

<b>Concept/Topic: Drum</b>		<b>Week 1</b>
<b>Essential Question: 1</b>	What is the origin of the drum in the Native Culture?	
<b>Guiding Question: A</b>	What is the origin of the drum?	
<b>Social Studies Learning Outcomes:</b>	Students will become familiar with the drum origin through trickster tales. Students will become familiar with the genre of trickster tales.	
<b>Literacy Development Learning Outcomes:</b>	Re-telling and recall. Reading student created books. Responding to text. Sequencing. Labeling. Summarizing.	<b>Reading Skills:</b> Reading for fluency. Think-aloud (teaching for metacognitive understanding). Good readers link texts, scaffold to prior knowledge.
<b>EALR(s):</b>	<b>Reading: 1.1, 1.3, 1.4</b>	<b>Writing: 2.2, 2.3</b>
	<b>Communication:</b>	<b>Social Studies:</b>
		<b>Other:</b>
<b>Vocabulary/ Language Development (words, phrases):</b>	creator, drum, origin, raven, tale, tradition, trickster.	
<b>Resources:</b>	Trickster tale definition – Apanakhi Buckley and Pam Root (Heritage College). <i>Reading Teacher</i> , Vol. 48 # 6 –Phyllis Ferguson. <i>Before Charlie Was Born</i> –Jerome Jainga. Attached trickster tale chart. Story Board template. Content and activities for teaching about Indians of Washington State, Grades K-6 –OSPI.	
<b>Suggested Books:</b>	<i>Raven Makes Drum</i> - told by Mr. Bruce Miller recorded by Roy DeBoer. <i>How Raven Brought Light to People</i> -Ann Dixon. <i>Raven Goes Berrypicking</i> -Ann Cameron. <i>Raven</i> -G. McDermott. <i>Raven Who Sets Things Right</i> -Gail Robinson. “How Raven Made the Tides” in <i>Keepers of the Earth</i> –Michael Kaduto and Joseph Bruchac (p. 103). <i>Keepers of the Animals</i> -Michael Kaduto and Joseph Bruchac.	
<b>Culminating Activity:</b>	Puppet show reenacting <i>Raven Makes Drum</i> story. Circle dance.	

