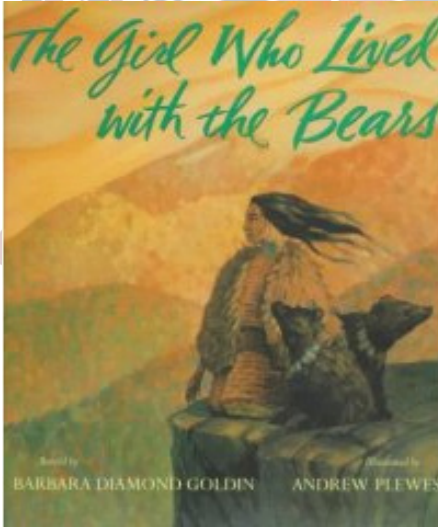


The Girl Who Lived with the Bears



Grade Level: 4-6

Overview

The book, *The Girl Who Lived with the Bears*, retold by Barbara Diamond Goldin, forms the basis for this literature unit. Listening to the story, as read from the book and/or as told by a storyteller, provides the knowledge needed to complete other activities in the rest of the unit.

Tlingit Cultural Significance

Like the bear-husband in *The Girl Who Lived with the Bears*, characters that transform at will are found throughout literature. Understanding the universality of this characteristic helps students use of their knowledge of Tlingit stories to learn about the larger world. (Alaska Cultural Standard B.2) In addition, knowing behaviors that are culturally valued and knowing that these behaviors are learned in story-lesson form from generation to generation helps students integrate these behaviors into their daily lives. (Alaska Cultural Standard A.6)

Elder/Culture Bearer Role

An Elder or culture bearer can contribute much to the storytelling tradition honored in this unit. He/she might talk about the clan to whom the story belongs and traditional Tlingit protocols related to storytelling. Since this story has been commercially published, it is in the public domain more than many other traditional Tlingit stories. The Elder may wish to comment on this changing aspect of storytelling. In addition, the Elder may know other “Bear clan” stories that s/he might like to tell.

Gaining help from Elder would be essential for the readers’ theatre or play (Lesson # 5). The staging, story interpretation, costuming (for a play), music and LÍngit language are all aspects that would benefit from an Elder’s perspective and assistance.

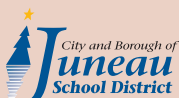
The Elders may know other stories of transformation that he/she would like to share and these stories might be used instead of the ones provided for Lesson #3. Lesson #5 includes a transformation mask as part of the lesson. The Elder may have knowledge about these masks to share with students.

A series of elementary level thematic units featuring Tlingit language, culture and history were developed in Juneau, Alaska in 2004-6. The project was funded by two grants from the U.S. Department of Education, awarded to the Sealaska Heritage Institute (Boosting Academic Achievement: Tlingit Language Immersion Program, grant #92-0081844) and the Juneau School District (Building on Excellence, grant #S356AD30001).

Lessons and units were written by a team of teachers and specialists led by Nancy Douglas, Elementary Cultural Curriculum Coordinator, Juneau School District. The team included Juneau teachers Kitty Eddy, Shgen George, Kathy Nielson, Hans Chester and Rocky Eddy, and SHI language team members Linda Belarde, Yarrow Vaara, David Katzeek, John Marks, Mary Foletti, Rose Natkong and Jessica Chester. Curriculum consultants Julie Folta and Toni Mallott assisted and Annie Calkins edited the lessons and units.

Lessons were field tested in Juneau classrooms in 2005-6.


All units are available online at sealaskaheritage.org.





Lesson Titles

- Lesson 1: Read/listen to *The Girl Who Lived with the Bears*
- Lesson 2: Retell *The Girl Who Lived with the Bears* using a storyboard and figures or story scenes
- Lesson 3: Compare versions of *The Girl Who Lived with the Bears*
- Lesson 4: Transformation story elements and definitions
- Lesson 5: Read/perform a play or readers' theatre of *The Woman Who Married a Bear*
- Lesson 6: Create an original transformation story and mask



**SOUTHEAST
TRADITIONAL
TRIBAL VALUES**

“OUR WAY OF LIFE”

- Discipline and Obedience to the Traditions of our Ancestors
- Respect for Self, Elders and Others
- Respect for Nature and Property
- Patience
- Pride in Family, Clan and Traditions is found in Love, Loyalty and Generosity
- Be Strong in Mind, Body and Spirit
- Humor
- Hold Each Other Up
- Listen Well and with Respect
- Speak with Care
- We are Stewards of the Air, Land and Sea
- Reverence for Our Creator
- Live in Peace and Harmony
- Be Strong and Have Courage

Developed, Adapted, and Approved at the 2004 Elders Forum on Traditional Values
Sponsored by Central Council Tlingit and Haida Indian Tribes of Alaska, Circle of Care, SAMHSA Substance Abuse Planning Project, Elderly Nutrition Program, Johnson O'Malley Program and Alaska Rural Systemic Initiative, Alaska Association of School Boards



