

Raven: A Trickster Tale from the Pacific Northwest

Created by: Peter Le, 2020 Werklund Graduate

Peter Le is a K-12 Mathematics teacher passionate about contextualized, relevant, and meaningful learning experiences for all students through multiple forms of teaching. He has worked across various fields and disciplines including Sciences, Technology, and ELL, with diverse demographics. Recently, Peter has worked through a Two-Eyed Seeing approach with Indigenous communities, mentors, and elders, in coordinating and planning events, workshops, and STEAM activities in robotics over the summer.

Resource	Raven: A Trickster Tale from the Pacific Northwest By: Gerald McDermott
Book Description	The Raven came to a world covered in darkness, where men and women lived in an area of dark and cold. The Raven felt bad for the people living in the dark and resolved to search for the light. The Raven flew across mountains, rivers, and valleys until finally, he saw light. He had arrived at the house of the Sky Chief, which was shining brilliantly in the horizon. The Raven snuck into the house of the Sky Chief by turning into a pine-needle and fell into the water of the Sky Chief's beautiful daughter. The daughter drank the water and unknowingly swallowed the Raven. Time passed and she soon gave birth to a child that bore a striking resemblance to the Raven. The Raven used his child disguise to locate and secure the Sun, stealing it from the Sky Chief and returning to the land of darkness. The Raven threw the Sun into the sky, where it stayed filling the area a bright light. People feed the Raven today as a way to say thanks for bringing light to them. (Gerald McDermott, n.d.)
Author/creator and/or literature background	Written and Illustrated by Gerald McDermott <ul style="list-style-type: none">● Born 1941, Passed away 2012● An American filmmaker and children's picture book author/illustrator● Internationally recognized for his culturally diverse work in folktales and mythology from all around the world.● Was awarded a National Scholastic Scholarship to Pratt Institute in Brooklyn● Began producing and directing animated films on mythology and these films became the basis for his first picture books.● <u>Honors & Awards:</u><ul style="list-style-type: none">○ Caldecott Medal for <i>Arrow to the Sun</i>, a Pueblo myth○ Caldecott honors for <i>Anansi the Spider: A Tale from the Ashanti</i> and <i>Raven: A Trickster Tale from the Pacific Northwest</i>. (Gerald McDermott, n.d.)
UPE course connections	Educ 450 – This text can provide pre-service teachers a great way for exposing students to stories and folklore from different cultures. It can help students appreciate and demonstrate sensitivity towards individual and cultural differences through the tale. This can allow students to compare and contrast other stories that may be similar from other cultures or their own, to broaden their knowledge, see the connectedness of the world/other cultures and learn with humility. By using the Trickster as a framework for understanding the Indigenous ways of knowing, it bridges the gap between the contrasting Indigenous and non-Indigenous worldviews, and can lead to a more

	<p>respectful and collaborative approach to learning.</p> <p>Educ 435 - This text is an excellent example of diversity in literature, exploring folklore from other cultures and seeing their importance and relevance in everyday life through making meaning of the Indigenous folklore in a personal way, and applying them inside and outside the classroom. In this lesson, students learn about the teachings of a trickster and the uses of them in many Indigenous stories. The unique trickster concept in Indigenous culture encodes messages that illustrate the relationships between families, clans, and nations in a structured society and challenges those societal norms to reveal a deeper message/meaning to the reader.</p> <p>460 - This lesson plan is an excellent example of engaging with Indigenous perspectives and authentic voices in social studies in a meaningful way through exploring folklore and important symbolism connecting to Indigenous culture. By learning about Tricksters and Ravens in folklore, it leads students to explore these concepts in other Indigenous groups, further promoting Indigenous language, and culture.</p>
K-12 connection	<p>Grade: K to Grade 3</p> <p>The resource book is a great story to introduce students to Indigenous trickster folktales. This picture book is captivating and you can understand the story through the illustrations shown.</p> <p>Subjects: Language Arts, Social Studies, Art</p> <p><u>Art:</u></p> <p>Level 1- Component 3 APPRECIATION: Students will interpret artworks literally. Component 10 PURPOSE 2: Students will illustrate or tell a story.</p> <p>Level 2- Component 2 ASSESSMENT: Students will assess the visual qualities of objects. Component 3 APPRECIATION: Students will interpret artworks by examining their context and less visible characteristics. Component 10 PURPOSE 2: Students will illustrate or tell a story.</p> <p><u>Social Studies:</u></p> <p>K.1.2 appreciate the unique characteristics, interests, gifts and talents of others: • appreciate feelings, ideas, stories and experiences shared by others (C, I) K.S.1 develop skills of critical thinking and creative thinking K.S.2 develop skills of historical thinking</p>

