



*Indian Land Tenure Foundation*



**INTEGRATION OF THE  
INDIAN LAND TENURE CURRICULUM**



*Head Start*

*Teacher's Supplement*

## **Preface**

This supplement is intended to be used in conjunction with the Head Start components of the Indian Land Tenure Curriculum. It is important to note that the Head Start component already contains a guide for using the curriculum. This document is not intended to be used in place of that guide. Rather, it should be used in addition to for professional development purposes.

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Your feedback is highly valued. Please let us know about your experience with this supplement. Future editions of this guide may include changes based on the suggestions that are submitted to the Indian Land Tenure Foundation at the following address:

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## **Introduction**

In the words of Onondaga tribal leader Oren Lyons (1993) in an address to the United Nations “Land is the issue. Land has always been the issue with Indigenous Peoples”. What is Indian land? Why is it important for educators and students to understand the historical and contemporary issues surrounding Indian land? How does an understanding of Indian land issues fit into the goals of our educational systems today?

For many American Indian cultures, education is seen as an interaction that occurs constantly between the individual and the world around them. This type of spiritual and ecological system of education is literally rooted in the Mother Earth. Educators should strive to understand how their work does, or does not, reflect the interconnectedness of life, especially as they interact with American Indian people and their traditional homelands.

According to Aikenhead (1996) educators should be cognizant of the role they play as cultural border crossers in their classrooms and communities. As educators deal with the myriad of issues surrounding the historical and contemporary relations between Indian and non-Indian peoples and the lands that are now called the United States, Canada, or Mexico, it is extremely important that they are aware of how their social location impacts the educational interaction.

The Indian Land Tenure Curriculum (ILTC) focuses on both the historic and contemporary relationships between American Indian people and the land. All of the curricular components are based on four curriculum standards and are intended to instill a greater sense of connectedness to the land.

This supplement provides early educators with an alignment of the ILTC Head Start lessons with the Head Start Child Outcomes Framework, as well as examples of how the lessons could be modified based on local cultural preferences. We have provided several ideas for small group professional development activities surrounding the Head Start lessons, as well as use of the Resources and References document. The Resources and References document includes Luan Makes Marks (2007) Natures of the Sacred Typology, an annotated bibliography of Indian Land Tenure references, as well as a listing all the materials cited in the ILTC and accompanying professional development materials.

We highly recommend that educators keep a journal specific to their experience with the ILTC. This journal should at the very least chronicle the major activities of your implementation process, your reflections on how it went, and your thoughts for how the ILTC could be improved for future use. We would also encourage you to include notes about your experience with the professional development activities included in this supplement.

**PD Activity 1: Defining Indian Land Tenure**

All group members should be asked to take a few minutes and define *Indian land tenure*, in their own words, without the aid of any dictionaries, internet, etc. Definitions should be posted in a common area after they are through. The facilitator should then read the definitions aloud, and as a group, look for common elements contained in the body of definitions. The facilitator should then read aloud the four curricular standards from the ILTC and compare the common elements of the definitions with the standards.

**The Four Curricular Standards**

The four curricular standards comprise the core of the Indian land tenure curriculum. The standards were designed to provide a more meaningful, culturally relevant educational experience for American Indian students, but were also designed to be non-exclusive to American Indian people. All students can benefit from a curriculum that includes: historical and contemporary perspectives on the land, multiple tribal cultural and linguistic references; a focus on civics that is inclusive of tribal governments and citizens; and an approach to the natural sciences that acknowledges the importance of spiritual and ecological relationships.

Standard One: American Indian traditional land values

Objective: Students will demonstrate a knowledge and understanding of traditional American Indian land values that formed the foundation for Indian cultural identity, sense of place, and survival.

This first standard considers traditional Native American land values. The survival of American Indian tribal societies is dependent upon their abilities to know and retain special connections to their homelands. The origin stories and related cultural practices that create unique tribal identities are often based upon particular places, land-related incidents or the use of specific natural resources and materials. Many tribal societies that were heavily dependent upon and sustained by their lands are seeking to restore that relationship in order to strengthen their communities.

Standard Two: American Indian land tenure history

Objective: Students will demonstrate a knowledge of key events in American Indian history and how these events relate to the current land tenure of American Indian tribes and individuals.

Modern Indian land tenure is a result of centuries-long history between natives and their colonizers. Huge native land losses were a result of warfare, displacement, assimilation, broken treaties, tax lien foreclosures, congressional diminishment, executive orders, forced evictions, illegal settlement by non-natives and illegitimate sales. Furthermore, highly complex relationships between federal government, tribal governments, and state

governments have evolved, created by treaties, legislation, executive orders and court decisions. All of this has had an enormous impact on modern Indian land tenure, which cannot be fully understood without an understanding of the history of American Indian colonization. In addition to exploring the history of domestic colonization and subsequent changes in land tenure, principles of European colonization are further explored in relation to indigenous homeland losses in Canada, Australia, New Zealand, Africa and South America.

### Standard Three: Contemporary land issues

Objective: Students will be able to discuss issues presently affecting American Indian lands and the ability of tribal nations to exercise sovereign powers over those lands.

The third standard grapples with a variety of issues concerning Indian land that are relevant today. The evolution of federal Indian land policy has created a special “trust relationship” with American Indian tribal nations and the lands they occupy. This trust relationship has created a complex set of issues that must be thoroughly understood by Indian communities in order for them to effectively exercise their sovereign powers and prevent further land loss, regain lost lands, realize benefits from good land stewardship and revitalize traditional connections to the lands. Contemporary issues include continued land losses but also successful land claims and acquisitions, land management issues, jurisdictional conflict, natural resource disputes, and the protection of sacred sites.

### Standard Four: Building a positive future for Indian communities

Objective: Students will explore how a return to American Indian traditional land values can help correct the effects of decades of land loss.

The final standard looks to what Indian communities should consider as they work toward a successful future in managing their lands. Indians have had their lands severely diminished and, in many cases, they have been moved great distances from their original homelands. This diminishment and displacement has had significant impacts on tribal culture, clan and social structure, traditional education, languages and overall tribal health. Tribal nations are finding the means of asserting their sovereign status and taking steps to correct some of the harm to their tribal societies and their land bases. This assertion can include acquisition of lost lands, halting the erosion of Indian land base, restoration of traditional land values and development of sustainable land-based tribal economies.

### **Pre-Implementation Considerations**

Cajete (1994) asserts that a contemporary form of Indigenous education should not only help students develop their critical analysis skills, but should also encourage the development of their ability to engage in oral traditions. All of the recommendations in this guide were developed with this in mind. While we realize it will take more than reading through a supplement to become experts in teaching about Indian land tenure, we

also realize that many educators have had little to no previous training in this area. Thus, we feel strongly that this guide will serve as a good place to start, or restart, that journey.

In the *Interdisciplinary Manual for American Indian Inclusion*, Reinhardt & Maday (2006) presented a continuum of cultural knowledge and needs. The continuum considered both Indian and non-Indian experiences. On one end of the continuum you find educators who have very little knowledge regarding Indian cultures. This corresponds with a great need to learn about the same. On the other end of the continuum you find educators who have a great deal of knowledge about Indian cultures, and the corresponding need is along the lines of reinforcement and reification.

While both Indian and non-Indian educators may find themselves in similar situations regarding cultural knowledge and needs, there are some differences that are worthy of note.

- Indian educators are often expected to have a greater understanding of Indian cultures than their non-Indian peers.
- There is a belief that the mere presence of an Indian educator in a classroom can have a positive impact on Indian students.
- Indian educators are more likely to be seen by Indian communities as insiders, whereas non-Indian educators are often seen as outsiders.

Even the authenticity of materials about Indian cultural issues, like this guide, are often judged using a set of criteria that includes the identity of the author.

The reality is that many educators, whether Indian or non-Indian, have had very little training in American Indian education. Most educators rely on common knowledge in their approach to Indian cultural issues. Thus, what may be common knowledge in Indian communities about Indian issues, is often different than common knowledge outside Indian communities. It should not be surprising then that Indian people often have greater knowledge of Indian cultures than their non-Indian peers. It is important not to assume that Indian people are steeped in traditional cultural knowledge, however, as many Indian families have suffered through loss of Native languages and cultural customs and traditions due to anti-Indian educational initiatives.

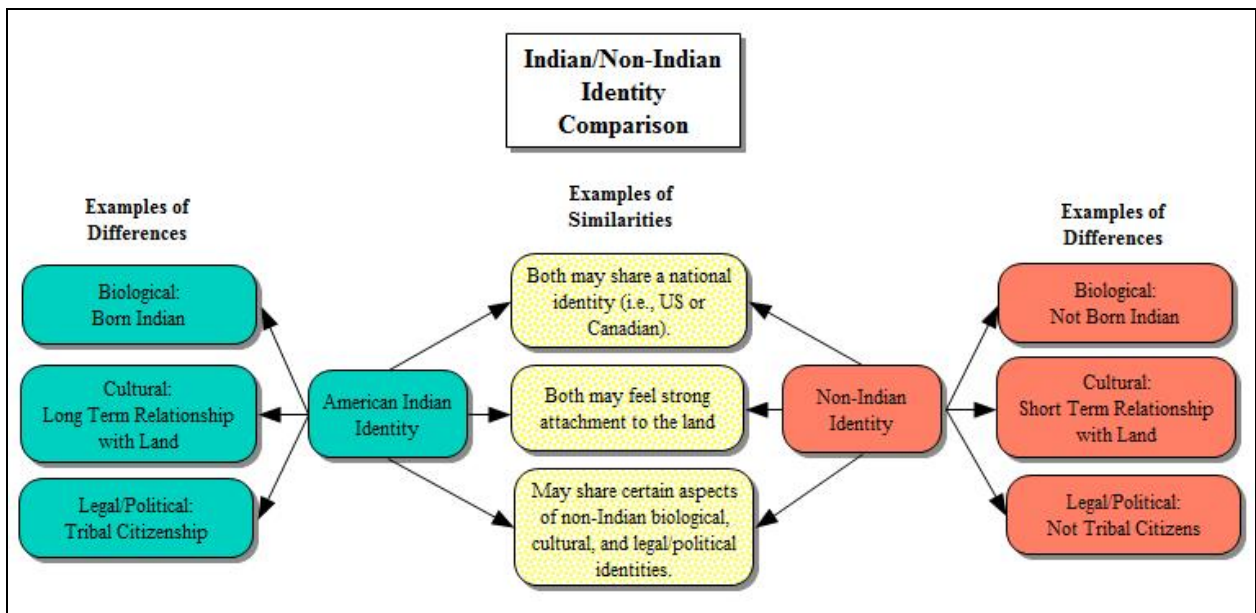
We propose that both Indian and non-Indian educators should continually seek to increase their background cultural knowledge of the Indian cultures that they are dealing with in the classroom. The ILTC provides much information about Indian perspectives on Indian land, but we encourage educators to seek out local and regional perspectives as a priority in teaching about Indian land issues.

**PD activity 2: Think, Pair, Share Activity on Knowledge of Indian Land Tenure**

Each member of the group should take a few minutes and think about where their knowledge comes from regarding Indian land tenure. They should then pair off with another person, and discuss briefly their thoughts about where their knowledge comes from. The group facilitator should let the group know when five minutes is up and tell them to switch. At the end of the second five minute block, the facilitator should ask that one person from each group volunteer to share with the larger group the highlights of their discussion focusing on where their or their partner’s knowledge of Indian land tenure comes from.

How does American Indian identity impact social interactions between educators and students in early childhood education environments? Will it matter if the individual teaching the course is Indian or not? Will the interaction be different if most of the students are Indian or non-Indian? These are rather important questions for educators to consider as they approach implementation of the ILTC or any American Indian content in their work.

Educators cannot change the fact that they are Indian or non-Indian, but they should be aware of how their identity impacts their interactions with their students. To blindly assume that their personal identity doesn’t matter can have negative impacts on their endeavors to help students learn.



**Figure 1. Indian/Non-Indian Identity Comparison**

**PD Activity 3: Diversity Rounds and Large Group Discussion on the Impact of Identity and Common Knowledge in the Classroom**

Form circles of seven or fewer people. Have each member of the circle share with others an experience of how their identity has impacted their interactions with their students. After all of the groups have completed their rounds, share the following scenario with the large group, and as a large group answer the discussion questions that follow:

*A non-Indian early childhood educator decided to have the students in his classroom do an activity that he saw on the internet. He had them create a medicine wheel design on a huge piece of paper that he hung on a wall in the classroom for the parents to see on the upcoming parent night. To make the medicine wheel, he and the students stood outside on the grass and he had them look in each direction, east, south, west, and north, and then they walked a little way in each direction to look for something in nature that came from each direction. They found several items in their outing, but decided to use a rock from the east, a pine cone from the south, a feather from the west, and a piece of moss from the north. The teacher had them glue the items to the paper and draw pictures of other things that they thought would look nice with the item in each direction. He had them color in the blank areas with whatever color they wanted to use. When the project was finished he explained to the children that the medicine wheel was a very special thing that honored nature and that they could be very proud of what they created. At the parent night, one of the parents commented to the teacher that the medicine wheel project was inappropriate for the local tribal culture and they would have appreciated it if the teacher would have learned about their local medicine wheel traditions before having their child participate in the project. The teacher's feelings were hurt and he decided not to do the project again the following year.*

Discussion Question:

Did the teacher's identity as a non-Indian person and his background knowledge of Indian cultures impact this educational interaction? If so, how?

Both Indian and non-Indian educators often deal with historic mistrust of non-Indian education systems by Indian people. This mistrust comes from negative educational interactions between non-Indian people and Indian communities. Missionary schools sought to harvest Indian souls. Federal boarding schools sought to assimilate Indian people into non-Indian society to create a subservient class. Public schools have negated Indian culture and traditions and have largely excluded tribal governments from participating in the education of their citizens. Higher education institutions have often approached Indian communities as subjects of research. As a result, Indian people often have serious misgivings about how education occurs especially in non-Indian educational institutions.

With such a historic mistrust of non-Indian education looming in the background, it is sometimes difficult, especially for non-Indian educators, to gain the trust of Indian students. Often times, non-Indian educators are seen as outsiders in Indian communities,

or worse they are seen as opportunists and wannabes. When they make mistakes along cultural lines, it seems to be amplified by their non-Indian status.

So, how do non-Indian educators mitigate for their non-Indian status in the face of historic mistrust? Although intended for teachers at the K-12 level, Klug and Whitfield's (2003) book *Widening the Circle: Culturally Relevant Pedagogy for American Indian Children* provides some helpful models that can help non-Indian educators at all levels of education. Among the models included in their text, is a process for becoming bicultural for teachers of Indian students. The process includes six stages:

1. **Learning Stereotypes and Prejudices of Native Peoples:** At this stage, educators begin to identify their preconceptions of "Indian" cultures.
2. **Confronting Our Prejudices:** At this stage, educators confront preconceived ideas as they begin interacting with Indian people. They find that many preconceived ideas are inaccurate or biased.
3. **Redefining Our Perceptions of Native American Cultures:** This stage marks the beginning of a recursive process where educators may find themselves in a state of flux going back and forth between stages at times or feeling like they have begun moving from one way of thinking to another.
4. **Opening Ourselves to New Experiences:** When educators begin to purposefully engage with the Indian community of the children they are working with, by attending cultural events, or visiting with families outside of the school environment, they become less the expert and more of an equal. This helps educators realize where the children are coming from.
5. **Adjustment and Reshaping Our Cultural Identities:** Educators begin to examine the world around them from multiple perspectives. They take risks as they try to do things in an Indian way. This is also the stage when they begin to see how members of the Indian community see things in their community.
6. **Our Transformation as Bicultural Teachers:** At this stage, educators have shown their willingness to work with Indian families. They have become advocates for Indian students and Indian ways of doing things. Indian people recognize that the educators are sincere in their efforts to learn about Indian cultures.

All along this continuum, the recursive process may also occur. Even as an educator begins to advocate for Indian ways of doing things, they may encounter their own stereotypical presuppositions that confound their efforts.

It is important to underscore that this process of becoming bi-cultural does not condone identity fraud. The phenomenon known as wannabe-ism, meaning that a non-Indian person wants to be Indian, has had some very serious damaging effects on Indian education over the years. While we encourage educators to continuously improve in their knowledge of Indian cultures, we would never suggest that they in fact call themselves Indian, or that they begin redefining what it means to be Indian. These aspects are left to Indian people alone.

It is important to realize that many Indian people who lack tribal cultural knowledge may find that they too could benefit from this process. They may be Indian, but they may have grown up in a non-Indian family or community, and may have more in common with non-Indian people than the children that they are working with in the school.

Lastly, it should be mentioned that Indian people have historically been forced to learn about non-Indian cultures. Our education systems today, although much more open to the idea of multiculturalism than in previous years, are very much controlled by non-Indian people who have little to no background in Indian anything. Thus, a process for becoming bi-cultural educators in many ways shows a respect to Indian cultural ways of educating that has been absent throughout most of post-colonial history. This model shows all students how learning about other cultures can be done in a positive way.

One of the great strengths of the ILTC is that it comes from within the larger Indian community. It has been developed by Indian educators. It is based on concerns that most, if not all, Indian tribes share about the history and contemporary status of Indian lands. It incorporates Indian tribal cultural perspectives, and references other materials that have been developed along similar lines. Perhaps most importantly, it provides both Indian and non-Indian educators opportunities to engage their students in lessons about the lands that comprise the Country that both now call their home.

