

LESSON ONE

CREATION



Objective/Goal: Children will be able to grasp the concepts and characters of the Creation story as established through the oral tradition of their Tribe.

Storytelling: A creation story from the Southwest will be used as an example for this lesson. Source: Bruchac, Joseph & Caduto, Michael J. “Four worlds: The Dine Story of Creation” Native American Stories. Golden, CO: Fulcrum Publishing, 1991. Used with permission from Keepers of the Earth by Michael J. Caduto. (c) 1988. Fulcrum Publishing, Inc., Golden, Colorado. All rights reserved.

Circle Time Questions:

- Ø Who were some of the characters that showed courage, generosity, wisdom, and respect?
- Ø What were some of the colors of the worlds in this creation story?
- Ø What was the color of the first world?
- Ø What does Creation mean?
- Ø How many worlds were in this story?
- Ø What kinds of things did Begochiddy create in the worlds?
- Ø What do you think a reed looks like?
- Ø How do you think you came to this world?
- Ø Who took the baby back?
- Ø What would a picture of this story look like?

Vocabulary:

Black
Creation
Life
Four
The Creator
Coyote



LESSON TWO

MOTHER EARTH

Objective/Goal: Relate to the students a sense of their connection to the land or the earth and how all who live on earth are related to one another. Students will learn how the source of life is circular and how everything in life has a circular path that starts with us and returns to us.

Storytelling: A story from the Northeast will be used as an example for this lesson: Bruchac, Joseph & Caduto, Michael. “The Earth on Turtle’s Back” Native American Stories. Golden, CO: Fulcrum Publishing, 1991. Used with permission from Keepers of the Earth by Michael J. Caduto. (c) 1988. Fulcrum Publishing, Inc., Golden, Colorado. All rights reserved.

Circle Time Questions:

- Ø What types of things does your mother do for you?
- Ø Why the earth is called Mother Earth?
- Ø What kinds of things live on the Mother Earth?
- Ø How can we take care of and respect your mother and Mother Earth?
- Ø Who had the dream about the tree?
- Ø What happened after they pulled the tree loose?
- Ø What color do you think the earth muskrat brought back was?
- Ø Who told muskrat to put the dirt on his back?

Vocabulary:

Brown
Mother Earth
Circle
One
Turtle
Respect



LESSON THREE

FIRE

Objective/Goal: To relate to the children the importance of respecting fire and create awareness of the many roles of fire both in everyday and ceremonial life. Children will be able to understand the importance of respecting fire and have an increased awareness of the qualities of fire – its resemblance to living things, its creation of light, and its relationship to the sun. Children will also understand concepts of fire safety.

Storytelling: Invite an elder or spiritual leader to explain the importance of fire in ceremonies. A fire story from the Cherokee will be used as an example for this lesson. Source: James Mooney, Myths of the Cherokee from the Nineteenth Annual Report of the Bureau of American Ethnology 1897-98, Part I. [1900] (Public Domain) <http://www.sacred-texts.com/nam/cher/motc/motc002.htm>

Circle Time Questions:

- Ø What did the animals want to get from the island?
- Ø Why did the animals want the fire?
- Ø What color is fire?
- Ø Why were the animals having a hard time getting the fire from the tree?
- Ø Who went to try to get the fire?
- Ø How many snakes tried to get the fire?
- Ø Who finally brought the fire back to the animals?
- Ø What kind of idea did spider have? Was it a smart idea?
- Ø How does fire make our lives easier?
- Ø Can fire be dangerous?
- Ø What can we do if we see a fire that is dangerous?

Vocabulary:

Red	Fire
Burn	Two
Snake	Wisdom

LESSON FOUR

WATER



Objective/Goal: Children will understand that all beings that live on Mother Earth depend on the water to survive. Children will learn fundamental concepts about water conservation and about the creation of water.

Storytelling: A fire story from the California region will be used as an example for this lesson. Bruchac, Joseph & Caduto, Michael. “How Thunder and Earthquake Made Ocean” Native American Stories. Golden, CO: Fulcrum Publishing, 1991. Used with permission from Keepers of the Earth by Michael J. Caduto. (c) 1988. Fulcrum Publishing, Inc., Golden, Colorado. All rights reserved.

Circle Time Questions:

- Ø What is Thunder?
- Ø What is an Earthquake?
- Ø Why did Thunder and Earthquake want water on the prairie?
- Ø Why is water important for things that are alive?
- Ø What kinds of things need water to live?
- Ø How did Thunder and Earthquake get the water to the prairie?
- Ø What is an ocean?
- Ø What kinds of animals live in the ocean?
- Ø What is water pollution?
- Ø How often do you drink water?
- Ø How do you think polluted water would taste?

Vocabulary:

Blue	Water
Three	Generous
Thunder	Deer



LESSON FIVE

AIR

Objective/Goal: Help children become aware of our dependence on air to live and how important clean air is to Grandmother Earth and all who live and grow upon her.

Storytelling: A wind story from the Northeast region will be used as an example for this lesson. Source: Bruchac, Joseph & Caduto, Michael. "Gluscabi and the Wind Eagle" Native American Stories. Golden, CO: Fulcrum Publishing, 1991. Used with permission from Keepers of the Earth by Michael J. Caduto. (c) 1988. Fulcrum Publishing, Inc., Golden, Colorado. All rights reserved.

Circle Time Questions:

- Ø Why did Gluscabi want to go out in his boat?
- Ø What did grandmother say makes the wind blow?
- Ø Why did Gluscabi go to find the Wind Eagle?
- Ø What happened after Gluscabi tricked the Wind Eagle?
- Ø How did Gluscabi feel when he went back home to hunt ducks?
- Ø What happened after there was no more wind?
- Ø Why is wind helpful?
- Ø What are some ways that wind might be harmful?
- Ø What does wind sound like?
- Ø What does wind feel like?
- Ø What does wind look like?

