



## Unit One

Those  
Who  
Were  
Here  
Before

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## Welcome to the Art of English, Unit One: *Those Who Were Here Before*

*This unit introduces you to a new way of learning English through activities based on the art, culture and traditions of the North American indigenous people (those who were here before Columbus).*

*Art of English is a multi-layered approach to learning language. It connects models of art, music, poetry, drama and historical writings to learning reading, vocabulary, pronunciation, writing and comprehension skills.*

*Art of English uses three little verbs: Model, Practice, Enrich to guide you into learning a second language the way you learned your first. It engages your senses and evokes feelings. Our first activity will demonstrate...*

**MODEL: WRITE.** Study the picture on the front of this unit. Write down as many words as you can to describe what you see! These are literal descriptions. *Examples: blue sky, golden brown rocks.* Second, Study the picture again and write down as many ideas as you can that come to mind. *Examples: ancient caves, hidden secrets.* These are interpretations.

### LITERAL DESCRIPTIONS

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### INTERPRETATIONS

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**PRACTICE: WRITE. READ. SPEAK. LISTEN.** Write down your favorite description and interpretation on the board. Listen to the instructor pronounce each word/phrase and repeat what you hear. After all the students have written on the board, discuss the similarities and differences in the descriptions and interpretations.

**ENRICH: READ.WRITE.** Choose *three* descriptions or interpretations you like best from the list on the board. Add a verb to the description or interpretation and arrange the three into a three line stanza to make an original *poem* inspired by the painting. Write the *poem* here then read it to the class. Example: *golden brown rocks guard/ ancient caves appear/hidden secret remain..*

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**SPEAK. LISTEN:** Read your *poem* to the class. Listen to others read their poems.

**Discuss:** What makes your writing a poem. What new vocabulary words did you learn from listening to others? What language skills did you learn from this lesson?



## THOSE WHO WERE HERE BEFORE

**MODEL: LISTEN, WRITE:** Write the name of each native American group on the appropriate part of the map of the present day U.S.:

- |                                 |                             |
|---------------------------------|-----------------------------|
| 1. Mohawk - Northeast woodlands | 5. Navajo Southwest         |
| 2. Blackfoot - Northwest        | 6. Algonquin Northeast      |
| 3. Cherokee - Mid-Atlantic      | 7. Seminole - Southeast     |
| 4. Sioux – Midwest Plains       | 8. Apache – Southern Plains |



**PRACTICE: WRITE.** Describe Pictures 1+ 2.

#1. What part of the country is it in? \_\_\_\_\_

#2. What part of the country is it in? \_\_\_\_\_



**PRACTICE: READ, SPEAK, LISTEN:** Read what you wrote about Pictures #1 and #2 to the class and listen to others read their writings.

**PRACTICE: WRITE, READ.** Write answers to the following questions about the pictures and the work they show. Read your answers to the class and discuss.

1. What are the people in Picture #1 doing? (*Put in a verb that describes the action in the present continuous tense*) \_\_\_\_\_

2. Why are the people \_\_\_\_\_? (*Put in a verb that describes the action.*) \_\_\_\_\_

3. Where do the people in Picture #1 come from? \_\_\_\_\_

4. What is the person in Picture #2 doing? (*Put in a verb that describes the action in the present continuous tense*) \_\_\_\_\_

5. Why is the person \_\_\_\_\_? (*Put in a verb that describes the action.*) \_\_\_\_\_

6. Where does the person in Picture #2 come from? \_\_\_\_\_

7. Native people have been \_\_\_\_\_ and \_\_\_\_\_ since before Europeans came to the “new world”. Do they still do the same work today? Why? Why not? \_\_\_\_\_

**PRACTICE: READ, WRITE:** Read the following information about *Those Who Were Here Before* the Europeans. Use the numbers 1-6 that refer to that information and put the numbers in the appropriate place on the map

Example: (a) Navajo people have never moved from their southwestern homeland. *Put the (a) on the map in the southwestern part of the map.*

1. The **Blackfoot** migrated from Canada to northwestern Montana. They were a warrior society feared by fellow natives and Europeans alike.

2. The **Cherokee** were forced from their middle Atlantic homeland and escorted by the U.S. cavalry to Oklahoma territory. One third of their people died during the forced migration which is now called “The Trail of Tears”.

3. The Northeastern **Mohawk** Nation has separate national status from the U.S. government and is represented in the United Nations as such. It consists of five tribes: Oneida, Onondaga, Cayuga, Seneca and Tuscarora.

4. The **Sioux** Nation is one of many groups of Plains Indians who were nomadic and lived in tipis. They were the last to fight against the U.S. army in South Dakota.

5. The oldest remains of a human being (15,000 B.C.) in the United States were found in Laguna Beach, California.

6. The oldest human habitat (14,000 B.C.) in the United States is in Pennsylvania.

**PRACTICE: SPEAK, LISTEN:** Discuss how life changed for each tribe listed.

1. Where were they living before the Europeans arrived?

2. Where did they move to ?


3. Why did they have to move from their homeland?

4. What caused the life of *Those Who Were Here Before* to change dramatically?

**ENRICH: READ, LISTEN, SPEAK:** Read the following *first impressions* of “Indians” taken from Christopher Columbus’s log in 1492

*The natives were very friendly to us...I presented them with some red caps and strings of beads to wear...they were much delighted. Afterwards they came swimming to the boats bringing things which they exchanged for articles we gave them. They seemed to be very poor people... All I saw were young, not above thirty years of age, well made, with fine shapes and faces. Weapons they have none for I showed them swords which they grasped by the blade and cut themselves... They are of good size and stature and handsomely formed. They would be good servants and I am of the opinion that they would very readily become Christians. They very quickly learn such words as are spoken to them.*




 **IMPROVISATION: SPEAK, LISTEN.** Students will become actors and play the parts of (1) the Taino “*Indian*” people Columbus “discovered” when he arrived in the what he thought until he died was India and (2) *Columbus and his men*.

**Scene One:** In the Taino village. October 1492. The “Indians” bring the news of the Europeans’ arrival to the others and describe improvise their own *first impressions*.

**Scene Two:** Columbus's men talk about the beautiful Taino people they just met. Columbus overhears their conversation and describes his plans for the "Indians".



 **FIRST IMPRESSIONS DIALOGUE: WRITE, SPEAK, LISTEN:** Students will work with a partner and write a dialogue inspired by one of the class improvisations. The partners will read their dialogues to the class and listen to others read theirs.

[illegible]

**MODEL: READ, SPEAK, LISTEN:** Read the following essay about the contrast between old and new world cultures. Underline unfamiliar words and try to understand the meaning from the way they are used.

*“They very quickly learn such words as are spoken to them”*

The best way to understand others is to get to know them. If there is no common ground like language, tradition or culture, people must find their own ways to try to understand each other. When *Those Who Were Here Before*, the people of the “new world”, first came in contact with 15<sup>th</sup> century Europeans, people of the “old world”, life changed dramatically for both!

