

Teachings of the Seven Sacred/Seven Grandfathers



Basic Level Teachings

Unit 1

Teacher's Manual

Table of Contents

Teachings of the Seven Sacred/Seven Grandfathers

	Page
Overview.....	4
Unit Description.....	4
Lesson Timelines.....	4
Unit Expectations.....	4
Teaching/Learning Strategies for Reading.....	5
Teaching/Learning Strategies for Writing.....	6
Assessment and Evaluation.....	6
Getting Ready to Read Overview.....	7
Prior Knowledge Activation Chart.....	8
Reading Comprehension Strategies Chart.....	9
Lesson 1: Legends of the Seven Sacred/Seven Grandfathers Teachings.....	10
Lesson 2: Respect.....	18
Lesson 3: Wisdom.....	26
Lesson 4: Love.....	34
Lesson 5: Bravery.....	42
Lesson 6: Humility.....	50
Lesson 7: Honesty.....	58
Lesson 8: Truth.....	66
Lesson 9: Culmination Activity.....	74
Word List for Unit.....	80
References.....	81
Recommended Alternate Readings List	84

Overview

Unit Description

The traditional concepts of respect and sharing that form the foundation of the Aboriginal way of all life are built around the seven natural laws, or sacred teachings. Each teaching honours one of the basic virtues that are necessary for a full and healthy life. Each law is embodied by an animal to underscore the point that all actions and decisions made by man are manifest on a physical plane. The animal world taught man how to live close to the earth, and the connection that has been established between the animal world, the environment and that of man has instilled a respect for all life in those who follow the traditional Aboriginal way.

Lesson Timelines

Lesson #	Title	Time
Lesson 1	Legends of the Seven Sacred/Seven Grandfather Teachings	140 minutes
Lesson 2	Respect	140 minutes
Lesson 3	Wisdom	140 minutes
Lesson 4	Love	140 minutes
Lesson 5	Bravery	140 minutes
Lesson 6	Humility	140 minutes
Lesson 7	Honesty	140 minutes
Lesson 8	Truth	140 minutes
Lesson 9	Culmination Activity	130 minutes

Unit Expectations

This unit will provide students with the legend of the origin and history of the Seven Sacred Teachings and/or Seven Grandfathers. Students will have an opportunity to explore the relationship between these teachings and traditional cultural practices and beliefs.

The students will:

- be introduced to the important role that animals play in the teachings and Native heritage through the recommended readings
- explore the relationships among language, culture, traditions and identity
- demonstrate an understanding of how Aboriginal identity is linked to the physical environment
- complete specific lesson tasks and activities to demonstrate the perception and knowledge they acquire throughout this unit.

Teaching/Learning Strategies

Reading

As students progress through the program, they are asked to read increasingly complex informational and graphical texts in their readings. The ability to understand and use the information in these texts is key to a student's success in learning. Successful students have developed a repertoire of strategies to draw upon, and know how to use them in different contexts. Developing students need explicit teaching of these strategies to become better readers.

Developing readers need:

- Knowledge of different types of text and the best strategies for reading them
- Multiple and meaningful opportunities to practice reading in subject-specific contexts
- Opportunities to practice reading with appropriate resources
- Opportunities to talk about their reading and thinking
- Background knowledge in subject areas
- Expanded sight vocabularies and word-solving practice for reading subject-specific texts.
- Strategies for previewing text, monitoring their understanding, determining the most important ideas and the relationship among them, remembering what they read, and making connections and inferences
- Strategies and practice in independent reading in any context

Reading is an active process of recognizing, understanding and interpreting print and graphic texts. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they miss the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

Effective readers use strategies to understand what they read before, during and after reading. Students can be taught to be strategic and effective readers. Developing readers benefit from a variety of instructional approaches that demonstrate reading skills as subject content is being taught. Direct teaching, thinking aloud, modeling, discussion and small-group support are only a few of the approaches teachers use to help students become more strategic and effective readers in different contexts.

The following reading teaching and learning strategies are employed in this unit: self directed, teacher-directed, discussion, collaborative learning, individual conferencing, partner reading, peer tutoring, prediction, pre-reading strategies, relating reading to student's experiences, Internet research, guided imagery, small group discussion, and the use of guest speakers.

Teaching/Learning Strategies

Writing

Students learn to write by writing. They need regular opportunities to write in all subjects. A consistent approach to the writing process and explicit instruction on the writing process by the subject teacher helps students become better writers. Models of good writing in the subject area and feedback that is constructive and formative are critical to students' growth as writers.

Developing writers need:

- Regular, meaningful opportunities to practice writing subject-specific contexts
- Teachers who model the writing process and demonstrate its usefulness
- Opportunities to talk about their writing
- Prior knowledge about language, subject content and the world
- Knowledge of different writing forms and their characteristics
- Expanded sight vocabularies for subject-specific writing
- Strategies to become independent writer in any context

The following writing teaching and learning strategies are employed in this unit: response journal, summary writing, Venn diagrams, structured worksheets, word walls, glossary and visualization (graphic organizers).

Assessment and Evaluation

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, and reading/writing rubrics.

Getting Ready to Read Overview

Before:

Before reading, help students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. For example:

- ask students to brainstorm related ideas and themes, recall previous experiences and feelings related to the subject or theme, or list questions they might have about the topic
- provide students with related experiences, discussion topics, readings or background information to increase background knowledge about the form, author or subject
- pose questions to students before they read, to help them determine a purpose for reading
- invite students to ask questions about the story or subject
- model (using think aloud) how to predict the content based on the text features, specialized vocabulary, illustrations, introductory information, or personal experiences
- identify and pre-teach unfamiliar vocabulary and concepts that appear in the text

Note: *If you decide to use a different text/story/legend with your learners you will need to create a new wordlist and worksheet for the lesson since the ones included here are based on the recommended reading.*

During:

The students have three options to complete the readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

During reading, help the students connect the information and ideas in the text with what they already know and monitor their understanding as they go through the text. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning) For example:

- have the students describe and model the different reading strategies they might use, such as predicting, questioning, activating prior knowledge, inferring, self-monitoring, adjusting, rereading and decoding
- model (using a “think-aloud”) strategies for pausing and thinking about the text. For example demonstrate how to pause, think and create thinkmarks (quick comments, questions, personal connections or interesting phrases) as they read. Students are encouraged to write their thinkmarks down as they read the text
- invite students to visualize the concepts as they read
- provide students with focus questions to help them make inferences and to “read between the lines.” For example:
 - What details are included?
 - Why did the author tell you that?

After

After reading, help students to consolidate and extend their understanding of the content.

- ask them to retell or paraphrase what they read and to note similarities and difference in the retelling
- model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story
- have students suggest possible diagrams or graphic organizers to illustrate connections among the topic, main idea, supporting details and prior knowledge
- review the process that students used for reading text, including strategies for before, during and after reading.

Prior Knowledge Activation Chart

Strategy	Examples of Questioning [Avoid ‘Yes’ / ‘No’]	What Students Do
Ask students to brainstorm related ideas and themes, recall previous experiences and feelings related to the subject or theme, or list questions they might have about the topic.	Tell me what you know about the (topic/teaching). Describe any connection or experiences with the (topic/teaching). What questions do you have about this topic before we begin reading the legend?	Share prior knowledge or experiences of legend or teachings with instructor or peers. Share thoughts and/or questions they may have with instructor or peers regarding topic.
Provide student with related experiences, discussion topics, readings or background information to increase background knowledge about the form, author or subject	Share your personal experience with teachings or teachings in a general sense. It does not necessarily need to be related to the Medicine Wheel teachings.	Listen to instructor. Participate in discussion.
Pose questions to student before they read, to help them determine a purpose for reading.	Why is this legend important to the Anishnawbe people?	Student will be asked to reflect on this question once they finish reading the legend.
Identify and pre-teach unfamiliar vocabulary and concepts that appear in the text.	Review word list for legend. Review pronunciation of words. Discuss definitions of words.	Student is to practice and read words out loud. Student is to participate in the discussion to define the words.

Reading Comprehension Strategy Chart

Reading Strategy	What Teachers Do	What Student Do
Predicting: to say what is going to happen in the future, often on the basis of present indications or past experience.	Review and model reading strategy. <i>“I think this will happen next in the story/legend.”</i>	Question and/or practice strategy
Questioning: question events occurring in the storyline or text	Review and model reading strategy. <i>“I wonder why this happened in the story/legend.”</i>	Question and/or practice strategy
Activating Prior Knowledge: use personal experiences to clarify text/legend/story	Review and model reading strategy. <i>“I remember when this happened to me.”</i>	Question and/or practice strategy
Inferring: the process of drawing a conclusion by applying clues (of logic, statistics) to observations or hypotheses the next logical step in an intuited pattern. The conclusion drawn is also called an inference.	Review and model reading strategy. <i>“I think it will end this way because..”</i>	Question and/or practice strategy
Self-Monitoring: students monitor themselves for understanding and comprehension of text/story/legend.	Review and model reading strategy. <i>“I understand what is happening in the story/legend.”</i>	Question and/or practice strategy
Adjusting: reading rate is adjusted based on ease or difficulty of words or concept	Review and model reading strategy. <i>“I need to slow down because the words are getting harder for me to read.”</i>	Question and/or practice strategy
Rereading: reread text until the reader understands and the text is easier to read	Review and model reading strategy. <i>“I need to read this again because I don’t understand this part of the story/legend.”</i>	Question and/or practice strategy

LESSON 1

LEGENDS OF THE SEVEN SACRED/SEVEN GRANDFATHERS TEACHINGS

Time: 140 minutes

Lesson Expectations:

The student will:

- be introduced to the legends of the Seven Sacred Teachings/Seven Grandfathers
- understand how each teaching relates to the history of our identity
- have an opportunity to continue to seek knowledge about their heritage

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- The Seven Grandfathers and the Little Boy, The Mishomis Book: Voice of The Ojibway by E. Benton-Banai pp. 60-66
- Student Manual
- Assessment and Evaluation Forms (included in the Student Manual)
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper
- Blank paper
- Computer with access to the internet
- Dictionary

Recommended Alternative Readings:

Retelling of the Seven Grandfathers by Don Abel

<http://famousamericanindians4.homestead.com/7Grndfthrsw.Translation.html>

The Seven Grandfather Teachings

<http://www.iamakindman.ca/IAKMKids/sevengrandfather.html>

Suggested Word List for Lesson 1:

responsibility	harmony	corruption	instructed
curious	knowledge	vessel	ceremony
integrity	escorted	obstacles	meditation

Teaching/Learning Strategies:

Reading: The Seven Grandfathers and the Little Boy

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help the students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (refer to the chart in the Student Manual)

ACTIVITY 1: Word List Review

Student is to read the words on the word list for this lesson on their own or with assistance from a practitioner, partner or small group.