Lesson #1

Read Aloud *The Girl Who Lived with the Bears*

Objectives

Students:

- Listen well and with respect to a book read aloud
- Relate prior knowledge about bears and how to treat bears respectfully

Time

30 minutes

Materials

- Book: *The Girl Who Lived with the Bears*

Activities

Activity #1

Teacher preparation

- Traditionally, Tlingit stories are owned by clans. Others do not tell stories that they don't own without permission. This is akin to the contemporary concept of "intellectual property rights".
- Read the story to yourself, noting the consequences of treating bears disrespectfully. (Instead of, or in addition to reading *The Girl Who Lived with the Bears* to the class, you might locate a storyteller who will share the story.)
- For teachers who want to add some LÍngít language to the lessons, LÍngít language wall cards are included in the Resources for Lesson #1.
- For teachers who use teacher made calendars, calendar icons are included in optional Resources and may be used throughout the unit as desired.

Activity

- Discuss the idea of story ownership. Suggest that the story you are about to read may be more in the "public domain" since it is published. Explain that different versions of the story exist and come from other people in Southeast Alaska, Interior Alaska and elsewhere in the Pacific Northwest.
- Discuss and record students' prior knowledge about bears and how they should be treated, according to Tlingit tradition.
- Read aloud *The Girl Who Lived with the Bears*, stopping as needed to discuss concepts and questions that arise.

Assessment

- Note student behavior during the reading (storytelling). Notice if students are "listening well and with respect". Anecdotal notes might be taken about individual listening behavior and the questions students ask.

Resources included for this lesson

- Book: *The Girl Who Lived with the Bears*
- Tlingit language wall cards
- Calendar Icons (at the end of the resources section)



Lesson #2

Retell *The Girl Who Lived with the Bears*

Objectives

Students:

- Orally (or in writing) retell *The Girl Who Lived with the Bears* in correct sequence
- Using scenes or written story events, correctly sequence and retell the story

Time

30-45 minutes

Materials

- Book: *The Girl Who Lived with the Bears*
- Storyboard background: forest scene
- Character figures: self-adhesive figures
- Character figures: laminated, velcro-backed felt board figures and felt background
- Scenes: pictures of events in story

Activities

Activity #1

Teacher preparation

- You and your students should have previously read and reread the book *The Girl Who Lived with the Bears*. It is important that students have heard and/or read the book several times before attempting a retelling.
- Practice retelling the story yourself, using the background and character figures so that you can anticipate any problems students may have.
- Laminate and velcro the backs of the character figures for the felt board activity.

Activity

Tell students you are going to retell the story of *The Girl Who Lived with the Bears*, and do so. Next, use the storyboard background and character figures to retell the story and encourage students to offer suggestions about the retelling. Point out that the storyline and character figures need to match but that figures don't change rapidly, only with significant events.

If students have had previous experience retelling stories and using figures to do so, you may elect to have students attempt this activity independently or with a partner. If students have not had this experience, you may need to further model the process.

As an alternative, laminate and attach velcro hooks to the back of character figures. Use these figures on a black felt background to retell the story instead of using the setting storyboard background and character figures.

Alternate Activity

- Students use small picture cards of the beginning, middle and end of the story to retell the story orally or in writing. Materials are provided in Lesson #2 resources. Given sentences in random order, students correctly sequence them to tell the story.



Assessment

- Students correctly retell *The Girl Who Lived with the Bears* to a peer, teacher or parent, using characters figures and backgrounds, scene photos or the written events provided.

Lesson #3

Compare versions of *The Girl Who Lived with the Bears*

Objectives

Students:

- Recognize that oral aspects of storytelling cause differing versions of stories to evolve
- Identify and compare characters, settings, main ideas and details in versions of a story

Time

2 sessions – 30 minutes each

Materials

- Book: *The Girl Who Lived with the Bears*
- For older students, text from *HaaShuká* by Richard and Nora Dauenhauer (stories by Tom Peters or Frank Dick Sr.); for younger students, Internet text of the story
- Sample comparison chart for character, setting, main idea, detail

Activities

Activity #1

Teacher preparation

- Reread the book, *The Girl Who Lived with the Bears* and read a second version of this story, (included or available in *Haa Shuká* or the Internet at <http://www.planetozkids.com/oban/girl.htm>). Note similarities and differences between stories.
- If students are to read the second version independently, photocopy the text.

Activity

Students listen again or read *The Girl Who Lived with the Bears*. After reading, ask students identify the characters, setting, main ideas and supporting details in the story. Record this information on an enlarged version of the chart included in Lesson #3 Resources.

