

# Teachings of the Seven Sacred/Seven Grandfathers



**Basic Level Teachings**

## **Unit 1**

**Practitioner's Manual**

**Ontario Native Literacy Coalition**

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# Overview

## Unit Description

The traditional concepts of respect and sharing that form the foundation of the Indigenous 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 Indigenous 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 learners with the legend of the origin and history of the Seven Sacred Teachings and/or Seven Grandfathers. Learners will have an opportunity to explore the relationship between these teachings and traditional cultural practices and beliefs.

The learners 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 Indigenous 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 learners' 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 learner's success in learning. Successful learners have developed a repertoire of strategies to draw upon and know how to use them in different contexts. Developing learners 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 learners are learning subject-specific content through authentic reading tasks.

Effective readers use strategies to understand what they read before, during and after reading. Learners 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 approach's teachers use to help learners 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 learner's experiences, Internet research, guided imagery, small group discussion, and the use of guest speakers.

## Teaching/Learning Strategies

### Writing

Learners 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 learners become better writers. Models of good writing in the subject area and feedback that is constructive, and formative are critical to learners' 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 learners 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 learners 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 learners with related experiences, discussion topics, readings, or background information to increase background knowledge about the form, author, or subject.
- pose questions to learners before they read, to help them determine a purpose for reading.
- invite learners 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 learners have three options to complete the readings:

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

During reading, help the learners 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 learners 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. Learners are encouraged to write their thinkmarks down as they read the text.
- invite learners to visualize the concepts as they read.
- provide learners 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 learners 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 learners suggest possible diagrams or graphic organizers to illustrate connections among the topic, main idea, supporting details and prior knowledge.
- review the process that learners used for reading text, including strategies for before, during and after reading.

## Prior Knowledge Activation Chart

| Strategy  | Examples of Questioning<br>[ Avoid 'Yes' / 'No' ]   | What Learners Do   |
|---|---|--|
| Ask learners 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).<br><br>Describe any connection or experiences with the (topic/teaching).<br><br>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.<br><br>Share thoughts and/or questions they may have with instructor or peers regarding topic. |
| Provide learner 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.<br><br>Participate in discussion.  |
| Pose questions to learner before they read, to help them determine a purpose for reading.   | Why is this legend important to the Anishnawbe people?  | Learner 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.<br><br>Review pronunciation of words.<br><br>Discuss definitions of words.   | Learner is to practice and read words out loud.<br><br>Learner is to participate in the discussion to define the words.  |



## Reading Comprehension Strategy Chart

| Reading Strategy   | What Teachers Do  | What Learner Do                   |
|--|---|-----------------------------------|
| <b>Predicting:</b> 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 |
| <b>Questioning:</b> 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 |
| <b>Activating Prior Knowledge:</b> 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 |
| <b>Inferring:</b> 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.<br><i>"I think it will end this way because.."</i>   | Question and/or practice strategy |
| <b>Self-Monitoring:</b> learners 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 |
| <b>Adjusting:</b> 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 |
| <b>Rereading:</b> 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 |

## Understanding Skills for Success

### What are Skills for Success in Canada?

In May of 2021, the Essential Skills framework underwent an update based on an evolving labour market, the results were the new Skills for Success. The 9 Skills for Success are skills that help you in this new information age that has quickly changed the world. These skills benefit everyone and can help to secure employment, progress in your current employment, or assist in changing to a new employment. These skills also assist everyone adapting to different areas of one's life beyond work such as with social interactions and life skills.

### Why Skills for Success?

**Skills for Success** are the skills needed to participate and thrive in learning, work, and life.

**Skills for Success** include foundational skills for building knowledge and are important for effective social interaction. These skills overlap and interact with each other, and with other technical and life skills. They are inclusive and can be adapted to different contexts.

**Skills for Success** are for everyone – employers, workers, training providers, governments, and communities.

(Employment and Social Development Canada,  
2021 <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>)

Skills for Success development goes beyond work-skills training. It is important that literacy practitioners, employers and others recognize that developing Skills for Success can be very positive for adult learners and employees.

Research indicates that Skills for Success development is associated with:

- Greater independence
- Increased self-respect
- Effective problem solving and communication
- Better overall health and well-being
- Higher learning and earning potential
- An increased ability to use technology
- Flexibility and the capacity to adapt to change

**The Nine Skills for Success are:**

Adaptability  
 Collaboration  
 Communication  
 Creativity and Innovation  
 Digital  
 Numeracy  
 Problem Solving  
 Reading  
 Writing



Descriptions for the nine skills can be found at  
<https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/understanding-individuals.html>

**This resource suggested Skills for Success competencies:**

Reading, Writing, Communication, Creativity & Innovation

**Competency Task Group & Indicator Level:**  
**Ontario Adult Literacy Curriculum Framework**

| Find and Use Information |                     |   | Communicate Ideas and Information |                       |                               |                            | Understand and Use Numbers |             |              |             | Use Digital Technology | Manage Learning | Engage with Others |
|--------------------------|---------------------|---|-----------------------------------|-----------------------|-------------------------------|----------------------------|----------------------------|-------------|--------------|-------------|------------------------|-----------------|--------------------|
| Read continuous text     | Interpret documents | Extract info from films, broadcasts & presentations | Interact with others              | Write continuous text | Complete and create documents | Express oneself creatively | Manage money               | Manage time | Use measures | Manage data |                        |                 |                    |
| A1                       | A2                  | A3  | B1                                | B2                    | B3                            | B4                         | C1                         | C2          | C3           | C4          | D                      | E               | F                  |

**This resource suggested OALCF competencies:**

A1- A1.1, A1.2, A2- A1.2, A3  
 B1 – B1.1, B1.2, B2 – B2.1, B2.2  
 D – D.1  
 E – E.1, E.2, F

## Lesson 1: Legends of the Seven Sacred/Seven Grandfathers Teachings

**Time: 140 minutes**

### Lesson Expectations:

The learner 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.
- use the following traits relating to skills for success: reading, collaboration, and conversation
- (OALCF)

### 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 (Available at [GoodMinds.com](http://GoodMinds.com) or [Amazon.ca](http://Amazon.ca))
- Learner Manual
- Assessment and Evaluation Forms (included in the Learner 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:

The Seven Grandfather Teachings

<https://ecampusontario.pressbooks.pub/movementtowardsreconciliation/chapter/the-seven-grandfather-teachings/>.

### 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 learners 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 Learner Manual)

#### ACTIVITY 1: Word List Review

Learner 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.

