

ELA: Grade 4, Lesson 5, Native American Stories

Lesson Objective: Students will create a story or myth about how something in nature came to be

Practice Focus: Today we will use transitional words and phrases in our narrative writing.

TN Standards: 4.RL.KID.1, 4.W.TTP.3

Teacher Materials:

- ELA, Grade 4, Lesson 5 Teacher Packet – printed (will hold up images for students to see)
- Chart paper to capture transitional words and phrases
- Marker for chart paper

Student Materials:

- Two pieces of paper
- Pen or pencil

| Teacher Do | Student Do |
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| <p><u>Opening</u></p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 4th graders out there, though all children are welcome to tune in. This lesson is the fifth in our series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools! I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>Today, we will continue to learn about Native Americans. Before we get started and to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Pen or pencil• Two pieces of blank paper <p>If you didn’t see our previous lesson, you can find it at www.tn.gov/education. You can still tune in to today’s lesson if you haven’t see any of our others. But, it might be more fun if you first go back and watch our other lessons since we’ll be talking about things we learned previously. Ok, let’s begin!</p> | <p>Collects materials needed to engage in the lesson.</p> |
| <p><u>Intro</u></p> <p>As the people of each tribe developed their own languages, they told stories about their own history. They handed down their history from one generation to the next in this way. They created their own unique fables and mythological tales to help explain the world in which they lived. They</p> | <p>Student interacts with teacher’s questions as posed.</p> |

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| <p>celebrated life and gave thanks for the resources planet Earth provided for them.</p> <p>[Ask students the following]:</p> <ul style="list-style-type: none"> ● Have you ever encountered something that you just can't explain? [pause] For me, I just can't explain why I keep losing socks in the dryer! Where do the others go? I think there are many things on Earth that are hard to explain. I'm thinking it would be extra hard for people that lived a long, long time ago since they didn't have scientists to help them understand what was really happening. <p>Unlike our stories in lessons 1 through 4 which told about the daily lives and adventures of different tribes of Native American people, in today's story we'll explore how one tribe of Native Americans explained a natural phenomena through storytelling.</p> | |
| <p><u>Teacher Model</u></p> <p>[Note: You will read this once through without interruption]</p> <p>[Note: The pronunciation for the Bear in the story is Nyah-gwaheh /n/ /ie/ /o/ /g/ /w/ /o/ /e/]</p> <p>[Show image L5:A]:</p> <p>The title of today's story is : "The Hunting of the Great Bear: An Iroquois Tale." Remember in lesson one, Etu and his brothers hunted the wooly mammoth. They tracked, speared, and brought the mammoth home to use for food and shelter. I can't wait to find out what happens when this tribe hunts the Great Bear!</p> <p>Good writers think about how to move the sequence of events along in a story without always saying first, next, and last. Grab your piece of paper. [pause] As we read capture on your piece of paper the ways the author uses transitional words and phrases to move the story along. You will use these as the end to help you in your own writing. I'm going to keep a list going as well [use chart paper]. We won't look at our chart until we've finished our first full read through, but will use it when we dig back into the text for our second read.</p> <p>[Read text through the first time without interruption.]</p> | <p>Student making a list of transitional words and phrases.</p> |

[Show image L5:A]

Long ago, there were four brothers who were all skillful hunters. One day, during the time of year when morning frost covers the earth, a messenger came to the village where they lived.

“We need your help,” said the messenger. “A great bear has come to live in the forest where we hunt. It also comes into our village at night.”

The four hunters did not say a word. Instead, they gathered up their spears and called to their dog.

Then, with the messenger, they set off for the village.

On the way to the village, they noticed that the forest was very quiet. They also noticed deep scratches on the trunk of a pine tree. The scratches had been made by the great bear as it reared up on its hind legs. It had done this to mark its territory.

The tallest brother raised his spear to try to touch the highest scratch marks, but he could not.