#### **PD Activity 4: Self-Reflection Activity**

Each person should take as much time as necessary to develop a self-reflection sheet that will serve as a record of where they were at as they began to implement the ILTC in their school or classroom. They should include information about their identity, their familiarity with the subject matter, their experiences that have helped shaped their perspective on Indian cultures, and anything else that they feel is important to look back on as they grow in their knowledge and experience in teaching about Indian land tenure. It is not necessary to share these reflections with the large group, but the facilitator should provide an opportunity for individuals to share if they would like to.

#### **The ILTC Structure**

The ILTC Head Start component includes eight lesson plans, a guide for using the curriculum, teaching strategies, and suggestions for family involvement. Each lesson contains a goal statement, a setting the stage for learning section, a storytelling section complete with stories, circle time questions, a section for the Mother Earth and Creation Mural project, a section that focuses on nature walks, music and movement activities, and vocabulary.

#### **PD Activity 5: ILTC Jigsaw Puzzle**

Split the large group up into eight small groups or individuals. Each group/person will be responsible for reading through one lesson plan included in the ILTC, summarizing in two paragraphs or less their assigned lesson, and reporting back to the large group their findings.

## Alignment with Head Start Child Outcomes Framework

In this section, we have provided suggestions for how the current ILTC Head Start lessons could be slightly enhanced to maximize alignment with the Head Start Child Outcomes Framework (United States, 2003). The gray shaded areas reflect the modifications to the original lesson plans. Following each lesson is the alignment.

### ILTC 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.

#### Setting the stage for learning

Play soothing music, such as nature sounds or soft American Indian flute music, as children are gathered together for Circle Time. Tell a narration of the Creation Story from your tribe, the local tribal nation, or use the example provided. Most tribes have their own version of the Creation Story complete with Hero figures portrayed as Stars, Plants, Trees or Animals. Parents or grandparents may be invited to become involved in this lesson as storytellers. Talk to the children about who the characters of the story are and where the story takes place.

Take a look at all of your classroom areas to decide what types of materials can be added to extend learning time and methods. Possible materials to add to your room for this lesson may include: baby dolls, puppets, flannel board pieces for storytelling, long rope to represent the reed, dirt, plants, seeds, globe, yellow, white, black, blue paints, plastic animals and bugs.

#### 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" (Dine [Navajo] – Southwest) *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.

#### "Four Worlds: The Dine Story of Creation"

Modification: To increase vocabulary using the local tribal language, incorporate into the story the vocabulary words found at the end of the lesson. For example, in this story, instead of saying "black" use the Navajo word or the word from the local tribal nation.

*Before this world existed, there was a First World far below the world where we are now. In that world everything was black. There was darkness everywhere, and in that darkness*

*there were six beings. Those beings were First Man, the son of Night and the Blue Sky over the sunset; First Woman, the daughter of Day Break and the Yellow Sky of sunset; Salt Woman; Fire God; Coyote and Begochiddy. Begochiddy, who was the child of the Sun, was both man and woman, and had blue eyes and golden hair.*

*There were no mountains or plants in that first world, so Begochiddy began to make them. Begochiddy made four mountains. To the east Begochiddy made a white mountain. To the south Begochiddy made a blue mountain. To the west Begochiddy made a yellow mountain. To the north Begochiddy made a black mountain. Then Begochiddy created the ants and other insects and made the first plants. But things were not right in that First World. One Story is that Fire God became jealous and started to burn everything up. According to another story, the First Beings were just not happy in that dark world. Whatever the reason was, they decided to leave the First World.*

*“Gather together the plants and the other things I have made,” said Begochiddy to First Man. First Man did as Begochiddy said. Then he and the other beings came to the red mountain which Begochiddy created in the center of the First World. There Begochiddy planted the Big Reed. As the hollow Big Reed began to grow, the first Beings climbed into it. Up and up it grew, leaving the First World behind. It grew up and up until it came to the Second World.*

*In the Second World Begochiddy created even more things. Begochiddy created the clouds. Begochiddy created more plants and mountains. The color of the Second World was blue, and there were other beings in it – Swallow People and Cat People. The Cat People tried to fight Begochiddy and the others, but First Man used his magic and overcame them.*

*For a time, everyone was happy. Then things began to go wrong. Once more Begochiddy planted Big Reed. Once more Begochiddy told First Man and the others to put all the things created into Big Reed. Big Reed began to grow. Up and up it went and carried them all to the Third World.*

*The Third World was yellow. Though there was no sun and no moon, the mountains gave light. It was the most beautiful of the worlds they had seen. In this world Begochiddy created rivers and springs. Begochiddy made water animals and trees, birds and lightening.*

*Then Begochiddy created all kinds of human beings. In this beautiful Third World everything spoke one language. All of the things and beings in creation understood each other. But everything was not perfect in the Third World. Yellow and red streaks appeared across the eastern sky. They were placed there by First Man and represented the diseases about to come to the people through evil magic. Before long, the men and women began to quarrel with each other. The men said that the women were causing trouble. The women said that it was the men. Coyote came to Begochiddy and told him that men and women were always quarreling Begochiddy decided to put a stop to it.*

*“All of the men,” Begochiddy said, “must stay on the right bank of the river. All of the women must stay on the left bank. Neither may cross the river to be with the other.” So it was done. The men and women lived apart for some time, but they were not happy without each other. Finally they went to Begochiddy. Some say it was the women who came first, but others say it was the men.*

*“We are not happy by ourselves,” they said. “We wish to be reunited.” So Begochiddy brought men and women back together. “If there is more trouble,” he warned them, “this Third World will be destroyed by a flood.”*

*All of this time, Coyote was roaming around. Wherever he went he was curious about everything, including things he should have left well enough alone. One day, Salt Woman went walking by the two big rivers Begochiddy had made in this Third World. When she came to the place where the rivers crossed, she saw something strange in the water. It looked like a baby with long black hair. She went back and told the others about it.*

*Coyote decided to go and see for himself. Sure enough, there where the rivers crossed was a baby with long black hair in the water. Coyote lifted it out of the water and hid it under his blanket. He told no one what he had done.*

*Four days passed and then a great noise was heard all around the Third World. Begochiddy knew what it was; knew what was going to happen. Someone had done wrong. Now this Third World was about to be destroyed by flood. From the east a black storm came. From the south a blue storm approached. From the west came a yellow storm. From the north a white storm swept. Once again Begochiddy gathered all the beings and things created.*

*Once again Big Reed grew up and up. It lifted up all the beings and things as storm waters rose beneath them. This time, though, was not as easy as before. Big Reed stopped growing before it entered the next world. The Spider People wove a web to bring them closer, but they could not break through into the new world. The Ant People tried to dig through, but they could not do it. Finally Begochiddy told the Locust to try. Using his hard head, the Locust broke through into the Fourth World. Now Begochiddy climbed up through the hole the Locust made. He found himself on an island with only water to be seen in all directions.*

*Begochiddy saw right away that there were others in this Fourth World who had great power. To the east was Talking God. To the south was First Bringer of Seeds. To the west was House God. To the north was Second Bringer of Seeds. Begochiddy waved to each of them. Then the four powerful beings made the waters recede, leaving a world covered with mud. Begochiddy went back down Big Reed to the others.*

*“Grandparent,” said the others, “how is it in the new world?”*

*“The new world is good,” Begochiddy said, “but it has not yet dried. Someone must try to walk up there. Who will try?”*

*“I will go,” said Badger. Then he went up through the hole and tried to walk on the new Fourth World. His feet broke through the surface, though, and became covered with mud. To this day all badgers have black feet.*

*“This will not do,” Begochiddy said. “How can we dry this new world?”*

*“We shall dry it,” said the winds. Then the winds went up to the Fourth World. The cyclones and the whirlwinds and the small dust devils went up to the Fourth World. They swirled about and dried the surface well so the people could walk. Then the Ant People went up and walked on the dried surface of the Fourth World, and all the other people and created things followed.*

*Begochiddy, though, looked back down through the hole to the Third World. The water there was still rising. “Who is the one who angered the Water Monster?” Begochiddy said. No one answered, but Coyote pulled his blanket tighter around himself.*

*“Open your blanket,” Begochiddy said. Then Coyote opened his blanket and Begochiddy saw the water baby. “You must give the Water Monster back its child,” said Begochiddy. Coyote did as Begochiddy said. He dropped the water baby back down to the Third World, and the waters receded.*

*Now Begochiddy went around the Fourth World and placed things in order. The mountains were put in their places. The Sun and Moon and Stars were put into the sky. Fire God tried to keep all the fire to himself, even though the people needed it to keep warm and cook their food. One night, though, as Fire God slept, Coyote stole fire from him and gave it to all the people. Then Begochiddy told the human beings the right way to live, how to give thanks, how to care for the plants such as corn and squash and beans. Begochiddy gave them many different languages, then, and sent them to live throughout the world. It was now, in this Fourth World, that Changing Woman came to be. She became the greatest friend of the human beings, helping them in many ways. It was Changing Woman who gave birth to the Hero Twins, who traveled throughout the world doing great deeds, destroying the monsters that threatened the people.*

*So the Fourth World came to be. However, just as the worlds before it were destroyed when wrong was done, so too this Fourth World was destined to be destroyed when the people do not live in the right way. That is what the Dine say to this day.*

### **Plans and Procedures**

#### **Circle Time Questions**

The teacher will guide the students in answering each question.

- Who were some of the characters that showed courage, generosity, wisdom, and respect?
- What were some of the colors of the worlds in this creation story?

- What was the color of the first world?
- What does Creation mean?
- How many worlds were in this story?
- What kinds of things did Begochiddy create in the worlds?
- What do you think a reed looks like?
- How do you think you came to this world?
- Who took the baby back?
- What would a picture of this story look like?
- What do coyotes sound like? The wind? Running Water?

### **Mother Earth and Creation Mural**

After having a discussion on the story help children paint a mural (on butcher paper) of the creation story together, promoting cooperative learning and sharing. Encourage children to use colors from the story and to paint objects or animals in the story. After the mural is complete, ask the children to re-tell the story using their mural. The completed mural will serve as the backdrop for additions that will be made during following lessons.

### **Nature Walk**

Note: Remind the students to be respectful of the world around them and to follow the rules while on the walk. Some rules may include lining up, listening when teacher talking, stop, look, listen for traffic, stay close together (don't wander off), etc. Ask them to find something already lying on the ground rather than killing plants. If a camera is available, take a picture of the items they may find.

Modified activity: have students line up single file and have them identify where the front and back of the line is; who is behind whom, etc.

Pick a location that has a scenic view. Sit in a circle time group and ask the children to look all around them and label what kinds of natural things they can see or hear. Use this discussion time to relate the creation story to some of the children's answers. Take the children on a walk to continue exploring and labeling all of the natural things they see, hear, touch, smell. Record all of their answers for review and, if possible, take some items back to the classroom for exploration (ex: twigs, leaves, etc.). Teachers may also want to take pictures of the discoveries to put on display or make into books for further discussion.

Modified activity: to promote early writing skills, ask the students to find a small twig or branch to draw a picture in the sand or dirt that reflects what they see around them.

### **Music and Movement**

Talk about how Begochiddy and the people climbed the reed to get to the other worlds. Ask the children to pretend to climb the reed. Other re-enactments of the story may be dividing the children into groups of boys and girls to see how it feels to be separated from

each other, asking the children what they think a flood might sound like and trying to imitate it together, or blowing around the room like the wind.

**Vocabulary**

Note: the words are translated into the Lakota language.

- Black - sapa
- Creation - okage
- Life - wiconi
- Four - topa
- The Creator - Wakan Tanka
- Coyote - sungmanitu

**Domain: Language Development**

Domain Element: Listening and Understanding

| Indicators:   | ILTC Component  |
|---|---|
| * Understands an increasingly complex and varied vocabulary.  | Teacher tells story, provides instruction, and encourages participation.<br>Students are provided English and local tribal language or other tribal language throughout activities. |
| * For non-English-speaking children, progresses in listening to and understanding English.            |   |
| Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. |   |
| Shows progress in understanding and following simple and multiple-step directions.                    |   |

Domain Element: Speaking and Communicating

| Indicators:   | ILTC Component  |
|---|---|
| * Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes. | Students listen to story, participate in Circle Time questions, and act out parts of story during Music/Movement.   |
| * Uses an increasingly complex and varied spoken vocabulary.  | Students re-tell story using mural painting. Participates in Circle Time and Nature Walk discussions                |
| * For non-English-speaking children, progresses in speaking English.  | Students participate in discussion activities.  |
| Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.  | Student participates in Circle Time discussion, extended learning activities, follows directions during Nature Walk |

*\*Legislatively mandated.*

Domain Element: Early Writing

| Indicators:   | ILTC Component  |
|---|---|
| Begins to represent stories and experiences through pictures, dictation, and in play.                       | Students will create mural to represent story.                                  |
| Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. | Students use paints to create mural and a twig or branch to draw on the ground. |

*\*Legislatively mandated.*

**Domain: Mathematics**

Domain Element: \*Number and Operations

| Indicators:  | ILTC Component   |
|--|--|
| Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. | Students are asked how many worlds are in the story.                       |
| Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.                              | Teacher will guide students in counting the number of worlds in the story. |

Domain Elements: Geometry and Spatial Sense

| Indicators:   | ILTC Component  |
|---|---|
| Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. | The story talks about up and down and the four directions.<br>Teacher lines up students for Nature Walk and asks them to identify the front of the line, back of the line, etc. |

**Domain: Science**

Domain Element: Scientific Skills and Methods

| Indicators:   | ILTC Component  |
|---|---|
| Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. | Students use five senses to discover the world around them during Nature Walk, gather items and pictures from walk for further exploration. |
| Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.                                   | Students discuss the world explored around them.  |

Domain Element: Scientific Knowledge

| Indicators:  | ILTC Component   |
|--|--|
| Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. | Students go on Nature Walk to learn about the world around them. |
| Expands knowledge of and respect for their   | Students are taught to respect world around                      |

|                             |                          |
|-----------------------------|--------------------------|
| bodies and the environment. | them during Nature Walk. |
|-----------------------------|--------------------------|

**Domain: Creative Arts**

Domain Element: Music

| Indicators:  | ILTC Component  |
|--|---|
| Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. | Teacher plays music to begin Circle Time and for Music and Movement |

Domain Element: Art

| Indicators:  | ILTC Component   |
|--|--|
| Gains ability in using different art media and materials in a variety of ways for creative expression and representation.              | Students paint mural of animals or objects from story using colors from story. Students able to retell story based on picture. Students draw on ground something from story or something they see on Nature Walk |
| Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic. |  |
| Begins to understand and share opinions about artistic products and experiences.   |  |

Domain Element: Movement

| Indicators:   | ILTC Component   |
|---|--|
| Expresses through movement and dancing what is felt and heard in various musical tempos and styles. | Students participate in Music and Movement to re-enact parts of story. |

Domain Element: Dramatic Play

| Indicators:  | ILTC Component   |
|--|--|
| Participates in a variety of dramatic play activities that become more extended and complex.                             | Students participate in extended learning activity that includes baby dolls, flannel board pieces, plastic animals and bugs. Re-enact parts of story during Music and Movement activity. |
| Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. |  |

**Domain: Social and Emotional Development**

Domain Element: Self-Concept

| Indicators:   | ILTC Component  |
|---|---|
| Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. | Students choose to participate in activities; during extended learning, students choose which activity. |
| Develops growing capacity for independence in a range of activities, routines, and tasks.                         | Students learn about their cultural background through a variety of activities.                         |

Domain Element: Self-Control

| Indicators:   | ILTC Component   |
|---|--|
| Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. | Teacher plays music to begin Circle Time activity. Students take turns at extended learning. |

Domain Element: Cooperation

| Indicators:  | ILTC Component  |
|--|---|
| Increases abilities to sustain interactions with peers by helping, sharing, and discussion.  | Students participate in Circle Time story and discussion questions,   |
| Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive. | Students will take turns in creating one mural, choose activity during extended learning, and participate in class discussions. |

Domain Element: Social Relationships

| Indicators:  | ILTC Component  |
|--|---|
| Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. | Teacher provides instruction and encourages participation |

Domain Element: Knowledge of Families and Communities

| Indicators:   | ILTC Component  |
|---|---|
| Develops ability to identify personal characteristics, including gender and family composition.   | Family members invited to participate. Students interact with baby dolls during extended learning activities. |
| Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. | Students listen to story about local tribe or from the lesson, participate in discussions.                    |
| Begins to express and understand concepts and language of geography in the contexts of the classroom, home, and community.  | Students go for Nature Walk and learn about the world around them.  |

**Domain: Approaches to Learning**

Domain Element: Initiative and Curiosity

| Indicators:  | ILTC Component  |
|--|---|
| Chooses to participate in an increasing variety of tasks and activities. | Students choose to participate in Circle Time, Nature Walk, extended learning, and Music and Movement activities. |
| Develops increased ability to make independent choices.                  |   |

Domain Element: Engagement and Persistence

| Indicators:                          | ILTC Component                           |
|--------------------------------------|--|
| Grows in abilities to persist in and | Students listen to story, participate in |

|  |   |
|--|---|
| complete a variety of tasks, activities, projects, and experiences.  | Circle Time discussion, and help create mural.  |
| Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions. | Students participate in Circle Time discussion and Nature Walk and create an art mural. |

**Domain Element: Reasoning and Problem Solving**

|   |   |
|---|---|
| Indicators:   | ILTC Component  |
| Develops increasing abilities to classify, compare and contrast objects, events, and experiences. | Students use their senses to explore the world around them during Nature Walk |

**Domain: Physical Health and Development**

**Domain Element: Gross Motor Skills**

|  |   |
|--|---|
| Indicators:  | ILTC Component  |
| Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. | Students participate in Nature Walk and re-enact parts of story during Music and Movement |

**Domain Element: Fine Motor Skills**

|  |  |
|--|--|
| Indicators:  | ILTC Component   |
| Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paint brushes, and various types of technology. | Students paint mural based on story and uses stick to draw on ground during Nature Walk. |

**Domain Element: Health Status and Practices**

|   |  |
|---|--|
| Indicators:   | ILTC Component   |
| Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.  | Students participate in Nature Walk and re-enact parts of story during Music and Movement. |
| Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities. | Teacher provides instruction on safety during Nature Walk.                                 |

**ILTC 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 (try to include animals from the story).

## 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" (Onondaga – Northeast Woodlands) 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"

Modification: to increase vocabulary using the local tribal language, incorporate into the story the vocabulary words found at the end of the lesson. For example, instead of saying "brown" use the Onondaga word or the word from the local tribal nation.