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Circle</b>				
<ul style="list-style-type: none"> <li>• Introduce week by talking about tricks and trickster (see D1.4).</li> <li>• Say, "Today we will learn about a raven that uses his powers over others. We will learn how the drum came to be."</li> <li>• Ask, "What is a raven? What does it look like?"</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit the trickster chart.</li> <li>• Talk about the elements of the story. (There isn't a lesson or moral, instead the reader brings their own experience and interpretations to make meanings.)</li> </ul>	<ul style="list-style-type: none"> <li>• Say, "The Raven in Northwest Puget Sound Native tales is a trickster and also a creator. Let's read a new Raven tale."</li> </ul>	<ul style="list-style-type: none"> <li>• Play drum music.</li> <li>• Share pictures of earth from space. Ask, "I wonder if this is what Raven saw?" (In day 1 story).</li> </ul>	<ul style="list-style-type: none"> <li>• Have students use list from yesterday to check to make sure all animals from <i>Raven Makes Drum</i> are included.</li> </ul>
<b>Shared Reading</b>				
<ul style="list-style-type: none"> <li>• Read <i>Raven Makes Drum</i>.</li> <li>• Using trickster tale chart, determine if Raven meets the criteria of a trickster. (See D1.5.)</li> <li>• Say, "In this story, Raven uses his bright and clever powers to help animals and people create something for everyone."</li> </ul>	<ul style="list-style-type: none"> <li>• Have students read story sentence strips from Monday.</li> <li>• Read the legend "How Raven Helped the People Long Ago" (see D1.13).</li> </ul>	<ul style="list-style-type: none"> <li>• Read "How Raven Made the Tides".</li> <li>• Add to the tale chart.</li> <li>• Talk about beach at low tide and high tide.</li> <li>• Ask, "What can you collect? Is there a tide cycle in our area?"</li> </ul>	<ul style="list-style-type: none"> <li>• Have students sit in a circle like the drum. Read <i>Raven Makes Drum</i>. Stop on page 3 and do a think aloud. (See D1.8).</li> <li>• Finish story.</li> </ul>	<ul style="list-style-type: none"> <li>• Assign (or let each student choose) a character from <i>Raven Makes Drum</i> tale.</li> <li>• Have students make a Popsicle stick puppet to reenact the tale.</li> </ul>
<b>Individual, Paired, or Small Group Work</b>				
<ul style="list-style-type: none"> <li>• Have students work in pairs to put sentence strips in order (see D1.6).</li> <li>• Have students illustrate the story created from sentence strips.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students take turns reading yesterday's student created books to a partner or group.</li> <li>• Mark Crossword Puzzle (see D1.14-15).</li> </ul>	<ul style="list-style-type: none"> <li>• Have students make a triarama (see D1.12) of the story at high or low tide.</li> <li>• They should label/summarize, share and display their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask "Who were all the animals who contributed to making the drum?"</li> <li>• Make a list as a whole class or in smaller groups. (You may have to revisit text.)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher reads story while children perform a circle dance with their puppets.</li> <li>• Refer to p. 46-47 of <i>Keepers of the Animals</i> to give thanks.</li> </ul>
<b>Teacher Instruction</b>				
<ul style="list-style-type: none"> <li>• Find a picture of a raven, other Raven tales.</li> <li>• Copy definition of trickster (use butcher paper).</li> <li>• Make overhead &amp; copies of D1.14 for students.</li> <li>• Bind student retelling pages of <i>Raven Makes Drum</i> and copy.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a large story sequence wheel to hang in room (see D1.11). Possibly laminate it for later use or make general copies to use with other stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to <i>Keeper of the Earth</i> p. 104-105 to find circle of tide and moon.</li> <li>• Play tape of ocean sounds.</li> <li>• Find triarama instructions (see D1.12).</li> </ul>	<ul style="list-style-type: none"> <li>• Included is a plan for children to write a Language Experience Trickster Tale after many stories are read. See D1.17.</li> </ul>	<ul style="list-style-type: none"> <li>• Find construction paper and Popsicle sticks.</li> </ul>

## Using Myths and Legends in the Classroom

### Myths

Myths are ancient stories that have their roots in the sacred beliefs of groups of people long ago. The stories take place in a remote past, in a time before historical time, and the main characters are deities, semi-deities, or humans with extraordinary powers. They represent and explain the origin of the world and of human's relationship to it before the advent of modern science.

### Legends

Legends, too, are explanatory stories. Like myths, they have fantastic elements in them. Legends, however, are set in historical times and in places that seem recognizable, and the main characters are humans. They may spring from historical fact or may be wholly imaginary.

1. Myths and legends are two major categories falling under the heading, folktale, the other main categories being trickster tales; fables; pour quoi, or "why", stories; and fairy tales. Folktales are stories that were originally transmitted orally. Once the stories are written down, they become folk literature.
2. The stories are exciting. They are full of adventures, wondrous events, and heroes and heroines who are larger-than-life.
3. Like all good literature, myths and legends have an intellectual content that naturally invites readers to think about and discuss symbols, values, and applications of a story to their lives today.
4. Myths and legends can enhance reading and listening comprehension and critical thinking. As students compare, contrast, and evaluate the stories, they develop their ability not only to enjoy this genre of story, but also to articulate why they enjoy it.
5. Exposure to myths and legends can help boost students' writing skills. The stories have stock characters, reiterated themes and settings, and a predictable aura of fantasy and "impossibility" that make them highly accessible models for student writing.
6. Myths and legends serve as natural springboards into other areas of the curriculum, thus helping to build and enrich an integrated curriculum.
7. By reading myths and legends, students build their general literacy.