Language was the initial problem; in 1492 more than 500 languages were spoken in North America alone. 15<sup>th</sup> century Europeans spoke either Spanish, French, Dutch or English. Instead of using printing press for communication, **indigenous** people painted on **hides** and learned through oral tradition of storytelling. Instead of horses and wagons, new world people had small **sleds** pulled by dogs or sometimes women. In fact, the European horse was such a surprise to new world people that when they first saw a Spanish soldier on horseback, they thought he was a god: a nine foot tall man-beast

Instead of fighting with steel swords, **muskets** and **cannons**, new world **warriors** fought with clubs, arrows and poison darts. Instead of having yogurt, wheat and rice to eat, native people had beans, corn and potatoes. Instead of the security of Europe’s towns and villages, old world colonists found **indigenous** new world people living in unfamiliar **settlements** of **longhouses**, **wigwams**, **teepees**, or rocky ledge dwellings. Survival in a wilderness made Europeans **vulnerable** and dependent of their native hosts.

From the beginning, **indigenous** people enriched the old world with their foods: corn (there was no other plant like it anywhere in the world) potatoes, chocolate, vanilla and tomatoes. Europeans originally thought the tomato (from Aztec word *tomatl*) was **poisonous**. Other new world gifts to the old were toothbrushes, quinine, aspirin, rubber, cotton, chocolate and vanilla.

Best of all, we have the Iroquois to thank for our democratic, representative government. 500 years ago, they called theirs the “Great Law of Peace”. It **guaranteed** freedom of speech, freedom of religion and the right of women to participate in government. Iroquois women had the power to name and **dismiss** each of their 50 representatives. It’s never too late to learn from *Those Who Were Here Before*!





**PRACTICE: READ, WRITE.** Answer the following questions about the essay.

1. Who were the people of the old world? \_\_\_\_\_
2. Where did corn originate? \_\_\_\_\_
3. What are three basic lifestyles issues that the two worlds differed on? \_\_\_\_\_
4. How many languages were spoken on the North American continent alone? \_\_\_\_\_
5. What European import surprised native Americans the most? \_\_\_\_\_
6. What did native Americans use for weapons? \_\_\_\_\_
7. What food did the Europeans think was poisonous at first? \_\_\_\_\_
8. What types of shelter did the indigenous people live in? (name two) \_\_\_\_\_
9. Which native American people had a democratic form of government called the "Great Law of Peace"? \_\_\_\_\_
10. Name five important gifts native Americans have given to the rest of the world: \_\_\_\_\_

**PRACTICE: SPEAK, READ.** Re-read the essay, one student reading one paragraph at a time. Circle the words that you have difficulty pronouncing.

**PRACTICE: READ, SPEAK, LISTEN, WRITE:** Define each word, use in a new sentence. Write new sentences on the board.

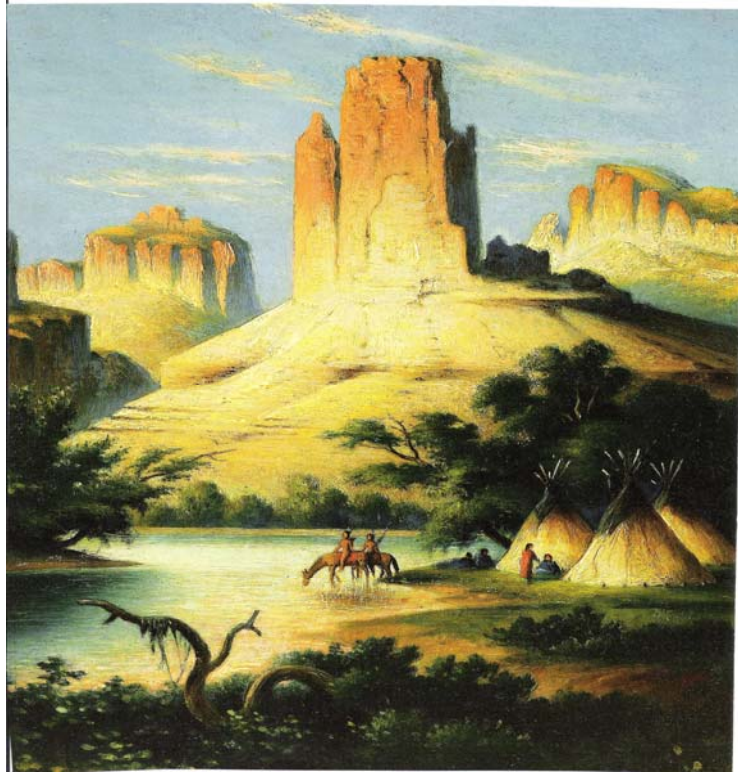
1. indigenous (adj)) \_\_\_\_\_
2. hides (n.) \_\_\_\_\_
3. sleds (n) \_\_\_\_\_
4. muskets(n) \_\_\_\_\_
5. cannons (n) \_\_\_\_\_
6. warriors (n) \_\_\_\_\_
7. settlements (n) \_\_\_\_\_
8. longhouses (n) \_\_\_\_\_
9. wigwams (n) \_\_\_\_\_
10. teepees (n) \_\_\_\_\_
11. vulnerable (adj) \_\_\_\_\_
12. poisonous(adj) \_\_\_\_\_
13. guaranteed (v) \_\_\_\_\_
14. dismiss(v) \_\_\_\_\_

**GRAMMAR CHECK: READ, WRITE.** Identify a phrase that is used more than once to compare life in the old and new worlds, write it here. \_\_\_\_\_

How do you use this comparison in your language? \_\_\_\_\_

Write a new sentence that uses this phrase \_\_\_\_\_

**ENRICH:** WRITE, SPEAK, LISTEN: Look at the painting below and write about it first in your native language, then translate your writing into English.



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ENGLISH TRANSLATION:

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**PRACTICE: EDIT:** After you finish writing, ask your teacher to correct any spelling or grammatical mistakes. List the mistakes at the end of this book in the section marked **OOOPS, I DID IT AGAIN**. Now, re-write what you wrote and include the corrected spelling and grammar.

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**MODEL: LISTEN, READ, SPEAK:** Listen to the instructor read the following Indian chant aloud. It is from the Papago Indians of Arizona, recorded by Ruth M. Underhill. Repeat the chant using loud, clear pronunciation.

The corn comes up;  
It comes up green;  
Here upon our fields  
White **tassels unfold**.

The corn comes up;  
It comes up green;  
Here upon our fields  
Green leaves blow in the breeze.

Blue evening falls,  
Blue evening falls;  
Near by. In every direction  
It sets the corn **tassels trembling**.

**PRACTICE: READ, SPEAK, LISTEN:** Identify the following unfamiliar words:

- (1) **tassels** (noun) the ends of the cornhusks. Modern meaning: what hangs down from a garment, decorations.
- (2) **unfold** (verb) open up, opposite of fold. (negative prefix: un)
- (3) **trembling** (verb) shaking, moving slightly. Modern meaning implies that something is afraid or cold when trembling.

**PRACTICE: READ, SPEAK, LISTEN:** Practice pronouncing each word correctly. Read the chant together several times and use different rhythmic effects.

**ENRICH: SPEAK, LISTEN, WRITE :** This chant was passed down orally from generation to generation. It was never written down and people never had the opportunity to read it until the 20<sup>th</sup> century. Can you think of a childhood song or chant that might have passed down in your family from generation to generation?

