



GeoCivics Lesson: *So What's In A Story?*

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Teacher(s): Nedre White	Lesson Title: So What's In A Story?	Grade Level: 2nd Grade
Notes: This lesson will span two days, providing time for students to do a family interview that they will use to write their own family story about their family's traditions and culture		
Pre-existing Knowledge: Students will need background knowledge of who Indigenous People are.		
Overview of Content: Storytelling is the social and cultural activity of sharing stories, sometimes with improvisation, theatrics or embellishment. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values. Indigenous people tell their stories of what happened to them. This is a way of healing and sharing their history. Traditional storytelling is a significant way of expressing Indigenous knowledge, culture, and oral traditions. Traditional storytelling privileges holistic interconnected-ness, collaboration, reciprocity, spirituality, and humility; more importantly, it impacts positively on practice (Kovach, 2009 - See link in Sources). Humans share knowledge through storytelling – historians retell the events of the past, scientists present narratives of their experiments. For many Indigenous American tribes, oral traditions are central to the transmission of knowledge. The stories they tell range from tales meant to warn children of the dangers in the world to accounts of historical events recorded only in the minds of elders. Listening to these stories not only preserves this knowledge but offers valuable perspectives that are too often overlooked.		
Purpose - students will learn: The purpose of this lesson is to help students understand how Indigenous Peoples' stories reveal aspects of their cultures and for students to be able to use learning to create their own stories to reveal their own family's culture.		

National & State Social Studies Standard(s):

- **National:** Theme 1: Culture: Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.
- **Arizona State:** SS02-S1C1-05. Retell stories to describe past events, people and places.

National & State Geography Standard(s):

National: Essential Element VI. THE USES OF GEOGRAPHY Standard 17 - How to apply geography to interpret the past.

Arizona State:

2.G3.1 Explain why and how people, goods, and ideas move from place to place.

ELA Standards:**Arizona State ELA Standards:**

- **2.RI.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **2.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **2.SL.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **2.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ISTE Teacher and/or Student Standard:**Teacher:**

- Learning Catalyst: 2.5 Designer: 2.5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning

Language Functions:

- **Inquiry/Seeking Information:** Students use language to explore the environment, acquire information, inquire.
- **Summarizing and Informing:** Students use language to identify, report, or describe information.
- **Comparing and Contrasting:** Students use language to describe similarities and differences in objects or ideas.

Culturally Responsive Lesson Strategies:

- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences.
- **CONNECTION:** Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences.
- **HIGHER ORDER THINKING**
- Lesson/Assignment provides avenues for students to engage in higher cognitive processing, applying learning to big-picture analysis and creative applications for learning.

Objective(s):

1. Students will be able to actively listen and respond to different indigenous people's stories to develop mutual understanding of cultures to create their own stories.
2. Students will be able to use their writing skills to collect data and to create their own stories.

SIOP

Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands-On Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Evidence of Mastery:

Formative: Teacher will observe and note students' learning/understanding of how cultural aspects are presented in two video read-alouds that students have observed and shared out through their poster presentations given during the EXPLAIN section of the lesson.

Summative: After students interview their own families, students will use the information obtained to create a short, illustrated story about their own families' traditions and culture. Students are also encouraged to include vocabulary words as appropriate (See Students Family Story Rubric in Lesson Materials Document)

Key vocabulary:

- **Indigenous people:** Indigenous People are the first people who lived in a given place, and they have a special relationship with the land on which they have lived for many generations, sometimes even for tens of thousands of years.
- **Culture:** a group of peoples ways of life - their behaviors, beliefs, and values
- **Traditions:** the handing down of information such as beliefs or customs from one generation to another.
- **Generation:** all of the people of about the same age within a society or a particular family.
- **Story elements:** parts of a story that include the main idea, characters, setting, theme.