**The Trickster Tale: a definition**

1. A Trickster is very bright and very clever, more so than others.
2. Often, the Trickster may develop elaborate schemes that don't always work out.
3. A Trickster is a human-like figure that is fallible, but also has special creative powers. They can change form and create people and things.
4. A trickster can be greedy and is normally very egocentric.
5. The lessons we derive from traditional trickster tales are not in the story explicitly. Readers interpret the lessons based on their own maturity.
6. Often in today's Trickster tales, a moral is written in at the end of the story, a reflection of western tradition.

*Apanakhi Buckley, Ph.D. and Pam Root, Heritage College Toppenish, Washington.*

**Trickster Tale Wall Chart:  
Teacher Directions:**

Make a large grid like this example and hang in the classroom. Whenever a Trickster Tale is shared, add it to this matrix and lead discussions to compare text-to-text features of a trickster tale.

<b>Title</b>	<b>Opening time</b>	<b>Characters</b>	<b>Trickery?</b>	<b>Outcome</b>

Note: Most Native American tales do not have a moral that is stated at the end of the story. The reader is free to interpret and draw conclusions and lessons from the story as she/he sees fit. A point of discussion might be to share each child's interpretation of the story and what they feel is the message, if any, in the tale.

**Sentence Strips for *Raven Makes Drum***

Raven was very worried because the animal people were misbehaving.

Raven knew he had to do something to save the animal people.

Snipe suggested to Raven that he fly high in the sky and search for an answer.

Raven flew high above the land and sea and looked for a clue.

Raven saw the curved earth and the curve of the sky and the circle in many other things.

Raven knew in his heart that the circle would solve his problem.

Raven returned to earth and told the people about the circle.

Frog said, " why don't we make our own circle?"

One Cedar Tree offered his wood.

One Bear used his claws to pull off a thin strip of cedar wood.

Raven and snipe and blue Jay bent the cedar strip using steam from the hot spring.

They used beargrass to fasten the ends of the circle together.

Deer gave his hide to tan and stretch over the cedar circle.

Cougar skinned the deer.

Raven attached the deerskin to the cedar circle.

Hummingbird painted symbols on the deer hide circle.

Raven leaned the new sacred circle against a rock.

Sea gull dropped pebbles on the circle.

The sound of the seagull's pebbles reminded the animal people of the heartbeat of life.

All of the animal people made their own sacred circles called drums.

They danced their stories and sang the songs of their lives to the pounding of the drum.

***Raven Makes Drum***

Taken from Skokomish stories as told by Mr. Bruce Miller  
Written down by Mr. Roy DeBoer

Raven was very worried. Many of the animal people were behaving badly. The animal people had been warned by the Creator to mind their manners and to avoid the four seeds of destruction!<sup>1</sup>

Now, the Bear people and the Killer Whale people were taking all of the salmon for themselves.

The Salmon people were blaming one another for their problems with the bears and killer whales.

The Ant people wanted the daylight to remain all of the time so they could see as they worked. The Bear people, however, wanted it to be dark all of the time so that they could sleep when they were not hoarding salmon.

The Blue Jay people were stealing everything they could grab away from the other animal people, while the Cougar people were eating the Deer, Elk, and many of the smaller, weaker, or slower animal people.

No one was safe. Even family members were afraid of other members of their own family. Indeed, something had to be done to restore order and harmony to the animal people. The Creator had warned them that they must live in peace and harmony, or their world would be turned upside down and that human beings, who were coming, would dominate the world.

Raven knew he had to do *something*, but what? Even with his special powers<sup>2</sup>, Raven knew that he could not change the hearts of the animal people. Yet, he had to do something to save the animal people. Raven thought, and thought, and thought some more.

One of the Snipe people suggested to Raven that he fly up as high in the sky as he could to see if he could better see an answer for the problem. Raven flew high above the land and sea and looked all about him for a possible clue.

Then he saw it! The world below him appeared to be curved. The sky above was curved too. A pebble Raven was carrying fell into the sea below him, and circular ripples emerged from the spot where the pebble fell. Raven saw that the sun and the moon were also circular.

