English First Peoples 10 Name:

/20

**Local Legends Project**

A close up of a logo

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**Exploring creation stories and other stories helps us understand ourselves and make connections to others and to the world.**

***Your religion was written upon tables of stone by the iron finger of your God so that you could not forget. The Red Man could never comprehend not remember it. Our religion is the traditions of our ancestors-the dreams of our old men, given them in solemn hours of night by the Great Spirit; and the visions of our sachems; and it is written in the hearts of our people.***

***Chief Stealth (Seattle)***

**First Peoples Principles of Learning:** Learning is embedded in memory, history, and story.

* **Place is multidimensional. More than the geographical space, it also holds cultural, emotional, and spiritual spaces which cannot be divided into parts.**

**Step 1:** Choose your story. This can be based on place, Nation, interest in animal characters. You may choose your story from:

1. “Legends of Vancouver” by Pauline Jackson

2. “Ah Mo: Indian Legends from the Northwest” compiled by Judge Arthur Griffin

3. “Native Legends of the Indian Arm Area” compiled by Ralph Drew

4. Any of the Anne Cameron books I have.

5. Mink stories gifted to me by Ms. Galligos

**Step 2:** Read your story. Fill out the story planning sheet below with the key elements of the plot, characters, lesson, setting, etc.

|  |  |
| --- | --- |
| **Title of Legend: Where is this legend from?**  **Characters:** How will you distinguish each character as you tell the story |  |
| **Rising Action/Events**: How will you memorize the key events  1.  2.  3.  4.  5. |  |
| **Setting/Time**: what local landmarks can you identify and play apart of the story? |  |
| **Problem/Conflict:** |  |
| **Teaching/Lesson:** How will you reinforce the theme/lesson of the story? |  |
| **Visual Aids: images you could add to support your telling** |  |
| **Magic or transformation:** |  |
| **Trickster Figure:** |  |

**Step 3: Storytelling**

1. Memorize the opening and closing of the story, important key phrases, refrains, dialogue, conversations, morals, etc.
2. Try performing your story in front of a mirror.
3. Tape your story or legend to hear how you sound.
4. As you perform, remember that each of us has a story to tell and that everyone loves a good story!

**Step 4: Tell Your Story**

* You will present your story in front of the class: you should have visuals to support (map, images of geographical landmarks, pictures)
* You can record your story and play out loud.
* If you have other ideas for storytelling, let me know.

**Rubric:**

**Rubric for Legends Storytelling**

|  |  |  |
| --- | --- | --- |
| **Concerns**  *Areas that Need Work* | **Criteria**  *Standards for This Performance* | **Advanced**  *Evidence of Exceeding Standards* |
|  | **Criteria #1:**  Presentation: voice, enunciation, clarity, poise, audience engagement |  |
|  | **Criteria #2:**  Storytelling: characters, clear lesson, setting, elements of plot, use of setting/geographical uniqueness to story |  |
|  | **Criteria #3:**  Additional visuals to support story, images, map, props |  |
|  | **Criteria #4**: memorization, animation, |  |