# READER'S THEATRE: NATIVE LEGENDS

## **Unit Overview**

The legends of native peoples from around the world are a rich source of literature and oral tradition. The unit contains ten lessons, each featuring a legend from one of the world's native groups.

# **Index**

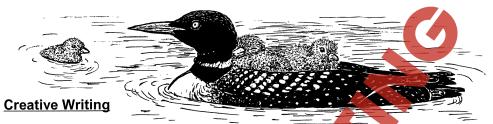
NATIVE GROUP	LEGEND
Ojibway	The Loon's Necklace
Pueblo	The Girl Who Loved Coyotes
Maori	How the Kiwi Lost His Wings
Iroquois	How Bear Lost His Tail
Okanagan	How Turtle Set the Animals Free
Australian Aborigine	The Flying Emu
Makah	Supper For Crow
Cree	The Coming of the Seasons
Sioux	The Three Tests
Inuit	Tikkatoo's Journey

# **Lessons Include:**

- Suggested Teaching Strategies /Themes / Answers
- Readers Theatre Scripts
- Follow-up Activities
- Comprehension Questions
- Fun With Words
- Investigations
- Creative Writing / Art Activities

#### **Investigation**

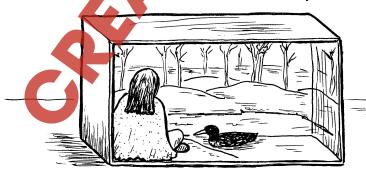
Research and write at least one paragraph about the loon. Include information about the loon's appearance, diet, habitat, and other interesting features about this fascinating bird.



Many Ojibway legends involve the fearsome bogeyman of the north woods, the **Wendigo**. The **Wendigo** was a giant cannibal who roamed the north woods preying on unsuspecting people and animals. Investigate this fascinating creature of the Ojibway, then write a "first person" adventure story in which you personally encounter the **Wendigo**.



Use a shoebox to make a diorama of a scene from this story.



ISBN: 978-1-55319-169-8 ©rainbowhorizons.com RHPA223 **Comprehension Questions** (Please answer in Complete Sentences)

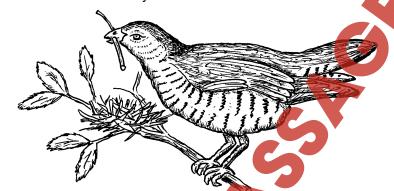
Why did the coyotes like to spend time with the girl? What prevented the girl from going with the coyotes at f Why did the people hate the coyotes and try to kill them? Describe the events that led to the girl going with the coyotes.

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Pipiwharauroa, will you come down from the forest roof? TANEHOKAHOKA:

PIPIWHARAUROA:

Oh please do not ask me to come down to the forest floor, Tanehokahoka, for I am building a nest family.



**CHORUS:** 

Who will come? Oh who will come?

NARRATOR 1:

There was great sadness in the heart of Tanehokahoka, for he knew that unless one of his children came down from the forest roof, not only would his brother lose his children but the birds would no longer even have a home.

TANEHOKAHOKA:

Kiwi, will you come down to the forest floor?

**NARRATOR 2:** 

iwi looked up at the trees and saw the sun shining rough the leaves. He looked to his family that were gathered around, and he looked down at the cold damp earth of the forest floor.

I will come.

There was great joy in the hearts of Tanehokahoka and his brother, Tanemahuta. Kiwi had given them hope.

**Investigation** 

Complete the following chart:

Bird	Description
Tui	
Pukeko	
Pipiwharauroa	
Kiwi	

In addition to the above birds, which are native to New Zealand,

	which are native to this country. Describe their appearance, habitat, and diet.
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#### **Comprehension Questions**

1.	Describe Emu's appearance at th	e beginning of the	play, and at the end.
	z oconice zine e appromise at the		p.o.j, oa o oa.

Beginning of play	
End of play	

#### 2. In one word, describe Emu's character.

## 3. Describe how Kookaburra went about teaching Emu a lesson

## 4. Why do you think Kookaburra didn't feel guilty about what he did to Emu?

#### **Trivial Pursuit**

The Emu is a fascinating bird. Try to answer the following questions correctly:

1. Oil from the emu is used for medicinal purposes.	r F
---	-----

- Wild emus in Australia often trample and destroy
  wheat and other crops.
  T or F
- s. A bounty was put on the emu by the Western
- Australian government.

The male emu incubates the eggs.

5. An emu stands between five and six feet tall. T or F

#### <u>Art</u>

From the description of the emu at the beginning of the play, draw a picture of the emu. Be sure to colour the emu correctly.

T or F

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## $\underline{\textbf{Comprehension Questions}} \text{ (Please answer in } \underline{\textbf{Complete Sentences}})$

- 1. Describe the crisis that faced the Crow family.
- 2. How did Raven trick Mama Crow?
- 3. Describe how Raven tricked the Baby Crows.
- 4. Choose an appropriate word to describe Raven's character or personality. What word would you choose to describe the Baby Crows in this play?