*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 staid. 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, **(STOP THE STORY and ask WHAT DO YOU SUPPOSE HAPPENED NEXT?)** 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.*

### **Plans and Procedures**

#### **Circle Time Questions**

The teacher will guide the students in answering each question.

- What types of things does your mother do for you?
- Why is the earth 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**

Note: Remind the students to be respectful of the world around them and to follow the rules while on the walk. Some rules may include lining up, listening when teacher talking, stop, look, listen for traffic, stay close together (don't wander off), etc.

Modified activity: have students line up single file and have them identify where the front and back of the line is; who is behind of whom, etc.

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.

Modified activity: have students plant one seed for experiment in recording plant growth. Introduce the activity by asking them what a plant needs to survive. Stimulate their curiosity by asking them how long they think it will take for the plant to show growth, how long before the first leaf sprouts, etc. Record answers on large posterboard or on the chalkboard for everyone to review.

Need: small container for planting seed, dirt, a measurable watering container, a sunlamp, ruler, and posterboard or similar area to record plant growth.

### **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**

Note: the words are translated into the Lakota language.

Brown - gi

Mother Earth - Ina

Circle - womime

One - wanji

Turtle - keya

Respect - yuonihan

## **Domain: Language Development**

Domain Element: Listening and Understanding

| Indicators:                               | ILTC Component                             |
|---|--|
| * Understands an increasingly complex and | Teacher tells story, provides instruction, |

|   |  |
|---|--|
| varied vocabulary.  | and encourages participation.<br>Students are provided English and local tribal language or other tribal language throughout activities. |
| * For non-English-speaking children, progresses in listening to and understanding English.            |  |
| Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. |  |
| Shows progress in understanding and following simple and multiple-step directions.                    |  |

**Domain Element: Speaking and Communicating**

| Indicators:   | ILTC Component  |
|---|---|
| * Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes. | Students listen to story, participate in Circle Time questions, and act out parts of story during Music/Movement    |
| * Uses an increasingly complex and varied spoken vocabulary.  | Students participate in Circle Time discussions and Nature Walk discussion  |
| Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.  | Student participates in Circle Time discussion, extended learning activities, follows directions during Nature Walk |
| * For non-English-speaking children, progresses in speaking English.  | Student participates in discussion activities   |

*\* Legislatively mandated.*

**Domain: Literacy**

**Domain Element: Book Knowledge and Appreciation**

| Indicator:   | ILTC Component   |
|--|--|
| Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. | Students participate in Circle Time questions, paint mural to retell story, re-enact parts of story during Music and Movement activity.<br>Teacher stops story to ask students what they think will happen next. |

**Domain Element: Early Writing**

| Indicators:   | ILTC Component   |
|---|--|
| Begins to represent stories and experiences through pictures, dictation, and in play. | Student helps create turtle shell, participates in Music/Movement and extended learning activities |

**Domain: Mathematics**

**Domain Elements: Geometry and Spatial Sense**

| Indicators: | ILTC Component |
|-------------|----------------|
|-------------|----------------|

|   |   |
|---|---|
| Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. | Teacher lines up students for Nature Walk and asks them to identify the front of the line, back of the line, etc. |
|---|---|

**Domain: Science**

Domain Element: Scientific Skills and Methods

| Indicators:   | ILTC Component   |
|---|--|
| Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. | Students use ruler to measure plant growth   |
| Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.                                   | Students observe and record plant growth daily.<br>Students compare damp/dry dirt.         |
| Begins to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.                                    | Students guess when plant will start to grow, make daily observation, record plant growth. |
| Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.           | Students record data on posterboard or chalkboard.   |
| Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.  | Students discuss outcomes of experiment.   |

Domain Element: Scientific Knowledge

| Indicators:  | ILTC Component   |
|--|--|
| Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. | Students go on Nature Walk to learn about world around them. Discuss what plants need to grow. |
| Expands knowledge of and respect for their bodies and the environment.   | Students are taught to respect world around them during Nature Walk.                           |
| Develops growing awareness of ideas and language related to attributes of time and temperature.  | Students conduct plant growth experiment   |
| Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.                            | Students conduct plant growth experiment.  |

**Domain: Creative Arts**

Domain Element: Music

| Indicators: | ILTC Component |
|-------------|----------------|
|-------------|----------------|

|  |  |
|--|--|
| Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. | Teacher provides variety of music for Circle Time activity, extended learning activities include plastic animals from story. |
|--|--|

Domain Element: Art

| Indicators:  | ILTC Component  |
|--|---|
| Gains ability in using different art media and materials in a variety of ways for creative expression and representation.              | Students work together to create a single turtle shell out of clay. |
| Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic. |   |
| Begins to understand and share opinions about artistic products and experiences.   |   |

Domain Element: Movement

| Indicators:   | ILTC Component   |
|---|--|
| Expresses through movement and dancing what is felt and heard in various musical tempos and styles. | Teacher plays variety of music to encourage dancing or body movements. |

Domain Element: Dramatic Play

| Indicators:  | ILTC Component   |
|--|--|
| Participates in a variety of dramatic play activities that become more extended and complex.                             | Teacher provides variety of animals for extended learning activity.                      |
| Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. | Students have opportunity to create items out of clay during extended learning activity. |

**Domain: Social and Emotional Development**

Domain Element: Self-Concept

| Indicators:   | ILTC Component   |
|---|--|
| Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. | Students choose to participate in activities; during extended learning, students choose which activity.<br>Students learn about their cultural background through a variety of activities. |
| Develops growing capacity for independence in a range of activities, routines, and tasks.                         |  |

Domain Element: Self-Control

| Indicators:   | ILTC Component  |
|---|---|
| Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions. | Students provide portion of clay to make one turtle shell |

|   |  |
|---|--|
| Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. | Teacher plays music to begin Circle Time activity. Students take turns at extended learning. |
|---|--|

Domain Element: Cooperation

| Indicators:  | ILTC Component   |
|--|--|
| Increases abilities to sustain interactions with peers by helping, sharing, and discussion.  | Students create one turtle shell; participate in Circle Time discussions, extended learning activities, Nature Walk, and Music and Movement. |
| Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive. |  |

Domain Element: Social Relationships

| Indicators:  | ILTC Component   |
|--|--|
| Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. | Teacher provides instruction and encourages participation. |

Domain Element: Knowledge of Families and Communities

| Indicators:   | ILTC Component   |
|---|--|
| Develops ability to identify personal characteristics, including gender and family composition.   | Discussion from story – husband and wife and what a Mother does                    |
| Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. | Teacher will tell story from local tribe or from lesson.                           |
| Develops growing awareness of jobs and what is required to perform them.  | Circle Time discussion on the job of a mother and our job in respecting the earth. |
| Begins to express and understand concepts and language of geography in the contexts of the classroom, home, and community.  | Students become aware of surroundings during Nature Walk.                          |

**Domain: Approaches to Learning**

Domain Element: Initiative and Curiosity

| Indicators:  | ILTC Component  |
|--|---|
| Chooses to participate in an increasing variety of tasks and activities. | Students choose to participate in activities, they choose which activity during extended learning |
| Develops increased ability to make independent choices.                  |   |

Domain Element: Engagement and Persistence

| Indicators:                          | ILTC Component                       |
|--------------------------------------|--------------------------------------|
| Grows in abilities to persist in and | Students participate in plant growth |

|  |  |
|--|--|
| complete a variety of tasks, activities, projects, and experiences.  | activity, create turtle shell.   |
| Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions. | Participates in Circle Time discussions, plant growth activity, and Nature Walk, and listens to story. |

**Domain Element: Reasoning and Problem Solving**

|  |  |
|--|--|
| Indicators:  | ILTC Component   |
| Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults. | Students participate in Circle Time discussions, plant growth activity, and Nature Walk. |

**Domain: Physical Health and Development**

**Domain Element: Gross Motor Skills**

|  |   |
|--|---|
| Indicators:  | ILTC Component  |
| Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. | Students participate in Nature Walk and re-enact movements from story during Music and Movement |

**Domain Element: Fine Motor Skills**

|   |   |
|---|---|
| Indicators:   | ILTC Component  |
| Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors. | Students create clay item during extended learning activity |

**Domain Element: Health Status and Practices**

|   |   |
|---|---|
| Indicators:   | ILTC Component  |
| Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.  | Students participate in Nature Walk and Music and Movement activity |
| Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities. | Teacher provides instruction on safety during Nature Walk.          |

**ILTC 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.

### **Setting the stage for learning**

Invite children to circle time with the sounds of soft music. As children are sitting in a circle discuss the importance of fire to the world and provide children with the question of what it would be like if we did not have any fire. Begin to read the story about how people got fire. Think of ways to extend learning into classroom areas by adding materials such as: housekeeping area complete with play stove and fireplace, dress up fireman clothing, books about fire safety, supervised cooking experiences.

### **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>

### **The First Fire**

Modification: To increase vocabulary using the local tribal language, incorporate words into the story. For example, in this story, instead of saying “red” use the Cherokee word or the word from the local tribal nation.

*In the beginning there was no fire, and the world was cold, until the Thunders (Ani'-Hyûñ'tikwâlâ'skî), who lived up in Gâlûñ'lâî, sent their lightning and put fire into the bottom of a hollow sycamore tree which grew on an island. The animals knew it was there, because they could see the smoke coming out at the top, but they could not get to it on account of the water, so they held a council to decide what to do. This was a long time ago.*

*Every animal that could fly or swim was anxious to go after the fire. The Raven offered, and because he was so large and strong they thought he could surely do the work, so he was sent first. He flew high and far across the water and alighted on the sycamore tree, but while he was wondering what to do next, the heat had scorched all his feathers black, and he was frightened and came back without the fire. The little Screech-owl (Wa'huhu') volunteered to go, and reached the place safely, but while he was looking down into the hollow tree a blast of hot air came up and nearly burned out his eyes. He managed to fly home as best he could, but it was a long time before he could see well, and his eyes are red to this day. Then the Hooting Owl (U'guku') and the Horned Owl (Tskîli') went, but by the time they got to the hollow tree the fire was burning so fiercely that the smoke nearly blinded them, and the ashes carried up by the wind made white rings about their eyes.*

*They had to come home again without the fire, but with all their rubbing they were never able to get rid of the white rings.*

*Now no more of the birds would venture, and so the little Uksu'hi snake, the black racer, said he would go through the water and bring back some fire. He swam across to the island and crawled through the grass to the tree, and went in by a small hole at the bottom.*

*The heat and smoke were too much for him, too, and after dodging about blindly over the hot ashes until he was almost on fire himself he managed by good luck to get out again at the same hole, but his body had been scorched black, and he has ever since had the habit of darting and doubling on his track as if trying to escape from close quarters. He came back, and the great blacksnake, Gûle'gî, "The Climber," offered to go for fire. He swam over to the island and climbed up the tree on the outside, as the blacksnake always does, but when he put his head down into the hole the smoke choked him so that he fell into the burning stump, and before he could climb out again he was as black as the Uksu'hi.*

*Now they held another council, for still there was no fire, and the world was cold, but birds, snakes, and four-footed animals, all had some excuse for not going, because they were all afraid to venture near the burning sycamore, until at last Känäne'ski Amai'yëhi (the Water Spider) said she would go. This is not the water spider that looks like a mosquito, but the other one, with black downy hair and red stripes on her body. She can run on top of the water or dive to the bottom, so there would be no trouble to get over to the island, but the question was, How could she bring back the fire? "I'll manage that," said the Water Spider; so she spun a thread from her body and wove it into a tusti bowl, which she fastened on her back. Then she crossed over to the island and through the grass to where the fire was still burning. She put one little coal of fire into her bowl, and came back with it, and ever since we have had fire, and the Water Spider still keeps her tusti bowl.*

## **Plans and Procedures**

### **Circle Time Questions**

The teacher will guide the students in answering each question.

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

- What can we do if we see a fire that is dangerous?

### **Mother Earth and Creation Mural**

Provide children with red, yellow, and orange construction paper and glue. Ask the children to tear the paper into pieces and glue together to make a fire spirit. Do not provide scissors but rather encourage tearing the paper. The children can add their completed project to the creation mural.

### **Nature Walk**

Note: Remind the students to be respectful of the world around them and to follow the rules while on the walk. Some rules may include lining up, listening when teacher talking, stop, look, listen for traffic, stay close together (don't wander off), etc.

Modified activity: have students line up single file and have them identify where the front and back of the line is; who is behind whom, etc.

Take children to a nearby outdoor location. Show them the different signs and symbols about where it is safe to build a fire and areas where fire is restricted. During the walk ask children to identify things that could start on fire and the dangers if it were to happen. Invite a local firefighter to do a lesson on fire safety for children. Include discussion about safety precautions when around fire and what to do if they find matches or lighters. Give examples of how fire can be dangerous. What did you learn about fire today? Where did fire come from? How do you protect yourself from fire?

### **Music and Movement**

Discuss the dangers of fire getting on the children. Model the "Stop, Drop, and Roll" technique. Ask the children to spread out in the classroom or outside so they can practice the technique together.

### **Vocabulary**

Note: the words are translated into the Lakota language.

- Red - sa
- Fire - peta
- Burn - span
- Two - nunpa
- Snake - zuzeca
- Wisdom - woksape

## **Domain: Language Development**

Domain Element: Listening and Understanding

|             |                |
|-------------|----------------|
| Indicators: | ILTC Component |
|-------------|----------------|

|   |   |
|---|---|
| * Understands an increasingly complex and varied vocabulary.  | Teacher tells story, provides instruction, and encourages participation.<br>Students are provided English and local tribal language throughout activities or other tribal language from lesson. |
| * For non-English-speaking children, progresses in listening to and understanding English.            |   |
| Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. |   |
| Shows progress in understanding and following simple and multiple-step directions.                    |   |

Domain Element: Speaking and Communicating

| Indicators:   | ILTC Component  |
|---|---|
| * Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes. | Students listen to story, participate in Circle Time questions, and act out parts of story during Music/Movement.   |
| * Uses an increasingly complex and varied spoken vocabulary.  | Students re-tell story using mural painting. Participates in Circle Time and Nature Walk discussions                |
| Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.  | Student participates in Circle Time discussion, extended learning activities, follows directions during Nature Walk |
| * For non-English-speaking children, progresses in speaking English.  | Students participate in discussion activities.  |

*\* Legislatively mandated.*

**Domain: Literacy**

Domain Element: Book Knowledge and Appreciation

| Indicator:   | ILTC Component  |
|--|---|
| Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.   | Students can choose the book activity during extended learning. |
| Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children. |   |
| Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next   | Students participate in Circle Time story and questions.        |

|             |  |
|-------------|--|
| in a story. |  |
|-------------|--|

Domain Element: \* Print Awareness and Concepts

| Indicator:  | ILTC Component   |
|---|--|
| Shows increasing awareness of print in classroom, home, and community settings.   | Teacher points out signs and symbols during Nature Walk, discusses what they mean. |
| Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. |  |

Domain Element: Early Writing

| Indicators:  | ILTC Component  |
|--|---|
| Develops understanding that writing is a way of communicating for a variety of purposes. | Students are made aware of signs and symbols while on Nature Walk and participate in book activity and dress up during extended learning. |
| Begins to represent stories and experiences through pictures, dictation, and in play.    |   |

**Domain: Mathematics**

Domain Element: \*Number and Operations

| Indicators:  | ILTC Component   |
|--|--|
| Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. | Students are asked to count the number of snakes from story during Circle Time discussion. |
| Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.                              | Teacher helps students count snakes during Circle Time discussion.                         |

Domain Elements: Geometry and Spatial Sense

| Indicators:   | ILTC Component  |
|---|---|
| Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. | Teacher lines up students for Nature Walk and asks them to identify the front of the line, back of the line, etc. |

**Domain: Science**

Domain Element: Scientific Skills and Methods

| Indicators:   | ILTC Component   |
|---|--|
| Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. | Students learn about properties of fire during Nature Walk, participate in Circle Time discussions regarding fire, and participate in stop, drop, and roll during Music and Movement |

|   |   |
|---|---|
| Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.                         | Students identify flammable items during Nature Walk.           |
| Begins to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.                          | Students participate in lessons on fire safety with firefighter |
| Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts. |   |
| Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.  |   |

