

INDIAN LEGENDS COME ALIVE!

TRANSFORMATION

LEVEL II Sample Lesson

INTRODUCTION:

Native American lore, legends, myths, and tales provide a wealth of material to dramatize, using ‘story theatre’ techniques. Vivid characterizations and well-constructed plots make them easily adaptable for drama activities.

OBJECTIVES: (Student Outcomes)

Students will be able to:

- Create story theatre presentations using Native American myths and folklore. (Creative Expression and Historical and Cultural Context)
- Describe, discuss, analyze and connect information and experiences based on this lesson. Refer to *Assessment* at the end of this lesson. (Aesthetic Valuing)

MATERIALS:

- A collection of Indian legends and stories. Selected props and costume pieces.
- *Artsource*® audio recording of *The Quillwork Girl*.

PROGRESSION:

- Ask the class to choose a Native American myth or legend to dramatize. Cast one person as the narrator who will thread the story along, revealing necessary information and setting up the dramatic scenes to be acted out. Read the tale to the class and then follow these steps to dramatize a story theatre version.
 - Outline the scenes in the story to discover the dramatic thru-line and record them on the blackboard.
 - List the main characters and choose three words that describe their personalities or physical characteristics.
 - Discuss the setting of the story. How many different locales are depicted? Ask the class how these places can be represented or acted out.
 - Refer to your plot outline; divide the scenes into three parts - beginning, middle, and end.
 - Cast the scenes. (By dividing the story into three parts, different students get a chance to portray the main characters.)
- Select simple props or costume pieces to help visually tell the story.