Discuss that while this story is now written in book form, that it was formerly only passed on via oral storytelling. Discuss ways in which the story might change due to the oral tradition.

To demonstrate how information and stories change over time, play the Whispering Game, where one student passes information to another by whispering. After the information has been passed to everyone in the class, ask the last student to repeat out loud what he heard. This clearly demonstrates how ideas and words change over time.



Read aloud (or students read to themselves) the story as told in *Haa Shuká* or as told in the Internet version. After reading, discuss characters, setting, main ideas and details of this story. Record information on the enlarged chart used earlier. Compare the information from both stories, keeping track of items that are the same and those that are different.

Assessment

- Students write 2-3 paragraphs comparing character, setting, main ideas and/or details of the two stories read. Students tell why these differences might have occurred.

Resources to gather for this lesson

- Book: *Haa Shuká* by Richard and Nora Dauenhauer
- Enlarged comparison chart, if desired.
- Markers, highlighters





Lesson #4

Transformation Story Definition and Elements

Objectives

Students:

- Develop a definition of a transformation story
- Compare characters, conflicts, and outcomes of different transformation stories
- Infer the lesson(s) learned in a specific transformation story

Time

3 or 4 sessions – 30 minutes each

Materials

- Book: *The Girl Who Lived with the Bears*
- Internet stories: *The Frog King* and *The Princess and the Mouse*
- Transformation story elements chart
- Southeast Traditional Tribal Values chart or poster

Activities

Activity # 1

Teacher preparation

- Read *The Frog King* and *The Princess and the Mouse*. Both involve transformation of a character and imply a lesson to be learned about relationships between humans and animals. Compare and contrast these stories with *The Girl Who Lived with the Bears*.
- Prepare copies of the stories and make an overhead or poster size story elements chart.

Activity

Reread *The Girl Who Lived with the Bears*. Discuss the bear-human transformations in this story. As a class, develop a tentative definition of a transformation story.

As a group, discuss the story elements chart, making sure students understand the elements and that these elements are universal and found in transformation stories in all cultures.

Read aloud (or ask students to silently read) *The Frog King*. Discuss how each story element is present in *The Frog King*. Make notes on an enlarged version of the story elements chart. After this discussion, students listen to or silently read *The Princess and the Mouse* and with a partner or individually. Ask them to record their ideas on a story elements chart.

Possible discussion prompts include:

- Review the group's initial definition of a transformation story. Should it be modified? How?
- As a result of her experiences, what does each girl learn about animals or about herself? What life lesson(s) are learned?
- What Southeast Traditional Tribal Values are exemplified in the stories? Locate evidence in the text to support your statements.
- What personality traits or behaviors do the girls have in common and why this might be so?



- How is the animals' aid or interaction with the girl similar /different in each story?
- Why must the bear-husband die at the end of *The Girl Who Lived with the Bears*?

Activity # 2

Teacher preparation

Check with the school or community librarian to locate various stories in which characters transform. Gather a collection of these stories for student use.

Activity

Ask students to keep an ongoing record of stories in which characters transform. Some transformation stories that students might explore include *Mouse Woman and the Mischief Makers* by Christie Harris, *The Prince and the Salmon People* by Claire Rudolph Murphy and various Raven stories, including *How Raven Stole the Sun* by Maria Williams.

Assessment

- Students independently reread *The Girl Who Lived with the Bears*. They individually fill in story elements charts, comparing the three stories. Collect charts to assess completion and depth of understanding.





Lesson #5

Play Readers' theatre *The Woman Who Married a Bear*

Objectives

Students:

- Read fluently both silently and aloud from scripts
- Convey ideas and emotions through vocal expression
- Listen and respond to others vocal interpretations

Time

Initially 30-45, minutes with more time later as needed.

Materials

- David Hunsaker script entitled *The Woman Who Married a Bear*

Activities

Activity 1

Teacher preparation

- The script, *The Woman Who Married a Bear*, included with the lesson was written by Juneau writer David Hunsaker. It is with his permission that we offer this script. Read the entire script *before* deciding to use it with students. It may not be appropriate for all students. The story told in the script varies significantly from the one in the book, *The Girl Who Lived with the Bears* and could be considered somewhat “darker” since not only is the bear-husband killed but so are the brothers - and it is done by the bear-mother and cubs.
- Prior to beginning this activity, students should have heard and/or independently read *The Girl Who Lived with the Bears* several times. They should have read and discussed the storyteller’s note at the end of the text. Prepare to discuss the information in the note about the storyteller’s choice on story elements included.
- More about readers’ theatre can be found at www.aaronshep.com or from local drama teachers or local community theaters.

Activity

Preparing for a readers’ theatre performance takes several days and a full play even longer.

On the first day of reader’s theatre, students read the entire script to themselves. They do not select parts.

