



Lesson: “Where Gluskabe Camps”

(To follow Amplify CKLA K, Knowledge 3: Stories, Lesson 10: Tug-of-War)

At a Glance	In this lesson, students apply their understanding of the “trickster tale” genre and story elements to the storytelling traditions of the Abenaki, the indigenous people of New Hampshire.
Primary Focus Objectives	<ul style="list-style-type: none">• Students will describe how Abenaki pre-1600 met their needs.• Students will identify a trickster tale as a type of fiction.• Students will explain the actions of the main character in a trickster tale.
Formative Assessment	<ul style="list-style-type: none">• Answer a content-focused prompt (Mason’s Challenge)• Draw a scene to show evidence of trickster tale criteria
Standards	<p>CCSS.ELA-LITERACY.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
Materials	<ul style="list-style-type: none">• Focus Text Facts: Abenaki Culture and Gluskabe• Focus Text: “Where Gluskabe Camps” (audio recording)• Vocabulary Card• Story Chart and Cards• Draw a Scene
Time Needed	One to two 30-40 minute class sessions
Learning Activity	<ol style="list-style-type: none">1. Introduce the Abenaki and Gluskabe. Project the Focus Text Facts and examine the content together. <i>(15 minutes)</i>2. Listen to the story. Follow the link to Joseph Bruchac’s recording of “Where Gluskabe Camps.” A transcription is available. <i>(10 minutes)</i>3. Define “trickster.” Project the Vocabulary Card and review the definition. Ask students which character in the story matches that definition. <i>(5 minutes)</i>4. Answer Mason’s Challenge. Work together to complete the Story Chart. Image cards are provided for use as an independent activity. <i>(10 minutes)</i>5. Draw a scene. Ask students to draw a scene from the story they think shows how Gluskabe is a trickster. <i>(15 minutes)</i>



Educator Rationale and Answer Guide

Connection to Amplify

In this lesson, students build on their understanding of the “trickster” character that appears in tales from cultures around the world, including that of the Abenaki, the indigenous people of New Hampshire. The character of Gluskabe has been used by Abenaki storytellers for thousands of years. Gluskabe helps the gods and greater spirits keep order among humans, plants, and animals. Gluskabe teaches humans lessons but also learns lessons as a consequence of his own foolish or selfish choices. Students listen to a story and discuss and sort the story elements. They identify how Gluskabe fits the role of trickster and draw a scene that illustrates this definition.

Introduce the Abenaki and Gluskabe

If students are unfamiliar with Abenaki culture, spend some time explaining that people have lived on the land we call New Hampshire for many thousands of years. Before any explorers came from Europe to this land, the Abenaki people were living here and using the things that lived and grew on the land to meet their needs. Use the Focus Text Facts to ensure that students understand what our basic needs are and how the Abenaki met those needs. Then, share the portion about Gluskabe.

Listen to the story

This recording by Abenaki storyteller Joseph Bruchac is brief, so it is worthwhile to listen to it more than once. Pause as appropriate to ensure students identify know who the characters are, the setting, the problem and solution.

This is a good place to pause if dividing the lesson across two class sessions.

Define trickster

Read the definition of trickster and talk about other stories they’ve heard with characters who use magic or likes to fool others. Ask students who in the story was a trickster. What evidence can they describe in the story that tells them that? Ensure students identify that Gluskabe is a trickster because he asks Grandmother Woodchuck to make him a magic bag that can catch animals: this makes hunting much easier than having to do the work needed to meet this basic need.

Answer Mason’s Challenge

The character cards are: Gluskabe, Grandmother Woodchuck, and Animals. The setting cards are: Wigwam and Forest. The problem card is: Need Food. The trickster solution cards are: Scare Animals and Magic Game Bag. The lesson cards are: We should respect all creatures, animals should live free, and hunting is difficult to teach skills and build strength.

Draw a scene

Students may choose from a variety of scenes, including Gluskabe asking for the magic game bag and scaring the animals into the bag.



ABENAKI CULTURE AND GLUSKABE

The first people to live in the land we call New Hampshire were the **Abenaki**. For thousands of years before the arrival of European people, the Abenaki used the animals and plants that lived around them to meet their needs of **food**, **clothing**, and **shelter**.



Look at the drawing.

- How are the people meeting their needs?
- Which animal or plant parts are being used?
- What else do you notice?

Abenaki people still live in New England. This drawing was made by a woman named Francine Poitras Jones. She is showing what everyday life was like for her relatives who lived long ago.

How did Abenaki children learn to meet their needs long ago?

Abenaki children learned by helping with chores and playing. They also listened to stories about their culture. Many of these stories had a character named **Gluskabe** (Gloo-skah-bay).

Gluskabe sometimes makes mistakes in the stories and learns a lesson about how to do things the right way. Sometimes Gluskabe teaches a lesson to people or animals in the story.



MASON'S CHALLENGE

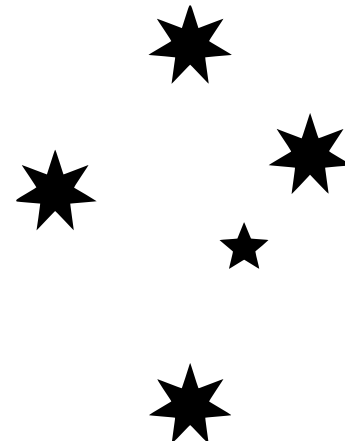
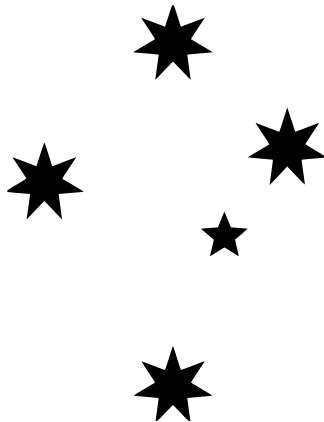
After you listen to “Where Gluskabe Camps,” think about which need Gluskabe was trying to meet. Complete the Story Chart to show how the elements of the story are connected.



TRICKSTER

Definition: Someone who uses magic or lies to fool others into doing something.

How to use it: The **trickster** used a magic bag to capture all the forest.







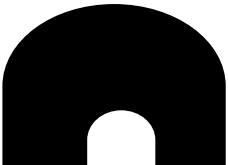


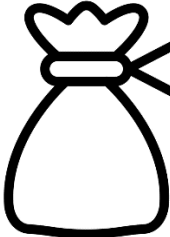

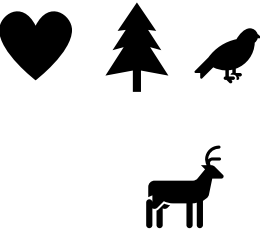

Story Chart: “Where Gluskabe Camps”

Characters	Setting	Problem	Lesson
		Trickster Solution	



Story Chart Cards

Cut out the cards and place them in the chart to show the story of "Where Gluskabe Camps."

Gluskabe 	Grandmother Woodchuck 	Animals 	Forest 
Wigwam 	Need food 	Hunting is difficult to teach skills and build strength 	Magic game bag 
Animals should live free 	We must respect all creatures 	Scare animals 	



Draw a Scene

Think about a moment in the story “Where Gluskabe Camps” when Gluskabe acts like a **trickster**. Draw a picture of that part of the story.