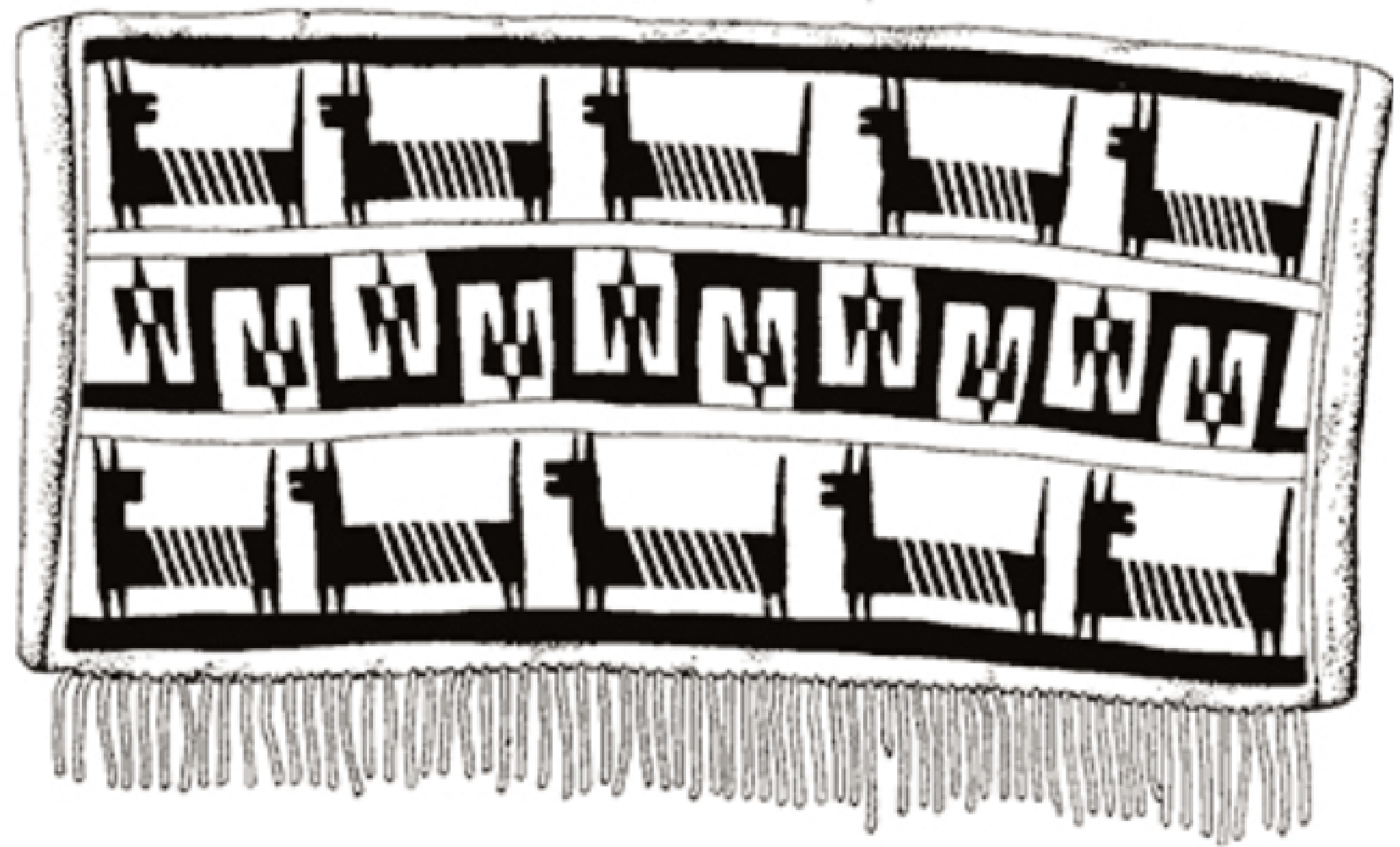
Geri Keams

Photo by Mark Harmel

- Perform the story improvising the dialogue and action.

- After the performance, discuss the scenes emphasizing the positive things you have seen. Be sure that in class discussions you refer to the names of the characters instead of the names of the students who played the parts. Did the improvisations adequately tell the events of the story? How did the actors use their creativity to bring the story to life?

- Improvise the scenes again with a different cast using the suggestions for expanding or improving the scenes from the first go-around.



Quill embroidery design on hide, Delaware

The important thing to remember in adapting a story into a play is that the process of creating the scenes rather than the end product should be the focus. The value of improvisation is that it leaves you free to interpret and develop the understanding of the various story elements, thereby continually extending the enjoyment of the story/play experience.

EXTENSIONS:

- Perform the story without words, pantomiming all of the action and expressing the emotions through gesture.
- Use legends from other cultures for story theatre presentations.
- Listen to the *Artsource*® audio recording of *The Quillwork Girl*. Take turns retelling the story in your own words.

VOCABULARY: story theatre, improvisation, character, dialogue, dramatic action

ASSESSMENT: (Aesthetic Valuing)

DESCRIBE: Describe your favorite character in the story.

DISCUSS: Discuss the steps you went through to set up the dramatic scenes.

ANALYZE: Focus on one character at a time and discuss how different people portrayed the specific character. What aspects of the character changed in the various interpretations?

The Quillwork Girl

as told by Geri Keams

Long ago, when the world was young, buffalos could talk. They say in a village far away there lived a young girl. They called her the Quillwork Girl, because she took porcupine quills and she made beautiful things out of them. She used them to sew beautiful patterns in the deerskin clothes of her people. And everyone wanted her to make clothes for them, and they called her the Quillwork Girl.

Well, one night the Quillwork Girl had a dream that she had seven brothers living over four big mountains, and every night she had the same dream. Finally, she went to her mother and father, and she told them about her dream. And she said, "If I climb those four mountains, I know I will find them waiting for me on the other side. I must find my brothers and help them," she said. And the father said, "Well, this sounds like a special dream, my daughter, but you cannot go alone. Your mother will go with you."

So, the next day, the mother brought six beautiful dogs, they packed food and water; put them on the back of the dogs, and then the mother, the Quillwork Girl, and the dogs began the great journey.

