



ENGLISH LANGUAGE ARTS

Mountain with a Hole in the Top

ESSENTIAL UNDERSTANDINGS

- Since Time Immemorial
- History
- Lifeways

LEARNING OUTCOMES

Students will be able to:

- Explain how volcanoes are formed and why they erupt.
- Identify key features of a volcano using a scientific diagram.
- Talk about the importance of storytelling for American Indians.
- Use close-reading strategies to identify the main ideas and details from the Cow Creek teaching, “Mountain with a Hole in the Top.”
- Use evidence from text to create a drawing of what they think Crater Lake looked like before and after Mt. Mazama erupted.

ESSENTIAL QUESTIONS

How can we use stories to understand ourselves, others, and important events?
How can stories teach significant lessons?

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Overview

In this lesson students will learn the geologic history of Mt. Mazama (Crater Lake) and its significance for the Cow Creek Band of Umpqua Tribe of Indians. First, students will learn how volcanoes form and why they erupt. Next, they will demonstrate their understanding of the geologic features of a volcano by completing a scientific diagram. After learning about the geology of volcanoes, students listen to a Cow Creek elder tell the story, “Mountain with a Hole in the Top” and learn how the eruption of Mt. Mazama and creation of Crater Lake became a significant part of the Tribe’s history.

Students will then use a written version of this story to practice close-reading strategies. For example, students will learn to independently read and annotate text, and they will work together to answer text-dependent questions that promote comprehension. Finally, students will have the opportunity to sketch their understanding of how the eruption of Mt. Mazama changed the landscape and influenced the lifeways of Cow Creek people.



LOGISTICS

- Where does the activity take place?
Classroom (virtual/distance learning option available)
- How are the students organized?
 - ☒ Whole class ☒ Teams: 3 – 5
 - ☒ Pairs ☒ Individually

TIME REQUIRED

Two and half hours of classroom time.

STANDARDS

Oregon English language arts standards

Literature – 2.RL.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Speaking and Listening – 2.SL.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Background for teachers

The Cow Creek people have used oral history and storytelling for thousands of years to teach about their past and present. While nearly every culture in history has some form of storytelling tradition, oral traditions have always played an important role in sustaining the culture, history, languages, and lifeways of Indigenous people.

One of the great misperceptions about American Indian oral traditions is that those stories are conveyed as myths, legends, or lore. These terms imply that their content is entirely fictional and that their primary purpose is entertainment. Most American Indian stories convey important cultural teachings, origin beliefs, and ancestral knowledge. To reduce these stories to the level of folklore is inaccurate and conveys a lack of understanding about the role of oral storytelling in Indigenous cultures. For the purposes of this lesson, we will use the terms “story” or “teaching.”

MATERIALS

What will be needed for students to engage in this activity?

Handouts

- Crater Lake Journal
- Volcano Worksheet
- Volcano Worksheet: Answer Key
- Volcano Diagram
- Volcano Diagram: Answer Key
- Mt. Mazama Cloze Reading Activity
- Mt. Mazama Cloze Reading Activity: Answer Key
 - Close Reading Activity Handouts 1–4
 - Close Reading Activity 1: Annotate Your Text
 - Close Reading Activity 2: Text-Dependent Questions
 - Close Reading Activity 3: Find Evidence
 - Close Reading Activity 4: Picture This!
- Mountain with a Hole in the Top (originally written by Ellen Furlong Crispen)

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One aspect that is common to all American Indian oral storytelling traditions is a deep appreciation for and understanding of human beings' relationship with the earth. From the coast to the interior valleys to the Columbia Plateau and the Great Basin, Native peoples teach and strive to maintain a continuous and balanced relationship with the natural world.

In this lesson, students will learn how the Cow Creek Tribe witnessed the explosion of Mount Mazama, which led to the creation of Crater Lake. Geologists have established that Crater Lake was formed as the result of an eruption that took place in approximately 5,700 B.C., more than 2,000 years before the first Egyptian civilization was established. The teaching "Mountain with a Hole in the Top" illustrates the Cow Creek Tribe's long history in their homeland and their long-standing and deep connection to the natural world.

