

Stage 1 - Desired Outcome

Established Goals:

- Alaska Cultural Standards
 D4) Are well grounded in the cultural heritage and traditions of their community and able to acquire and pass on the traditions of their community through oral and written history
- English/Language Arts Standard
 A student should be able to speak and write well for a variety of purposes and audiences.
 A student who meets this content standard should:
 1) apply elements of effective writing and speaking; these elements include ideas, organization, vocabulary, sentence structure, and personal style.

Understandings:

Students will understand...

- The meaning of the story to the Tlingit .
- What myths mean to the people who create them.

Essential Questions:

- Why do people create myths?
- What relationship do the Tlingit have with Raven?

Students will know . . .

- How to write from different perspectives
- How to use the writing process to brainstorm, write and revise

Stage 2 - Assessment Evidence

Performance Tasks:

- Students will write creative pieces, using *How Raven Stole the Sun* for inspiration.
- They will read their writing aloud to the class. The class is to help edit the writing by asking for clarifying details or questions about content.

Other Evidence:

- Other evidence will include observation of class discussion. Students will provide each other feedback.
- Students' conversations with classmates and revisions to their writing will show their self-assessment strategies.

Stage 3 - Learning Plan

Learning Activities:

- Where the unit is going and what is expected:
 We have been doing a unit studying ravens. The students are well versed on characteristics and actions of ravens in the wild. Today we will read *How Raven Stole the Sun* and then students will get to create their own piece of creative writing about Raven.
- Hook:
 Read the story *How Raven Stole the Sun* together as a class
- Equip students:
 Lead a class discussion centering on the story. Why was this story written? What does this tell us about the Tlingit?
 What characteristics does Raven have? Does this reflect what we know about ravens already?
 How does he succeed in tricking the chief? Brainstorm ideas as a class (writing them on the board)

so they can refer to them) as to how students would change the story or create their own. Would their raven exhibit different raven characteristics? What do they think happened before? After? How did Raven feel? Etc...

Differentiate by Readiness: these will be the creative writing prompts students will be using. The brainstorming the class previously did will help students direct their writing.

- Kids A, B, and C (more abstract thinkers): Write another trickster story featuring Raven. Include these ideas: What is missing from the lives of the People? What can Raven do to help the People? Who will he trick and how does he do it?
- Kids D, E, and F (more concrete thinkers): Write a prequel or a sequel to the story *How Raven Stole the Sun*. Describe what it was like living in the dark. Tell how the lives of the Tlingit changed once they had light.
- Kids G, H, and I (those in between): Write a memoir, journal or series of notes written from Raven's perspective. Be sure to include writing about what Raven did as well as how he felt about what he did.
- Rethink and Revise:
Revising will be an activity for the whole class. Each student will take turns reading their piece of writing out loud to the class.
- Evaluate:
Students will help each other evaluate their work by providing feedback.

Materials: How Raven Stole the Sun

Resources: Mrs. Wick's 3rd grade classroom

<http://www.sealaskaheritage.org/programs/CURRICULUM/Tlingit/Literacy/ravenstolesun.pdf>