They climbed over the first big mountain, over the second big mountain, and then the Quillwork Girl said, "Mother, I must climb the last two mountains alone." And the mother looked at her daughter and she said "Oh my, my daughter, you've grown up before my very eyes! Why, you've grown so smart and wise. Why, you're all grown up," she said. "And I must let you go."

So the next morning she hugged her daughter for the last time, and waved goodbye. Well, the mother started her journey back to the village, and the Quillwork Girl took those six dogs and began to climb the third, and then the last mountain. As she came down the last mountain, she saw a stream down below, and the biggest teepee she had ever seen. It was covered with deer hide, painted with suns, and moons, and stars, and there was a trail of smoke coming out the top, and then she saw a little boy come running out of the teepee.

He was a small little boy with long hair made into braids, and the braids were so long they touched the ground. Well, the little boy came running across the stream, and he met her. He said, "You're going to be my sister. You're the Quillwork Girl." He said, "I knew you were coming." And the Quillwork Girl said "Ah, you're going to be my brother." And the little brother said, "Yes, you are now my sister. Come!" And they went back to the teepee.

And when the sun went down, all the other brothers came home from hunting. Six of them. And they came into the teepee one by one, and she gave them all the gifts she

that had made for them. Deerskin shirts, and deerskin pants, with the most beautiful color of porcupine quillwork design in them. And all the brothers were so happy they now had a sister. And the next morning, they wore their colorful clothing and they went off to hunt, leaving the little boy and the Quillwork Girl home inside the teepee.

Now when the sun was high in the sky, there was a knocking at the teepee door. The little brother opened up the door and there stood a little baby buffalo. It was a cute baby buffalo. The little buffalo looked up and said, "How, I'm from the buffalo village," he said. "I'm here to get the Quillwork Girl. She must come and live with my people and make those beautiful clothes. I must take her today," he said. And the little brother said, "Well, she is my sister now. You cannot take her. You tell your people, I said no." "Very well," said the little buffalo. And he runs over the hill back to his village.

Well, the little brother was not afraid. The next day, there was a louder knocking at the teepee door. The little brother opened it up and there stood a bigger buffalo.

It was the mother buffalo. She stood there with her hooves on her hips, and she looked down at the little brother. "Give me the Quillwork Girl," she said. "She must come and live with my people and make those beautiful clothes, especially for me. Now give her to me now," said the buffalo mother. "Well, she's my sister," said the little brother. You cannot take her. You tell your people I said no." "Well," said the mother buffalo, "If she doesn't come with me today, tomorrow my people will descend a bigger buffalo, much bigger than me." And the little brother said, "I'm not afraid of no buffalos!" "Very well," said the mother buffalo. "We'll see about that!" She snapped her heels together and ran over the hill, back to her village.

The next day, there wasn't a knock on the teepee door. There was a loud Boom! Boom! Boom! Boom! The whole teepee shook. The little brother didn't dare open up the teepee door. Instead he made a small crack in the door. And he looked out the crack and right up into the biggest nostril he had ever seen. It was a hairy looking nostril. And a loud voice said, "I'm the buffalo bull. Give me the Quillwork Girl. Give her to me now!" And he stomped his hooves; the whole teepee shook. The little brother whispered, "but she's...she's my sister... I won't let you take her. If she doesn't come with me today, tomorrow, my people will send a bigger buffalo. Much bigger than me." Boom! Boom! Boom! Boom! And he stormed over the hill and disappeared. The little brother looked out of the teepee and he said, "I'm scared! I'm really scared!" he said.

So when all the brothers came home from hunting, the little brother told them everything. And all the brothers said, "We're not going hunting tomorrow. We're going to wait, see what the buffalos do." So they waited all night long. Early the next morning they heard a rumbling in the ground. The winds began to blow. There was a thundering in the air. They looked on top of the hill and they saw a cloud of dust. And out of the cloud of dust they saw the biggest buffalo they had ever seen. It came charging down

the hill with the biggest horns. "Get your magic arrows!" the brothers yelled. The little brother ran to this sagebrush bed. He got his magic arrows and his magic bow. He quickly put one arrow in the bow and Zoom! The arrow flew. It hit the back of the teepee and the back of the teepee completely disappeared.