**BRAINSTORM:** Discuss the following questions, then write down your answers:

- (1) Is this chant *literature*? Why? Why not? \_\_\_\_\_
  - (2) What is the root of the word *literature*? \_\_\_\_\_
  - (3) What is the traditional meaning of the word *literature*? \_\_\_\_\_
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## MODEL: LISTEN.

## THE ANCIENT ART OF STORYTELLING

Now that you have entered the new world of native Americans, it's time to discover the actual art forms that were practiced pre-Columban. The first is the ancient art of storytelling. We will read three legends from North American indigenous people, each from a different part of the continent. You will soon agree with historians and anthropologists that a people's myths and legends provide us with important data and ideas about their cultural life.

Storytelling is the oldest form of entertainment. In order to experience the full impact of listening to a story as our native people did, let's get into a circle and imagine we are sitting around a campfire listening to an elder or *shaman*\* speaking.



First, just listen as the teacher reads (or tells, if possible) "How Grandmother Spider Stole the Sun." Then answer the teacher's questions about the story and see how much you understood just listening, without reading along.

Follow the same procedure for the Sioux legend "Why the Leaves Fall" which follows "Grandmother Spider"

**MODEL:** READ, SPEAK, LISTEN

**HOW GRANDMOTHER SPIDER STOLE THE SUN**

*(adapted from a Creek legend)*

In the beginning the earth was completely dark. It was very hard for the animals and the people to see in the darkness. Finally, the animals decided to do something about it.

Bear was the first to make a suggestion, "There is something called the sun on the other side of the earth, but the people there will not share it. We must make a plan to steal the sun from the people who live on the other side."

Fox agreed to be the first to try to steal the sun. He sneaked into the place where the sun was **kept**. When no one was looking, he **grabbed** a piece of the sun in his mouth and ran. But the sun was so hot, it burned Fox's mouth. He dropped it and ran back to the other animals, **yelping** and **howling**. *To this day all foxes have black mouths because the first fox burned his mouth carrying the sun.*

Possum was the next animal to try. In those days, Possum had a very large and bushy tail. Possum was proud of her beautiful tail. She **sneaked** into the place where the sun was **kept**. When no one was looking, she **grabbed** a piece of the sun, hid it in her tail and ran. But the sun was so hot, it burned off all the hair on the possum's beautiful tail. She dropped the sun and ran back to the other animals, crying and **whining**. *To this day all possums have bare tails because the first possum burned her tail carrying the sun.*

Grandmother Spider was the only one left who wanted to try to steal the sun. Grandmother Spider was wise, she learned from the fox and the possum. Instead of trying to hold the sun herself, Grandmother Spider made a bag of her web. Because she was so small, it was easy for her to **sneak** into the place where the sun was **kept**; no one noticed her. She **grabbed** a piece of the sun, put it in her bag and ran back to the other animals with the sun in her **webbed** bag.

Now there was another problem: where to put the sun. "The sun should be up high in the sky so everyone can see by its light," Grandmother Spider said. All the animals agreed with her, but none of them could **reach up** high enough.

The animals decided that the bird who could fly the highest would carry the sun up to the highest point of the sky. They chose Buzzard. Buzzard put the sun on top of his head where his beautiful feathers were the thickest. Even though the sun was inside the **webbed** bag, it was still very hot.

Buzzard flew up and up towards the top of the sky. The higher he flew, the hotter the sun grew. The sun burned through Grandmother Spider's bag, but Buzzard continued to fly.

Up and up, the sun was burning away all the beautiful feathers on the top of his head, but Buzzard **kept** flying. Soon all the feathers were burned away and the bare skin on the top of Buzzard's head turned red, but up and up he flew.

Finally, Buzzard reached the top of the sky and placed the sun where everyone could see it. *To this day all buzzards have red, bald heads because the first buzzard burned all his beautiful feathers to give us all the sun.*

**PRACTICE: LISTEN, SPEAK.** Answer the following questions about the story.

1. What is the problem at the beginning of the story?
2. What do the animals decide to do about the problem?
3. Which animal is first to try to solve the problem? *What happens to him?*
4. Which animal is second to try to solve the problem? *What happens to him?*
5. Which animal was third to try to solve the problem? *What happens to her?*
6. After the problem is solved, are the animals satisfied? *Why or why not?*

**PRACTICE: READ, SPEAK.** Now, read along with the teacher (an advantage native people never had) and mouth the words as you read. Identify and define the verbs listed below. Try to guess at their meaning from the way each one is used. Interpret each verb dramatically (act them out) to reinforce their meaning.

1. *sneak* \_\_\_\_\_
2. *kept* \_\_\_\_\_
3. *grabbed* \_\_\_\_\_
4. *yelping* \_\_\_\_\_
5. *howling* \_\_\_\_\_
6. *whining* \_\_\_\_\_
7. *web, webbed* \_\_\_\_\_
8. *reach up* \_\_\_\_\_

**GRAMMAR CHECK:** Look for adjectives and list them with all their comparative forms: (a) word, (b) comparative, (c) superlative. Example: hot, hotter, hottest.

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**ENRICH: IMPROVISE: SPEAK, LISTEN:** Choose one person to narrate, then **improvise** (*act out the story without preparation*) the characters, dialogue and action of the story in front of classmates. Take turns acting out, narrating.

- (1) Change the characters of Fox and Possum to two other animals. Improvise again.
- (2) Tell the original story to someone at home or at school. Report the results.

**MODEL: READ. SPEAK, LISTEN** **WHY THE LEAVES FALL** (*adapted from Sioux legend*)

Many moons ago when the world was still young, it was summer most of the year. The plants and the animals enjoyed the beautiful warm weather. The gentle breezes **stirred** the leaves on the trees. The refreshing rain **quenched** the **thirst** of the tall grass and the **upturned** red and yellow faces of the flowers. It was not too hot, not too cold.

As the days went by, Waconda (*Sioux Great Spirit*) grew tired of the same “not too hot, not too cold” weather. With a snap of a finger and a powerful sigh, Waconda turned the weather colder. The gentle breezes became strong winds, **chilling** all things that grew on the earth, our mother. The refreshing rain became ice and snow.

The grass and the flowers were very upset by this change. They had no protection from the sharp wind and the freezing showers. They complained **bitterly** to Waconda who wondered what could be done to help the fragile creatures. Waconda looked at the tall, strong green trees. They had the answer.

Waconda said to the trees, “You who are strong, you must help the **tender** grass and flowers at your feet. Let your leaves fall to the ground. They will make a warm **blanket** to cover the grass and the flowers.”

The trees **obeyed** and at once a **whirlwind** of green leaves fell from the trees covering the grass and flowers below. The grass was happy, the flowers were happy and the trees were happy. All except for one **sturdy** little oak who asked Waconda, “Why should I let my leaves fall to the ground? Why should we who are strong make sacrifices just to help those who are weaker?”

Waconda heard the **sturdy** little oak tree. What could be done to make things right for all? Waconda thought and thought.

“I know what to do. From now on, this will be your **reward** for the gift you give to others. Each year, after the warm summer, when the winds start to grow **chill**, your green leaves will turn to brilliant new colors: yellow, red, orange, gold and brown. After that your beautiful leaves will fall. They will cover the earth as a warm and beautiful **blanket** against the cold.”

