

Title: How Chipmunk got his Stripes

Created by: Marissa Corea and Laura Cruickshank, 2020 Werklund Graduates

**Marissa:** I am a recent Werklund Graduate with an Undergraduate in Kinesiology majoring in Pedagogy. I have a passion for movement education as well as international teaching and learning experiences. I have taught Physical Education and Health in Antigua West Indies, as well as taught and observed education in Japan. I believe that a classroom is a diverse group of individuals with different experiences, abilities, skills and backgrounds and addressing the needs of every student is my goal in education.

**Laura:** I am a 2020 Werklund School of Education graduate with an Undergraduate and Graduate degree in Geoscience. I am passionate about providing students with hands-on, memorable learning experiences where they understand why they are learning what they are being taught. I believe in incorporating student voice every step of the way and strive to support the learning needs as well as the personal needs of every student in my classroom.

Resources used and possible concerns	<p>Resource:</p> <ul style="list-style-type: none"> <li>- Picture Book: <i>How Chipmunk got his Stripes</i></li> </ul>
Author/creator and/or literature background	<p>Joseph Bruchac</p> <ul style="list-style-type: none"> <li>- Highly acclaimed children’s book author, poet, novelist, and storyteller, as well as a scholar of Native American culture</li> <li>- He is a proud Nulhegan Abenaki citizen and respected elder among his people</li> </ul> <p>James Bruchac</p> <ul style="list-style-type: none"> <li>- An award winning author, Abenaki storyteller, animal tracker, wilderness survival expert, cultural educator, and instructor of the martial arts</li> <li>- A registered member of the Nulhegan Abenaki Tribe, for close to three decades</li> </ul> <p>Jose Aruego</p> <ul style="list-style-type: none"> <li>- Jose Aruego was born in the Philippines, where he studied law. But after practicing briefly, he decided to come to the United States to study graphic arts and advertising at Parsons School of Design in New York City</li> </ul> <p>Ariane Dewey</p> <ul style="list-style-type: none"> <li>- Has illustrated over 60 children’s books.</li> </ul>

	<ul style="list-style-type: none"> <li>- Originally from Chicago, she now lives in New York City.</li> <li>- Her art can be seen in Five Little Ducks by Raffi.</li> </ul>
<p>UPE course connections (not exhaustive)</p>	<p>EDUC 520: Interdisciplinary Learning</p> <ul style="list-style-type: none"> <li>- This lesson incorporates two subjects: Social Studies and English Language Arts. Although it's main focus is writing and comprehension, it can easily be tied into the grade six social studies curriculum involving Ancient Greece. It additionally supports meeting TQS requirements through presenting an interdisciplinary project and it provides an opportunity to incorporate Indigenous ways of knowing into the classroom.</li> </ul> <p>EDUC 460 &amp; 535: Specialization</p> <ul style="list-style-type: none"> <li>- This lesson can be connected to the English Language Arts specialization courses as it demonstrates how pre-service teachers can incorporate Indigenous ways of knowing into an ELA unit. By having the students respond to and create texts, this lesson meets many curricular outcomes within ELA and can be adapted for different grade levels.</li> </ul> <p>EDUC 450: Diversity in Learning</p> <ul style="list-style-type: none"> <li>- This lesson supports the diversity course as it provides an example of how different perspectives can be introduced to a curricular outcome. By using this book, this lesson demonstrates how Indigenous ways of knowing can be incorporated into the Alberta curriculum. This lesson also allows pre-service teachers to see that picture books can be used at any grade level as an entry into the curricular subject matter through diverse perspectives.</li> </ul>
<p>K-12 connection</p>	<ul style="list-style-type: none"> <li>- Target age range: Grade 6</li> <li>- English Language Arts and Social Studies <ul style="list-style-type: none"> <li>- English Language Arts <ul style="list-style-type: none"> <li>- 1.2 Clarify and Extend <ul style="list-style-type: none"> <li>- use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding</li> </ul> </li> <li>- 2.2 Respond to Texts <ul style="list-style-type: none"> <li>- experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics,</li> </ul> </li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>short films, myths, legends and dramatic performances</li> <li>- discuss the author' s, illustrator' s, storyteller' s or filmmaker's intention or purpose</li> <li>- experiment with sentence patterns, imagery and exaggeration to create mood and mental images</li> <li>- 2.4 Create Original Text <ul style="list-style-type: none"> <li>- choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts</li> </ul> </li> <li>- Social Studies: This plan can be connected to the grade 6 social studies curriculum as it relates to the study of Ancient Greece.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>- The Picture Book, <i>How Chipmunk Got His Stripes</i></li> <li>- Picture Book, <i>The Lion and the Mouse</i>, by Jerry Pinkney</li> <li>- Paper or writing journal, pencil</li> <li>- Chart Paper, Board, markers</li> </ul>
Rationale	<p>Big Idea:</p> <ul style="list-style-type: none"> <li>- This lesson explores and compares the tradition of passing on stories and folklore between two groups of people, the Ancient Greeks and Indigenous peoples. By having students consider tales from these two groups of people, they are able to see the value in storytelling and understand that stories are passed down through the generations. Students will use these different types of folk tales in order to create their own myth about a characteristic of an animal of their choosing, similar to <i>How Chipmunk Got His Stripes</i>.</li> </ul> <p>Purpose:</p> <ul style="list-style-type: none"> <li>- This lesson is intended for students to learn an Indigenous folk tale through a picture book and use this story to create their own animal myth and share it with their classmates. The students will understand the importance of oral storytelling and will be able to share their written work with their classmates. This lesson exposes students to stories from two different groups of people and shows them that there are multiple perspectives all around them.</li> </ul>