Then out of the ground there popped a tree. It was a pine tree. And the pine tree began to grow, right in the middle of the teepee. The little brother shot another magic arrow and it hit the trunk of the tree and branches popped out all the way to the top. "Quick!" the little brother yelled. "Jump on the branches! Hurry!" So, one by one they hopped on the branches as that tree grew right through the roof of the teepee. That pine tree began to grow up in the air as that giant buffalo came down that hill with his big horns, and he charged right into the teepee, and the teepee flew into many, many pieces.

Oh, and the tree went higher and faster as the little brother shot his magic arrows. The tree went higher and faster. But the giant buffalo didn't give up. He charged into that pine tree again and again and again. The whole pine tree swayed back and forth. Finally, it began to crack right in half.

And the little brother yelled, "Jump when I tell you to!" And so he shot another magic arrow and then the pine tree took off like a rocket. It zoomed unlike anything you'd ever seen. It soared right to the clouds. The little brother yelled, "Jump!" And they fell off the branches of the pine tree one by one. They fell down through the air and finally they were caught safely by the clouds. They bounced up and down inside the clouds.

Finally they all stood up, they walked to the edge of the clouds, they looked down at the ground and they saw the pine tree crack in half. It went smashing down to the ground and they saw the giant buffalo looking up at them. And there they were. They walked inside the clouds and finally the Quillwork Girl said, "Now what are we going to do?" And the little brother said, "I got one magic arrow," he said. "I'll turn us all into stars." So, the little brother took the last magic arrow, put it in the magic bow and let it fly.

And as the arrow flew through the sky, they all turned into bright beaming balls of light. They got so hot, and so big, and so bright, they zoomed one by one off into space. And they landed in the sky as stars called the Big Dipper.

And the brightest star up there is the Quillwork Girl because of all those beautiful clothes she made. And the other stars are the other brothers. There's one tiny one up there. Well, that's the little brother. And, you know, this is a story about a time when we say that even stars were once magical people who walked on the Earth.



INDIAN LEGENDS COME ALIVE!

Unit/Lesson grade level(s): 4th and 5th grade

Written by Carolyn Steele – Itinerant Arts Teacher -
Paradise Elementary School grades 4 & 5; Paradise
High School

Based on the *Artsource* lesson on Geri Keams *The Quillwork Girl*: <http://goo.gl/h1PgDg>

Lesson Goals: Students will explore storytelling as a literary art form and American Indian mythology through reading, discussing, analyzing, and performing the legend of the Quillwork Girl.

The state standards that apply directly to all content areas included this unit/lesson:

Common Core Standards Addressed: Common Core ELA Standards:

- 4th grade- 4.4, 4.5, 4.7, 4.9, 4.10
- 5th grade- 5.5, 5.7, 5.10

Make connections between the text of a story or drama and a visual or oral presentation of the text. By the end of the year, read, comprehend literature including stories, dramas, and poetry.

CA VAPA Standards: Theatre

- 4th grade- 2.3, 3.1, 3.2
- 5th grade- 2.1, 3.3, 2.3

Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout Calif.

History. Participate in improvisational activities to explore complex ideas and universal themes in literature and life.

CA. Standards History / Social Studies:

- 4th grade- 4.2.1
- 5th grade- 5.3.4

Students will be introduced to rich mythology and literature and storytelling traditions of Native American Cultures.

Extension: Science CA Standards: 5th grade- 5-ESS1-1A-1B

The universe / stars / constellations

UNIT LESSON PLAN / INSTRUCTION TO STUDENTS

INDIAN LEGENDS COME ALIVE!