**Domain Element: Scientific Knowledge**

| Indicators:  | ILTC Component  |
|--|---|
| Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. | Elders or spiritual elders are invited to share importance of fire during ceremonies. Students listen to a story about fire and participate in Circle Time discussion. Students learn about world around them during Nature Walk, focusing on flammable materials. Students participate in fire safety with firefighters. |
| Expands knowledge of and respect for their bodies and the environment.   |   |
| Develops growing awareness of ideas and language related to attributes of time and temperature.  |   |
| Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.                            |   |

**Domain: Creative Arts**

**Domain Element: Music**

| Indicators:  | ILTC Component  |
|--|---|
| Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. | Students participate in Circle Time activities and Music and Movement |

**Domain Element: Art**

| Indicators:   | ILTC Component                             |
|---|--|
| Gains ability in using different art media and materials in a variety of ways for creative expression and representation. | Students tear paper to create art project. |

**Domain Element: Dramatic Play**

| Indicators: | ILTC Component |
|-------------|----------------|
|             |                |

|  |  |
|--|--|
| Participates in a variety of dramatic play activities that become more extended and complex.                             | Students create pretend foods, use pretend stove/fireplace during extended learning, and dress up like firefighters. |
| Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. |  |

**Domain: Social and Emotional Development**

Domain Element: Self-Concept

|   |   |
|---|---|
| Indicators:   | ILTC Component  |
| Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. | Students choose to participate in activities, during extended learning students choose which activity |
| Develops growing capacity for independence in a range of activities, routines, and tasks.                         | Students learn about their cultural background through a variety of activities.                       |

Domain Element: Self-Control

|   |  |
|---|--|
| Indicators:   | ILTC Component   |
| Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. | Teacher plays music to begin Circle Time activity. Students take turns during extended learning. |

Domain Element: Cooperation

|  |   |
|--|---|
| Indicators:  | ILTC Component  |
| Increases abilities to sustain interactions with peers by helping, sharing, and discussion.  | Students participate in Circle Time discussions, extended learning activities, Nature Walk, and lesson on fire safety with fire fighters. |
| Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive. |   |

Domain Element: Social Relationships

|  |  |
|--|--|
| Indicators:  | ILTC Component   |
| Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. | Teacher provides instruction and encourages participation. |

Domain Element: Knowledge of Families and Communities

|   |  |
|---|--|
| Indicators:   | ILTC Component   |
| Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. | Community elders invited to explain importance of fire in ceremonies. Teacher will tell story from local tribe or from lesson. |
| Develops growing awareness of jobs and  | Students will learn about the  |

|  |   |
|--|---|
| what is required to perform them.  | responsibilities of elders, spiritual leaders, and those participating in ceremonies. |
| Begins to express and understand concepts and language of geography in the contexts of the classroom, home, and community. | Elders will explain the use of fire in ceremonies.                                    |

### **Domain: Approaches to Learning**

#### Domain Element: Initiative and Curiosity

| Indicators:   | ILTC Component   |
|---|--|
| Chooses to participate in an increasing variety of tasks and activities.                    | Students choose to participate in activities, they choose which activity during extended learning. |
| Develops increased ability to make independent choices.                                     |  |
| Approaches tasks and activities with increased flexibility, imagination, and inventiveness. | Students create their own fire spirit without use of scissors.                                     |

#### Domain Element: Engagement and Persistence

| Indicators:  | ILTC Component   |
|--|--|
| Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.   | Students create picture of fire spirit, participate in Circle Time activities and lesson on fire safety. |
| Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions. | Students listen to story and participate in discussion, participate in fire safety activity.             |

#### Domain Element: Reasoning and Problem Solving

| Indicators:  | ILTC Component  |
|--|---|
| Develops increasing ability to find more than one solution to a question, task, or problem.  | Students participate in lessons on fire safety with fire fighters.                  |
| Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults. | Students participate in Circle Time discussion, Nature Walk, and fire safety lesson |

### **Domain: Physical Health and Development**

#### Domain Element: Gross Motor Skills

| Indicators:  | ILTC Component  |
|--|---|
| Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. | Students go for Nature Walk.<br>Students learn “Stop, Drop, and Roll” technique |

#### Domain Element: Fine Motor Skills

| Indicators:   | ILTC Component                                    |
|---|---|
| Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors. | Students will tear pieces of paper for the mural. |

Domain Element: Health Status and Practices

| Indicators:   | ILTC Component  |
|---|---|
| Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.  | Students participate in Nature Walk and Music and Movement  |
| Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities. | Students will focus on fire and fire safety during each activity.<br>Teacher provides instruction on safety during Nature Walk. |

**ILTC 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.

**Setting the stage for learning**

Play music while gathering the students for Circle Time. Tell the children a story about the origin of water. Extending learning through water play can be achieved through all classroom areas. Materials may include: water table for sinking and floating items, wash basin in housekeeping for cleaning, water bottles in science area for mixing, spray bottles for spray painting.

**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" (Yurok – California) 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.

**“How Thunder and Earthquake Made Ocean”**

Modification: To increase vocabulary using the local tribal language, incorporate into the story the vocabulary words found at the end of the lesson. For example, in this story, instead of saying “blue” use the Yurok word or the word from the local tribal nation.

*Thunder lived in Sumig. One day he said, "How shall the people live if there is just prairie there? Let us place the ocean there." He said to Earthquake, "I want to have water there, there so that the people may live. Otherwise they will have nothing to live on." He said to Earthquake, "What do you think?"*

*Earthquake thought. "That is true," he said. "There should be water there. Far off I see it. I see the water. It is at Opis. There are salmon there and water."*

*"Go," said Thunder. "Go with Kingfisher, the one who sits there by the water. Go and get water at Opis. Get the water that is to come here."*

*Then the two of them went. Kingfisher and Earthquake went to see the water. They went to get the water at Opis."*

*Then the two of them went. Kingfisher and Earthquake went to see the water. They went to get the water at Opis. They had two abalone shells that Thunder had given to them. "Take these shells," Thunder had said. "Collect the water in them."*

*First Kingfisher and Earthquake went to the north end of the world. There Earthquake looked around. "This will be easy," he said. "It will be easy for me to sink this land." Then Earthquake ran around. He ran around and the ground sank. It sank there at the north end of the world.*

*Then Kingfisher and Earthquake started for Opis. They went to the place at the end of the water. They made the ground sink behind them as they went. At Opis they saw all kinds of seals and salmon. They saw all the kinds of animals and fish that could be eaten there in the water at Opis. Then they took water in the abalone shells.*

*"Now we will go to the south end of the world," said Earthquake. "We will go there and look at the water. Thunder, who is at Sumig, will help us by breaking down the trees. The water will extend all the way to the south end of the world. There will be salmon and fish of all kinds and seals in the water."*

*Now Kingfisher and Earthquake came back to Sumig. They saw that Thunder had broken down the trees. Together the three of them went north. As they went together they kept sinking the ground. The Earth quaked and quaked and water flowed over it as Kingfisher and Earthquake poured it from their abalone shells. Kingfisher emptied his shell and it filled the ocean halfway to the north end of the world. Earthquake emptied his shell and it filled the ocean the rest of the way.*

*As they filled in the ocean, the creatures which would be food swarmed into the water. The seals came as if they were thrown in in handfuls. Into the water they came, swimming toward shore. Earthquake sank the land deeper to make gullies and the whales came swimming through the gullies where the water was deep enough for them to travel. The salmon came running through the water.*

*Now all the land animals, the deer and elk, the foxes and mink, the bear and others had gone inland. Now the water creatures were there. Now Thunder and Kingfisher and Earthquake looked at the ocean. "This is enough," they said. "Now the people will have enough to live on. Everything that is needed is in the water."*

*So it is that the prairie became ocean. It is so because Thunder wished it so. It is so because Earthquake wished it so. All kinds of creatures are in the ocean before us because Thunder and Earthquake wished the people to live.*

## **Plans and Procedures**

### **Circle Time Questions**

The teacher will guide the students in answering each question.

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

### **Mother Earth and Creation Mural**

Talk with the children about how the top of a calm body of water gleams. Provide children with circular pieces of thick construction paper about 8 inches in diameter. Assist the children in pouring about 2 tablespoons of white corn syrup onto the paper. Children can use blue food coloring or powder tempera paint to add to the corn syrup. Using a toothpick have the children spread the syrup out on the paper while mixing the blue paint in. Let the projects dry overnight and add the blue and shiny "pieces of water" to the creation mural.

### **Nature Walk**

Note: Remind the students to be respectful of the world around them and to follow the rules while on the walk. Some rules may include lining up, listening when teacher talking, stop, look, listen for traffic, stay close together (don't wander off), etc.

Modified activity: have students line up single file and have them identify where the front and back of the line is; who is behind whom, etc.

Modified activity: Show them the different signs and symbols about where it is safe to swim, fish, or boat. Talk about water safety.

Take the children to a nearby pond or creek. Take a used clear pop bottle along. Walk around the bank of the water to examine any plant, animal or insect life that is present. Talk to the children about what kinds of fish may live in the water. Take a sample of the water to explore in the classroom. Fill another bottle with tap water and place the two water samples near each other in the classroom. Use for future classroom discussions. Another container could be used to fill with water, dirt, rock, gravel and sand. The mixture settles in layers if left still and can be mixed by shaking the container.

Modified activity: ask the students to compare the amount in each bottle; which has more or less, which one weighs more, line up in order of weight or level of fullness, etc.

### Music and Movement

Play a tape with the natural sounds of water or waves. Place a blue crayon and a piece of light blue paper in front of each child. Talk to the children about the constant rhythm of the waves. Ask them to close their eyes and listen to the calming sounds of water. Tell the children they can use their crayon to draw or color a picture of the water they are listening to but must keep their eyes closed while they draw.

### Vocabulary

Note: the words are translated into the Lakota language.

- Blue - to
- Water - mni
- Three - yamni
- Generous - wacintanka
- Thunder - wakinya
- Deer - tahca

## Domain: Language Development

Domain Element: Listening and Understanding

| Indicators:   | ILTC Component   |
|---|--|
| * Understands an increasingly complex and varied vocabulary.  | Teacher tells story, provides instruction, and encourages participation. Students are provided English and local tribal language or other tribal language throughout activities. |
| * For non-English-speaking children, progresses in listening to and understanding English.            |  |
| Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. |  |
| Shows progress in understanding and following simple and multiple-step directions.                    |  |

Domain Element: Speaking and Communicating

| Indicators:   | ILTC Component  |
|---|---|
| * Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes. | Students listen to story, participate in Circle Time questions, and act out parts of story during Music/Movement    |
| * Uses an increasingly complex and varied spoken vocabulary.  | Participates in Circle Time discussions and Nature Walk discussion  |
| Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.  | Student participates in Circle Time discussion, extended learning activities, follows directions during Nature Walk |
| * For non-English-speaking children, progresses in speaking English.  | Student participates in discussion activities   |

*\*Legislatively mandated.*

**Domain: Literacy**

Domain Element: Book Knowledge and Appreciation

| Indicator;   | ILTC Component                                |
|--|---|
| Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. | Students participate in Circle Time questions |

Domain Element: \* Print Awareness and Concepts

| Indicator:  | ILTC Component   |
|---|--|
| Shows increasing awareness of print in classroom, home, and community settings.   | Teacher points out signs and symbols of water safety during Nature Walk. |
| Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. | Teacher discusses the meaning of signs and symbols during Nature Walk.   |

Domain Element: Early Writing

| Indicators:   | ILTC Component   |
|---|--|
| Develops understanding that writing is a way of communicating for a variety of purposes.                    | Students look for signs during Nature Walk                           |
| Begins to represent stories and experiences through pictures, dictation, and in play.                       | Students create artwork to represent water                           |
| Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. | Students use corn syrup with food coloring and crayons to create art |

**Domain: Mathematics**

Domain Element: \*Number and Operations

| Indicators: | ILTC Component |
|-------------|----------------|
|-------------|----------------|

|  |  |
|--|--|
| Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to. | Students compare amounts of water in bottles |
|--|--|

Domain Elements: Geometry and Spatial Sense

| Indicators:   | ILTC Component  |
|---|---|
| Begins to recognize, describe, compare, and name common shapes, their parts and attributes.   | Students will create one piece of artwork on a circle shape.  |
| Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.                                    | Students will compare amount of water in bottles.   |
| Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. | Teacher lines up students for Nature Walk and asks them to identify the front of the line, back of the line, etc. |

Domain Elements: Patterns and Measurement

| Indicators:   | ILTC Component                                   |
|---|--|
| Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. | Students will compare amount of water in bottle. |
| Begins to make comparisons between several objects based on a single attribute.   | Students compare water from different sources.   |

**Domain: Science**

Domain Element: Scientific Skills and Methods

| Indicators:   | ILTC Component   |
|---|--|
| Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. | Students compare water from different sources during Nature Walk and participate in class discussion. Students participate in sinking and floating items during extended learning. |
| Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.                                   |  |
| Begins to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.                                    |  |
| Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.           |  |
| Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.  |  |

Domain Element: Scientific Knowledge

| Indicators:  | ILTC Component   |
|--|--|
| Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. | Students participate in Nature Walk, learn about pond life and compare water from different sources. |
| Expands knowledge of and respect for their bodies and the environment.   | Students participate in Circle Time discussion on water pollution.                                   |
| Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.                            |  |

### **Domain: Creative Arts**

#### Domain Element: Music

| Indicators:  | ILTC Component   |
|--|--|
| Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. | Teacher plays music to start Circle Time and to draw during Music and Movement |

#### Domain Element: Art

| Indicators:  | ILTC Component  |
|--|---|
| Gains ability in using different art media and materials in a variety of ways for creative expression and representation.  | Students create picture using corn syrup with food coloring and crayon. |
| Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects. | Students create two art projects  |

### **Domain: Social and Emotional Development**

#### Domain Element: Self-Concept

| Indicators:   | ILTC Component  |
|---|---|
| Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. | Students choose to participate in activities; during extended learning, students choose which activity. Students learn about their cultural background through a variety of activities. |
| Develops growing capacity for independence in a range of activities, routines, and tasks.                         |   |

#### Domain Element: Self-Control

| Indicators:   | ILTC Component   |
|---|--|
| Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. | Teacher plays music to begin Circle Time activity. Students take turns at extended learning. |

#### Domain Element: Cooperation

| Indicators:                                      | ILTC Component                      |
|--|-------------------------------------|
| Increases abilities to sustain interactions with | Students participate in Circle Time |

|  |   |
|--|---|
| peers by helping, sharing, and discussion.   | questions and extended learning activity. |
| Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive. |   |

Domain Element: Social Relationships

|  |  |
|--|--|
| Indicators:  | ILTC Component   |
| Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. | Teacher provides instruction and encourages participation. |

Domain Element: Knowledge of Families and Communities

|   |   |
|---|---|
| Indicators:   | ILTC Component  |
| Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. | Teacher will tell story from local tribe or from lesson.                  |
| Begins to express and understand concepts and language of geography in the contexts of the classroom, home, and community.  | Students participate in Nature Walk to learn about the world around them. |

**Domain: Approaches to Learning**

Domain Element: Initiative and Curiosity

|  |  |
|--|--|
| Indicators:  | ILTC Component   |
| Chooses to participate in an increasing variety of tasks and activities. | Students choose to participate in activities; they choose which activity during extended learning. |
| Develops increased ability to make independent choices.                  |  |

Domain Element: Engagement and Persistence

|  |   |
|--|---|
| Indicators:  | ILTC Component  |
| Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.   | Students listen to story and participate in Circle Time questions, participate in Nature Walk and water activities. |
| Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions. |   |

Domain Element: Reasoning and Problem Solving

|  |  |
|--|--|
| Indicators:  | ILTC Component                                   |
| Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults. | Students participate in comparing water bottles. |

|   |  |
|---|--|
| Develops increasing abilities to classify, compare and contrast objects, events, and experiences. |  |
|---|--|

**Domain: Physical Health and Development**

Domain Element: Gross Motor Skills

| Indicators:  | ILTC Component                      |
|--|-------------------------------------|
| Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. | Students participate in Nature Walk |

Domain Element: Fine Motor Skills

| Indicators:   | ILTC Component  |
|---|---|
| Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.                               | Students use a toothpick to paint picture.                                    |
| Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors. | Students fill water bottles during extended learning activity                 |
| Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paint brushes, and various types of technology.      | Students use toothpick, corn syrup and food coloring, and crayons for artwork |

Domain Element: Health Status and Practices

| Indicators:   | ILTC Component  |
|---|---|
| Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.  | Students participate in Nature Walk                       |
| Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities. | Teacher provides instruction on safety during Nature Walk |

**ILTC 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.

**Setting the stage for learning**

Play soothing music as children are gathered for Circle Time. Tell a story about air and wind. Consider adding materials to areas such as: wind chimes, child safe fans, dancing ribbons, artwork to hang from the ceiling.

### **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" (Abenaki – Northeast Woodlands) 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.

### **"Gluscabi and the Wind Eagle"**

**Modification:** To increase vocabulary using the local tribal language, incorporate into the story the vocabulary words found at the end of the lesson. For example, in this story, instead of saying "white" use the Abenaki word or the word from the local tribal nation.