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

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

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

#### ACTIVITY 2: Prior Knowledge

Learner 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 learners may have regarding the strategies.

**During:**

**Time: 20 minutes**

During reading, help learners 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**

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

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

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

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

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

**ACTIVITY 4: After Reading Discussion****Time: 20 minutes**

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

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

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

Ask learners 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**

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

Learners 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**

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

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

Learners are to read the instructions for the task.

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

Learners 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 learners' 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 learners 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.

|                                |                          |  |
|--------------------------------|--------------------------|--|
| Learner (in learner workbooks) | Self-Evaluation Form     |  |
|                                | Activity Chart Checklist |  |
| Practitioner                   | Activity Chart Checklist |  |
|                                | Anecdotal Notes          |  |
|                                | Rubric for Reading       |  |
|                                | Rubric for Writing       |  |

**Enrichment and Extensions:**

- Learners can read other teachings on the Seven Sacred / Seven Grandfathers.
- Invite an Elder or resource person to present local teachings to learner/class.
- Learners can act out legend with peers.
- Learners can write a story/legend based on their knowledge and comprehension of the topic.
- Learners can research video clips of the legends on the internet.
- Learners 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.
- Learners can create sentences using the words from their word list. Learner can write these sentences in their Word Book/Glossary notebook.
- Learners 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, learner is to read words selected, if the words match learner keeps going, if there is no match then learners flips words back and next player goes or the learner can go again)
- Learners can play spelling games with word wall words. Learners are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Learners 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. Learners are to pick one word at random and if the learner 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 learner's individual needs and skills.
- Modify writing activities based on learner's abilities.
- Learners can work independently, with a partner or with the practitioner as need dictates.
- Learners 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 learners 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  | Learner is to read the text for the lesson. The learner has three options:<br>a) read the text independently<br>b) guided reading (small group of learners read text together)<br>c) shared reading (practitioner/peer read text to learner)<br><br>Instruct the learners to circle words they cannot decode (read) or understand | 15   |                    |
| 5  | Have learners review and identify reading strategies used during activity. Learners can check strategies used on chart.   | 5    |                    |
| 6  | Learner is to review and discuss reading with practitioner or peers including words circled in text during reading.   | 15   |                    |
| 7  | Learner is to complete worksheet, on their own or with assistance.  | 20   |                    |
| 8  | Learner is to complete a journal entry for the lesson.  | 20   |                    |
| 9  | Learner is to complete the task for lesson, on their own or with assistance.  | 20   |                    |
| 10 | If comfortable, learner can share their journal or activity task with practitioner or peers.  | 10   |                    |
| 11 | Practitioner and learners 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 learner 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.
- use the following traits relating to skills for success: reading, collaboration, conversation, and creativity & innovation
- (OALCF)

### 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 Learner Package (Available on [Amazon.ca](https://www.amazon.ca))
- Assessment and Evaluation Forms (included in the Learner 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:**

"Sacred Feathers" *Pass the Feather*, <https://passthefeather.ca/sacred-feathers/?v=3e8d115eb4b3>.

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 learners 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 Learner Manual)

**ACTIVITY 1: Word List Review**

Learners 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.

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

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

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

**ACTIVITY 2: Prior Knowledge**

Learners 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 learners may have regarding the strategies.

**During:**

**Time: 20 minutes**

During reading, help learners 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**

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

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

Learners are ready to read the text for this lesson: *Eagle Feather by F. Plain*. The learner has three options to complete the readings:

- independently
- guided reading (small group of learners read text together)
- shared reading (practitioner/peer reads text to learner) Learners are to circle all words in the text they cannot read or understand.

**ACTIVITY 4: After Reading Discussion**

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

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

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

Ask learners 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**

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

Learners 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**

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

Learners 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 learners 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 learners 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.

Learners are to read the instructions for the task.

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

Learners 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, learners 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.

|                                   |                          |  |
|-----------------------------------|--------------------------|--|
| Learner<br>(in learner workbooks) | Self-Evaluation Form     |  |
|                                   | Activity Chart Checklist |  |
| Practitioner                      | Activity Chart Checklist |  |
|                                   | Anecdotal Notes          |  |
|                                   | Rubric for Reading       |  |
|                                   | Rubric for Writing       |  |

**Enrichment and Extensions:**

- Learners can read the other legends or stories related to Respect.
- Invite an Elder or resource person to present local teaching to learner/class.
- Learners can act out legend with peers.
- Learners can write a legend/story based on their knowledge or comprehension of the teaching.
- Learners can research video clips on the teaching of Respect on the internet.
- Learners 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.
- Learners can create sentences using the words from their word list. Learner can write these sentences in their Word Book/Glossary notebook.
- Learners 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, learner is to read words selected, if the words match learner keeps going, if there is no match then learners flips words back and next player goes or the learner can go again)
- Learners can play spelling games with word wall words. Learners are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Learners 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. Learners are to pick one word at random and if the learner 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 learner's individual needs and skills.
- Modify writing activities based on learner's abilities.
- Learners can work independently, with a partner or with the practitioner as need dictates.

- Learners 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 learners 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**

|   | <b>Activity</b>  | <b>Time</b> | <b>Checklist/Comments</b> |
|---|--|-------------|---------------------------|
| 1 | Complete Prior Knowledge Activation Chart  | 10          |                           |
| 2 | Review Word List   | 10          |                           |
| 3 | Review Reading Comprehension Strategies Chart  | 5           |                           |
| 4 | Learner is to read the text for the lesson. The learner has three options:<br>a) read the text independently.<br>b) guided reading (small group of learners read text together)<br>c) shared reading (practitioner/peer read text to learner)<br>Instruct the learners to circle words they cannot decode (read) or understand | 15          |                           |
| 5 | Have learners review and identify reading strategies used during activity. Learners can check strategies used on chart.  | 5           |                           |
| 6 | Learner is to review and discuss reading with practitioner or peers including words circled in text during reading.  | 15          |                           |
| 7 | Learner is to complete worksheet, on their own or with assistance.   | 20          |                           |



|    |  |    |  |
|----|--|----|--|
| 8  | Learner is to complete a journal entry for the lesson.                                       | 20 |  |
| 9  | Learner is to complete the task for lesson, on their own or with assistance.                 | 20 |  |
| 10 | If comfortable, learner can share their journal or activity task with practitioner or peers. | 10 |  |
| 11 | Practitioner and learners 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 learner's personal perception.