1. Introduce Story THE QUILLWORK GIRL to class using the ARTSOURCE online study guide for Geri Keams (<http://goo.gl/h1PgDg>) Discuss myths, legends, and storytelling in reference to Native American Cultures.
2. First have students watch the *Storytellers* Video about Geri Keams located here: <https://goo.gl/bl7n9n>
3. Have students individually read the THE QUILLWORK GIRL story
4. Review vocabulary words and their meanings – Check for understanding.
5. Review the 5 W's Who: Characters, What: Plot, Why: Author's Purpose, When: Time Where: Location/Setting. – Check for understanding.
6. Now show students the ARTSOURCE VIDEO of the QUILLWORK GIRL by Geri Keams located here: <https://goo.gl/YwqIWm>
7. Use the discussion questions Pg 2 from the *INDIAN LEGENDS COME ALIVE!* ARTSOURCE UNIT – Check for understanding.
8. Have students identify the beginning, middle, and end of the story.
9. In pairs or small groups, have students retell the beginning, middle, and end of the story.
10. Students work in groups to create a large paper Tee Pee with the beginning, middle, and end summary with illustrations.



11. Have students highlight the action verbs in the printed story. (See Video: <https://goo.gl/FyQdgT>)
12. Have students pantomime the verbs/action of the story – Check for understanding.
13. Have students rehearse how characters and elements of the story would walk, move, or act in silence (pantomime). Statues and Tableaus are practiced for each character and each major scene of the story.

14. Students write questions for each of the main Quillwork characters as homework in preparation for the “Interview” activity.
15. An Oprah style Talk Show with teacher as host and students as characters from the Quillwork Girl is held. Students participate as the audience asking questions of the characters. Characters act out/improvise answers to questions based on their knowledge of the character and how they might respond. – Check for understanding.
16. Students are separated into 5 groups and each group is given a section of the story to dramatize using a narrator, and brief dialogue, and pantomime. Rhythm instruments/ props/costumes may be added if time. Students collaborate together to create, develop, and rehearse their scenes. See Rehearsal Video: <https://goo.gl/Yuyg4i>
17. Assessments: For the Common Core ELA, history, and social studies standards, teachers assess individual student progress via reading, writing, and collaborative discussion assignments. For the Tee Pee group project, teachers assess whether or not students were able to capture the beginning, middle, and end of the story with both appropriate text and pictures. For the theatre performance, a theatre performance rubric is used to evaluate. (see attached)

Creative to the Core Lesson

ARTSOURCE UNIT- ***Geri Keams***- Native American Storyteller

VOCABULARY

- quill:** sharp hollow spines of porcupine
radiant: filled with love or happiness; glowing
quiver: case for holding arrows
gauntlet: metal glove to protect hands in battle
sage: plant having greyish-green leaves
laden: weighed down with a load
heifer: young cow that has not given birth to calf
grieve: to feel very sad, mourn
glimmering: to shine with a dim, unsteady light
embroider: to decorate by sewing designs with needle and thread
exquisite: highly pleasing because of its beauty or excellence
admire: to feel great respect for
capered: playful trick or prank

VERBS/Action words: ADVERBS/How action was done

bathed	charged	rocking	gouged	clasped trunk tightly
swiftly shot	trembled		rock and heave	
lowing	rattling	terrified	pawing	
snorting	bellowed like thunder		unpacked	
Greeted	cooked	joyfully	gave	capered
struck with wonder	jumping	scratched	knocked	
bringing	came out	took bundles off backs	trotting	
galloping	grunting	milling	walked	waded

Creative to the Core Lesson
ARTSOURCE UNIT- ***Geri Keams***- Native American Storyteller

Character Interview Questions

If you could interview the characters in the *Quillwork Girl* story what would you ask them? What would you like to know about them? Were there things they did in the story that you wondered about? Try to think of at least two questions for the following characters.

Quillwork Girl:

- 1) _____
- 2) _____

Quillwork Girl's Mother

- 1) _____
- 2) _____

Youngest Brother

- 1) _____
- 2) _____

Older Brothers

- 1) _____
- 2) _____

Buffalo Cow

- 1) _____
- 2) _____

Giant Buffalo Bull

- 1) _____
- 2) _____

RUBRIC SAMPLE - based on a score of 1-4, with 4 being the highest and 1 the lowest.