“It will be the fall, the time of your greatest work.”

“It will be the fall, the time of your greatest beauty

**PRACTICE: LISTEN, SPEAK.** Answer the following questions about the story.

1. What is the problem at the beginning of the story?
2. What does Waconda decide to do about the problem?
3. What does Waconda ask the trees to do?
4. Why does the sturdy little oak tree refuse to do what Waconda says?
5. How does Waconda decide to make the trees, grass and flowers all happy?

**PRACTICE: READ, SPEAK.** Now, read along with the teacher (an advantage native people never had) and mouth the words as you read. Identify and define the verbs listed below. Try to guess at their meaning from the way they are used. Interpret the words dramatically (*act them out*) to reinforce their meaning.

1. stirred \_\_\_\_\_
2. quenched \_\_\_\_\_
3. thirst \_\_\_\_\_
4. upturned \_\_\_\_\_
5. chilling \_\_\_\_\_
6. bitterly \_\_\_\_\_
7. tender \_\_\_\_\_
8. blanket \_\_\_\_\_
9. obeyed \_\_\_\_\_
10. whirlwind \_\_\_\_\_
11. reward \_\_\_\_\_
12. sturdy \_\_\_\_\_

**GRAMMAR CHECK: WRITE :**

**QUESTION FORMAT.**

For each of the following **answers** found in the story, write a **question**?

Example: Not too hot, not too cold. What kind of weather was in the beginning?

1. many moons ago \_\_\_\_\_?
2. Waconda \_\_\_\_\_?
3. sturdy little oak \_\_\_\_\_?
4. as a blanket against the cold \_\_\_\_\_?
5. snap of a finger and a powerful sigh \_\_\_\_\_?

**ENRICH: WRITE, SPEAK, LISTEN:**

**GROUP PROJECTS**

Create a children's book from the Sioux legend *Why the Leaves Fall*.

1. Work in groups of 3-4 and create a children's book as follows:
  - a. assign different scenes to be illustrated by those who like to draw,
  - b. simplify the language of the legend, if desired,
  - c. plan how many pages will be needed (2-4 sentences per page)
  - d. make a *rough draft* (possible format) of book in pencil, discuss with teacher
  - e. create final draft of the book using printed, adapted legend + illustrations.

**JOURNAL:** Write an original poem or story about the fall, inspired by the legend.

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## MODEL: LISTEN, WRITE:

## MUSICAL IMAGES

Listen to a recording of N.Carlos Nakai's Native American flute.

My favorite is one called “Earth Spirits”, but anyone of his recordings will do.

Write whatever images –word pictures- that come to mind while you are listening.

Example: *blue skies, snowy mountain tops, people sitting in a circle*

[illegible]

**PRACTICE: LISTEN, SPEAK:** Choose a favorite line from what you have written and read it to the class.

**WRITE: DICTATION:** After everyone has a chance to read his/her favorite line, each student will dictate his/her favorite line to the class. Students will write down what they hear.

### Dictation Guidelines:

- (1) Speak slowly and clearly.
- (2) Do not interrupt, ask for repetition.
- (3) Repeat dictation only once.

[illegible]

**EDIT:** After dictation, write each line on board to correct spelling mistakes.

**ENRICH: READ, SPEAK, LISTEN:****STUDENT WRITINGS**

The Native American flute of Carlos Nakai has evoked strong feelings from my ESL students from four different continents. They have been transported to their own native cultures while listening to the Navajo musician.

Read the following student writings that are representative of the oneness we all experience through the art of people like Nakai. Talk about each one.

*In the early morning nobody is there.  
A gentle breeze is blowing on the grasses.  
The sound of the stream can be heard.  
A girl is sitting on the grass, closing her eyes and praying.  
Invisible spirits which live in nature are guarding creatures.  
Mountains, Rivers, Forests, Lakes,  
Spirits are living everywhere.  
I'm safe and in peace because spirits are my guardians.  
When I'm in trouble I always ask for help in my mind. M. M.*



*Today we live with many conveniences  
and modern society.  
Our life has become rich,  
on the other hand we encounter  
many kinds of unexpected occurrences.  
Native American music is very simple  
and it makes me feel peaceful.  
Their music is not pushing me  
and it seems to me  
that we coexist with only nature. E.M.*

*Long away in the mountain in the north of the U.S. on  
top of the mountain, a cover of white, like a white sheet,  
a cover of snow all the way down. A small portion of smoke  
rising into the huge sky that is lost far away over the  
misty fog. All of this stops and surrenders the small village  
covered by trees and a clear stream is running down from  
the snow that is melting in the village.  
People dress up with wolf skins and buffalo skins in the cold.  
The wind is very sharp. A small bonfire placed in the middle  
of the town and the flames swing side to side in the  
strong wind. People on their knees bending over towards  
the bonfire. The chief covers his head with a dry wolf's head.  
J.T.*

*Luciana was walking on the beach with the sunset, just remembering her son. The little one that been apart from her since he was one year old. Twenty years had passed and she never forgot her son's face, his laughter, even his clothes that she kept all these years.*

*She never knew what happened until today...*

*When Luciana was sitting on the sand and the old woman came, and talked to her and told her that her little son was alive, Luciana looked at her with bright eyes.*

*This woman took her home and explained to her the reason her son had to leave her. She told Luciana that her son was the one, he had to be prepared because "He'll save the country." S.C.*

*In a clear blue sky  
The old eagle spreads wings.  
It flies and goes around  
high above the earth.  
It can see a huge ocean,  
a necklace of dew on the green hills,  
a woman in a white dress rocking a baby,  
the bee on the flower.  
The wise eagle can notice many things  
That people can not see. S.K.*

*I think the Indian people were the same race in all America and with the time they changed. I think a long time ago the lives of these people were without violence and they had more respect for other people. They didn't care about money, land or material things because for many years these people already had plenty of land.*

*But in North America these people didn't have luck and European people killed most of them just for the land. The constructions the Indians did in South America are fantastic, the monuments are exactly like professionals. For me, these people were plain people and intelligent, especially with their hands, they made nice things. The music is melancholy, like Andean music because they came from the same ancestors. Their god was the sun and their mother the earth until the invaders came to change their lives forever. N.L.*

*Simplify, empty yourself  
slowly.  
Listen again to the bird's song.  
The earth musician  
plays through simple reeds  
savoring one sound,  
slowly  
then another,  
completing itself.*



**MODEL: READ, LISTEN, SPEAK:** Do a cold reading (*without any preparation*) of the following play version of a Blackfoot legend.

You will need enough readers for the following characters: (1) **Narrator:** Chief of men's tribe (2) **He Who:** The Great Spirit (in this story, very human!) (3) **Woman Chief:** Chief of women's tribe (4) **Woman # 1** (5) **Woman # 2** (6) **Woman #3** (7) **Man # 1** (8) **Man #2** (9) **Man # 3**



### **HOW MEN AND WOMEN GOT TOGETHER**

(adapted from a Blackfoot legend)

NARRATOR:

(*Hits story-stick on the ground*)

I will tell you the story of how men and women got together.