[Show image L5:B]

“Ah, it is as we feared,” he said. “The great bear is Nyah-gwaheh.”

“This bear has magic powers,” said the second brother fearfully.

“Don’t worry,” said the tallest brother. “The bear’s magic will not work on us if we find its tracks first.”

“Yes, that is true,” said the third brother. “If we find Nyah-gwaheh’s tracks and begin to follow them, then it must run from us.”

“This sounds like hard work,” said the fourth brother, who was both chubby and lazy. “Do we have any food?” he asked. His brothers ignored him.

As the brothers and the messenger entered the village, they were struck by an eerie silence. Only the village leader was there to greet them.

“We have come to help you,” said the first brother.

“Do you have any food?” asked the fourth brother.

“Pay no attention to him,” urged the oldest brother. “We will find this great bear.”

“I wish you luck,” said the village leader. “When we follow the great bear’s tracks, they disappear.”

[Show image L5:C]

“Do not worry,” said the second brother. “Four Eyes can track anything, anywhere.”

Four Eyes licked his master’s hand. Four Eyes had two black circles on his head, one above each eye.

“Let’s go,” said the first brother.

“What, no food?” exclaimed the fourth brother as he ran behind the others.

The four brothers followed Four Eyes. Four Eyes sniffed the ground. They could all sense that Nyah-gwaheh was close by. It was important that they found its tracks before it began to follow them.

The fourth brother, who by now felt very hungry, took out his pemmican pouch. He opened the pouch and reached in. Instead of food, he found nothing but worms. Nyah-gwaheh had transformed the food into worms.

Meanwhile, like a monstrous ghost, Nyah-gwaheh moved through the forest, planning to creep up behind them.

[Show image L5:D]

Suddenly, Four Eyes lifted his head and barked.

“We have found you,” yelled the first brother.

Nyah-gwaheh began to run. The brothers followed. The great bear ran and ran, across valleys and

hills. As they ran, day turned to night. Higher and higher they climbed to the top of a mountain.

The fourth brother grew weary. He pretended to fall and injure his ankle.

“You must carry me,” he said. Two of the brothers lifted him up while the other one carried his spear.

The great bear began to tire. So did the brothers. Eventually, Four Eyes got close enough to the bear to nip its tail.

“You can put me down now,” said the fourth brother, who was nicely rested.

[Show image L5:E]

The brothers put him down. Immediately, he sprinted off in front of his brothers. Minutes later, the fourth brother was close enough to the bear to kill it with his spear. When the three brothers caught up with him, he had already built a fire and was cutting up the meat.

“Sit down. I hope you are as hungry as I am,” said the fourth brother, smiling. Together, the brothers cooked and ate the meat of the great bear.

“Brothers,” said the first brother staring down at his feet. “We are not on a mountain, we are high up in the sky.”

He was right. The great, magical bear had led them up into the heavens.

[Show image L5:F]

Suddenly, Four Eyes began to bark.

“Look,” said the second brother. The four brothers stared at what was left of Nyah-gwaheh’s body.

The great bear was coming back to life. As they watched, it began to run away. Four Eyes took off after it.

“Let’s go,” said the first brother. The brothers reached for their spears and ran after the great bear.

They chased it across the sky.

And so it remains. Each autumn, the brothers chase the bear across the sky. When they catch it, they kill it. As they cut up the meat, blood drips down to Earth and colors the leaves of the maple tree red. As they cook the bear, fat drips down and makes the grass pale and lifeless.

[NOTE: End of first read]

Wow! What a very interesting story and quite a way to explain something mysterious. Keep your paper close by! We

want to see what we captured for the transitional words and phrases as we dig back into the text.

[Show image L5:A]

Long ago, there were four brothers who were all skillful hunters. One day, during the time of year when morning frost covers the earth, a messenger came to the village where they lived.

