

4th Grade Nevada History Discussion Lesson

Topic: Nevada Native American Legends

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Related Essential Questions: How do physical geography and natural resources affect the settlement of people and the development of culture?

Related Nevada History Chapters: Ch.3

NV Social Studies Standards (Geography, Economics, Civics, History):

H3.4.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to Nevada.

G6.4.3 Identify and describe the diversity and cultural traditions of Nevada's people, i.e., Native Americans, Basque communities.

Social Studies Skills

- Demonstrate an understanding of chronology by recording events on a timeline.
- Read tall tales/stories to enhance Nevada history.
- Begin to discuss historical perspectives.

Literacy Standards:

[CCSS.ELA-Literacy.RL.4.9](#)

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

[CCSS.ELA-Literacy.RL.4.2](#)

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

[CCSS.ELA-Literacy.RL.4.10](#)

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

[CCSS.ELA-Literacy.W.4.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

CCSS.ELA-Literacy.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Brief Overview of Lesson & Guiding Discussion Question: This lesson will cover various Native American legends. These legends will be taught through a jigsaw. Once the jigsaw is completed, students will create their own legend. The guiding discussion questions for this lesson are: How does the legend enhance Nevada History? How does the legend explain how something from nature came to be? Identify how this is a diverse cultural tradition?

Brief Historical Background: Native Nevadans taught their children about their culture through legends. These legends focused on important lessons and the history of how things came to be.

Included Materials: Jigsaw seminar instructions, “Stone Mother” text, “The Theft of Fire” text, “Coyote” text, “Why the North Star Stands Still” text, “The Origin of People” text, Graphic Organizer, “3,2,1” worksheet, “Writing a Legend” cluster worksheet, “Jigsaw Seminar Metacognitive Wrapper” worksheet, rubric for legend

Lesson Sequence:

1. Stone Mother video (Ralph Burns tells story in Paiute and English):
<http://vimeo.com/42142534> . Stone Mother text whole class
2. Jigsaw
3. Writing a legend

Approximate Time Frame	What is the teacher doing?	What are the students doing?	Notes (additional scaffolds, logistical considerations, room arrangements, grouping, etc.)
DAY 1: 5-10 minutes	Monitoring/discussing what a legend is once the students have finished reading.	Reading p. 62-63 in the <i>Nevada Our Home</i> social studies book.	May read whole class, partners, small group, or individually
15 minutes	Show video of Ralph Burns telling story of Stone Mother	Watching the Stone Mother video. Once video is done, complete 3,2,1 organizer	Students may write down questions that they have during video
20 minutes	Stone Mother "Inquiry Chart" whole class	Completing Stone Mother "Inquiry Chart"	Do this whole class to model completion of inquiry chart
DAY 2: 1 hour	Review previous day's inquiry chart. Monitor groups/facilitating groups as needed	Read leveled stories in groups. Focus on: -main idea -evidence -interesting part	Match students with leveled texts

		-completing their portion of inquiry chart	
<u>DAY:3</u> 45 minutes	Monitor groups	-5 minutes to review previous day's work with a partner -discussing their legend -taking notes on other legends -discussing and answering each question on inquiry chart	Make sure there is at least one person from every legend in each jigsaw group
10 minutes	Answering any questions that students may have	Complete "Jigsaw Metacognitive Wrapper" worksheet	
<u>DAY: 4-8</u> (5) one hour sessions	Explain the writing assignment. -start with cluster, go over with students. Give time for them to create and fill out. -model portion and monitor writing for rough draft -model portion and monitor editing of rough draft - monitor final draft -monitor presentations	-create an idea for a legend and fill out cluster worksheet. -write rough draft. -peer edit legend. -write final draft. -present legend to class.	