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## Lesson 3: Wisdom

**Time: 140 minutes**

### Lesson Expectations:

The learner 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.
- use the following traits relating to skills for success: reading, writing, collaboration, and problem solving
- (OALCF)

### 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:

- *Siha Tooskin Knows: The Sacred Eagle Feather* by C. Bearhead and W. Bearhead (Available at [GoodMinds.com](http://GoodMinds.com))
- Learner Package
- Assessment and Evaluation Forms (included in the Learner 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)

<https://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:** *Siha Tooskin Knows: The Sacred Eagle Feather*

**Total Time: 60 minutes**

**Before:**

**Time: 20 minutes**

Before reading, help the learners 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 Learner Manual)

**ACTIVITY 1: Word List Review**

Learners 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.

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

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

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

**ACTIVITY 2: Prior Knowledge**

Learners 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 learners may have regarding the strategies.

**During:**

**Time: 20 minutes**

During reading, help learners 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**

Learners are to review Reading Comprehension Strategy Chart on their own or with

assistance from the practitioner, partner, or small group.

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

Learners are ready to read the text for this lesson: *Siha Tooskin Knows: The Sacred Eagle Feather* The learner has three options to complete the readings:

- independently
- guided reading (small group of learners read text together)
- shared reading (practitioner/peer reads text to learner) Learners are to circle all words in the text they cannot read or understand.

**ACTIVITY 4: After Reading Discussion****Time: 20 minutes**

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

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

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

Ask learners 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**

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

Learners 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**

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

Learners 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 learners 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**

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

Have the learners 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 learners are to glue the correct number with the correct sentence on a separate paper. Learners 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, learners 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.

|                                   |                          |  |
|-----------------------------------|--------------------------|--|
| Learner<br>(in learner workbooks) | Self-Evaluation Form     |  |
|                                   | Activity Chart Checklist |  |
| Practitioner                      | Activity Chart Checklist |  |
|                                   | Anecdotal Notes          |  |
|                                   | Rubric for Reading       |  |

|  |                    |  |
|--|--------------------|--|
|  | Rubric for Writing |  |
|--|--------------------|--|

**Enrichment and Extensions:**

- Learners can read other legends or stories related to the teaching of Wisdom.
- Invite an Elder or resource person to present local teachings to learner/class.
- Learners can act out legend with peers.
- Learners can write a legend based on their knowledge or comprehension.
- Learners can research video clips of legends or stories on the internet on the teachings of Wisdom.
- Learners 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.
- Learners can create sentences using the words from their word list. Learner can write these sentences in their Word Book/Glossary notebook.
- Learners 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, learner is to read words selected, if the words match learner keeps going, if there is no match then learners flips words back and next player goes or the learner can go again)
- Learners can play spelling games with word wall words. Learners are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Learner 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. Learners are to pick one word at random and if the learners 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 learner's individual needs and skills.
- Modify writing activities based on learner's abilities.
- Learners can work independently, with a partner or with the practitioner as need dictates.
- Learners 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 learners 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 | Checklist/Comments |
|----|---|------|--------------------|
| 1  | Complete Prior Knowledge Activation Chart   | 10   |                    |
| 2  | Review Word List  | 10   |                    |
| 3  | Review Reading Comprehension Strategies Chart   | 5    |                    |
| 4  | Learner is to read the text for the lesson. The learner has three options:<br>a) read the text independently<br>b) guided reading (small group of learners read text together)<br>c) shared reading (practitioner/peer read text to learner)<br>Instruct the learners to circle words they cannot decode (read) or understand | 15   |                    |
| 5  | Have learners review and identify reading strategies used during activity. Learners can check strategies used on chart.   | 15   |                    |
| 6  | Learner is to review and discuss reading with practitioner or peers including words circled in text during reading.   | 20   |                    |
| 7  | Learner is to complete worksheet, on their own or with assistance.  | 20   |                    |
| 8  | Learner is to complete a journal entry for the lesson.  | 20   |                    |
| 9  | Learner is to complete the task for lesson, on their own or with assistance.  | 20   |                    |
| 10 | If comfortable, learner can share their journal or activity task with practitioner or peers.  | 10   |                    |
| 11 | Practitioner and learners 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 did Paul wake up?

Paul woke up in the cozy spare bedroom at Mugoshin and Mitoshin's house.

2. Where did Paul and his Mitsoshin go after breakfast in the truck and why?

Paul and his Mitsoshin went to the riverbank to look for some eagle's feathers.

3. Why is the eagle important to the Anishinaabe?

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

4. However you acquire an eagle feather, what did Mitsoshin tell Paul to do?

Mitsoshin told Paul to always respect it and you earn the right to keep it by doing things for other people.

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

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

6. What does Mitsoshin do before he leaves the riverbank and why?

Mitsoshin 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 wakes up in the cozy spare bedroom at Mugoshin and Mitoshin's house.                              |
| 2 | When Paul got to the kitchen Mugoshin was there making breakfast and setting dishes out on the table.  |
| 3 | Just when Paul was finishing his last bite of Bannock, Mitoshin walked into the kitchen.               |
| 4 | Paul and his Mitoshin climb into the truck and drive to the riverbank.                                 |
| 5 | Paul and Mitoshin walk down the riverbank searching for eagle feathers.                                |
| 6 | Mitoshin gives Paul the importance of the eagle and eagle feathers.                                    |
| 7 | Before they leave the riverbank, Mitoshin offers tobacco to the Creator and gave thanks for the gifts. |

## Lesson 4: Love

**Time: 140 minutes**

### Lesson Expectations:

The learners 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.
- use the following traits relating to skills for success: reading, writing, collaboration, and communication
- (OALCF)

### 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 (available at [Amazon.ca](https://www.amazon.ca)) (see link on next page to electronic version)
- Learner 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 learners 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 Learner Manual)

**ACTIVITY 1: Word List Review**

Learners 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.

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

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

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

**ACTIVITY 2: Prior Knowledge**

Learners 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 learners may have regarding the strategies.

**During:**

**Time: 20 minutes**

During reading, help learners 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**

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

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

Learners are ready to read the text for this lesson: *The First Strawberries*. The learners have three options to complete the readings:

- independently
- guided reading (small group of learners read text together)
- shared reading (practitioner/peer reads text to learner) Learners are to circle all words in the text they cannot read or understand.

**ACTIVITY 4: After Reading Discussion****Time: 20 minutes**

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

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

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

Ask learners 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**

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

Learners 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**

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

Learners 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 learners 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

Learners are to reflect on the teaching of Love and complete an activity which represents love. Learners are to read instruction for the task portion of this lesson.

