



## ENGLISH LANGUAGE ARTS

# Oral Tradition: The role of oral tradition in the survivance of the Cow Creek people

### ESSENTIAL UNDERSTANDINGS

- **Language**
- **Identity**
- **Lifeways**

### LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Understand the meaning and significance of oral tradition to the Cow Creek Band of Umpqua Tribe of Indians
- Define the concept of survivance using multiple examples from the Cow Creek people (e.g., designation of an ancestral huckleberry patch as a Special Interest Area)
- Examine how the preservation of Cow Creek stories (teachings) is an act of survivance
- Identify the main teaching (theme) of a traditional Cow Creek story and provide textual evidence as support
- Demonstrate the ability to write and present a narrative story that includes teaching elements (e.g., lessons learned, skill development, world view)

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### Overview

In this lesson students will explore the significance of oral tradition to the Cow Creek Band of Umpqua Tribe of Indians. The lesson begins with an overview of the Cow Creek people's oral traditions since time immemorial, with an emphasis on storytelling as a form of teaching. Students will then participate in a gallery walk in which they analyze visual examples of different acts of survivance by the Cow Creek people. Students will then reflect on how the preservation of Tribal stories contributes to the continued prosperity of the Tribe. Next, students will listen to the "Coyote and Fox" story read by a member of the Cow Creek Tribe. Students will identify key lessons from the story and learn how these lessons contribute to the cultural preservation of Tribal knowledge and the continued survivance of the Cow Creek people. One of the great misperceptions about American Indian storytelling is that the stories conveyed are myths, legends, or lore. These terms imply that their content is entirely fictional and that their primary purpose is entertainment. In fact, most American Indian stories convey important cultural teachings, origin beliefs, and ancestral knowledge.



### ESSENTIAL QUESTION

How does oral tradition contribute to the survivance of the Cow Creek people today?

### LOGISTICS

- Where does the activity take place?  
*Classroom*
- How are the students organized?  
 Whole class    Teams: 3 – 4  
 Pairs    Individually

### TIME REQUIRED

4 hours

To reduce these stories to the level of legend is inaccurate and conveys a lack of understanding about the role of storytelling in Indigenous cultures. For the purposes of this lesson, we will use the terms “**storytelling**” or “**teaching**” to describe this cultural activity. Finally, students will use a graphic organizer and rubric to develop their own narrative story highlighting an important life lesson or message for the audience.

### Background for teachers

Oral tradition has always played an important role in sustaining the culture, history, languages, and lifeways of American Indian people. This tradition includes many different forms including poems, songs, speeches, and spoken words. This lesson goes into depth on storytelling, one of the most

### STANDARDS

#### Oregon social sciences standards

**HS.60** - Analyze the history, culture, Tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States.

**HS.66** - Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States, and the world.

#### Oregon English language arts standards

**9-10.L.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**9-10.RL.2** - Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented, and which are absent.

**9-10.W.3** - Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.



well-known forms of American Indian oral tradition. Humans have used storytelling as a form of teaching for much longer than writing or print. Our brains are well practiced at absorbing knowledge and understanding through listening.

Since time immemorial, storytelling has played a significant role in the rich culture and heritage of the Cow Creek Band of Umpqua Tribe of Indians. The Cow Creek people have used storytelling to educate young people about culture, history, values, and essential life lessons. Cow Creek people tell these oral teachings over and over and pass them down from generation to generation to ensure their continued survival and prosperity and the preservation of essential aspects of Tribal life.

For the Cow Creek people, storytelling is a communal experience that brings people together to share teachings that are still alive and essential today. While a story may focus on an important lesson for children, storytelling is meant for all members of the community. Storytelling is a dramatic performance in which the storyteller uses different tones and voices, facial expressions, body movement, and humor. The storyteller might also involve the audience by having them respond or repeat a word or phrase from the story.

