Lesson Title: Snoqualmie Creation Story: Moon the Transformer

Lesson Focus: Since Time Immemorial, oral history, landmarks, stories, writing

Grade/Subject: K-5,

Time Allotted for Lesson:30-45 minutes.

I. Materials and Resources and Technology used in this Lesson:

PuzzleMap Explorer, Internet, writing materials, book/internet resources, coloring materials, printer, computers, storyboard/outline worksheets, own creation story.

II. Central Focus of Learning Segment:

Students will be able to determine the main idea and supporting details of the creation story. Able to identify and discuss the importance of the creation story to the native American tribe and the reason for the story. Able to create their own creation story via illustrations and/or writing in a similar format and voice. All in compliance with State Learning Standards.

State Learning Standard(s):

- **Washington state speaking and listening standards K/1,**
- **Writing standards K/1,**
- **Since Time Immemorial Elementary pathway 1: Stories and histories of our place, Native spiritual values live in stories. Passed verbally from generation to generation.**
  The stories preserve Native culture, languages, and ways of explaining the universe.

Learning Targets (Objectives) and Assessments:

In student friendly language	What assessment will be used to measure the learning target(s)? Include rubrics
What is this story about?	The baby Moon and his life, how he helped the tribes, salmon, food, rivers, and falls.
Why is the story important to the Snoqualmie tribe?	It is an explanation of how the Snoqualmie Tribe came to be the People of the Moon.
Creating your own creation story	This is how I came to be, my story.

Examine your learning targets. How will you provide opportunities for language development for students?
Include: **Academic vocabulary, Language function, Discourse, & Syntax**

- In question and answer and group discussion to discuss the story, using events and terms from the story such as the native words, as best as possible, fern roots, Sky People, swinging from Mt. Si to Rattlesnake Ridge, etc.
- In vocabulary, sentence structure, and cadence of the person telling the creation story, and/or related pictures.

III. Students' Prior Knowledge or Experiences with the content of this lesson:

Having discussed the Snoqualmie tribe's way of life, beliefs in nature and spiritual guidance, listening to and/or reading other native American oral history stories. Looking at points in the Puzzlemap.

III. Sequence of Learning Activities:

(See below)

What will the teacher be doing?	What will students be doing?
• Brief review of past lessons of way of life, beliefs, and stories. • Intro of Creation story, "Now, we're going to listen, just as the Snoqualmie have, how they explain how their tribe became the Snoqualmie!"	• "They lived with Nature!" "They viewed animals as friends and totems!" "They told stories to explain the reasons why!"
• Open the puzzlemap, and in order, go through the 5 points of Snoqualmie's Creation story, clicking on the audio links for native words.	• Following along and engaged in the story, answering questions during the story, "Baby Moon was born in the sky!"
• Question and answer time, see if any students have questions and encourage group/class answering as possible.	• "Why were they gathering fern roots? How far away are Mt Si and Rattlesnake Ridge?"
• Ask scaffolding questions about the story, who is the main character? What do you think the purpose of the story is? Who supported the main character?	• "Baby Moon's story growing up! That's why the Snoqualmie live by the Snoqualmie river!" "Bluejay found Moon!"
• Explain the assignment: writing/illustrating our own creation story. Share your own as an example.	• "We get to make up a story about how we got here, in this class? Can we draw and write? Your story is fun!"
• Wander through and assist as needed, students in groups or individuals.	• "Do I have to say exactly where I was born? I'm adding in my brother!"
• Offer sharing stories in groups/class, stories can also be shared/displayed in class.	• "May I show my story? This is me and my family..."
• Compare your own stories to Creation story, "Do our stories sound like the Snoqualmie's? What's similar between our stories and theirs?" Scaffold to parallels in community, family, pets, etc.	• "I made my cat talk like the animals in the creation story!"
• *Optional* students have access to puzzlemap points and links to further investigate if they want	• *Optional* Access to picture or written recording if student wants

IV. Learning Activity Review

Answer the Questions:

- How will you differentiate instruction and outcomes to meet the needs of students?

Include as appropriate:

- Universal design, grouping, learning styles/intelligences, ELL, special ed, interests, culturally responsive supports, etc.
- Utilizing speech to text, stamps, cutting/selecting pictures for collage depending on fine motor accommodations.
- Comparison to own cultural stories and fairy tales that are generally and communally known. Example: Day of the Dead, Hansel and Gretel, etc.
- Different media storytelling to the whole class for reinforcement, role play, creating songs, making a video, etc.
- Have a Native American person visit the class, tell pre- approved native stories, and answer student questions. Other cultures can be represented the same way to represent the other cultures in the class for comparison.

- **What are your supporting theories/principles? (Why are you doing what you are doing?)**
  - MTSS and ISS for immersion into the cultures of the classroom, local, and inappropriate and approved curriculum.
  - Reading aloud, questions and answers, and class discussion to learn about culture and communities, to be aware of different ones in our community and historical significance.
  - Writing/drawing in the same context of the creation story but created around oneself promotes creative writing, writing/drawing topic practice, and connection with other cultures to see similarities and differences.

- **How will you provide opportunities for student voice? (Student self-assessment/metacognition related to the learning target)**

  Include as appropriate:
  - journal entries, rubrics, reflections, exit cards, storyboards, discussions, etc.

- **Modifications that can be made for different topics/grades:**
  - The lesson can be expanded into older grades, the 5 points mirror the 5 components of writing, additional links for research, history, science, social studies, and further detailed into Time Immoral. Only math is not adapted into the points. Can meet standards for Washington State Common Core Standards with a wide range of focus for comprehension, reading, writing, research, community, and more. A flexible foundation that can be a main focal point for comparison locally and between cultures.