*Long ago, Gluscabi lived with his grandmother, Woodchuck, in a small lodge beside the big water. One day Gluscabi was walking around when he looked out and saw some ducks in the bay.*

*"I think it is time to go hunt some ducks," he said. So he took his bow and arrows and got into his canoe. He began to paddle out into the bay and as he paddled he sang:*

*Ki yo wah ji neh  
yo ho hey ho  
Ki yo wah ji neh  
Ki yo wah ji neh.*

*But a wind came up and it turned his canoe and blew him back to shore. Once again Gluscabi began to paddle out and this time he sang his song a little harder:*

*KI YO WAH JI NEH  
YO HO HEY HO  
KI YO WAH JI NEH  
KI YO WAH JI NEH.*

*But again the wind came and blew him back to shore. Four times he tried to paddle out into the bay and four times he failed. He was not happy. He went back to the lodge of his grandmother and walked right in, even though there was a stick leaning across the door, which meant that the person inside was doing some work and did not want to be disturbed.*

*"Grandmother," Gluscabi said, "What makes the wind blow?"*

*Grandmother Woodchuck looked up from her work. "Gluscabi," she said, "Why do you want to know?"*

*Then Gluscabi answered her just as every child in the world does when they are asked such a question.*

*"Because," he said.*

*Grandmother Woodchuck looked at him. "Ah, Gluscabi," she said. "Whenever you ask such questions I feel there is going to be trouble. And perhaps I should not tell you. But I know that you are so stubborn you will never stop asking until I answer you. So I shall tell you. Far from here, on top of the tallest mountain, a great bird stands. This bird is named Wuchowsen, and when he flaps his wings he makes the wind blow."*

*"Eh-hey, Grandmother," said Gluscabi, "I see. Now how would one find that place where the Wind Eagle stands?"*

*Again Grandmother Woodchuck looked at Gluscabi. "Ah, Gluscabi," she said, "Once again I feel that perhaps I should not tell you. But I know that you are very stubborn and would never stop asking. So I shall tell you. If you walk always facing the wind you will come to the place where Wuchowsen stands."*

*"Thank you, Grandmother," said Gluscabi. He stepped out of the lodge and faced into the wind and began to walk.*

*He walked across the fields and through the woods and the wind blew hard. He walked through the valleys and into the hills and the wind blew harder still. He came to the foothills and began to climb and the wind still blew harder. Now the foothills were becoming mountains and the wind was very strong. Soon there were no longer any trees and the wind was very, very strong. The wind was so strong that it blew off Gluscabi's moccasins. But he was very stubborn and he kept on walking, leaning into the wind. Now the wind was so strong that it blew off his shirt, but he kept on walking. Now the wind was so strong that it blew off all his clothes and he was naked, but he still kept walking.*

*Now the wind was so strong that it blew off his hair, but Gluscabi still kept walking, facing the wind. The wind was so strong that it blew off his eyebrows, but still he continued to walk. Now the wind was so strong that he could hardly stand. He had to pull himself along by grabbing hold of the boulders. But there, on the peak ahead of him, he could see a great bird slowly flapping its wings. It was Wuchowsen, the wind Eagle.*

*Gluscabi took a deep breath, "GRANDFATHER!" he shouted.*

*The Wind Eagle stopped flapping his wings and looked around. "Who calls me Grandfather?" he said.*

*Gluscabi stood up. "It's me, Grandfather. I just came up here to tell you that you do a very good job making the wind blow."*

*The Wind Eagle puffed out his chest with pride. "You mean like this?" he said and flapped his wings even harder. The wind which he made was so strong that it lifted Gluscabi right off his feet, and he would have been blown right off the mountain had he not reached out and grabbed a boulder again.*

*"GRANDFATHER!" Gluscabi shouted again.*

*The Wind Eagle stopped flapping his wings. "Yesss?" he said.*

*Gluscabi stood up and came closer to Wuchowsen. "You do a very good job of making the wind blow, Grandfather, this is so. But it seems to me that you could do an even better job if you were on that peak over there."*

*The Wind Eagle looked toward the other peak. "That may be so," he said, "but how would I get from here to there?"*

*Gluscabi smiled. "Grandfather," he said, "I will carry you. Wait here." Then Gluscabi ran back down the mountain until he came to a big basswood tree. He stripped off the outer bark and from the inner bark he braided a strong carrying strap which he took back up the mountain to the Wind Eagle. "Here, Grandfather," he said. "Let me wrap this around you so I can lift you more easily." Then he wrapped the carrying strap so tightly around Wuchowsen that his wings were pulled in to his sides and he could hardly breathe. "Now, Grandfather," Gluscabi said, picking the Wind Eagle up, "I will take you to a better place."*

*He began to walk toward the other peak, but as he walked, he came to a place where there was a large crevice, and as he stepped over it he let go of the carrying strap and the Wind Eagle slid down into the crevice, upside down, and was stuck.*

*"Now," Gluscabi said, "It is time to hunt some ducks."*

*He walked back down the mountain and there was no wind at all. He walked till he came to the tree line and still no wind blew. He walked down to the foothills and down to the hills and the valleys and still there was no wind. He walked through the forests and through the fields, and the wind did not blow at all. He walked and walked until he came back to the lodge by the water, and by now all his hair had grown back. He put on some fine new clothing and a new pair of moccasins and took his bows and arrows and went down to the bay and climbed into his boat to hunt ducks. He paddled out into the water and sang his canoeing song:*

*Ki yo wah ji neh  
Yo ho hey ho  
Ki yo wah ji neh  
Ki yo wah ji neh.*

*But the air was very hot and still and he began to sweat. The air was so still and hot that it was hard to breathe. Soon the water began to grow dirty and smell bad and there was so much foam on the water he could hardly paddle. He was not pleased at all and he returned to the shore and went straight to his grandmother's lodge and walked in.*

*"Grandmother," he said, "What is wrong? The air is hot and still and it is making me sweat and it is hard to breathe. The water is dirty and covered with foam. I cannot hunt ducks at all like this."*

*Grandmother Woodchuck looked up at Gluscabi. "Gluscabi," she said, "What have you done now?"*

*And Gluscabi answered just as every child in the world answers when asked that question, "Oh, mother," he said.*

*"Gluscabi," said Grandmother Woodchuck again, "Tell me what you have done."*

*Then Gluscabi told her about going to visit the Wind Eagle and what he had done to stop the wind.*

*"Oh, Gluscabi," said Grandmother Woodchuck, "will you never learn? Tabaldak, the Owner, set the Wind Eagle on that mountain to make the wind because we need the wind. The wind keeps the air cool and clean. The wind brings the clouds which gives us rain to wash the Earth. The wind moves the waters and keeps them fresh and sweet. Without the wind, life will not be good for us, for our children or our children's children."*

*Gluscabi nodded his head. "Kaamoji, Grandmother," he said. "I understand."*

*Then he went outside. He faced in the direction from which the wind had once come and began to walk. He walked through the fields and through the forests and the wind did not blow and he felt very hot. He walked through the valleys and up the hills and there was no wind and it was hard for him to breathe. He came to the foothills and began to climb and he was very hot and sweaty indeed. At last he came to the mountain where the Wind Eagle once stood and he went and looked down into the crevice. There was Wuchowsen, the Wind Eagle, wedged upside down.*

*"Uncle?" Gluscabi called.*

*The Wind Eagle looked up as best he could. "Who calls me Uncle?" he said.*

*"It is Gluscabi, Uncle. "I'm up here. But what are you doing down there?"*

*"Oh, Gluscabi," said the Wind Eagle, "a very ugly naked man with no hair told me that he would take me to the other peak so that I could do a better job of making the wind blow. He tied my wings and picked me up, but as he stepped over this crevice he dropped me in and I am stuck. And I am not comfortable here at all."*

*“Ah, Grandfath . . . er, Uncle, I will get you out.”*

*Then Gluscabi climbed down into the crevice. He pulled the Wind Eagle free and placed him back on his mountain and untied his wings.*

*“Uncle,” Gluscabi said, “It is good that the wind should blow sometimes and other times it is good that it should be still. “*

*The Wind Eagle looked at Gluscabi and then nodded his head. “Grandson,” he said, “I hear what you say.”*

*So it is that sometimes there is wind and sometimes it is still to this very day. And so the story goes.*

### **Plans and Procedures**

#### **Circle Time Questions**

The teacher will guide the students in answering each question.

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

#### **Mother Earth and Creation Mural**

Children will add to the creation mural using items collected on a nature walk. Sticks, grass, dirt, seeds, flowers, sand, etc. can be glued onto the mural as desired by the children.

#### **Nature Walk**

Note: Remind the students to be respectful of the world around them and to follow the rules while on the walk. Some rules may include lining up, listening when teacher talking, stop, look, listen for traffic, stay close together (don't wander off), etc. Ask them to find something already lying on the ground rather than killing plants.

Modified activity: have students line up single file and have them identify where the front and back of the line is; who is behind whom, etc.

Give each child a small bag and take them outside for a short neighborhood walk. Ask the children to figure out which way the wind is blowing from. Ask the children to look around and identify some of the things that are being moved by the wind. Make a list of the items for future circle time discussions. If possible, take some small samples of the natural items that the wind is blowing, such as dirt, seed, sticks, flowers, grass, or weeds. These items will be used in the creation mural. This walk would also be an ideal time to take kites along for the children to witness how the wind can carry things up into the air.

**Music and Movement**

Wind is moving air. Explaining wind to young children is difficult. You can tell you child that wind is air. We can't see air, but it is all around us – above us, behind us, over us. Tell child that even though we can't see air, we can see what the air does and how the air feels. Give each child a set of dancing ribbons (or tie ribbons on their wrists) and take them outdoors. Bring along a tape player with music loud enough for all the children to dance to.

**Vocabulary**

Note: the words are translated into the Lakota language.

- White - ska
- Wind - tate
- Pollution - anablu (dirty)
- Five - zaptan
- Breathe - niya
- Eagle - wanbli

**Domain: Language Development**

Domain Element: Listening and Understanding

| Indicators:   | ILTC Component   |
|---|--|
| * Understands an increasingly complex and varied vocabulary.  | Teacher tells story, provides instruction, and encourages participation. Students are provided English and local tribal language or other tribal language throughout activities. |
| * For non-English-speaking children, progresses in listening to and understanding English.            |  |
| Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. |  |
| Shows progress in understanding and following simple and multiple-step directions.                    |  |

Domain Element: Speaking and Communicating

| Indicators:   | ILTC Component  |
|---|---|
| * Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes. | Students listen to story, participate in Circle Time questions, and act out parts of story during Music/Movement    |
| * Uses an increasingly complex and varied spoken vocabulary.  | Participates in Circle Time discussions and Nature Walk discussion  |
| Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.  | Student participates in Circle Time discussion, extended learning activities, follows directions during Nature Walk |
| * For non-English-speaking children, progresses in speaking English.  | Student participates in discussion activities   |

*\*Legislatively mandated.*

### **Domain: Literacy**

#### Domain Element: Book Knowledge and Appreciation

| Indicator;   | ILTC Component  |
|--|---|
| Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. | Students participate in Circle Time story and discussion questions. |

#### Domain Element: Early Writing

| Indicators:   | ILTC Component  |
|---|---|
| Begins to represent stories and experiences through pictures, dictation, and in play. | Students participate in Circle Time story and questions; create artwork with items blown in the wind. |

### **Domain: Mathematics**

#### Domain Elements: Geometry and Spatial Sense

| Indicators:   | ILTC Component  |
|---|---|
| Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. | Teacher lines up students for Nature Walk and asks them to identify the front of the line, back of the line, etc. |

### **Domain: Science**

#### Domain Element: Scientific Skills and Methods

| Indicators:   | ILTC Component  |
|---|---|
| Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. | Students participate in Circle Time discussion on wind, air, air pollution, and harmful winds.<br>Students participate in Nature Walk, discussion on air, wind, wind direction, gather items the wind |
| Develops increased ability to observe and discuss common properties, differences and  |   |

|   |  |
|---|--|
| comparisons among objects and materials.  | blows.<br>Students use dancing ribbons during Music and Movement and kite flying during Nature Walk. |
| Begins to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.                          |  |
| Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts. |  |
| Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.  |  |

Domain Element: Scientific Knowledge

| Indicators:  | ILTC Component   |
|--|--|
| Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. | Students participate in Circle Time discussion and go on Nature Walk to learn about the world around them. |
| Expands knowledge of and respect for their bodies and the environment.   | Students participate in discussion on air and air pollution.   |
| Develops growing awareness of ideas and language related to attributes of time and temperature.  | Students participate in discussion on our need for wind.   |
| Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.                            | Students discuss story – having wind or no wind.   |

**Domain: Creative Arts**

Domain Element: Music

| Indicators:  | ILTC Component   |
|--|--|
| Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. | Teacher provides variety of music for Circle Time activity.<br>Students use dancing ribbons during Music and Movement. |

Domain Element: Art

| Indicators:  | ILTC Component  |
|--|---|
| Gains ability in using different art media and materials in a variety of ways for creative expression and representation.  | Students glue items collected during Nature Walk to mural.      |
| Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects. | Students gather own items during Nature Walk and glue to mural. |

Domain Element: Movement

| Indicators:                                 | ILTC Component                       |
|---|--------------------------------------|
| Expresses through movement and dancing what | Students dance to music with dancing |

|   |                                   |
|---|-----------------------------------|
| is felt and heard in various musical tempos and styles. | ribbons during Music and Movement |
|---|-----------------------------------|

**Domain: Social and Emotional Development**

**Domain Element: Self-Concept**

| Indicators:   | ILTC Component  |
|---|---|
| Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. | Students choose to participate in activities; during extended learning, students choose which activity. |
| Develops growing capacity for independence in a range of activities, routines, and tasks.                         | Students learn about their cultural background through a variety of activities.                         |

**Domain Element: Self-Control**

| Indicators:   | ILTC Component   |
|---|--|
| Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. | Teacher plays music to begin Circle Time activity. Students take turns at extended learning. |

**Domain Element: Cooperation**

| Indicators:  | ILTC Component  |
|--|---|
| Increases abilities to sustain interactions with peers by helping, sharing, and discussion.  | Students participate in Circle Time discussions, extended learning activities, Nature Walk, and Music and Movement. |
| Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive. |   |

**Domain Element: Social Relationships**

| Indicators:  | ILTC Component   |
|--|--|
| Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. | Teacher provides instruction and encourages participation. |

**Domain Element: Knowledge of Families and Communities**

| Indicators:   | ILTC Component  |
|---|---|
| Develops ability to identify personal characteristics, including gender and family composition.   | Students listen to story that includes grandmother, grandfather, grandson, and uncle. |
| Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. | Teacher tells story from local tribe or from lesson.                                  |
| Develops growing awareness of jobs and what is required to perform them.  | Teacher tells story of Wind Eagle and his job.  |
| Begins to express and understand concepts and   | Students participate in Nature Walk to  |

|  |                                    |
|--|------------------------------------|
| language of geography in the contexts of the classroom, home, and community. | learn about the world around them. |
|--|------------------------------------|

### **Domain: Approaches to Learning**

#### Domain Element: Initiative and Curiosity

| Indicators:  | ILTC Component   |
|--|--|
| Chooses to participate in an increasing variety of tasks and activities. | Students choose to participate in activities; they choose which activity during extended learning. |
| Develops increased ability to make independent choices.                  |  |

#### Domain Element: Engagement and Persistence

| Indicators:  | ILTC Component   |
|--|--|
| Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.   | Students participate in Nature Walk, gather items, and glue items to mural.          |
| Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions. | Students participate in Circle Time, Nature Walk, and Music and Movement activities. |

#### Domain Element: Reasoning and Problem Solving

| Indicators:   | ILTC Component   |
|---|--|
| Develops increasing abilities to classify, compare and contrast objects, events, and experiences. | Students listen to story and discussion outcomes during Circle Time questions. |

### **Domain: Physical Health and Development**

#### Domain Element: Gross Motor Skills

| Indicators:  | ILTC Component  |
|--|---|
| Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. | Students participate in Nature Walk.  |
| Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.         | Students participate in Nature Walk and learn about flying a kite, use dancing ribbons during Music and Movement. |

#### Domain Element: Fine Motor Skills

| Indicators:   | ILTC Component   |
|---|--|
| Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors. | Students glue items found during Nature Walk to mural. |

Domain Element: Health Status and Practices

| Indicators:   | ILTC Component  |
|---|---|
| Progresses in physical growth, strength, stamina, and flexibility.  | Students participate in Nature Walk including learning to fly a kite and Music and Movement activities. |
| Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.  |   |
| Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities. | Teacher provides instruction on safety during Nature Walk.  |

**ILTC 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.

**Setting the stage for learning**

Play soothing music as the children are gathered for Circle Time. Tell a regional tribal plant story. Use classroom areas to extend play by adding materials such as plants, dirt, seeds, gardening tools, pots for planting.

**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" (Anishinabe [Ojibwa or Chippewa] – Eastern Woodland) 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.

Story: "The Bitterroot". Source: Bruchac, Joseph & Caduto, Michael. "The Bitterroot" (Salish – Plateau) 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.

**"Waynabozho and the Wild Rice"**

Modification: To increase vocabulary using the local tribal language, incorporate into the story the vocabulary words found at the end of the lesson. For example, in this story, instead of saying “green” use the Ojibwa word or the word from the local tribal nation.