Student is to discuss definitions with the practitioner or their peers, using a dictionary when necessary.

Student is then to copy the words and definitions into a notebook. Label notebook Word Book or Glossary, whatever the student is most comfortable with.

Student may write the lesson number, title of lesson and date in notebook as well.

ACTIVITY 2: Prior Knowledge

Student is to review the Prior Knowledge Activation Chart on own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the students may have regarding the strategies.

During:

Time: 20 minutes

During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning)

ACTIVITY 3: Read Text

Students are to review Reading Comprehension Strategy Chart on their own or with assistance from the practitioner, partner or small group.

Have the students describe and model the different reading strategies they might use during the reading activity.

Students are ready to read the text for this lesson: The Seven Grandfathers and the Little Boy. The students have three options to complete the readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

Students are to circle all words in the text they cannot read or understand.

ACTIVITY 4: After Reading Discussion

Time: 20 minutes

After reading, help students to consolidate and extend their understanding of the content.

Students are to review and discuss any words that were circled in the text (story/legend) with a practitioner, partner or small group.

Students are to define the words and write them in their Word Book/Glossary notebook

Ask students to retell or paraphrase what they have read to their practitioner, partner or small group and to note similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

ACTIVITY 5: Worksheet for the Lesson

Time: 20 minutes

Students are to complete worksheet for the lesson, on their own or with assistance from a practitioner, partner or small group.

Students are to read the instructions for the worksheet. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry:

Time: 20 minutes

Students are to complete the journal entry questions for lesson on their own or with a practitioner, partner or small group.

Students are to complete journal entry section of this lesson. The practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing and organizing the ideas and revising and editing them. If the students are able, they may complete this section on their own. The practitioner or peers may assist the individual with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

Creative spelling is acceptable (looks like, sounds like).

ACTIVITY 7: Defining My Seven Sacred/ Seven Grandfather Teachings Terms **Time: 20 minutes**

The students are to reflect on their personal knowledge or experience of each of the terms used in the teachings in the legend/story.

Students are to read the instructions for the task.

Students are to write one of the teachings in each of the circles: Wisdom, Love, Respect, Bravery, Honesty, Humility, and Truth.

Students are then to write a brief description or definition of what the teaching represents or means to them. This description can be one word, a short phrase or a sentence; it would be up to the students’ writing ability and comfort level.

The practitioner, partner, or small group may assist with the completion of this part of the lesson.

ACTIVITY 8: Oral Communications **Time: 10 minutes**

If comfortable, the students can share their journal entry or work with the practitioner, a partner or their small group.

ACTIVITY 9: Assessment and Evaluation **Time: 10 minutes**

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, reading/writing rubrics.

Student (in student workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Students can read other teachings on the Seven Sacred / Seven Grandfathers.
- Invite an Elder or resource person to present local teachings to student/class.
- Students can act out legend with peers.
- Students can write a story/legend based on their knowledge and comprehension of the topic.
- Students can research video clips of the legends on the internet.

- Students can create a word wall using the words from the word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Students can create sentences using the words from their word list. Student can write these sentences in their Word Book/Glossary notebook.
- Students can play word games with word wall words such as Concentration (make duplicate copies each word, cut out words, place all the words on table faced down, select 2 words, student is to read words selected, if the words match student keeps going, if there is no match then students flips words back and next player goes or the student can go again)
- Students can play spelling games with word wall words. Students are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Students can also play Words in a Jar game. Get 2 containers and name one container, Words I Know, and the other Words I Need to Practice. Make a copy of each word (any size), cut out words, fold them up and place words in the container name Words I Need to Practice. Students are to pick one word at random and if the student reads the word correctly then s/he can place the word into the container labeled Words I Know. Continue with game until all the words are read properly.

Accommodations:

- Modify the expectations to meet the individual student's individual needs and skills.
- Modify writing activities based on student's abilities
- Students can work independently, with a partner or with the practitioner as need dictates.
- Students can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sections rather than in one session.
- Practitioners can provide 1:1 assistance to students with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 1 Activity Chart Checklist
- Answers to the Lesson 1 Worksheet can be found on page 16.
- Next step is to complete Lesson 2 of the unit.

Lesson 1 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Word List	10	
3	Review Reading Comprehension Strategies Chart	5	
4	<p>Student is to read the text for the lesson. The student has three options:</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (small group of students read text together) c) shared reading (practitioner/peer read text to student) <p>Instruct the students to circle words they cannot decode (read) or understand</p>	15	
5	Have students review and identify reading strategies used during activity. Students can check strategies used on chart.	5	
6	Student is to review and discuss reading with practitioner or peers including words circled in text during reading.	15	
7	Student is to complete worksheet, on their own or with assistance.	20	
8	Student is to complete a journal entry for the lesson.	20	
9	Student is to complete the task for lesson, on their own or with assistance.	20	
10	If comfortable, student can share their journal or activity task with practitioner or peers.	10	
11	Practitioner and students are to complete assessment and evaluation forms for lesson.	10	

Answer to Worksheet for Lesson 1 The Seven Sacred Teachings/Seven Grandfathers

Answer the following questions for The Seven Grandfathers and the Little Boy story in full sentences, using capitals and proper punctuation.

1. Who is Osh-ka-bay?

Osh-ka-bay was the Seven Grandfathers helper.

2. Why do you think Osh-ka-bay choose a baby boy to take to the Seven Grandfathers?

Osh-ka-bay chose a baby boy to take to the Seven Grandfathers because he was innocent and his mind was untouched by corruption and pain of the world.

3. How old was the boy when they returned to the lodge of the Seven Grandfathers?

The boy was seven years old.

4. Who helps the boy return to his people?

The otter helps the boy return to his people.

5. What are the special shells called?

The special shells are called Megis Shells.

LESSON 2

RESPECT

Time: 140 minutes

Lesson Expectations:

The student will:

- be introduced to the idea that respect is not only between people but it continues to all aspects of life including animals, plants and all things living and non-living
- understand how this teaching relates to the Anishinawbe culture
- have an opportunity to continue to seek knowledge on this teaching

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- Eagle Feather – An Honour by F. Plain
- Student Package
- Assessment and Evaluation Forms (included in the Student Manual)
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper
- Blank paper
- Markers, pencil crayons
- Glue
- Scissors
- Computer with access to the internet
- Dictionary

Recommended Alternative Readings:

Teaching of the Feather

<http://www.gatheringofnations.com/educational/articles/feather.htm>

Eagle War Feathers

<http://www.firstpeople.us/FP-Html-Legends/EagleWarFeathers-Cheyenne.html>

Suggested Word List for Lesson 2:

respect	legend	medicine	Mishoomis
Nookomis	observe	traditional	chant
moccasins	surroundings		

Teaching/Learning Strategies:

Reading: Eagle Feather by F. Plain

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help the students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (refer to the chart in the Student Manual)

ACTIVITY 1: Word List Review

Students are to read the words on the word list for this lesson on their own or with assistance from a practitioner, partner or small group.

Students are to discuss definitions with the practitioner or their peers, using a dictionary when necessary.

Students are then to copy the words and definitions into a notebook. Label notebook Word Book or Glossary, whatever the student is most comfortable with.

Students may write the lesson number, title of lesson and date in notebook as well.

ACTIVITY 2: Prior Knowledge

Students are to review the Prior Knowledge Activation Chart on own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the students may have regarding the strategies.

During:

Time: 20 minutes

During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning)

ACTIVITY 3: Read Text

Students are to review Reading Comprehension Strategy Chart on their own or with assistance from the practitioner, partner or small group.

Have the students describe and model the different reading strategies they might use during the reading activity.

Students are ready to read the text for this lesson: *The Seven Grandfathers and the Little Boy*. The student has three options to complete the readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

Students are to circle all words in the text they cannot read or understand.

ACTIVITY 4: After Reading Discussion

After reading, help students to consolidate and extend their understanding of the content.

Students are to review and discuss any words that were circled in the text (story/legend) with a practitioner, partner or small group.

Students are to define the words and write them in their Word Book/Glossary notebook

Ask students to retell or paraphrase what they have read to their practitioner, partner or small group and to note similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

ACTIVITY 5: Worksheet for the Lesson

Time: 20 minutes

Students are to complete worksheet for the lesson, on their own or with assistance from a practitioner, partner or small group.

Students are to read the instructions for the worksheet. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, periods at the end and appropriate spacing between words. Spelling is not a priority.

ACTIVITY 6: Journal Entry:

Time: 20 minutes

Students are to complete the journal entry questions for lesson on their own or with a practitioner, partner or small group.

Students are to complete journal entry section of this lesson. The practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing and organizing the ideas and revising and editing them. If the students are able, they may complete this section on their own. The practitioner or peers may assist the individual with this writing process.

The practitioner is to model techniques such as use of capitals at the beginning of sentences, periods at the end and appropriate spacing between words.

Creative spelling is acceptable (looks like, sounds like).

Reflection Journal Questions:

- Do you think it is important to be respectful? If so, why?
- What do you think it means to show respect?
- How do you show respect for yourself and your family?

ACTIVITY 7: Lesson Task - Feather Activity

Time: 20 minutes

The students are to reflect on the teaching of Respect and write the name of people, places or things they respect. The items could be living or non-living things.

Students are to read the instructions for the task.

Students or practitioner is to make copies of the feather for the activity.

Students are to write on the feathers the name of a person, place or thing you can show respect to.

Colour and cut out feathers.