Resources

Storytelling Resources

Using Video Effectively in the Classroom: Get Students to Tune in Through Active and Reactive Viewing of Video (Common Sense Education)

<https://www.commonsense.org/education/articles/using-video-effectively-in-the-classroom>

Indian Reading Series: Stories and Legends of the Northwest (Education Northwest) <http://apps.educationnorthwest.org/indianreading/index.html>

MATERIALS (Continued)

What will be needed for students to engage in this activity?

Video/Media:

- Mountain with a Hole in the Top (PowerPoint presentation)
- *All About Volcanoes for Children: Introduction to Volcanoes for Kids*, by FreeSchool, <https://www.youtube.com/watch?v=V863xR0Y2qk> (6:35 minutes)
- Mountain with a Hole in the Top (video) <https://vimeo.com/452025425/081c1a66ef> (approximately 8 minutes)

SUPPLIES

- Large sheet of butcher paper
- Set of color markers or crayons
- LCD projector or another type of computer projection device
- Any manipulatives, tools, music, and so on that may be needed for storytelling (optional)

**Northwest Indian Storytellers Association
(Wisdom of the Elders, Inc.)** <http://www.wisdomoftheelders.org/nisa/>

Circle of Stories (Public Broadcasting Service)
<http://www.pbs.org/circleofstories/educators/>

Developing Literacy Skills Through Storytelling
http://www.nationalserviceresources.org/resources/newsletters/resource_connection/volume_2_number_4/developing_literacy.php

Close Reading Strategy

Fisher, D., Frey, N., & Lapp, D. (2012).
Text complexity: Raising rigor in reading.
International Reading Association.

Fisher, D., & Frey, N. (2012). Close reading in elementary schools. *The Reading Teacher*, 66(3), 179–188. <https://ila.onlinelibrary.wiley.com/doi/abs/10.1002/TRTR.01117>

History of Crater Lake

Interpretation in Crater Lake National Park 1916–Present, <http://www.nps.gov/crla/adhi/adhi16a.htm>

Mapping Crater Lake, July 2000, http://craterlake.wr.usgs.gov/bathy_cl_2000.html

Harmon, R. (2002). *Crater Lake National Park: A history.* Corvallis, OR: Oregon State University Press.

KEY VOCABULARY

Oral storytelling – Passing down stories and histories through oral retelling.

Native – Original to a place (as used to describe peoples/tribes, plants, and animals).

Indigenous – Existing since time immemorial (time extending beyond the reach of memory).

Crater – A bowl-shaped depression around the vent of a volcano.

Caldera – A volcanic crater formed by a collapse many times the size of the vent.

Eruption – To force out or release something violently that is pent up.

Lava – Molten rock that comes from a volcano.

Ash – Fine particles of matter from a volcano.



Considerations for teachers

Assessment

- Students will engage in a substantial amount of discussion with partners and groups.
- Students will properly identify and label key features of a volcano using a scientific diagram.
- Students will complete a visual representation of the landscape and people/animals **before** and **after** the eruption of Mt. Mazama (Crater Lake).

Practices

- The teacher must have a general understanding of the geological features of a volcano and the history of Mt. Mazama (Crater Lake).
- The teacher must understand the value of oral history and oral tradition to non-print-based cultures around the world. The teacher must be prepared to use strengths-based language to describe oral cultures, rather than deficit-based language: Oral history should not be compared to the “telephone game,” for example, as something that leads to unreliable information.
- The teacher must have strong knowledge of how to teach close-reading strategies and how to support all levels of early readers.
- The teacher must be prepared to activate engagement strategies, such as think-pair-share and group discussion.

ADAPTATIONS FOR DISTANCE LEARNING



The lesson is structured around group discussion and exploration, but several pieces can be pulled out and used as standalone content and activities for distance- or independent-learning purposes. Following is a suggested sequence. Be sure all students have either print or electronic access to the materials described.