This is a way that students can score themselves or a teacher can score them for an assignment.

4

- demonstrates a consistently high level of focus and effort throughout
- has a clear beginning, middle and ending
- goes beyond the assignment in fulfilling criteria
- incorporates extraordinary observation, concentration, sensory and emotional awareness
- extraordinary use of body and voice
- demonstrates exceptional imagination, experimentation and creative expression
- effectively cooperates and collaborates with a partner or group

3

- demonstrates adequate focus and effort through most of work
- has a beginning, middle and ending, but needs some clarity
- fulfills most of the criteria for the assignment
- incorporates fairly good observation, concentration, sensory and emotional awareness
- good use of body and voice
- demonstrates some imagination, experimentation and creative expression
- mostly cooperates and collaborates with a partner or group

2

- demonstrates some focus and effort, needs to be more consistent
- has a beginning, middle and ending, but needs to be clearer and stronger
- leaves out two or more aspects of criteria for the assignment
- incorporates fairly good observation, concentration, sensory and emotional awareness, but needs more refinement
- needs more effective use of body and voice
- demonstrates some imagination, experimentation and creative expression, but needs more
- has some problems cooperating and collaborating with a partner or group

1

- no focus and effort
- is missing beginning, middle and ending for the assignment
- leaves out many aspects of criteria for the assignment
- does not incorporate observation, concentration, sensory and emotional awareness
- does not use body and voice effectively, needs lots of work
- demonstrates no imagination, experimentation or creative expression
- can't cooperate or collaborate with a partner or group

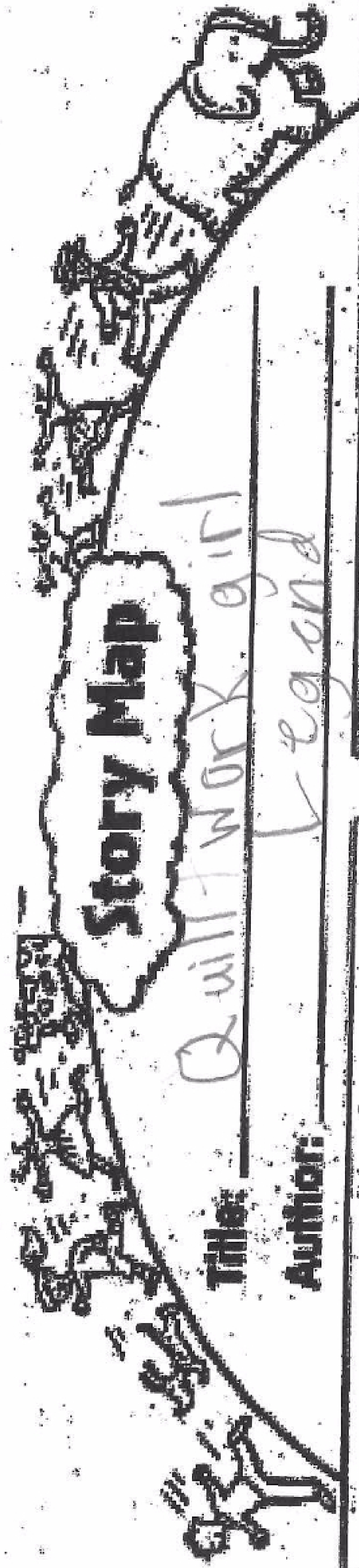
Name

Cody 10/23

Class Period

Date

10/23



Story Map

Title:

Qwillt work girl

Author:

Legend

Characters

Girl, mom, dad, little brother

Setting

village, mountain tip, space

Problem

butfoles want to take the girl.

3 Main Events

The girl took Qwillt to her 7 bros. butfoles want to take the girl. The 7 bros and sister turn into stars

Resolution

The little brother shot a magic arrow and the 7 bros and sister turned into stars.

The girl sewed seven complete sets of men's clothes.