K.S.8 demonstrate skills of oral, written and visual literacy

1.2.1 appreciate how stories and events of the past connect their families and communities to the present

1.S.1 develop skills of critical thinking and creative thinking:

1.S.2 develop skills of historical thinking

1.S.8 demonstrate skills of oral, written and visual literacy:

2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)

2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry

2.S.8 demonstrate skills of oral, written and visual literacy

3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry.

- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)

3.S.1 develop skills of critical thinking and creative thinking:

- evaluate ideas and information from different points of view

3.S.8 demonstrate skills of oral, written and visual literacy

English:

Express ideas and develop understanding

Experiment with language and forms

Consider the ideas of others

Combine ideas

Extend understanding

Use comprehension strategies

Present information

Use effective oral and visual communication

Extend understanding

Use prior knowledge

Use comprehension strategies

Construct meaning from texts

Appreciate the artistry of texts

Experiment with language

Generate ideas

Elaborate on the expression of ideas

Share ideas and information

Expand knowledge of language

Enhance artistry

Cooperate with other

Work in groups

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Rational	<p><u>Big Idea:</u></p> <p>Students will be introduced to Indigenous folktales, specifically trickster characters in folktales and their significance. Students will learn in social studies that many Indigenous stories involve tricksters, and that these trickster stories are told to teach children about Indigenous history, moral lessons, or simply just to entertain. They will learn the symbolic meaning of the use of animals in stories.</p> <p>Through language arts and art, students will have a chance to create their own folktale stories through words and drawing. Depending on grade level, activities will vary.</p>
Materials	<p>-Raven: A Trickster Tale from the Pacific Northwest book (optional Youtube : https://www.youtube.com/watch?v=cvY9ltj-uAw&t=118s)</p> <p>-Worksheets for reading comprehension and individual work (see Lesson Activities and Appendix)</p> <p>-Writing, drawing and coloring stationary tools</p>
Lesson Activities	<p>Engage: Brainstorm</p> <p>1. Ask students as a class what comes to their mind when they hear the word “trickster”. Then ask the class what comes to mind when they think of the animal raven (show a picture of a raven). Brainstorm ideas together on the board. By asking these questions, we are introducing the idea to the students before we read the book. And by putting their ideas on the board, we gather data about students’ preconceived ideas of a trickster and a raven. At the end of the lesson activities, we will reflect back on students’ initial understanding.</p> <p>Read & Analyze:</p> <p>1. <u>Read the Raven book to the whole class.</u> (Option: If there are many book copies, grade 3 students can follow along and listen to the story and/or have students take turns reading in pairs). Stop on the following pages to ask questions to ensure comprehension and to inquire:</p> <p>a) When the girl gave birth to a child. Pause and ask students: “Who do you think the child was? Are there any clues in the story that tell us?” (Raven is the child. Clues are when he changed into a pine needle, and the girl drank it with water.)</p> <p>b) When the girl opens the box. Pause and ask students: “What do you think is inside the box? What will Raven do with the contents inside the box?”</p> <p>2. <u>Reading Comprehension:</u> Go over the sequence of events of the story:</p> <ul style="list-style-type: none">• Who is the animal in this story? What does the Raven see in the world? What did he do when he noticed a light from a distance? Etc...• For grade 2 and 3, provide a worksheet to ensure story comprehension- students can work in pairs. Sample worksheet in Appendix A (Teacher Key

Sheet also provided in Appendix A).