- To get started, let's consider the author's words: *"during the time of year when morning frost covers the earth"*. What do you think that means? How do you know? [pause]. Because the author mentions frost, which I know means cooler weather; I can guess the author is talking about either late fall or winter when the temperatures are cold enough for ice to form on surfaces. It is interesting how the author uses this phrase to signal time.
- Now, what transitional phrases did you capture on your paper? [pause] The author used the words *long ago* and *one day* to help move the story forward.

[Teacher writes these transitional phrases above on the chart: during the time of year / long ago / one day]

"We need your help," said the messenger. "A great bear has come to live in the forest where we hunt. It also comes into our village at night."

The four hunters did not say a word. Instead, they gathered up their spears and called to their dog.

Then, with the messenger, they set off for the village.

On the way to the village, they noticed that the forest was very quiet. They also noticed deep scratches on the trunk of a pine tree. The scratches had been made by the great bear as it reared up on its hind legs. It had done this to mark its territory.

The tallest brother raised his spear to try to touch the highest scratch marks, but he could not.

- Wonder how the messenger knew to come to the brothers' village to warn them about the great bear? What do you think he's seen or experienced?[pause] It makes me think the brothers were considered

Student records on paper.

Student writes response.

Student reflects on notes and writes an answer to teacher questions.

skillful hunters even outside of their village. Like they were famous even without social media!

- I'll give you a few moments to get your paper ready. Jot down what the brothers discovered as they walked with the messenger through the forest? [pause] The brothers noticed that the forest was quiet, and they discovered the bear's scratches on the pine tree. It makes me wonder why the forest was quiet.
- What can we infer about the bear based on what the brother's noticed? [pause] We read: *The tallest brother raised his spear to try to touch the highest scratch marks, but he could not.* It sounds like this was a very big bear. We also read: *On the way to the village, they noticed that the forest was very quiet.* That means the other animals in the forest must have been scared of the bear and were hiding.
- Look again at the transitional words you captured from this section. [pause] [Write these words on the chart as you say aloud.] Here are the ones I heard: *instead, then, and on the way to the village.* Look at the words we have listed so far; the author has not used first, next, or last, but has shown us that time is passing.

[Show image L5:B]

"Ah, it is as we feared," he said. "The great bear is Nyah-gwaheh."

"This bear has magic powers," said the second brother fearfully.

"Don't worry," said the tallest brother. "The bear's magic will not work on us if we find its tracks first."

"Yes, that is true," said the third brother. "If we find Nyah-gwaheh's tracks and begin to follow them, then it must run from us."

"This sounds like hard work," said the fourth brother, who was both chubby and lazy. "Do we have any food?" he asked. His brothers ignored him.

As the brothers and the messenger entered the village, they were struck by an eerie silence. Only the village leader was there to greet them.

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| <p>"We have come to help you," said the first brother.</p> <p>"Do you have any food?" asked the fourth brother.</p> <p>"Pay no attention to him," urged the oldest brother. "We will find this great bear."</p> <p>"I wish you luck," said the village leader. "When we follow the great bear's tracks, they disappear."</p> <ul style="list-style-type: none"> ● What do you think when the story tells us that the bear has magic powers?[pause] That's not like any bear I've ever seen, and we also read that the second brother was fearful. I think it's because the brother <i>knew</i> the bear was so big, but it sounds like he also <i>thought</i> the bear's magic could harm them. ● Many times, we learn more about characters by what they say. What did we learn about the brothers from their dialogue? [pause] We already talked about the second brother being scared. The oldest brother seems wise when he said, "The bear's magic will not work on us if we find its tracks first." He also told his brothers not to worry. That's very big-brother like of him. The third brother follows the big brother's example. And the fourth brother is just hungry and not very interested in doing hard work! I think the author uses him for some comic relief. ● I only captured one new transitional word in this section. Did you write down more? [pause] I heard <i>As the brothers and the messenger entered the village</i> [Write this phrase on the chart.] <p>"Do not worry," said the second brother. "Four Eyes can track anything, anywhere."</p> <p>Four Eyes licked his master's hand. Four Eyes had two black circles on his head, one above each eye.</p> <ul style="list-style-type: none"> ● What kind of animal is Four Eyes? Yep, he's a dog and one that obviously can track really well. The village leader knew that the brothers could use him to help them find the Great Bear. <p>[Show image L5:C]</p> <p>"Let's go," said the first brother.</p> | <p>Student reflects on notes and teacher questions.</p> <p>Student reflects on notes and teacher questions.</p> |
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“What, no food?” exclaimed the fourth brother as he ran behind the others.

