



Lesson: “Gluskabe Creates Companions”

(To follow Amplify CKLA 1, Knowledge 1: Fables and Stories, Lesson 7: The Little Half Chick)

At a Glance	In this lesson, students reinforce their ability to identify the characteristics of stories by listening to an Abenaki story about the origin of the Abenaki people. They use their comprehension of the story to inform a discussion of why we create rules and laws to help people today.
Primary Focus Objectives	<ul style="list-style-type: none">• Students will read a non-fiction text about Abenaki culture and the character Gluskabe.• Students will listen to an Abenaki story and identify the characteristics of stories, including characters, plot, and setting.• Students will illustrate an important moment in the story.
Formative Assessment	<ul style="list-style-type: none">• Group discussion• Story element sort
Standards	<p>CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>
Materials	<ul style="list-style-type: none">• Focus Text Facts: Abenaki Storytelling and Gluskabe• Focus Text: Gluskabe Creates Companions (audio recording with transcript)• “Story Element Sort” worksheet• “Key Moment” worksheet• “Stone People or Ash Tree People?” worksheet
Time Needed	One 30-40 minute class session
Learning Activity	<ol style="list-style-type: none">1. Read Focus Text Facts. Project or distribute Focus Text Facts and support students as they read it as a whole group or in small groups. <i>(10 minutes)</i>2. Listen to the story and sort the elements. Distribute worksheets and review the contents with students. Listen to the recording together and support students as they complete the tasks. <i>(10 minutes)</i>3. Discuss Mason’s Challenge. Read the question at the bottom of Focus Text Facts and discuss the answer as a whole group. <i>(5 minutes)</i>4. Illustrate an important moment. Distribute the illustration templates and support students as they illustrate an important moment from the plot of the story. <i>(15 minutes)</i>5. Discuss how rules and laws help people. Re-read or listen again to the part of the story that describes the stone people and complete the activity. <i>(10 minutes)</i>



Educator Rationale and Answer Guide

Connection to Amplify

In this lesson, students reinforce the understanding of story elements developed in Amplify CKLA 1, Knowledge 1: Fables & Stories, Lesson 7: The Little Half Chick by listening to and discussing a traditional Abenaki story. In doing so, they also extend their understanding of the culture and traditions of the Abenaki, the indigenous people of New Hampshire, developed in Kindergarten Moose x Amplify lessons created for Knowledge 3: Stories, Knowledge 4: Plants, and Knowledge 6: Native Americans.

Read about Abenaki storytelling and Gluskabe

If students completed Moose x Amplify lessons for the Kindergarten units listed above, they learned about many aspects of Abenaki history and culture. Remind students that Abenaki people still live in New England and they still share traditional stories like the one they are about to listen to together. The Focus Text Facts page shares information specifically about the purpose of stories in Abenaki culture and why the character of Gluskabe appears in so many of those stories. This information, like that used in the Kindergarten MxA lessons, is adapted from Moose on the Loose, Unit 2: The Abenaki before 1600. Please see both the Student and Educator pages for this unit for more information about Abenaki history and culture.

Listen to the story and sort the elements

This recording, by Abenaki storyteller Joseph Bruchac, is brief enough that it is possible to listen to the story multiple times to ensure student understanding. A transcript of the story is provided if you wish to read it aloud to your students after they listen to the recording. Explain that at the beginning they will hear Joseph Bruchac say a greeting in Abenaki and then begin his story. Then, preview what they will hear by looking at the Story Elements Sort page together. Review what setting, characters, and plot are. Then, read through the elements together and tell students that they can point to the elements as they hear about them. After students have listened to the story, support them as they cut out the elements and paste them in the correct columns on the chart.

Discuss Mason's Challenge

The Mason's Challenge question on the Focus Text Facts page asks students to think more about another element of stories and fables they have been exploring in the Amplify knowledge domain: explanations. Talk with students about why trees made better people than stones. Ask them if they heard how the story explained why we have so many mountains in New Hampshire, or N'dakinna as the land is called in Abenaki. Have they heard other stories that give explanations for why things are the way they are?

Illustrate an important moment

Ask students to think about the plot of the story. What moment did they think was important? Provide them with the templates and support them as they make detailed illustrations of these key moments. If students illustrate a variety of moments, challenge them to sort the illustrations into the order in which they took place in the story.



Discuss rules and laws today

It is possible that some students will choose the stone people's destructive behavior as a key moment in the story. Revisit that moment in the story as a whole group and discuss how Gluskabe sees that behavior as negative and not compatible with harmonious living. Ask students what helps people live safely and fairly today. Lead a discussion that helps students understand that our society today uses rules and laws to teach people how to live and work together in a positive way. Use the Vocabulary Cards to help students define the words. Ask students to share rules and laws they have heard about. Discuss who makes those rules or laws and why. Students may think of classroom rules about safe behavior and kind language. They may think of rules about throwing away trash appropriately or not feeding animals in the wild or in zoos. They may think of speed limit laws that keep drivers safe on the roads. Project or distribute the worksheet and complete it as a whole group, or distribute it to be used as a small group or independent activity.

Raise your hand	rule	school	Answers will vary
Don't steal from others	law	community	Answers will vary
Share your toys	rule	School or home	Answers will vary
Don't pick flowers in the park	law	community	Answers will vary
Don't climb on the furniture	rule	School or home	Answers will vary

Abenaki Storytelling and Gluskabe

Stories are an important part of Abenaki life. The Abenaki were the first people to live on the land we call New Hampshire. Abenaki people still live in New Hampshire today.

Abenaki stories teach important lessons about **history, nature,**
and **how to treat others.**

Abenaki stories are fun to listen to and have different characters. Gluskabe (Gloos-kah-bay) is a character in many Abenaki stories.

Gluskabe is kind and helpful to humans. He teaches humans about their world and helps them learn from their mistakes.



Long ago, Abenaki people spent the winter in longhouses like this. Many families lived together in a longhouse. They gathered around the fire to share stories.

Where do you like to listen to stories? Who tells you stories?



Mason's Challenge

The story "Gluskabe Creates Companions" answers some big questions Abenaki children may have had long ago. What do you think those questions were?



RULE

Definition: An idea that explains what you should or should not do to keep things safe and fair.

How to use it: In our house, it is a **rule** that you must put away a toy or game before starting something new.



LAW

Definition: A rule that applies to everyone in a community and is enforced by the government.

How to use it: In our town, it is a **law** that you must throw your trash into a trash can and not on the street.

Story Element Sort

While you listen to the story, point to an element when you hear about it. Then cut out the elements and paste them in the correct section of the chart.

Setting	Characters	Plot



N'Dakinna ("Our Land")	Gluskabe	Stone People	Tree People	Gluskabe was lonely.
He made people out of stone.	The stone people hurt the land and animals. Gluskabe returned them to the earth.	The stone people became mountains.	Gluskabe shot arrows into ash trees. The trees became people.	The tree people cared about the land. They became the Abenaki.



Key Moment: “Gluskabe Creates Companions”

Pick an important moment in the story. Illustrate it in the space below.

Are We Stone People or Ash Tree People?

Rules and laws help us behave fairly and safely. Read the sentences and answer the questions about them in each column. Write your own important rule or law in the last row.

	What is it? (Circle one)	Where is it used? (Choose one: school, home, community)	How does it help us act like Ash Tree people?
Raise your hand.	rule law		
Don't steal from others.	rule law		
Share your toys.	rule law		
Don't pick flowers in the park.	rule law		
Don't climb on the furniture.	rule law		