
SKYWOMAN



GRADE: THIRD

SUBJECTS: ELA, WRITING, SCIENCE, VISUAL ARTS

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SKYWOMAN

The Story of Sky Woman according to the Haudenosaunee

Long before the world was created, there was an island in the sky where the Sky People lived. One day, a tree toppled over and tore a hole in the sky. A pregnant Sky Woman grew curious about the hole. She came near – so near that she tumbled through the opening. She grabbed at the tree of life, but that didn't stop her fall. It took her a long time to fall, dancing like a seed on the breeze. She was still clutching the plants when a flock of geese swooped to catch her.

The birds set her down on the Great Turtle's back. Other animals dove to the ocean floor and brought mud up to the surface. They packed the mud on the Great Turtle's back. Over and over, they dove down until they had brought up enough mud to make room for trees and plants to grow. Then they dove some more. When they were finished, they had made a whole world on the Great Turtle's back.

Sky Woman circled the edges of the turtle's back and with each step the land swelled. She scattered the seeds from the tree of life that sank deeply into the mud. Up grew the towering oaks and sweetgrass, the vegetables and strawberries, and plants that give medicine. And now that there was plenty to eat, the animals came to live, each bearing their own gifts.

First came the long and slender cougar gripping with her claws and steering with her tail. With stealth vision she prowls the swamps alone at night, guarding her territory. Cautious, smart, and swift, she symbolizes a good hunter and protector.

Next came the long legged heron wading patiently in the slow moving water. Her long dagger like bill lets her pick for fish and dig in the sand for crabs. Herons have good natures and will often dance about on their long legs if they hear the right song. Such a very big bird, it was not easy for her to lift off the ground, but once she was in the air she could fly very well indeed. A good luck sign if you are fishing, the heron brings peace, stability, and harmony.

Out slithered the clever snakes. Agile and quick, they smell with their tongues, and blend masterfully into the leaves or when warming themselves on a sunny day. They can stay still for hours waiting for unsuspecting prey. There are many different kinds of snakes and they are said to make good friends and are used for healing and protection. The symbol for medicine is two snakes coiled around a staff. For some they are messengers, sent to bring vital rain for crops and water in harsh climates.

Dolphins keep our oceans in balance. Mammals, not fish, dolphins are social creatures. They make life-long friendships and live in groups called pods. Mamas can often be seen playing in the waves with their children; teaching them the skills they need to survive. They produce clicking sounds and echoes to find objects and prey. When they sleep, their mind is half awake so that they remember to come up for air. To see a dolphin near the shore is a good sign, meaning good luck or protection is coming.

Quick and nimble, deer can be our messengers. With eyes on the sides of their head, they can warn us of what is up ahead. Their cupped ears rotate in different directions, making them hard to sneak up on. Their feeding habits bring sunlight to the forest floor and help plants grow and thrive. Deer remind us that we should live lives that are balanced and graceful.

And that is how the animals and plants came to be with Sky Woman on Turtle Island. Sky Woman gave birth, and when she did, she became the mother of the two-legged people. The Haudenosaunee have told Sky Woman's story for countless generations. Turtle Island is what they call the land that was created thanks to Sky Woman and the Great Turtle.

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AUTHOR: MARTHA DENT

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STANDARDS

ELA

Standard 4: Synthesize integrated information to share learning and/or take action.

- 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

- 6.1 Determine the theme by recalling key details that support the theme.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.
- 7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

- a.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and
- a.1 b. explain the influence of cultural and historical context on characters, setting, and plot development.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

- 11.2 Compare and contrast the reader's point of view to that of the narrator or a character.

WRITING

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

- 1.1 Write opinion pieces that:
 - a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;
 - b. use information from multiple print and multimedia sources;
 - c. organize supporting reasons logically;
 - d. use transitional words or phrases to connect opinions and reasons

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.

- 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

Standard 5: Incorporate craft techniques to engage and impact the audience and convey messages.

