
Lesson 2 Visual Storytelling

The Beautiful Buzzard: Yurok Storytelling and Shadow Puppet Performance

Script/Facilitation Support

Materials Needed:

-  Lesson 2 Student Response: The Beautiful Buzzard: Yurok Storytelling and S...
-  Lesson 2 Rubric: The Beautiful Buzzard: Yurok Storytelling and Shadow Pupp...
-  Lesson 2 Slides: The Beautiful Buzzard: Yurok Storytelling and Shadow Pupp...
Slides Projected in slideshow mode. Note: slides are animated to slowly provide written text - they will appear on click.

Consideration for Teachers

❖ Before the lesson begins, make sure you:

- Review the video recording of “The Beautiful Buzzard” shadow puppet performance by students from Big Lagoon Elementary School.

Note: the video is 8 minutes and 35 seconds in length (8:35)

- Review

 Lesson 2 Student Response: The Beautiful Buzzard: Yurok Storytelling...

❖ Assessment

- Through a **whole class discussion**, students retell the story they heard in their own words
- During a **whole class discussion**, students demonstrate their understanding of story structure and elements, as well as storytelling techniques, and identify use of Yurok language

Activity 1 - Review

Title: Retelling the Story, “The Beautiful Buzzard”

Time: approximately **10 minutes**

Essential Vocabulary: Culture, tradition, morals, lessons, story, storytelling, and

- story structure - beginning middle end
- story elements - action character setting
- storytelling techniques -facial expression gesture sound effects voice

Aye'ye-kwee, aiyekwee' [Link to pronunciation](#) Yurok for ‘welcome’ ‘greetings’

Step 1: Review the previous lesson through a student lead retelling of “The Beautiful Buzzard”. Teacher continues to record, and updates responses on a writing surface such as the whiteboard,. or using the “The Beautiful Buzzard”

Lesson 2 Student Response: The Beautiful Buzzard: Yurok Storytelling and Sha...

Activity 2 - View

Title: “The Beautiful Buzzard” as Shadow Play

Time: approximately **10 minutes**

Essential Vocabulary: Culture, tradition, morals, lessons, story, storytelling, **shadow play**, **shadow puppet**, traditional culture, **popular culture** and

- story structure - beginning middle end
- story elements - action character setting
- storytelling techniques -facial expression gesture sound effects voice

Practice Yurok language use audio playback buttons

Step 1: Teacher leads a whole class discussion about how stories are used throughout cultures, including ‘popular culture’ (Pop culture means the things many people like to watch, wear, listen to, or talk about. It includes movies, music, games, clothes, and fun trends that lots of people enjoy). Explain the difference between pop culture and Native American Cultures.

Pop culture is what many people like today—like cartoons, movies, songs, toys, games, and clothes. It changes often and comes from things we see on TV, the internet, or in stores.

Example: Superheroes, video games, pop songs, or popular cartoons.

Traditional Native American Origin Stories are very old stories that Native American people have told for many, many years. They explain how things in the world began—like animals, the land, or the stars. These stories are important to Native culture and are passed down from older generations to children.

Example: A story about how the sun came into the sky or how a river was made.

Teacher note: Stories serve as inspiration or ideas for movies, and live theater performances. It is important to understand and convey to students that Native American and Indigenous knowledge, like these stories, does not qualify for patent protection (copyright). Private ownership of this knowledge is not applicable to community held knowledges - which is why we see Native styles in fashion, architecture, stories/movies and advertising.

Since legal protections are not fully in place, it's important to respect the origin of Indigenous art and culture and adopt ethical practices when experiencing them. Basically, don't steal content from Native populations. Invite storytellers into spaces for them to

share.

Explain that students will be viewing a video recording of a live shadow play, performed by the elementary school students from Big Lagoon of Ernie Albers Jr's story, "The Beautiful Buzzard".

Step 2: Watch the video  The Beautiful Buzzard performed by Big Lagoon School

Note: the video is 8 minutes and 35 seconds in length (8:35)

Activity 3 - Reflect

Title: Seeing/Hearing/Feeling/Thinking

Time: approximately **10 minutes**

Essential Vocabulary: Culture, tradition, **elder**, morals, lessons, story, storytelling, **narrator**, **narration**, shadow play, shadow puppet, traditional culture, popular culture and

- story structure - beginning middle end
- story elements - action character setting
- storytelling techniques -facial expression gesture sound effects voice

Step 1: In a whole class discussion, the teacher asks students what they saw or heard in, and thought or felt about, the performance. Record student responses on a writing surface such as the whiteboard, or using the

 Lesson 2 Student Response: The Beautiful Buzzard: Yurok Storytelling and Shado...

In addition to the shadow puppets, there were narrators, Laura Woods, a Yurok elder, and students from Big Lagoon School. Define narrator/narration.

Step 2: Teacher tells students that they will be making drawings and shadow puppets in the next lessons similar to the characters and settings that they saw in the performance.