

Her Seven Brothers (Grades 1 - 5)

Lesson Plan (40 minutes)

Materials needed:

- Her Seven Brothers story by: Paul Goble
- Moccasins
- Porcupine picture
- Porcupine quills – natural and coloured
- Picture of the Big Dipper
- Buffalo hide (students are allowed to touch)
- Worksheet for the teacher

***Have a conversation with the teacher at this time – regarding the worksheet that you are going to for the teacher to do at his/her discretion. leave**

If possible have the students sit around the buffalo hide in a circle. (You may sit on a chair.) Don't answer any questions about the hide yet. "That is interesting. You think."

Introduction: (5 minutes)

1. Introduce yourself

- Introduce yourself (name, title, and where you are from)
- Ask who are Indigenous people? (Answer: First Nations, Métis and Inuit people)

2. Introduce the Presentation

- Today I am going to read you a book from a First Nations group – the Cheyenne
- This is not a Stó:lō story from the First Nation groups here in Abbotsford
- This story is from The Cheyenne people in the United States
- Indigenous people believe that everything has a story, "How did that get there?"
- This is a story about how a certain constellation/group of stars got into the sky

Introduce the items (15 minutes - or more if you are passing around the items at this time)

(all items can just pile in front of your chair when you are done with them)

I am going to show you 5 items that will help you understand the story.

1. The first item is this **Buffalo fur.**

Yes, this is real buffalo fur, probably of a small buffalo as the size is smaller than buffalo can be. Look at the tail, where would the head be? The legs? Talk about softness, different fur appearance... Show under the fur – the hide, the leather (holes in the fur are rips from people picking at it)

- Take 1 or 2 questions only from the students
(there may be time after the story to ask more questions)

2. Show the students the **moccasins.**

The second item in the story is these shoes. Does any know what special name these shoes have that is made from deer hide? (Moccasins)

In the story the girl makes some moccasins.

In this story we have **buffalo** and **moccasins**. – Point to all the items

3. Show the students the picture of **the porcupine**

Our third item that is in the story is this animal. Who knows what this animal is?(porcupine)

Why couldn't I bring a porcupine to school? Porcupine hair is very soft.

4. Show the students the **quills in the container.**

What are these called? They are from the porcupine. (quills)

The end of the quills is very sharp that is why they are in this container.

The coloured quills have been died to be those colours, the quills with no colour are the natural colour of the porcupine quills.

- Show students the picture of the quill work
- Explain how the quills get softened (with saliva) and flattened (with the teeth biting down)

In this story we have **buffalo, moccasins, a porcupine and porcupine quills**. – Point to all the items

5. Show the students the **picture of the Big Dipper**

What is this? (stars, constellation, Big Dipper) Where would we see this? (in the night sky)

See how it looks like a scoop or a spoon?

In this story we have **buffalo, moccasins, a porcupine and porcupine quills and the Big Dipper**. – Point to items

Read the Story (10 minutes)

I am going to read you the story now. I want you to keep in mind the items that we looked at that are in the story.

Remind the students:

- This is not a Stó:lō story from the First Nation groups here in Abbotsford
- This story is from The Cheyenne people in the United States
- Indigenous people believe that everything has a story, “How did that get there?”
- This is a story about how a certain constellation/group of stars got into the sky. What constellation?

READ the Story 😊

On the last page

- “The girl and her brothers are still there. They are the seven stars in the Northern sky”. - **count the stars aloud**
- “But look carefully and you will see that there are really eight stars in the Big Dipper...” – Do you see it?
- Ask the question “Who is that star? – the girl/sister “She is never lonely now.”
- “They are forever turning around the **Star Which Always Stands Still**, the North Star...”

Thank the children for listening to the Cheyenne story how the Big Dipper got into the sky.

(Some students will ask if this is a true story – it is a true story to the Cheyenne people)

Thank the teacher for inviting you into their classroom.

Get students to look to their teacher for further instructions.

*** If you have not shared the items from before the story this is the time to share the items with the students

Review the items:

1. Show the students the **moccasins**.
In the story the girl makes some moccasins for her brothers.
2. Show the students the picture of **the porcupine**
Here is a picture of a real porcupine
3. Show the students the **quills** in the container.
The end of the quills is very sharp that is why they are in this container.
The coloured quills have been died to be those colours, the quills with no colour are the natural colour of the porcupine quills.
Show students the picture of the quill work.
Explain how the quills get softened (with saliva) and flattened (with the teeth biting down)
4. Show the students the picture of the **Big Dipper**
What is this? (stars, constellation, Big Dipper) Where would we see this? (in the night sky)
Look to see if you can see the sister star beside the brother star

Thank the teacher for inviting you into their classroom. Get students to look to their teacher for further instructions.