It is many years ago, it is now.

EVERYONE;

We are listening.

NARRATOR:

He Who Made All Things made the world and everything in it. (*Enter He Who*)  
He did everything perfectly. (*He Who bows to Narrator with pride*) Everything perfectly!  
(*Enter Men and Women to opposite sides of the stage. Narrator notices*)

Well, he made one little mistake.

HE WHO:

I did? I did everything perfectly, (*Looks over to the women's side*) I did, I made one little mistake. I put men in one place and women quite a distance away in another place. That's not right. Men and women must be together. (*Goes over to the men's side. Men are arm wrestling, taps one man on the shoulder.*) Young man, young man!

MAN #1:

(*Continues arm wrestling with Man #2*) Wait your turn.

MAN #2:

(*Pins Man #1's arm*) Thanks, friend! (*To He Who*)

MAN #1:

Now look what you did! (*Threatens He Who*)

HE WHO:

(*Intimidated, goes back to center stage*) They look happy the way they are. I know, I'll have to set an example, show the men what to do. (*He goes to the women's side*)

NARRATOR:

So He Who Made All Things traveled to where the women were living.  
They were planting, weaving, cooking, setting up their teepees. They were busy!  
He Who didn't want the women to see him, so he hid behind a tree.

HE WHO:

What a good life these women have. What fine teepees they have, what beautiful  
clothes they are wearing. I must run and tell the other men about these creatures.  
*(He runs back to the men's side, tries to tell them, they pay no attention.)*

NARRATOR:

Meanwhile, the chief of the women's village, who saw He Who hiding behind that  
tree, sent one of the women to follow him back to the men's camp.

WOMAN CHIEF:

Run and follow that creature. Don't let him see you.  
Then run back here and tell us what you see.

*(Woman #1 runs over to the men's side, hides behind a tree and watches the men cooking their  
game, eating happily, drinking. When they fall asleep, she runs back.  
The men notice her and follow her at a distance back to the women's side.)*

WOMAN #1:

*(To Woman Chief, she is out of breath)* There's a camp over there with human beings  
living in it. They are different from us. They're taller and stronger. They have a  
thing...that shoots sharp sticks *(mimes bow and arrow)* They kill animals with it. And  
they have lots of food we don't have. They're never hungry.

WOMAN #2:

I wish those strange beings would come here and kill some food for us.

WOMAN #3:

I'm tired of berries and nuts. Same old thing every day.

WOMAN #1:

*(Sees the men)* Oh no, here they come. They followed me.

WOMAN CHIEF:

*(Stands in front of the 3 other women)*

They're ugly. Their hair is matted, they're all dirty and they...they

ALL 3 WOMEN:

They smell!!

WOMAN #2:  
We don't want you.

WOMAN #3:  
*(picks up stone to throw, others do the same)* Get out!!

WOMEN #1,2,3:  
Get some rocks! Get outta here!! Go away! Phew, you smell!!!

NARRATOR:  
The men ran back to their camp as fast as they could.

WOMAN CHIEF:  
*(Laughs, others laugh with her)* Look, those poor creatures. They're afraid.  
They're running away from us.

WOMAN #1:  
They don't know any better.

WOMAN #2:  
Phew, it sure smells better without them around. But maybe...  
Maybe we can teach them

WOMAN #3:  
Maybe we can make clothes for them. *(Others shake their heads "no")*

WOMAN CHIEF:  
Maybe we can get them to come back if we dress as poorly as they do. Let's try.

NARRATOR:  
Meanwhile, back at the men's camp, He Who Made All Things tries to convince the  
men to return to the women's village.

HE WHO:  
We've gotta try again.

MAN#1  
*(One at a time)* Not me. You go!

MAN #2:  
They're fierce! They're powerful!

MAN #3:  
They're- pretty!



HE WHO:

We've gotta try again. First, we have to dress up the way they do.  
Let me think. I'll make myself a feather headdress, paint my face, put on beautiful  
clothes (*He mimes doing all these things while he talks*) Let's see what I look like now.

NARRATOR:

He Who went down to the lake and looked at himself in the water.  
He looked and he saw and he said...

HE WHO:

Ohhhhh! I never knew I was this good looking!!  
The women will REALLY like me now.

NARRATOR:

Then He Who went to the other men who decided they would do exactly what He  
Who had done. (*Men mime putting on feathers, new clothes*) Then He Who and the men  
started to walk back to the women's village. But when they were just outside the  
village, they saw the women gathered around a freshly killed buffalo.

MAN #1:

Yuk, their clothes are covered with blood.

MAN#2:

Look at their faces, they're streaked with dirt.

MAN #3:

They're covered in gore and slime and help!! (*Runs off.*)

HE WHO:

(*Goes near Woman Chief*) This woman is ugly.  
She's dressed in dirty rags and she, she stinks!

MAN#1:

Let's get outta here!

MAN #2:

They're disgusting!!!

MAN#1:

What happened to them???

MAN #2:

Let's take off this stuff. Women are awful!

NARRATOR:

The women didn't know why the men were running away again.

WOMAN CHIEF:

No matter what we do, those new creatures don't understand us.

We can't do anything right.

WOMAN #1:

We were dirty and smelly just they were, and they still ran away.

WOMAN#2:

But, but, they looked different.

WOMAN #3:

Yeah, I noticed. They looked...good.

WOMAN CHIEF:

Let's not give up. They have something we haven't got and  
we have something they haven't got.

WOMEN:

Yes!

WOMAN CHIEF:

And these things much get together.  
Come on, let's make ourselves beautiful again.

NARRATOR:

So the women did just that. (*Women mime washing, dressing themselves up*)

Days went by and He Who Made All Things was in a bad mood.  
Nothing pleased him. All the other men were feeling the same way.

HE WHO:

I don't know what's the matter with me.

MAN#1:

Neither do I.

MAN #2:

Me neither!

MAN #3:

Yeah.

HE WHO:

I wish all women were beautiful, sweet smelling and good tempered  
instead of ugly, smelly and nasty.

MEN:

We do too. We miss them.

NARRATOR:

Just then, the women arrived at the men's camp.  
The men were scared when they saw them coming.

MAN#3:

They're coming to slaughter us.

MAN#2:

Get the bows and arrows!

MAN#1:

Run!!

HE WHO:

No, wait. Listen!

MAN#1:

What are they doing?

HE WHO:

They're singing.

MAN#2:

They're beautiful. Their eyes are shining.

MAN#3:

They'll bewitch us, help!!

MAN#1:

Their bodies are ...

HE WHO:

Sweet smelling and alluring.

MAN#2:

My heart! My heart!

MEN:

Welcome, beautiful creatures, welcome.

WOMAN#3:

This creature smells better than I thought.

WOMAN#2:

The sight of your strong arms *pleases* my eyes.

MAN#1:

Thank you, dear creature.

WOMAN#1:

The sound of your deep voice *thrills* my ears.

WOMAN CHIEF:

They are not bad, these men.

HE WHO:

*(To Woman Chief)* Let's you and I go someplace and...talk!

WOMAN CHIEF:

Yes, let's do that.

HE WHO:

Let's try one thing that has never been tried before.

