Storytelling: Belonging Table of Contents

Lesson 1: Introduction to Storytelling

Lesson 2: Establishing Group Norms

Lesson 3: Godasiyo, the Woman Chief (Oneida) - Intro

Lesson 4: Godasiyo, the Woman Chief (Oneida) - Group Reading

Lesson 5: The Coyote & the Blackbirds (Isleta Pueblo) - Intro/Group Reading

Lesson 6: The Coyote & the Blackbirds (Isleta Pueblo) - Review & Role Play

Lesson 7: The Coyote & the Blackbirds (Isleta Pueblo) - Review, Role Play, & Re-Imagine

Lesson 8: The Coyote & the Blackbirds (Isleta Pueblo) - Connecting to Life

Lesson 9: Reflecting on Godasiyo & Coyote Stories

Lesson 10: When Raven Was Killed (Gwich'in) - Intro

Lesson 11: When Raven Was Killed (Gwich'in) - Small & Large Group Collaboration

Lesson 12: When Raven Was Killed (Gwich'in) - Purpose of Storytelling & Lessons Learned

Lesson 13: When Raven Was Killed (Gwich'in) - Choose Roles

Lesson 14: When Raven Was Killed (Gwich'in) - Intro to Roles

Lesson 15: When Raven Was Killed (Gwich'in) - Practice Our Roles

Lesson 16: When Raven Was Killed (Gwich'in) - Finalize Our Roles

Lesson 17: When Raven Was Killed (Gwich'in) - Present Our Story

Lesson 1: Introduction to Storytelling

Anticipated Length:	40 minutes
Cultural Grounding:	Native American storytelling
Key Thinking Skills:	Goal Setting
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
Lesson	1 Of 17

Learning Objective(s)/Competency	
Students will:	explore the purpose of storytelling.
Students will:	complete pre-surveys to establish a baseline that will inform the group goal(s).
Materials:	
● Zones of Regulation print-out (laminated for future use) ● Copies of the pre-survey ● Pens/pencils to complete pre-survey	
Procedure: Describe how you will:	
Introduce/Start the Circle	● Discuss entering the circle with respect (directionality; entering the circle from the East)
Communicate Lesson Objective/Ground the Circle	● Introduce purpose & goal of the group ○ Ask: Have you ever been told stories by your elders? Your parents, grandparents, aunts, or uncles? Did the stories come from your culture? What are some reasons stories are told? ○ Explain purpose for delving into stories this year (Native American storytelling is central to learning the values and life lessons of the culture) ● Introduce the talking piece ● Check-in: Zone of Regulations ○ Quick introduction of Zones & modeling of how to discuss which Zone you are in ○ Each person selects a feeling/color & briefly describes why (they can choose multiple if desired)
Teach and Practice Content/Do the Work of the Circle	● Have students complete pre-survey ○ Explain purpose of pre-survey (to inform group needs and goals, and students' strengths) & cultural grounding in the Circle of Courage ○ Ask: What is a goal? Why is it important for us to create a

	group goal? **(Goal Setting)** ○ Walk students through each question (reading aloud), clarifying as needed ○ Emphasize that there are no right/wrong answers ○ Emphasize focusing on one's own packet and not looking at others' ● What to expect next session (establishing group norms, discuss group goals)
Summarize and Close/Close the Circle	● Each facilitator & student go around the circle and answer the prompt: ○ "Something I'm looking forward to is…"
Additional Considerations:	
Past Reflections/Lessons Learned	● The pre-survey was somewhat useful in identifying group needs and strengths, but a more sensitive tool is needed for progress monitoring ○ The questions would also be strengthened through consultation/collaboration with the community to ensure cultural relevance ● Older students may not need facilitators to read each survey question aloud, but reading questions may help students pace their responses and be more accurate. Facilitators should explain the questions and be available for clarification

Lesson 2: Establishing Group Norms

Anticipated Length:	40 minutes
Cultural Grounding:	Smudging with white sage (Kumeyaay)
Key Thinking Skills:	Goal Setting, Focus & Attention
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
Lesson	2 Of 17

Learning Objective(s)/Competency	
Students will:	share their knowledge about smudging and learn to smudge with respect.
Students will:	co-create group norms to establish a sense of belonging and safety.
Materials:	
● Sage, abalone shell, & lighter ● Zones of Regulation print-out ● Poster with group goal ● Butcher paper for group norms ● Markers	
Procedure: Describe how you will:	
Introduce/Start the Circle	● Entering the circle with respect ● Smudging with respect ○ Explain the process of smudging (purpose, intentionality, cultural grounding)
Communicate Lesson Objective/Ground the Circle	● Go over agenda (written on a laminated poster in the Circle of Courage framework; this agenda format is meant to provide a visual guide that students can follow along in a non-linear manner; agenda items may be revisited in a non-linear manner and not all agenda items may always be covered depending on time limitations) ● Check-in: Zone of Regulations ○ Each person selects a feeling/color & describes why ○ Reminder of the talking piece
Teach and Practice Content/Do the Work of the Circle	● Share group goal: *Students will recognize the importance of storytelling within their Native American cultures as well as the importance of their own personal stories. Students will understand*

	that storytelling brings communities together, fosters a sense of belonging, and helps us understand our ancestors'/our own life experiences. ○ Discuss reactions to the group goal ○ Ask: What is the purpose of this goal? Why do you think we are making this our group goal? Is there any part of this goal you want to tweak together? **(Goal Setting)** ● Co-create group norms (4-5) for our sacred circle ○ Validate group's efforts thus far (e.g. "We appreciated how respectful everyone was last week, allowing each other to have a turn to speak without interrupting one another.") ○ Ask: What are our expectations of each other in the group? What do you think is important for us to do as a group? ○ Record group norms on butcher paper that will be displayed each week ○ Things to emphasize: listening, respect, being open-minded ○ You may want to establish a group norm around focus & attention and have a strategy for grabbing students' attention ■ E.g. "When I say waterfall, everybody says shhhh & focuses their eyes and ears on me… Everyone is allowed to say this attention grabber if we feel like people are off-task" ■ Ask: Why is it important to focus when we are meeting as a group? **(Focus & Attention)** ○ Have students sign it with their hand print ● Explain what we'll be doing next time (begin storytelling)
Summarize and Close/Close the Circle	● Ask students to think of ideas for our group name ● Closing/Reflection: Compliment the person next to you one at a time (co-facilitators model) ○ Model statement should be based on positive behaviors and assets, rather than superficial things like looks/material possessions (e.g. "I love the way you listened and focused on everyone today")
Additional Considerations:	
Past Reflections/Lessons Learned	● We needed to implement an attention grabber because there were moments where students were very energetic and off-task; this was a way to calm them and get them to re-focus. This may/may not be needed for your group, but either way any behavior management strategies should be discussed as a group, tweaked as needed based on student input, and allow for student ownership.