Raven knew in his heart that the circle had to be a sacred thing. The circle had no beginning or ending point and seemed to say that all things were connected.

Raven flew back to earth and told some of the animal people what he saw. But how does the idea of a circle solve their problem? Frog spoke up, "Why don't we made our own circle and see what happens?"

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<sup>1</sup> The four seeds of destruction are: greed, lust, hate, jealousy.

<sup>2</sup> Raven was a shape-shifter and had supernatural powers

Cedar Tree agreed. "Take a thin piece of wood from my side and bend it into a circle."

One of the Bear people, using his sharp claws, cut into the side of Cedar Tree and pulled off a thin strip of cedar wood.

Raven, Snipe, and Blue Jay bent the cedar strip, using steam from the hot springs to soften the wood, allowing the wood to bend without cracking. The ends of the cedar strip were fastened together with bear grass<sup>3</sup> and now they had a circle made from the body of their brother Cedar Tree.

"Now what?" said Cougar, who had been watching from a nearby rock. Raven didn't know. The circle looked beautiful, but what to do with it?

Then Deer spoke up. "I'm near to the end of my life. When I pass to the spirit world, take my hide and stretch it over the circle. Decorate my skin with our sacred symbols. Maybe this will provide the answer."

When Deer passed on to the spirit world, Cougar removed Deer's skin, and Raven attached it to the cedar circle.

Hummingbird Bird, using colors from Mother Earth, painted on the powerful symbols of the spirit world, and now, the circle object seemed complete. But, somehow, the question of how the deer hide circle would restore harmony remained. "Now what," asked Ant, "What do we do with the circle object?"

That was a good question. The deer hide circle object was indeed beautiful, but nothing was happening. The Salmon people were still being eaten at an alarming rate. The Elk were eating all of the Deer's food, and the Cougar people were preying<sup>4</sup> on nearly everyone else.

Raven set the circle object next to a large rock near the beach. Raven and all of his friends and relatives thought, and thought, and then thought some more.

Suddenly, something caught their attention. A reverberating sound of a heartbeat began to surround them. The rhythmical beating had not been heard since they were in their mothers' wombs-the beating of a mother's heart, the warm, comforting throb of the pulse of their life and of all existence around them.

The throbbing of the heart sound caught the attention of all of the animal people around them, and they drew near to better hear the comforting sounds of throbbing and the safeness of their mother's womb.

Raven looked about and saw that Sea Gull was dropping pebbles on the deer hide circle and causing the circle to speak.

Raven and animal people saw that this was what was missing from their lives. The measured throbbing of the deer hide cedar circle touched the hearts of all the animal people and brought them together, bound by the heartthrobs of life.

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<sup>3</sup> Bear grass-long, strong, thin grasses having sharp edges; grows by ocean shores