Complete as many as you as you can and place creatively on display board.

The practitioner, partner, or small group may assist with the completion of this part of the lesson.

ACTIVITY 8: Oral Communications

Time: 10 minutes

If comfortable, students can share their journal entry or work with practitioner, partner or small group.

ACTIVITY 9: Assessment and Evaluation

Time: 10 minutes

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, reading/writing rubrics.

Student (in student workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Students can read the other legends or stories related to Respect.
- Invite an Elder or resource person to present local teaching to student/class.

- Students can act out legend with peers.
- Students can write a legend/story based on their knowledge or comprehension of the teaching.
- Students can research video clips on the teaching of Respect on the internet.
- Students can create a word wall using the words from the word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Students can create sentences using the words from their word list. Student can write these sentences in their Word Book/Glossary notebook.
- Students can play word games with word wall words such as Concentration (make duplicate copies each word, cut out words, place all the words on table faced down, select 2 words, student is to read words selected, if the words match student keeps going, if there is no match then students flips words back and next player goes or the student can go again)
- Students can play spelling games with word wall words. Students are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Students can also play Words in a Jar game. Get 2 containers and name one container, Words I Know, and the other Words I Need to Practice. Make a copy of each word (any size), cut out words, fold them up and place words in the container name Words I Need to Practice. Students are to pick one word at random and if the student reads the word correctly then s/he can place the word into the container labeled Words I Know. Continue with game until all the words are read properly.

Accommodations:

- Modify the expectations to meet the individual student's individual needs and skills.
- Modify writing activities based on student's abilities
- Students can work independently, with a partner or with the practitioner as need dictates.
- Students can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sections rather than in one session.
- Practitioners can provide 1:1 assistance to students with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 2 Activity Chart Checklist
- Answer to Worksheet for Lesson 2 on page 24.
- Next step is to complete Lesson 3 of the unit.

Lesson 2 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Word List	10	
3	Review Reading Comprehension Strategies Chart	5	
4	<p>Student is to read the text for the lesson. The student has three options:</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (small group of students read text together) c) shared reading (practitioner/peer read text to student) <p>Instruct the students to circle words they cannot decode (read) or understand</p>	15	
5	Have students review and identify reading strategies used during activity. Students can check strategies used on chart.	5	
6	Student is to review and discuss reading with practitioner or peers including words circled in text during reading.	15	
7	Student is to complete worksheet, on their own or with assistance.	20	
8	Student is to complete a journal entry for the lesson.	20	
9	Student is to complete the task for lesson, on their own or with assistance.	20	
10	If comfortable, student can share their journal or activity task with practitioner or peers.	10	
11	Practitioner and students are to complete assessment and evaluation forms for lesson.	10	

Answer to Worksheet for Lesson 2

Respect

Answer the following questions in full sentences, using capitals and proper punctuation.

1. What is the boy's name in the story?

The boy's name in the story was Nooshehn.

2. What does "wiiabawaa" mean?

Wiiabawaa means spring thaw.

3. What is the highest honour given to an Anishinaabe?

The highest honour given to an Anishinaabe is to receive an eagle's feather.

4. What did the chief give to the boy?

The chief gave the boy an eagle's feather from his Mishoomis.

5. Why do you think the boy received the eagle feather?

Answers will vary. It will be up to the student's personal perception

LESSON 3

WISDOM

Time: 140 minutes

Lesson Expectations:

The student will:

- learn that wisdom does not come from age but from knowledge and experience.
- understand how this teaching relates to the Anishinawbe culture.
- have an opportunity to continue to seek knowledge on this teaching and their own heritage

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- Macous Knows: The Sacred Eagle Feather by C. Crowe
- Student Package
- Assessment and Evaluation Forms (included in the Student Manual)
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper
- Blank paper
- Glue
- Scissors
- Computer with access to the internet
- Dictionary

Recommended Alternative Readings:

A Sacred Story (Anishinabe)

<http://www.firstpeople.us/FP-Html-Legends/ASacredStory-Anishnabe.html>

The Wisdom of the Willow Tree

<http://www.firstpeople.us/FP-Html-Legends/TheWisdomOfTheWillowTree-Osage.html>

Suggested Word List for Lesson 3:

wisdom	government	Saskatchewan	hoisted
passenger	usually	familiar	motioned
confused	tobacco	shadow	bannock

Teaching/Learning Strategies:

Reading: Macous Knows: The Sacred Eagle Feather
minutes

Total Time: 60

Before:

Time: 20 minutes

Before reading, help the students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (refer to the chart in the Student Manual)

ACTIVITY 1: Word List Review

Students are to read the words on the word list for this lesson on their own or with assistance from a practitioner, partner or small group.

Students are to discuss definitions with the practitioner or their peers, using a dictionary when necessary.

Students are then to copy the words and definitions into a notebook. Label notebook Word Book or Glossary, whatever the student is most comfortable with.

Students may write the lesson number, title of lesson and date in notebook as well.

ACTIVITY 2: Prior Knowledge

Students are to review the Prior Knowledge Activation Chart on own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the students may have regarding the strategies.

During:

Time: 20 minutes

During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning).

ACTIVITY 3: Read Text

Students are to review Reading Comprehension Strategy Chart on their own or with assistance from the practitioner, partner or small group.

Have the students describe and model the different reading strategies they might use during the reading activity.

Students are ready to read the text for this lesson: The Seven Grandfathers and the Little Boy. The student has three options to complete the readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

Students are to circle all words in the text they cannot read or understand.

ACTIVITY 4: After Reading Discussion

Time: 20 minutes

After reading, help students to consolidate and extend their understanding of the content.

Students are to review and discuss any words that were circled in the text (story/legend) with a practitioner, partner or small group.

Students are to define the words and write them in their Word Book/Glossary notebook

Ask students to retell or paraphrase what they have read to their practitioner, partner or small group and to note similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

ACTIVITY 5: Worksheet for the Lesson

Time: 20 minutes

Students are to complete worksheet for the lesson, on their own or with assistance from a practitioner, partner or small group.

Students are to read the instructions for the worksheet. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry:

Time: 20 minutes

Students are to complete the journal entry questions for lesson on their own or with a practitioner, partner or small group.

Students are to complete journal entry section of this lesson. The practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing and organizing the ideas and revising and editing them. If the students are able, they may complete this section on their own. The practitioner or peers may assist the individual with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words. Creative spelling is acceptable (looks like, sounds like).

Reflection Journal Questions:

- How does this story teach wisdom?
- What do you think wisdom means?
- Describe a time when you have experienced wisdom.

ACTIVITY 7: Lesson Task - Story Sequencing

Time: 20 minutes

Students are to read the task instructions for this lesson. The practitioner, partner, or small group may assist with the completion of this part of the lesson.

Have the students read the sentences for this activity. Ask the students if this is what took place in the story, sequence of events. Review and discuss sequence of events with students.

Have the students cut out numbers and sentences. Please note that the sentence does not match the order number at this time.

Then they are to match the appropriate number and sentence in which it happened in the story/legend.

The students are to glue the correct number with the correct sentence on a separate paper.

Students are to complete the task for this lesson on own, with practitioner, partner or small group.

ACTIVITY 8: Oral Communications

Time: 10 minutes

If they are comfortable, students can share their journal entries or work with practitioner, partner or small group.

ACTIVITY 9: Assessment and Evaluation

Time: 10 minutes

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, and reading/writing rubrics.

Student (in student workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Students can read other legends or stories related to the teaching of Wisdom.
- Invite an Elder or resource person to present local teachings to student/class.
- Students can act out legend with peers.
- Students can write a legend based on their knowledge or comprehension.
- Students can research video clips of legends or stories on the internet on the teachings of Wisdom.
- Students can create a word wall using the words from the word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Students can create sentences using the words from their word list. Student can write these sentences in their Word Book/Glossary notebook.
- Students can play word games with word wall words such as Concentration (make duplicate copies each word, cut out words, place all the words on table faced down, select 2 words, student is to read words selected, if the words match student keeps going, if there is no match then students flips words back and next player goes or the student can go again)
- Students can play spelling games with word wall words. Students are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Student can also play Words in a Jar game. Get 2 containers and name one container, Words I Know, and the other Words I Need to Practice. Make a copy of each word (any size), cut out words, fold them up and place words in the container name Words I Need to Practice. Students are to pick one word at random and if the students read the word correctly then they can place the word into the container labeled Words I Know. Continue with game until all the words are read properly.

Accommodations:

- Modify the expectations to meet the individual student's individual needs and skills.
- Modify writing activities based on student's abilities
- Students can work independently, with a partner or with the practitioner as need dictates.
- Students can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sections rather than in one session.
- Practitioners can provide 1:1 assistance to students with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?

- Complete Lesson 3 Activity Chart Checklist.
- Answer to Worksheet for Lesson 3 on page 32 and Lesson Task on page 33.
- Next step is to complete Lesson 4 of the unit.

Lesson 3 Activity Chart Checklist

	Activity	Time	
1	Complete Prior Knowledge Activation Chart	10	
2	Review Word List	10	
3	Review Reading Comprehension Strategies Chart	5	
4	Student is to read the text for the lesson. The student has three options: a) read the text independently b) guided reading (small group of students read text together) c) shared reading (practitioner/peer read text to student) Instruct the students to circle words they cannot decode (read) or understand	15	
5	Have students review and identify reading strategies used during activity. Students can check strategies used on chart.	15	
6	Student is to review and discuss reading with practitioner or peers including words circled in text during reading.	20	
7	Student is to complete worksheet, on their own or with assistance.	20	
8	Student is to complete a journal entry for the lesson.	20	
9	Student is to complete the task for lesson, on their own or with assistance.	20	
10	If comfortable, student can share their journal or activity task with practitioner or peers.	10	
11	Practitioner and students are to complete assessment and evaluation forms for lesson.	10	

Answers to Worksheet for Lesson 3

Wisdom

Answer the following questions in full sentences, using capitals and proper punctuation.

1. Where was Paul going?

Paul was going to the reserve to visit his grandparents.

2. Where did Paul and his Moushum go after he got off the bus and why?

Paul and his Moushum went to the river to pick some eagle's feathers.