Lesson 3: Godasiyo, the Woman Chief (Oneida) - Intro

Anticipated Length:	40 minutes
Cultural Grounding:	Oneida story
Key Thinking Skills:	Collaboration, Focus & Attention, Finding Connections & Relationships
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Lesson	3 Of 17

Learning Objective(s)/Competency	
Students will:	build a sense of belonging and connection through an Oneida tribal story.
Students will:	collaborate to come up with a group name.
Materials:	
● Sage, abalone shell, & lighter ● Zones of Regulation print-out ● Agenda ● Group norms poster ● Blank papers ● Markers, colored pencils, and/or crayons	
Procedure: Describe how you will:	
Introduce/Start the Circle	● Entering the circle with respect ● Smudging with respect

Communicate Lesson Objective/Ground the Circle	• Go over agenda • Check-in: Zone of Regulations • Briefly review group norms
Teach and Practice Content/Do the Work of the Circle	• **"Godasiyo, the Woman Chief"** story from the Oneida tribe (see below) ○ Facilitator reads the story orally ■ Before reading, help ground the students by asking what they can do to help stay focused and engaged? (Closing eyes, eyes on the speaker, etc.) ■ Why is it important to focus when we are listening to a story? **(Focus & Attention)** ○ After reading, ask students the following questions: ■ What is the purpose of the story? What can we learn from this story? • Some lessons (bring these up if students are stuck): ○ Violence/fighting can at best hurt the people we love; at worst, it can cause us to lose them completely ○ We all belong to one community and there is no use in fighting with each other ○ We need to respect all life, not just humans, but animals (e.g. Godasiyo's dog) ■ What are different ways we could bring the people from the right and left together again? ■ How does this story relate to your life? ■ Is there ever a time where you argued with someone that was important to you? What was the result? • Activity: Draw the tribes living in peace together again. • Vote on a group name so that we can unite as a group **<u>GODASIYO, THE WOMAN CHIEF:</u>** At the beginning of time, when Turtle Island was still new, a woman chief named Godasiyo ruled over an Indian village next to a large river. Godasiyo [Go-dah-see-yo] was a wise and progressive chief, and people came from all over to live in her village. In those days, all people spoke the same language and lived in harmony and peace. Even when newcomers arrived in the village from far away, they had no trouble understanding the villagers or being understood themselves. Over time, the village grew so large that half the people lived on the north side and half on the south. They spent much time canoeing back and forth across the rapid-flowing river, especially those on the north side, because the council house was on the south side of the river. Some complained about the

	difficulties of crossing the river, and Godasiyo ordered a bridge be built to make transport between the north and south easier for everyone. Shortly after the bridge was built, a white dog appeared in the village and became very attached to Godasiyo, following her everywhere she went. The people on the north side of the river became jealous of the dog and demanded that the chief kill the animal. When she refused, they returned to the north side of the river and destroyed the bridge. Distrust and bad feelings between the people on the two sides of the river grew so much that Godasiyo feared it would lead to war. Not wishing to see brother fight against brother, she proposed moving the south portion of the village up the river to a new home. Almost everyone living on the southern side of the river agreed to join Godasiyo, and they built many canoes for the journey. Two young men built a special vessel for Godasiyo: They fastened two large canoes together with strong poles and built a platform across the canoes for her to sit on, accompanied by her white dog. The flotilla of canoes, led by Godasiyo's vessel, stretched as far as the eye could see along the great river. After paddling a long distance, the voyageurs came to a fork in the river. Some in the flotilla wanted to take the branch on the right, and others wanted to take the one on the left. Unable to agree on which way to go, those on the right turned their canoes up the right-hand channel, while those on the left began paddling up the left-hand channel. And so the people began to separate. The two young men paddling Godasiyo's canoe disagreed as to which way they should go, and they fell into a violent quarrel. The man on the right began paddling toward the right, and the man on the left began paddling toward the left, and so strong were their strokes that Godasiyo's platform slid off its supports and fell into the river, carrying her, her possessions and her white dog with it. The people on both sides of the river tried to rescue their beloved chief, but they could see nothing but fish swimming in the clear waters. The people on the right and the people on the left then tried to talk to each other, but they could not understand each other no matter how they shouted. When Godasiyo drowned in the great river, her people's language changed. This was how it was that the Indians were divided into many nations spreading across America, each of them speaking a different language.
Summarize and Close/Close the Circle	• Each person answers: What are you walking away with today?
Additional Considerations:	
Past Reflections/Lessons Learned	• For a group of older students, you may want to ask a student to volunteer to read the story out loud.

	• Depending on the depth of the discussion, all of the questions may not be discussed during this initial reading. Questions may be reviewed and discussed in further depth in subsequent sessions.

Lesson 4: Godasiyo, the Woman Chief (Oneida) - Group Reading

Anticipated Length:	40 minutes
Cultural Grounding:	Oneida story
Key Thinking Skills:	Collaboration, Focus & Attention, Finding Connections & Relationships
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Lesson	4 Of 17

Learning Objective(s)/Competency	
Students will:	collaboratively read the Godasiyo, the Woman Chief story.
Students will:	discuss their reflections/opinions about the story.
Materials:	
● Sage, abalone shell, & lighter ● Zones of Regulation print-out ● Agenda ● Group norms poster ● Blank paper ● Markers, colored pencils, or crayons	
Procedure: Describe how you will:	

Introduce/Start the Circle	● Entering the circle with respect ● Smudging with respect
Communicate Lesson Objective/Ground the Circle	● Go over agenda ● Check-in: Zone of Regulations ● Briefly review group norms
Teach and Practice Content/Do the Work of the Circle	● Share group name and what it means to create a group name together ● "Godasiyo, the Woman Chief" story from the Oneida tribe ○ Students will receive individual copies of the story and take turns reading aloud as a large group. ■ Before starting, ask students what they remember and what stuck out to them about the story from the previous group. ■ Remind students of some the themes and lessons we shared together last week: ● What is the purpose of the story? What can we learn from this story? ● Some lessons (bring these up if students are stuck): ○ Violence/fighting can at best hurt the people we love; at worst, it can cause us to lose them completely ○ We all belong to one community and there is no use in fighting with each other ○ We need to respect all life, not just humans, but animals (e.g. Godasiyo's dog) ■ Continue questions ● What are different ways we could bring the people from the right and left together again? ● How does this story relate to your life? ● Is there ever a time where you argued with someone that was important to you? What was the result? ● Continue activity: Draw a scene from the story that stood out to you OR draw the tribes living in peace together again ● Share drawings with each other
Summarize and Close/Close the Circle	● Each person answers: What are you walking away with today?
Additional Considerations:	
Past Reflections/Lessons Learned	● Drawing activity is optional; you may want to continue this activity if it was not completed during the previous session

Lesson 5: The Coyote & the Blackbirds (Isleta Pueblo) - Intro/Group Reading

Anticipated Length:	40 minutes
Cultural Grounding:	Isleta Pueblo story, smudging
Key Thinking Skills:	Collaboration, Focus & Attention, Finding Connections & Relationships
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Lesson	5 Of 17

Learning Objective(s)/Competency	
Students will:	build a sense of belonging and connection through a Pueblo tribal story.
Students will:	collaboratively read and discuss “The Coyote and the Blackbirds.”
Materials:	
● Sage, abalone shell, & lighter ● Zones of Regulation print-out ● Agenda ● Group norms poster ● Color-coded/highlighted copies of “The Coyote and the Blackbirds”	
Procedure: Describe how you will:	
Introduce/Start the Circle	● Entering the circle with respect ● Smudging with respect
Communicate Lesson Objective/Ground the Circle	● Reviewing group norms ● Check-in: Zone of Regulations ○ Quick introduction of Zones