Learners are to complete task for lesson on their own, with practitioner, partner, or small group. Learners are to draw the shape of a strawberry and colour it.

Learners 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 learners 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.

|                                   |                          |  |
|-----------------------------------|--------------------------|--|
| Learner<br>(in learner workbooks) | Self-Evaluation Form     |  |
|                                   | Activity Chart Checklist |  |
| Practitioner                      | Activity Chart Checklist |  |
|                                   | Anecdotal Notes          |  |
|                                   | Rubric for Reading       |  |
|                                   | Rubric for Writing       |  |

**Enrichment and Extensions:**

- Learners can read another legend or story related to the teaching of Love. Invite an Elder or resource person to present local teachings to learner/class. Learners can act out legend with peers.
- Learners can write a legend based on their knowledge or comprehension.
- Learners can research video clips of legends or stories on the internet on the teachings of Love.
- Learners 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.
- Learners can create sentences using the words from their word list. Learner can write these sentences in their Word Book/Glossary notebook.
- Learners 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, learner is to read words selected, if the words match learner keeps going, if there is no match then learners flips words back and next player goes or the learner can go again)
- Learners can play spelling games with word wall words. Learners are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Learner 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. Learners are to pick one word at random and if the learners 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 learner's individual needs and skills.
- Modify writing activities based on learner's abilities.
- Learners can work independently, with a partner or with the practitioner as need dictates. Learners 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 learners 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 35.
- 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  | Learner is to read the text for the lesson. The learner has three options:<br>a) read the text independently<br>b) guided reading (small group of learners read text together)<br>c) shared reading (practitioner/peer read text to learner)<br>Instruct the learners to circle words they cannot decode (read) or understand | 15   |                    |
| 5  | Have learners review and identify reading strategies used during activity. Learners can check strategies used on chart.   | 5    |                    |
| 6  | Learner is to review and discuss reading with practitioner or peers including words circled in text during reading  | 15   |                    |
| 7  | Learner is to complete worksheet, on own or with assistance.  | 20   |                    |
| 8  | Learner is to complete journal entry for lesson.  | 20   |                    |
| 9  | Learner is to complete task for lesson, on own or with assistance.  | 20   |                    |
| 10 | If comfortable, learner can share journal or activity task with practitioner or peers.  | 10   |                    |
| 11 | Practitioner and learners 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 learners 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.
- use the following traits relating to skills for success: reading, writing, and collaboration
- (OALCF)

### 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. (available at [GoodMinds.com](http://GoodMinds.com))
- Learner Package
- Assessment and Evaluation Forms (included in the Learner 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](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 learners 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 Learner Manual)

**ACTIVITY 1: Word List Review**

Learners 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.

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

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

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

**ACTIVITY 2: Prior Knowledge**

Learners 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 learners may have regarding the strategies.

**During:**

**Time: 20 minutes**

During reading, help learners 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**

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

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

Learners are ready to read the text for this lesson: The Great Flood, The Mishomis Book: Voice of the Ojibway. The learners have three options to complete the readings:

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

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

**ACTIVITY 4: After Reading Discussion****Time: 20 minutes**

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

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

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

Ask learners 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**

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

Learners 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**

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

Learners 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 learners 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**

Learners 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.

Learners are to read the instruction for this task.

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

Learners are to complete the worksheet. Spelling does not count at this time. The learners 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

Learners 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.

|                                   |                          |  |
|-----------------------------------|--------------------------|--|
| Learner<br>(in learner workbooks) | Self-Evaluation Form     |  |
|                                   | Activity Chart Checklist |  |
| Practitioner                      | Activity Chart Checklist |  |
|                                   | Anecdotal Notes          |  |
|                                   | Rubric for Reading       |  |
|                                   | Rubric for Writing       |  |

**Enrichment and Extensions:**

- Learners can read other legends or stories related to the teaching of Bravery.
- Invite an Elder or resource person to present local teachings to learner/class.
- Learners can act out legend with peers.
- Learners can write a legend based on their knowledge or comprehension.
- Learners can research video clips of legends or stories on the internet on the teachings of Bravery.
- Learners 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.
- Learners can create sentences using the words from their word list. Learner can write these sentences in their Word Book/Glossary notebook.
- Learners 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, learners are to read words selected, if the words match learner keeps going, if there is no match then learners flips words back and next player goes or the learner can go again)
- Learners can play spelling games with word wall words. Learners are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Learners 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. Learners are to pick one word at random and if the learners 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 learner's individual needs and skills.
- Modify writing activities based on learner's abilities.
- Learners can work independently, with a partner or with the practitioner as need dictates.
- Learners 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 learners 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  | Learner is to read the text for the lesson. The learner has three options:<br>a) read the text independently<br>b) guided reading (small group of learners read text together)<br>c) shared reading (practitioner/peer read text to learner)<br>Instruct the learners to circle words they cannot decode (read) or understand | 15   |                    |
| 5  | Have learners review and identify reading strategies used during activity. Learners can check strategies used on chart.   | 5    |                    |
| 6  | Learner is to review and discuss reading with practitioner or peers including words circled in text during reading  | 15   |                    |
| 7  | Learner is to complete worksheet, on own or with assistance.  | 20   |                    |
| 8  | Learner is to complete journal entry for lesson.  | 20   |                    |
| 9  | Learner is to complete task for lesson, on own or with assistance.  | 20   |                    |
| 10 | If comfortable, learner can share journal or activity task with practitioner or peers.  | 10   |                    |
| 11 | Practitioner and learners 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 learner 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.
- use the following traits relating to skills for success: reading, writing, and collaboration
- (OALCF)

### 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 (available at [Amazon.ca](https://www.amazon.ca))
- Learner 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

[https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Ojibway-Anishinabe\\_Creation\\_Story.pdf](https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Ojibway-Anishinabe_Creation_Story.pdf).

Traditional Stories and Creation Stories” *Canadian Museum of History*,

<https://www.historymuseum.ca/history-hall/traditional-and-creation-stories/>

**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 learners 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 Learner Manual)

**ACTIVITY 1: Word List Review**

Learners 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.

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

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

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

**ACTIVITY 2: Prior Knowledge**

Learners 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 learners may have regarding the strategies.