Name: _____

3-2-1

Stone Mother Video

3 Things You Found Out

1. _____

2. _____

3. _____

2 Interesting Things

1. _____

2. _____

1 Question You Still Have

1. _____

Stone Mother

- 1
2 One day the father of all Indians came to this area and lived on a mountain near ~~stillwater~~. It is said that
3 he was created near Reese River. He was a very great and good man. He was very lonesome and wished
4 he had someone to keep him company.
- 5 One day, much later, Woman heard about man. She was married to Bear. She wished that someday she
6 might see Man, and this made Bear very jealous. One day Woman and Bear had a fight. They fought for
7 a long time and finally she knocked him down and killed him with a club. She decided to leave the
8 country and go north in search of Man. She had many interesting experiences on her trip. Even today,
9 her footprints can be seen along Mono Lake.
- 10 Near Yerington, she fought a giant who tried to eat her. She managed to kill him and his body turned to
11 stone, where it can also be seen today.
- 12 She arrived at Stillwater Mountain at last. There she saw Man who was so handsome. She hid from him
13 in for fear he might leave. One day, as Man was walking around he saw Woman's tracks. He started to
14 look for her, and called out, saying that he knew she was around. At last she came out from hiding. She
15 was nervous and very tired from her trip. He noticed this and spoke to her kindly. He asked her to go
16 with him to his camp where he would give her food. She meekly followed him.
- 17 After they finished eating, Man asked Woman to stay with him. That night she stayed near the fire. The
18 next night she slept by the door. Each night she moved a little closer. On the fifth night they were
19 married. They had many children.
- 20 Their first born was a boy who was very mean. He was always causing trouble among the other children.
21 One day when they were fighting, the father called the children together to talk to them. He told them
22 that if they continued to fight he would have to separate them. They started fighting before he finished
23 talking.
- 24 Man became very angry. He stopped them and said, I am going to separate you now. I shall go up to my
25 home in the sky. When you die you will come up to me. All you have to do is follow the dusty-road
26 (pointing to the Milky-Way). You will reach my home where I shall be waiting. ~~Some day~~ I hope that you
27 will all come to your senses and live together in peace
- 28 Slowly he called the oldest boy and gave him one of the girls. He sent them west. They became the Pitt-
29 Rivers. The other children who were peaceful, he kept at home. He told them that they were to take
30 good care of their mother whom he was leaving with them. They became the "**Paiutes**". Then he went
31 up into the mountains then up to the sky.
- 32 The Paiutes grew into a strong Tribe, but woman still grieved for her other children. Woman was so sad
33 that she began to cry bitterly. She missed her other children very much. She cried more and more each
34 day.

35 One day she decided to sit near a mountain where she could look toward Pitt River country. She sat
36 there day after day crying. Her tears fell so fast that they formed a great lake beneath her. This became
37 "**Pyramid Lake**". She sat so long that she turned to stone. There she remained to this day, sitting on the
38 Eastern shore of Pyramid Lake, with her basket by her side.

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40 The "~~Kuyuidokado~~" (Pyramid Lake Paiutes/Cui-ui eaters) call her "**Stone Mother**".

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42 Copyright © *Time Immemorial*

43 *Pyramid Lake Paiute Tribe*

Inquiry Chart – Native American Legends

Name:

Topic:

	Question: How does the legend enhance Nevada History?	Question: How does the legend explain how something from nature came to be?	Question: Identify how this is a diverse cultural tradition?
Class Source Details: Stone Mother			
Source 1 Details: The Theft of Fire			

	Question: How does the legend enhance Nevada History?	Question: How does the legend explain how something from nature came to be?	Question: Identify how this is a diverse cultural tradition?
Source 2 Details: Coyote			
Source 3 Details Why the North Star Stands Still			

	Question: How does the legend enhance Nevada History?	Question: How does the legend explain how something from nature came to be?	Question: Identify how this is a diverse cultural tradition?
Source 2 Details: Coyote			
Source 3 Details Why the North Star Stands Still			

Jigsaw Seminar Instructions

Teacher Preparation

Find three to five articles on a topic of curricular importance. Ensure that the articles are interesting, at an appropriate complexity, and offer different perspectives (not necessarily opposite or contrary ideas).

- Articles should be the same approximate length and should be line numbered. Label each article with a number. Copy the articles and staple them together, so that all students have access to all articles.
- HINT: If you have a class with diverse reading levels, it is possible to level the texts to best meet the needs of your students.
- Write overarching questions that can be answered with evidence from every article. These questions should be open-ended and allow students to dig deeply into the content.
- Split the class into 3-5 groups (to match the number of articles), allow students time for individual reading, and then provide each member of the group with the Source Summary sheet to fill out together. (If groups are too large, consider splitting each group in half.)
- When students have finished analyzing the article in their expert groups, jigsaw students into small groups of 3-5 students to discuss all articles with the overarching discussion questions.
 - Introduce norms.

Jigsaw Seminar Student Directions

Expert Group (Reading & Summarizing)	Jigsaw Group (Discussion)
<ol style="list-style-type: none">1. Read the same article.2. Discuss article:<ol style="list-style-type: none">a. What are the main ideas?b. How is this supported? What textual evidence is most compelling?c. What are the most interesting aspects of the article that I would want to share?3. Identify a 35-60 word summary of your article to share with your discussion group. All members of the expert group should have the same summary.	<ol style="list-style-type: none">1. Meet in a group of 3-5 (representing the different articles).2. Each person will individually direct their group to look at their article and will provide a summary while the others take a brief note at the top of the article.3. The group will discuss each of the seminar questions.<ul style="list-style-type: none">• Each person must "speak" at LEAST once for each seminar question, noting something from their article that is related to the question.• People can speak generally (from their own experiences) about the topic after they have shared textual evidence.