3. Why is the eagle important to the Anishinaabe?

Eagles are important to the Anishinaabe because they carry our prayers to the Creator.

4. Who had given Paul his first eagle feather?

Paul's Uncle Joe has given him his first eagle feather for his Pow Wow outfit.

5. In the story, what does Moushum tell Paul why we use eagle feathers?

Mushshum tells Paul that we use eagle feathers for our dance outfits. The eagle knows that it helps us to pray to the Creator and this is a gift from the eagle.

6. What does Moushum do before he leaves the river bank and why?

Moushum took a small pinch of tobacco from his pouch and raised the tobacco and feathers up high towards the Creator and gave thanks for his gifts.

**Answer for Lesson Task
Story Sequencing Activity**

Sequence of Events: Read the sentences. Cut out sentences. Rearrange the sentences to match the order in which it happened in the story. Glue sentences in the correct order on next page. This is called sequencing the events in the story.

1	Paul travels to visit his Moushum and Kookum in Saskatchewan.
2	Paul's Moushum picks him up from the bus stop.
3	Moushum drives to river to pick some eagle's feathers.
4	Paul and his Moushum pick some eagle feathers from the river bank.
5	Paul talks about his Uncle Joe and how to take care of eagle feathers
6	Moushum gives Paul the importance of the eagle and eagle feathers.
7	Before they leave the riverbank, Moushum offers tobacco to the Creator and gave thanks for the gifts.

LESSON 4

LOVE

Time: 140 minutes

Lesson Expectations:

The students will:

- be introduced that the message of love comes from the heart and carry on to those we love
- understand how this teaching relates to the Anishinawbe culture
- have an opportunity to continue to seek knowledge on this teaching

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- The First Strawberries by J. Bruchac (see link on next page to electronic version)
- Student Package
- Assessment and Evaluation Forms
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper
- Blank paper
- Markers, pencil crayons
- Glue
- Scissors
- Computer with access to the internet
- Dictionary

Recommended Electronic Version:

The Strawberry Legend (Cherokee)

<http://www.firstpeople.us/FP-Html-Legends/StrawberryLegend-Cherokee.html>

Suggested Word List for Lesson 4:

lonesome	prepare	instead	angry
expect	beauty	foolish	attention
glistened	quarreled	Cherokee	friendship

Teaching/Learning Strategies:

Reading: The First Strawberries by J. Bruchac

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help the students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (refer to the chart in the Student Manual)

ACTIVITY 1: Word List Review

Students are to read the words on the word list for this lesson on their own or with assistance from a practitioner, partner or small group.

Students are to discuss definitions with the practitioner or their peers, using a dictionary when necessary.

Students are then to copy the words and definitions into a notebook. Label notebook Word Book or Glossary, whatever the student is most comfortable with.

Students may write the lesson number, title of lesson and date in notebook as well.

ACTIVITY 2: Prior Knowledge

Students are to review the Prior Knowledge Activation Chart on own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the students may have regarding the strategies.

During:

Time: 20 minutes

During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning).

ACTIVITY 3: Read Text

Students are to review Reading Comprehension Strategy Chart on their own or with assistance from the practitioner, partner or small group.

Have the students describe and model the different reading strategies they might use during the reading activity.

Students are ready to read the text for this lesson: The Seven Grandfathers and the Little Boy. The students have three options to complete the readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

Students are to circle all words in the text they cannot read or understand.

ACTIVITY 4: After Reading Discussion

Time: 20 minutes

After reading, help students to consolidate and extend their understanding of the content.

Students are to review and discuss any words that were circled in the text (story/legend) with a practitioner, partner or small group.

Students are to define the words and write them in their Word Book/Glossary notebook

Ask students to retell or paraphrase what they have read to their practitioner, partner or small group and to note similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

ACTIVITY 5: Worksheet for the Lesson

Time: 20 minutes

Students are to complete worksheet for the lesson, on their own or with assistance from a practitioner, partner or small group.

Students are to read the instructions for the worksheet. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry:

Time: 20 minutes

Students are to complete the journal entry questions for lesson on their own or with a practitioner, partner or small group.

Students are to complete journal entry section of this lesson. The practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing and organizing the ideas and revising and editing them. If the students are able, they may complete this section on their own. The practitioner or peers may assist the individual with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

Creative spelling is acceptable (looks like, sounds like).

Reflection Journal Questions:

- Why do you think strawberries are associated with love?
- There are many different types of love. Do you think one is more important than the others? If so, why?
- Why do think love is one of Seven Sacred/Seven Grandfathers teachings?

ACTIVITY 7: Lesson Task – The Strawberry Represents Love **Time: 20 minutes**

Students are to reflect on the teaching of Love and complete an activity which represents love.

Students are to read instruction for the task portion of this lesson.

Students are to complete task for lesson on their own, with practitioner, partner or small group.

Students are to draw the shape of a strawberry and colour it.

Students are to write words, draw, bring in pictures or look in magazines for words, phrases or pictures that represent people, places and things that they love.

The practitioner, partner, or small group may assist with the completion of this part of the lesson.

ACTIVITY 8: Oral Communications **Time: 10 minutes**

If comfortable, the students can share their journal entry or work with the practitioner, a partner or their small group.

ACTIVITY 9: Assessment and Evaluation **Time: 10 minutes**

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, reading/writing rubrics.

Student (in student workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Students can read another legend or story related to the teaching of Love.
- Invite an Elder or resource person to present local teachings to student/class.
- Students can act out legend with peers.
- Students can write a legend based on their knowledge or comprehension.

- Students can research video clips of legends or stories on the internet on the teachings of Love.
- Students can create a word wall using the words from the word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Students can create sentences using the words from their word list. Student can write these sentences in their Word Book/Glossary notebook.
- Students can play word games with word wall words such as Concentration (make duplicate copies each word, cut out words, place all the words on table faced down, select 2 words, student is to read words selected, if the words match student keeps going, if there is no match then students flips words back and next player goes or the student can go again)
- Students can play spelling games with word wall words. Students are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Student can also play Words in a Jar game. Get 2 containers and name one container, Words I Know, and the other Words I Need to Practice. Make a copy of each word (any size), cut out words, fold them up and place words in the container name Words I Need to Practice. Students are to pick one word at random and if the students read the word correctly then they can place the word into the container labeled Words I Know. Continue with game until all the words are read properly.

Accommodations:

- Modify the expectations to meet the individual student's individual needs and skills.
- Modify writing activities based on student's abilities
- Students can work independently, with a partner or with the practitioner as need dictates.
- Students can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sections rather than in one session.
- Practitioners can provide 1:1 assistance to students with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 4 Activity Chart Checklist.
- Answer to Worksheet for Lesson 4 on page 40.
- Next step is to complete Lesson 5 of the unit.

Lesson 4 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Word List	10	
3	Review Reading Comprehension Strategies Chart	5	
4	<p>Student is to read the text for the lesson. The student has three options:</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (small group of students read text together) c) shared reading (practitioner/peer read text to student) <p>Instruct the students to circle words they cannot decode (read) or understand</p>	15	
5	Have students review and identify reading strategies used during activity. Students can check strategies used on chart.	5	
6	Student is to review and discuss reading with practitioner or peers including words circled in text during reading	15	
7	Student is to complete worksheet, on own or with assistance.	20	
8	Student is to complete journal entry for lesson.	20	
9	Student is to complete task for lesson, on own or with assistance.	20	
10	If comfortable, student can share journal or activity task with practitioner or peers.	10	
11	Practitioner and students are to complete assessment and evaluation forms for lesson completion.	10	

Answers to Worksheet for Lesson 4

Love

Answer the following question in full sentences, using capitals and proper punctuation.

1. Why was the woman angry?

The woman is angry because the man yelled and used hurtful words towards her.

2. Who helps out the man?

The Sun helps out the man.

3. Name in order the fruit the sun shone on to help the man?

The Sun first shone light on raspberries to help the man. Then the Sun shone down on the blueberries. Then the Sun shone light on the blackberries. Finally, the Sun shone on strawberries which helped the man.

4. In the story, what is the significance of the strawberries?

Answers will vary. The strawberries represent love.

LESSON 5

BRAVERY

Time: 140 minutes

Lesson Expectations:

The students will:

- be introduced to the idea that being brave means to complete a task even in the midst of danger or personal sacrifice
- understand how this teaching relates to the Anishinawbe culture
- have an opportunity to continue to seek knowledge on this teaching

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- The Great Flood, The Mishomis Book: Voice of the Ojibway by E. Benton-Banai pp. 29-34 or use the electronic version shown on the next page
- Student Package
- Assessment and Evaluation Forms (included in the Student Manual)
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper
- Blank paper
- Markers, pencil crayons

- Computer with access to the internet
- Dictionary

Recommended Alternative Readings:

The Great Flood (Ottawa Algonquin)

<http://www.firstpeople.us/FP-Html-Legends/TheGreatFlood-Ottawa.html>

The Creation Story – Turtle Island

http://www.gct3.net/wp-content/uploads/2008/01/creation_story.pdf

Suggested Word List for Lesson 5:

bravery	harmonious	functioned	cease
purify	adventure	characteristics	mistakes
balance	sacrifice	regained	hopeless

Teaching/Learning Strategies:

Reading: The Great Flood

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help the students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (refer to the chart in the Student Manual)

ACTIVITY 1: Word List Review

Students are to read the words on the word list for this lesson on their own or with assistance from a practitioner, partner or small group.

Students are to discuss definitions with the practitioner or their peers, using a dictionary when necessary.

Students are then to copy the words and definitions into a notebook. Label notebook Word Book or Glossary, whatever the students are most comfortable with.

Students may write the lesson number, title of lesson and date in notebook as well.

ACTIVITY 2: Prior Knowledge

Students are to review the Prior Knowledge Activation Chart on own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the students may have regarding the strategies.

During:

Time: 20 minutes

During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning)

ACTIVITY 3: Read Text

Students are to review Reading Comprehension Strategy Chart on their own or with assistance from the practitioner, partner or small group.

Have the students describe and model the different reading strategies they might use during the reading activity.