	`	
Raven -		Baby Crows -

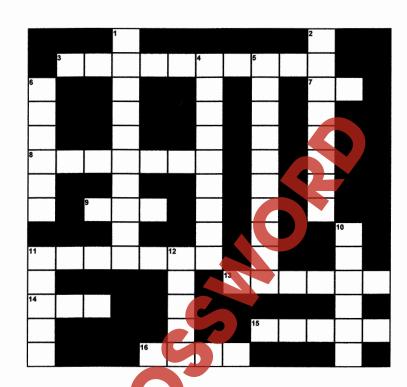
## **Fun With Words**

Match the following words from "Supper for Crow" with the correct antonyms:

		·	
a.	several	serious	9
b.	hungry	rested	1
c.	mischievous	lost	1
d.	nice / kind	light	1
e.	heavy	filled	10
f.	tired	none	1
g.	overjoyed	cruel	į
h.	found	sad	,
			σ



## **THE FLYING EMU - CROSSWORD PUZZLE**



#### **ACROSS**

- 3. A bird of Australia
- 7. Did Kookaburra like Emu?
- 8. Reasonable
- 9. Is Emu vain?
- 11. A competition
- 13. An offensive remark
- 14. Flightless Australian bird
- 15. To brag about oneself
- 16. A sharp, curved nail

#### **DOWN**

- 1. An expression of admiration
- 2. An Australian marsupial
- 4. Very bright and shiny
- 5. One's image cast back
- 6. Not innocent
- 10. To cause water to fly about
- 11. The past tense of creep
- 12. Not moving

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## **Investigation**

The **Cree People** have lived in the northeastern woodlands for centuries. Research information on the Cree People, informing the reader about such things as their diet, weapons, habitat, dwellings, religion and culture. The finished product should be at least two paragraphs in length.



"The Coming of the Seasons" tells a story of a group of characters who really worked together to accomplish their goals. Write a story, play or poem about an incident (real or imagined) from your life in which co-operation with others played an important part.



"The Coming of the Seasons" is filled with a fascinating cast of characters. Create a poster featuring one or more of the characters from the play, advertising a speaking engagement they are involved in at a local meeting. At this meeting, they will be telling the audience about their adventures described in "The Coming of the Seasons". Make sure you include a coloured picture and an attractive title advertising the event.



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# **THE GIRL WHO LOVED COYOTES - WORDSEARCH**

Find the following twenty words connected with the script you have just read. The words are all in a straight line horizontally, vertically, or diagonally - they can be forward or even backward!

G	N	I	H	C	A	0	R	P	P	A	D	L	Z	I	
J	s	H	E	E	P	В	E	A	U	T	I	F	U	L	
D	L	S	H	В	A	U	D	T	Y	0	s	0	s	F	
L	F	R	0	D	E	R	U	J	N	I	С	Y	Y	D	
N	F	F	W	G	W	s	T	F	A	R	0	P	D	W	
E	T	v	L	V	I	T	I	A	T	I	V	A	F	s	
P	В	G	E	T	D	M	T	G	С	Z	E	T	I	F	
H	J	P	D	L	I	I	A	R	E	H	R	0	s	В	
E	E	P	D	P	υ	0	R	E	R	X	E	K	В	P	
0	H	U	N	G	R	Y	G	E	Y	W	D	A	N	H	
D	M	R	I	F	L	E	V	D	M	H	A	G	K	N	
G	s	M	H	E	T	0	Y	0	С	0	Z	M	Y	В	
K	A	С	N	J	F	T	Q	J	I	G	V	S	Z	В	
K	0	0	R	В	x	Z	E	F'	I	R	L	E	Z	C	
	_	_			_		-								

COYOTE	HOWLED	<b>AMIGUITA</b>	HEARTACHE
LONELY	REMOVED	INJURED	GRATITUDE
RIFLE	HUNGRY	SHEEP	<b>OVERHEAD</b>
AMIGOS	HIND	BROOK	<b>APPROACHING</b>
<b>BEAUTIFUL</b>	AGREED	BURST	DISCOVERED

## **E GIRL WHO LOVED COYOTES WORDSEARCH (Answer)**

following twenty words connected with the script you have just read. The words are traight line horizontally, vertically, or diagonally - they can be forward or even

G	N	I	H	\c	A	0	R	P	P	A	Р	L	Z	I
J	S	H	E	E	P	В	E	A	U	T	I	F	U	r
D	L	S	H	В	A	ū	D	T	Y	0	S	0	S	F
L	F	R	6	D	E	R	מ	J	N	I	С	Y	Y	D
N	F	F	W	G	W	s	T	F	A	R	0	P	D	W
E	T	V	L	V	\I	T	ī	A	T	I	v	A	F	S
P	В	G	E	T	D	M	T	G	c	Z	E	T	I	F
H	J	P	D	L	I		A	R	E	H	R	0	S	В
E	E	P	D	P	U	<b>/</b> 0	R	E	R	x	E	K	В	P
	-	U	N	G	R	Y	G	E	Y	W	D	A	N	Н
D	M	R	I	F	L	E	V	(D)	M	H	A	G	K	N
G	s	M	H	E	T	6	Y	0	c	6	Z	M	Y	В
K	A	/c/	N	J	F	T	Q	J	I	G	V	s	Z	В
K	0/	/0/	R	В	X	Z	E	F	I	R	L	E	Z	С
H	L	I	W	Y	J	T	E	E	V	G	N	И	D	Z
	_												_	

COYOTE	HOWLED	AMIGUITA	HEARTACHE
.ONELY	REMOVED	INJURED	GRATITUDE
RIFLE	HUNGRY	SHEEP	OVERHEAD
AMIGOS	HIND	BROOK	APPROACHING
BEAUTIFUL	AGREED	BURST	DISCOVERED

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