WOMAN CHIEF:

I always like to try new and useful things. *(They go offstage)*

*(Three men, three women wander around then drift together into three couples and embrace)*

HE WHO:

*(Returns with Woman Chief in his arms after a few moments.)*

This is surely the most wonderful thing that has ever happened.

I could never imagine such a feeling.

WOMAN CHIEF:

*(Looking only at He Who)* I never dreamed I could feel so good.

This is even better than eating *buffalo tongue*.

HE WHO:

Let's tell the others about it.

*(Couples are standing around them looking love-struck)*

NARRATOR:

But the others didn't need to be told. They had already found out.

They were smiling.

## NARRATOR:

Their eyes were smiling. Their mouths were smiling.

Their whole bodies were smiling.

*(Everyone mimes the words of the Narrator)*

Then the women moved in with the men.

Then there was happiness. Then there was marriage.

Then there were children. Then there was love.

**PRACTICE: READ, WRITE:** Answer the following questions in full sentences.

1. Who made one little mistake when he made the world?

2. What was the mistake? \_\_\_\_\_

3. Where did the women live? \_\_\_\_\_

4. When the men first tried to visit the women, what happened? \_\_\_\_\_

5. What did the men do to change themselves? \_\_\_\_\_

6. Why did the men think the women were ugly and smelly? \_\_\_\_\_

**GRAMMAR (CHECK: READ, WRITE, SPEAK, LISTEN:** Write five questions using the structure (1) Where/When/Who/What/Why did? Then write them on the board.

1. Where did \_\_\_\_\_

2. When did \_\_\_\_\_

3. Who did \_\_\_\_\_

4. What did \_\_\_\_\_

5. Why did \_\_\_\_\_

**PRACTICE: READ, WRITE :** Find the following words in the script. Define each one, write the part of speech and use in new sentences:

1.matted \_\_\_\_\_

2.stiff \_\_\_\_\_

3.streaked \_\_\_\_\_

4.headdress \_\_\_\_\_

5.reeked \_\_\_\_\_

6. thrills \_\_\_\_\_

7.pleases \_\_\_\_\_

8. buffalo \_\_\_\_\_

9. tongue \_\_\_\_\_

**GRAMMAR CHECK: READ, WRITE:** Find adjectives from the script that describe the men and/or the women. List them, then write another adjective that is an antonym.

Example: good – bad (antonym)

1. \_\_\_\_\_ antonym \_\_\_\_\_
2. \_\_\_\_\_ antonym \_\_\_\_\_
3. \_\_\_\_\_ antonym \_\_\_\_\_
4. \_\_\_\_\_ antonym \_\_\_\_\_
5. \_\_\_\_\_ antonym \_\_\_\_\_
6. \_\_\_\_\_ antonym \_\_\_\_\_

**REVIEW QUIZ ...ARE YOU IMPROVING? READ. WRITE:** See how many new words you have learned from the reading so far by practicing the Art of English.

1. Use five of the regular verbs in new sentences: sneaked, observed, grabbed, obeyed, quenched, convinced, stirred, reeked, streaked.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. Why are the above verbs called regular verbs? \_\_\_\_\_

3. Write the present tense of the following irregular verbs:

- a. hid \_\_\_\_\_
- b. kept \_\_\_\_\_
- c. felt \_\_\_\_\_

4. Change the verb obeyed into its antonym by adding a prefix. \_\_\_\_\_

5. Choose the appropriate word from the list to complete each sentence:

howling....bare....headress....stiff....blanket....butchering....sturdy...whirlwind

- a. The women were \_\_\_\_\_ the freshly killed buffalo.
- b. The oak tree was little, but strong and \_\_\_\_\_.
- c. The leaves fall every year to make a \_\_\_\_\_ for the grass and flowers.
- d. Fox was \_\_\_\_\_ in pain so he dropped the sun.
- e. He Who was proud of his feather \_\_\_\_\_.

6. Write a sentence which describes the behavior of someone who is....

- a. upset \_\_\_\_\_
- b. spying \_\_\_\_\_
- c. whining \_\_\_\_\_

7. Which words listed in #6 are verbs? \_\_\_\_\_

8. Which words listed in #5 are adjectives? \_\_\_\_\_

Total answers correct \_\_\_\_\_ Date \_\_\_\_\_



**ENRICH:****NATIVE AMERICAN TRADITION – THE TALKING CIRCLE**

**SPEAK, LISTEN:** It's a good time to discover a Native American tradition that is still used in more modern form in the United States Senate, it is called a **Talking Circle**. I was taught this technique by Mohawk elderwoman Lorraine Canoe and it is a wonderful way to have a meaningful exchange of ideas in a calm, cool and collected way (the opposite of tv talk shows). This is how it works:

1. Everyone sits in a circle. This is so you can see the facial expressions and read the body language of the person talking.
2. Teachers chooses an object which each person will hold in his/her hand while talking, then pass on to the next person to indicate that he/she is finished.
3. One person at a time talks until the he/she says everything he/she wants to say on the subject. No interruptions. No questions.
4. After listening to each person talk, the group comes to a *consensus* (*agreement of the majority*) on the subject and makes a statement about the subject under discussion based on that *consensus*.
5. Everyone is entitled to the respect of the others. No one's opinion is considered more important than another's. All are equal.

Let's try using the traditional **TALKING CIRCLE** format by speaking about an experience you had that agrees or disagrees with the following statement:

*Since the beginning of time, men and women have had different ways of doing things. These differences are both biological and cultural.*

**WRITE:** After the **TALKING CIRCLE** is finished, write down how you felt about your first experience with this Native American tradition.

**JOURNAL:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**MODEL:****TOTEMS... A NATIVE AMERICAN TRADITION**

**READ** the following description of a **totem**, what it means and how it relates to you. Before reading the descriptions of each animal, choose your favorite animal from the list below and write the animal's name here \_\_\_\_\_.

**ANIMAL TOTEMS**

According to native American beliefs, every person has a **totem** (*a spirit guide*) animal. The animal is a **reflection** of your abilities, talents and challenges. If your totem is a wolf you and the wolf share characteristics. The animal totems most common to the North American continent are described below. Does the one you chose at the beginning have characteristics that reflect you?

1. **Eagle:** Power of Great Spirit; to connect to the divine. Ability to live in spirit world and remain balanced in earthly life. Able to observe well from a distance, recognize important aspects. Gives you permission to follow your joy.
2. **Deer:** Power of gentleness; to touch others who are standing in the way. Trust in ability to heal yourself and others by centering and becoming peaceful. Gives you permission to not try so hard.
3. **Bear:** Power of introspection; to accomplish the goals and dreams we feel necessary for our lives. Understands the power of silence and imagination. Gives you permission to know yourself through occasional isolation.
4. **Butterfly:** Power of transformation; to realize that transformation in life is never-ending. Butterfly stages teach you what to do next in self-transformation. Gives you permission to clarify when you are in transformational stage.
5. **Dog:** Power of loyalty: to serve others and humanity in some way. Combines gentleness of best friend and half-wild territory protector energy. Gives you permission to become your own best friend.
6. **Wolf:** Power of teacher: to be part of society and still become your own dream. Ability to sense keenly, connect with others, share knowledge. Gives you permission to take up the sense of adventure.
7. **Mountain Lion:** Power of leadership; to lead without insisting others follow. Ability to balance power through coordination of body, mind and spirit. Gives you permission to tell the truth, you can never make everyone happy.
8. **Rabbit:** Power of recognizing fear and how it stops you; to stop, freeze, take a rest. Ability to release your fears. Gives you permission to go into a safe place until time to move again into a clearing.
9. **Horse:** Power of earthly and physical powers; to remember your whole journey. Ability to remember how others have lived, understand their differences. Gives you permission to have compassion for the divergent paths of others.
10. **Dolphin:** Power of life force; to release emotions, revitalize physical reality. Ability to communicate with the rhythms of nature. Gives you permission to dive deeply into the water, discover beauty of the rhythm of breath.

