

Académie de la Guadeloupe

Section Internationale AMERICAINE 2022/2023

6^{ème} SI Collège Soualiga/Teacher Cherasco Ayassamipoullé

Séquence 2



NATIVE AMERICAN HERITAGE MONTH

Lesson Plan:

(pexels.com)

Resources:

[Native American Mythology - History for Kids](#)

[UNIT 3-Native American Indian Storytelling \(worldsalmoncouncil.org\)](#)

[How to Teach Direct and Indirect Speech - The Classroom](#)

[What is Personification — Definition and Examples for Writers \(studiobinder.com\)](#)

Browse Google Royalty-free images of :

- Pocahontas the real and the cartoon character
- Native American garments and symbols

Videos:

Thanksgiving for kids the history of Thanksgiving:

<https://www.youtube.com/watch?v=3URXjHMQsUA>

Listen to a legend:

<https://www.youtube.com/watch?v=lpWd6iUCf7g>

Native American heritage day for kids twinkl video:

<https://www.youtube.com/watch?v=QXBNCX4Och8>

The President pardons the Turkey:

<https://www.youtube.com/watch?v=8hCiqV-AsLQ>

Legends/Tales on:

[Native American Folk Tales | Fairytalez.com](#)

The 5 legends/tales we worked on were :

[The Fox and the Mice | Elizabeth Willis De Huff \(fairytalez.com\)](#)

[White Corn and Her Sons Fire | Elizabeth Willis De Huff \(fairytalez.com\)](#)

[The Fox and the Indians | Elizabeth Willis De Huff \(fairytalez.com\)](#)

[The Little Boy Who Was Changed Into an Owl | Elizabeth Willis De Huff \(fairytalez.com\)](#)

[The Bee and the Fox | Elizabeth Willis De Huff \(fairytalez.com\)](#)

Duration/6 weeks (4 hours per week)

OBJECTIVES :

- Students are introduced to legends, story-telling and the transition from oral to written expression through the Native American culture as their new object of study.
- Cultural immersion aims at destroying the stereotype of the “Indians” and the “cowboys” that are presented to them in television programs or through other media.
- Themes like colonization, recognition, the tradition of Thanksgiving and the founding of the USA Nation as we know it today is a logical continuation to the first introductory sequence.

Skills, language and communication activities :

- Listening :Watch videos/Listen to a story being told
- Speaking : express yourself alone or through interaction/read//tell a story in front of an audience
- Reading : read a legend
- Writing : write your own legend
- Grammar :3rd person present tense/past tense/indirect speech vs direct speech
- Vocabulary : symbols/clothes/speech figures
- Literature : the legend as the second genre we will study this year
- Culture: Discover Native American culture/ learn lessons from legends: different ways of resolving problems/how good behavior vs bad behavior are either rewarded or punished through the symbolism of “the moral at the end of the story”



<https://www.flickr.com/photos/28601488@N05/3480022153>

WEEK 1:

FIRST CLASS 2HRS

ANTICIPATING :

- Project a picture of Pocahontas from the Disney animation movie and wait for students' reactions
- Note their remarks on what they see on the board as single words or short expressions
- With this, have students make suppositions on what we will be studying in the sequence: The story of Pocahontas? We will watch a Disney movie? She is "Indian" GUIDE them to the Right answer by giving them the title of the new sequence as an acronym: N. A. H. M. and have them guess the words the letters stand for. Native American Heritage Month= is in November
- Give students time to copy their brainstorming on their notebooks
- **HOMEWORK: Students must memorize words of the brainstorming and be able to describe the picture from memory using correct vocabulary (canoe/traditional clothing/ skin garments/tribal tattoo/river/forest/brown red skin/to paddle etc...)**

Activity 2 :

Ask students: What is an important celebration that American people have at the end of November?

Most will say Thanksgiving. Ask briefly what they know about Thanksgiving. Most will refer to the food and family gathering.

Write THANKS GIVING on the board as 2 distinct words and have students think about it and explain:

Make suppositions about why that celebration is called like that.

Activity 3:

Watch a video: THANKSGIVING FOR KIDS/HISTORY OF THANKSGIVING:

<https://www.youtube.com/watch?v=3URXjHMQsUA>

And take notes on important facts you discover about THANKSGIVING

- 1) Note names and dates
 - 2) Write down typical food the video mentions
 - 3) Note new information that you didn't know about
- Correct activity with students by taking their answers and building a summary of the video in the form of notes

Now students see the link between Thanksgiving and Native Americans!