	○ Each person selects a feeling/color & briefly describes why
Teach and Practice Content/Do the Work of the Circle	● Share data from pre-survey: When we asked everyone to share their thoughts about the statement: "I have been bullied, disrespected, and/or hurt by the words or actions of others" everybody said they agreed with this statement, which means that everyone in this room has felt bullied or hurt by others at some point. ○ Explain: We want everyone in this group to feel like they belong in this school and amongst each other as Natives, so we want to spend some time talking about bullying, how to stand up to bullying, and how to be good friends to each other and stand united. ○ Ask: How can we collaborate/work together to make sure our group is a place where everyone feels like they belong? **(Collaboration)** ● Reading **"The Coyote and the Blackbirds"** - a Pueblo tribal story (see below) ○ Have students read the story aloud ■ Have enough copies for each student ■ Color-code/highlight parts for each of them to read (give harder/longer parts to stronger readers) ■ Ask: What should you be doing while others are reading out loud? That's right, we should be practicing focus & attention. What difference does it make when you focus on others? **(Focus & Attention)** ● What is the purpose of the story? What can we learn from this story? ○ Potential lessons: ■ Sometimes "friends" are fake and have poor ulterior motives. These poor motives may lead them to do hurtful things. ■ The coyote is often seen as a bad creature who hurts others. Perhaps he hurts others now because he was hurt by creatures that he trusted at one time. "Hurt people hurt people." ■ We all have a choice in how we act and respond to others, even when we've been hurt ● Preview of next session: Next time, will do some activities/discussions related to bullying and this story **<u>THE COYOTE AND THE BLACKBIRDS: (Group reading - color coded)</u>** Source: http://www.sacred-texts.com/nam/sw/pifs/index.htm Once upon a time a Coyote lived near an open wood. As he went to walk one day near the edge of the wood, he heard the Blackbirds (the Indian name means "seeds of the prairie") calling excitedly: "Bring my bag! Bring my bag! It is going to hail!"

	The Coyote, being very curious, came near and saw that they all had buckskin bags to which they were tying lassos, the other ends of which were thrown over the boughs of the trees. Very much surprised, the Coyote came to them and asked: "Blackbird-friends, what are you doing?" "Oh, friend Coyote," they replied, "we are making ourselves ready, for soon there will be a very hard hail-storm, and we do not wish to be pelted to death. We are going to get into these bags and pull ourselves up under the branches, where the hail cannot strike us." "That is very good," said the Coyote, "and I would like to do so, too, if you will let me join you." "Oh, yes! just run home and get a bag and a lasso, and come back here and we will help you." said the Pah-táhn, never smiling. So the Coyote started running for home, and got a large bag and a lasso, and came back to the Blackbirds, who were waiting. They fixed the rope and bag for him, putting the noose around the neck of the bag so that it would be closed tight when the rope was pulled. Then they threw the end of the lasso over a strong branch and said: "Now, friend Coyote, you get into your bag first, for you are so big and heavy that you cannot pull yourself up, and we will have to help you." The Coyote crawled into the bag, and all the Blackbirds taking hold of the rope, pulled with all their might till the bag was swung clear up under the branch. Then they tied the end of the lasso around the tree so the bag could not come down, and ran around picking up all the pebbles they could find. "Mercy! How the hail comes!" they cried excitedly, and began to throw stones at the swinging bag as hard as ever they could. "Mercy!" howled the Coyote, as the pebbles pattered against him. "But this is a terrible storm, Blackbird-friends! It pelts me dreadfully! And how are you getting along?" "It is truly very bad, friend Coyote," they answered, "but you are bigger and stronger than we, and ought to endure it." And they kept pelting him, all the time crying and chattering as if they, too, were suffering greatly from the hail. "Ouch!" yelled the Coyote. "That one hit me very near the eye, friends! I fear this evil storm will kill us all!" "But be brave, friend," called back the Blackbirds. "We keep our hearts, and so should you, for you are much stronger than we." And they pelted him all the harder. So they kept it up until they were too tired to throw any more; and as for the Coyote, he was so bruised and sore that he could hardly move. Then they untied the rope and let the bag slowly to the ground, and loosened the noose at the neck and flew up into the trees with sober faces.

	"Ow!" groaned the Coyote, "I am nearly dead!" And he crawled weeping and groaning from the bag, and began to lick his bruises. But when he looked around and saw the sun shining and the ground dry, and not a hailstone anywhere, he knew that the Blackbirds had given him a trick, and he limped home in a terrible rage, vowing that as soon as ever he got well he would follow and eat the Blackbirds as long as he lived. And ever since, even to this day, he has been following them to eat them, and that is why the Coyote and the Blackbirds are always at war. "Is that so?" cried all the boys in chorus, their eyes shining like coals. "Oh, yes, that is the cause of the war," said old Antonio, gravely. "And now, brother, there is a tail to you," turning to the tall, gray-haired Felipe; and clearing his throat, Felipe begins about the Coyote and the Bear.
Summarize and Close/Close the Circle	● Each person answers: What are you walking away with today?
Additional Considerations:	
Past Reflections/Lessons Learned	● Reading levels can be determined through teacher reports and/or DIBELS/Acadience/other CBM measures ahead of time ● Even if students did not report being bullied, you can communicate the importance of belonging and being kind to one another ● Potential activities for future lessons: ○ Role playing standing up against bullies ○ Draw how this story made you feel ○ Write about how you might relate to this story (If you don't personally relate to it, have you seen it happen to someone else? Write about how that made you feel to witness)

Lesson 6: The Coyote & the Blackbirds (Isleta Pueblo) - Review & Role Play

Anticipated Length:	40 minutes
Cultural Grounding:	Isleta Pueblo story, smudging
Key Thinking Skills:	Collaboration, Focus & Attention, Finding Connections & Relationships
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Lesson	6 Of 17

Learning Objective(s)/Competency	
Students will:	review important lessons from “The Coyote & the Blackbirds.”
Students will:	role play “The Coyote & the Blackbirds.”
Materials:	
● Sage, abalone shell, & lighter ● Zones of Regulation print-out ● Agenda ● Group norms poster ● Sheet ● Cotton balls or crumpled papers	
Procedure: Describe how you will:	
Introduce/Start the Circle	● Entering the circle with respect ● Smudging with respect

Communicate Lesson Objective/Ground the Circle	● Reviewing group norms ● Check-in: Zone of Regulations ○ Quick introduction of Zones ○ Each person selects a feeling/color & briefly describes why
Teach and Practice Content/Do the Work of the Circle	● Introduce or review summarizing with students. ○ Use drawing summaries strategy to practice summarizing. Have students create storyboards (a sequence of pictures depicting the story) when they read which helps them to focus on the main ideas ● Review: Re-read parts of the story (start off with a statement like, "Remember, there was a part where _____. Let's re-read some of that. Follow along as we read it out loud.") ○ Parts to focus on: *(see highlighted parts below)* ■ The blackbirds are telling coyote that they're preparing for a storm & the coyote wants to be a part of it ■ The blackbirds put him inside a bag ■ The blackbirds start hitting him with rocks and saying that it's the hail ■ The blackbirds pretended to be hurt too ■ The coyote was sad when he figured it out it was all a trick and the blackbirds weren't really his friends ● Ask: how did Coyote figure out it was a trick (what were the clues)? ○ Ex: dry ground, no rain ● Ask: What is the purpose of the story? What can we learn from this story? ○ Sometimes "friends" are fake and have poor ulterior motives. These poor motives may lead them to do hurtful things. ○ The coyote is often seen as a bad creature who hurts others. Perhaps he hurts others now because he was hurt by creatures that he trusted at one time. "Hurt people hurt people." ○ We all have a choice in how we act and respond to others, even when we've been hurt ■ Ask: How can we resolve the problems between Coyote and the blackbirds now? ● Activity: Role playing ○ Volunteers needed: ■ One coyote (needs to be vocal) ■ One blackbird that tricks the coyote (needs to be vocal) ■ Three blackbirds that throw the cotton balls/papers ■ Two blackbirds that pretend to be hurt by the hail (crying, saying ouch) ○ Materials needed:

- Sheet
- Cotton balls or crumpled papers

- Rules:
  - Don't throw the cotton balls/papers hard
  - Come up with a safe word for them to stop throwing the cotton balls

<u>THE COYOTE AND THE BLACKBIRDS:</u> (Main parts highlighted)

Once upon a time a Coyote lived near an open wood. As he went to walk one day near the edge of the wood, he heard the Blackbirds (the Indian name means "seeds of the prairie") calling excitedly:
"Bring my bag! Bring my bag! It is going to hail!"