*One day, when Waynabozho was out walking around, his grandmother called him to her lodge. “Grandson,” Nokomis said, “it is time for you to go to some distant place in the forest and fast. Then a dream may come to you to help the people yet to come.”*

*But Waynabozho did not like the idea of walking so far.*

*“I will go in my canoe,” he said. Then he began paddling along from lake to lake.*

*Waynabozho had not gone far when he saw tall grasses growing from the shallow waters at the edge of the fourth lake he entered. He liked the way that tall grass looked. There were many seeds on that tall grass, and he took a big piece of birch bark and made it into a basket. Then he used a stick to knock off many of those seeds into his bark container. When he was done, he took the seeds back to his grandmother.*

*“Look what I have found,” he said. “The tall grass that held these seeds is very fine to look at. Let us plant these seeds along the shores of our own lake so we will have those grasses to look at from our lodge.”*

*Nokomis did as Waynabozho asked. She helped him scatter the seeds along the edge of the lake. “Now Grandson,” she said, “you must continue on your way. You must go out and fast and hope that something good will be given to you.”*

*So Waynabozho set out again in his canoe. He went from lake to lake and then he just leaned back in his canoe and let the boat drift. “I can wait here for a dream,” he said. “Why should I trouble myself to walk?” He went without food all the rest of that day.*

*“This fasting is easy,” Waynabozho said. “I will surely have a strong dream come to me soon.” But no dream came and he fell asleep as he drifted along in his canoe.*

*The next day came and when Waynabozho woke up he was unable to think of anything but food. He felt hungrier than he had ever felt before. As the canoe drifted along he saw some plants growing along the shore.*

*“Boozhoo, Waynabozho,” the plants said. “Helloo! Are you hungry? You can dig one of us up and eat the root. Then you will no longer be hungry at all.”*

*“Ah,” Waynabozho said, paddling his canoe quickly to the shore. “This must be the vision I was waiting for. I have fasted a very long time. I must do as these plants tell me to do.” Then he began to dig up the plants. He did not just dig up one; he dug them all and ate their roots.*

*But when Waynabozho was finished eating, he began to feel very sick. Just as the plants have said, he was no longer hungry at all. He became so sick that he could not move. He lay there for three days and three nights. Finally, on the fourth day, he found enough strength to drag himself back to his canoe and paddle weakly toward home.*

*But when he was within sight of their lodge, he saw new plants growing from the shallow water of the lake.*

*“Waynabozho,” these new plants said, “sometimes we can be eaten.”*

*Waynabozho picked some of the seed heads of those plants. He sprinkled some of the seeds back onto the water before he ate. Those plants tasted good and he no longer felt weak and sick after eating them.*

*“What are you called? He said.*

*“We are manomin,” said the wild rice plants. “You are the one who planted us here. Do you not remember?”*

*Then Waynabozho collected many of the seed heads of the wild rice, leaning the plants over and scraping them gently with a stick as he had done before. He made sure to let some of the seeds go into the water as he did this. That is how wild rice is gathered to this day by the Anishinaabe. And as Waynabozho paddled home he knew that he would have much to tell his grandmother. He had succeeded in his quest. He had found something good for the people yet to come.*

### **“The Bitterroot”**

*It was the time just after winter in the valley in the mountains. There was no food and the people were starving. The fish had not yet returned to the streams and the game animals had moved far away into the mountains. The men had gone out to seek game and they had been gone a long time. It was not yet time for berries to ripen, and the women had gathered what plants they could find that could be eaten, but the ones that were left from the winter were tough and stringy.*

*In one of the lodges, an old woman was grieving because there was no food for her grandchildren. She could not longer bear to look at their thin, sad faces and she went out before sunrise, to sing her death song beside the little stream which ran through the valley.*

*“I am old,” she sang, “but my grandchildren are young. It is a hard time that has come, when children must die with their grandmothers.”*

*As she knelt by the stream, singing and weeping, the Sun came over the mountains. It heard her death song and it spoke to that old woman’s spirit helper.*

*“My daughter is crying for her children who are starving,” Sun said. “Go now and help her and her people. Give them food.”*

*Then the spirit helper took the form of a redbird and flew down into the valley. It perched on a limb above the old woman’s head and began to sing. When she lifted her eyes to look at it, the bird spoke to her.*

*“My friend,” the redbird said, “your tears have gone into Earth. They have formed a new plant there, one which will help you and your people to live. See it come now from Earth, its leaves close to the ground. When its blossoms form, they will have the red color of my wings and the white of your hair.”*

*The old woman looked and it was as the bird said. All around her, in the moist soil, the leaves of the new plant had lifted from Earth. As the sun touched it, a red blossom began to open.*

*“How can we use this plant?” said the old woman.*

*“You will dig this plant up by the roots with a digging stick,” the redbird said. “Its taste will be bitter, like your tears, but it will be a food to help the people live. Each year it will always come at this time when no other food can be found.”*

*And so it has been to this day. That stream where the old woman wept is called Little Bitterroot after that plant, which still comes each year after the snows have left the land. Its flowers, which come only when touched by the sun, are as red as the wings of a red spirit bird and as silver as the hair of an old woman. And its taste is still bitter as the tears of that old woman whose death song turned into a song of survival.*

## **Plans and Procedures**

### **Circle Time Questions**

The teacher will guide the students in answering each question.

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

### **Mother Earth and Creation Mural**

Using green construction paper, children will make a collage of plants (i.e. from pumpkin, corn, beans, squash, and other seeds) to add to the curriculum mural. Draw outlines of plants on the paper and let students glue the beans onto the outlined shapes. Different types of plants could include: corn, flowers, vegetables, trees, etc. When the children are done, line the collages around the bottom of the mural to represent the plant nations. If children have planted seed, place the plants on a table along the mural to represent Mother Earth. Ask a group of children to paint a ball or balloon yellow to represent the sun, to give light to the plants. Explain the importance of having sunlight for plants to grow and explain the importance of giving thanks to the sun for the life it provides.

### **Nature Walk**

Note: Remind the students to be respectful of the world around them and to follow the rules while on the walk. Some rules may include lining up, listening when teacher talking, stop, look, listen for traffic, stay close together (don't wander off), etc.

Modified activity: have students line up single file and have them identify where the front and back of the line is; who is behind whom, etc.

Take students to the park or an outdoor area with an abundance of plant life. Let them explore the different types of plants they see. The students could also draw these different plants as part of the mural.

The children could also do the following planting activity:

Materials: Lima beans or other seeds, paper towels, clear glass or jar, small clay planters. Children will plant their own seeds and care for them as they grow. The plants may be specific to the regional culture.

Line the inside of the jar with a paper towel. Stuff in more paper towels to hold the paper towel around the inside of the glass. Wet the towels. Have children listen to, look at, and feel the beans. Place lima beans (which have been soaked in water overnight) between the towels and the glass so they are easy to see through the outside of the glass. Keep towels moist. In a few days, you should be able to see the roots growing. Watch for the first roots (primary roots) and the branchlings (secondary roots). Help children transplant sprouted seeds into small clay planters. They will be responsible for caring for their plant throughout the school year. At the end of the school year the plant(s) can be taken home to be placed in the family garden. Encourage the students to enter whatever is grown in their gardens into the local fair garden contest. If space is available a class garden can be a year-long project with unlimited learning potential. Sacred plants such as sage and corn can be planted to provide children with the experience of caring for the plants and the patience of watching them grow. Children can take some plants home to care for and the family can transplant them into the family garden.

### **Music and Movement**

After a brief discussion of how seeds grow into plants ask the children to imitate the process. Play soft soothing music in the background and show the children how to begin as a seed on the floor and slowly begin to grow to full size. Use descriptive words that will help the children perform their seed dance.

### Vocabulary

Note: the words are translated into the Lakota language.

Green - tozi  
 Forest - cannahmela k'el  
 Plant - wahpe  
 Six - sakpe  
 Sun - anpetu wi  
 Grow - icaga

### Domain: Language Development

#### Domain Element: Listening and Understanding

| Indicators:   | ILTC Component   |
|---|--|
| * Understands an increasingly complex and varied vocabulary.  | Teacher tells story, provides instruction, and encourages participation. Students are provided English and local tribal language or other tribal language throughout activities. |
| * For non-English-speaking children, progresses in listening to and understanding English.            |  |
| Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. |  |
| Shows progress in understanding and following simple and multiple-step directions.                    |  |

#### Domain Element: Speaking and Communicating

| Indicators:   | ILTC Component  |
|---|---|
| * Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes. | Students listen to story, participate in Circle Time questions.   |
| * Uses an increasingly complex and varied spoken vocabulary.  | Participates in Circle Time discussions and Nature Walk discussion  |
| Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.  | Student participates in Circle Time discussion, extended learning activities, follows directions during Nature Walk |
| * For non-English-speaking children, progresses in speaking English.  | Student participates in discussion activities   |

\*Legislatively mandated.

### Domain: Literacy

#### Domain Element: Early Writing

| Indicators:   | ILTC Component  |
|---|---|
| Begins to represent stories and experiences through pictures, dictation, and in play. | Students act out a plant growing during Music and Movement. |

### Domain: Mathematics

#### Domain Elements: Geometry and Spatial Sense

| Indicators:   | ILTC Component  |
|---|---|
| Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.                                    | Students create art using different types of seeds. Teacher will identify the type of seeds using.                |
| Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. | Teacher lines up students for Nature Walk and asks them to identify the front of the line, back of the line, etc. |

### Domain: Science

#### Domain Element: Scientific Skills and Methods

| Indicators:   | ILTC Component   |
|---|--|
| Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships. | Students discuss what a plant needs to grown. They will plant their own seed and monitor its growth. They can compare this plant growth to the one done in Lesson Two. |
| Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.                                   |  |
| Begins to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.                                    |  |
| Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.  |  |

#### Domain Element: Scientific Knowledge

| Indicators:  | ILTC Component   |
|--|--|
| Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. | Students participate in Nature Walk to learn about the world around them |
| Expands knowledge of and respect for their bodies and the environment.   | Students are taught to respect the world around.                         |
| Develops growing awareness of ideas and language related to attributes of time and temperature.  | Students discuss what a plant needs to grow. Monitor plant growth.       |
| Shows increased awareness and beginning  | Students monitor plant growth  |

|   |  |
|---|--|
| understanding of changes in materials and cause-effect relationships. |  |
|---|--|

**Domain: Creative Arts**

Domain Element: Music

|  |  |
|--|--|
| Indicators:  | ILTC Component   |
| Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. | Teacher plays music to start Circle Time, participate in Music and Movement, |

Domain Element: Art

|  |   |
|--|---|
| Indicators:  | ILTC Component  |
| Gains ability in using different art media and materials in a variety of ways for creative expression and representation.  | Students glue seeds to create art.                                    |
| Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects. | Students use an outline of a plant shape to glue seeds to create art. |

Domain Element: Movement

|   |  |
|---|--|
| Indicators:   | ILTC Component   |
| Expresses through movement and dancing what is felt and heard in various musical tempos and styles. | Students participate in Music and Movement by pretending to grow as a plant. |

Domain Element: Dramatic Play

|  |  |
|--|--|
| Indicators:  | ILTC Component   |
| Participates in a variety of dramatic play activities that become more extended and complex. | Students pretend to grow as a plant during Music and Movement. |

**Domain: Social and Emotional Development**

Domain Element: Self-Concept

|   |   |
|---|---|
| Indicators:   | ILTC Component  |
| Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. | Students choose to participate in activities; during extended learning, students choose which activity. |
| Develops growing capacity for independence in a range of activities, routines, and tasks.                         | Students learn about their cultural background through a variety of activities.                         |

Domain Element: Self-Control

|   |   |
|---|---|
| Indicators:   | ILTC Component  |
| Demonstrates increasing capacity to follow rules and routines and use materials | Teacher plays music to begin Circle Time activity. Students learn rules |

|   |                     |
|---|---------------------|
| purposefully, safely, and respectfully. | during Nature Walk. |
|---|---------------------|

Domain Element: Cooperation

| Indicators:  | ILTC Component   |
|--|--|
| Increases abilities to sustain interactions with peers by helping, sharing, and discussion.  | Students participate in Circle Time discussions, extended learning activities, and planting seeds. |
| Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive. |  |

Domain Element: Social Relationships

| Indicators:  | ILTC Component   |
|--|--|
| Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. | Teacher provides instruction and encourages participation. |

Domain Element: Knowledge of Families and Communities

| Indicators:   | ILTC Component   |
|---|--|
| Develops ability to identify personal characteristics, including gender and family composition.   | Stories include reference to grandmother and grandchildren |
| Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. | Teacher tells story from local tribe or from lesson.       |
| Begins to express and understand concepts and language of geography in the contexts of the classroom, home, and community.  | Students become aware of surroundings during Nature Walk.  |

**Domain: Approaches to Learning**

Domain Element: Initiative and Curiosity

| Indicators:  | ILTC Component  |
|--|---|
| Chooses to participate in an increasing variety of tasks and activities. | Students choose to participate in activities, they choose which activity during extended learning |
| Develops increased ability to make independent choices.                  |   |

Domain Element: Engagement and Persistence

| Indicators:  | ILTC Component   |
|--|--|
| Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.                   | Students listen to story and participate in Circle Time questions, plant growth activity, and Nature Walk. |
| Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite |  |

|                                 |  |
|---------------------------------|--|
| distractions and interruptions. |  |
|---------------------------------|--|

Domain Element: Reasoning and Problem Solving

| Indicators:  | ILTC Component   |
|--|--|
| Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults. | Students discuss what plants need to grow during Circle Time questions and use that knowledge to grow their own seeds. |
| Develops increasing abilities to classify, compare and contrast objects, events, and experiences.  | Students watch plants grow.  |

**Domain: Physical Health and Development**

Domain Element: Gross Motor Skills

| Indicators:  | ILTC Component   |
|--|--|
| Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. | Students participate in Nature Walk, and re-enact a plant growing during Music and Movement. |

Domain Element: Fine Motor Skills

| Indicators:   | ILTC Component  |
|---|---|
| Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.                               | Students plant their own seeds, glue seeds to create art project, |
| Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors. | Students create art by gluing seeds to paper with pattern on it.  |

Domain Element: Health Status and Practices

| Indicators:   | ILTC Component  |
|---|---|
| Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.  | Students participate in Nature Walk and Music and Movement. |
| Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities. | Teacher provides instruction on safety during Nature Walk.  |

**ILTC LESSON 7: ANIMALS**

**Objective/Goal:**

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

### **Setting the stage for learning**

Play soothing music as the children are gathered for Circle Time. Tell an animal story from your region. Assess areas for items to add for extended play. Possible materials include animal encyclopedias, puppets, stuffed and plastic animals, tapes with animal sounds.

### **Storytelling**

An animal story from the Alaskan region will be used as an example for this lesson. Source: Bruchac, Joseph & Caduto, Michael. "Salmon Boy" (Haida – Pacific Northwest) 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.

### **"Salmon Boy"**

Modification: To increase vocabulary using the local tribal language, incorporate into the story the vocabulary words found at the end of the lesson. For example, in this story, instead of saying "orange" use the Haida word or the word from the local tribal nation.

*Long ago, among the Haida people, there was a boy who showed no respect for the salmon. Though the salmon meant life for the people, he was not respectful of the one his people called Swimmer. His parents told him to show gratitude and behave properly, but he did not listen. When fishing he would step on the bodies of the salmon that were caught and after eating he carelessly threw the bones of the fish into the bushes. Others warned him that the spirits of the salmon were not pleased by such behavior, but he did not listen.*

*One day, his mother served him a meal of salmon. He looked at it with disgust. "This is moldy," he said, though the meat was good. He threw it upon the ground. Then he went down the river to swim with the other children. However, as he was swimming, a current caught him and pulled him away from the others. It swept him into the deepest water and he could not swim strongly enough to escape from it. He sank into the river and drowned.*

*There, deep in the river, the Salmon People took him with them. They were returning back to the ocean without their bodies. They had left their bodies behind for the humans and the animal people to use as food. The boy went with them, for he now belonged to the salmon.*

*When they reached their home in the ocean, they looked just like human beings. Their village there in the ocean looked much like his own home and he could hear the sound of children playing in the stream which flowed behind the village. Now the Salmon*

*People began to teach him. He was hungry and they told him to go to the stream and catch one of their children, who were salmon swimming in the stream. However, he was told, he must be respectful and after eating return all of the bones and everything he did not intend to eat into the water. Then, he was told, their child would be able to come back to life. But if the bones were not returned to the water, that salmon child could not come back*

*He did as he was told, but one day after he had eaten, when it came time for the children to come up to the village from the stream, he heard one of them crying. He went to see what was wrong. The child was limping because one of its feet was gone. Then the boy realized he had not thrown all of the fins back into the stream. He quickly found the one fin he had missed, threw it in and the child was healed.*

*After he had spent the winter with the Salmon People, it again was spring and time for them to return to the rivers. The boy swam with them, for he belonged to the Salmon People now. When they swam past his village, his own mother caught him in her net. When she pulled him from the water, even though he was in the shape of a salmon, she saw the copper necklace he was wearing. It was the same necklace she had given her son. She carried Salmon Boy carefully back home. She spoke to him and held him and gradually he began to shed his salmon skin. First his head emerged. Then, after eight days, he shed all of the skin and was a human again.*

*Salmon Boy taught the people all of the things he had learned. He was a healer now and helped them when they were sick.*

*“I cannot stay with you long,” he said, “You must remember what I teach you.”*

*He remained with the people until the time came when the old salmon who had gone upstream and not been caught by the humans or the animal people came drifting back down toward the sea. As Salmon Boy stood by the water, he saw a huge old salmon floating down toward him. It was so worn by its journey that he could see through its sides. He recognized it as his own soul and he thrust his spear into it. As soon as he did so, he died.*

*Then the people of the village did as he had told them to do. They placed his body into the river. It circled four times and then sank; going back to his home in the ocean, back to the Salmon People.*

## **Plans and Procedures**

### **Circle Time Questions**

The teacher will guide the students in answering each question.