Students are ready to read the text for this lesson: The Seven Grandfathers and the Little Boy. The students have three options to complete the readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

Students are to circle all words in the text they cannot read or understand.

ACTIVITY 4: After Reading Discussion

Time: 20 minutes

After reading, help students to consolidate and extend their understanding of the content.

Students are to review and discuss any words that were circled in the text (story/legend) with a practitioner, partner or small group.

Students are to define the words and write them in their Word Book/Glossary notebook

Ask students to retell or paraphrase what they have read to their practitioner, partner or small group and to note similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

ACTIVITY 5: Worksheet for the Lesson

Time: 20 minutes

Students are to complete worksheet for the lesson, on their own or with assistance from a practitioner, partner or small group.

Students are to read the instructions for the worksheet. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry:

Time: 20 minutes

Students are to complete the journal entry questions for lesson on their own or with a practitioner, partner or small group.

Students are to complete journal entry section of this lesson. The practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing and organizing the ideas and revising and editing them. If the students are able, they may complete this section on their own. The practitioner or peers may assist the individual with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words. Creative spelling is acceptable (looks like, sounds like).

Reflection Journal Questions:

- What does this story teach about bravery?
- What do you think bravery means?
- Describe a time in your life when you experienced bravery.

ACTIVITY 7: Describing Acts of Bravery in a Story/Legend **Time: 20 minutes**

Students are to reflect on the legend and select a part in which a character displayed an act of bravery and discuss why they selected an event or situation.

Students are to read the instruction for this task.

Practitioner, partner or small group and student are to discuss the event or situation chosen in which a character has displayed an act of bravery and ask the student why he/she selected this particular part.

Students are to complete the worksheet. Spelling does not count at this time.

The students may draw and colour their answer.

The practitioner, partner, or small group may assist with the completion of this part of the lesson.

ACTIVITY 8: Oral Communications

Students may share their journal or work with the practitioner, partner or small group if they want to.

ACTIVITY 9: Assessment and Evaluation

Please complete the Self Assessment and Checklist for this lesson. They can both be found at the end of this lesson.

ACTIVITY 9: Assessment and Evaluation **Time: 10 minutes**

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, reading/writing rubrics.

Student (in student workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Students can read other legends or stories related to the teaching of Bravery.
- Invite an Elder or resource person to present local teachings to student/class.
- Students can act out legend with peers.
- Students can write a legend based on their knowledge or comprehension.
- Students can research video clips of legends or stories on the internet on the teachings of Bravery.
- Students can create a word wall using the words from the word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Students can create sentences using the words from their word list. Student can write these sentences in their Word Book/Glossary notebook.
- Students can play word games with word wall words such as Concentration (make duplicate copies each word, cut out words, place all the words on table faced down, select 2 words, students are to read words selected, if the words match student keeps going, if there is no match then students flips words back and next player goes or the student can go again)
- Students can play spelling games with word wall words. Students are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Students can also play Words in a Jar game. Get 2 containers and name one container, Words I Know, and the other Words I Need to Practice. Make a copy of each word (any size), cut out words, fold them up and place words in the container name Words I Need to Practice. Students are to pick one word at random and if the students read the word correctly then they can place the word into the container labeled Words I Know. Continue with game until all the words are read properly.

Accommodations:

- Modify the expectations to meet the individual student's individual needs and skills.
- Modify writing activities based on student's abilities
- Students can work independently, with a partner or with the practitioner as need dictates.
- Students can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sections rather than in one session.
- Practitioners can provide 1:1 assistance to students with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 5 Activity Chart Checklist.

- Answer to Worksheet Lesson 5 on page 48.
- Next step is to complete Lesson 6 of the unit.

Lesson 5 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Word List	10	
3	Review Reading Comprehension Strategies Chart	5	
4	<p>Student is to read the text for the lesson. The student has three options:</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (small group of students read text together) c) shared reading (practitioner/peer read text to student) <p>Instruct the students to circle words they cannot decode (read) or understand</p>	15	
5	Have students review and identify reading strategies used during activity. Students can check strategies used on chart.	5	
6	Student is to review and discuss reading with practitioner or peers including words circled in text during reading	15	
7	Student is to complete worksheet, on own or with assistance.	20	
8	Student is to complete journal entry for lesson.	20	
9	Student is to complete task for lesson, on own or with assistance.	20	
10	If comfortable, student can share journal or activity task with practitioner or peers.	10	
11	Practitioner and students are to complete assessment and evaluation forms for lesson completion.	10	

Answers to Worksheet for Lesson 5

Bravery

Answer the following questions in full sentences, using capitals and proper punctuation.

1. Who decided to purify the Earth?

Gitchie Manito decided to purify the Earth

2. Who was Waynaboozhoo?

Some people referred to Waynaboozhoo as the Original Man or Anishinabe.

3. Why did the Creator flood the earth?

The Creator flooded the earth because people were no longer respecting themselves and turning to evil ways.

4. List in order all the animals who tried to swim to the bottom of the water after Waynaboozhoo?

The first animal to try to swim to the bottom of the water was the loon, then it was the helldiver, next it was mink, otter and turtle then finally the muskrat.

5. Who gave his life to in diving to the bottom of the water to get some Earth?

The muskrat gave his life to get some earth from the bottom of the water.

LESSON 6

HUMILITY

Time: 140 minutes

Lesson Expectations:

The student will:

- be introduced to the concept of humbleness and modesty
- understand how this teaching relates to the Anishinawbe culture
- have an opportunity to continue to seek knowledge on this teaching

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- The Earth on Turtle's Back: Keepers of the Earth – Native Stories and Environmental Activities for Children Stories by M. Caduto and J. Bruchac pp. 25-26
- Student Package
- Assessment and Evaluation Forms
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper
- Blank paper
- Markers, pencil crayons
- Computer with access to the internet
- Dictionary

Recommended Alternative Readings:

The Creation Story – Turtle Island

http://www.gct3.net/wp-content/uploads/2008/01/creation_story.pdf

Story of Turtle Island (Iroquois)

http://www.shannonthunderbird.com/creation_stories.htm

Suggested Word List for Lesson 6:

humility	sacred	existed	beautiful
ancient	budge	effort	webbed
swift	determine	depth	unconscious

Teaching/Learning Strategies:

Reading: The Earth on Turtle’s Back

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help the students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (refer to the chart in the Student Manual)

ACTIVITY 1: Word List Review

Students are to read the words on the word list for this lesson on their own or with assistance from a practitioner, partner or small group.

Students are to discuss definitions with the practitioner or their peers, using a dictionary when necessary.

Students are then to copy the words and definitions into a notebook. Label notebook Word Book or Glossary, whatever the students are most comfortable with.

Students may write the lesson number, title of lesson and date in notebook as well.

ACTIVITY 2: Prior Knowledge

Students are to review the Prior Knowledge Activation Chart on own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the students may have regarding the strategies.

During:

Time: 20 minutes

During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning)

ACTIVITY 3: Read Text

Students are to review Reading Comprehension Strategy Chart on their own or with assistance from the practitioner, partner or small group.

Have the students describe and model the different reading strategies they might use during the reading activity.

Students are ready to read the text for this lesson: The Seven Grandfathers and the Little Boy. The student has three options to complete the readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

Students are to circle all words in the text they cannot read or understand.

ACTIVITY 4: After Reading Discussion

Time: 20 minutes

After reading, help students to consolidate and extend their understanding of the content.

Students are to review and discuss any words that were circled in the text (story/legend) with a practitioner, partner or small group.

Students are to define the words and write them in their Word Book/Glossary notebook

Ask students to retell or paraphrase what they have read to their practitioner, partner or small group and to note similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

ACTIVITY 5: Worksheet for the Lesson

Time: 20 minutes

Students are to complete worksheet for the lesson, on their own or with assistance from a practitioner, partner or small group.

Students are to read the instructions for the worksheet. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry:

Time: 20 minutes

Students are to complete the journal entry questions for lesson on their own or with a practitioner, partner or small group.

Students are to complete journal entry section of this lesson. The practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing and organizing the ideas and revising and editing them. If the student is able, s/he may complete this section on their own. The practitioner or peers may assist the individual with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

- Creative spelling is acceptable (looks like, sounds like).

Reflection Journal Questions:

- How does this story teach humility?
- What do you think humility means?
- Describe a time when you experienced humility.

ACTIVITY 7: Lesson Task – Comparing and Contrasting Activity **Time: 20 minutes**

Comparing and contrasting is an activity in which you identify people, places, things or events that are the same in both or different in the stories/legend you are comparing.

Students are read instruction for the task portion of this lesson.

Students are to complete a compare and contrast chart for the two legends from Lesson 5, The Great Flood and Lesson 6, The Earth on Turtle’s Back for similarities and differences.

In the first column, students are write down 3 three things that were the same in the legends.

In the second column, students are write down 3 three things that were different in the legends.

Students are to complete task for lesson, on own, with practitioner, partner or small group.

The practitioner, partner, or small group may assist with the completion of this part of the lesson.

ACTIVITY 8: Oral Communications **Time: 10 minutes**

If comfortable, the students can share their journal entry or work with the practitioner, a partner or their small group.

ACTIVITY 9: Assessment and Evaluation **Time: 10 minutes**

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, reading/writing rubrics.

Student (in student workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Student can read other legends or stories related to the teaching of Humility.
- Invite an Elder or resource person to present local teachings to student/class.
- Students can act out legend with peers.
- Students can write a legend based on their knowledge or comprehension.
- Students can research video clips of legends or stories on the internet on the teachings of Humility.
- Students can create a word wall using the words from the word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Students can create sentences using the words from their word list. Student can write these sentences in their Word Book/Glossary notebook.
- Students can play word games with word wall words such as Concentration (make duplicate copies each word, cut out words, place all the words on table faced down, select 2 words, students are to read words selected, if the words match student keeps going, if there is no match then students flips words back and next player goes or the students can go again)
- Students can play spelling games with word wall words. Students are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Students can also play Words in a Jar game. Get 2 containers and name one container, Words I Know, and the other Words I Need to Practice. Make a copy of each word (any size), cut out words, fold them up and place words in the container name Words I Need to Practice. Students are to pick one word at random and if the students read the word correctly then s/he can place the word into the container labeled Words I Know. Continue with game until all the words are read properly.