Materials:

- Computer and Projection tools to show videos to the class
 - Youtube Video: "Indigenous Storytelling"
 - Youtube Vide0o: Indigenous Storytelling "Sarain Fox and the power of Indigenous Storytelling"
 - YouTube Videos of Book Read Alouds: -(see link in Sources) -- "Too Many Tamales" by Gary Soto and "Fry Bread" by Kevin Noble Maillard
- Chart Paper - two per each group of students: pencils & markers
- Student Response Checklist (Formative Assessment record) (in Lesson Materials Document)
- Interview Preparation Handout (In Lesson Materials Document)
- Students' Family Story Rubric (in Lesson Materials Document)

Sources:

- Kovach, 2009: Traditional storytelling privileges holistic interconnected- ness, collaboration, reciprocity, spirituality, and humility; more importantly, it impacts positively on practice:
- https://www.researchgate.net/publication/235413280_Indigenous_methodologies_Characteristics_conversations_and_contexts (Teacher Information Resource)
- Youtube video: -"Indigenous Storytelling" (2:07)
- Youtube video: Indigenous Storytelling "Sarain Fox and the power of Indigenous Storytelling" (3:43)
- Book - "Too Many Tamales" by Gary Soto-Read Aloud: (7:00)

https://video.search.yahoo.com/search/video;_ylt=Awr.0l2CbbFk8sMziZf7w8QF;_ylu=c2VjA3NIYXJjaAR2dGlkAw--;_ylc=X1MDOTY3ODEzMDcEX3IDMgRmcgNtY2FmZWUEZnlyA3A6cyx2OnYsbTpxYixyZ246dG9wBGdwcmlkA2INZlgxZUFOVFNDN1c0U2hGeWtqeUEEbl9yc2x0AzAEbl9zdWdnAzAEb3JpZ2luA3ZpZGVvLnNIYXJjaC55YWVhby5jb20EcG9zAzAEcHFzdHIDBHBxc3RybAMwBHFzdHJsAzQzBHF1ZXJ5A3lvdXR1YmUIMjB2aWRlbyUyMFRvbyUyME1hbNkIMjBUYW1hbGVzJTlwYnklMjBHYXJ5JTlwU290bWROX3N0bXADMtY4OTM0OTUyNQ--?p=youtube+video+Too+Many+Tamales+by+Gary+Soto&ei=UTF-8&fr2=p%3As%2Cv%3Av%2Cm%3Asb%2Crng%3Aatop&fr=mcafee#id=6&vid=f8b45c9d1fd6d394b36cc6d99c43a5a1&action=view
- Book "Fry Bread" by Kevin Noble Maillard: Read Aloud:

<https://www.youtube.com/watch?v=rRebGb-BMD8> (3:37)

Engage:

Teacher Will:

1. The teacher will tell students about a special story or tradition that their own family shares. *Share where the tradition may have begun, and how it became a tradition here in the US.*
2. Then ask students: *Does hearing my story make you think about any stories that your family has? Are there traditional stories or holidays that you have learned about from your family members sharing them with you? If so, what do you think those stories mean?*

Student Will:

1. Listen to the teacher's own family story that is shared and then make comments to or ask the teacher any questions they may have about the story that was told to them.
2. Think about any traditional stories that they may have heard their own family members tell and reflect on what those stories mean to them. Share out their stories and their thoughts about what they mean with the teacher and the class.

The teacher will give the class some sentence starters to support ELL/SPED students in sharing their own stories.

(I.E.: One of my family's stories is;

I heard my ___ tell a story about.....;

This story is sharing out how our family....

(Preparation: Linking to background knowledge/Strategies Used)

(Scaffolding: Modeling/Guided Practice)

3. Ask students: *Why do you think people write or tell stories?* Have a class discussion.
4. The teachers will write the words **culture**, **generation**, and **traditions** on the board and explain that **“culture”** is the way that a group of people lives and it includes how we behave, what we believe, what we value or hold as important to us, and a **“generation”** is all of the people of about the same age within a society or a particular family, and **“traditions”**, are the things like beliefs or the ways of doing things that are passed down from one generation to the next, so we develop our own culture when our parents and family members pass down their cultural beliefs and ways of doing things to us as the next generation in the family. We then do them them too, and they can become a family tradition.
5. The teacher will then explain how culture and traditions relate to story telling by using the example of the story he/she told to the class and talk about the elements of culture and tradition that were evident in the story. The teacher will then tell the students to think about how their own stories they had shared with the class related to their family culture and traditions. The teacher will then engage the students in a discussion talking about this as a whole class. The teacher will make note of the students understanding of this and guide their discussion to support them in making a clear connection between storytelling and cultures and traditions.
6. The teacher will then tell the class that they will watch a video called Indigenous

(Grouping: Whole class)

(Integrated Processes: Listening/Speaking)