Cow Creek stories tell about the living beings within the Tribal homeland. The Tribe lived between the Cascade and Coast Ranges in southwestern Oregon, along the South Umpqua River and its primary feeder stream, Cow Creek. This territory included the entire Umpqua

## MATERIALS

- Classroom audiovisual technology and internet access to display PowerPoint slides, video, and websites (see following items)
- Web-enabled devices for students (school/district-issued laptop or tablet computers for allotment-mapping activity; students could also use personal smartphones if school or your own classroom policy permits their use for instructional purposes and classroom internet access is available)
- Slides Oral Tradition (PowerPoint slide deck)
- Slides Gallery Walk Activity (PowerPoint slide deck)
- Storytelling and the Cow Creek People worksheet
- Narrative Analysis Packet
- Gallery Walk Posters
- Student copies or access to All Night Salmon Leap the Falls by Thomas Doty, available at <https://www.dotycoyote.com/downloads/stories/salmon.pdf>



watershed, but the Tribe was very mobile, trading, hunting, and gathering throughout a vast area surrounding this watershed. Stories reflect this territory and often include indigenous plants and animals such as coyote, fox, deer, elk, salmon, and huckleberry.

In times past, storytelling was often reserved for winter months when nights were cold and dark. The winter was a good time for storytelling as during the other seasons the Cow Creek people were engaged in hunting, fishing, and other essential tasks. Cow Creek elders have always been the most important storytellers, playing an essential role in preserving the knowledge of the people.

In the spirit of survivance and self-determination, the Cow Creek people continue to share stories with each generation in a variety of ways, including within families, through community events, and through online tools and resources. Each story is a part of a larger continuum that continues to grow as new stories are created and the culture and history of the Cow Creek people live on.

### To prepare for lesson teachers should

- Review the “Background for teachers” section and key resources listed.
- Review all handouts and worksheets for this lesson.
- Ensure students will have access to all materials (printed and/or electronic) and audiovisual resources (e.g., internet access and web-enabled devices such as laptop or tablet

### VOCABULARY

**Oral tradition** – One way the Cow Creek Band of Umpqua Tribe of Indians, and Indigenous people worldwide, pass along history and culture through the generations.

**Elder** – An elder is an older person, specifically someone who has lived with many cultural teachings and can share that knowledge. Elders play a major role in the lives and education of Native children. They are often the storytellers in Native communities and pass along the traditional knowledge and history from one generation to the next.

**Survivance** – The term survivance is an important way of talking about how Indigenous people express and carry forward their cultural identities and traditions in contemporary life. Acts of survivance are those that demonstrate the ongoing and dynamic presence of Indigenous people in contemporary times.

**Cultural preservation** – Maintaining the traditions and artifacts of a community intact against factors that would change them or erase them altogether. Current-day cultural preservation efforts are acts of survivance.

**Takelma** – The aboriginal language spoken by the Cow Creek Band of Umpqua Tribe of Indians.



computers) needed to participate in this lesson (see “Materials” section above).

- Prepare classroom audiovisual technology to display the slides.

## References

- Iseke, J., & Brennus, B. (2011). Learning life lessons from Indigenous storytelling with Tom McCallum. In G. J. S. Dei (Ed.), *Indigenous philosophies and critical education* (pp. 245–261). Peter Lang.
- Yi, I. (2016). *Cartographies of the voice: Storying the land as survivance in Native oral tradition*. Harvard University Press.
- Iseke, J. (2013). Indigenous Storytelling as Research. *International Review of Qualitative Research*, 6(4), 559–577. International Institute for Qualitative Research, University of Illinois, Urbana-Champaign.
- Ramsey, J. (2016). *Coyote was going there: Indian literature of the Oregon Country*. University of Washington Press.