Preparation:

- Ensure students have copies of all handouts through electronic access (e.g., email, your school’s online classroom platform)
 - Prepare to share your screen with students to allow them to see visuals/slides. Or share a copy of the slide deck as a PDF along with all handouts through electronic access.
1. Hold a class meeting to introduce the first learning target: *I can explain how volcanoes are formed and why volcanoes erupt.* Direct students to slide 3 of the eruption of Mt. Mazama. Ask students to answer the following questions verbally or in a chat box: *What do you see in this painting? What do you think is happening? What is your evidence?* Alternatively, you can have students brainstorm what they know about volcanoes asynchronously and provide written responses on the crater lake journal handout (or whiteboard section of your school’s online classroom platform).
 2. Hold a class meeting or small group meetings and direct students to Slides 4–8 and review key ideas about volcanoes. Alternatively, make an audio recording of key ideas about volcanoes and share your through school’s online classroom platform for students to listen asynchronously while referencing slides.

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Learning targets

- I can explain how volcanoes are formed and why volcanoes erupt.
- I can discuss the importance of storytelling and oral traditions for American Indians.
- I can use close-reading strategies to identify the main ideas and supporting details from the Cow Creek Tribe's teaching, "Mountain with a Hole in the Top."
- I can create a visual representation of what Crater Lake looked like before and after Mt. Mazama erupted.

Options/extensions

- Using Google Earth, locate one volcano on each continent. For each one, list the name, location, and geographic coordinates (latitude and longitude).
- Research the storytelling traditions of your ancestors or family.
- Interview someone in your family to find out a story from their own life. Retell their story to another family member.
- Egg Carton Volcano! Create your own volcanic eruptions and present to your classmates using <https://www.funlittles.com/science-activities-for-kids-mini-volcanoes/>

ADAPTATIONS FOR DISTANCE LEARNING

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3. Provide link so that students can watch the video "All About Volcanoes for Children: Introduction to Volcanoes for Kids," by FreeSchool at <https://www.youtube.com/watch?v=V863xR0Y2qk> (6:35 minutes).
4. Ask students to fill out and submit the volcano worksheet and volcano diagram worksheets (you may need to convert the worksheet to a fillable form or online document or provide some other means of capturing student responses).
5. Hold a class meeting (or small group meetings) to introduce students to key points about oral storytelling and the significance to American Indian Tribes. Ask students to share verbally or in a chat box to share about a story often told by an elder in their family. When students return for whole class meeting ask them to share verbally or in chat box on the following questions: *What was it like being a storyteller? What skills are important when telling a story that you would like people to remember?*
6. Next, provide link so that students can watch the video (asynchronously or synchronously) "Mountain with a Hole in the Top, Cow Creek Band of Umpqua Tribe of Indians Legend of Crater Lake," based on the telling by Ellen Furlong Crispin. <https://vimeo.com/452025425/081c1a66ef> (approximately 8 minutes). Ask students to retell this story as best they can to a family member or friend.

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Reflection/closure

- Review the learning targets.
- Have students think-pair-share about questions they might have based on their learning. Prompt for two or more each and then let a few groups share their ideas with the whole class.

ADAPTATIONS FOR DISTANCE LEARNING

(Continued)



7. Hold class meeting and provide students electronic access to the written copy of Mountain with a Hole in the Top along with Close Reading Handout 2. Read the questions out loud to the whole class. Next, tell students to listen closely as you read the story aloud again (possibly two more times). Ask students to listen for the answers to the text-dependent questions—like a great detective!
8. Ask students to complete and submit an electronic copy of Close Reading Handout 2.

Activity 1

Volcanoes

Time: 30 minutes

Step 1

Show students the visual (Slide 3) of the eruption of Mt. Mazama. Ask students the following questions:

Say:

What do you see in this painting? What do you think is happening? What is your evidence? (Possible answers include: a mountain, a volcano, clouds, fire, ash, smoke, snow, tornado, orange color.)

Step 2

After one or two minutes of think time, direct students to write down their responses to questions 1–2 on the Crater Lake Journal handout.

Step 3

Ask students to pair with a partner and to share their ideas and evidence from the picture.

NOTE: The teacher can either allow students to select their partners or can assign pairs. Remember to be sensitive to learners' needs (reading and writing skills, attention skills, language skills) when assigning pairs.

Step 4

Once partners have had enough time to share their thoughts, expand the “share” to a whole-class discussion. Record the class discussion on poster paper or a white board.