3. Reflect on and share out their thinking about why people write or tell stories.
(Preparation: Linking to Background)
(Integrated Processes: Listening/Speaking)
4. Students will read the vocabulary words written on the board and listen to and think about the meaning of each word as the teacher explains them.
(Grouping: Whole class)
(Integrated Processes: Reading/Listening)
5. Reflect on how the teacher's story shows a relationship between culture and traditions and storytelling. Then think about their own family story they shared with the class and how this also shows a relationship to their own culture and traditions. The students will then engage in a class discussion of how their stories and their fellow classmate's stories relate to culture and traditions.
(Grouping: Independent/Whole Class)
(Application: Meaningful/Promotes engagement)
6. Think about what they understand/know about the word Indigenous and engage in a class discussion of the word's meaning.
(Preparation: Linking to past learning)

<p>Storytelling, and write the word “indigenous” on the board and ask the students what does “Indigenous” mean, and discuss with the class the meaning of Indigenous people as the first people or native people who lived on the land we now live on. Then tell the students that as we watch the video, we will learn why storytelling is so important to Indigenous People.</p> <p>7. The teacher will then show the video Indigenous Storytelling. The teacher will pause the video along the way and discuss key ideas with the students as well as have students make personal connections where possible, having students share out as they go on.</p> <p>8. The teacher will then show the video Sarain Fox and the Power of Indigenous Storytelling and continue to discuss key ideas and have students make and share out personal connections where possible. (Preparation: Linking to Background)</p>	<p>7. Watch the video, Indigenous Storytelling and discuss with the class key ideas taken from the video, and also reflect on how what they are seeing and hearing connects to themselves and then share out their connections with the teacher and class.</p> <p>8. Watch the second video: Swain Fox and the Power of Indigenous Storytelling, and continue to engage the class discussion of key ideas and connections made to what they see and hear in the video. (Group: Independent/Whole class) (Preparation: Linking to background) (Application: Meaningful/Promotes engagement/Linking to Objectives)</p>
<p>Explore:</p>	
<p>Teacher Will: <i>IQ #1: In what ways can indigenous cultures and traditions get passed down through generations?</i></p> <p>NOTE: Strategically group students to provide support for ELLs/SPED/Gifted students as needed.</p> <p>1. The teacher will share Inquiry Question #1 with the class and tell them to think about what they have learned from the videos they have watched that can help them answer this question. Then have the students think/pair/share within their groups about how they think Indigenous cultures and traditions can get passed down through generations. The teacher will then have each group share out their</p>	<p>Student Will:</p> <p>1. Think about how Inquiry Question #1 relates to the videos they had watched before, and get together into their assigned groups and think/pair/share ways they think that Indigenous cultures and traditions can be passed down through generations. Then each group will share out their thoughts/answers to Inquiry Question #1 and engage with the class in a deep discussion of the power of storytelling and how it can be</p>

thoughts and then lead the class in a discussion of the power of storytelling and how it can be used to pass down indigenous cultures and traditions from generation to generation.

2. The teacher will then have the groups think/pair/share their thinking about the questions: *Why are stories so important to us?* and *Why do they play a big part in our cultures?* and then have them share out their responses with the whole class and engage in a follow-up class discussion of the importance of stories in our lives.

(Preparation: Linking to past learning)

3. The teacher will ask students to think about their own family traditions and cultures and how they were passed down to them, and also talk about how these traditions and cultural aspects of their lives could have come from places outside of the state or country they now live in. The teacher could share an example/s of his/her own family traditions and/or cultures that originated in another place, and then ask the students if any of their families have come from a different country or State? The teacher will discuss **push and pull factors** and have them talk about what factors may have led their ancestors to settle in Arizona.
4. The teacher will then show video read-alouds of two different books. "[Too Many Tamales](#)" by Ms. Torres & "[Fry Bread](#)" by Kevin Noble Maillard and tell the students that as they watch the videos, to think about who the story is about, what is told about them, where the story takes place, and what the story is telling us about the people in the story, and their cultures and traditions.
5. After watching the videos, the teacher will pass out two poster papers and markers to each group and have the students work in their groups to create one poster for each

used to pass down Indigenous cultures and traditions from generation to generation. The students will then reflect on and again think/pair/share in their groups their thoughts about why stories are so important to us and why they play a big part in our cultures, and then engage in a class discussion by sharing their responses to the questions presented to them.

(Grouping: Small group/Whole class)

(Application: Meaningful/Promotes engagement)

2. Reflect on their own family traditions and culture and how these may have been passed down to them. Think about their family's past and share out where their families came from - different countries, states, or places, and consider what push/pull factors may have led to their ancestors settling in Arizona.