- 5.1 Set a purpose and integrate craft techniques to create presentations.
- 5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.

SCIENCE

3.S.1A.2 Develop, use, and refine models to (1) understand or represent phenomena, processes, and relationships, (2) test devices or solutions, or (3) communicate ideas to others.

3.S.1A.4 Analyze and interpret data from observations, measurements, or investigations to understand patterns and meanings.

3.S.1B.1 Construct devices or design solutions to solve specific problems or needs: (1) ask questions to identify problems or needs, (2) ask questions about the criteria and constraints of the devices or solutions, (3) generate and communicate ideas for possible devices or solutions, (4) build and test devices or solutions, (5) determine if the devices or solutions solved the problem and refine the design if needed, and (6) communicate the results.

3.L.5 The student will demonstrate an understanding of how the characteristics and changes in environments and habitats affect the diversity of organisms.

3.L.5B.1 Obtain and communicate information to explain how changes in habitats (such as those that occur naturally or those caused by organisms) can be beneficial or harmful to the organisms that live there.

VISUAL ARTS

Artistic Processes: Creating- I can make artwork using a variety of materials, techniques, and processes.

- Anchor Standard 1: I can use the elements and principles of art to create artwork.
- Anchor Standard 2: I can use different materials, techniques, and processes to make art.

Artistic Processes: Presenting- I can choose and organize work that demonstrates related concepts, skills, and/or media.

- Anchor Standard 3: I can improve and complete artistic work using elements and principles.

Artistic Processes: Responding- I can evaluate and communicate about the meaning in my artwork and the artwork of others.

- Anchor Standard 5: I can interpret and evaluate the meaning of an artwork.

MATERIALS

- glue
- scissors
- staples
- paper plates
- construction paper
- yarn
- buttons

INTRODUCTION

1. The teacher will present the story on the Promethean Board, providing students with a link to open and watch on their own iPads.
2. The teacher will explain that students will learn about the personification of the animals in the story. A personification is a person, animal, or object regarded as representing or embodying a quality, concept, or thing.

LESSON

1. The students will listen to and read the story of [SkyWoman](#). Then, they will list each animal and record information about their characteristics using a T-chart format in their journal.
2. Students will create a mask of one of the animals from the story. They will learn about personification and choose the animal based on how they see themselves.
3. Next the students will write a narrative about their animal mask using the characteristics of the animal from the story. Some possible examples to provide an effective topic sentence and get the reader's attention include:
 - "On Turtle Island..."
 - "Suddenly..."
 - "Not a moment too soon..."

4. Students will display and present their masks and stories to the class.
5. Students will use exit sticky note slips to comment on one of the design characteristics they used on their mask or a peer's mask.

CLOSURE

The teacher will review the steps in the lessons and discuss the objectives covered in this project.

ASSESSMENT

The teacher will grade the students' writing using a rubric. See the attached multi-level rubrics for self-evaluation which can be used for writing conferences.

REFERENCES

Martinez, Sylvia Libow, and Gary Stager. *Invent to Learn: Making, Tinkering, and Engineering in the Classroom*. Constructing Modern Knowledge Press, 2019.

Narrative Writing Rubric

3rd Grade



Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you establish a situation (real or imagined) and introduce a narrator and/or characters?	No, I didn't establish a situation or introduce a narrator and/or characters.	Well, I somewhat established a situation and introduced a narrator and/or characters.	Yes, I established a situation and introduced a narrator and/or characters.	Yes, I established a situation and introduced a narrator and/or characters in a very creative way!
Did you organize an event sequence that unfolds naturally?	No, I did not organize an event sequence that unfolds naturally.	Well, I somewhat organized an event sequence that unfolds.	Yes, I organized an event sequence that unfolds naturally.	Yes, I organized an event sequence that unfolds naturally in a very creative way!
Did you use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character response?	No, I did not use dialogue and descriptions of actions, thoughts, and feelings.	Well, I included SOME dialogue and descriptions of actions, thoughts, and feelings.	Yes, I included dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character response.	Yes, I included LOTS of dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character response in a very creative way!
Did you use temporal words and phrases to signal event order?	No, I didn't use temporal words and phrases to signal event order.	Well, I used a FEW temporal words and phrases to signal event order.	Yes, I used temporal words and phrases to signal event order.	Yes, I used MANY temporal words and phrases to signal event order in a very creative way!
Did you provide a sense of closure?	No, I didn't provide a sense of closure at all.	Well, I somewhat provided a sense of closure.	Yes, I provided a sense of closure.	Yes, I provided a sense of closure in a very creative way!