Accommodations:

- Modify the expectations to meet the individual student's individual needs and skills.
- Modify writing activities based on student's abilities
- Students can work independently, with a partner or with the practitioner as need dictates.
- Students can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sections rather than in one session.
- Practitioners can provide 1:1 assistance to students with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 6 Activity Chart Checklist.

- Answer to Worksheet for Lesson 6 on page 56.
- Next step is to complete Lesson 7 of the unit.

Lesson 6 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Word List	10	
3	Review Reading Comprehension Strategies Chart	5	
4	<p>Student is to read the text for the lesson. The student has three options:</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (small group of students read text together) c) shared reading (practitioner/peer read text to student) <p>Instruct the students to circle words they cannot decode (read) or understand</p>	15	
5	Have students review and identify reading strategies used during activity. Students can check strategies used on chart.	5	
6	Student is to review and discuss reading with practitioner or peers including words circled in text during reading	15	
7	Student is to complete worksheet, on own or with assistance.	20	
8	Student is to complete journal entry for lesson.	20	
9	Student is to complete task for lesson, on own or with assistance.	20	
10	If comfortable, student can share journal or activity task with practitioner or peers.	10	
11	Practitioner and students are to complete assessment and evaluation forms for lesson completion.	10	

Answers to Worksheet for Lesson 6

Humility

Answer the following questions in full sentences, using capitals and proper punctuation.

1. Why was the Great Tree important?

The Great Tree was important because it provide food for the Skyland people.

2. Why was the Great Tree uprooted?

The Great Tree was uprooted because the chief's wife dreamed she saw the tree uprooted.

3. Who caught the woman when she fell?

Two swans caught the woman when she fell from the sky.

4. Why did the animals need to get some Earth?

The animal need some Earth so the woman would have a place to stand.

5. What happened when the Earth was placed on the turtle's back?

When the Earth was placed on the turtle's back the shell began to grow larger and larger until it became the whole world.

Compare and Contrast Activity

Instructions:

You are to complete a compare and contrast chart for the two legends from Lesson 5, The Great Flood and Lesson 6, The Earth on Turtle’s Back for similarities and differences.

Compare and Contrast Chart

Name of Legend	Similarities How are the legends the same?	Differences How are the legends different from one another?
The Great Flood	<ol style="list-style-type: none"> 1. Both legends are about creating land or Mother Earth. 2. The muskrat is the animal that retrieves the dirt from bottom of the water. 3. Dirt was retrieved from the bottom of the waters. 4. Land was created from the dirt that was placed on the turtle’s back. 	<ol style="list-style-type: none"> 1. The Great flood had Anishnabek people and the Earth on Turtle’s Back had Skyland people. 2. In the Great Flood, the Creator flooded the earth because there was too much evil amongst the people and in the Earth on Turtle’s Back, the water already covered the earth.
The Earth on Turtle’s Back	<ol style="list-style-type: none"> 5. Any other answer the student may provide that shows a similarity between the two legends. 	<ol style="list-style-type: none"> 3. In the Great Flood, the muskrat dies at the end of the legend and in The Earth on Turtle’s Back, the muskrat survives at the end of the legend. 4. Any other answer the student may provide that shows a difference between the two legends.

LESSON 7

HONESTY

Time: 140 minutes

Lesson Expectations:

The student will:

- be introduced to the idea that being honest may be difficult and challenging at times but it is always the best policy
- understand how this teaching relates to the Anishinawbe culture
- have an opportunity to continue to seek knowledge on this teaching

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- Gluscabi and the Wind Eagle: Keepers of the Earth – Native Stories and Environmental Activities for Children by M. Caduto and J. Bruchac pp. 67-71 or use the electronic version of the legend (the link can be found on the next page)
- Student Package
- Assessment and Evaluation Forms (found in Student Manual)
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper
- Blank paper
- Markers, pencil crayons
- Computer with access to the internet
- Dictionary

Recommended Electronic Version:

Gluscabi and the Wind Eagle (Abenaki)

<http://www.firstpeople.us/FP-Html-Legends/GluscabiandtheWindEagle-Abenaki.html>

Suggested Word List for Lesson 7:

honesty	canoe	paddle	stubborn	moccasins
braid	crevice	treeline	comfortable	wedge

Teaching/Learning Strategies:

Reading: Gluscabi and the Wind Eagle

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help the students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (refer to the chart in the Student Manual)

ACTIVITY 1: Word List Review

Students are to read the words on the word list for this lesson on their own or with assistance from a practitioner, partner or small group.

Students are to discuss definitions with the practitioner or their peers, using a dictionary when necessary.

Students are then to copy the words and definitions into a notebook. Label notebook Word Book or Glossary, whatever the student is most comfortable with.

Students may write the lesson number, title of lesson and date in notebook as well.

ACTIVITY 2: Prior Knowledge

Students are to review the Prior Knowledge Activation Chart on own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the students may have regarding the strategies.

During:

Time: 20 minutes

During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning)

ACTIVITY 3: Read Text

Students are to review Reading Comprehension Strategy Chart on their own or with assistance from the practitioner, partner or small group.

Have the students describe and model the different reading strategies they might use during the reading activity.

Students are ready to read the text for this lesson: Gluscabi and the Wind Eagle.

The students have three options to complete the readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

Students are to circle all words in the text they cannot read or understand.

ACTIVITY 4: After Reading Discussion

Time: 20 minutes

After reading, help students to consolidate and extend their understanding of the content.

Students are to review and discuss any words that were circled in the text (story/legend) with a practitioner, partner or small group.

Students are to define the words and write them in their Word Book/Glossary notebook

Ask students to retell or paraphrase what they have read to their practitioner, partner or small group and to note similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

ACTIVITY 5: Worksheet for the Lesson

Time: 20 minutes

Students are to complete worksheet for the lesson, on their own or with assistance from a practitioner, partner or small group.

Students are to read the instructions for the worksheet. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry:

Time: 20 minutes

Students are to complete the journal entry questions for lesson on their own or with a practitioner, partner or small group.

Students are to complete journal entry section of this lesson. The practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing and organizing the ideas and revising and editing them. If the student is able, s/he may complete this section on their own. The practitioner or peers may assist the individual with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

- Creative spelling is acceptable (looks like, sounds like).

Reflection Journal Questions:

- How does this story teach honesty?
- What do you think honesty means?
- Describe a time in which you have experience honesty.

ACTIVITY 7: Lesson Task – Describing Characters in a Story**Time: 20 minutes**

Students are to describe their view or images of the three main characters in the legend.
Students are to practice using descriptive words.

Students are to describe each character in the story. What would he or she look like and what they think would some of the personal characteristics they would possess?

Students can draw and colour their images of these characters.

Practitioner is encouraged or assist student to research descriptive words either through dictionaries or using the internet or other resources available in the classroom.

Students are to complete task for lesson on their own, with practitioner, partner or small group.

Oral Communications**Time: 10 minutes**

If comfortable, students can share their journal entry or work with practitioner, partner or small group.

ACTIVITY 9: Assessment and Evaluation**Time: 10 minutes**

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, reading/writing rubrics.

Student (in student workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Students can read another legend on the teaching of Honesty.
- Invite an Elder or resource person to present local teachings to student/class.

- Students can act out legend with peers.
- Students can write a legend based on their knowledge or comprehension
- Students can research video clips of legends on the internet on for more teachings on Honesty.
- Students can create word wall using the words from the word list. Have students write lesson number, story title, name to teaching and date in their word book/glossary.
- Students can create a word wall using the words from the word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Students can create sentences using the words from their word list. Student can write these sentences in their Word Book/Glossary notebook.
- Students can play word games with word wall words such as Concentration (make duplicate copies each word, cut out words, place all the words on table faced down, select 2 words, students are to read words selected, if the words match students keep going, if there is no match then students flips words back and next player goes or the student can go again)
- Students can play spelling games with word wall words. Students are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Student can also play Words in a Jar game. Get 2 containers and name one container, Words I Know, and the other Words I Need to Practice. Make a copy of each word (any size), cut out words, fold them up and place words in the container name Words I Need to Practice. Student is to pick one word at random and if the students read the word correctly then they can place the word into the container labeled Words I Know. Continue with game until all the words are read properly.

Accommodations:

- Modify the expectations to meet the individual student's individual needs and skills.
- Modify writing activities based on student's abilities
- Students can work independently, with a partner or with the practitioner as need dictates.
- Students can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sections rather than in one session.
- Practitioners can provide 1:1 assistance to students with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 7 Activity Chart Checklist.
- Answer to Worksheet for Lesson 7 on page 64.
- Next step is to complete Lesson 8 of the unit.

Lesson 7 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Word List	10	
3	Review Reading Comprehension Strategies Chart	5	
4	<p>Student is to read the text for the lesson. The student has three options:</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (small group of students read text together) c) shared reading (practitioner/peer read text to student) <p>Instruct the students to circle words they cannot decode (read) or understand</p>	15	
5	Have students review and identify reading strategies used during activity. Students can check strategies used on chart.	5	
6	Student is to review and discuss reading with practitioner or peers including words circled in text during reading	15	
7	Student is to complete worksheet, on own or with assistance.	20	
8	Student is to complete journal entry for lesson.	20	
9	Student is to complete task for lesson, on own or with assistance.	20	
10	If comfortable, student can share journal or activity task with practitioner or peers.	10	
11	Practitioner and students are to complete assessment and evaluation forms for lesson completion.	10	

Answer to Worksheet for Lesson 7

Honesty

Answer the following questions in full sentences, using capitals and proper punctuation.

1. In the story, who makes the wind blow?

Wuchowsen, the Wind Eagle makes the wind blow

2. What was the last thing that blew off of Gluscabi?

The last thing the wind blew off Gluscabi was his eyebrows.

3. What did Gluscabi call Wuchowsen, which was not the truth?

Gluscabi called him Grandfather which was not true.