(Preparation: linking to background)

(Integrating Processes: Listening/Speaking)

3. Watch the video read-alouds shown by the teacher and think about who the story is about, what the story tells us about these people, where the story is taking place, and what the story tells us about the people's culture and traditions.

4. Work in their groups to create a poster for each of the video stories that tells or shows each of the story elements listed by the teacher:

- The book title;
- The main idea of the story;
- The characters in the story;
- The setting of the story;
- The theme or message of the story;
- The culture presented in the story.

Students can use either writing or drawings or both to create their posters with this information for each story.

(Grouping: Small groups)

(Application: Hands-on/Promotes

read-aloud story that tells or shows the following story elements:

- The book title;
- The main idea of the story;
- The characters in the story;
- The setting of the story;
- The theme or message of the story;
- The culture presented in the story.

Note: Students can write down in words and/or draw pictures to show each element of the story that is to be included on their posters; If needed the teacher can lead the groups through the process by working with the class on one element at a time and give an explanation and details about each one and/or model how to identify each element of the story.)

6. When done, ask students: *Are there any similarities between the two books? Any differences? What did you notice about the stories? Does either book remind you of your family? In what way? What questions do you have about the stories?*

engagement) (Integrated processes: Listening/Speaking/Reading/Writing) (Guided practice)

5. Share out their thoughts with the whole class about how the two videos are similar and/or different, what they noticed about the stories, and if either book reminded them of their own family, and if they had any questions about the stories they watched/listened to on the videos.
(Grouping: Whole class)

Explain - Formative Assessment:

Teacher Will:

****Start a new day of instruction here so students will share what they compared and contrasted about the two stories.***

1. The teacher will have each group of students share out their posters with the class and talk about what they learned from the stories, focusing on what cultural aspects they learned about in the stories.
The teacher should make sure that culture is the main focus of the share out.
2. The teacher will use the Student Response Checklist (Formative Assessment Record -in Lesson Materials Document) to record notes on students' presentations as a formative assessment of student knowledge and understanding.

Student Will:

1. Share the posters they created about the two video read-aloud stories, and share what they learned about the story and about people and their cultures.
(Grouping: Whole class)
(Application: Linking to Objectives)

Elaborate:

Teacher Will:

IQ #2: Why is it important for cultural information to be passed down from one generation to another?

NOTE: Strategically group students to provide support for ELLs/SPED/Gifted students as needed.

1. In small groups, have students discuss why they think it is important for cultural information to be passed down. Then share with the whole class.
2. Students will do a deep dive into their own family culture and traditions by conducting interviews of their family members in order to prepare for the creation of their own family story. The teacher will pass out copies of the Interview Preparation Handout (in Lesson Materials Document) and explain to the students about their homework assignment to conduct interviews of their own family members with the purpose of learning about their family's culture and traditions and where these originated (came from). The teacher will have students prepare for conducting their interview by coming up with their own interview questions and will have students write down at least five questions that they want to ask their family. The teacher will also talk to the students about how they are to write down their families' responses to their questions on the back of their Interview Preparation Handout paper and then bring it back to school with them to use it to create their family story.

Student Will:

1. Discuss with their group members why they think it is important for cultural information to be passed down to other generations.
2. Reflect on what they know about their own family's culture and traditions and think about what they want to know more about these. They will write down at least 5 questions they will take home with them and use when they interview their family members, and will prepare to write down their family's interview responses when they do their interviews at home.

(Grouping: Independent)

(Integrated processes:

Writing/Reading/Listening/Speaking)

(Application:

Hands-on/Meaningful/Linked to

Objectives/Promotes engagement)

(Scaffolding: Independent practice)

Evaluate - Summative Assessment:

Teacher Will:

1. Review with students the criteria listed on the Students' Family Story Rubric (summative assessment, found in the Lesson Materials Document).
2. Have students review their family interview notes and guide them to use the information they have gathered to write and illustrate a short story about their own family's traditions and culture.

Student Will:

1. Reflect on the criteria listed on the Students' Family Story Rubric (in Lesson Materials Document)
2. Using the information they gathered, students will write and illustrate a short story about their family's traditions and culture.

Extensions: Students can engage in the sharing of their cultural family stories by having the class hold a family engagement event where students' family members are invited to come to school and the students and their families share out their cultural stories to the whole class.

Students can also extend their learning about cultural storytelling by reading or watching more books/videos of stories from many different cultural groups.