

## READING ACTIVITIES Grades 4-6

### Reading Section

The “Reading Section” Suggestions are based on recommendations by teachers who used *Who Speaks for Wolf* in a Pilot Project. These are designed in such a way that they may be used separately from the Pre-reading Activities. After using a variety of methods, the teachers found that this sequence might be the most meaningful.

### Preparation for the First Reading

- \* Bring the students together and sit comfortably on the floor in a circle with you, the teacher/enabler.
- \* Explain the importance of Central Fire (See *Three Strands in the Braid: A Guide for Enablers of Learning*).
- \* Tell the students that Turtle Woman Singing and her father, Sharp-eyed Hawk, would sit in a circle and together create a Central Fire through visualization. Then he would tell her a story.
- \* Encourage the students to visualize (create in their minds) a Central Fire. **You might have them close their eyes and ask them to describe the wood, gathering the wood, building the fire, lighting the fire, and the dancing flames which result.**
- \* Ask them to open their eyes and see/create the Central Fire in the center of their circle.

### The First Reading Aloud of a Learning Story

- \* **Share with the students that you want them to listen with their ears, with their minds, and with their hearts as a Native American child might listen to a Learning Story.**
- \* Read the story completely through one time. It is recommended that the teacher not show the pictures at this first reading in order to encourage the students’ own creative responses to the Story.
- \* Complete one class discussion.

### Class Discussion after the First Reading Aloud

Because a Learning Story is designed to provide a learning experience to fit the level of each learner, it is recommended that teachers allow students to discuss their interpretations and that the teacher accept these as valid to each individual. Therefore, the first and main question the teachers asks is, **“What .. may we learn from this?”**

### The Second and Third Readings

Teachers who piloted the Learning Story *Who Speaks for Wolf* in 1983 found the class discussions following each reading were extremely important.

In the process of reading the story for a second or third time, the teacher may realize that the students have questions or comments about certain parts of the story. List these on the board.

**When the teacher desires to ask questions to extend student thinking, it is recommended that the questions be open ended in order to allow the students to present their individual interpretations.**

The questions a teacher would ask greatly depend on the students in the class. The following questions are related to the Learning Story *Who Speaks for Wolf*. Other questions would be appropriate for the other Learning Stories.

These are offered simply as examples:

\* If you were a boy of eight winters, what might you look for in a grandfather?

\*If you were a grandfather with long white braids and many winters, what might occur to you when you think of a boy of eight winters?

\*If you had eight winters and sat by the fire, how might Wolf seem to you?

\*If you wondered about life, who might you want to talk to?

\*What did you learn from Grandfather's story?

\*What might you ask Grandfather if you sat by that Fire?

\*Does it seem to you that the People heard Wolf's Brother and learned from Wolf? Or no? Share with us your thoughts about this.

**\* What do you think the People mean when they decide to remember to ask, "Who speaks for Wolf?"**

\* What relationship do Wolf and you have with each other?

\* What value is here?

\* Do you think that those who are not Native Americans have learned to ask Wolf's Question? Say more on this.

\*If all people asked Wolf's Question, tell how the world would be different.

\* Now, what does this story tell us?

\* How does this story apply to our lives today?

\* How does the story tell you about the thoughts and actions of the Iroquois?

\* What would you like to learn about Native Americans?

\* What would you like to learn about wolves?

After all questions are asked, take each question and use it for class discussion. Some questions could be used as topics for research projects.