

# 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.

## **Setting the stage for learning**

Play music while the teachers gather the students for Circle Time. Tell a story about the importance of the Mother Earth. Introduce new vocabulary and characters in the story. Classroom areas should again be modified to include materials for extended play. Possible materials include: water table filled with water and sand/dirt, modeling clay, containers to store rocks, dirt, etc, globe and maps, plants, plastic animals.

## **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.

# "The Earth on Turtle's Back"



*Before this Earth existed, there was only water.*

*It stretched as far as one could see, and in that water there were birds and animals swimming around. Far above, in the clouds, there was a Skyland. In that Skyland there was a great and beautiful tree. It had four white roots which stretched to each of the sacred directions, and from its branches all kinds of fruits and flowers grew.*

*There was an ancient chief in the Skyland. His young wife was expecting a child, and one night she dreamed that she saw the Great Tree uprooted. The next morning she told her husband the story.*

*He nodded as she finished telling her dream. "My wife," he said, "I am sad that you had this dream. It is clearly a dream of great power and, as is our way, when one has such a powerful dream we must do all that we can to make it true. The Great Tree must be uprooted."*

*Then the ancient chief called the young men together and told them that they must pull up the tree. But the roots of the tree were so deep, so strong, that they could not budge it. At last the ancient chief himself came to the tree. He wrapped his arms around it, bent his knees and strained. At last, with one great effort, he uprooted the tree and placed it on its side. Where the tree's roots had gone deep into the Skyland there was now a big hole. The wife of the chief came close and leaned over to look down, grasping the tip of one of the Great Tree's branches to steady her. It seemed as if she saw something down there, far below, glittering like water. She leaned out further to look and, as she leaned, she lost her balance and fell into the hole. Her hand slipped off the tip of the branch, leaving her with only a handful of seeds as she fell, down, down, down, down.*

*Far below, in the waters, some of the birds and animals looked up.*

*"Someone is falling toward us from the sky," said one of the birds.*

*"We must do something to help her," said another. Then two Swans flew up. They caught the Woman From The Sky between their wide wings. Slowly, they began to bring her down toward the water, where the birds and animals were watching.*

*"She is not like us," said one of the animals. "Look, she doesn't have webbed feet. I don't think she can live in the water."*

*"What shall we do, then?" said another of the water animals.*

*"I know," said one of the water birds. "I have heard that there is Earth far below the waters. If we dive down and bring up Earth, then she will have a place to stand."*

*So the birds and animals decided that someone would have to bring up Earth. One by one they tried.*

*The Duck dove down first, some say. He swam down and down, far beneath the surface, but could not reach the bottom and floated back up. Then the Beaver tried. He went even deeper, so deep that it was all dark, but he could not reach the bottom, either. The Loon tried, swimming with his strong wings. He was gone a long time, but he, too, failed to bring up Earth. Soon it seemed that all had tried and all had failed. Then a small voice spoke. "I will bring up Earth or die trying."*

*They looked to see who it was. It was the tiny Muskrat. She dove down and swam and swam. She was not as strong or as swift as the others, but she was determined. She went so deep that it was all dark, and still she swam deeper. She went so deep that her lungs felt ready to burst, but she swam deeper still. At last, just as she was becoming unconscious, she reached out one small paw and grasped at the bottom, barely touching it before she floated up, almost dead.*

*When the other animals saw her break the surface they thought she had failed. Then they saw her right paw was held tightly shut.*

*"She has the Earth," they said. "Now where can we put it"*

*"Place it on my back," said a deep voice. It was the Great Turtle, who had come up from the depths.*

*They brought the Muskrat over to the Great Turtle and placed her paw against his back. To this day there are marks at the back of the Turtle's shell which were made by Muskrat's paw. The tiny bit of Earth fell on the back of the Turtle. Almost immediately, it began to grow larger and larger and larger until it became the whole world.*

*Then the two Swans brought the Sky Woman down. She stepped onto the new Earth and opened her hand, letting the seeds fall onto the bare soil. From those seeds the trees and the grass sprang up. Life on Earth had begun.*

# Lesson Two:

# Mother Earth



## Plans and Procedures

### Circle Time Questions

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

### Mother Earth and Creation Mural

Make a large turtle shape out of clay. Do not make the outer shell. Introduce the shape to the children and ask them what is missing. The children will help make the shell of the turtle by decorating their own section of the shell. Each child will add their section of the shell to the body of the turtle. After everyone has added their piece to the shell the turtle can be placed on the mural painting from the previous lesson.

### **Modeling Dough Recipe**

1cup salt                      2/3cup water  
1cup flour                    Food Coloring

Mix flour and salt in large bowl. Add water and mix until consistency reaches that of thick frosting. Continue mixing until modeling consistency is reached. Add food coloring immediately before molding.

### Nature Walk

Pick a location with a variety of dirt or rocks to look at. Talk with the children about what dirt is and does for mother earth. Allow children to look at and touch any dirt or rocks in the area. Take some samples back to the classroom for exploration in the sensory table. The children can use the dirt/rocks to plant seeds or flowers. The dirt can also be used to mix with water to explore concepts of damp and dry.

## Music and Movement

Play any type of background music to encourage dancing or body movement. Ask the children to imitate swimming motions like the duck the beaver and the muskrat. Talk about and model how animals and people need to hold their breath while under water. Ask the children to try holding their breath for a short time. Re-enact flying motions such as the birds who held the woman in the air. Talk about the turtle in the story and discuss the movement of turtles together. Ask the group to move around the room like turtles.

## Vocabulary

Brown	-	gi
Mother Earth	-	Ina
Circle	-	womime
One	-	wanji
Turtle	-	keya
Respect	-	yuonihan

### **NOTES FOR LESSON PLANNING:**