4. Why did Gluscabi want Wuchowsen to stop making wind?

Gluscabi wanted Wuchowsen to stop making wind so he can hunt for some ducks.

5. In the story, what happened when there was no wind?

The air became hot and dry and it was hard to breathe. The water began to grow dirty and smell bad.

LESSON 8

TRUTH

Time: 140 minutes

Lesson Expectations:

The students will:

- be introduced to the idea that truth can be difficult to do, believe or accept
- understand how this teaching relates to the Anishinawbe culture
- have an opportunity to continue to seek knowledge on this teaching

Skill Outcomes:

- use knowledge of the alphabet and basic phonics to decode common words
- use alphabetical order and basic conventions of formal text to locate information
- read the text of one paragraph or a list of sentences
- retell a simple story or event in order
- express thoughts and feelings about stories and events
- copy from printed materials
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Materials:

- Koluskap and Malsom: Keepers of Life - Discovering Plants Through Native Stories and Earth Activities for Children by M. Caduto and J. Bruchac pp. 91-93
- Student Package
- Assessment and Evaluation Forms (found in Student Manual)
- Writing Tools: pens, pencils, eraser and ruler
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper
- Blank paper
- Markers, pencil crayons
- Computer with access to the internet
- Dictionary

Recommended Alternative Readings:

Glooskap the Divinity of Glooskap's Birth and of his Brother Malsum the Wolf (Algonquin)
<http://www.firstpeople.us/FP-Html-Legends/Glooskap-The-Divinity-Of-Glooskaps-Birth-And-Of-His-Brother-Malsum-The-Wolf-Algonquin.html>

Glooscap and his People (Algonquin)
<http://www.firstpeople.us/FP-Html-Legends/GlooscapAndHisPeople-Algonquin.html>

Algonquin Creation Myth (Algonquin)
<http://www.firstpeople.us/FP-Html-Legends/AlgonquinCreationMyth-Algonquin.html>

Suggested Word List for Lesson 8:

downstream	poisonous	flounder	ferns	creation
strength	dangerous	cattail	destroy	defeat

Teaching/Learning Strategies:

Reading: Koluskap and Malsom

Total Time: 60 minutes

Before:

Time: 20 minutes

Before reading, help the students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (refer to the chart in the Student Manual)

ACTIVITY 1: Word List Review

Students are to read the words on the word list for this lesson on their own or with assistance from a practitioner, partner or small group.

Students are to discuss definitions with the practitioner or their peers, using a dictionary when necessary.

Students are then to copy the words and definitions into a notebook. Label notebook Word Book or Glossary, whatever the student is most comfortable with.

Students may write the lesson number, title of lesson and date in notebook as well.

ACTIVITY 2: Prior Knowledge

Students are to review the Prior Knowledge Activation Chart on own or with assistance from a practitioner, partner or small group. Practitioner is to clarify any questions the students may have regarding the strategies.

During:

Time: 20 minutes

During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning)

ACTIVITY 3: Read Text

Students are to review Reading Comprehension Strategy Chart on their own or with assistance from the practitioner, partner or small group.

Have the students describe and model the different reading strategies they might use during the reading activity.

Students are ready to read the text for this lesson: Koluskap and Malsom.

The student has three options to complete the readings:

- independently
- guided reading (small group of students read text together)
- shared reading (practitioner/peer reads text to student)

Students are to circle all words in the text they cannot read or understand.

ACTIVITY 4: After Reading Discussion

Time: 20 minutes

After reading, help students to consolidate and extend their understanding of the content.

Students are to review and discuss any words that were circled in the text (story/legend) with a practitioner, partner or small group.

Students are to define the words and write them in their Word Book/Glossary notebook

Ask students to retell or paraphrase what they have read to their practitioner, partner or small group and to note similarities and difference in the retelling.

Model (using a “think-aloud”) how to summarize a narrative by identifying the theme, main characters, setting and events, then organize the information to show how the characters, setting and plot develop throughout the story.

Writing

Total Time: 80 minutes

ACTIVITY 5: Worksheet for the Lesson

Time: 20 minutes

Students are to complete worksheet for the lesson, on their own or with assistance from a practitioner, partner or small group.

Students are to read the instructions for the worksheet. If necessary, a practitioner or peer may assist with the completion of this worksheet.

Practitioner is to model proper techniques such as use of capitals at the beginning of sentences, periods at the end and appropriate spacing between words.

ACTIVITY 6: Journal Entry:

Time: 20 minutes

Students are to complete the journal entry questions for lesson on their own or with a practitioner, partner or small group.

Students are to complete journal entry section of this lesson. The practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, and developing, organizing, revising and editing them. If the students are able, they may complete this section on their own.

The practitioner or peers may assist the individual with this writing process.

The practitioner is to model sentence writing techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

Creative spelling is acceptable (looks like, sounds like).

Reflection Journal Questions:

- How does this story teach us about truth?
- Why does telling the truth cause trouble at times?
- Describe a time when you experienced problems in telling the truth.

ACTIVITY 7: Lesson Task – Venn Diagram

Time: 20 minutes

A Venn diagram demonstrates how different subjects or topics overlap and how unique they are. The practitioner, partner or small group may assist with the completion of this section.

Students are to read the instructions for the task.

In each character’s circle write unique traits that character possesses.

Where the circle overlaps, write traits which both characters share.

Review and share your answers with a practitioner, partner or small group.

ACTIVITY 8: Oral Communications

Time: 10 minutes

If comfortable, the students can share their journal entry or work with the practitioner, a partner or their small group.

ACTIVITY 9: Assessment and Evaluation

Time: 10 minutes

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, reading/writing rubrics.

Student (in student workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Students can read other legends or stories related to the teaching of Truth.
- Invite an Elder or resource person to present local teachings to student/class.

- Students can act out legend with peers.
- Students can write a legend based on their knowledge or comprehension.
- Students can research video clips of legends or stories on the internet on the teachings of Humility.
- Students can create a word wall using the words from the word list. The words on the word wall can also include the definitions, lesson number, teaching and title of the legend.
- Students can create sentences using the words from their word list. Student can write these sentences in their Word Book/Glossary notebook.
- Students can play word games with word wall words such as Concentration (make duplicate copies each word, cut out words, place all the words on table faced down, select 2 words, students are to read words selected, if the words match students keep going, if there is no match then students flips words back and next player goes or the student can go again)
- Students can play spelling games with word wall words. Students are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Students can also play Words in a Jar game. Get 2 containers and name one container, Words I Know, and the other Words I Need to Practice. Make a copy of each word (any size), cut out words, fold them up and place words in the container name Words I Need to Practice. Students are to pick one word at random and if a student reads the word correctly then s/he can place the word into the container labeled Words I Know. Continue with game until all the words are read properly.

Accommodations:

- Modify the expectations to meet the individual student's individual needs and skills.
- Modify writing activities based on student's abilities
- Students can work independently, with a partner or with the practitioner as need dictates.
- Students can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sections rather than in one session.
- Practitioners can provide 1:1 assistance to students with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 8 Activity Chart Checklist.
- Answer to Worksheet Lesson 8 on page 72.
- Next step is to complete Lesson 9 of the unit.

Lesson 8 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Complete Prior Knowledge Activation Chart	10	
2	Review Word List	10	
3	Review Reading Comprehension Strategies Chart	5	
4	<p>Student is to read the text for the lesson. The student has three options:</p> <ul style="list-style-type: none"> a) read the text independently b) guided reading (small group of students read text together) c) shared reading (practitioner/peer read text to student) <p>Instruct the students to circle words they cannot decode (read) or understand</p>	15	
5	Have students review and identify reading strategies used during activity. Students can check strategies used on chart.	5	
6	Student is to review and discuss reading with practitioner or peers including words circled in text during reading	15	
7	Student is to complete worksheet, on own or with assistance.	20	
8	Student is to complete journal entry for lesson.	20	
9	Student is to complete task for lesson, on own or with assistance.	20	
10	If comfortable, student can share journal or activity task with practitioner or peers.	10	
11	Practitioner and students are to complete assessment and evaluation forms for lesson completion.	10	

Answer to Worksheet for Lesson 8

Truth

Answer the following questions in full sentences, using capitals and proper punctuation.

1. In the story, what was the last animal that Koluskap made?

The last animal that Koluskap made was the Lahks, the wolverine.

2. Why was Lahks lying to all the animals?

Lahks wanted to cause trouble for the humans.

3. Who else in the story does not tell the truth and why?

Koluskap lied to his brother so he could protect himself.

4. Does Lahks ever tell the truth to anyone? If so when?

Lahks tells Malsom how to destroy his brother in exchange for Malsom to give him whatever he wants.

5. Does Lahks get what he wants from telling the truth?

No, because Lahks turned on Malsom for laughing at him for wanting wings and he then warned Koluskap of what Malsom was going to get.

LESSON 9

CULMINATING ACTIVITY

Time: 130 minutes

Lesson Expectations:

The student will be able to:

- demonstrate an understanding of the teachings of Seven Sacred / Seven Grandfathers
- explain how the teachings they studied are related and/or connected
- reflect on and identify the importance of each teaching

Skill Outcomes:

- produce a two dimensional work of art that communicates ideas (thoughts, feeling and experience) on the Seven Sacred / Seven Grandfather teachings
- describe how the ideas or concepts in the legends shaped their artwork
- use knowledge acquired in the lessons to produce a piece of artwork
- express thoughts and feelings about stories and events
- write a short piece using familiar words
- write simple sentences to express thoughts (though not always able to express thoughts clearly or write sentences correctly)
- use words from oral vocabulary
- begin to use less familiar words
- write simple sentences leaving spaces between words
- use capital letters for beginning of sentences, for familiar proper nouns such as names and for the pronoun I
- use basic punctuation (period at end of a statement)
- use basic phonics to spell unfamiliar words

Resources:

- Seven Sacred Teachings: Niizhwaaswi Gagiikwewin by D. Bouchard and Dr. J. Martin (Book and CD) or you can use the electronic version shown on the next page
- Poster Board
- Magazines, newspapers, scrape paper
- Scissors, glue, ruler
- Markers, paint, pencil crayons
- Student Package
- Evaluation Forms (found in Student Manual)
- Writing Tools: pens, pencils, eraser, ruler and blank paper
- Notebook for Word List/Glossary
- Notebook for Reflection Journal Entries
- Chart paper
- Computer with access to the internet
- Dictionary

Recommended Electronic Version:

Seven Sacred Teachings: Niizhwaaswi Gagiikwewin
<http://www.davidbouchard.com/mtw/sst.pdf>

Teaching/Learning Strategies:

ACTIVITY 1: Seven Sacred Teachings: Niizhwaaswi Gagiikwewin

Total Time: 30 minutes

This story is available in written format in the book provided, on the CD which is included with book, or on the internet at the website indicated above.