Activity 1 (Continued)

Say:

This is a painting of Mt. Mazama. We do not have any actual pictures of Mt. Mazama because it was destroyed during an enormous volcanic eruption 7,700 years ago, so the artist of this painting had to paint what they believe Mt. Mazama looked like long ago. Some of you may already know that Mt. Mazama was a volcano that erupted so that a crater was left and eventually filled with rain and snow to form what we now know as Crater Lake, located in southern Oregon, near Klamath Falls.

Want to know an interesting fact about Crater Lake? It is the deepest lake in the United States (1,943 feet) and the seventh deepest in the entire world. Today, we're going to learn about volcanoes and how they form.

Step 5

Show the video, "All About Volcanoes for Children: Introduction to Volcanoes for Kids," by FreeSchool at <https://www.youtube.com/watch?v=V863xR0Y2qk> (6:35 minutes).

Step 6

Distribute Volcano Worksheet (one copy per student) and ask students to listen carefully as you share Slides 4–8 and review key ideas about volcanoes.

Step 7

Place students in small groups of three to four and ask them to compare and discuss their responses to Volcano Worksheet. Project the Volcano Worksheet: Answer Key and allow small groups to check their answers and make edits or ask questions.

Step 8

Now ask small groups to look at the Volcano Diagram and work together to complete it.

Activity 1 *(Continued)*

Step 9

Share the slide Volcano Diagram: Answer Key and review with students. Allow students one to two minutes to check and correct their diagram.

Activity 2

Cloze Reading

Time: 30 minutes

Step 1

Distribute the Mt. Mazama Cloze Reading Activity (one copy per student) and provide the following directions.

Say:

Look at the handout called Mt. Mazama Cloze Reading Activity. This is a short article about the history of Mt. Mazama and how Crater Lake came into existence. Do you see anything different about this article? There are blank spaces where there should be some important words or facts. As I read this article out loud, your job is to listen very carefully and try to fill in these missing words.

Step 2

Read the short article out loud. As you read, use a simple rise in your inflection to help students know when to fill in missing words.

Step 3

Next, tell students they are going to complete a cloze reading activity of this same article but with a partner.

NOTE: This activity works best when the teacher has preassigned partners. In addition, the teacher should preassign the paragraph number each student will read (ones and twos). Another way to prepare for this activity is to ask students to count off by one and two and then ask ones to go to one side of the room and twos to the other. Partner students accordingly or even ask students to find a partner.

Activity 2 (Continued)

Step 4

Ask students to turn and face their partners, read slowly and carefully, and remember to use inflections in their voices to give their partners hints about which words need to be filled in.

Step 5

After two or three minutes, gather the whole class and ask for a volunteer to read the first and then the second paragraph.

Step 6

Share the slide Mt. Mazama Cloze Reading Strategy: Answer Key and give students one to two minutes to check their answers.

Step 7

Next, show the slide Mt. Mazama **before** and **after** (with pictures of the painting of Mt. Mazama and a recent photograph of Crater Lake).

Say:

How are these two pictures different? How did the land change after the eruption of Mt. Mazama? How might these changes have affected the people who lived near it?

Step 8

After one or two minutes of think time, direct students to return to the hand-out Crater Lake Journal and record their responses to questions three and four.

Say:

As you can imagine, there were trees, plants, animals, and people in this area. The Cow Creek people lived through the eruption of Mt. Mazama and its aftermath. Their teachings provide evidence of how life changed for people and animals as a result. We will explore this teaching in our next activity.

Activity 3

Oral Traditions

Time: 90 minutes

Step 1

Share the slide Oral Storytelling and review and share the following key points with students:

Say:

Oral storytelling is a type of communication and way of teaching that goes back thousands of years. Humans have been telling stories much longer than they have been writing them down. American Indian stories are NOT myths and are not simply for entertainment. These stories provide important education about tribal history and ways of living. Elders play a major role in educating Native children. They are the storytellers of Native communities in Oregon and pass along the traditional knowledge and history from one generation to the next. An elder is an older person, specifically someone who has lived in a much earlier time.