HOMEWORK : Announce TEST: learn the lesson: Quiz on the video

NEXT CLASS 2HRS:

- ORAL questions to check vocabulary and description of Pocahontas picture.
- GIVE TEST: Quiz with questions and vocabulary. Mark on 10. Correct straight away.

ACTIVITY 1 : THANKSGIVING ANG GRATITUDE

- 1) Give the definition of Gratitude: “The feeling of being grateful and wanting to express your thanks” Oxford Dictionary
- 2) Find 5 things you are grateful for: Distribute an empty chart sample and ask students to fill each column with one idea.
- 3) How to introduce your “gratitude”?
Ask students how they would express and write a **list of expressions:**
I’m grateful for/I’m thankful for/I’m happy for/I’m glad I have/I’d like to say thank you for/I will never forget how.../I will forever remember when.../I know I could never return the favor but.../I could never pay back for...but...
- 4) Give students time to fill in their chart then correct on the board with ideas from everyone, ask them to complete their chart with other students’ ideas as well.

HOMEWORK: LEARN THE EXPRESSIONS TO INTRODUCE GRATITUDES AND LEARN THE CHART WITH EXAMPLES OF WHAT SOMEONE CAN BE GRATEFUL FOR Announce TEST with empty chart to fill in.

ACTIVITY 2 :

Quotes on gratitude: Look for short and simple quotes on gratitude. Write them on the board and have students copy them and pick the one that they like the most and ask them to learn it by heart for next class. (Copying them all train their memory)

Then have a class discussion about what the quotes mean and why did they choose that one over another. Install oral interaction STUDENTS/STUDENTS asking others more personal.

HOMEWORK : Learn your quote by heart, you will have to come and say in at the board for next class it will be marked as an oral grade.

Bring pink sticky notes/black markers/bluetack and a black poster to build our class gratitude wolf face poster

Why having a lesson on gratitude? Teenagers by definition are mostly ungrateful and unsatisfied. This lesson forces them to open their eyes on how privileged they are in certain matters even if life is perfect for nobody. It also develops oral expression of feelings which is also something difficult for teens.

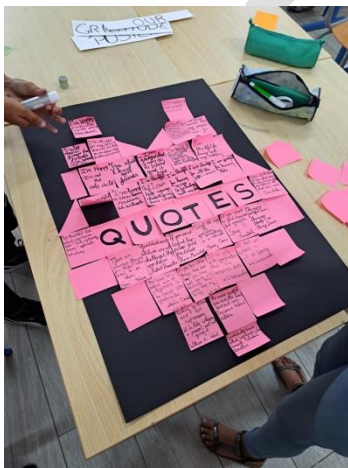
WEEK 2 :

FIRST CLASS 2HRS

- Give back marked quiz tests
- Give empty chart as a test
- Have students go to the board to say their quotes and mark

ACTIVITY 1 :

- POSTER MAKING: have students write their quote and their personal gratitude on 2 sticky notes and build poster together, then put poster on the classroom's wall.



The wolf face will be discussed

Later in the lesson plan when it will come to the symbolism of animals in Native American culture and story telling.

Homework: webquest= find a definition of these 3 terms: MYTH/LEGEND/STORYTELLING

NEXT CLASS 2HRS:

-Give back charts corrected and marked

Activity 1 :

Correction of the web quest: write students answers for “myth” “legend” “story-telling”

----→ Give examples of myths or legends you know thanks to the definition: write students' answers on the board and have them copy the list. Discuss why they are myths or legend and what the difference is.

<https://www.mometrix.com/academy/myth-legend-and-tall-tale/#:~:text=Myths%20are%20stories%20that%20are,a%20few%20facts%20dramatically%20changed.> = simple definition of myth, legend, tale, fable.

Native American stories are somehow myths, legends, tales and fables at the same time!

****Remind students the definition of PERSONIFICATION = give simple definition****

What is personification?

Personification is a literary device that gives human characteristics to nonhuman things or inanimate objects. The nonhuman things can be animals, objects, or even a concept. The human characteristics given to these things can be emotions, behaviors, or actions that bring nonhuman things to life.

[What is Personification — Definition and Examples for Writers \(studiobinder.com\)](#)

Activity 2:

Discover Native American legends/Read a legend and discover its specific features

Work in group and fill in the chart about YOUR legend.