- What is Salmon?
- What other kinds of fish are there?
- Why did Salmon Boy have to leave his family to live with the salmon?
- What did Salmon Boy teach his people?

- What kinds of animals live in your state?
- What kinds of animals live in different parts of the world?
- What kinds of animals do people use for food?
- What kinds of animals do people keep for pets?
- What do animals need to live and grow?
- Where do animals live?
- Where do fish live?
- What is your favorite kind of animal and why?
- Why should we treat animals with respect?

### **Mother Earth and Creation Mural**

Using paper plates help each child make a mask representing an animal of his/her choice. The children can decorate their masks with markers, crayons, yarn, fake fur, etc. The teachers can cut eye and mouth holes and add ties to the sides of the paper plates. The children will take a few minutes to explain their animal and talk about what type of food it eats, where it lives, etc. Help the children add their animal masks to the mural as part of the creation of animals.

### **Nature Walk**

Note: Remind the students to be respectful of the world around them and to follow the rules while on the walk. Some rules may include lining up, listening when teacher talking, stop, look, listen for traffic, stay close together (don't wander off), etc.

Modified activity: have students line up single file and have them identify where the front and back of the line is; who is behind whom, etc.

Take the children to a place of natural wonder such as a park. Ask the children to sit in a circle time group and lead a discussion about the natural elements that have been studied during the school year.

How are creation, mother earth, fire, water, air, plants and animals all connected? What do people, plants, and animals all need to survive? Review previous discoveries and answer any new questions that may arise. Children may also be able to take a field trip to a pet store to see the different kinds of animals.

### **Music and Movement**

Modified activity: invite a local tribal drum group to play songs for their dance.

Visualize the round dance as a symbol of unity that has no beginning or end, or as the circle and cycles of nature along with the circle of giving/receiving, and its importance to living in balance and the interconnectedness among people all around the world.

Most Indian dances are performed in a circle or spiral (two of the essential shapes found among plants). Dance helps us to celebrate the unity and interconnectedness of all creation. Plants are the unifying force of life, the link between the sun's energy and all of life on earth. Many dances also incorporate elements of the four directions or four winds.

Perform a round dance to celebrate the unity of all things and to give thanks for all the gifts we receive from Grandmother Earth and all of creation. Dance to connect with other students and all people in general and to honor the circles and cycles of life for living in balance.

### Vocabulary

Note: the words are translated into the Lakota language.

Orange - zisa  
 Thankful - wopila  
 Fish - Hogan  
 Eight - saglogan  
 Grow - icaga  
 Dog - sunka

### Domain: Language Development

#### Domain Element: Listening and Understanding

| Indicators:   | ILTC Component  |
|---|---|
| * Understands an increasingly complex and varied vocabulary.  | Teacher tells story, provides instruction, and encourages participation.<br>Students are provided English and local tribal language or other tribal language throughout activities. |
| * For non-English-speaking children, progresses in listening to and understanding English.            |   |
| Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. |   |
| Shows progress in understanding and following simple and multiple-step directions.                    |   |

#### Domain Element: Speaking and Communicating

| Indicators:   | ILTC Component  |
|---|---|
| * Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes. | Students listen to story and participate in Circle Time questions.                                      |
| * Uses an increasingly complex and varied spoken vocabulary.  | Participates in Circle Time discussions and Nature Walk discussion                                      |
| Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.  | Student participates in Circle Time discussion, extended learning activities, follows directions during |

|  |   |
|--|---|
|  | Nature Walk                                   |
| * For non-English-speaking children, progresses in speaking English. | Student participates in discussion activities |

*\*Legislatively mandated.*

### Domain: Literacy

Domain Element: Book Knowledge and Appreciation

| Indicator;   | ILTC Component   |
|--|--|
| Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.   | Students can choose to read the animal books during extended learning. |
| Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. | Students listen to story and participate in Circle Time questions.     |

### Domain: Mathematics

Domain Elements: Geometry and Spatial Sense

| Indicators:   | ILTC Component  |
|---|---|
| Begins to recognize, describe, compare, and name common shapes, their parts and attributes.   | Students discuss circles and the round dance during Music and Movement.   |
| Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. | Teacher lines up students for Nature Walk and asks them to identify the front of the line, back of the line, etc. |

### Domain: Science

Domain Element: Scientific Knowledge

| Indicators:  | ILTC Component   |
|--|--|
| Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. | Students learn about animals and create a mask of an animal of their choice. |
| Expands knowledge of and respect for their bodies and the environment.   | Students learn how everything is connected to each other.                    |

### Domain: Creative Arts

Domain Element: Music

| Indicators:  | ILTC Component   |
|--|--|
| Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. | Teacher plays music to begin Circle Time and invites a local drum to provide music for their round dance or has recording. |

Domain Element: Art

| Indicators: | ILTC Component |
|-------------|----------------|
|             |                |

|  |   |
|--|---|
| Gains ability in using different art media and materials in a variety of ways for creative expression and representation.  | Students create animal mask using fake fur, yarn, crayons, and markers. |
| Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects. | Students decide which animal to use for their mask, creates mask.       |

Domain Element: Movement

|   |   |
|---|---|
| Indicators:   | ILTC Component  |
| Expresses through movement and dancing what is felt and heard in various musical tempos and styles. | Students participate in round dance during Music and Movement |

Domain Element: Dramatic Play

|  |   |
|--|---|
| Indicators:  | ILTC Component  |
| Participates in a variety of dramatic play activities that become more extended and complex. | Students can choose to play with animals at extended learning activities. |

**Domain: Social and Emotional Development**

Domain Element: Self-Concept

|   |   |
|---|---|
| Indicators:   | ILTC Component  |
| Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. | Students choose to participate in activities; during extended learning, students choose which activity. |
| Develops growing capacity for independence in a range of activities, routines, and tasks.                         | Students learn about their cultural background through a variety of activities.                         |

Domain Element: Self-Control

|   |   |
|---|---|
| Indicators:   | ILTC Component  |
| Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions. | Students participate in Nature Walk discussion on how everything is connected to each other.<br>Teacher reads story about boy whose actions affected salmon people. |
| Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.   | Teacher plays music to begin Circle Time activity. Students take turns at extended learning.  |

Domain Element: Cooperation

|   |   |
|---|---|
| Indicators:   | ILTC Component  |
| Increases abilities to sustain interactions with peers by helping, sharing, and discussion.     | Students participate in Circle Time questions and extended learning activity. |
| Develops increasing abilities to give and take in interactions; to take turns in games or using |   |

|  |  |
|--|--|
| materials; and to interact without being overly submissive or directive. |  |
|--|--|

Domain Element: Social Relationships

|  |  |
|--|--|
| Indicators:  | ILTC Component   |
| Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. | Teacher provides instruction and encourages participation. |

Domain Element: Knowledge of Families and Communities

|   |  |
|---|--|
| Indicators:   | ILTC Component   |
| Develops ability to identify personal characteristics, including gender and family composition.   | Teacher will tell story from local tribe or from lesson. Story includes reference to mother and parents.   |
| Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. | Teacher will tell story from local tribe or from lesson.   |
| Develops growing awareness of jobs and what is required to perform them.  | Students learn from the story that each person has a responsibility to take care of the world around them. |
| Begins to express and understand concepts and language of geography in the contexts of the classroom, home, and community.  | Students participate in Nature Walk to learn about the world around them.                                  |

**Domain: Approaches to Learning**

Domain Element: Initiative and Curiosity

|  |  |
|--|--|
| Indicators:  | ILTC Component   |
| Chooses to participate in an increasing variety of tasks and activities. | Students choose to participate in activities; they choose which activity during extended learning. |
| Develops increased ability to make independent choices.                  |  |

Domain Element: Engagement and Persistence

|  |  |
|--|--|
| Indicators:  | ILTC Component   |
| Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.   | Students listen to story and participate in Circle Time questions, create animal mask, and participate in Nature Walk. |
| Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions. |  |

Domain Element: Reasoning and Problem Solving

|   |                                     |
|---|-------------------------------------|
| Indicators:                                   | ILTC Component                      |
| Develops increasing ability to find more than | Students participate in Nature Walk |

|  |  |
|--|--|
| one solution to a question, task, or problem.  | discussion on how everything is connected. |
| Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults. |  |
| Develops increasing abilities to classify, compare and contrast objects, events, and experiences.  |  |

**Domain: Physical Health and Development**

Domain Element: Gross Motor Skills

|  |   |
|--|---|
| Indicators:  | ILTC Component  |
| Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. | Students participate in Nature Walk and Music and Movement. |

Domain Element: Fine Motor Skills

|   |  |
|---|--|
| Indicators:   | ILTC Component   |
| Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors. | Students create their own animal mask using markers crayons, and scissors. |
| Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paint brushes, and various types of technology.      |  |

Domain Element: Health Status and Practices

|   |  |
|---|--|
| Indicators:   | ILTC Component   |
| Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.  | Students participate in Nature Walk and the round dance during Music and Movement. |
| Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities. | Teacher provides instruction on safety during Nature Walk.                         |

**ILTC 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.

## Setting the stage for learning

Play soothing music as the children are gathered for Circle Time. Tell a regional tribal star story. Extend learning into classroom areas by adding materials such as books about the stars and planets, star shaped stencils, flashlights.

## Storytelling

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

## Lakota Star Story

Modification: To increase vocabulary using the local tribal language, incorporate into the story the vocabulary words found at the end of the lesson. For example, in this story, instead of saying “Yellow” use the Lakota word or the word from the local tribal nation.

*Long ago, two Lakota maidens were out one night looking at the stars. One young woman said, “See that big beautiful star, I wish I would marry it.” The other woman said the same about another star. Suddenly, they are transported into the star world, and then these two stars become their husbands. The wives become pregnant. They are told this star world is theirs but also warned not to dig any wild turnips.*

*Eventually one of them does and as she pulls out the turnip a hole opens in the star world. She is able to look down and see the earth and even her own village. She becomes homesick and decides to return to earth. She braids more and more turnips to make a rope and lets herself down through the hole. But the braid doesn’t reach the earth and she falls. The crash kills her but her baby is born. The baby is raised by a meadowlark. Since meadowlarks speak Lakota, the baby, now named “Fallen Star,” grows up speaking it too.*

*Fallen Star matures rapidly, in days rather than years. He is taller than normal and a light emanates from him. The meadowlark grows old and takes him to a Lakota band where he settles for awhile.*

*Fallen Star, the protector, the bringer of light and higher consciousness, travels from one Lakota band to another and everywhere he is recognized, expected and revered.*

*One year a band of Lakota is camped near Harney Peak in the Black Hills. Every day a red eagle swoops down and steals a girl-child and carries her to the mountaintop and kills her. The men try to shoot the red eagle but fail. They pray for Fallen Star and after seven days (and after seven little girls have been killed) he arrives. He shoots the red eagle and places the spirits of the seven girls in the sky as a constellation – Pleiades; in Lakota it is called Wicincila Sakowin, the Seven Little Girls.*

*At another time while a band is camped near the site of Devil's Tower, a brother and a sister are playing and are chased by some bears. A voice directs them to a knoll. The bears, however, surround the children and close in. Fallen Star (as a voice of power) commands the earth to rise up out of reach of the bears, who claw at the hill as it lifts. The clawed hill becomes Devil's Tower. Later an Eagle carries the children to safety, back on Mother Earth.*

## **Plans and Procedures**

### **Circle Time Questions**

The teacher will guide the students in answering each question.

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

### **Mother Earth and Creation Mural**

Provide children with different sized star shaped stencils for tracing. Ask children to trace and cut out many star shapes. Give the children white or silver glitter and glue to decorate their stars. As teacher tells star stories they will make the form of the constellation while holding their stars. This activity will promote a physical memory of the shapes and location of the different characters in the star story and help them realize their connection to what they see in the night sky. Hang all of the stars made by the children on the mural's night sky (Dark blue or black paper behind the stars to represent the night sky). Don't forget to hang the moon up as well.

Modified activity: have the students form the shapes of the most common constellations from the local tribal stories or look up information on constellations on-line. If possible, use flashlights to represent the star on the classroom ceiling. Students will need to count the number of stars needed to create each constellation.

### **Nature Walk**

Note: Remind the students to be respectful of the world around them and to follow the rules while on the walk. Some rules may include lining up, listening when teacher talking, stop, look, listen for traffic, stay close together (don't wander off), etc.

Modified activity: have students line up single file and have them identify where the front and back of the line is; who is behind whom, etc.

If possible, take children to a local museum where the night sky is represented. Ask the children to make believe that the trip is happening at night and the stars are real. Using the circle time questions above, lead a group discussion on stars. If a visit to a museum is not possible a small room or closet can be decorated to resemble the night sky. Simply cut open large black garbage bags and tape on the walls. Stars can be made and hung or glow in the dark stars can be used. Children will be using their imaginations and that means anything can happen.

**Music and Movement**

Teach children the song “Twinkle, Twinkle, Little Star.” Ask the children to help you make up a dance to go with the song. Encourage participation from all of the children. Invite an audience to come watch the children perform.

Modified activity: invite a local tribal member to teach the students to sing the song in their tribal language or the local tribal language.

Modified activity: have some students sing song and some create constellations using flashlights shining on the ceiling.

**Vocabulary**

Note: the words are translated into the Lakota language.

- Yellow - zi
- To fall - hinhpaya
- Star - wicahpi
- Seven - sakowin
- Turnip - tinpsila
- Brave - Ohitika
- Bear - mato

**Domain: Language Development**

Domain Element: Listening and Understanding

| Indicators:   | ILTC Component   |
|---|--|
| * Understands an increasingly complex and varied vocabulary.  | Teacher tells story, provides instruction, and encourages participation. Students are provided English and local tribal language or other tribal language throughout activities. |
| * For non-English-speaking children, progresses in listening to and understanding English.            |  |
| Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. |  |
| Shows progress in understanding and following simple and multiple-step directions.                    |  |

Domain Element: Speaking and Communicating

| Indicators:   | ILTC Component  |
|---|---|
| * Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes. | Students listen to story, participate in Circle Time questions, and sing song during Music and Movement.            |
| * Uses an increasingly complex and varied spoken vocabulary.  | Participates in Circle Time discussions and Nature Walk discussion  |
| Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.  | Student participates in Circle Time discussion, extended learning activities, follows directions during Nature Walk |
| * For non-English-speaking children, progresses in speaking English.  | Student participates in discussion activities   |

*\*Legislatively mandated.*

### Domain: Literacy

#### Domain Element: Book Knowledge and Appreciation

| Indicator;   | ILTC Component   |
|--|--|
| Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children. | Students can choose to visit book section during extended learning activity. |
| Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.   | Students listen to story and participate in Circle Time questions.           |

#### Domain Element: Early Writing

| Indicators:   | ILTC Component |
|---|----------------|
| Begins to represent stories and experiences through pictures, dictation, and in play.                       |                |
| Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. |                |

### Domain: Mathematics

#### Domain Element: \*Number and Operations

| Indicators:  | ILTC Component  |
|--|---|
| Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. | Students count the number of stars needed to create constellations. |
| Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.                              |   |

Domain Elements: Geometry and Spatial Sense

| Indicators:   | ILTC Component  |
|---|---|
| Begins to recognize, describe, compare, and name common shapes, their parts and attributes.   | Students learn about stars, create star shapes.   |
| Begins to be able to determine whether or not two shapes are the same size and shape.   | Students create different size star shapes.   |
| Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.                                    | Students form the shape of constellations with the stars they create.   |
| Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. | Teacher lines up students for Nature Walk and asks them to identify the front of the line, back of the line, etc. |

Domain Elements: Patterns and Measurement

| Indicators:  | ILTC Component   |
|--|--|
| Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials. | Students create constellations using the stars they create and flashlights shining on the ceiling. |

**Domain: Science**

Domain Element: Scientific Knowledge

| Indicators:  | ILTC Component   |
|--|--|
| Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes. | Students learn about stars and constellations.                       |
| Expands knowledge of and respect for their bodies and the environment.   | Students learn about the sun and why we need it.                     |
| Develops growing awareness of ideas and language related to attributes of time and temperature.  |  |
| Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.                            | Students listen to story and how it relates to constellations today. |

**Domain: Creative Arts**

Domain Element: Music

| Indicators:  | ILTC Component  |
|--|---|
| Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. | Teacher plays music to start Circle Time and they sing “Twinkle...” |

Domain Element: Art

| Indicators:   | ILTC Component   |
|---|--|
| Gains ability in using different art media and materials in a variety of ways for creative expression and representation. | Students create their own stars by tracing and cutting out shapes, using glue and glitter to decorate. |

Domain Element: Movement

| Indicators:   | ILTC Component  |
|---|---|
| Expresses through movement and dancing what is felt and heard in various musical tempos and styles. | Students create their own dance to go with “Twinkle...” song. |
| Shows growth in moving in time to different patterns of beat and rhythm in music.                   |   |