Before:

Time: 10 minutes

Before reading, help the students to connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. (refer to the chart in the Student Manual)

Students are to reflect the reading strategies that they used in the lessons that improved their reading skills and/or comprehension.

Students are to discuss with the practitioner, partner or small group the reading strategies that positively affected their reading abilities.

During:

Time: 10 minutes

Students are to read or listen to the legend – Seven Sacred Teachings. Students have two options, to do this independently or with a small group of students.

Students are to indicate words in the text they cannot read or understand.

During reading or listening to the story, help students to connect the information and ideas in it with what they already know as they monitor their understanding. (Monitoring understanding means recognizing when confusion occurs and identifying strategies that help to regain meaning)

After:

Time: 10 minutes

After reading, help students to consolidate and extend their understanding of the content.

Students are to review and discuss any words that were circled in the text (story/legend) with a practitioner, partner or small group.

Students are to define the words and write them in their Word Book/Glossary notebook

Students are to reflect on the teaching of the Seven Sacred / Seven Grandfather teachings.

They can share their feelings, thoughts and experiences of this unit with the practitioner, a partner or small group

Writing

Total Time: 100 minutes

ACTIVITY 2: Journal Entry:

Time: 20 minutes

Students are to complete the journal entry questions for lesson on their own or with a practitioner, partner or small group.

Students are to complete journal entry section of this lesson. The practitioner, partner, or small group may assist with the completion of this part of the lesson.

The writing process involves generating ideas, developing and organizing the ideas and revising and editing them. If students are able, they may complete this section on their own.

The practitioner or peers may assist the individual with this writing process.

The practitioner is to model techniques such as use of capitals at the beginning of sentences, use of periods at the end and appropriate spacing between words.

Reflection Journal Questions:

- How have the legends or activities in this unit changed your perception of the Anishinabe culture?
- Which lesson or reading had the greatest impact on you? Why?
- Write about the knowledge and understanding you have gained from this unit.

ACTIVITY 3: Collage Making

Time: 60 minutes

Students are to consolidate their knowledge of the Seven Sacred / Seven Grandfather teachings and create a work of art. They may do this by themselves or with a partner.

The students are to create a collage using drawings or pictures demonstrating knowledge acquired during the course of the unit. The practitioner may assist with the completion of this part of the lesson if necessary.

Note: Encourage the students to research on the internet various examples of Seven Sacred / Seven Grandfather collages to assist with ideas or visuals for their collages.

ACTIVITY 4: Oral Communications

Time: 10 minutes

If comfortable, the students can share their journal entries or collages with practitioner or peers.

ACTIVITY 5: Assessment and Evaluation

Time: 10 minutes

Assessment and Evaluation in this unit include: checklist for collaborative skills, formal evaluation of culminating task according to specific criteria (teacher-developed), self assessment, short answer questions, journal writing, observation, anecdotal notes, reading/writing rubrics.

Student (in student workbooks)	Self-Evaluation Form	
	Activity Chart Checklist	
Practitioner	Activity Chart Checklist	
	Anecdotal Notes	
	Rubric for Reading	
	Rubric for Writing	

Enrichment and Extensions:

- Students can read the other Seven Sacred / Seven Grandfather legends.
- Invite an Elder or resource person to present local teachings to student/class.
- Students can write a legend based on their knowledge or comprehension of the teachings.
- Student can research video clips of legend on the internet on the Seven Sacred / Seven Grandfathers teachings.

Accommodations:

- Modify the expectations to meet the individual student's individual needs and skills.
- Modify writing activities based on student's abilities
- Students can work independently, with a partner or with the practitioner as need dictates.
- Students can read with a partner or in a small group setting.
- The text (legend) can be read in 2 or 3 sections rather than in one session.
- Practitioners can provide 1:1 assistance to students with all activities.

Reflections/Next Step:

- Practitioner is to begin a log or journal with their views or comments on the successes and shortcomings of the lesson and suggestions for improvements to the lesson and/or delivery.
 - How would you improve this lesson?
 - What things did you like about the lesson, format, style, content, strategies?
- Complete Lesson 9 Activity Chart Checklist
- Next step is to complete Unit 2 The Teachings of the Medicine Wheel.

Lesson 9 Activity Chart Checklist

	Activity	Time	Checklist/Comments
1	Student participated in Prior Reading Activity 1	10	
2	Student is to read the text for the lesson. The student has three options: a) read the text independently b) guided reading (small group of students read text together) c) shared reading (practitioner/peer read text to student)	10	
3	Student participated in After Reading Discussion - Activity 1	10	
4	Student is to complete journal entry for lesson.	20	
5	Student is to complete task for lesson, on own or with assistance.	60	
6	If comfortable, student can share journal or activity task with practitioner or peers.	10	
7	Practitioner and students are to complete assessment and evaluation forms for lesson completion.	10	

Suggested Word Lists

Teachings of the Seven Sacred/Seven Grandfathers Unit

Introduction - Lesson 1

responsibility	harmony	corruption	instructed	curious
knowledge	vessel	ceremony	integrity	escorted
obstacles	meditation			

Respect - Lesson 2

respect	legend	medicine	Mishoomis	Nookomis
observe	traditional	chant	moccasins	surroundings

Wisdom - Lesson 3

wisdom	government	Saskatchewan	hoisted	passenger
usually	familiar	motioned	confused	tobacco
shadow	bannock			

Love - Lesson 4

lonesome	prepare	instead	angry	expect
beauty	foolish	attention	glistened	quarreled
Cherokee	friendship			

Bravery - Lesson 5

bravery	harmonious	functioned	cease	purify
adventure	characteristics	mistakes	balance	sacrifice
regained	hopeless			

Humility - Lesson 6

humility	sacred	existed	beautiful	ancient
budge	effort	webbed	swift	determine
depth	unconscious			

Honesty - Lesson 7

honesty	canoe	paddle	stubborn	moccasins
braid	crevice	treeline	comfortable	wedge

Truth - Lesson 8

downstream	poisonous	flounder	ferns	creation
strength	dangerous	cattail	destroy	defeat

References

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- Benton-Benai, E. (1988). The Great Flood. *The Mishomis Book - Voice of The Ojibway* (pp. 29-34). Hayward, WI: Indian Country Communications Inc.
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<http://www.firstpeople.us/FP-HTML-Legends/TheWisdomOfTheWillowTree-Osage.html>

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Thunderbird, S. (2010). Story of Turtle Island (Iroquois). Retrieved May 2010.

http://www.shannonthunderbird.com/creation_stories.htm

Resource List

Recommended Alternative Readings

Teachings of the Seven Sacred/Seven Grandfathers

	Teaching	Title of Legend	Recommended Alternative Reading
1	Intro to Seven Grandfathers	The Seven Grandfathers and the Little Boy	Retelling of the Seven Grandfathers by Don Abel http://famousamericanindians4.homestead.com/7GrndfthrsWTranslation.html The Seven Grandfather Teachings http://www.iamakindman.ca/IAKMKids/sevengrandfather.html
2	Respect	Eagle Feather – An Honour	Teaching of the Feather http://www.gatheringofnations.com/educational/articles/feather.htm Eagle War Feathers http://www.firstpeople.us/FP-HTML-Legends/EagleWarFeathers-Cheyenne.html
3	Wisdom	Macous Knows: The Sacred Eagle Feather	A Sacred Story (Anishinabe) http://www.firstpeople.us/FP-HTML-Legends/ASacredStory-Anishnabe.html The Wisdom of the Willow Tree http://www.firstpeople.us/FP-HTML-Legends/TheWisdomOfTheWillowTree-Osage.html
4	Love	The First Strawberries	Strawberry Legend (Cherokee) http://www.firstpeople.us/FP-HTML-Legends/StrawberryLegend-Cherokee.html
5	Bravery	The Great Flood	1. The Creation Story – Turtle Island http://www.gct3.net/wp-content/uploads/2008/01/creation_story.pdf 2. The Great Flood (Ottawa/Algonquin) http://www.firstpeople.us/FP-HTML-Legends/TheGreatFlood-Ottawa.html
6	Humility	The Earth on Turtle’s Back	1. The Creation Story – Turtle Island http://www.gct3.net/wp-content/uploads/2008/01/creation_story.pdf 2. Story of Turtle Island (Iroquois) http://www.shannonthunderbird.com/creation_stories.htm

	Teaching	Title of Legend	Recommended Alternative Reading
7	Honesty	Gluscabi and the Wind Eagle	1. Gluscabi and the Wind Eagle (Abenaki) http://www.firstpeople.us/FP-HTML-Legends/GluscabiandtheWindEagle-Abenaki.html
8	Truth	Koluskap and Malsom	1. Glooskap the Divinity of Glooskap's Birth and of his Brother Malsom the Wolf (Algonquin) http://www.firstpeople.us/FP-HTML-Legends/Glooskap-The-Divinity-Of-Glooskaps-Birth-And-Of-His-Brother-Malsom-The-Wolf-Algonquin.html 2. Glooscap and his People (Algonquin) http://www.firstpeople.us/FP-HTML-Legends/GlooscapAndHisPeople-Algonquin.html 3. Algonquin Creation Myth (Algonquin) http://www.firstpeople.us/FP-HTML-Legends/AlgonquinCreationMyth-Algonquin.html
9	Culminating Activity	Seven Sacred Teachings: Niizhwaaswi Gagiikwewin	1. Seven Sacred Teachings: Niizhwaaswi Gagiikwewin http://www.davidbouchard.com/mtw/sst.pdf