



## LESSON PLAN

**Lesson Title:** Native American Legends

**Content Area & Arts Discipline:** Language Arts, Social Studies, Theatre Arts, and Visual Arts

**Date:** November 12, 2012

**Lesson Author (Teacher or Teaching Artist):** Samantha Greenleaf

**Grade Level:** Second Grade

**Proposed Time Frame:** One to two class periods

**Room Requirements/Arrangement:** no specific arrangement required

**Materials/Equipment:** brown paper bags, black oil pastels

**Resources:** The story "How the Chipmunk Got Its Stripes," an art print like "Cheyenne Elk Robe"

**Vocabulary:** legend

## BIG IDEA

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## LEARNING OBJECTIVES

**What will the students leave knowing?**

**Students will...learn the definition of a legend and understand that legends were often created in various cultures to explain why things happened in nature.**

**Students will...learn to use Native American symbols to stand in for words and ideas.**

**Students will...create an original legend explaining why the sun rises using Native American symbols.**

## SUMMARY

Give a brief overview of the lesson.

The teacher reads students an example of a Native American legend and shows a work of Native American art which represents a story through visual images. Students practice using a set of Native American symbols to stand for words. The students create original stories to explain why the sun rises every day and then write their stories in symbol-form on brown paper bags that have been crumpled to resemble leather animal hides.

## LESSON INSTRUCTION

*List the steps of the lesson by following the outline below:*

**Engaging Students (“the hook”):** TTW discuss folk tales and legends, and TSW read *How the Chipmunk Got Its Stripes*, a Native American legend. TTW explain that legends and folktales are often used to explain things in nature.

**Building Knowledge:** TTW show students an art print of an animal hide covered with Native American symbols. TTW illustrate how Native Americans used to often write with pictures to tell stories. TSW complete the legend activity where they fill in the blank with the correct picture based on the legend’s key.

**Modeling the Experience:** TSW read the three leveled *Journeys* legends in small groups. TSW determine different pictures that could take different word’s places in the legend. On the board, TSW help the teacher in writing a legend explaining why the sun sets. TSW begin writing their own legend, replacing certain words with symbols.

**Applying Understanding:** TSW take a paper bag and write their legend on it with black oil pastels (to take the place of charcoal). TSW twist and crumple up the paper bag to simulate an animal’s skin, like the Native Americans used to write on.

**Creating Opportunities for Reflection (Closing):** TSW swap legends and discuss how the legend explains something in nature.

**Assessing the Learning:** The teacher can assess the final projects with a rubric.

**STANDARDS**  
**&**  
**PRINCIPLES**

**State Content Standards:** *LA.2.SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.*

*LA.2.W.2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

*LA.2.RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.*

*SOC.3.5.a - Explain how cultural artifacts represent cultures in local communities. (e.g., pictures, animals, and masks.).*

**Visual & Performing Arts Standards:** *TH.2.3.b - Interpret stories by creating appropriate environment and mood through the use of props, costumes, and scenery.*

*VIS.2.7.a - Recognize that people from different places and times have made art for some of the same reasons (e.g. to tell about their culture, to tell stories, to document events, etc.*

*VIS.2.10.b - Exhibit respect for own work as well as the works of others.*

**Principles of Universal Design for Learning (at least one from each of the three guiding principles):**

Representation: Provide Options for Perception (Legends presented as oral stories, written stories, and visual symbols)

Expression and Action: Provide Options for Expression and Communication (Students create stories with words and/or Native American symbols, ideally translating from one symbol system to another)

Engagement: Provide Options for Recruiting Interest (Teacher presents both an oral story and a work of visual art, explaining that both can communicate the same information)

### **MISC NOTES**

**Extended Learning Activities:**

**TIPS/FAQs:**