the right direction. But if you listen to the bad forces, they will hurt you and steer you in the wrong direction."

He continued, "There are many forces and different directions that can help or interfere with the harmony of nature, and also with the Great Spirit and all of his wonderful teachings."

All the while the spider spoke, he continued to weave his web starting from the outside and working towards the center.

When Iktomi finished speaking, he gave the Lakota elder the web and said..."See, the web is a perfect circle but there is a hole in the center of the circle."

He said, "Use the web to help yourself and your people to reach your goals and make use of your people's ideas, dreams, and visions.

"If you believe in the Great Spirit, the web will catch your good ideas - and the bad ones will go through the hole."

The Lakota elder passed on his vision to his people and now the Sioux Indians use the dream catcher as the web of their life.

It is hung above their beds or in their home to sift their dreams and visions.

The good in their dreams are captured in the web of life and carried with them...but the evil in their dreams escapes through the hole in the center of the web and are no longer a part of them.

They believe that the dream catcher holds the destiny of their future.

## Dream Catcher

### Expectations

**Grade 1, 2** - use the elements of design (colour, line, shape, form, space, and texture), in ways appropriate for this grade when producing works of art.

**Grade 3, 4, 5** - identify the elements of design (colour, line, shape, form, space, and texture), and use them in ways appropriate for this grade when producing and responding to works of art.

**Grade 6** - identify the elements of design (colour, line, shape, form, space, and texture), and the principles of design (emphasis, balance, rhythm, unity, variety, and proportion), and use them in ways appropriate for this grade when producing and responding to works of art.

**Grade 7, 8** - identify the elements of design (emphasis, balance, rhythm, unity, variety, and proportion), and use them in ways appropriate for this grade when producing and responding to works of art.

### Materials Required:

Paper plate for the main part of the dream catcher

Yarn to make the web that will catch the good dreams

Single hole punch

Beads, feathers, sparkles, and markers for decoration

Scissors

## **Lesson**

1. Background: Read aloud the *Legend of the Dream Catcher* to the class.
2. To start, cut out the centre of the paper plate so that you have about two inches of the rim leftover.
3. Punch holes one-half to one inch apart around the rim of the plate (approximately).
4. Cut two arm lengths long of yarn and tie it to one of the holes.
5. Begin weaving it from one hole to the next. Make sure it overlaps a few times; this way it will look more like a real web.
6. Add a few beads to the middle of your dream catcher by slipping them on to the yarn as you weave the yarn in and out of the holes.
7. When students are done weaving the yarn, a knot must be tied to the end of the yarn.
8. Punch three more holes at the bottom of your dream catcher. Tie a piece of yarn, about five inches long, to each of the holes.
9. Thread beads on to the yarn and tie a feather to the end.
10. Use markers, sparkles, and other material to decorate the plate.
11. Punch a hole in the top of the dream catcher. Put a piece of yarn through the hole and tie it. This is so you can hang it over your bed.

## **Modifications/Accommodations:**

1. Primary and special needs students may require support to cut out the centre of the plate.
2. Primary and special needs students may require support to punch holes on the outer portion of the plate.
3. Primary and special needs students, use a marker to mark dots one-half inch apart for students to punch holes using the one-hole punch.