In this next part of our lesson, we're going to learn about the importance of oral storytelling to American Indians and have the opportunity to listen to, retell, and then read, "Mountain with a Hole in the Top," the story of how the Cow Creek people witnessed the eruption of Mt. Mazama. First, we have the privilege of listening to a Cow Creek Tribal member tell this story.

Step 2

Play the video, "Mountain with a Hole in the Top, Cow Creek Band of Umpqua Tribe of Indians Legend of Crater Lake," based on the telling by Ellen Furlong Crispin. <https://vimeo.com/452025425/081c1a66ef> (approximately 8 minutes)

Say:

What was it like to listen to the story? How is listening to a story different from reading a story? Can you retell part or all of the story in your own words?

Activity 3 (Continued)

Step 3

Have students work with a partner (or small group of three or four) and take a turn telling a part (or all) of the story in their own words. Depending on your classroom dynamics, you may need to remind students not to tease each other or laugh if details are forgotten or changed. Students should do the best they can.

Step 4

After students have had the opportunity to retell part or all the story in their own words, facilitate a brief discussion on the following questions: *What was it like being a storyteller? What skills are important when telling a story that you would like people to remember?*

If students are having difficulty thinking about the skills of storytelling, provide them with the following examples:

- Use of memorization
- Visuals or props
- Voices/sounds
- Music or musical instruments
- Repetition

Say:

Now I'm going to give you a written copy of this same story so we can practice our reading skills. We're going to take some time to practice close readings skills, including making connections to our prior knowledge about Mt. Mazama and the formation of Crater Lake.

Activity 3 *(Continued)*

Step 5

Distribute a copy of Mountain with a Hole in the Top along with Close Reading Handouts 1–4.

Step 6

Teacher think out loud: Use the overhead projector to display a copy of the text. Model for students how to use annotation by reading one or two pages and thinking out loud as you make notes.

Step 7

Next, tell students they are going to complete a cloze reading activity of this same article but with a partner.

NOTE: Step 7 (teacher modeling) should be repeated for students who are struggling with the reading level of the text. This can be done in small groups or with the whole class.

Step 8

Ask for volunteers to share out one place in the text that they annotated. Ask each volunteer to explain how they annotated the text (for example, underlining, circling) and why.

Step 9

Display the slide Text-Dependent Questions and review.

Step 10

Refer students to Close Reading Activity 2: Text-Dependent Questions. Read the questions out loud to the whole class and remind them that the answers are in the text. Tell students they will need to re-read the text and search for the answers—like a great detective!

Activity 3 *(Continued)*

Step 11

Model for students how to answer the text-dependent question, “What land features, plants, and animals were in the story?” by reviewing the words and phrases underlined during the annotation activity.

Step 12

Ask students to spend the next 5 to 10 minutes silently reading and answering questions 2–4.

Step 13

Next, place students back in small groups of three or four and direct groups to discuss their answers.

Step 14

Instruct small groups to then work together to complete Close Reading Activity 3: Find Evidence. Again, model for the whole class by demonstrating how to complete the first row.

Step 15

Share the slide, Lesson Big Ideas and present the following summary of key ideas with the whole class.

Key ideas:

- The story “Mountain with a Hole in the Top” tells us of how the Tribe was witness to a major geological change in Oregon and how this event influenced the Tribes relationship with the land and animals.
- For example, the Cow Creek people lived in the Umpqua Valley. For thousands of years they traveled to Mt. Mazama for hunting and gathering. When Mt. Mazama exploded, the ash, smoke, and lava coming out of the volcano destroyed much of the landscape, and the Tribe could not return until the plants and animals returned.

Activity 3 *(Continued)*

- One new resource that resulted from the eruption of Mt. Mazama was pumice rocks that are used in tanning animal hides.
- The Cow Creek Tribe's oral traditions show the long-standing and deep connection they have to the natural world.

Step 16

Finally, share the slide Picture This! and review directions for students to individually complete Close Reading Activity 4: Picture This! This final activity will serve as an opportunity for students to demonstrate their understanding of the geological history of Mt. Mazama and how its eruption impacted the Cow Creek people.

Step 17 (Optional)

Display final pictures around the classroom and conduct a silent gallery walk allowing students to view the work of their peers.