The Coyote, being very curious, came near and saw that they all had buckskin bags to which they were tying lassos, the other ends of which were thrown over the boughs of the trees. Very much surprised, the Coyote came to them and asked: "Blackbird-friends, what are you doing?"

[The blackbirds are telling coyote that they're preparing for a storm & the coyote wants to be a part of it…]
"Oh, friend Coyote," they replied, "we are making ourselves ready, for soon there will be a very hard hail-storm**,** and we do not wish to be pelted to death. We are going to get into these bags and pull ourselves up under the branches, where the hail cannot strike us." **[Remember, we said hail was like a hard, icy version of snow]**

"That is very good," said the Coyote, "and I would like to do so, too, if you will let me join you." **[He thought they were his friends and that they were helping him out]**

"Oh, yes! just run home and get a bag and a lasso, and come back here and we will help you." said the Pah-táhn, never smiling.

So the Coyote started running for home, and got a large bag and a lasso, and came back to the Blackbirds, who were waiting. They fixed the rope and bag for him, putting the noose around the neck of the bag so that it would be closed tight when the rope was pulled.

[The blackbirds put him inside a bag…]
Then they threw the end of the lasso over a strong branch and said: "Now, friend Coyote, you get into your bag first, for you are so big and heavy that you cannot pull yourself up, and we will have to help you."

The Coyote crawled into the bag, and all the Blackbirds taking hold of the rope, pulled with all their might till the bag was swung clear up under the branch.

[The blackbirds start hitting him with rocks and saying that it's the hail…]

	Then they tied the end of the lasso around the tree so the bag could not come down, and ran around picking up all the pebbles they could find. "Mercy! How the hail comes!" they cried excitedly, and began to throw stones at the swinging bag as hard as ever they could. "Mercy!" howled the Coyote, as the pebbles pattered against him. "But this is a terrible storm, Blackbird-friends! It pelts me dreadfully! And how are you getting along?" **[The blackbirds pretended to be hurt too…]** "It is truly very bad, friend Coyote," they answered, "but you are bigger and stronger than we, and ought to endure it." And they kept pelting him, all the time crying and chattering as if they, too, were suffering greatly from the hail. **[So they were making noises and crying to pretend that they were hurt]** "Ouch!" yelled the Coyote. "That one hit me very near the eye, friends! I fear this evil storm will kill us all!" "But be brave, friend," called back the Blackbirds. "We keep our hearts, and so should you, for you are much stronger than we." And they pelted him all the harder. So they kept it up until they were too tired to throw any more; and as for the Coyote, he was so bruised and sore that he could hardly move. Then they untied the rope and let the bag slowly to the ground, and loosened the noose at the neck and flew up into the trees with sober faces. "Ow!" groaned the Coyote, "I am nearly dead!" **[The coyote was sad when he figured it out it was all a trick and the blackbirds weren't really his friends...]** And he crawled weeping and groaning from the bag, and began to lick his bruises. But when he looked around and saw the sun shining and the ground dry, and not a hailstone anywhere, he knew that the Blackbirds had given him a trick, and he limped home in a terrible rage, vowing that as soon as ever he got well he would follow and eat the Blackbirds as long as he lived. And ever since, even to this day, he has been following them to eat them, and that is why the Coyote and the Blackbirds are always at war. "Is that so?" cried all the boys in chorus, their eyes shining like coals. "Oh, yes, that is the cause of the war," said old Antonio, gravely. "And now, brother, there is a tail to you," turning to the tall, gray-haired Felipe; and clearing his throat, Felipe begins about the Coyote and the Bear.
Summarize and Close/Close the Circle	• Go around the circle and say how you will be a good friend to the person next to you
Additional Considerations:	

Past Reflections/Lessons Learned	● For older students, the review may be more of a free-flowing discussion; you may ask a few students to provide their summaries and point out that summarization is a key thinking skill ○ Ask: How does summarizing help you make sense of the story? How does summarizing help others understand the story? Why is it important to pull out certain details, and perhaps not others? **(Summarizing)**

Lesson 7: The Coyote & the Blackbirds (Isleta Pueblo) - Review, Role Play, & Re-Imagine

Anticipated Length:	40 minutes
Cultural Grounding:	Isleta Pueblo story, smudging
Key Thinking Skills:	Collaboration, Focus & Attention, Finding Connections & Relationships
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
Lesson	7 Of 17

Learning Objective(s)/Competency	
Students will:	review important lessons from “The Coyote & the Blackbirds.”
Students will:	re-imagine the ending/future of the story.
Materials:	
● Sage, abalone shell, & lighter ● Zones of Regulation print-out ● Agenda ● Group norms poster ● Sheet ● Cotton balls or crumpled papers	
Procedure: Describe how you will:	
Introduce/Start the Circle	● Entering the circle with respect ● Smudging with respect
Communicate Lesson Objective/Ground the Circle	● Reviewing group norms ● Check-in: Zone of Regulations ○ Quick introduction of Zones ○ Each person selects a feeling/color & briefly describes why

Teach and Practice Content/Do the Work of the Circle	● Introduce or review paraphrasing with students to help review major parts of the story. This will ground students and remind them of what lessons students shared from the story over the past couple of sessions ○ Ask students: What is paraphrasing? Why is it important? ○ Practice paraphrasing together pieces of the story ○ Ask students: How does paraphrasing help you remember what happened? ● Role play*: Assign new positions to students and run through the story before role-playing ● Continue the story of "The Coyote and the Blackbirds" by including the lessons we learned: ○ The story ended with Coyote leaving and vowing revenge and eating all Blackbirds he could in the future. How can we add onto/re-write the story's ending to align with our values as a group? ■ Examples: ■ We have the power to make different choices ■ How can Coyote express his anger and hurt feelings? ■ How can Blackbirds apologize and show remorse?
Summarize and Close/Close the Circle	● Go around the circle and share an example of when you could have made a different choice in school or at home?
Additional Considerations:	
Past Reflections/Lessons Learned	● *Roleplaying again is optional; students in our group wanted to have the chance to try out different roles, so we allowed them to do several rounds of roleplaying

Lesson 8: The Coyote & the Blackbirds (Isleta Pueblo) - Connecting to Life

Anticipated Length:	40 minutes
Cultural Grounding:	Isleta Pueblo story, smudging
Key Thinking Skills:	Collaboration, Focus & Attention, Finding Connections & Relationships
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.ELA-LITERACY.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).
Lesson	8 Of 17

Learning Objective(s)/Competency	
Students will:	review important lessons from “The Coyote & the Blackbirds.”
Students will:	connect the lessons of the story to real life examples through roleplaying.
Materials:	
● Sage, abalone shell, & lighter ● Zones of Regulation print-out ● Agenda ● Group norms poster	
Procedure: Describe how you will:	
Introduce/Start the Circle	● Entering the circle with respect ● Smudging with respect
Communicate Lesson Objective/Ground the Circle	● Reviewing group norms ● Check-in: Zone of Regulations ○ Quick introduction of Zones ○ Each person selects a feeling/color & briefly describes why ● Discuss one high & one low from break*
Teach and Practice Content/Do the Work of the Circle	● Re-grounding the group with “The Coyote and the Blackbirds” story: review of the lessons learned from previous weeks ○ Sometimes “friends” are fake and have poor ulterior motives. These poor motives may lead them to do hurtful things.

