

## Lesson First Nation Stories

### Purpose

To recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view. It will also provide practice in structuring a paragraph.

### Engagement

- Sitting in a learning circle inside/outside (weather permitting).
- Listening to the First Nation Tale.
- Discussion about the First Nation's Tale.

### Materials

- First Nation stories. (See Appendix A)
- Materials for writing outside.
- Example of a simple paragraph with color codes.
- List of vocabulary words.

### Elaboration

<b>New Vocabulary</b>	<b>Meaning</b>
<b>Thunderbird</b>	Is a legendary creature in certain North American indigenous peoples' history and culture. It is considered a supernatural being of power and strength. It is especially important, and frequently depicted, in the art, songs and oral histories of many Pacific Northwest Coast cultures.
<b>Landmarks</b>	A recognizable natural or artificial feature used for navigation.
<b>Significant</b>	Important to be worthy of attention.
<b>Talons</b>	A claw, especially one belonging to a bird of prey.

### Teacher Action / Student Action

<b>Time</b>	<b>Instruction</b>
<b>10 mins</b>	<ul style="list-style-type: none"><li>○ If able to go outside, then head out with all materials needed. If not able to go outside, make a circle in a free space in the classroom.</li></ul> <p>Gather the students around in a circle formation.</p> <p>Once they are quiet and ready to listen read out loud the two short First Nation stories. Stop and discuss the highlighted vocabulary words as well as any other troubling words.</p>

5 mins

- Discuss the stories.
- Allow the students interpret the meaning of each story.
  - For example, the meaning could be interpreted as a;
    - ◆ Tsunami or
    - ◆ Subduction zone.

10 mins

- Introduce how to do a simple paragraph.
  - This is an explanation of the basic structure of a paragraph.
    - ◆ Topic sentence (Red)
    - ◆ Detail 1 (pencil)
    - ◆ Detail 2 (pencil)
    - ◆ Detail 3 (pencil)
    - ◆ Closing sentence (Green).
- The students can create their own simple paragraph about Earthquakes or Tsunamis following the paragraph structure.
  - Have an example for them to follow.
  - Try and have the students to use some of the new vocabulary words.
  - Student should use color codes to separate areas.
- If there are any students having difficulties then work with them, help with the understanding.

5 mins

- Have students write down one thing new and one thing that was interesting.
  - This is a simple check in.
  - It also allows teacher to see what the students are taking away from lessons.

#### Assessment

**Criteria:** To what extent do students understand the new vocabulary words. Are students able to recognize what a paragraph is and what it consists of. For students that are having trouble recognizing what a paragraph is and what makes a paragraph, try to identify the reason behind this. Adapt and reteach.



<https://i.pinimg.com/originals/9b/19/c2/9b19c2e6ba18500afce75c2ec415c615.jpg>

## Resources

B.C. New Curriculum. (2018). Province of British Columbia. Retrieved from:  
<https://curriculum.gov.bc.ca/>

Geller, P. (n.d.). Thunderbird. Mythical Creatures. Retrieved from:  
<https://mythology.net/mythical-creatures/thunderbird/>

## APPENDIX A

### Thunderbird Causes a Great Flood and Separates the Quileute People

It is said that once, Thunderbird became so angry with the people that he caused a great flood to occur. The oceans rose so high that the Quileute were forced to get into their boats to take shelter. The oceans rose so high that even the tops of the mountains were covered with water. This went on for four days.

After four days the Quileute sailed with no sun or landmarks to guide them. When the waters receded (again for four days) it was discovered that many of the Quileute had been scattered. When they found land again, some of the Quileute found that they were in Hoh. Others discovered themselves in Chemakum. Both of these groups decided to stay there to live out their lives. Very few of the people forced to flee were able to find their way back to Quileute.

### Thunderbird Fights Mimlos-Whale

At one point in time, it was said there was a great flood that covered a significant portion of the Earth. During this flood, Thunderbird is said to have fought Mimlos-Whale. Their fight was long and brutal. The Thunderbird would grab Mimlos-Whale with his mighty talons and drag the creature to his mountain nest. Mimlos-Whale was tricky however, and would manage to escape the nest and find refuge in the water again. Every time Thunderbird captured Mimlos-Whale, there would be a great fight between the two beasts. The noise that resulted from their fight was so great it shook the mountains. Their battle was so brutal that they uprooted all the trees in any area they fought in.

The fight between Thunderbird and Mimlos-Whale continued for a great period of time until finally Thunderbird was tired and allowed Mimlos-Whale to escape into the depths of the ocean. It is said that this is why the killer whale can still be found in the ocean today (as Mimlos-Whale is thought to be represented by this whale).

Although the fight between the two creatures ended with no clear victor, the memory of their battle can still be seen on the face of the Earth. The places where they fought still remain bare of trees to this day and are thought to be the prairies that are found on the Olympic Peninsula.