The four brothers followed Four Eyes. Four Eyes sniffed the ground. They could all sense that Nyah-gwaheh was close by. It was important that they found its tracks before it began to follow them.

The fourth brother, who by now felt very hungry, took out his pemmican pouch. He opened the pouch and reached in. Instead of food, he found nothing but worms. Nyah-gwaheh had transformed the food into worms.

Meanwhile, like a monstrous ghost, Nyah-gwaheh moved through the forest, planning to creep up behind them.

- **The text says, “*It was important that they found its tracks before it began to follow them.*” Take a moment to jot down what you remember about why it was so important that the brothers find the bear’s tracks [pause]. You got it! The brothers knew that the bear couldn’t use its powers if they found its tracks first.**
- **I had never heard of a pemmican pouch, so I looked it up. A pemmican—food eaten by Native Americans made by mixing dried, pounded, fine meat with melted fat. That kind of sounds like he had a bag full of pork rinds! What happened when the fourth brother opened his pouch for a snack? [pause] He found worms! The Great Bear had turned his snack into worms! I bet that made him mad!**
- **So what about your transitional word list? What did you write down? [pause] Let’s add *meanwhile*. [Add to the chart list.]**

[Show image L5:D]

Suddenly, Four Eyes lifted his head and barked.

“We have found you,” yelled the first brother.

Nyah-gwaheh began to run. The brothers followed. The great bear ran and ran, across valleys and hills. As they ran, day turned to night. Higher and higher they climbed to the top of a mountain.

The fourth brother grew weary. He pretended to fall and injure his ankle.

Student reflects on teacher questions and writes answer on paper.

“You must carry me,” he said. Two of the brothers lifted him up while the other one carried his spear.

The great bear began to tire. So did the brothers. Eventually, Four Eyes got close enough to the bear to nip its tail.

“You can put me down now,” said the fourth brother, who was nicely rested.

[Show image L5:E]

The brothers put him down. Immediately, he sprinted off in front of his brothers. Minutes later, the fourth brother was close enough to the bear to kill it with his spear. When the three brothers caught up with him, he had already built a fire and was cutting up the meat.

“Sit down. I hope you are as hungry as I am,” said the fourth brother, smiling. Together, the brothers cooked and ate the meat of the great bear.+

- **Are you surprised that the fourth brother was the one to kill the Great Bear? How did he manage that? Grab your paper and jot down your answer. [pause]. Yes, he was pretty sneaky. He didn’t do all the hard work to track the bear; and, at one point, he even had his brothers carry him. I’m thinking that he had much more energy when the time came to kill the bear.**
- **Speaking of the fourth brother, what did Four Eyes do to help him catch the bear? [pause]. It sounds like the fourth brother got a little bit of help, doesn’t it! Four Eyes got close enough to the bear to nip at his tail.**
- **So, I think we can add several more transitions to our list. Check your list to mine as I add to the chart:**
[Write the transitions on the chart.]
 - ***Suddenly,***
 - ***As they ran, day turned to night.*** Let’s talk about this one. I like how the author used a whole sentence to move the action forward.
 - ***Eventually,***
 - ***Immediately,***
 - ***Minutes later,***
 - ***When the three brothers caught up with him,***
- **Let’s continue...**