TEAM WORK: split the class in Five groups of 4/5 students

Distribute one copy of the legend per student (each group has a different text to work with)

Legends chosen:

- 1) The little boy who was changed into an owl
- 2) The fox and the mice
- 3) White Corn and her sons fire
- 4) The fox and the Indians
- 5) The bee and the fox

- HOMEWORK : finish filling the chart and get ready to present your results in front of the other groups next class

WEEK 3 :

FIRST CLASS 2HRS

Correction of the charts: each group passes and gives their data: the rest of the class notes down on their notebook while teacher fills in chart on the board with students' information.

HOMEWORK: learn the legends' chart! TEST! Students will have to fill in a partly guided chart with information seen in class.

NEXT CLASS 2HRS

- Give back corrected tests
- Activity : Animals and symbols meanings in Native American culture
Type a document based on: (or other sources)
<https://www.warpaths2peacepipes.com/native-american-symbols/list-of-symbols.htm>
<https://www.warpaths2peacepipes.com/native-american-symbols/animal-symbols.htm>

Read and discuss with students, explain meanings and difficult notions. Come back on the shape of the gratitude poster with the meaning of the wolf face!!! Discuss.

- Activity 2: LISTEN TO A LEGEND <https://www.youtube.com/watch?v=lpWd6iUCf7g>
COYOTE a trickster tale read aloud
 - a) Have students take notes using the same chart
 - b) Correct
 - c) Talk about of **USE OF VOICE** when story-telling : give students these advice for their future performance:

Performance skills

Remember to...

- vary the volume, pitch and tempo of your voice (enunciate clearly and exaggerate expression)
- use your face, body and gestures (let your body speak)
- make your body and face respond to the tale
- have a clear focus and maintain concentration
- maintain engaging eye contact with the audience/ individual listeners
- create a charismatic presence (make the audience believe in you)
- use different, exaggerated character voices
- use your space/ be dynamic
- remember to pace yourself
- always remember to regain your style as a narrator
- use silence and pauses to add dramatic effect

<https://www.teachingenglish.org.uk/professional-development/teachers/managing-resources/articles/storytelling-benefits-and-tips>

-Activity 3: Following the chart information, start to build the FRAME of your own legend (select characters, plot, tricks, moral/lesson of the story etc...)

HOMEWORK: continue writing your legend at home and fill in the chart as well.

WEEK 4 :

FIRST CLASS 2HRS : finishing the writing and last review of the final production

- Go through legends with students, have them read aloud what they wrote and give advice. Most of the students will have difficulties with choosing a Native American typical animal and twist the plot. Give them time in class to finish writing, ask questions, search for vocabulary (have dictionaries ready to use)

HOMEWORK: Computer type your legend (final corrected version) and legend features chart Get ready to story tell in front of the class, and handle your 2 papers to the teacher to be marked.

NEXT CLASS 2HRS

- Storytelling session! Students tell their story in front of the class and are marked. (Use an oral grid with specific expectations summarizing the points studied all along the sequence)
- Pick up stories and charts to mark them

WEEK 5 :

FIRST CLASS 2HRS

- Give back stories and charts corrected and marked

ACTIVITY 1 :

- Watch a video “Native American Heritage Day for kids” Twinkle USA
<https://www.youtube.com/watch?v=QXBNCX4Och8>
And take notes
- Correct with students and write lesson as a summary

ACTIVITY 2: Destroy the stereotypes and understand culture

Analyze a few stereotypes and explain their real meaning

First, give the definition of a **STEREOTYPE**

“A set idea that people have about what someone or something is like, especially an idea that is wrong »

<https://dictionary.cambridge.org/dictionary/english/stereotype>

-Then ask students what is the typical “Indian” for them as they see him in movies or media.

-Make researches prior to class with explanations for these objects of way of life in order to write lesson and give real meaning.

We selected 6: FEATHERS/PEACE PIPE/SMOKE SIGNALS/THE FLUTE/THE TEEPEE/THE DREAM CATCHER.

- Introduce students with the numerous tribes and give names, examples of different habits each tribe has.

HOMEWORK: Announce MCQ quiz on the symbols, animals and stereotypes! LEARN!

NEXT CLASS 2HRS

-Give test + correct

WEEK 6:

FIRST CLASS 2HRS

-Watch animated movie Pocahontas and discuss the way the legend was told, point of view, stereotypes etc...