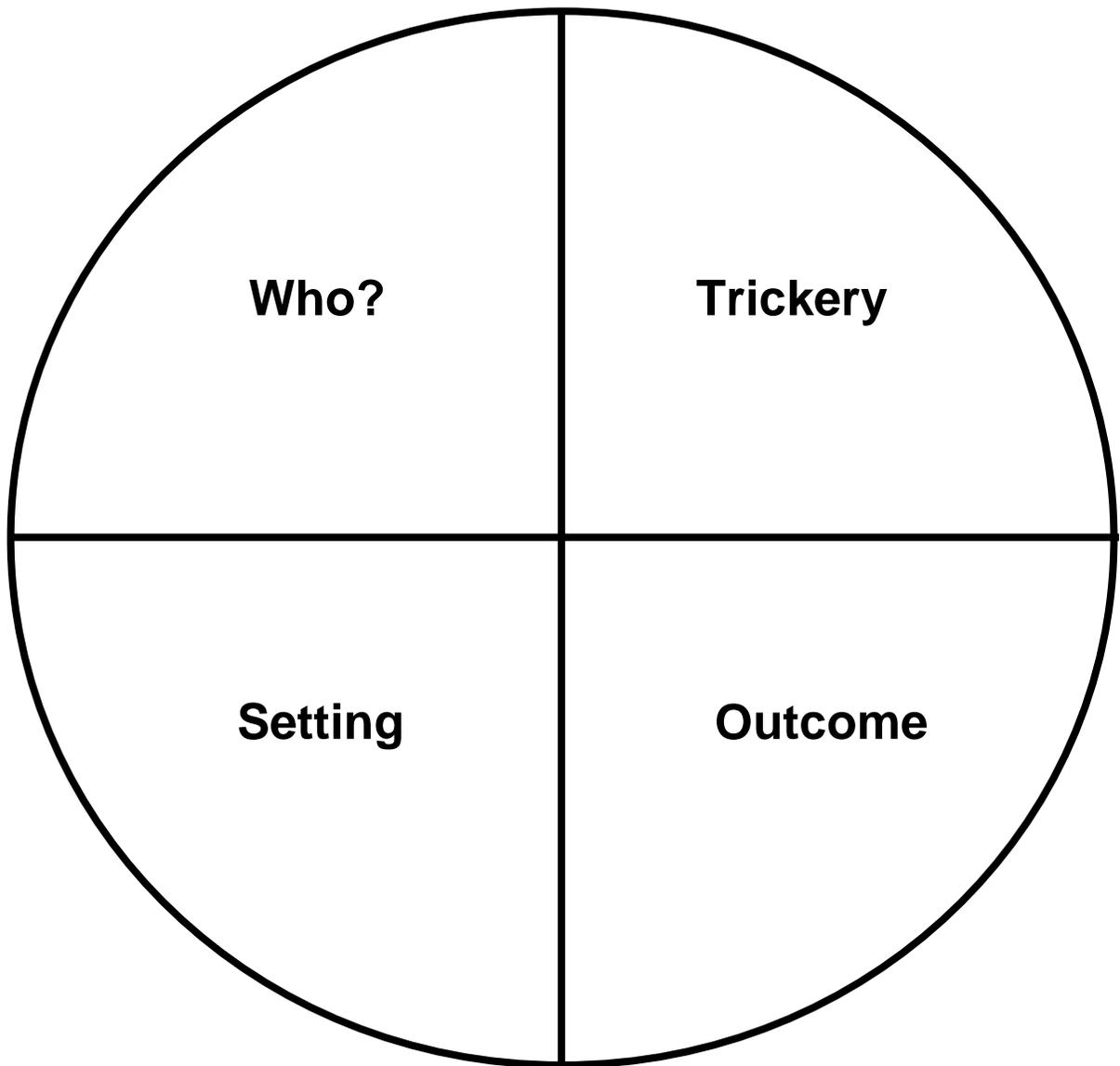
<sup>4</sup> Preying upon - definition

All of the animal people got together and made their own sacred circles and called them drums, after the drum, drum sound of the heart.

Soon the animal people were dancing their own stories to the pulse of the drum and singing the songs of their lives to the cadence of their hearts.

Raven knew that the Creator had shown him the path to harmony by honoring their common culture.

Story Sequence Wheel



\*note: 'Who?' indicates characters  
'Trickery' refers to tricks in the story

## Triaramas

### Teachers:

Your students will enjoy making and displaying these three dimensional representations of what they have learned. It's a visual way to show what they have learned through pictures and writing.