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| <p>“Brothers,” said the first brother staring down at his feet. “We are not on a mountain, we are high up in the sky.”</p> <p>He was right. The great, magical bear had led them up into the heavens.</p> <p>[Show image L5:F]</p> <p>Suddenly, Four Eyes began to bark.</p> <p>“Look,” said the second brother. The four brothers stared at what was left of Nyah-gwaheh’s body.</p> <p>The great bear was coming back to life. As they watched, it began to run away. Four Eyes took off after it.</p> <p>“Let’s go,” said the first brother. The brothers reached for their spears and ran after the great bear.</p> <p>They chased it across the sky.</p> <p>And so it remains. Each autumn, the brothers chase the bear across the sky. When they catch it, they kill it. As they cut up the meat, blood drips down to Earth and colors the leaves of the maple tree red. As they cook the bear, fat drips down and makes the grass pale and lifeless.</p> <ul style="list-style-type: none"> • What do you think the brothers’ thought when they noticed they were no longer on a mountain, but were not high up in the sky? [pause]. I’m thinking that they were so surprised, shocked really! This is more information for us to realize that this story is a myth. • I noticed that, at this point in the story, the author changes what he calls the bear. All throughout the story he is called the Great Bear, but now he is called the magical bear. Hmmm... I like this change! • Here’s our last capture of transition words. This is what I heard: The author chose to use <i>suddenly</i>, again, but I won’t list it twice. Remember when you write, good writers try not to repeat the same words over and over. I also heard <i>each autumn</i> and <i>when they catch it</i>. <p>[NOTE: End of first read]</p> | |
| <p><u>Guided Practice</u></p> | <p>Students write responses to guided practice questions and begin thinking about their own writing.</p> |

- Take a few moments to think about what this myth tries to explain that the Native Americans don't fully understand? Write down your answer. [pause].
 - I'd like to share my answer with you. I think the story explains something about how things in nature change as the seasons change. For example, this story gives them a reason why the leaves of the maple trees turn red in autumn. It also gives them a reason why the grass goes from lush and green to pale and lifeless. We have to remember that Native Americans didn't have the scientific knowledge that we have today and created stories like this one to explain the mysteries of the world. Today, we know that we notice nature changes each season because our Earth rotates around the sun.
- Let's take a final look at our list of transitional words and phrases. As I reread our list, think about what you notice. Transitional word list:
 - *Long ago,*
 - *One day,*
 - *During the time of year,*
 - *Instead,*
 - *Then,*
 - *On the way to the village,*
 - *Meanwhile,*
 - *As the brothers and the messenger entered the village,*
 - *Suddenly,*
 - *As they ran, day turned to night.*
 - *Eventually,*
 - *Immediately,*
 - *Minutes later,*
 - *When the three brothers caught up with him,*
 - *Each autumn,*
 - *When they catch it,*
- I notice that commas are often used to separate the transition words from the rest of the sentence. This is something to remember as you use transitional words and phrases to move your action along in your own writing.

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| <ul style="list-style-type: none">● Good job! I really like how you collected those as we read and believe that they'll help you as you write your own myth. | |
| <p><u>Independent Practice</u></p> <ul style="list-style-type: none">● The Iriquois created a story to explain what they noticed in nature as the seasons changed. I'd like for you to create your own story, or myth, that explains how something in nature came to be. You can choose something that is already mysterious to you or something that you think people from long ago wouldn't understand.● Use the list of transitional words and phrases we created today to manage your sequence of events and to move the action forward.● Be sure to:<ul style="list-style-type: none">○ Organize your event sequence○ Use dialogue and descriptions○ Use a variety of transitional words and phrases | Students write to the narrative prompt. |
| <p><u>Closing</u></p> <ul style="list-style-type: none">● I enjoyed sharing this story with you today! I wish I could read your myth, so make sure you share it with someone you know! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Good-bye! | |

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