Vocabulary:

White
Wind
Pollution
Five
Breathe
Eagle



LESSON SIX

PLANTS

Objective/Goal: Children will develop a relationship with plants and green growing beings of Mother Earth. Create awareness within the children that plants are living, growing things/beings. Assist children to be responsible for caring for a plant.

Storytelling: A plant story from the Great Lakes region will be used as an example for this lesson. Source: Bruchac, Joseph & Caduto, Michael. “Waynabozho and the Wild Rice” Native Plant Stories. Golden, CO: Fulcrum Publishing, 1995. Used with permission from Keepers of the Earth by Michael J. Caduto. (c) 1988. Fulcrum Publishing, Inc., Golden, Colorado. All rights reserved.

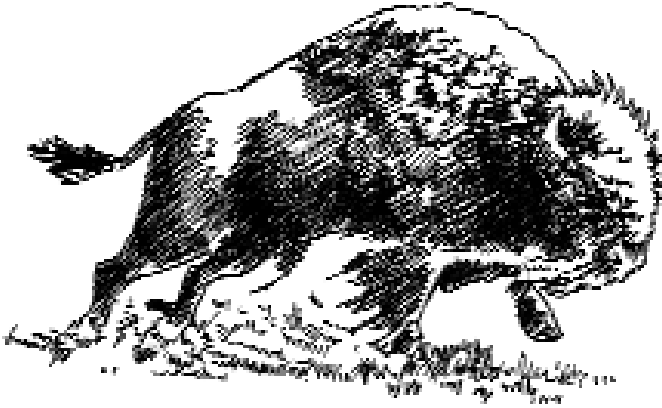
Bruchac, Joseph & Caduto, Michael. “The Bitterroot” Keepers of Life: Discovering Plants Through Native American Stories and Earth Activities for Children. Golden, CO: Fulcrum Publishing, 1994. Used with permission from Keepers of the Earth by Michael J. Caduto. (c) 1988. Fulcrum Publishing, Inc., Golden, Colorado. All rights reserved.

Circle Time Questions:

- Ø Where did Waynabozho get his seeds from?
- Ø Why did Waynabozho get sick?
- Ø What kinds of things grow from seeds?
- Ø What is a plant root?
- Ø What do plants need to live and grow?
- Ø What kinds of plants do you use for food?
- Ø Where do plants grow?
- Ø What happens to plants in the winter time?
- Ø Can all plants be eaten?
- Ø What color are most plants?

Vocabulary:

Green
Forest
Plant
Six
Sun
Grow



LESSON SEVEN

ANIMALS

Objective/Goal: To instill in children an understanding of the interconnectedness of all of our relatives - human, animal, plants, trees.

Storytelling: An animal story from the Alaskan region will be used as an example for this lesson. Source: Bruchac, Joseph & Caduto, Michael. "Salmon Boy" Native American Animal Stories. Golden, CO: Fulcrum Publishing, 1992. Used with permission from Keepers of the Earth by Michael J. Caduto. (c) 1988. Fulcrum Publishing, Inc., Golden, Colorado. All rights reserved.

Circle Time Questions:

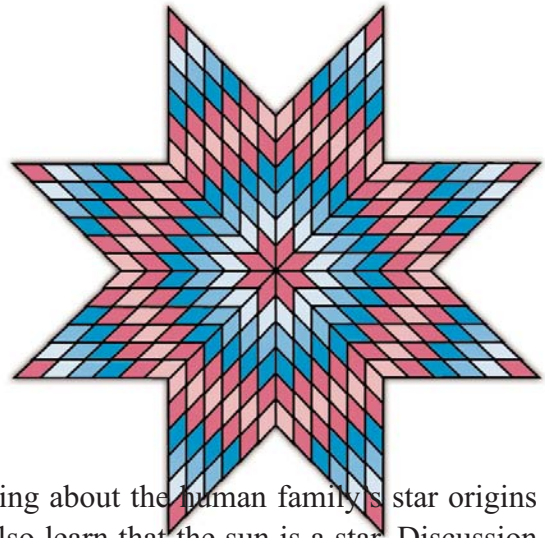
- Ø What is Salmon?
- Ø What other kinds of fish are there?
- Ø Why did Salmon Boy have to leave his family to live with the salmon?
- Ø What did Salmon Boy teach his people?
- Ø What kinds of animals live in your state?
- Ø What kinds of animals live in different parts of the world?
- Ø What kinds of animals do people use for food?
- Ø What kinds of animals do people keep for pets?
- Ø What do animals need to live and grow?
- Ø Where do animals live?
- Ø Where do fish live?
- Ø What is your favorite kind of animal and why?
- Ø Why should we treat animals with respect?

Vocabulary:

Orange	Thankful
Fish	Eight
Grow	Dog

LESSON EIGHT

STARS



Objective/Goal: Children will gain an understanding about the human family's star origins and the interconnectedness with the Star Nation. They will also learn that the sun is a star. Discussion and questions will focus on tribal star knowledge and different names of constellations.

Storytelling: A star story from the Great Plains will be as an example for this lesson. Source: As told by Leola One Feather, Oglala Lakota, June 2003.

Circle Time Questions:

- Ø What are stars?
- Ø Why do stars shine so bright at night?
- Ø Do you see any shapes in the stars?
- Ø How are we related to the stars?
- Ø Is the sun a star?
- Ø What are falling stars?
- Ø When can you see stars?

Vocabulary:

Yellow	To fall
Star	Seven
Turnip	Brave
Bear	