The girl goes on a journey to find her brothers.

The girl meets her youngest brother and gives him his outfit. She meets the other brothers and lives happily with them.

The buffalo calf comes to get the Quill-work girl. When it doesn't succeed, a heifer and a mother buffalo also try to get the Quill-work girl.

A huge, angry buffalo bull tries to take the Quill-work girl. The whole buffalo nation comes with him and whole earth shudders.

The smallest brother uses his special medicine to make a tree. The seven brothers and the girls climb the tree.

The buffalo bull cuts the tree in two, but just as the tree starts to topple, the brothers and the girl step off its branches and into the sky.

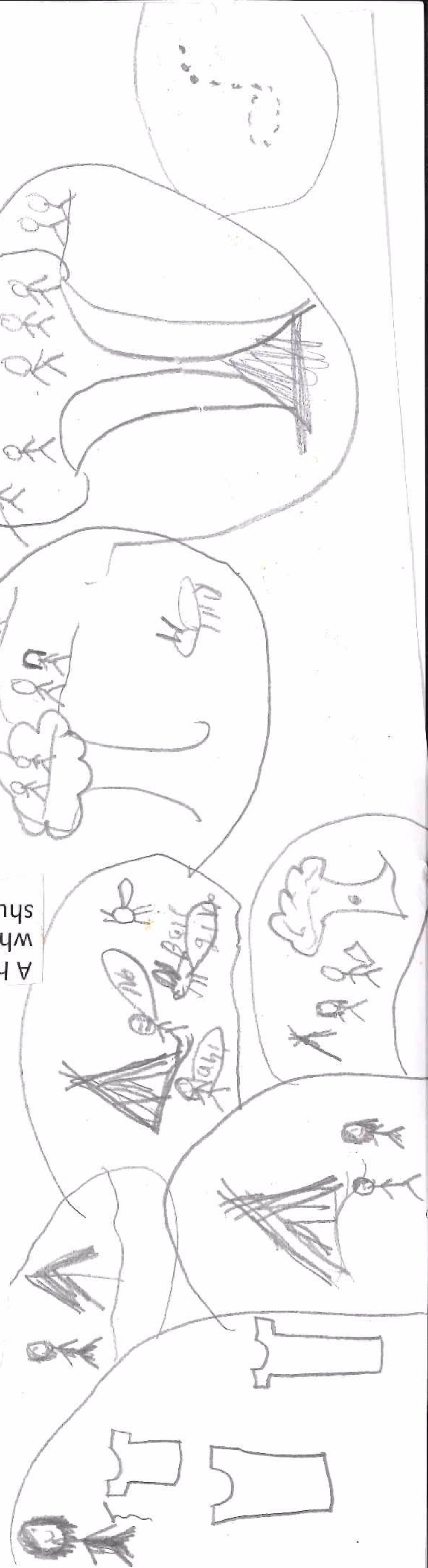
The youngest brother uses his special medicine to turn the boys and their sister into the big dipper.

BEG...

PROBLEM

MIDDLE

RESOLUTION
END



Sequencing

date

NAME

1/22/14

Nia

La

ugh

on

Jacob

Creative to the Core Lesson
ARTSOURCE UNIT- Geri Keams- Native American Storyteller

Character Interview Questions

If you could interview the characters in the *Quillwork Girl* story what would you ask them? What would you like to know about them? Were there things they did in the story that you wondered about? Try to think of at least two questions for the following characters.

Quillwork Girl:

- 1) do you like your brother
- 2) how did you feel when you saw your little brother

Quillwork Girl's Mother

- 1) How did you feel when your daughter left
- 2) Who is your husband

Youngest Brother

- 1) when did you get your medicine
- 2) do you like your sister

Older Brothers

- 1) what do you use to hunt
- 2) who is your mom

Buffalo Cow

- 1) what do you eat?
- 2) do you live in tipi?

Giant Buffalo Bull

- 1) are you Buffalo king
- 2) how did you get so big