	○ The coyote is often seen as a bad creature who hurts others. Perhaps he hurts others now because he was hurt by creatures that he trusted at one time. “Hurt people hurt people.” ○ We all have a choice in how we act and respond to others, even when we’ve been hurt ● Role-play using lessons learned ○ Pair up with a partner to plan for their scenario ■ You’re playing basketball with friends at school when one friend accidently pushes over another friend who falls. The friend who falls gets upset and calls the other person a mean name. You see all of this happen. What do you do? ■ You’re playing Connect Four with friends and trying really hard the entire time when you lose the game at the very end. You’re very upset because you worked so hard, so you yell at your friends. What do you do next? ■ You’re working on a hard math problem at home. You’ve been working on it for more than 5 minutes already but you’re still stuck on it. You ask your mom/dad for help, but they are having trouble helping you. You want to give up. What do you do? ■ Someone in your class keeps picking on you. At recess, he comes up to you and says, “You look so stupid with those glasses.” What do you do? ○ Share role-play and responses to whole group
Summarize and Close/Close the Circle	● Everyone answers: How will you use the lessons learned today in your own life?
Additional Considerations:	
Past Reflections/Lessons Learned	● *Students had just come back from a school break, which is why we checked-in about their break and spent more time reviewing the lessons learned. If this is implemented continuously without a break, the review may not be needed.

Lesson 9: Reflecting on Godasiyo & Coyote Stories

Anticipated Length:	40 minutes
Cultural Grounding:	Oneida & Pueblo/Ohkay Owingeh stories, smudging
Key Thinking Skills:	Collaboration, Focus & Attention, Finding Connections & Relationships
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Lesson	9 Of 17

Learning Objective(s)/Competency	
Students will:	Summarize the activities and lessons learned thus far.
Students will:	find & communicate connections and relationships between the two stories and their own lives.
Materials:	
● Sage, abalone shell, & lighter ● Zones of Regulation print-out ● Agenda ● Group norms poster	
Procedure: Describe how you will:	
Introduce/Start the Circle	● Entering the circle with respect ● Smudge with respect
Communicate Lesson Objective/Ground the Circle	● Review agenda ● Check-in: Zone of Regulations
Teach and Practice Content/Do the Work of the Circle	● Ground students by summarizing our activities and lessons we learned as a group thus far (co-facilitators & students both provide summary) ● Ask: Why is it important for us to summarize all that we have done

	together thus far? What strategies have you learned this semester to help you summarize? ○ Stories: ■ Godisyo, the Woman Chief ■ The Coyote and the Blackbird ○ Activities we did together: ■ Creating group norms ■ Building community through group name ■ Drawing a scene from Godisyo, the Woman Chief story ■ Role play from the Coyote and the Blackbirds story ■ Identifying lessons and morals from stories ■ Applying our lessons: role-play, problem-solving situations ● Sometimes "friends" are fake and have poor ulterior motives. These poor motives may lead them to do hurtful thing ● The coyote is often seen as a bad creature who hurts others. Perhaps he hurts others now because he was hurt by creatures that he trusted at one time. "Hurt people hurt people." ● We all have a choice in how we act and respond to others, even when we've been hurt: Coyote vs. Blackbirds ● Coyote could have used clues to figure out that the blackbirds were lying ● Blackbirds should not have been mean and made friends with Coyote ● Coyote should share that he was hurt and practice forgiveness, even if he doesn't want to be friends with them ● Discuss: What connections can you make between the two stories we've explored so far? How are Godasiyo the Woman Chief and Coyote and the Blackbirds related? How are they different? How do either of these stories relate/connect to your life? **(Finding Connections & Relationships)** ● Reflection: one highlight of our time in group thus far ○ Students will write and/or draw their reflection ○ Share as a large group
Summarize and Close/Close the Circle	● Ask: How can we use the lessons we've learned from our group to help us over winter break?*
Additional Considerations:	
Past Reflections/Lessons Learned	● *This was the last session before winter break, so we spent it reviewing and wrapping up

Lesson 10: When Raven Was Killed (Gwich'in) - Intro

Anticipated Length:	40 minutes
Cultural Grounding:	Gwich'in tribal story, smudging
Key Thinking Skills:	Visualization, Collaboration, Focus & Attention
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Lesson	10 Of 17

Learning Objective(s)/Competency	
Students will:	build an understanding of the connection between people and animals through a Gwich'in story.
Students will:	orally communicate their thoughts and reactions to the story.
Materials:	
● Sage, abalone shell, & lighter ● Zones of Regulation print-out ● Agenda ● Group norms poster	
Procedure: Describe how you will:	
Introduce/Start the Circle	● Entering the circle with respect ● Smudge with respect
Communicate Lesson Objective/Ground the Circle	● Review agenda ● Check-in: Zone of Regulations
Teach and Practice Content/Do the Work of the Circle	● Preview discussion ○ Ask: "What do you already know about ravens?" ○ Ask: "As you read this, we want you to practice visualizing the story. What does it mean to visualize the story?" "That's right, you picture it in your mind." **(Visualization)**

	○ Ask: "We also want you to practice focus & attention. Why is it important to do this when listening to a story? How does it help you?" **(Focus & Attention)** ● Facilitator reads "When Raven Was Killed" (see below) ● Discuss initial thoughts and reactions to the story ○ Ask: "What are your reactions to the story?" "What do you think the message/theme is?" "What questions do you still have?" ■ State: "We love hearing everyone's different perspectives. Some of us see the story in similar ways, and some of us see it in different ways. We're collaborating to come to an understanding of the story and each other's perspectives." ■ Ask: "Why is it important to collaborate with each other? How does it feel to hear a different perspective than your own?" **(Collaboration)** ○ Ask: "What did you visualize as we read the story together? How did visualizing help you understand the story better?" **(Visualization)** ○ Ask: "How did it feel to focus on the story? What did you do to help yourself focus? What difference did it make? Did you do anything differently than you do in the classroom, or at home?" **(Focus & Attention)** **<u>WHEN RAVEN WAS KILLED:</u>** Source: http://www.ankn.uaf.edu/NPE/CulturalAtlases/Yupiaq/Marshall/raven/WhenRavenWasKilled.html Raven had played so many tricks on mankind for so long that one day a great chief decided to kill him. The chief invited Raven to visit him and when the black bird wasn't watching, he quickly threw him into a large skin bag which he tied tightly shut so that the troublesome bird would not escape. Then, with the large bag over his shoulder, the man began to climb a very high and steep mountain which was close by the village. It was very dark inside of the skin bag so Raven could not see anything. He asked the man what he was doing, but the chief ignored him. As the chief climbed higher and higher, Raven spoke out again. "Where are you taking me?" he asked. The chief just kept on climbing. "I can tell that you are climbing a mountain," insisted Raven. "Why are you carrying me there? What are you going to do to me?" The man ignored him still and continued to climb. Raven warned the chief that he would be sorry if he killed him, saying that bad things would befall his people. When the chief was on top of the mountain he threw the bag with the Raven over the side. As it fell, it struck the side of the steep cliff and ripped open.