## Resources

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

California Indian Storytelling Association  
[www.actaonline.org](http://www.actaonline.org)

## ADAPTIONS FOR DISTANCE LEARNING



The lesson is primarily structured around group discussion and exploration, but much of it can be adapted for distance or independent learning purposes. Be sure all students have either print or electronic access to the materials described. A suggested sequence follows:

1. Hold a class meeting online and, using the PowerPoint slides and the steps in Activity 1 (“Warm-Up”), have students independently create a written journal response to the prompts provided on slide 2 (“Warm-Up”). Ask for volunteers who want to share out a response. Volunteers could share out to whole class or in direct chat to the teacher.
2. Using a web conferencing or online meeting platform and the PowerPoint slides, present the content in slides 3–6 including learning targets and key vocabulary for the lesson.
3. Using a web conferencing or online meeting platform and the PowerPoint slides, specifically the media presentation (slide 7) by an elder member of the Cow Creek people, facilitate a whole class discussion for Activity 2 on the significance of storytelling to the Cow Creek people.
4. Conduct an interactive gallery walk activity by creating a Google Doc using the Gallery Walk posters or slide deck found in the “Materials” section. Then set the Google document up on the screen to mimic chart paper on a gallery walk, allowing students to make live comments to each document. Follow steps 4–7 in Activity 3 to facilitate whole class discussion using key questions and talking points.

*(Continued on next page)*

Developing Literacy Skills Through Storytelling  
<https://library.ecu.edu/networkingsummit/wp-content/uploads/sites/267/2018/06/2011-Developing-Literacy-Skills-Through-Storytelling-2.pdf>

Northwest Indian Storytellers Association  
(NISA)—Wisdom of the Elders  
[www.wisdomoftheelders.org](http://www.wisdomoftheelders.org)

Trauma-Informed Toolkit: A Resource for Educators.  
Oregon State University. February 2022. <https://catalog.extension.oregonstate.edu/em9348>

Cow Creek Tribe works to restore once-extinct language. Oregon Public Broadcasting. November 2022. <https://www.opb.org/article/2022/11/25/cow-creek-tribe-southern-oregon-works-to-restore-once-extinct-language/>

## Considerations for teachers

### Assessment

The core activity of this lesson is focused on student discussion and engagement with narrative text. Teachers can assess student learning by monitoring student pairs and small group discussion.

Students will complete a summative assessment in which they write and present a narrative story that includes teaching elements.

### ADAPTIONS FOR DISTANCE LEARNING

*(Continued)*



- Using a web conferencing or online meeting platform, the PowerPoint slides 10–12, and the **Narrative Analysis Packet**, facilitate a whole class analysis of “Coyote and Fox.” Share key talking points from steps 1–15 in Activity 4. Model how to complete questions in the Narrative Analysis Packet. Allow students to complete questions independently during class or offline.
- Using a web conferencing or online meeting platform, PowerPoint slide 13, and the Narrative Analysis Packet, walk students through the steps in Activity 5 of how to develop a personal story focused on a teaching or lesson. Allow students to develop this story in writing, as a slide presentation, or as an audio recording. Ask for volunteers interested in sharing out their story. Sharing should be optional.
- Convene one or more online follow-up class meetings to review student learning work together, reflect on the lesson together (see steps in Activity 6, “Reflection”), and answer any remaining questions.

## Practices

- *Small groups* – Small group activities allow students to share and analyze ideas with three to five other people. This practice can be good for students who do not want to share their ideas with the whole class and/or who may be afraid of others' reactions. The teacher should monitor group discussions to determine the degree to which students are understanding the concepts and contributing to the group.
- *Classroom discussion* – Large group, whole class discussion allows students to express their thoughts and hear the thoughts of others. For the instructor, this practice is a good way to take the pulse of the group and see what general themes are emerging. For students, large group discussion can be a way to express themselves or to hear differing perspectives from others.