NEXT CLASS 2HRS

ACTIVITY 1:

- Modern days Thanksgiving. Watch videos about how Americans celebrate Thanksgiving NOWADAYS to put students back into the idea of the celebration.
- Introduce Students to “The President pardons the Turkey” tradition
<https://www.youtube.com/watch?v=8hCiqV-AsLQ>

ACTIVITY 2:

- Have students doing games and manual activities around that theme.

Opening: Student’s final productions can be put into a booklet and printed with their illustrations.

MCQ+Questions: Symbolism in Native American Culture

Name:

Class:

Date:

Circle the right answer(s) or answer the questions /20:

1) Give 2 stereotypes we often see on movies and media about Native Americans: 2pts

.....
.....

2) In Native American culture feathers represent: 1pt

- a) Death
- b) Freedom
- c) Life

3) The Native with the most feathers is: 1pt

- a) The Priest
- b) The Chief
- c) The Elder

4) What is the other name of the Peace Pipe? 1pt

- a) Pipette
- b) Calumet
- c) Cabinet

5) What was it used for? 1pt

- a) To start a war
- b) To prevent a war from ending
- c) To sign a peace treaty

6) What was the Natives way of communicating? 2 pts

- a) Smoke signals
- b) Storytelling
- c) Music

7) Give 2 ways the Natives use the Tipi 2pts

.....
.....

8) When was the flute used? 1pt

.....

9) What is the piece of art related to dreams? 1pt

- a) The dream maker
- b) The dream catcher
- c) The dream feather

10) The arrow symbolizes: 1pt

- a) Peace
- b) War
- c) Protection

11) The bee symbolizes 1pt

- a) Happiness
- b) Honey
- c) Sunflower

12) Which animal is often the trickster in the legends and why? 2pts

.....
.....

13) The sun symbolizes: 1pt

- a) Energy
- b) Evil
- c) Guardian

14) Give 4 elements the circle represents: 2pts

.....

15) What does the wolf symbolize? 1pt

.....
.....

CHERASCO

ENGLISH TEST ON THE 5 TALES/LEGENDS STUDIED IN CLASS /30 points

Name:

Class:

Date:

1) Give the definition of a stereotype: 2pts

.....

2) Fill in the chart with missing information: 28pts

| Name of Legend | How many Characters | Trickster(s) | Victim (s) | Lesson/ moral | Human characters | Non-Human characters | Plot |
|---------------------------------------|---------------------|------------------|---------------------------|--|--|---|---|
| The Fox and 0.5 | 2 | The fox | 0.5 | Make the Right choices 2 | 0.5 | 0.5 | 2 |
| The And the Fox 0.5 | 0.5 | 0.5 | The Fox | Never trust Anyone you don't know 2 | 0.5 | 1 | 2 |
| ..... ..... ..... | 3 | ..... | ..... ..... ..... | Don't be rude | ..... ..... ..... | ..... ..... ..... ..... | An Tricked an Indian boy by transformi |

| | | | | | | | |
|----------------------------|---|---|---|---|------|---|--|
| 1 | | 0.5 | 1 | 2 | 1 | 1 | ng him into an Because he didn't obey. To turn back into a human he had to stop crying and be a good boy. |
| ..... ..... ..... | 8 | ..... ..... ..... ..... ..... ..... ..... | ..... ..... ..... ..... ..... ..... ..... | Don't lie | None | ..... ..... | ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... |
| 1 | | 1 | 1 | 2 | | 1 | 2 |
| And her sons fire | 7 | ..... ..... ..... ..... | ..... ..... ..... ..... | Nobody owns no one | None | ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... | The Faint Star kidnapped; her 2 sons saved her with help They tricked him with smoke+ medicine |
| 0.5 | | 1.5 | 1.5 | 1 | | 3 | 1 |

Students' assessment:

Write your own tale/legend following the examples studied in class.

You must:

- 1) Find a title to your story
- 2) Use human/non-human characters as you please
- 3) Use symbols/animals of the Native American culture
- 4) Have (a) trickster (s) and victim (s)
- 5) Join a chart summarizing the 8 different elements of your story similar to the one we built in class

| Correction grid with points for assessment | |
|--|--------|
| Use of animals/symbols of Native American culture | 3pts |
| Clarity and presentation of work | 3pts |
| Chart joined + items of chart corresponding to class lesson | 4pts |
| Grammar and spelling | 2 pts |
| Vocabulary | 2pts |
| Story entertaining with a twist | 3 pts |
| Key elements to legend/tale can be identified when reading the story (trickster, victim ...) | 3 pts |
| Total= | 20 pts |