**Domain: Social and Emotional Development**

Domain Element: Self-Concept

| Indicators:   | ILTC Component   |
|---|--|
| Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences. | Students choose to participate in activities; during extended learning, students choose which activity.<br>Students learn about their cultural background through a variety of activities. |
| Develops growing capacity for independence in a range of activities, routines, and tasks.                         |  |

Domain Element: Self-Control

| Indicators:   | ILTC Component   |
|---|--|
| Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. | Teacher plays music to begin Circle Time activity. Students take turns at extended learning. |

Domain Element: Cooperation

| Indicators:  | ILTC Component   |
|--|--|
| Increases abilities to sustain interactions with peers by helping, sharing, and discussion.  | Students participate in Circle Time questions, extended learning activity, and creating constellations together. |
| Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive. |  |

Domain Element: Social Relationships

| Indicators:  | ILTC Component   |
|--|--|
| Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. | Teacher provides instruction and encourages participation. |

Domain Element: Knowledge of Families and Communities

| Indicators: | ILTC Component |
|-------------|----------------|
|             |                |

|   |   |
|---|---|
| Develops ability to identify personal characteristics, including gender and family composition.   | Teacher will tell story from local tribe or from lesson. Story from lesson includes reference to husband and wives, and a baby. |
| Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. | Teacher will tell story from local tribe or from lesson.  |
| Begins to express and understand concepts and language of geography in the contexts of the classroom, home, and community.  | Students participate in Nature Walk to learn about the world around them.   |

### **Domain: Approaches to Learning**

#### Domain Element: Initiative and Curiosity

|  |  |
|--|--|
| Indicators:  | ILTC Component   |
| Chooses to participate in an increasing variety of tasks and activities. | Students choose to participate in activities; they choose which activity during extended learning. |
| Develops increased ability to make independent choices.                  |  |

#### Domain Element: Engagement and Persistence

|  |   |
|--|---|
| Indicators:  | ILTC Component  |
| Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.   | Students listen to story and participate in Circle Time questions, participate in Nature Walk and Music and Movement. |
| Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions. |   |

### **Domain: Physical Health and Development**

#### Domain Element: Gross Motor Skills

|  |  |
|--|--|
| Indicators:  | ILTC Component   |
| Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. | Students participate in Nature Walk and Music and Movement activities. |

#### Domain Element: Fine Motor Skills

|  |   |
|--|---|
| Indicators:  | ILTC Component                                    |
| Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.    | Students cut out star shape with scissors.        |
| Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing | Students create own stars using glitter and glue. |

|                            |  |
|----------------------------|--|
| beads, and using scissors. |  |
|----------------------------|--|

Domain Element: Health Status and Practices

| Indicators:   | ILTC Component  |
|---|---|
| Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.  | Students participate in Nature Walk and create their own dance during Music and Movement. |
| Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities. | Teacher provides instruction on safety during Nature Walk.                                |

### Data From the Field

Jared Aldern (personal communication, 2008) an instructor in the Department of American Indian Studies and American Studies at Palomar College in San Marcos, California taught a special topics course called *Community Development*. He reported that one of the participants was a tribal educator from Santa Ysabel. She was able to substitute stories based on local tribal cultures for the stories included in the ILTC lessons. She said that the existing framework for the lesson worked very well, and that the lessons were quite effective.

Jennifer Oatman (personal communication, 2008), a site supervisor and family services intervention specialist Nez Perce Tribe Early Childhood Development Program, reported that they plan to use the ILTC in their work with Head Start and Early Head Start students. She further explained that the ILTC meets a need identified in their program community assessment. The community assessment indicated that respondents felt the loss of Nez Perce language and culture is critical and requires immediate attention. Respondents further identified these two areas as a family need. They intend to incorporate comparable Nez Perce legends and stories using the ILTC structure as appropriate during circle time and on field trips. She believes that the ILTC compliments the existing curriculum and classroom activities.

### PD Activity 6: Brainstorming Ideas for ILTC Implementation

In a large group, brainstorm ideas about how you could use the lessons or components of the ILTC as is, or a modified version, to meet local needs and interests. Be sure to assign a designated note taker, but encourage everyone to take notes. At the end of the brainstorming session, have the note taker summarize the main ideas, and take time to develop a time-line and assign members of the group to the tasks that you identify.

### Combining ILTC with Other American Indian Materials

While the ILTC exemplifies many important aspects of what we would consider good American Indian education, we acknowledge that all curricula have room for improvement. We hold ourselves to the same standard that we hold others to in

developing, or redeveloping, American Indian education materials. As we continue to receive feedback from the field, we will look at ways to refine the ILTC for future editions. Whether it is the continuous improvement of the ILTC, or the new development of other American Indian education materials, we would encourage all educators to incorporate multiple evaluation techniques into their materials development, and curriculum and instruction planning processes.

There are a number of resources that have been developed over the years to help educators with such evaluation. Reinhardt & Associates utilizes four primary resources in their American Indian Education Professional Development Workshop (AIEPDW). We have encapsulated these evaluation techniques in the performance rubric below, but highly recommend that this rubric be used in conjunction with the resources referenced rather than in place of. Although this rubric was developed for use in a K-12 learning environment, you will find that it is very applicable to an early childhood context as well.

| Evaluation Resource   | Score   |  |  |   |
|---|---|--|--|---|
|   | 1   | 2  | 3  | 4   |
| <b>Beverly Slapin &amp; Doris Seale's How to Tell the Difference</b><br><br>Slapin, B. & Seale, D. (2006). <i>Through Indian Eyes: The Native Experience in Books for Children</i> . Berkeley: Oyate.<br><br>Total possible score: 48 | No curricular materials have been checked for:  | Some curricular materials have been checked for: | Most curricular materials have been checked for: | All curricular materials have been checked for: |
|   | <ul style="list-style-type: none"> <li>• stereotypes</li> </ul>   |  |  |   |
|   | <ul style="list-style-type: none"> <li>• loaded words</li> </ul>  |  |  |   |
|   | <ul style="list-style-type: none"> <li>• tokenism</li> </ul>  |  |  |   |
|   | <ul style="list-style-type: none"> <li>• distortions of history</li> </ul>  |  |  |   |
|   | <ul style="list-style-type: none"> <li>• dialogue (Tonto speak)</li> </ul>  |  |  |   |
|   | <ul style="list-style-type: none"> <li>• standards of success</li> </ul>  |  |  |   |
|   | <ul style="list-style-type: none"> <li>• author's background</li> </ul>   |  |  |   |
|   | <ul style="list-style-type: none"> <li>• illustrator's background</li> </ul>  |  |  |   |
|   | <ul style="list-style-type: none"> <li>• lifestyle considerations (i.e., past tense, superstition, etc.)</li> </ul> |  |  |   |
|   | <ul style="list-style-type: none"> <li>• role of Elders</li> </ul>  |  |  |   |
|   | <ul style="list-style-type: none"> <li>• role of women</li> </ul>   |  |  |   |
|   | <ul style="list-style-type: none"> <li>• effects on child's self-image</li> </ul>                                   |  |  |   |
| Evaluation Resource   | Score   |  |  |   |
|   | 1   | 2  | 3  | 4   |
| <b>Elaine Cubbins' Techniques for Evaluating American Indian Web Sites</b><br><br>* See web site  | No web sites used have been checked for:  | Some web sites used have been checked for:       | Most web sites used have been checked for:       | All web sites used have been checked for:       |
|   | <i>General considerations:</i>  |  |  |   |
|   | <ul style="list-style-type: none"> <li>• site sophistication</li> </ul>   |  |  |   |
|   | <ul style="list-style-type: none"> <li>• organization</li> </ul>  |  |  |   |
| <ul style="list-style-type: none"> <li>• up-to-date</li> </ul>  |   |  |  |   |

|  |   |   |   |  |
|--|---|---|---|--|
| reference below<br><br>Total possible score: 56  | <ul style="list-style-type: none"> <li>• clarity of purpose</li> </ul>  |   |   |  |
|  | <ul style="list-style-type: none"> <li>• broken links</li> </ul>  |   |   |  |
|  | <i>Authority considerations:</i>  |   |   |  |
|  | <ul style="list-style-type: none"> <li>• identification and background of site author (including tribal affiliation)</li> </ul>                           |   |   |  |
|  | <ul style="list-style-type: none"> <li>• contact information</li> </ul>   |   |   |  |
|  | <ul style="list-style-type: none"> <li>• validity of the site (is it an authorized or official tribal web site, or is it a personal web site?)</li> </ul> |   |   |  |
|  | <i>Content considerations:</i>  |   |   |  |
|  | <ul style="list-style-type: none"> <li>• Native or non-Native perspective</li> </ul>  |   |   |  |
|  | <ul style="list-style-type: none"> <li>• nature of images and icons (respectful or not)</li> </ul>  |   |   |  |
|  | <ul style="list-style-type: none"> <li>• exploitation of Native oral traditions and spirituality</li> </ul>   |   |   |  |
|  | <ul style="list-style-type: none"> <li>• cultural and historical accuracy</li> </ul>  |   |   |  |
|  | <ul style="list-style-type: none"> <li>• authenticity of items</li> </ul>   |   |   |  |
| <ul style="list-style-type: none"> <li>• legality (repatriation concerns, intellectual property rights, etc.)</li> </ul>   |   |   |   |  |
| <b>Evaluation Resource</b>   | <b>Score</b>  |   |   |  |
|  | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>   |
| <b>Martin Reinhardt &amp; Traci Maday's Interdisciplinary Manual for American Indian Inclusion</b><br><br>** See website reference below<br><br>Total possible score: 40 | No Indian curricular materials have been checked for:   | Some Indian curricular materials have been checked for: | Most Indian curricular materials have been checked for: | All Indian curricular materials have been checked for: |
|  | <ul style="list-style-type: none"> <li>• historical and cultural accuracy</li> </ul>  |   |   |  |
|  | <ul style="list-style-type: none"> <li>• tribal specificity</li> </ul>  |   |   |  |
|  | <ul style="list-style-type: none"> <li>• ***anti-Indian bias</li> </ul>   |   |   |  |
|  | No materials have been developed to:  | Some materials have been developed to:                  | Most materials have been developed to:                  | All materials have been developed to:                  |
|  | <ul style="list-style-type: none"> <li>• be culturally responsive to American Indian children</li> </ul>  |   |   |  |
|  | <ul style="list-style-type: none"> <li>• reflect American Indian traditional tribal values</li> </ul>   |   |   |  |
|  | No American Indian content is:  | Some American Indian content is:                        | Most American Indian content is:                        | All American Indian content is:                        |
|  | <ul style="list-style-type: none"> <li>• delivered using interdisciplinary thematic units</li> </ul>  |   |   |  |
|  | <ul style="list-style-type: none"> <li>• delivered using thematic units across grade levels</li> </ul>  |   |   |  |
|  | There is no conscious effort to:  | There is little conscious effort to:                    | There is a fair amount of conscious effort to:          | There is a great deal of conscious effort to:          |
|  | <ul style="list-style-type: none"> <li>• include culturally based Indian teaching methods</li> </ul>  |   |   |  |
| <ul style="list-style-type: none"> <li>• involve Indian parents /families, and tribal communities in</li> </ul>  |   |   |   |  |

|   |   |   |   |   |
|---|---|---|---|---|
|   | the education of Indian children, or in the education of non-Indian children about Indian matters   |   |   |   |
|   | <ul style="list-style-type: none"> <li>develop American Indian curriculum according to the **** Principles of Universal Design</li> </ul> |   |   |   |
| <b>Evaluation Resource</b>  | <b>Score</b>  |   |   |   |
|   | <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  |
| <b>James Banks' Levels of Ethnic Integration</b><br><br>Banks, J. (2003). <i>Teaching Strategies for Ethnic Studies</i> . (7 <sup>th</sup> ed).<br><br>Total possible score: 4  | Contributions Approach: Focuses on heroes, holidays and discrete cultural elements.   | Additive Approach: Content, concepts, themes and perspective are added to the curriculum without changing the basic curricular structure. | Transformation Approach: Structure of the curriculum is changed to facilitate student understanding of concepts, issues, events and themes from the perspectives of diverse ethnic and cultural groups. | Social Action Approach: Students make decisions on important social issues and take actions to help solve them. |
| * <a href="http://www.u.arizona.edu/~ecubbins/webcrit.html">http://www.u.arizona.edu/~ecubbins/webcrit.html</a>   |   |   |   |   |
| ** <a href="http://edoptions.com/indianed/American_Indian_Inclusion_Manual.pdf">http://edoptions.com/indianed/American_Indian_Inclusion_Manual.pdf</a>  |   |   |   |   |
| *** Sadker & Sadker (2000) include seven forms of bias in <i>Teachers, Schools &amp; Society</i> . These include: invisibility, stereotyping, imbalance and selectivity, unreality, fragmentation and isolation, linguistic bias, and cosmetic bias. Anti-Indian bias can take on any of these forms. |   |   |   |   |
| **** The Principles of Universal Design are available at the North Carolina State University, Center for Universal Design website: <a href="http://www.design.ncsu.edu/cud/about_ud/udprinciples.htm">http://www.design.ncsu.edu/cud/about_ud/udprinciples.htm</a>                                    |   |   |   |   |

**Table 1. Evaluation Techniques Performance Rubric**

Although the ILTC is largely focused on content, it is extremely important to also consider how such content is delivered. The Center for Research on Education, Diversity & Excellence (CREDE) has developed five standards for effective pedagogy and has added two additional standards when interacting with American Indian children.

- Teachers and Students Working Together: Use instructional group activities in which students and teacher work together to create a product or idea.
- Developing Language and Literacy Skills across all Curriculum: Apply literacy strategies and develop language competence in all subject areas.
- Connecting Lessons to Students' Lives: Contextualize teaching and curriculum in students' existing experiences in home, community, and school.

- **Engaging Students with Challenging Lessons:** Maintain challenging standards for student performance; design activities to advance understanding to more complex levels.
- **Emphasizing Dialogue over Lectures:** Instruct through teacher-student dialogue, especially academic, goal-directed, small-group conversations (known as instructional conversations), rather than lecture.
- **Modeling:** Lessons for Native American students should include modeling of skills, procedures, and thinking processes that students are to perform. Traditional and contemporary American Indian socialization emphasizes learning by observation. Observational learning is closely tied to the well-documented visual learning patterns of American Indian children and their holistic cognitive style.
- **Student Directed Activity:** The way classrooms are organized influences students' participation. Native American students are comfortable and more inclined to participate in activities that they themselves generate, organize or direct. This is not surprising, for American Indian cultures are distinctive in the degree of respect accorded to children's autonomy and decision making.  
(<http://www.crede.ucsc.edu/standards/standards.html>)

Proponents of culturally based education adhere to these standards as they plan, implement, and refine the curriculum and instructional methods. Cajete (1994) and Reinhardt & Maday (2006) assert that storytelling and multi-generational learning are common features of American Indian traditional education systems, and that their integration in the classroom can help support the revitalization of these systems. The storytelling methodology that is incorporated into the ILTC Head Start curriculum is a great example of how American Indian cultural traditions can be used in an early childhood education context.

#### **PD Activity 7: Evaluating American Indian Materials**

After you have decided how you will approach ILTC implementation, you should practice using the evaluation techniques referenced in this supplement. Acquire copies of the reference materials containing the evaluation techniques, and make them accessible to the teachers. Each teacher should practice the techniques using materials that they are thinking of using in their classroom in combination with the ILTC. For those not planning on combining any other American Indian materials with the ILTC components, have them work through this activity anyway in case they decide to use other American Indian materials in the future. The amount of time allocated to this activity depends on the type of materials being evaluated. Larger and more complex texts and websites will obviously take longer. Upon completion of their evaluations, have them present their findings using the evaluation techniques rubric as appropriate.

#### **Conclusion**

As educators move forward in their efforts to integrate the ILTC into their schools and classrooms, it is important that they consider their background knowledge on the subject of Indian land tenure. In each lesson of the ILTC, resources and references are provided to help implement the lesson. In the accompanying bibliography for this supplement,

educators will find many other resources and references that will help them get a better grasp of the concepts from many different perspectives

In this supplement we pointed out how an educator's identity may impact the relationships between their students, their families and communities, and themselves. While we do not encourage identity fraud, we do encourage educators to become practiced at the art of cultural border crossing. Educators who work towards becoming bi-cultural or multi-cultural are much more inclined to be sensitive to the issues that American Indian people face in schools that are most often non-Indian in orientation.

It is our hope that educators will maximize their use of the ILTC by following the suggestions included in this supplement. At best, we hope to see the entire ILTC Head Start curriculum integrated as is or modified based on local cultural preferences. It is designed to elicit family and community involvement, and can be combined with other American Indian content in a good way by utilizing the evaluation rubric.

The alignment with the Head Start Child Outcomes Framework provided in this supplement is based on the original ILTC Head Start lessons with slight modifications. If you intend to modify the lessons beyond what has been presented in this supplement, you are encouraged to conduct your own alignment with the framework to be sure that the newly modified lesson is still on track.

We sincerely wish you the best as you begin, or continue, integrating the ILTC at your school. Please let the ILTF know about your experience with this guide and the ILTC in general. Your comments and suggestions are critical to the improvement of the ILTC for future generations.

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