**During:**

**Time: 20 minutes**

During reading, help learners 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**

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

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

Learners are ready to read the text for this lesson: The Earth on Turtle's Back. The learner has three options to complete the readings:

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

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

**ACTIVITY 4: After Reading Discussion****Time: 20 minutes**

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

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

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

Ask learners 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**

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

Learners 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**

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

Learners 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 learner 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. Learners are read instruction for the task portion of this lesson.

Learners 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, learners are writing down 3 three things that were the same in the legends. In the second column, learners are writing down 3 three things that were different in the legends. Learners 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 learners 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.

|                                   |                          |  |
|-----------------------------------|--------------------------|--|
| Learner<br>(in learner workbooks) | Self-Evaluation Form     |  |
|                                   | Activity Chart Checklist |  |
| Practitioner                      | Activity Chart Checklist |  |
|                                   | Anecdotal Notes          |  |
|                                   | Rubric for Reading       |  |
|                                   | Rubric for Writing       |  |

**Enrichment and Extensions:**

- Learner can read other legends or stories related to the teaching of Humility.
- Invite an Elder or resource person to present local teachings to learner/class.
- Learners can act out legend with peers.
- Learners can write a legend based on their knowledge or comprehension.
- Learners can research video clips of legends or stories on the internet on the teachings of Humility.
- Learners 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.
- Learners can create sentences using the words from their word list. Learner can write these sentences in their Word Book/Glossary notebook.
- Learners 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, learners are to read words selected, if the words match learner keeps going, if there is no match then learners flips words back and next player goes or the learners can go again)
- Learners can play spelling games with word wall words. Learners are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Learners 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. Learners are to pick one word at random and if the learners 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 learner's individual needs and skills.
- Modify writing activities based on learner's abilities.
- Learners can work independently, with a partner or with the practitioner as need dictates.
- Learners 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 learners 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  | Learner is to read the text for the lesson. The learner has three options:<br>a) read the text independently<br>b) guided reading (small group of learners read text together)<br>c) shared reading (practitioner/peer read text to learner)<br>Instruct the learners to circle words they cannot decode (read) or understand | 15   |                    |
| 5  | Have learners review and identify reading strategies used during activity. Learners can check strategies used on chart.   | 5    |                    |
| 6  | Learner is to review and discuss reading with practitioner or peers including words circled in text during reading  | 15   |                    |
| 7  | Learner is to complete worksheet, on own or with assistance.  | 20   |                    |
| 8  | Learner is to complete journal entry for lesson.  | 20   |                    |
| 9  | Learner is to complete task for lesson, on own or with assistance.  | 20   |                    |
| 10 | If comfortable, learner can share journal or activity task with practitioner or peers.  | 10   |                    |
| 11 | Practitioner and learners 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 needs 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<br>How are the legends the same?   | Differences<br>How are the legends different from one another?   |
|----------------------------|---|--|
| The Great Flood            | <ol style="list-style-type: none"> <li>Both legends are about creating land or Mother Earth.</li> <li>The muskrat is the animal that retrieves the dirt from bottom of the water.</li> <li>Dirt was retrieved from the bottom of the waters.</li> <li>Land was created from the dirt that was placed on the turtle's back.</li> </ol> | <ol style="list-style-type: none"> <li>The Great flood had Anishnabek people and the Earth on Turtle's Back had Skyland people.</li> <li>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.</li> </ol> |
| The Earth on Turtle's Back | <ol style="list-style-type: none"> <li>Any other answer the learner may provide that shows a similarity between the two legends.</li> </ol>   | <ol style="list-style-type: none"> <li>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.</li> <li>Any other answer the learner may provide that shows a difference between the two legends.</li> </ol>                             |



## Lesson 7: Honesty

**Time: 140 minutes**

### Lesson Expectations:

The learner 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.
- use the following traits relating to skills for success: reading, writing, collaboration, and communication
- (OALCF)

### 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 (available at [Amazon.ca](https://www.amazon.ca)) or use the electronic version of the legend (the link can be found on the next page)
- Learner Package
- Assessment and Evaluation Forms (found in Learner 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 learners 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 Learner Manual)

**ACTIVITY 1: Word List Review**

Learners 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.

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

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

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

**ACTIVITY 2: Prior Knowledge**

Learners 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 learners may have regarding the strategies.

**During:**

**Time: 20 minutes**

During reading, help learners 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**

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

Have the learners describe and model the different reading strategies they might use

during the reading activity.

Learners are ready to read the text for this lesson: Gluscabi and the Wind Eagle. The learners have three options to complete the readings:

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

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

#### **ACTIVITY 4: After Reading Discussion**

**Time: 20 minutes**

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

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

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

Ask learners 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**

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

Learners 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**

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

Learners 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 learner 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**

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

Learners 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?

Learners can draw and colour their images of these characters.

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

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

**Oral Communications****Time: 10 minutes**

If comfortable, learners 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.

|                                   |                          |  |
|-----------------------------------|--------------------------|--|
| Learner<br>(in learner workbooks) | Self-Evaluation Form     |  |
|                                   | Activity Chart Checklist |  |
| Practitioner                      | Activity Chart Checklist |  |
|                                   | Anecdotal Notes          |  |
|                                   | Rubric for Reading       |  |
|                                   | Rubric for Writing       |  |

**Enrichment and Extensions:**

- Learners can read another legend on the teaching of Honesty.
- Invite an Elder or resource person to present local teachings to learner/class.
- Learners can act out legend with peers.

- Learners can write a legend based on their knowledge or comprehension.
- Learners can research video clips of legends on the internet on for more teachings on Honesty.
- Learners can create word wall using the words from the word list. Have learners write lesson number, story title, name to teaching and date in their word book/glossary.
- Learners 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.
- Learners can create sentences using the words from their word list. Learner can write these sentences in their Word Book/Glossary notebook.
- Learners 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, learners are to read words selected, if the words match learners keep going, if there is no match then learners flips words back and next player goes or the learner can go again)
- Learners can play spelling games with word wall words. Learners are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Learner 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. Learner is to pick one word at random and if the learners 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 learner's individual needs and skills.
- Modify writing activities based on learner's abilities.
- Learners can work independently, with a partner or with the practitioner as need dictates.
- Learners 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 learners 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  | Learner is to read the text for the lesson. The learner has three options:<br>a) read the text independently<br>b) guided reading (small group of learners read text together)<br>c) shared reading (practitioner/peer read text to learner)<br>Instruct the learners to circle words they cannot decode (read) or understand | 15   |                    |
| 5  | Have learners review and identify reading strategies used during activity. Learners can check strategies used on chart.   | 5    |                    |
| 6  | Learner is to review and discuss reading with practitioner or peers including words circled in text during reading  | 15   |                    |
| 7  | Learner is to complete worksheet, on own or with assistance.  | 20   |                    |
| 8  | Learner is to complete journal entry for lesson.  | 20   |                    |
| 9  | Learner is to complete task for lesson, on own or with assistance.  | 20   |                    |
| 10 | If comfortable, learner can share journal or activity task with practitioner or peers.  | 10   |                    |
| 11 | Practitioner and learners 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.