Post Seminar Reflection & Writing Assignment

Students will complete the individual Jigsaw Seminar Metacognitive Wrapper as a way to reflect on both the content and the process/skills utilized in the discussion.

Teachers can assign a short informational or argumentative writing assignment based on one of the discussion questions.

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Jigsaw Seminar Metacognitive Wrapper

Name: _____

Expert Group Article/Documents: _____

Evidence and Reasoning I Shared (2 examples)

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On a scale of 1-5 (five being great), I rate my participation in this discussion a _____ because _____.

Which of the following is an area in which you can improve in the next discussion of a text? Circle and explain your choice in the box below.

- Listening attentively to others
- Staying focused on the point of the discussion
- Articulating your own thoughts clearly and concisely
- Responding directly to other students' points
- Asking great probing questions
- Explaining the text evidence/reasoning clearly

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The most interesting idea presented in our discussion was _____.

A quote/piece of evidence from another document that I most want to remember is from text #_____ on line _____. The author states:

--

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Reflection & Self-Assessment

Reflect on your participation in the discussion. What did you do well? What will you improve upon in future discussions?

Stating my points/claims clearly:

Using evidence from the text:

Using reasoning with my evidence to describe it in my own words:

Working with my partner:

Using eye contact:

Speaking loudly enough for my group to hear me:

Staying focused:

Listening and learning from the other side:

Helping the group to come to consensus:

Other:

I would assess myself with a ____/25 for my participation in the discussion today.

1 Coyote: A Paiute Legend

2 The Coyote, like his brother the wolf, was a spiritual being. In the
3 beginning the coyote left his homeland in the Americas and traveled
4 East-ward across the ocean in the direction of the rising sun. In distant
5 lands, he acquired a bride and with her had a great number of children.
6 These children were Indians, the forefathers of the great tribes that were
7 to inhabit the North and South American continents.

8 Preparing to return home, the coyote put them all in a wosa, a woven
9 willow basket jug with a cork. Before his journey, he was instructed not
10 to open the jug until he reached his country in the Rockies and the Great
11 Basin.

12 Being a sly and curious person, and hearing signing and the beating of
13 drums within the wosa, the coyote thought it would not hurt to take a
14 peek when he arrived back on the Eastern coast of the American
15 continent, but when he opened the jug, the children inside jumped out
16 and scatters in all directions across North and South America.

17 By the time he got the cap back on, the only two persons who remained
18 in the wosa were the Western Shoshone and the Paiute. These be
19 brought home with him. When he reached the Great Basin, he opened
20 the jug, and out fell the last two children. They, at once, began to fight.

21 The coyote kicked them apart and said to them, "You two are my
22 children. Even though the rest got away, you two will be able to fight
23 against the best and beat them."

24 Thus, the Western Shoshone and Paiutes, or the Newe and Numa
25 peoples, who now live in in California, Nevada, Idaho, Utah, and
26 Oregon, began as allies and populated the Great Basin. |

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peak! There was scarcely room for him to turn around, and looking down from this height made him

38 dizzy. He saw great cliffs below him, in every direction, and saw only a small place in which he could
39 move. Nowhere on the outside could he get down, and the cave was closed on the inside.,
40 "Here I must stay until I die," he said. "But I have climbed my mountain! I have climbed my mountain at
41 last!

42 He ate a little grass and drank a little water that he found in the holes in the rocks. Then he felt better.
43 He was higher than any mountain he could see and he could look down on the earth, far below him.

44 About this time, his father was out walking over the sky. He looked everywhere for his son, but could
45 not find him. He called loudly, "Na-gah! Na-gah!" And his son answered him from the top of the highest
46 cliffs. When Shinoh saw him there, he felt sorrowful, to himself, "My brave son can never come down.
47 Always he must stay on the top of the highest mountain. He can travel and climb no more.

48 "I will not let my brave son die. I will turn him into a star, and he can stand there and shine where
49 everyone can see him. He shall be a guide mark for all the living things on the earth or in the sky."

50 And so Na-gah became a star that every living thing can see. It is the only star that will always be found
51 at the same place. Always he stands still. Directions are set by him. Travellers, looking up at him, can
52 always find their way. He does not move around as the other stars do, and so he is called "the Fixed
53 Star." And because he is in the true north all the time, our people call him Qui-am-i Wintook Poot-see.
54 These words mean "the North Star."