## Learning targets

- I understand the meaning and significance of oral tradition to the Cow Creek Band of Umpqua Tribe of Indians
- I can define the concept of survivance using multiple examples from the Cow Creek people
- I can explain how the preservation of Cow Creek stories (teachings) is an act of survivance
- I can identify the main teaching (theme) of a traditional Cow Creek story and provide textual evidence as support
- I can write and present a narrative story that includes teaching elements

## Optional/Extension

- Students conduct research about Thomas Doty, an award-winning storyteller from Oregon: <https://www.dotycoyote.com/>. See steps 16–17 under Activity 5.
- Students create a podcast/audio recordings of multiple teaching stories related to current events for high school students in Oregon today.

## Appendix

Material included in the electronic folder that supports this lesson is:

- Slides\_Oral Tradition.pptx
- Slides\_Gallery Walk Activity.pptx
- Materials\_Storytelling and the Cow Creek People Worksheet.pdf
- Materials\_Narrative Analysis Packet.pdf
- Materials\_Gallery Walk Posters.pdf



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## Activity 1

# Warm-Up

*Time: 15 minutes*

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### Overview

Students engage in a warm-up activity to activate their prior knowledge.

### Step 1

Display slide 2 (“Warm-Up”) and ask students to independently write a journal response to the prompt with a partner. The prompts ask students to think about a personal or family story that is important to them or that has made an impact in their lives.

### Step 2

Ask for a few volunteers to share what they wrote.

#### **Trauma-informed best practice<sup>1</sup>**

Give students advance notice that they will have the opportunity to share personal or family stories (or song/poem). Make sure students understand that sharing can be voluntary. Native students do not have to share a traditional story they may know but can feel free to share anything that helps them engage with the activity. This will help all students feel engaged and will allow understanding for those who are not comfortable discussing personal or familial information or experiences.

Students should also have the option of sharing a non-personal story that is significant to their life. This could be a favorite children’s book from school or a story shared by a neighbor or community member.

<sup>1</sup> Adapted from “Trauma-Informed Toolkit: A Resource for Educators.” Oregon State University. February 2022.

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## Activity 1 (Continued)

### Step 3

Share slides 3–6 and review learning targets and key vocabulary for the lesson.

#### Say:

*Oral tradition has always played an important role in sustaining the culture, history, languages, and lifeways of American Indian people. Oral tradition takes many different forms including poems, songs, speeches, and spoken word.*

*In this lesson, we will have the opportunity to learn about the importance of storytelling to American Indian oral tradition. Humans have used storytelling as a form of teaching for much longer than writing or print. Our brains are well practiced at absorbing knowledge and understanding through listening.*

*One of the great misperceptions about American Indian oral tradition is that the stories conveyed are myths, legends, or lore. These terms imply that their content is entirely fictional and that their primary purpose is entertainment.*

*In fact, most American Indian stories convey important cultural teachings, origin beliefs, and ancestral knowledge. To reduce these stories to the level of legend is inaccurate and conveys a lack of understanding about the role of storytelling in Indigenous cultures. For the purposes of this lesson, we will use the terms “**storytelling**” or “**teaching**” to describe this cultural activity.*

*Elders have always been the most important storytellers, playing an essential role in preserving the knowledge of the people.*

### Step 4

Pause to take any questions from students.

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## Activity 2

# Introduction to storytelling

*Time: 30 minutes*

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### Overview

Students discuss the significance of storytelling to the Cow Creek people.

### Step 1

Share slide 7 (“Storytelling and the Cow Creek people”) and share with students that they will be watching video clips of John Cox and Susan Steward, elder members of the Cow Creek Band of Umpqua Tribe of Indians. In this video, John and Susan share their perspectives on the importance of storytelling to the Cow Creek people.

### Step 2

Review the discussion questions as a whole class and ask students to think about these questions as they listen and watch the video clip.

### Step 3

Show the video clip more than once to support student understanding. Next, distribute a copy of the handout “Storytelling and the Cow Creek people” and allow students to work independently or in small groups to complete responses to each question.