Her Seven Brothers

By: Paul Goble

Name: _____

Date: _____

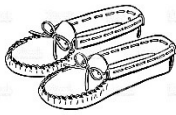
(Please feel free to adapt this sheet for the needs of your students)

Word Bank

quills



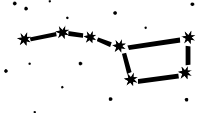
moccasins



Cheyenne



big dipper



buffalo



porcupine



animals



constellation



tipi



brothers



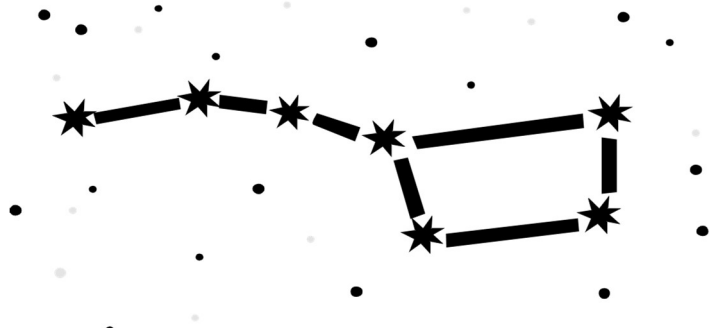
Use the word bank to answer the following questions.

1. What did the girl use to decorate the clothes she made for her brother?

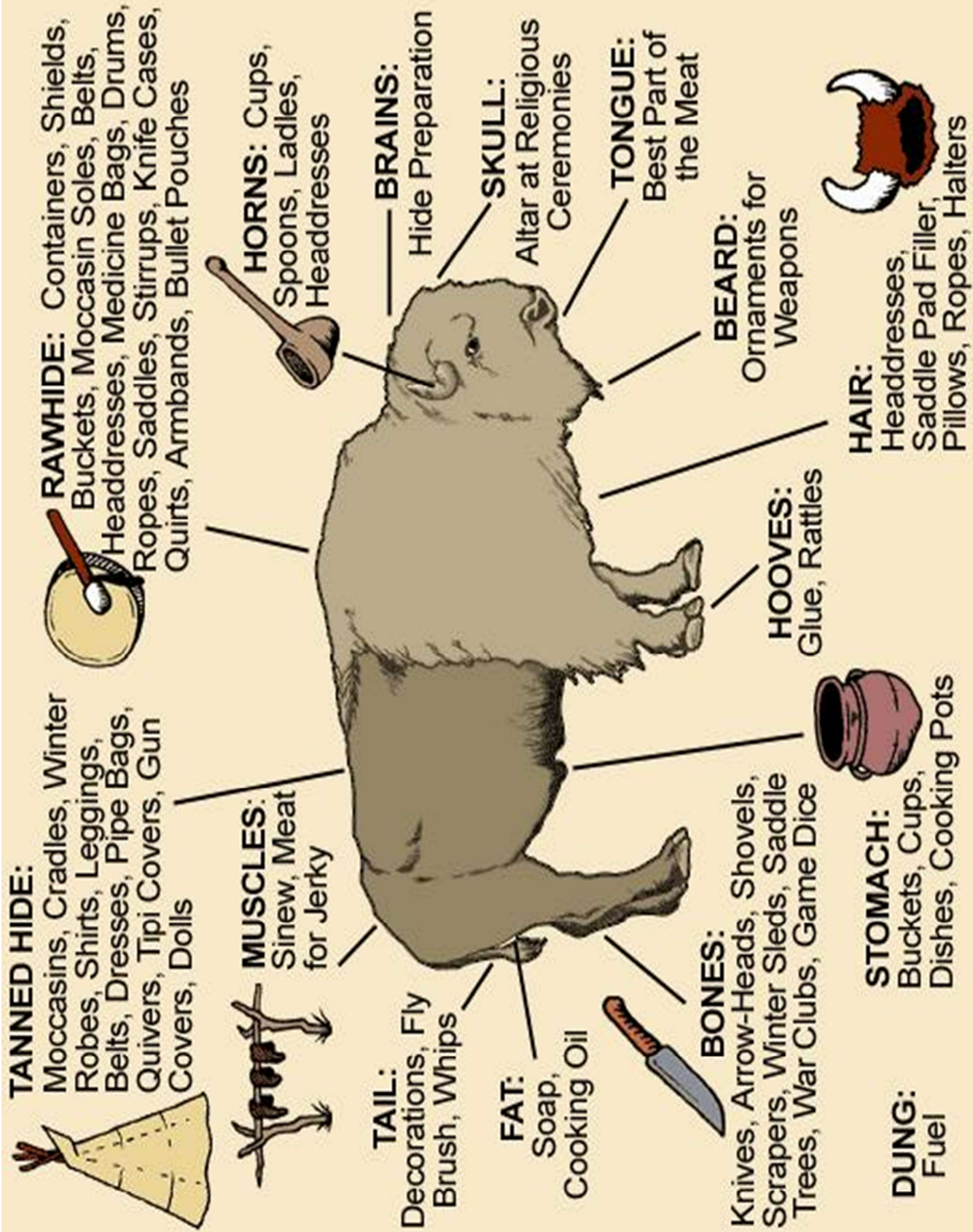
2. What do people call the shoes that are made from the hides of animals?