Lesson/activities	<ol style="list-style-type: none"><li>1. Explain to the students that the art of storytelling and passing on traditional stories is an Indigenous tradition that we are going to look at today. We are going to compare two stories, one from an Indigenous perspective and one from an Ancient Greek perspective. Storytelling is important because it keeps culture and traditions alive. It's important to remember that different cultures have many different beliefs and lessons to be learned from stories. We are going to read <i>The Lion and the Mouse</i>, which is an Aesop Fable and <i>How Chipmunk Got His Stripes</i>, which is an Indigenous folktale. A folktale, is similar to a legend in the sense that is a story people have been telling for many years, but it is about nature or life and a fable is a story with animals as characters that teaches a lesson or moral, it is similar to a myth in the sense that they are often untrue or imagined.</li><li>2. Go through the wordless picture book, <i>The Lion and the Mouse</i>, with the students</li><li>3. On chart paper or the whiteboard, brainstorm the message of this story, what is it trying to teach us, for example: treat others how you want to be treated, show kindness, etc.</li><li>4. Read the students, <i>How Chipmunk Got His Stripes</i></li><li>5. On chart paper or the whiteboard, brainstorm the message of this story, what is it trying to teach us, for example: how the chipmunks were created, why bears hibernate, not to be a bragger, etc.</li><li>6. In small groups (3-4) have the students compare and contrast the two stories from the read aloud. After giving them time to talk amongst themselves, bring the class together and ask for a few similarities and differences that the students noticed.</li><li>7. Explain to the students that we are going to be writing our own myths. Ensure to communicate the difference between folktales, fables, legends and myths and ensure that they understand that different groups of people have different beliefs. Emphasize that the story within How Chipmunk Got His Stripes is an example of something that may be significant to certain Indigenous peoples and that it is not necessarily just a story to tell. The distinction between types of stories should be made clear.</li><li>8. Students will write their own story, specifically a myth, as it will be an untrue story, about a characteristic of a specific creature of their choosing. For example: How a Giraffe got its long neck. Students will keep the focus on the natural world and life, although they will be encouraged to take inspiration</li></ol>
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	<p>from the two stories that we read together and consider which lesson(s) their myth will be conveying.</p> <p>9. After students write their myth, they will share their stories orally with their classmates and reflect on the lessons that their classmates myths convey.</p>

Supporting Sources (APA):

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