3. Analyze: Go over key elements of the story

- Teach background history of the symbolism of the raven. Explain in basic details. More info in this link:
<https://www.thecanadianencyclopedia.ca/en/article/raven-symbolism#:~:text=The%20raven%20is%20a%20fierce,salmon%20run%20of%20the%20season.>
- Teach the purposes and uses of trickster in Indigenous stories. Explain in basic detail. More info in this link:
[https://www.thecanadianencyclopedia.ca/en/article/trickster#:~:text=Trickster%20is%20a%20word%20used,various%20cultures%20around%20the%20world.&text=Indigenous%20peoples%20call%20tricksters%20by,Nanabush%20or%20Nanabozho%20\(Anishinaabe\).](https://www.thecanadianencyclopedia.ca/en/article/trickster#:~:text=Trickster%20is%20a%20word%20used,various%20cultures%20around%20the%20world.&text=Indigenous%20peoples%20call%20tricksters%20by,Nanabush%20or%20Nanabozho%20(Anishinaabe).)
- Analyze the chosen colors in the illustrations. What do these colors portray? Example: The choice of using dark colors in the beginning of the story portrays a world without light.

Individual Work:

1. Students will create their own Raven story using the trickster characteristics to inspire them. Students can draw photos to help aid their story telling. For pre-kindergarten to grade 1 students can just draw their ideas. Sample worksheet for K-grade 1 students in Appendix B (You may need to verbally explain the instructions on what to draw on each worksheet. Show a sample how it's done based on the story or teacher creates their own). Sample worksheet for grade 2-3 students in Appendix C.
2. Students share their story:
 - Option 1: Gather in a circle and each student shows their picture and orally tells us their story.
 - Option 2: Students partner up and share their pictures and tell their partner their story. Then ask any students who would like to volunteer to come up to the front of the whole class, and tell their story.

Conclusion/ Reflection:

- Have students reflect back on their preconceived ideas of a trickster and raven at the beginning of the class. And compare what they know now.
- Students share their thoughts on each other's trickster stories

Supporting Sources:

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Appendix A: Worksheet

Raven: A Trickster Tale from the Pacific Northwest

Reading Comprehension

A.) Put the sentences in order 1-6 in the correct sequence of events from the story:

- Young woman gave birth to a baby girl whom is the Raven-child
- Raven flew across valleys, mountains, rivers and lakes, and he saw darkness everywhere.
- Raven stole the sun and gave it to all the people. There is now light everywhere.
- Sky Chief told the young woman to give the sun to Raven-child
- Raven turned himself into a pine needle
- The young woman opened the box and found the sun

B.) What was the CAUSE of the sentences below? Write down the CAUSE on the line.

1. Raven being reborn as a child

2. The young woman gave Raven the ball of light

3. People have the light

4. People always feed Raven

Appendix A: Teacher Answer Key Sheet to Worksheet

Raven: A Trickster Tale from the Pacific Northwest
Reading Comprehension

A.) Put the sentences in order 1-6 in the correct sequence of events from the story:

- _3_ Young woman gave birth to a baby boy whom is the Raven-child
- _1_ Raven flew across valleys, mountains, rivers and lakes, and he saw darkness everywhere.
- _6_ Raven stole the sun and gave it to all the people. There is now light everywhere.
- _5_ Sky Chief told the young woman to give the sun to Raven-child
- _2_ Raven turned himself into a pine needle
- _4_ The young woman opened the box and found the sun

B.) What was the CAUSE of the sentences below? Write down the CAUSE on the line.

1. Raven being reborn as a child
Raven turned himself into a pine needle. The young woman swallowed the pine needle.
2. The young woman gave Raven the ball of light
The Sky Chief told the young woman to give him the ball.
3. People have the light
Raven stole the sun and gave it to all the people.
4. People always feed Raven
To thank him for bringing the light.

Appendix B:

Let's draw and color our own Raven story.

Box 1: Draw and color your own Raven


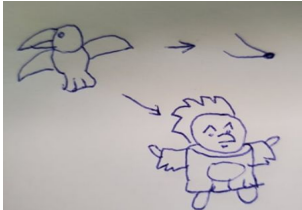


Box 2: Draw your Raven's special power

Box 3: What is a problem in the world that Raven can help with?

Box 4: How did Raven help?

1.) Your Raven	2.) Special Power
3.) What is the problem?	4.) How did your Raven help?

Appendix B: Teacher Sample

1.) Your Raven 	2.) Special Power 
3.) What is the problem? 	4.) How did your Raven help? 

Appendix C:

Now it's your turn to write your own Raven story! Color your own Raven.

Introduction: Tell us about your Raven. What is their special power? Who are they? Where do they live?

Middle: Tell us what the problem is in the story?

Conclusion: How did Raven help and fix the problem?