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## Lesson 8: Love

**Time: 140 minutes**

### **Lesson Expectations:**

The learners 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.
- use the following traits relating to skills for success: reading, writing, collaboration, communication, and problem solving
- (OALCF)

### **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 (available at [Amazon.ca](https://www.amazon.ca))
- Learner Package
- Assessment and Evaluation Forms (found in Learner 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 learners 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 Learner Manual)

#### ACTIVITY 1: Word List Review

Learners 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.

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

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

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

#### ACTIVITY 2: Prior Knowledge

Learners 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 learners may have regarding the strategies.

**During:**

**Time: 20 minutes**

During reading, help learners 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**

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

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

Learners are ready to read the text for this lesson: Koluskap and Malsom. The learner has three options to complete the readings:

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

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

**ACTIVITY 4: After Reading Discussion****Time: 20 minutes**

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

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

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

Ask learners 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**

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

Learners 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**

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

Learners 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 learners 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.

Learners are to read the instructions for the task.

In each character's circle write unique traits that character possess. 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 learners 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.

|                                   |                          |  |
|-----------------------------------|--------------------------|--|
| Learner<br>(in learner workbooks) | Self-Evaluation Form     |  |
|                                   | Activity Chart Checklist |  |
| Practitioner                      | Activity Chart Checklist |  |
|                                   | Anecdotal Notes          |  |
|                                   | Rubric for Reading       |  |
|                                   | Rubric for Writing       |  |

**Enrichment and Extensions:**

- Learners can read other legends or stories related to the teaching of Truth.
- Invite an Elder or resource person to present local teachings to learner/class.
- Learners can act out legend with peers.
- Learners can write a legend based on their knowledge or comprehension.
- Learners can research video clips of legends or stories on the internet on the teachings of Humility.
- Learners 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.
- Learners can create sentences using the words from their word list. Learner can write these sentences in their Word Book/Glossary notebook.
- Learners 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, learners are to read words selected, if the words match learners keep going, if there is no match then learners flips words back and next player goes or the learner can go again)
- Learners can play spelling games with word wall words. Learners are to practice the words and can test their spelling ability by either written or verbal testing with the practitioner or partner.
- Learners 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. Learners are to pick one word at random and if a learner 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 learner's individual needs and skills.
- Modify writing activities based on learner's abilities.
- Learners can work independently, with a partner or with the practitioner as need dictates.
- Learners 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 learners 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  | Learner is to read the text for the lesson. The learner has three options:<br>a) read the text independently<br>b) guided reading (small group of learners read text together)<br>c) shared reading (practitioner/peer read text to learner)<br>Instruct the learners to circle words they cannot decode (read) or understand | 15   |                    |
| 5  | Have learners review and identify reading strategies used during activity. Learners can check strategies used on chart.   | 5    |                    |
| 6  | Learner is to review and discuss reading with practitioner or peers including words circled in text during reading  | 15   |                    |
| 7  | Learner is to complete worksheet, on own or with assistance.  | 20   |                    |
| 8  | Learner is to complete journal entry for lesson.  | 20   |                    |
| 9  | Learner is to complete task for lesson, on own or with assistance.  | 20   |                    |
| 10 | If comfortable, learner can share journal or activity task with practitioner or peers.  | 10   |                    |
| 11 | Practitioner and learners 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 learner 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.
- use the following traits relating to skills for success: reading, writing, communication, collaboration, and creativity & innovation
- (OALCF)

### 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) (available at [Amazon.ca](https://www.amazon.ca) or [GoodMinds.com](https://www.GoodMinds.com)) 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
- Learner Package
- Evaluation Forms (found in Learner 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 learners 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 Learner Manual)

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

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

**During:****Time: 10 minutes**

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

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

During reading or listening to the story, help learners 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 learners to consolidate and extend their understanding of the content.

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

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

Learners 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**

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

Learners 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 learners 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**

Learners 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 learners 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 learners 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 learners 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.

|                                   |                          |  |
|-----------------------------------|--------------------------|--|
| Learner<br>(in learner workbooks) | Self-Evaluation Form     |  |
|                                   | Activity Chart Checklist |  |
| Practitioner                      | Activity Chart Checklist |  |
|                                   | Anecdotal Notes          |  |
|                                   | Rubric for Reading       |  |
|                                   | Rubric for Writing       |  |

**Enrichment and Extensions:**

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

**Accommodations:**

- Modify the expectations to meet the individual learner's individual needs and skills.
- Modify writing activities based on learner's abilities.
- Learners can work independently, with a partner or with the practitioner as need dictates.
- Learners 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 learners 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**

|   | <b>Activity</b>  | <b>Time</b> | <b>Checklist/Comments</b> |
|---|--|-------------|---------------------------|
| 1 | Learner participated in Prior Reading Activity 1   | 10          |                           |
| 2 | Learner is to read the text for the lesson. The learner has three options:<br>a) read the text independently<br>b) guided reading (small group of learners read text together)<br>c) shared reading (practitioner/peer read text to learner) | 10          |                           |
| 3 | Learner participated in After Reading Discussion - Activity 1  | 10          |                           |
| 4 | Learner is to complete journal entry for lesson.   | 20          |                           |
| 5 | Learner is to complete task for lesson, on own or with assistance.   | 60          |                           |
| 6 | If comfortable, learner can share journal or activity task with practitioner or peers.   | 10          |                           |
| 7 | Practitioner and learners 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 obstacles | vessel meditation | ceremony   | integrity  | escorted |

**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   |

## Resource List Recommended Alternative Readings

The recommended reading listed below contains internet website links that over time may become broken or not work correctly. When this happens, the user is encouraged to search for comparable website links that correspond to unit topics.