### Step 4

Facilitate a whole class debrief.

### Ask:

*What aspects of the story stood out to you? Was there any part of the story that you found surprising or especially interesting?*

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## Activity 2 (Continued)

### Say:

*For the Cow Creek people, stories hold the living memories of the people. Storytelling preserves Tribal history and culture for future generations. Storytelling is a communal experience which brings the people together to share teachings that are still alive and essential today. Storytelling is a dramatic performance in which the storyteller uses different tones and voices, facial expressions, body movement, and humor.*

*Cow Creek stories are place-based and highlight the living beings of the Tribal homeland. Stories often include animals such as the coyote, fox, deer, elk, otter, and salmon; first foods such as the huckleberry; or “medicine” trees for healing.*

*In times past, storytelling was often reserved for winter months when nights were cold and dark. The winter was a good time for storytelling as during the other seasons the Cow Creek people were engaged in hunting, fishing, and other essential tasks.*

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### Activity 3

## Survivance gallery walk

*Time: 30 minutes*

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### Overview

In this activity, students will explore the concept of survivance using multiple examples from the Cow Creek people. Students will also participate in a whole class discussion about how storytelling can be an act of survivance.

### Activity preparation

For this activity you will be setting up the classroom to represent a small gallery or museum space. Print the packet of Gallery Walk Posters and display each poster in the room. If possible, place additional blank construction paper next to each one for students to record their response and any questions.

### Step 1

Sort students into groups of three to four using your preferred sorting method and have them reorganize into new table groups.

### Step 2

Display slide 8 (“Survivance”) and provide an overview of the concept of survivance.

### Say:

*The traditions and culture of American Indian people have been at risk since the beginning of the colonization of North America. Settlers designed many policies to force American Indians to assimilate, which often included attempts to eradicate cultural practices such as traditional stories.*

*The term survivance is an important way to talk about how American Indian people express and carry forward their cultural identities and traditions in contemporary life. Acts of survivance are those that demonstrate the ongoing and dynamic presence of American Indian people in contemporary times. Cultural preservation is intentionally*

### Activity 3 (Continued)

*keeping a community's traditions and artifacts intact against factors that would change them or erase them altogether. Current-day cultural preservation efforts are acts of survivance.*

#### Step 3

Share slide 9 ("Survivance gallery walk") and walk students through directions for the gallery walk activity.

#### Say:

*In the next activity, we are going to explore multiple examples of survivance by the Cow Creek people. You will have the opportunity to examine visual representations of each act of survivance posted around the classroom and to discuss how each represents the continued survival and prosperity of the Tribe.*

#### Directions

1. Examine the poster's pictures or text and discuss key questions.
2. Record your group's response using details from the pictures or text to support your answer.
3. Move to the next poster when your teacher gives a signal.
4. If another group has visited the poster before your group, respond to both the questions and their answer.

#### Step 4

Using the following prompts, or others you develop, ask student groups to discuss among themselves why they think each poster displayed in the classroom gallery is an example of survivance.



### Activity 3 (Continued)

#### Gallery Walk Questions

- What is happening in the visual?
- What about this visual do you find interesting or surprising?
- How does the visual represent the survivance of the Cow Creek people? Why?

#### Step 5

Make sure each group of students has had 4–5 minutes at each poster, then bring the whole class back together.

#### Step 6

Using an overhead projector or whiteboard, facilitate a whole class discussion by making a list of key themes.