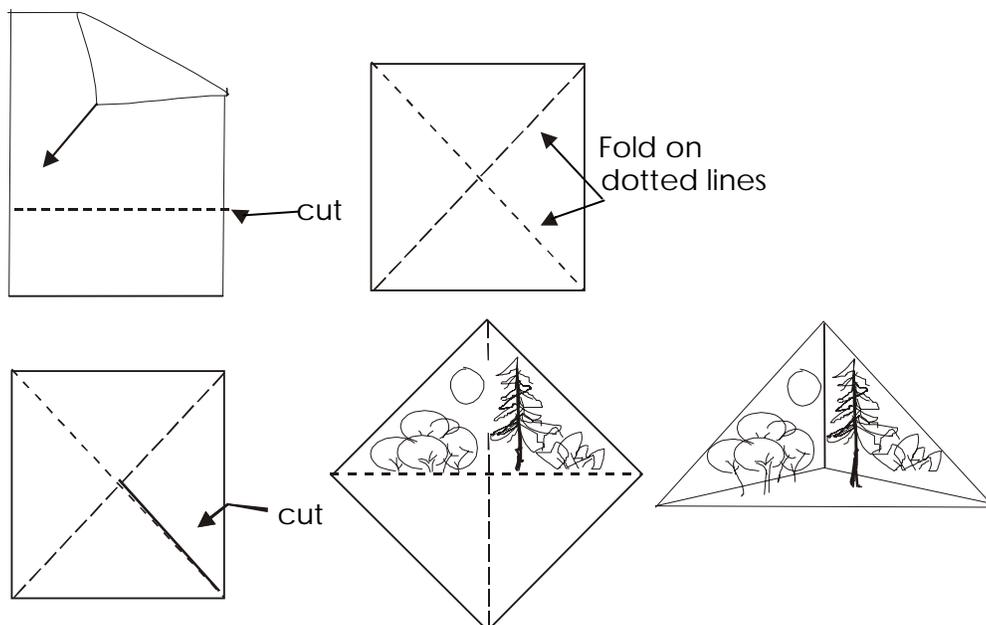
### Materials needed:

Construction paper  
 Paper scraps, crayons, markers or colored pencils  
 Scissors  
 Glue

### Directions:

1. Using any size paper make a square by folding the right hand corner down until the left top corner makes a triangle.
2. Fold this piece into 1/4s by folding corner to corner.
3. Open this and cut one folded line only to the center of the square
4. Have the children draw a scene for the background of their picture on the top half of the square. Overlapping the two bottom triangles - glue together.
5. Children add ground or floor and any stand up pieces such as trees, animals, etc.

Your triaramas will look wonderful hanging in the room or on display on a table or wall.



**Legend: How Raven Helped the People of Long Ago<sup>5</sup>**

Many years ago, Gray Eagle was the keeper of the sun, moon, stars, water, and fire. Since he did not like people, he did not share any of these things with them. The people had to live without the convenience of light and without water and fire.

It so happened that Gray Eagle had a beautiful young daughter named Young Eagle. One day as Raven was flying along he spotted Young Eagle. He instantly fell in love with her beauty and wanted to meet her. Raven changed himself into a handsome white bird and flew circles near Young Eagle. Soon she spotted Raven and was quite attracted to him. Young Eagle invited Raven to the lodge where she lived with her father. Raven flew alongside Young Eagle to her home.

Once inside, Raven visited with Gray Eagle. As they sat talking, Raven noticed that Gray Eagle had the sun, the moon, stars, water, and fire stashed away in a corner of the lodge. Raven thought to himself, "I must steal these things away from Gray Eagle and bring them to my people. We are the ones who can use these things."

He waited and waited and finally the time came when no one was watching. Quickly Raven grabbed all of the things in the corner and escaped from the lodge through the smoke hole.

Raven flew high up into the sky, and he hung the sun up to shine. After a while, the sun circled the earth and soon it was dark. Then Raven hung up the moon and he scattered stars around the sky. With this, there were now graceful lights during the night.

Finally Raven had to decide what to do with the fire. As the fire burned, smoke covered his body and soon his feathers were all black. Raven's beak began to get hot! Soon the fire was just too hot to hold and Raven had to drop it. It fell onto the rocks below; and the fire fell so hard, it went right into the rocks. The rocks that the fire hit happened to be flint. This is why today, if you strike two pieces of flint together, you can make fire.

When Raven had finished his job, his feathers remained black. This is why Raven is a black bird.