|   | Teaching                    | Title of Legend                              | Recommended Alternative Reading   |
|---|-----------------------------|--|---|
| 1 | Intro to Seven Grandfathers | The Seven Grandfathers and the Little Boy    | "The Seven Grandfather Teachings" <i>Open Library Publishing Platform</i> ,<br><a href="https://ecampusontario.pressbooks.pub/movementtowardsreconciliation/chapter/the-seven-grandfather-teachings/">https://ecampusontario.pressbooks.pub/movementtowardsreconciliation/chapter/the-seven-grandfather-teachings/</a> . Accessed Feb 22, 2023.   |
| 2 | Respect                     | Eagle Feather – An Honour                    | "Eagle War Feathers – A Cheyenne Legend" <i>First People</i> ,<br><a href="https://www.firstpeople.us/FP-HTML-Legends/EagleWarFeathers-Cheyenne.html">https://www.firstpeople.us/FP-HTML-Legends/EagleWarFeathers-Cheyenne.html</a> . Accessed Feb 22, 2023.<br><br>"Sacred Feathers" <i>Pass the Feather</i> ,<br><a href="https://passthefeather.ca/sacred-feathers/?v=3e8d115eb4b3">https://passthefeather.ca/sacred-feathers/?v=3e8d115eb4b3</a> . Accessed Feb 22, 2023.<br><br>"The Legacy of Muin'iskw – Significance of the Eagle Feather" <i>Mikmaw Spirit</i> , 27 Mar 2016,<br><a href="https://muiniskw.org/pgLegacy06_EagleFeather.htm">https://muiniskw.org/pgLegacy06_EagleFeather.htm</a> . Accessed Feb 22, 2023 |
| 3 | Wisdom                      | Siha Tooskin Knows: The Sacred Eagle Feather | "A Sacred Story – An Anishnabe (Anishinabe) Legend" <i>First People</i> ,<br><a href="https://www.firstpeople.us/FP-HTML-Legends/ASacredStory-Anishnabe.html">https://www.firstpeople.us/FP-HTML-Legends/ASacredStory-Anishnabe.html</a> . Accessed Feb 22, 2023.<br><br>"The Wisdom of the Willow Tree" <i>First People</i> ,<br><a href="https://www.firstpeople.us/FP-HTML-Legends/TheWisdomOfTheWillowTree-Osage.html">https://www.firstpeople.us/FP-HTML-Legends/TheWisdomOfTheWillowTree-Osage.html</a> . Accessed Feb 22, 2023.  |
| 4 | Love                        | The First Strawberries                       | "Strawberry Legend" <i>First People</i> , <a href="https://www.firstpeople.us/FP-HTML-Legends/StrawberryLegend-Cherokee.html">https://www.firstpeople.us/FP-HTML-Legends/StrawberryLegend-Cherokee.html</a> . Accessed Feb 22, 2023.  |
| 5 | Bravery                     | The Great Flood                              | "The Creation Story – Turtle Island" <a href="https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Ojibway-Anishinabe_Creation_Story.pdf">https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Ojibway-Anishinabe_Creation_Story.pdf</a> . Accessed Feb 22, 2023.<br><br>"The Great Flood – An Ottawa Legend" <i>First People</i> ,<br><a href="https://www.firstpeople.us/FP-HTML-Legends/TheGreatFlood-">https://www.firstpeople.us/FP-HTML-Legends/TheGreatFlood-</a>  |

|   |                      |   |   |
|---|----------------------|---|---|
|   |                      |   | <p><a href="#">Ottawa.html</a>. Accessed Feb 22, 2023.</p> <p>"Traditional Stories and Creation Stories" <i>Canadian Museum of History</i>, <a href="https://www.historymuseum.ca/history-hall/traditional-and-creation-stories/">https://www.historymuseum.ca/history-hall/traditional-and-creation-stories/</a>. Accessed Feb 22, 2023.</p>   |
| 6 | Humility             | The Earth on Turtle's Back                      | <p>"The Creation Story – Turtle Island" <a href="https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Ojibway-Anishinabe_Creation_Story.pdf">https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Ojibway-Anishinabe_Creation_Story.pdf</a>. Accessed Feb 22, 2023.</p> <p>"Traditional Stories and Creation Stories" <i>Canadian Museum of History</i>, <a href="https://www.historymuseum.ca/history-hall/traditional-and-creation-stories/">https://www.historymuseum.ca/history-hall/traditional-and-creation-stories/</a>. Accessed Feb 22, 2023.</p>  |
| 7 | Honesty              | Gluscabi and the Wind Eagle                     | <p>"Gluscabi and The Wind Eagle" <i>First People</i>, <a href="https://www.firstpeople.us/FP-HTML-Legends/GluscabiandtheWindEagle-Abenaki.html">https://www.firstpeople.us/FP-HTML-Legends/GluscabiandtheWindEagle-Abenaki.html</a>. Accessed Feb 22, 2023.</p>   |
| 8 | Truth                | Koluskap and Malsom                             | <p>"Algonquin Creation Myth – An Algonquin Legend" <i>First People</i>, <a href="https://www.firstpeople.us/FP-HTML-Legends/AlgonquinCreationMyth-Algonquin.html">https://www.firstpeople.us/FP-HTML-Legends/AlgonquinCreationMyth-Algonquin.html</a>. Accessed Feb 22, 2023.</p> <p>"Glooscap and his People – An Algonquin Legend" <i>First People</i>, <a href="https://www.firstpeople.us/FP-HTML-Legends/GlooscapAndHisPeople-Algonquin.html">https://www.firstpeople.us/FP-HTML-Legends/GlooscapAndHisPeople-Algonquin.html</a>. Accessed Feb 22, 2023.</p> <p>"Glooskap the Divinity of Glooskap's Birth, and of his Brother Malsom the Wolf – An Algonquin Legend" <i>First People</i>, <a href="https://www.firstpeople.us/FP-HTML-Legends/Glooskap-The-Divinity-Of-Glooskaps-Birth-And-Of-His-Brother-Malsom-The-Wolf-Algonquin.html">https://www.firstpeople.us/FP-HTML-Legends/Glooskap-The-Divinity-Of-Glooskaps-Birth-And-Of-His-Brother-Malsom-The-Wolf-Algonquin.html</a>. Accessed Feb 22, 2023.</p> |
| 9 | Culminating Activity | Seven Sacred Teachings: Niizhwaaswi Gagiikwewin | <p>Seven Sacred Teachings: Niizhwaaswi Gagiikwewin<br/> <a href="http://www.davidbouchard.com/mtw/sst.pdf">http://www.davidbouchard.com/mtw/sst.pdf</a></p>   |

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### Print Resources:

Bearhead, Charlene and Wilson Bearhead *Siha Tooskin Knows The Sacred Eagle Feather*. Illustrated by Chloe Bluebird Mustooch, Highwater Press, 2020.