#### Step 7

In preparation for the next activity, ask students how maintaining oral tradition is also an example of a Tribal act of survivance. How might teachings through oral tradition support the cultural preservation of Tribal culture and traditions? Provide students with the following key points:

#### Say:

*Colonization resulted in multiple forms of violence—including geographical, linguistic, and cultural—against American Indians. Storytelling today is an important method of survivance as stories help reconstruct the identity of the Cow Creek people.*

*For example, many Cow Creek stories incorporate descriptions of the landscape within the homeland of the Cow Creek people. These stories serve as a dynamic tool for understanding and maintaining the integral relationship between Tribal*



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### Activity 3 (Continued)

*members and the land. The telling of place-based stories ensures future generations of the Tribe can partake in the foods and resources provided by their homeland since time immemorial.*

*Language plays an important role in the daily lives of people for communication, education, and as a form of cultural identity. Cow Creek stories that embed the Takelma language (one of the languages spoken by the Cow Creek people) contribute to the restoration of the memories, traditions, and identity of Tribal members.*

*Cow Creek stories also include the life lessons, values, and worldview of the Tribe. While colonization and forced assimilation attempted to erase these cultural teachings, stories have kept them alive.*

#### Step 8

Pause to take any questions from students before moving on.



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## Activity 4

# Literary analysis

Time: 60 minutes

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### Overview

In this activity students will have the opportunity to listen to and analyze “Coyote and Fox,” a story from the Cow Creek people. Students will identify the main message (theme) of the story and how this message contributes to the cultural preservation of Tribal knowledge.

### Step 1

Display slide 10 (“Coyote and Fox”) and share with students that they will be listening to a Cow Creek story called “Coyote and Fox,” as told by Frances Johnson, a member of the Cow Creek Band of Umpqua Tribe of Indians.

#### Say:

*Coyote is key figure in many Native Oregonian stories. Coyotes are abundant throughout Oregon and the western United States. They are known for their intelligence, resourcefulness, and playfulness.*

*Coyote often plays the trickster, creating trouble or going against moral teachings. Life lessons are communicated through Coyote’s outrageous behavior and lack of judgement.*

*In the Cow Creek story, “Coyote and Fox,” Coyote does not play the role of trickster, and instead is the recipient of Fox’s many tricks.*

*Let’s listen!*

### Step 2

Play the media for “Coyote and Fox.” Ask students to just listen as the story is presented. There are three media options. Clicking on the microphone icon

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## Activity 4 (Continued)

will start the audio version of the story in either English or Takelma. Clicking on the “Video English Version” button will advance to slide 14 for the audio version with the Takelma language book, Colors’ images.

### Step 3

Next, distribute one copy per student of the **Narrative Analysis Packet**.

### Step 4

Share with students that they will listen to the story **a second time** and read along using the copy of the story in the **Narrative Analysis Packet**.

### Step 5

As they listen and read along, students should circle the names of both major and minor characters and underline any words or phrases that represent problems or challenges the characters face.

### Step 6

Share slide 11, “Identifying the lesson (theme) in a story” and present students with an overview of how to identify theme in a story or narrative.

### Step 7

Next, ask students to return to the text for the names of major and minor characters circled. Ask for a volunteer to share out with the whole class.

### Step 8

Demonstrate for students how to complete the first question of “Task 1” in the **Narrative Analysis Packet** by listing the name and a brief description of one main character. Then ask students to independently complete their description of the major and minor characters in the story.

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## Activity 4 (Continued)

### Step 9

Ask students to find a partner (or assign partners). Working together, students should review the text and discuss what challenge(s) the characters face and how these challenges are overcome.

### Step 10

Give partners about 15 minutes to complete questions 2 and 3 in “Task 1” and then bring the whole class back together to share out.

### Step 11

As a whole class, discuss question 4, “What message or teaching (theme) about life do you take from the story?”

#### Say:

*What teachings does the story “Coyote and Fox” offer to the listener? Think about important skills, life lessons, or cultural values that this story entails. Let’s brainstorm ideas together.*

### Step 12

Facilitate a classroom discussion and list all ideas on a whiteboard or large poster paper.

### Step 13

Next ask students to take about 10 minutes to work independently to complete the questions in “Task 2” in the **Narrative Analysis Packet**.