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<sup>5</sup> from: Content and activities for teaching about Indians of Washington State - grades K-6, OSPI.

**Crossword Puzzle:**

**How Raven Helped the People of Long Ago**

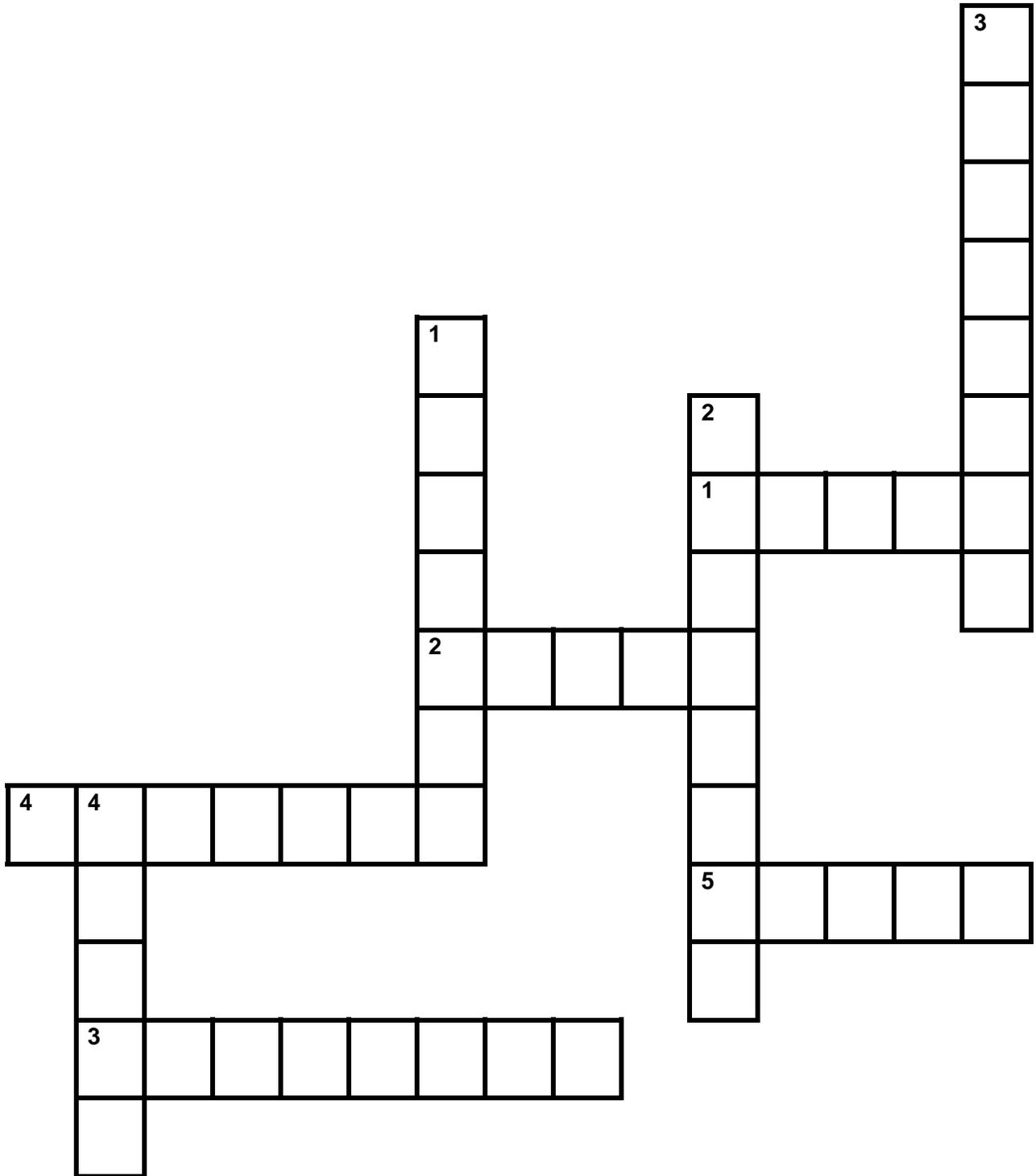
**Across**

1. Many years ago, Gray \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ was the keeper of the sun, moon, stars, water, and fire.
2. The people had to live without the convenience of \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_.
3. The rocks the fire hit \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ to be flint.
4. Young Eagle \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ raven to the lodge where she lived with her father.
5. This is why \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ is a black bird.
6. The \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ formed fresh water lakes and streams.