	Raven was torn to pieces by the jagged rocks as he crashed to the ground far below. The chief had killed Raven! When the chief returned to his village, he showed the people the pieces of Raven so that they knew what he had done. All of the men called him a great chief for killing the mischievous trickster. For several days the villagers were happy and they celebrated. Finally, though, some people started to notice that all of the water was gone. They went to the river, but it was dry. They went to a lake, but it was empty. There was no water to be found! Then the people began to get thirsty. They knew that they could not live long without water. The people asked why the water had vanished and a shaman told them that it was gone because the chief had killed the Raven. Now the villagers were not happy that Raven was dead and they wanted him back before everyone died. The shaman told the chief that he had to put Raven back together. The chief took all of the pieces of the dead bird and put them together again. When he was finished Raven came back to life! He jumped up and started to fly away, but he first asked the chief why he had brought him back to life. "All of the water has gone," the chief replied, "and only you can return it." Raven flew up higher and then spoke to the man, "Look around you, there is water everywhere." The chief turned and saw that the lake was full and that the river ran deep and fast again. As Raven disappeared in the distance, the chief promised never to try to kill Raven again. Because of his powers and role in their heritage, Natives do not kill ravens.
Summarize and Close/Close the Circle	● Have each student go around the circle and answer, “What question(s) do you still have about the story? What are you wondering about?”
Additional Considerations:	
Past Reflections/Lessons Learned	● Ideas that past students came up with re: themes/things that stood out ○ Raven = Gwich’in bird ○ Maybe the water was there the whole time but the Raven played a mind trick on them ○ Raven died because he fell down, and the water was gone because they were dancing all over the Raven’s body ○ The Raven’s body was magic and they hallucinated ● Questions that the students came up with (to incorporate into future lessons) ○ How did they put the raven back together? ○ Why did the raven do tricks on people? ○ How did the guy trip? What was he tripping on? ○ How does the raven get into the mind? ○ How did the raven forgive the people for killing him? ○ If they were hallucinating, what if they went in the lake and there was water but they couldn’t see it? ○ Why didn’t the bird just fly away?

	○ How did it break into pieces?

Lesson 11: When Raven Was Killed (Gwich'in) - Small & Large Group Collaboration

Anticipated Length:	40 minutes
Cultural Grounding:	Gwich'in tribal story, smudging
Key Thinking Skills:	Collaboration, Focus & Attention, Inferring
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Lesson	11 Of 17

Learning Objective(s)/Competency	
Students will:	make inferences about the Gwich'in story.
Students will:	collaborate through small and large group discussions in order to better understand the Gwich'in story and learn new perspectives.
Materials:	
• Sage, abalone shell, & lighter • Zones of Regulation print-out • Agenda • Group norms poster • Butcher paper with questions written out for each group	
Procedure: Describe how you will:	
Introduce/Start the Circle	• Entering the circle with respect • Smudge with respect
Communicate Lesson Objective/Ground the Circle	• Review agenda • Check-in: Zone of Regulations

Teach and Practice Content/Do the Work of the Circle	● Re-read the "When Raven Was Killed" story to everyone (to refresh their memory); you may want to have a student volunteer to read depending on their comfort level ○ Ask: "What will you do to ensure that you're focusing and attending to the story?" What difference will it make? What helps you to focus? **(Focus & Attention)** ● Break the group into two even teams & instruct them to brainstorm/hypothesize answers to 4 questions on butcher paper. Assign a note taker* for each group. ○ Group 1 answers the following questions together: ■ Why did the raven do tricks on people? ■ How did the guy trip? What was he tripping on? ■ How does the raven get into the mind? ■ How did they put the raven back together? ○ Group 2 answers the following questions together: ■ Why didn't the bird just fly away? ■ How did it break into pieces? ■ If they were hallucinating, what if they went in the lake and there was water but they couldn't see it? ■ How did the raven forgive the people for killing him? ● Come back as a cohesive group and have students share their answers to each question. Emphasize that there are no right or wrong answers, and that everyone's ideas/interpretations are welcomed. ○ When discussing ideas, ask: "Can you explain your thinking? How did you arrive at that conclusion? Is there another conclusion that's possible? What clues helped you come to that conclusion?" **(Inferring)** ■ Share: together we just made inferences. Inferences allow us to draw conclusions based on information considered true. Why is making inferences important as we read or listen to stories? ○ Ask: "How did it feel collaborating in your small groups? What new perspectives did you gain from collaborating? How does it feel collaborating as a big group? How did you attempt to make everyone feel heard and valued? Is your thinking changing as a result of your collaboration?" **(Collaboration)**
Summarize and Close/Close the Circle	● Have each student answer, "Who helped you learn something today? What was it that they helped you learn?"
Additional Considerations:	
Past Reflections/Lessons Learned	● *Past students decided to rotate between the recorder role instead of just having one recorder! This is a great idea and another way to encourage collaboration. ● The questions listed in this plan were questions the students came up with. You can tailor the questions based on student input during the intro session. ● Since our group was small, we did two groups. For larger groups (e.g. classrooms), split students into more groups.

Lesson 12: When Raven Was Killed (Gwich'in) - Purpose of Storytelling & Lessons Learned

Anticipated Length:	40 minutes
Cultural Grounding:	Gwich'in tribal story, smudging
Key Thinking Skills:	Comparing, Inferences
Common Core Standards:	CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Lesson	12 Of 17

Learning Objective(s)/Competency	
Students will:	discuss the importance and purpose of storytelling in Native/Indigenous cultures.
Students will:	discuss the lessons of the story "When Raven Was Killed" by reviewing the key ideas, referring to details and examples, determining the theme, and explaining the text
Materials:	
• Sage, abalone shell, & lighter • Zones of Regulation print-out • Agenda • Group norms poster	
Procedure: Describe how you will:	

Introduce/Start the Circle	• Entering the circle with respect • Smudge with respect
Communicate Lesson Objective/Ground the Circle	• Review agenda • Check-in: Zone of Regulations
Teach and Practice Content/Do the Work of the Circle	• Reground what it means to tell a story & why we do storytelling in our group* • Tell students, "We want to take a step back and talk about why we tell stories in group, as some of you are new to the group, and some of you had questions about last week's story." ○ Ask students, "***Why*** do we tell stories, specifically in Native/Indigenous cultures?" ○ Possible discussions: ■ Talk about how in the story, the raven was put back together & either made the water really disappear or made the people hallucinate. Ask students, "Do you think that there are some things science can't explain? If so, do you have any ideas or examples?" ■ "What are your tribe/culture's beliefs about stories? For example, if there is a creation story in, does your community take this for face value? What meaning do they derive from the creation stories?" ■ "How are the storytelling traditions/ideas of your peers similar/different from your tribe's?" **(Comparing)** ○ Show students YouTube video about Native American storytelling ■ "What did you learn from this video?" ■ What connections can you make between this video and what we talked about with the raven? ■ Why is storytelling important to future generations? • Facilitate a discussion around the question, "What were the lessons of the raven story?" ○ If needed, prompt with these lessons: ■ We are all a part of an interdependent community. Just because someone is bad or a "trickster" does not mean they deserve to die. Their death can have a rippling effect in the community. ■ "Bad" people/beings (as we perceive them to be) may have strengths/assets too (e.g. the raven was the source of water in the community). ○ Let's think back to what we talked about with inferences. Who can explain in their own words what an inference is? Why is it important to make inferences when we read? ○ "Can you explain your thinking? How did you arrive at that conclusion? Is there another conclusion that's possible? What clues helped you come to that conclusion?" **(Inferring)**

Summarize and Close/Close the Circle	● Preview future sessions: ○ Tell the students that in future sessions, we will prepare for roleplaying with props (like a puppet show) ○ We want students to fill the following roles: narrator (will need to memorize the story), chief (will need to memorize lines), raven (will need to memorize lines), prop makers, and researchers (who will research cultural elements of the story to help teach the group) ● Ask students to think about what role they might be interested in the future
Additional Considerations:	
Past Reflections/Lessons Learned	● *We decided to revisit this because the students asked some questions about the validity/realism of the story. Some students were confused about how the raven could be put back together, how the raven could make people hallucinate, etc. This discussion may be adapted and/or reviewed prior to delving into the Raven story (during the intro session).