**PRACTICE: READ. WRITE :** Re-read the **Animal Totems** descriptions and list any new words on the lines below and define each one.

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**ENRICH:**

### CREATING YOUR NATIVE AMERICAN NAME

**READ, WRITE, SPEAK, LISTEN:** Think about the animal you chose from the **Animal Totems** descriptions. Now think of 5 **adjectives** to describe that animal, write them below: For example: Wolf: deep-set eyes, independent, powerful, scary, wild. Then think of 5 action words (verbs) that fit the animal's behavior, write them.

#### MY TOTEM ANIMAL \_\_\_\_\_

**Adjectives** that describe my animal:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Animal's action words (**verbs**)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### THE VISION QUEST

One of the most interesting native American traditions was the **Vision Quest**. Young men of 12-13 summers went off on their own into the mountains for three days to fast and dream (*have visions*). When they returned to their tribes, they reported any significant animal dream to the *shaman* or holy man. This dream or vision determined what the young man's adult name would be. Two famous examples are Sitting Bull and Crazy Horse who we will hear more from in Unit 4.

Since we don't have time for our own **Vision Quests**, let's create Native American names for ourselves by using the adjectives, verbs and animal name in any combination that you like. Example: **Wolf-eyed woman, Dancing Horse**. Or create a different style by adding add two pronouns (*He+ Who* or *She+ Who*) as in **He-Who (Great Spirit) She who has wolf-eyes; He who runs like the deer**.

#### MY NATIVE AMERICAN NAME \_\_\_\_\_

**ENRICH: DRAW, CREATE A COLLAGE:** Illustrate your Native American name in an original drawing or **collage** (*cut-outs of pictures from magazines to form image*).

**MODEL:** READ the following instructions for our first class project.

## WHAT WE KNOW OF OUR COUNTRY'S NATIVE PEOPLE



This is our first “project” – an activity that is done over a period of several classes. It can be as simple or complicated as you want it to be. This is a **multi-faceted** language arts activity (*you will read, write, speak and listen*) that focuses on the different cultures of the world’s indigenous people. Our definition of culture is **the customary beliefs, social forms and material traits of a racial, religious or social group.**

This project is especially rewarding because each person officially becomes a teacher by sharing his/her knowledge with others. I always believed teaching to be a sharing profession, but within the last two decades of my life as a teacher of foreign-born adults, it has become a reality. English teacher Anna Leonowens expresses this in song in *“The King and I”*: **“when you become a teacher, by your pupils you are taught.”** This idea comes alive in this project.

We are literally **beginning** by studying the **beginning** of human life in our respective native countries. Note that the word **beginning** is used as a verb and a noun (*gerund*) in the same form in the same sentence. Keep your eyes open for more words that have more than one use: verbs as nouns, nouns as verbs.

In this “Native People” project, teacher and students share their first hand (*a priori*) knowledge of the native people from their respective native countries. Research is not necessary, but depending on your time and interest, it’s all right to read articles, books and surf the Internet for information before presenting your report to the class.

Use the form on the next page as a guide.

## WHAT WE KNOW OF OUR COUNTRY'S NATIVE PEOPLE

Country \_\_\_\_\_

Native, Indigenous people \_\_\_\_\_

Part(s) of country they live in \_\_\_\_\_

Language(s) \_\_\_\_\_

What I know about the \_\_\_\_\_ (name of native people)

(1) describe homes \_\_\_\_\_

(2) describe clothing \_\_\_\_\_

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(3) describe daily living habits

(a) food preparation \_\_\_\_\_

(b) clothes: how made and cared for \_\_\_\_\_

(c) work \_\_\_\_\_

(4) describe cultural life

(a) arts and crafts \_\_\_\_\_

(b) music and dance \_\_\_\_\_

(c) storytelling, legends \_\_\_\_\_

(d) celebrations, rituals \_\_\_\_\_

(e) religious ceremonies \_\_\_\_\_

(f) superstitions \_\_\_\_\_

6. A personal experience with a native person from my country. \_\_\_\_\_

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**PRACTICE: READ, WRITE, EDIT:** After you have filled out the information sheet, re-read it and give it to your teacher to edit for mistakes.

**SPEAK, LISTEN:** Consult with a classmate who comes from your country and knows about the native people you wrote about. Listen to any suggestions he/she has about the information you wrote down.

**ENRICH: SPEAK, LISTEN, WRITE:**

Now it is time to present your report to the class. It can be as long or short as you like. Since this is the first time you are presenting a “lesson”, here are some useful guidelines:

- (1) Choose only the information you think will interest others.
- (2) Practice at home in front of someone else using the outline as a guide.
- (3) Think of your classmates and teacher as your audience.
- (4) Speak slowly and clearly so everyone understands your words.
- (5) Look at your audience from time to time to make sure they are “with you”.

**\*Before** you begin, write down how you feel about teaching others in English:

**JOURNAL** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PRACTICE: LISTEN & WRITE :** During your presentation and all the others, your classmates (*now your students*) will listen carefully to what is being said. During each presentation, your classmates **and** your teacher (*now also your student*) will write...

- (1) Information that is especially interesting !!!!! (they want to remember)
  - (2) Information that is confusing???? (they don't understand).
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**PRACTICE: SPEAK, LISTEN :** At the end of your presentation, go over your notes and ask questions based on what you think they should have learned. If there are questions they couldn't answer, it means they didn't understand. Review those questions to help them understand better. Finally, your “students” will ask you questions to find out more or to understand better.

**\* After** your report, write down how it **felt** to teach others in English:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**WRITING MODELS: READ.WRITE:** Before you start putting your report into written form, read the following reports from two of my former students. Unfamiliar words are defined for you. Answer the questions that follow to test your reading comprehension.



### **The Aino by Y.N.**

The indigenous (native) people of Japan are the Aino people. Their houses were made of wood and grasses. They looked like a brush house. Their clothing was made of plant fibers (materials) or animal's fur (skin). The Shaman (holy man) predicted good and bad luck in hunting.

They don't have a written language. Songs and stories have been transmitted (sent) down from generation to generation. They believe in spirit forces that control the wind, the rain, hail (ice-rain) and fire.

The population today is only 24,000. The Aino people live in the north of Japan. They are protected by the government. Many mountains and rivers are named by the Aino, but I can't understand the meaning of the name Aino.

Thirty years ago I visited one of their villages. They were friendly, but their faces were scary because of the tattoos. They sold crafts: wooden dolls, bears or totem poles.

1. What is Aino clothing made of? \_\_\_\_\_
2. Where do the Aino people live? \_\_\_\_\_
3. When did the writer visit the Aino? \_\_\_\_\_
4. Why was the writer scared of the Aino? \_\_\_\_\_

### **The Totonacas** by E. S.

There are many groups of native people in Mexico, but only one that I know well. I'll describe the Totonacas. The Totonacas are still there, they're situated in the central zone of Veracruz and northeast of Puebla.

Actually their homes changed a little because we are living in a different period and many of the native people are educated and have money. Their houses were built with palm roofs and the walls covered with board and sticks. But some of the houses are built with stone, the walls and roofs with board.

They used to wear all white – hat, sandals, baggy (loose-fitting) shirts and pants (calzones). They grow corn, beans, peppers, cucumbers and raise pigs, hens and turkeys. They used to dance; the dances are called “Los Voladores”, “Las Lacas”, “Huehues”, “Negritos”, “Espanoles” and “Los Toreros”. A special ceremony is when someone gets married. They dance Guapango music and drink spirits (aguardiente and beer)

“Los Voladores” is a wonderful dance and exciting. They put up a big pole about 100 feet high. Five guys climb to the top of the pole, then the ceremony starts. The chief dances and plays the flute and a small drum. Then the five men at the top of the pole, jump down. They are tied to a rope which is tied to the top of the pole. The five men dive down and fly around the pole until they arrive on the ground.

1. Where are the Totonacas situated? \_\_\_\_\_
2. What crops do the Totonacas grow? \_\_\_\_\_
3. When do the Totonacas use spirits? \_\_\_\_\_
4. How high is the “Los Voladores” dance pole? \_\_\_\_\_
5. How many guys dive down and fly around the pole? \_\_\_\_\_



**PRACTICE: WRITE:** Using the models from the previous students as your guide, write a rough draft of an essay with the above title. **Rough** is the antonym for **smooth**, this means you can make mistakes in the rough draft; that's what it's for.

## WHAT WE KNOW OF OUR COUNTRY'S NATIVE PEOPLE

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**EDIT:** Give the rough draft to a classmate to read. Ask for suggestions about making it clearer and more interesting. Then give it to the teacher for spelling, grammar corrections. Finally, write your final draft, include all suggestions and corrections

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

**MODEL: READ. SPEAK, LISTEN:** Listen to the instructor's pronunciation as he/she reads the following words composed by North American indigenous people. Repeat the words until you feel comfortable with the appropriate sounds.

*What is life?  
It is the flash of a firefly in the night.  
It is the breath of a buffalo in the winter time.  
It is the little shadow which runs across the grass  
And loses itself in the sunset!  
(Blackfoot, Crow)*

*Learn this song the grandmother sings.  
Pray all your paths are meeting.  
Follow this way the grandfather walks,  
Pray all your roads are merging.  
Walk this path that speaks of life,  
Along its trails see beauty.  
Open to the Ancient Hands  
That formed you long ago.  
Hear now their holy laughter  
And drink the sky in peace.  
(Ho Mitakuye Ojas)*

**PRACTICE; WRITE. READ. SPEAK, LISTEN:** Write down the sounds that were more difficult for you to pronounce than others. Practice speaking them with a partner and listen to your partner practice his/her sounds.

**ENRICH: READ, SPEAK, LISTEN:**

#### **CHORAL READING #1**

Read both of the above compositions as a group. Listen to each others' sounds and try to coordinate your words so they become "one voice". Practice the choral reading until everyone is satisfied with the results.

Repeat this exercise every day to become more comfortable with the sounds of English being spoken together.

**WORDS, WORDS, WORDS****Unit One Vocabulary List****READ, WRITE. SPEAK. LISTEN.**

1. **Pronunciation Practice:** Listen to the instructor pronounce each word, repeat the proper pronunciation until it feels comfortable.
2. **Grammar Check:** Note the part of speech for each word. \* words can be used as more than one part of speech. Be sure you understand how that words.
3. **Writing Practice:** Use each new word in a sentence.

Example: impression (noun) Columbus's first *impression* of the natives was they were well-formed.

**Adjectives**

1. indigenous
2. vulnerable
3. poisonous
4. guaranteed \*
5. trembling \*
6. yelping \*
7. howling \*
8. whining \*
9. upturned
10. chilling \*
11. bitterly (adverb)
12. tender
13. chilling \*
14. sturdy
15. matted \*
16. stiff
17. streaked \*
18. baggy
19. rough
20. choral

**Nouns**

1. hides \*
2. sleds
3. muskets
4. cannons
5. warriors
6. settlements
7. longhouses
8. wigwams
9. teepees
10. tassels
11. web
12. thirst
13. blanket
14. whirlwind
15. reward \*
16. headdress
17. thrills \*
18. buffalo
19. tongue
20. totem
21. reflection
22. vision
23. quest
24. collage
25. shaman
26. fur
27. hail

**Verbs**

1. guaranteed \*
2. dismiss
3. unfold
4. trembling \*
5. sneak \*
6. kept
7. grabbed
8. yelping \*
9. howling \*
10. whining \*
11. reach up
12. stirred
13. quenched
14. chilling \*
15. reward \*
16. obeyed
17. streaked \*
18. reeked
19. thrills \*
20. pleases
21. transmitted

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**WORD STRUCTURE: UNIT ONE****PREFIXES, ROOTS, SUFFIXES:**

1. List eight regular past tense verbs from the list \_\_\_\_\_  
 \_\_\_\_\_  
 a. How do you know the verbs are regular? \_\_\_\_\_  
 b. How do you know the verbs are in the past tense? \_\_\_\_\_
2. List three compound nouns from the list \_\_\_\_\_  
 a. Write the two words that are combined in each compound noun?  
 (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_
3. List two adjectives that use the suffix -ous \_\_\_\_\_
4. List five adjectives that use the suffix -ing \_\_\_\_\_  
 a. Use two of the -ing words in sentences as **adjectives**:  
 (1) \_\_\_\_\_  
 (2) \_\_\_\_\_  
 b. Use the same -ing words in sentences as **verbs**:  
 (1) \_\_\_\_\_  
 (2) \_\_\_\_\_
5. List two nouns that have the same prefix: (1) \_\_\_\_\_ (2) \_\_\_\_\_
6. List two nouns that have the same suffix:  
 (1) \_\_\_\_\_ (2) \_\_\_\_\_
7. Analyze the structure of the word “transmitted” by answering the following questions:
  - a. What do you think the prefix “trans” means? Before you answer here are other words that use “trans” as a prefix: **transfer**, **transport**, **transition**. \_\_\_\_\_
  - b. What do you think the root “mit” means? Before you answer here are other words that use “mit” as a root: **submit**, **remit**, **commit**. \_\_\_\_\_
  - c. What does the suffix -ed tell you about this word? Before you answer here are other words that use the suffix -ed: **grabbed**, **stirred**, **matted**. \_\_\_\_\_
  - d. Put the three parts together and try to guess at the meaning of the word from the sum of its parts:  
 trans \_\_\_\_\_ mitt \_\_\_\_\_ ed \_\_\_\_\_ = \_\_\_\_\_