**Down**

1. The sun \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ the earth and soon it was dark.
2. When Raven finished his job, his \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ remained black.
3. It so happened that Gray Eagle had a beautiful young \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ named Young Eagle.
4. With the moon and stars, there were now graceful lights during the \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_.

**Crossword Puzzle:  
How Raven Helped the People of Long Ago**





**Students Write Their Own Trickster Tale  
Sample of Student Planning Sheet**

Students: Write your plans for your own trickster tale below. These ideas will help you as you create your own tale!

My very Own Trickster Tale Plan

What is the title of your trickster tale?

Who is the trickster in your story?

Who is getting tricked?

How will your story end?

## **Background Information about making drums by Roy Deboer**

The Red Wood Cedar tree was one of the most important resources that Northwest Indian people had at their disposal. All parts of the cedar tree were used for a variety of purposes ranging from canoes, houses, household implements, clothing (from the inner bark of the cedar), and musical instruments such as the drum.

West Coastal Indians would beat the gunnels of their large cedar canoes with their paddles in cadence with special canoe songs, as they paddled from place to place.

Large Cedar wood boxes were used as drums inside the long houses during winter ceremonials.

Smaller hand-held cedar drums were frequently used and carried by tribal members from longhouse to longhouse during times of celebration known as potlatches.

These smaller hand-held drums were constructed with a thin strip of cedar, steamed to make the wood pliable and then bent to form a circular shape. The ends were sewn together using cedar roots, deer skin, raw hide was stretched over the cedar frame and fastened tight by lashing the hide across the back side of the drum. Upon drying, the rawhide became taut, and provided a surface for drumming.

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### **Making a Drum**

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In present day, a circular hand drum may be fashioned in the following manner:

You need:        48"-50" cedar board that is  $\frac{3}{4}$ " thick and 4" wide  
                      Rawhide or cow shin hide available through craft stores  
                      Heavy scissors or leather shear  
                      Wood glue, finishing nails, and carpet tacks

Method:

1. Using a miter saw, cut the cedar board into 6" long pieces. Each 6" section must be cut at an angle of 67.5 degrees at each end as shown in diagram A.
2. Glue the pieces together, securing each segment with finishing nails as shown in diagram B.
3. Clamp the circular frame, using a clamp designed for clamping angled boards, if possible.
4. When the frame is dried, usually overnight, smooth the sides, edges, and angles using sandpaper.
5. Soak the rawhide for several hours until it becomes soft and pliable (similar to pie dough).
6. Cut the raw hide in a circular pattern large enough to cover the front of the frame completely, and overlap the back of the frame by 2"-3".
7. Gently stretch the rawhide over the drum frame securing the rawhide to the back of the frame using upholstery tacks on the  $\frac{3}{4}$ " frame edge, as in diagram C.

8. Cut 3/8" strips of rawhide in 2'-3' lengths to secure the rawhide securely across the back of the drum. These strips also serve as the drum handle.
9. Let the rawhide dry at room temperature, away from direct heat, overnight.

If the rawhide has been drawn too tightly across the frame, it will produce a tin-like sound. If drawn too loose, the sound will be more like a dull thud. Err slightly toward the more taut.

A design may be printed on the drum face using black, white, and red colors using acrylic paint with traditional designs such as killer whales, bear, raven, eagle or thunderbird.

A drum beater may be fashioned using a 3/4" dowel with soft leather wound around one end and held in place by a small cover of rawhide lashed to the dowel that has had grooves carved into the head.