Lesson 13: When Raven Was Killed (Gwich'in) - Choose Roles

Anticipated Length:	40 minutes			
Cultural Grounding:	Gwich'in tribal story, smudging			
Key Thinking Skills:	Focus & Attention, Collaboration			
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.			
Lesson	13	Of	17	

Learning Objective(s)/Competency	
Students will:	review the key ideas from "When Raven Was Killed" in preparation for future roleplaying
Students will:	explain which role they would like to play for future roleplaying.
Materials:	
● Sage, abalone shell, & lighter ● Zones of Regulation print-out ● Agenda ● Group norms poster ● Copies of "When Raven Was Killed" for each student	
Procedure: Describe how you will:	
Introduce/Start the Circle	● Entering the circle with respect ● Smudge with respect
Communicate Lesson Objective/Ground the Circle	● Review agenda ● Check-in: Zone of Regulations
Teach and Practice Content/Do the Work of the Circle	● Summarize what the group shared about the purpose of storytelling to help ground students: ○ General themes from past students: ■ To learn about our culture, the past, and how life used to be for our people ■ To pass on knowledge about our culture to future generations ■ To gain power and feel the energy of the storyteller ● Explain the roles: ○ Narrator - Will need to memorize the entire story and tell the

	story as it goes along, pausing for when the characters speak ○ Chief - Will need to memorize their lines and say them with expression ○ Raven - Will need to memorize their lines and say them with expression ○ Tribal people - Will need to come up with a line to express their feelings about the water being gone ○ Prop maker(s) - Will need to make "puppets"/props out of popsicle sticks and paper ○ Researcher(s) - Will need to research Gwich'in culture, cultural aspects of the story, why the raven is known as a trickster, why oral traditions are important, etc. (e.g. "shaman") and explain it at the beginning of the story ● Re-read the "When Raven Was Killed" story to everyone: each student will have a copy. Tell the students to think about what role they want when they're listening. ● Choose roles for role-playing next week: explain how each role is important to the story. ○ Students will individually tell a facilitator the role they want and why
Summarize and Close/Close the Circle	● Affirm students' engagement, participation, and meaningful participation by sharing something positive about each student.
Additional Considerations:	
Past Reflections/Lessons Learned	● You may have students choose 3 preferred roles in order of preference. This can help with assigning roles especially if multiple students want the same role.

Lesson 14: When Raven Was Killed (Gwich'in) - Intro to Roles

Anticipated Length:	40 minutes			
Cultural Grounding:	Gwich'in tribal story, smudging			
Key Thinking Skills:	Focus & Attention, Collaboration			
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.			
Lesson	14	Of	17	

Learning Objective(s)/Competency	
Students will:	determine what they need to prepare/work on for their roles.
Students will:	begin working on their roles independently or in groups (depending).
Materials:	
● Sage, abalone shell, & lighter ● Zones of Regulation print-out ● Agenda ● Group norms poster ● Poster listing purposes of storytelling ● Copies of "When Raven Was Killed" for each student ● See more materials below	
Procedure: Describe how you will:	
Introduce/Start the Circle	● Entering the circle with respect ● Smudge with respect
Communicate Lesson Objective/Ground the Circle	● Review agenda ● Check-in: Zone of Regulations
Teach and Practice Content/Do the Work of the Circle	● Reminder of the general themes/purposes of storytelling from students (display poster paper for students' reference) ○ To learn about our culture, the past, and how life used to be for our people ○ To pass on knowledge about our culture to future generations ○ To gain power and feel the energy of the storyteller role ● Share role assignments (have roles already determined, announce names with each role): ○ Narrator - Will need to memorize the entire story and tell the story as it goes along, pausing for when the characters speak ■ Materials: story, highlighters, and pens for annotation

	○ Chief - Will need to memorize their lines and say them with expression ■ Materials: story, highlighters, and pens for annotation ○ Raven - Will need to memorize their lines and say them with expression ■ Materials: story, highlighters, and pens for annotation ○ Tribal person(s) - Will need to come up with a line to express their feelings about the water being gone ■ Materials: story, highlighter, and pens for annotation ○ Prop maker(s) - Will need to make "puppets"/props out of popsicle sticks and paper ■ Materials: story, construction paper, markers, glue, scissors, popsicle sticks, an computer for research ○ Researcher(s) - Will need to research Gwich'in culture, cultural aspects of the story, why the raven is known as a trickster, why oral traditions are important, etc. (e.g. "shaman") and explain it at the beginning of the story ■ Materials: story, highlighter, and pens for annotation, computer for research ● Group work: ○ Split up students by their role in different areas of the room and provide the necessary materials. ○ Remind each area of their roles' responsibilities and where to start. Facilitators will rotate between the different areas and help guide students.
Summarize and Close/Close the Circle	● Reminder of the Circle of Courage Model: ask students how they think sense of belonging is related to the Raven Story. ○ Discuss how the story is meant to foster a sense of belonging (among the students, different tribes, and animals)
Additional Considerations:	
Past Reflections/Lessons Learned	● Depending on age of students, materials may/may not already be selected and given to each student/group; for older students, having them choose necessary materials independently is a good opportunity to practice planning skills ● See below for role slips/checklists that may be helpful to help keep students on track ○ If you have more time, you can adapt the lesson plan to have them come up with their own checklists & mediate their planning thinking skills

Narrator

Role: Will need to memorize the entire story and tell the story as it goes along, pausing for when the characters speak

Materials: story, highlighters, and pens for annotation

To do:

- ❏ Highlight your parts
- ❏ Mark parts that you want to put more expression into
- ❏ Ask if you have any questions!
- ❏ Practice your parts over and over again out loud until you memorize them
    - ❏ Practice at home every day!
- ❏ Practice your part along with the characters (chief, raven, tribal person) so you get a good flow
    - ❏ Practice at recess :)

Chief

Role: Will need to memorize their lines and say them with expression

Materials: story, highlighters, and pens for annotation

To do:

- ❏ Highlight your parts
- ❏ Ask if you have any questions!
- ❏ Practice your parts over and over again out loud until you memorize them
    - ❏ Practice at home every day!
- ❏ Practice your part along with the characters (chief, raven, tribal person) so you get a good flow
    - ❏ Practice at recess :)

Raven

Role: Will need to memorize their lines and say them with expression

Materials: story, highlighters, and pens for annotation

To do:

- ❏ Highlight your parts
- ❏ Ask if you have any questions!
- ❏ Practice your parts over and over again out loud until you memorize them
    - ❏ Practice at home every day!
- ❏ Practice your part along with the characters (chief, raven, tribal person) so you get a good flow
    - ❏ Practice at recess :)

Tribal persons

Role: Will need to come up with a line to express their feelings about the water being gone

Materials: story, highlighter, and pens for annotation

To do:

- ❏ Figure out where you need to speak
- ❏ Come up with a couple lines together
- ❏ Ask if you have any questions!
- ❏ Practice your parts over and over again out loud until you memorize them

        - ❏ Practice at home every day!
- ❏ Practice your part along with the characters (chief, raven, tribal person) so you get a good flow
    - ❏ Practice at recess :)

Prop makers

Role: Will need to make “puppets”/props out of popsicle sticks and paper
Materials: story, construction paper, markers, glue, scissors, popsicle sticks, an computer for research

To do:

- ❏ Make a list of all the characters/scenes/nature props you need to make
- ❏ Figure out what materials you need to make the props
- ❏ Make the props together
- ❏ Ask if you have any questions!