3. What do the brothers and sister become when they go up into the sky?

4. On the picture of the big dipper, draw the little brother beside the sister star.







Graphic courtesy of South Dakota State Historical Society

Special Significance of celestial objects for Indigenous People

Don't have to read all of this – more for your information.

Many stories are told using the grouping of the stars (constellations), no picture books to look at:

- There are many stories about the stars that teach human lessons. i.e. An animal shape constellation (Lynx) in the sky reminded people that when they went out in the woods between winter and spring that it can be dangerous.
- Stories are also told about the transformation of the constellations (group of stars) into animals that we now have on earth.

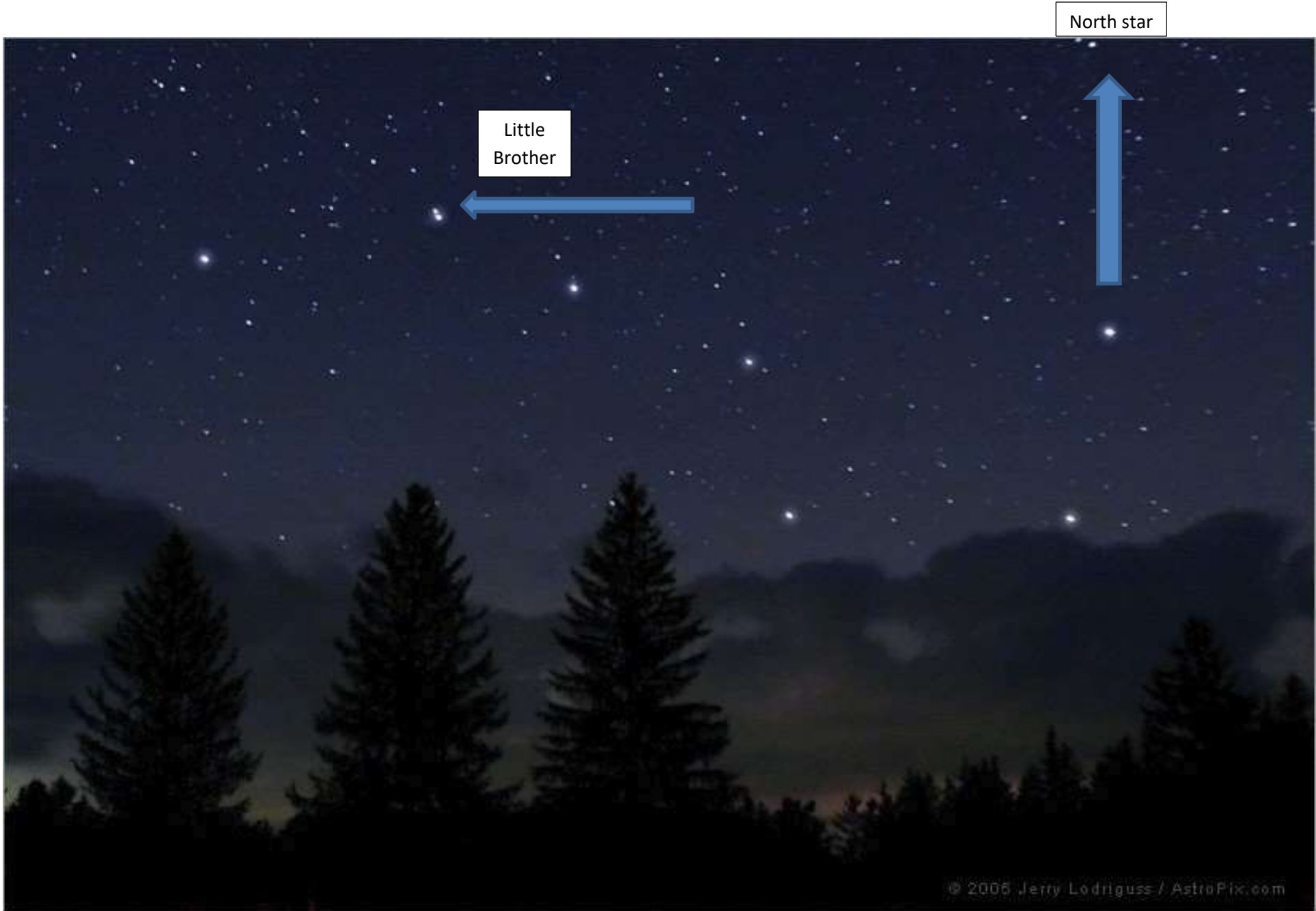
Stars used to show **direction**:

- Follow the north star at night (if the star is kept on your right, you are going West, opposite for travelling East).
- Milky way (a line of dark spaces and bright stars that stretches across the night sky) was followed for the direction of the “path” – often used when travelling in canoes in a large lake (Lake Superior in Ontario).

Important Ceremonies were planned when certain constellations appeared in the sky.

Season changes were reflected in the “movement” of the stars, the sun and the moon (due to the rotation of the Earth east to west).

- Important ceremonies were performed in the seasons.
- Preparations were made toward moving from a summer place to live to a winter location.
- Groups prepared to collect food that are was available during that season.



North star

Little
Brother

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