55 Besides Na-gah, other mountain sheep are in the sky. They are called "Big Dipper" and "Little Dipper."
56 They too have found the great mountain and have been challenged by it. They have seen Na- gah
57 standing on its top, and they want to go on up to him.

58 Shinoh, the father of North Star, turned them into stars, and you may see them in the sky at the foot of
59 the big mountain. Always they are travelling. They go around and around the mountain, seeking the trail
60 that leads upward to Na-gah, who stands on the top. He is still the North Star.

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THE THEFT OF FIRE
(Saline Valley, California. Shoshoni)

A long time ago, the animals were people. They had no fire in any part of this country.

Lizard was lying in the sunshine. He saw a tule ash, blown by the south wind from a long way off, fall to the ground near him. All the people came over to look at it and wondered from where it had come.

They sent Hummingbird up into the sky to find out. They watched Hummingbird fly up. Coyote said, "I can see him. He is high in the sky." Lizard said, "I can see him sitting up there." They saw that Hummingbird looked all over to see from where the ash had blown. Coyote was watching him. He saw that Hummingbird looked to the south and saw something. Hummingbird came down and told the people that there was a fire in the south.

They all started toward the south. On the way, Coyote stationed the different animals at intervals. They went on until they could see the fire. The people there were having a big celebration and dance. Coyote made himself false hair of milkweed string. He joined the people and danced with them. As he danced he moved close to the fire and leaned his head over so that his hair caught on fire. As soon as it was lighted, he ran away. The fire in the camp went out, and the people began to pursue Coyote to recover their fire.

Coyote ran to the first man he had posted and passed the fire to him. This man ran with it to the next man, and in this way they passed it along. Every time the pursuers caught one of Coyote's people they killed him. There were fewer and fewer of them left, but they kept the fire.

At last only Rabbit remained. As he ran with the fire, he caused hail to fall to stop the pursuers. Rabbit cried as he ran. Rat, who was living alone on the top of a big smooth rock, heard Rabbit crying and went down to meet him. As he ran toward Rabbit, he tore the

notch in the mountains near Lida. Rat took the fire from Rabbit and ran with it to his house, which was on the summit at Lida.

The pursuers gathered around his house, but could not get into it. They all died right there. They can be seen now piled on a mountain nearby.

Rat scattered the fire all over the country.

Writing a Legend
Cluster (Teacher Copy)

Step 1 – The Setting:

Describe a happy, healthy village beneath a hill.

Step 2 – The Problem is.....

A dragon moves into a cave in the hill and begins to eat all the crops and livestock.

Step 3 – The failure to solve the problem

The villagers try to drive the dragon away – but his fiery breath drives them off and burns the village.

Step 4 – Then a hero comes along....

The wise man is called in to help solve the problem.

Step 5 – And he has a plan.

The wise man has secretly been working on a liquid to put out fires.

Step 6 – And the Solution is found!

The wise man sneaks a barrel of his fire stopping fluid up to the dragon's cave. In the morning the dragon comes out and drinks it to save himself flying down to the river. The fire in his belly is put out and the wise man drives off the dragon. He takes the Dragon hoard and uses the treasure to rebuild the village.

Step 7 – The Happy Ending

The wise man takes the Dragon hoard and uses the treasure to rebuild the village.

Step 1 – The Setting:

Step 2 – The Problem is.....

Step 3 – The failure to solve the problem

Step 4 – Then a hero comes along....

Step 5 – And he has a plan.

Step 6 – And the Solution is found!

Step 7 – The Happy Ending

Teacher Checklist **Grade 4 Narrative (Real or Imagined) Writing (part 1)**



Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.