Researcher(s)

Role: Will need to research Gwich’in culture, cultural aspects of the story, why oral traditions are important, etc. and explain it at the beginning of the story

Materials: story, highlighter, and pens for annotation, computer for research

To do:

- ❏ Research Gwich’in culture
- ❏ Research cultural aspects of the story
    - ❏ For example, research what a “shaman” is and why they are important
- ❏ Research why the raven is known as a trickster in Gwich’in culture
- ❏ Research why oral traditions are important in Native American culture
- ❏ Write up a speech about all of this to say in the beginning of the play
- ❏ Ask if you have any questions!

Lesson 15: When Raven Was Killed (Gwich'in) - Practice Our Roles

Anticipated Length:	40 minutes
Cultural Grounding:	Gwich'in tribal story, smudging
Key Thinking Skills:	Focus & Attention, Collaboration, Goal Setting, Planning, Visualizing, Systematic Search, Multiple Sources of Info, Ordering/Grouping/Categorizing, Finding Connections & Relationships
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
Lesson	15 Of 17

Learning Objective(s)/Competency	
Students will:	practice their roles.
Students will:	understand how thinking skills help them accomplish their roles.
Materials:	
● Sage, abalone shell, & lighter ● Zones of Regulation print-out ● Agenda ● Group norms poster ● Materials for each of the roles (see previous lesson plan #14)	
Procedure: Describe how you will:	
Introduce/Start the Circle	● Entering the circle with respect ● Smudge with respect
Communicate Lesson Objective/Ground the Circle	● Review agenda ● Check-in: Zone of Regulations
Teach and Practice Content/Do the Work of the Circle	● Remind students of their roles ● Solicit any questions about roles before breaking up ● Group work: ○ Split up students by their role in different areas of the room and provide the necessary materials. ■ Take some students into the library to practice in a quieter space ○ Remind each area of their roles' responsibilities and where to start. Facilitators will rotate between the different areas and help guide students. ● While rotating and supporting students, here are some thinking skills prompts:

	○ Speakers (narrator, chief, raven, tribal people) ■ What's our goal here? **(Goal Setting)** → Prompt students to work towards the goal of memorizing lines, saying them with expression ■ Ok, to make a goal happen we need to have a plan. Do you have a plan for how you'll memorize these lines? If not, let's make one and see what difference it makes. **(Planning)** ■ How will planning help you accomplish your goal of memorizing these lines? **(Planning)** ■ After practicing lines a few times: What do you think about your performance/how you did saying your lines? What's something you're thrilled with, and one thing you'd like to work on more? ○ Prop makers ■ Let's talk about your goal, what do you want to accomplish? What props do you need to make? Is there a certain way you want them to look? **(Goal Setting)** ■ Ok, to make a goal happen we need to have a plan. Do you have a plan for how you'll make all of these props? If not, let's make one and see what difference it makes. **(Planning)** ■ Before you make the props, can you picture what they'll look like? **(Visualizing)** ○ Researchers ■ Let's use a system… where should we start looking for information? And then? What strategies would help us gather the information we need? What clues could help you find what you need? **(Systematic Search)** ■ How are you organizing your information? How will this help you put your speech together? What order should the information go in? Which category does this information fall under? **(Ordering, Grouping, and Categorizing)** ■ What information here would be useful? What else do we need to think about? What else do you see? **(Multiple Sources of Information)** ■ What connections can you make? Let me help you connect this new knowledge to something you already know so you can make better meaning of it. **(Finding Connections & Relationships)** ○ All ■ Are you listening to each other's ideas? Are you contributing to the ideas of the group? **(Collaboration)**
Summarize and Close/Close the Circle	● Ask all students: How did you feel working with others to put this role play together? **(Collaboration)**

Additional Considerations:	
Past Reflections/Lessons Learned	● Students who are memorizing lines needed the most help in the past (figuring out how to memorize, practicing lines) ● Prop makers and researchers tended to be more independent, but still can use support and inquiry

Lesson 16: When Raven Was Killed (Gwich'in) - Finalize Our Roles

Anticipated Length:	40 minutes
Cultural Grounding:	Gwich'in tribal story, smudging
Key Thinking Skills:	Focus & Attention, Collaboration
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
Lesson	16 Of 17

Learning Objective(s)/Competency	
Students will:	finalize their roles (i.e. final practice of lines, finish up props, complete speech).
Students will:	communicate any needs related to finalizing their roles.
Materials:	
● Sage, abalone shell, & lighter ● Zones of Regulation print-out ● Agenda ● Group norms poster ● Materials for each of the roles (see previous lesson plan #14)	
Procedure: Describe how you will:	
Introduce/Start the Circle	● Entering the circle with respect ● Smudge with respect
Communicate Lesson Objective/Ground the Circle	● Review agenda ● Check-in: Zone of Regulations
Teach and Practice Content/Do the Work of the Circle	● Remind everyone of their roles ● Split into groups & allow them to practice/finalize their work ○ Story/lines group: ■ Ask them how they're feeling about their roles ● Emphasize the importance of oral tradition ● How are you doing with memorizing the roles? ● What are you having success with? What are you having trouble with? ● What do you need help with? ○ Prop group ■ How are you guys doing? Do you need help with anything? What other materials do you need?

	○ Research group ■ How are you guys doing? Can you share the document with me? What are you struggling with?
Summarize and Close/Close the Circle	● Discuss: Who wants to share with other Native groups, or classrooms, or parents?
Additional Considerations:	
Past Reflections/Lessons Learned	● This may be expanded into several sessions if they need more time to finalize their roles ● We also had students practice/work on their roles at home; if this is a possibility, this may cut down on time needed to work on roles in the group

Lesson 17: When Raven Was Killed (Gwich'in) - Present Our Story

Anticipated Length:	20 minutes
Cultural Grounding:	Gwich'in tribal story, smudging
Key Thinking Skills:	Collaboration
Common Core Standards:	CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Lesson	17 Of 17

Learning Objective(s)/Competency	
Students will:	perform "When Raven Was Killed" for an audience.
Students will:	demonstrate the integration of their thinking skills in each of their roles.
Materials:	
• Props for story • Scripts for students (if they have not memorized their lines)	
Procedure: Describe how you will:	
Introduce/Start the Circle	• Entering the circle with respect • Smudge with respect
Communicate Lesson Objective/Ground the Circle	• Welcome audience, thank them for attending the performance & praise students' hard work for the past few weeks preparing for the roles
Teach and Practice Content/Do the Work of the Circle	• Students perform!
Summarize and Close/Close the Circle	• Allow audience to provide any comments
Additional Considerations:	
Past Reflections/Lessons Learned	• This may be done for other Native groups, classrooms, parents, etc. • In the past, our students wanted to perform this for their parents at our intergenerational brunch.