## Activity 4 (Continued)

### Step 14

Bring the class back together to facilitate a whole class discussion on questions 3 and 4 in the **Narrative Analysis Packet**. Use the example responses listed below to help prompt students through a facilitated discussion.

#### Ask:

*What aspects of the story contribute to the preservation of the culture of the Cow Creek people? Think about the setting, character attributes, and lessons learned. How does sharing the teachings of “Coyote and Fox” contribute to the survivance of the Cow Creek people?*

#### Example Responses

- The setting of the story teaches the significance of the ancestral lands of the Cow Creek people. The story highlights the importance of specific natural resources found on Tribal land including quail, salmon, grizzly bear, eagle, hazel tree/wood, and acorns.
- Cow Creek people have used cultural burning, also described in the story, as a tool to care for the land since time immemorial.
- By experiencing Coyote’s many mistakes, the audience is given the opportunity to learn how to complete crucial tasks (e.g., ways of hunting and gathering).
- The importance of problem solving and independent thinking is a clear lesson in “Coyote and Fox.” Children must learn to not always rely on what others tell them to do, but to think logically about a problem, assess danger, and make insightful decisions.



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## Activity 4 (Continued)

### Step 15

Take any questions from students before moving on.

### Optional/Extension Step 16

Display slide 12 (“All Night Salmon Leap the Falls”) and share with students that they will be reading a story from Thomas Doty, “All Night Salmon Leap the Falls,” available at <https://www.dotycoyote.com/downloads/stories/salmon.pdf>, then complete the story analysis Tasks 3 and 4 in the **Narrative Analysis Packet**.

### Optional/Extension Step 17

Have students explore the Thomas Doty—Storyteller website, including the biography, writing, and media. Allow them time and opportunity to share out interesting facts or connections to the unit.

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## Activity 5

# Culminating task

*Time: 90–120 minutes*

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### Overview

In this activity students use a graphic organizer and rubric to develop their own narrative story highlighting a life lesson or message for their audience.

### Step 1

Refer students to the **Storytelling Graphic Organizer** and the **Rubric for Storytelling**, both in the **Narrative Analysis Packet**.

### Step 2

Share slide 13 (“Storytelling task”) and review with students the key components to be included in their teaching narrative. Ensure students understand this story can be developed as written text, oral presentation, visual presentation (e.g., graphic/comic), or media presentation (video recording).

### Step 3

Students can work on this assignment during and/or outside of class.

## Activity 5 *(Continued)*

### Step 4

Ask for volunteers who want to present their narrative to the class or to a group of peers.

#### **Trauma-informed best practice<sup>2</sup>**

Consider playing soothing music in the background and/or providing a snack before presentations begin to help students regulate their nervous system.

If possible, arrange the classroom in a circle to help with a feeling of inclusiveness and collaboration. Allow students some time to look around the classroom set-up to become comfortable.

Share with students that they are expected to participate in the presentations to the best of their ability. Ensure students understand that presenting to the whole class is voluntary and encouraged if the student feels safe and supported.

Acknowledge the feeling of anxiety around giving a presentation, particularly around personal, familial, or cultural storytelling.

Create a calming space in the classroom with sensory tools and invite students to retreat to this space at any point during presentations.

Share with students some tools they can use to help calm their nervous system such as deep breathing, drinking water, or moving to the classroom calming space.

Allow opportunities for students to share with the teacher their ideas, any hesitations they may have with stories, or other feelings they may have about the activity.

<sup>2</sup> Adapted from "Trauma-Informed Toolkit: A Resource for Educators." Oregon State University. February 2022.



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## Activity 6

# Reflection

*Time: 15 minutes*

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### Overview

In this activity students reflect on and summarize what they learned in the lesson.

### Step 1

Restate or point to the learning targets for the lesson and review with students. Ask if they have any questions about what they learned.

### Step 2

Ask students to share with their groups what stood out or surprised them the most in the lesson. Ask for volunteers to share their responses with the whole group.