

## POST-READING ACTIVITIES Grades 4-6

The "Post-reading Activities" section offers a variety of ideas to enhance the learning stimulated by the Learning Stories. The classroom teacher will be able to tell which are most appropriate for his/her class.

### **Language Arts**

- \* **Have a small group of students retell the story.** Write the story in their words on a chart for all to see. Have them read the story aloud, copy and illustrate it. This is a good exercise for lower level students.
- \* Allow students to go to the library and research a topic stimulated by one of the Learning Stories. (see "Bibliography," *Three Strands in the Braid: A Guide for Enablers of Learning*)
- \* Create a drama around one of the Learning Stories. Present it to others and videotape it.
- \* Have students write a story about the qualities they admire in their family members, and what they have learned from family members.
- \* Have students compare the problem-solving process used in *Who Speaks for Wolf* with other problem-solving techniques.
- \* Allow students to write their own learning story or poem.
- \* Allow students to locate other types of stories from which we may learn, such as fables, parables. (See "On the Nature of Learning Stories," *Three Strands in the Braid: A Guide for Enablers of Learning*, p. 33) Have them share these through different media such as art, music, drama.
- \* Conduct a choral reading of one of the Learning Stories.
- \* Have the class identify a current problem in the city and collect data from their parents, television, editorials in the news, observations, etc., on how it might be solved. Have the students return with their data and compare, discuss and come up with some solutions to the problem.

### **Social Studies**

- \* Have students discuss how they might have recorded and remembered oral history if they had been the Iroquois. **Allow students individually or in small groups, to devise their own system for recording and/or remembering information about their lives, the events in the classroom, current government, etc.** Have them share their systems
- \* Share the information about wampum. (see "Bibliography," "Symbols," *Three Strands in the Braid: A Guide for Enablers of Learning*, p. 58) Have individuals or pairs design

pictograph symbols which might represent elements of the classroom management structure, such as the rules or messages sent to the office. Allow them to use grid paper and create a grid design for a wampum belt. This design would be transferred to create an actual belt. One simple idea is to use brown butcher paper for the hide and small squares or "hold-punch" centers as the design beads. Students could brainstorm other ways to create wampum belts.

\* Any art, music, library, etc. activities are considered opportunities to extend social studies concepts.

\* Set up a learning center which could be used by the students following the teachers' reading and the class discussions. The items might include the following:

- Student art inspired by one of the Learning Stories.
- The books, *Who Speaks for Wolf*, *Winter White and Summer Gold*, and / or *Many Circles, Many Paths*.
- A map showing the migration of Native Americans.
- A map of the Iroquois Confederacy (see "Bibliography," *Three Strands in the Braid: A Guide for Enablers of Learning*).
- The class timeline of important events in Iroquois history.
- Student activity cards which include art and language arts ideas on previous pages.
- Books about wolves and the Iroquois Indians (See "Bibliography").
- A tape player, headset, and the cassette tape with Paula Underwood reading the Learning Stories.

## Art Activities

\* Before discussing the art in any of the Learning Stories, the teacher may want to encourage students to create their own illustrations. Upon completion, the class illustrations might be labeled and arranged in the class version of the story.

\* Discuss the artist with the class. Have the students view the paintings and the drawings as you read the story again. Pause when appropriate to discuss what they see in the artist's interpretations.

\* Have the students create individual collage art projects around the theme of one of the Learning Stories -- or other topics stimulated by the story, such as relationships, the environment, Native Americans, animal or plant life.

\* Have the class create a mural. Allow the class to use group consensus to decide the theme and the sequence of illustrations and how to show the mural.

\* Tell about the art of the Native Americans of the woodland region (see "Bibliography" and "Symbols," referenced above).

\* Allow students to create masks using Native American design.

\* Allow students to create designs for the beautification of clothing using traditional designs.

- \* Have students create dioramas around the theme of one of the Learning Stories, or a topic stimulated by the story.
- \* Have students create miniature shelters of several Native American groups using only natural resources.
- \* Have a small group create a bulletin board around the story or a theme topic stimulated by the story.
- \* Allow students to design a commemorative stamp in honor of the Iroquois and their contributions to the United States.

## **Physical Education**

- \* Ask the physical education teacher to assist you in locating Native American games (see "Games as Learning," *Three Strands in the Braid: A Guide for Enablers of Learning*, p. 37) and dances. Teach them yourself or ask for assistance from the P.E. teacher.
- \* One resource is: *The Games the Indians Played* by Sigmund Lavine, Dodd and Mead Publishers, 1974.

## **Music Activities**

- \* Ask the music teacher to assist in locating and teaching other Native American songs.
- \* Listen to the part of the tape of the Learning Stories which has Wolf Song and discuss with students.

## **Math**

Many teachers have devised their own math units for use in connection with this educational program. One Spokane teacher asked his students to count the number of needles in a bundle on a white pine, then count the number of bundles on a twig, the number of twigs on a branch, the number of branches on a tree, the number of trees in two long rows of pines on campus = ?? Then he asked how many needles there might be in a forest!

## **Outdoor Education**

Ask the local outdoor education specialists for your school, school district, museum or parks department what they might recommend to coordinate with this program. You might choose to lead your students through the following exercise:

Take your students for a walk through a nearby natural area or park. Ask each student to find something that speaks to him or her. Ask them to bring these items back to the circle at the end of the walk. Let them spend as much time at this as you think appropriate. Ask who might like to share what they have brought back and why they brought it with them. You can use this as an opportunity to encourage a discussion of

why nature and things in their natural condition are important to us. Your park may have the “Leave nothing but footprints -- take nothing but photographs” rule. In that case, either you ask your students to bring their choices back in their memories and be prepared to talk about them or have the students replace their finds to the original locations before you leave.

\* See also “Games as Learning,” referenced above.