Benton-Banai, Edward. "The Seven Grandfathers and the Little Boy" *The Mishomis Book – The Voice of the Ojibway*, University of Minnesota Press, 2010, pp. 60-66.

Benton-Banai, Edward. "The Great Flood" *The Mishomis Book – The Voice of the Ojibway*, University of Minnesota Press, 2010, pp. 29-34)

Bruchac, Joseph. *The First Strawberries*. Illustrated by Anna Vojtech, Puffin Books, 1993.  
<https://www.amazon.ca/First-Strawberries-Joseph-Bruchac/dp/0140564098>.

Bouchard, David and Dr. Joseph Martin. *Seven Sacred Teachings Niizhwaaswi gagiikwewin*. Illustrated by Kristy Cameron, Translated by Jason and Nancy Jones, MTW Publishers, 2010.

Caduto, Michael J. and Joseph Bruchac "The Earth on Turtle's Back (Onondaga – Northeast Woodlands)" *Keepers of The Earth – Native American Stories and Environmental Activities for Children*, Illustrated by John Kahionhes Fadden and Carol Wood, Fulcrum Publishing, 1997, pp. 25-7.

Caduto, Michael J. and Joseph Bruchac "Gluscabi and the Wind Eagle (Abenaki – Northeast Woodlands)" *Keepers of The Earth – Native American Stories and Environmental Activities for Children*, Illustrated by John Kahionhes Fadden and Carol Wood, Fulcrum Publishing, 1997, pp. 67-71.

Caduto, Michael J. and Joseph Bruchac "Koluskap and Malsom" *Keepers of Life – Discovering Plants Through Native Stories and Earth Activities for Children*, Fulcrum Publishing, 2007, pp. 91-93. <https://www.amazon.ca/Keepers-Life-Discovering-Activities-Children/dp/1897252196>.

Plain, Ferguson. *Eagle Feather – An Honour*. Pemmican Publications, 1989.  
<https://www.amazon.ca/Eagle-Feather-Honour-Plain-Ferguson/dp/0921827121>.

## Electronic Resources:

### Lesson 1: Legends of the Seven Sacred/Seven Grandfathers Teachings

"The Seven Grandfather Teachings" *Open Library Publishing Platform*, <https://ecampusontario.pressbooks.pub/movementtowardsreconciliation/chapter/the-seven-grandfather-teachings/>. Accessed Feb 22, 2023

### Lesson 2: Respect

"Sacred Feathers" *Pass the Feather*, <https://passthefeather.ca/sacred-feathers/?v=3e8d115eb4b3>. Accessed Feb 22, 2023.

"The Legacy of Muin'iskw – Significance of the Eagle Feather" *Mikmaw Spirit*, 27 Mar 2016, [https://muiniskw.org/pgLegacy06\\_EagleFeather.htm](https://muiniskw.org/pgLegacy06_EagleFeather.htm). Accessed Feb 22, 2023

"Eagle War Feathers – A Cheyenne Legend" *First People*, <https://www.firstpeople.us/FP-Html-Legends/EagleWarFeathers-Cheyenne.html>. Accessed Feb 22, 2023.

### Lesson 3: Wisdom

"A Sacred Story – An Anishnabe (Anishinabe) Legend" *First People*, <https://www.firstpeople.us/FP-Html-Legends/ASacredStory-Anishnabe.html>. Accessed Feb 22, 2023.

"The Wisdom of the Willow Tree" *First People*, <https://www.firstpeople.us/FP-Html-Legends/TheWisdomOfTheWillowTree-Osage.html>. Accessed Feb 22, 2023.

### Lesson 4: Love

"Strawberry Legend" *First People*, <https://www.firstpeople.us/FP-Html-Legends/StrawberryLegend-Cherokee.html>. Accessed Feb 22, 2023.

### Lesson 5: Bravery

"The Creation Story – Turtle Island" [https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Ojibway-Anishinabe\\_Creation\\_Story.pdf](https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Ojibway-Anishinabe_Creation_Story.pdf). Accessed Feb 22, 2023.

"Traditional Stories and Creation Stories" *Canadian Museum of History*, <https://www.historymuseum.ca/history-hall/traditional-and-creation-stories/>. Accessed Feb 22, 2023.

"The Great Flood – An Ottawa Legend" *First People*, <https://www.firstpeople.us/FP-Html->



[Legends/TheGreatFlood-Ottawa.html](https://www.firstpeople.us/FP-HTML-Legends/TheGreatFlood-Ottawa.html). Accessed Feb 22, 2023.

### **Lesson 6: Humility**

"The Creation Story – Turtle Island" [https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Ojibway-Anishinabe\\_Creation\\_Story.pdf](https://ied.sd61.bc.ca/wp-content/uploads/sites/112/2019/02/Ojibway-Anishinabe_Creation_Story.pdf). Accessed Feb 22, 2023.

"Traditional Stories and Creation Stories" *Canadian Museum of History*, <https://www.historymuseum.ca/history-hall/traditional-and-creation-stories/>. Accessed Feb 22, 2023.

### **Lesson 7: Honesty**

"Gluscabi and The Wind Eagle" *First People*, <https://www.firstpeople.us/FP-HTML-Legends/GluscabiandtheWindEagle-Abenaki.html>. Accessed Feb 22, 2023.

### **Lesson 8: Truth**

"Glooskap the Divinity of Glooskap's Birth, and of his Brother Malsum the Wolf – An Algonquin Legend" *First People*, <https://www.firstpeople.us/FP-HTML-Legends/Glooskap-The-Divinity-Of-Glooskaps-Birth-And-Of-His-Brother-Malsum-The-Wolf-Algonquin.html>. Accessed Feb 22, 2023.

"Glooscap and his People – An Algonquin Legend" *First People*, <https://www.firstpeople.us/FP-HTML-Legends/GlooscapAndHisPeople-Algonquin.html>. Accessed Feb 22, 2023.

"Algonquin Creation Myth – An Algonquin Legend" *First People*, <https://www.firstpeople.us/FP-HTML-Legends/AlgonquinCreationMyth-Algonquin.html>. Accessed Feb 22, 2023

[illegible]



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

The will:

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

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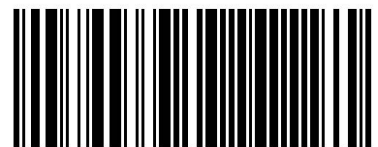
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