Opinion Writing Rubric

3rd Grade



Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you introduce the topic?	No, I didn't introduce my topic at all.	Well, I somewhat introduced my topic.	Yes, I introduced my topic.	Yes, I introduced my topic in a very creative way!
Did you clearly state your opinion?	No, I didn't state my opinion at all.	Well, I somewhat stated my opinion.	Yes, I stated my opinion.	Yes, I clearly stated my opinion in a very creative way!
Did you create an organizational structure that lists reasons?	No, I didn't create an organizational structure at all.	Well, I somewhat created an organizational structure.	Yes, I created an organizational structure that lists reasons.	Yes, I created an organizational structure that lists reasons in a very creative way!
Did you supply reasons to support your opinion?	No, I didn't supply any reasons to support my opinion.	Well, I supplied ONE reason to support my opinion.	Yes, I supplied MORE THAN ONE reason to support my opinion.	Yes, I supplied MANY reasons to support my opinion in a very creative way!
Did you use linking words and phrases to connect opinion and reasons (<i>because, therefore, since, for example</i>)?	No, I did not use linking words and phrases to connect opinions and reasons.	Well, I used SOME linking words and phrases to connect opinions and reasons.	Yes, I used SEVERAL linking words and phrases to connect opinions and reasons.	Yes, I used MANY linking words and phrases to connect opinions and reasons in a very creative way!
Did you provide a concluding statement or section?	No, I didn't provide a concluding statement or section at all.	Well, I somewhat provided a concluding statement or section.	Yes, I provided a concluding statement or section.	Yes, I provided a concluding statement or section in a very creative way!

Informative/Explanatory Writing Rubric – 3rd Grade



Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you introduce the topic?	No, I didn't introduce my topic at all.	Well, I somewhat introduced my topic.	Yes, I introduced my topic.	Yes, I introduced my topic in a very creative way!
Did you group related information together?	No, I didn't group related information together.	Well, I grouped SOME related information together.	Yes, I grouped related information together.	Yes, I clearly grouped related information together in a very creative way!
Did you include illustrations when useful to aiding comprehension?	No, I didn't include illustrations at all.	Well, I included a FEW illustrations to aide comprehension.	Yes, I included SEVERAL illustrations when useful to aide comprehension	Yes, I included MANY illustrations when useful to aide comprehension in a very creative way!
Did you develop the topic with facts, definitions, and details?	No, I didn't develop the topic with facts, definitions, or details.	Well, I developed the topic with a FEW facts, definitions, and details.	Yes, I developed the topic with SEVERAL facts, definitions, and details.	Yes, I developed the topic with MANY facts, definitions, and details in a very creative way!
Did you use linking words and phrases to connect ideas (<i>also, another, and, more, but</i>)?	No, I did not use linking words and phrases to connect ideas.	Well, I used SOME linking words and phrases to connect ideas .	Yes, I used SEVERAL linking words and phrases to connect ideas.	Yes, I used MANY linking words and phrases to connect ideas in a very creative way!
Did you provide a concluding statement or section?	No, I didn't provide a concluding statement or section at all.	Well, I somewhat provided a concluding statement or section.	Yes, I provided a concluding statement or section.	Yes, I provided a concluding statement or section in a very creative way!