Sarah Shapiro
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Grades: 1-6

Lesson Topic: Students will listen to Northeast Woodland Native American stories that offer explanations about the world around them. By listening to stories, they will experience part of Native American oral tradition.

Objective: After completing this lesson students will begin to understand that Native American stories served different purpose; one of which was to explain how animals and the world around them came to be.

Resources

Manabozho and the Woodpeckers http://www.youtube.com/watch?v=RUGF3_TGnp8

The Rabbit Dance http://www.turtletrack.org/Issues00/Co04222000/CO_04222000_Rabbitdance.htm

Turtle Races with Beaver http://www.greenwing.org/teachersguide/win02/win02moreabt.html

Wôbanakiak: Amiskwôlowôkoiak – the People of the Beaver-tail Hill http://1704.deerfield.history.museum/voices/stories.do

Activities

1. Students will listen to and discuss stories.

2. Working in small groups, they will brainstorm why these stories would have been passed down and think about what the purpose of each story is. Groups share ideas.

3. Students will act out, illustrate or make a puppet show to retell the story in order to fully learn and become invested in the stories. Afterwards, children will present their creations.

Assessment: Using a listening and speaking rubric, children will self-assess their presentation and using the same rubric, the teacher will assess the student. Then, student and teacher will conference.

Follow-up: Students will listen to the audio of the "People of the Beaver-tail Hill" and go on a potential field trip to the site if they live locally.

PRESENTATION RUBRIC for PBL

(for grades 3-5; Common Core ELA aligned)

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Explanation of Ideas & Information	☐uses inappropriate facts and irrelevant details to support main ideas	• chooses some facts and details that support main ideas, but there may not be enough, or some are irrelevant	• chooses appropriate facts and relevant, descriptive details to support main ideas and themes (CC 3-5.SL.4)	
Organization	• does not include everything required in presentation • presents ideas in an order that does not make sense • does not plan timing of presentation well; it is too short or too long	• includes almost everything required in presentation • tries to present ideas in an order, but it doesn't always makes sense • presents for the right length of time, but some parts may be too short or too long	• includes everything required in presentation • presents ideas in an order that makes sense (CC 3-5.SL.4) • organizes time well; no part of the presentation is rushed, too short or too long	
Eyes & Body	• does not look at audience; reads notes • fidgets or slouches a lot	• makes some eye contact, but reads notes or slides most of the time • fidgets or slouches a little	• keeps eye contact with audience most of the time; only glances at notes or slides • has a confident posture	
Voice	• speaks too quietly or not clearly • does not speak appropriately for the situation (may be too informal or use slang)	• speaks loudly and clearly most of the time • speaks appropriately for the situation most of the time	• speaks loudly and clearly • speaks appropriately for the situation, using formal English when appropriate (CC 3-5.SL.6)	
Presentation Aids	• does not use audio/visual aids or media • uses inappropriate or distracting audio/visual aids or media	• uses audio/visual aids or media, but they sometimes distract from the presentation, or do not add to ideas and themes	• uses well-produced audio/visual aids or media to add to main ideas and themes (CC 3-5.SL.5)	
Response to	• does not answer audience questions	• answers some audience questions, but	• answers audience questions clearly and	

Audience Questions		not clearly or completely	completely	
Participation in Team Presentations	• Not all team members participate; only one or two speak	• All team members participate, but not equally	• All team members participate for about the same length of time, and are able to answer questions	