Student Name: _____ Date: _____

	4 Thorough Understanding	3 Adequate Understanding	2 Partial Understanding	1 Minimal Understanding
Narrative Focus	<input type="checkbox"/> Clearly focused and maintained on the task throughout <input type="checkbox"/> Effectively establishes a situation/setting to orient the reader <input type="checkbox"/> Effectively establishes a narrator and/or characters to orient the reader	<input type="checkbox"/> Adequately focused and maintained on the task throughout <input type="checkbox"/> Adequately establishes a situation/setting to orient the reader <input type="checkbox"/> Adequately establishes a narrator and/or characters to orient the reader	<input type="checkbox"/> Somewhat focused and maintained on the task or minor drift from the task <input type="checkbox"/> Inconsistently establishes a situation/setting that may orient the reader <input type="checkbox"/> Inconsistently establishes a narrator and/or characters that may orient the reader	<input type="checkbox"/> Little focus or very brief or major drift or confusing or lacks focus <input type="checkbox"/> Lacks situation/setting <input type="checkbox"/> Lacks narrator and/or characters
Organization	<input type="checkbox"/> Effective opening for audience and purpose <input type="checkbox"/> Effective plot creates unity and completeness <input type="checkbox"/> Natural and logical sequence of events from beginning to end <input type="checkbox"/> Effectively uses a variety of linking words and phrases to connect ideas <input type="checkbox"/> Effective closure/conclusion for audience and purpose	<input type="checkbox"/> Adequate opening for audience and purpose <input type="checkbox"/> Adequate plot creates unity and completeness (may have minor flaws and some loosely connected ideas) <input type="checkbox"/> Adequate sequence of events from beginning to end (may have minor flaws) <input type="checkbox"/> Adequately uses a variety of linking words and phrases (some ideas may be loosely connected) <input type="checkbox"/> Adequate closure/conclusion for audience and purpose	<input type="checkbox"/> Weak opening that may not address audience and purpose <input type="checkbox"/> Uneven or flawed plot <input type="checkbox"/> Uneven sequence of events from beginning to end (may have obvious flaws) <input type="checkbox"/> Inconsistently uses a limited number of linking words and phrases <input type="checkbox"/> Weak closure/conclusion with flaws for audience and purpose	<input type="checkbox"/> Lacks opening <input type="checkbox"/> Little or no discernible plot <input type="checkbox"/> Frequent extraneous ideas intrude or lacks sequence of events <input type="checkbox"/> Few or no linking words and phrases are evident <input type="checkbox"/> Limited or lacks closure/conclusion
Elaboration of Narrative	<input type="checkbox"/> Narrative techniques effectively advances the story or illustrates the experience <input type="checkbox"/> Thorough and effective elaboration of details <input type="checkbox"/> Thorough and effective use of dialogue (when useful) <input type="checkbox"/> Thorough and effective use of description	<input type="checkbox"/> Narrative techniques adequately advances the story or illustrates the experience <input type="checkbox"/> Adequate use of elaboration of details <input type="checkbox"/> Adequate use of dialogue (when useful) <input type="checkbox"/> Adequate use of description	<input type="checkbox"/> Narrative techniques uneven or inconsistently advances the story or illustrates the experience <input type="checkbox"/> Uneven or cursory use of elaboration of details <input type="checkbox"/> Uneven or cursory use of dialogue (when useful) <input type="checkbox"/> Uneven or cursory use of description	<input type="checkbox"/> Use of narrative techniques is minimal or in error or irrelevant or absent <input type="checkbox"/> Minimal or no elaboration of details <input type="checkbox"/> Minimal or no dialogue (when useful) <input type="checkbox"/> Minimal or no description

Narrative checklist continues on next page.

Teacher Checklist
Grade 4 Narrative (Real or Imagined) Writing (part 2)



	4	3	2	1
	Thorough Understanding	Adequate Understanding	Partial Understanding	Minimal Understanding
Language and Vocabulary	<input type="checkbox"/> Effective use of sensory details clearly advances the purpose <input type="checkbox"/> Effective use of concrete words and phrases clearly advances the purpose <input type="checkbox"/> Effective use of figurative language that clearly advances the purpose	<input type="checkbox"/> Adequate use of sensory details generally advances the purpose <input type="checkbox"/> Adequate use of concrete words and phrases generally advances the purpose <input type="checkbox"/> Adequate use of figurative language that generally advances the purpose	<input type="checkbox"/> Partial or weak use of sensory details may not advance the purpose <input type="checkbox"/> Partial or weak use of concrete words and phrases may not advance the purpose <input type="checkbox"/> Partial or weak use of figurative language may not advance the purpose	<input type="checkbox"/> Vague or confusing or lacks sensory details <input type="checkbox"/> Vague or confusing or lacks concrete words <input type="checkbox"/> Vague or confusing or missing figurative language
Conventions	<input type="checkbox"/> Few, if any, errors, in usage and sentence formation <input type="checkbox"/> Effective and consistent use of punctuation, capitalization, and spelling	<input type="checkbox"/> Some errors in usage and sentence formation are present (no systematic pattern of errors) <input type="checkbox"/> Adequate use of punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input type="checkbox"/> Inconsistent use of punctuation, capitalization, and spelling	<input type="checkbox"/> Severe errors in usage and sentence formation obscure meaning <input type="checkbox"/> Severe errors in punctuation, capitalization, and spelling obscure meaning

Comments: