

“Why the Sky”

Summer > Space and Sky > Science & Culture (MS.sum.spaceandsky.WhytheSky)

Season & Location:

Summer, outside, ideally associated with some kind of camping event. This could be Culture Camp, or a summer camping program. Could also be a youth program outing, or just a night of stargazing on a local hill top. There is always something interesting going on in the sky around the time of the Persied meteor shower; a full moon offers an opportunity to use a telescope for viewing details on the moon’s surface

Partnerships/Community Connections:

OMSI offers a space and sky program for kids,

Pine Mountain Observatory offers an excellent stargazing program around the time of the Persied meteor shower,

A good storyteller – tribal and otherwise – would be an excellent addition to an evening of story sharing around a campfire.

SMILE program focuses on space science, particularly space exploration/Mars Rover. They would be an excellent resource for a modern scientific perspective on the solar system and space in general,

Representative from the culture department, or someone knowledgeable in Siletz culture to share origin stories and stories about seasons and the stars\

There are many hobbyist astronomers – including local astronomy clubs – who are equipped with telescopes , a good knowledge of the sky, and an eagerness to share their hobby with young people.

Standards* Focus:

Speaking and Listening

Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques.

*Suggested speech length: Seventh Grade, 3-6 minutes.

EL.07.SL.01 Develop a focus and point of view to achieve particular purposes and to appeal to the background and interests of the audience.

EL.07.SL.02 Organize information, arranging details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

EL.07.SL.03 Use traditional structures for conveying information, including cause-and-effect, similarity and difference, and posing and answering a question.

EL.07.SL.04 Use a variety of descriptive and accurate words appropriate to audience and purpose.

EL.07.SL.05 Use correct grammar consistently.

EL.07.SL.06 Use speaking techniques, including voice inflection, tempo, enunciation, and eye contact for effective presentations.

**“Second Language” standards are addressed by default – consult state scoring guide.*

Additional Standards:

Science:

7.2 Interaction and Change: The components and processes within a system interact.

7.2P.1 Identify and describe types of motion and forces and relate forces qualitatively to the laws of motion and gravitation.7.2E.2 Describe the composition of Earth’s atmosphere, how it has changed over time, and implications for the future.

7.3S.3 Evaluate the validity of scientific explanations and conclusions based on the amount and quality of the evidence cited.

8.2E.3 Explain the causes of patterns of atmospheric and oceanic movement and the effects on weather and climate.

8.2E.4 Analyze evidence for geologic, climatic, environmental, and life form changes over time.

Cultural Knowledge:

Medicine

Communication

Tools and Technology

Belief/World View

Arts and Aesthetics

Science

Vocabulary & Phrases:

Vocabulary and phrases for this exercise will be drawn from lessons that have been completed through the course of the years’ study, as well as lessons learned in previous years. Any additional language necessary to complete the lesson will be researched by the student using any and all sources available to them: language experts, dictionary, website, prior lesson materials, etc.

Grammar & Language Concepts:

Complex student-generated oral Dee Ni; complete sentences, proper phrases with transitions, proper word order, proper inflection, emphasis; use of glottalization, nasalization, and other Dee Ni language techniques, proper response to questions, Recognition of world view and belief system as reflected in structure and use of Dee Ni language.

Prior/Concurrent Lesson Plan Materials:

Seasons (03.01.02a – d)

Video: The Origin Story (03.1.01a)

Video: Coyote and the False Spring (03.01.01e)

Nee Dash (03.04.02)

Nature (03.08.01)

Space and Sky (03.R.09)

Calendar (03.01.04)

Lesson Objectives – After completion, students/instructors will be able to:

Recognize that changes in the night sky and position of the sun, moon, planets, and stars are the product of the movement of these things relative to the Earth,

Recognize that changes in the rotation and axis of the Earth relative to the Sun are the source of the seasons,

Understand that there are a wide variety of explanations for these movements and for the seasons, including those offered by modern science, archaic science, legend and myth, religion, paganism, and pseudo-science,

Compare and contrast origin stories from a variety of eras and cultures,

Use stories about the sky from other cultures as inspiration for creating their own origin story that explains where some sky-related event, object, or phenomenon comes from,

Use learning resources like the talking dictionary, print dictionary, lesson plans, study guides, and archival works to research and create well-crafted Dee Ni story that describes the origin of some kind of sky-related phenomenon,

Use the Dee Ni Story Plot Map as a template for writing this origin myth in the Dee Ni language, Share a Dee Ni story out loud in an excellent storytelling environment.

Lesson Procedures:

Students are given some kind of outdoor camping-type experience, ideally including a campfire, mosquitoes, a tent, slugs, and green oatmeal,

Students are offered a chance to hear a variety of stories related to the origin of the sky and features, objects, and phenomenon found therein,

Students collaborate to discuss these legends, comparing them and contrasting them, and forming an idea of what it takes to create and tell a good story,

Students use the Dee Ni Plot Map to create characters, setting, action, and resolution for a story. The story will include appropriate elements of traditional origin myths, including animal or otherwise mythical characters, magical abilities and events, and a strange and interesting setting.

The above procedure can alternatively be done via small group discussion; students can collaborate on a single story, work on different parts of the same story, or make corresponding stories.

Stories are performed in an appropriate environment; ideally, around a campfire in a campground under the stars.

Assessment:

It's summer, so assessment should be kept as incidental as possible. If so desired, the Dee Ni Speaking Scoring Guide, Dee Ni Project Rubric, and self-and peer-assessments can be used.

Materials & Supplies:

Lesson plans and materials from previous projects and assignments, as listed above,

Examples (recordings, print, or orally "in person") of "origin" type legends and mythology,

A campfire, weenies, mosquito repellent, and a guy named "Gordy",