On subsequent days students read the script two or three times, reading a different part each day. At this point most students have a firm grasp of the script and are ready to practice their own part.

After parts are assigned or selected, students read the script several times, working on fluency, expression and interpretation. Play preparation is more extensive and includes lighting, costuming and memorization.

Finding an appropriate audience is essential for a readers’ theatre or play. Be sure that students have authentic, appreciative audiences outside their classroom for the performance. For readers’ theatre performances, audiences should know that performers use scripts to read from.



Assessment

Students (or teacher) create a rubric which includes an evaluation of fluency, expression, listening and group cooperation. Self-evaluation, peer evaluation and teacher evaluation are appropriate.

Resources to gather for this lesson

Materials as need for production; flute, lighting, drum, costumes, etc.

Lesson #6

Create an Original Transformation Story and Mask

Objectives

Students:

- Use the writing process to create a transformation story that includes
 - human and animal characters,
 - a conflict or problem,
 - a transformation of a character from human to animal or animal to human and
 - a resolution that states or implies a lesson
- Create a transformation mask that reflects the story written as well as transformation from human to animal or animal to human
- Use appropriate presentation techniques to share work with an audience

Time

Activity #1: 30 minutes

Activity #2: 30-90 minutes

Activity #3: 30-90 minutes

Materials

- Book: *The Girl Who Lived with the Bears*
- Sample paper transformation masks with directions
- Chart paper
- Mask materials: paper, corrugated cardboard, tagboard, colored paper, paint, scissors, glue, tape, wire, string, raffia,

Activities

Activity # 1

Ideas for Transformation Mask and Story

Teacher preparation:



- Lesson #4 should be completed prior to beginning this lesson so that students understand the elements in a transformation story.

Activity

- As a group, brainstorm ideas for an original transformation story. Record these ideas on chart paper. Record in list form several ideas which will most likely be similar to “a squirrel changes into a man” or “a girl transforms into a frog because she...”. Suggest to students that these are great ideas and they should be recorded on the transformation story elements form (from Lesson # 4) in order to insure that all elements are included.

Students work individually or with a partner using the story elements chart to record their ideas for a transformation story. Once elements are recorded, students have an outline of their story.

Activity # 2 Transformation Story

Teacher preparation:

- In the story, *The Girl Who Lived with the Bears*, the bear changes from a bear to a man and back to a bear at will. Transformation masks can help tell this type of transformation story. In this activity, students write their own transformation story.
- Decide ahead of time if the story will be written before making the mask (Activity #3 below) or if the mask will serve as a prompt for student writing.

Activity

- Using the ideas recorded on the transformation story elements chart and using the writing process, students create their own transformation story.

Activity # 3 Transformation Mask

Teacher preparation:

In the story, *The Girl Who Lived with the Bears*, the bear changes from a bear to a man and back to a bear at will. Transformation masks can help tell this type of story. In this activity, students make a paper transformation mask. Consider the following paragraphs about transformation masks from <http://www.artsconnected.org/artsnetmn/teachers/schuld/scnote3.html> This excerpt lends power to the concept of transformation masks as unique items. Based on this information, consider whether or not you want students to create transformation masks.

“Masks were not only used to tell a story, but contained a certain “power” when worn. The person wearing the mask felt the “spirit” of the creatures carved on the mask enter into them and become part of them. Sisiutl was believed to be able to kill people or cause them to lose consciousness. The power of suggestion would be powerful enough to cause a viewer to react physiologically..”

A culturally indigenous mask does not exist in isolation... A mask is not primarily what it represents, but what it transforms. It transforms the wearer by first denying who and what the wearer is; then it defines who, and how powerful the wearer has become.”

If students are going to make masks, decide ahead of time if this mask will serve as a prompt for student writing or as a follow-up to student writing.



Prepare the materials needed for students to create transformation mask. These might include a sample mask made according to the directions (included), the duplicated bear mask photo (included) or a transparency of a bear mask photo.

Activity

- Make a simple paper transformation mask following the directions included in the Resources. Use this paper transformation mask as a prompt for student writing of either an original transformation story or a retelling of *The Girl Who Lived With the Bears*.
- For masks that could be used in story retellings, readers' theatre or plays, students might make paper maché transformation masks. More complex masks may be made by creating three-dimensional masks with hinged opening faces that reveal another face beneath. An excellent website with complete lesson plans and directions for making a 3-D transformation mask is found at <http://www.artsconnected.org/artsnetmn/teachers/schuld/schuldles.html>

Assessment

Students orally share their transformation story and mask with a peer, parent, or another audience. Prior to this telling as a group create a rubric or scoring guide for an oral presentation. Use this guide to assess and ask students/audience members to use it as well.

Resources to gather for this lesson

- Mask making materials
- Review website

<http://www.artsconnected.org/artsnetmn/teachers/schuld/schuldles.html>

