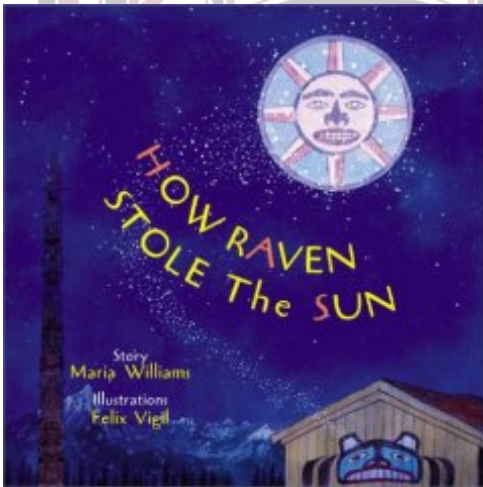


# How Raven Stole the Sun

Also known as *Box of Daylight* or *How Raven Brought Light to the World*

By Maria Williams



**Grade Level: K-5**

## Overview

The book, *How Raven Stole the Sun* is one version of how light was brought to the world. Listening to this story is necessary before introducing other activities in the unit. Viewing a video version of the story provides opportunities for comparison activities. Guided reading (for older students), retelling the story, studying the setting and writing additional “Raven as Trickster” stories are also part of the unit.

## Lesson Titles

- Lesson #1: Read aloud: *How Raven Stole the Sun*
  - Lesson #2: Guided reading (Grade 3.0 and above): *How Raven Stole the Sun*
  - Lesson #3: VHS of ‘Box of Daylight’ Viewing
  - Lesson #4: Story retelling: *How Raven Stole the Sun*
  - Lesson #5: Learning About Setting
  - Lesson #6: Writing: Raven, the Trickster
  - Lesson #7: Readers’ Theatre Performance
- Optional enrichment activities

## Tlingit Cultural Significance

Oral storytelling is the way in which Tlingit stories and life lessons are passed from person to person and from generation to generation. Storytelling is the active link with tradition, with the past and with Elders.

## Elder/Culture Bearer Role

The role of an Elder or culture bearer relates specifically to the storytelling tradition. If the story, *How Raven Stole the Sun* is one that belongs to the Elder, it might be appropriate to tell his/her version of the story. If not, he/she might talk about the clan to whom the story belongs and traditional Tlingit protocols related to storytelling. Since this story has been commercially published both in book and video form, it is in the public domain more than many other traditional Tlingit stories. The Elder may wish to comment on this changing aspect of storytelling.

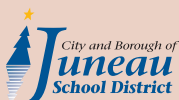
In addition, the Elder may know other “Raven” stories that she/he might like to tell.

A series of elementary level thematic units featuring Tlingit language, culture and history were developed in Juneau, Alaska in 2004-6. The project was funded by two grants from the U.S. Department of Education, awarded to the Sealaska Heritage Institute (Boosting Academic Achievement: Tlingit Language Immersion Program, grant #92-0081844) and the Juneau School District (Building on Excellence, grant #S356AD30001).

Lessons and units were written by a team of teachers and specialists led by Nancy Douglas, Elementary Cultural Curriculum Coordinator, Juneau School District. The team included Juneau teachers Kitty Eddy, Shgen George, Kathy Nielson, Hans Chester and Rocky Eddy, and SHI language team members Linda Belarde, Yarrow Vaara, David Katzeek, John Marks, Mary Foletti, Rose Natkong and Jessica Chester. Curriculum consultants Julie Folta and Toni Mallott assisted and Annie Calkins edited the lessons and units.

Lessons were field tested in Juneau classrooms in 2005-6.

All units are available online at [sealaskaheritage.org](http://sealaskaheritage.org).





## Alaska State Standards

### Cultural Standards

D4) Are well grounded in the cultural heritage and traditions of their community and able to acquire and pass on the traditions of their community through oral and written history.

E4) Demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them; determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems.

This unit will also help students learn the traditional values of

- Discipline and obedience to the traditions of our ancestors
- Pride in family, clan and traditions
- Listening well and with respect





## Lesson #1

### Read Aloud

### *How Raven Stole the Sun*

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#### **Objectives**

Students:

- Listen well and with respect to a book read aloud
- Relate prior knowledge about Raven

#### **Time**

30 minutes

#### **Materials**

Book: *How Raven Stole the Sun*

#### **Activities**

##### **Activity 1**

##### **Teacher Read Aloud *How Raven Stole the Sun***

*Teacher preparation*

Traditionally, Tlingit stories are owned by clans or by individuals. Others do not tell stories that they do not own. This is akin to the contemporary issue of “intellectual property rights”.

##### **Activity**

Discuss the idea of story ownership. Discuss that this story may be more in the public domain since it is published in both written and video formats and has been told and retold by many. Let the students know that this story is written by a Tlingit woman, Maria Williams. Students should know that different versions of the story also exist and that these come from other people in Southeast Alaska and elsewhere in the Pacific Northwest.

Ascertain students’ prior knowledge about this story. Use this knowledge to encourage student leadership in discussions about the story.

Read aloud the book *How Raven Stole the Sun*, stopping to discuss concepts and ideas that arise.

Instead of, or in addition to reading *How Raven Stole the Sun*, locate a storyteller who will share it with the group.

#### **Assessment**

Note student demeanor during the reading (storytelling). Notice if students are “listening well and with respect” and take anecdotal notes on student comprehension.



## Lesson #2

### Guided Reading of *How Raven Stole the Sun*

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#### Objectives

Students

- Will read silently (or aloud) the story, *How Raven Stole the Sun*
- Demonstrate fluent reading by reading with rhythm, flow and expression
- Demonstrate 90% or above accuracy when reading orally

#### Time

30-40 minutes

#### Materials

Multiple copies: *How Raven Stole the Sun*

#### Activities

##### Activity 1

##### Guided Reading *How Raven Stole the Sun*

*Teacher preparation*

- Read the book. While it is not necessary to do Lesson #1, (Read aloud: *How Raven Stole the Sun*) before this lesson it might be desirable, particularly if the book may be difficult for students.
- Look through the book to identify concepts or vocabulary that may be unfamiliar to your students. Students reading at a strong third grade level should be able to read this story in a guided reading group when they are given sufficient support.

##### Activity

Select students for whom you anticipate the book is at an instructional or independent reading level.

If the book was previously read as a read aloud, help students recall the story.

Look through the book with the students and discuss all the pictures and the events associated with them. Look for 1-2 concepts or vocabulary that might be difficult for students.

Ask students read the book to themselves for words. Help individuals as needed.

Alternately, students may read with a partner in a paired reading format.

##### Assessment

On the initial or on a subsequent reading, take a running record of each student's reading ability. Record reading accuracy, self-corrections, fluency and comprehension.



## Lesson #3

### Viewing 'The Box of Daylight'

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#### Objectives

Students:

- Listen well and with respect to a video
- Relate prior knowledge and make connections with Raven stories
- Compare and contrast different versions of the same story

#### Time

8.5 minutes—viewing time

30 minutes—comparison activity

#### Materials

- VHS video The Box of Daylight
- Chart paper for Venn diagram or T-chart

#### Activities

##### Activity 1

##### Viewing video "The Box of Daylight"

*Teacher preparation:*

View the video before teaching this lesson.

##### Activity

Discuss the students' prior knowledge of this story. They should know that the video shows a local group who had permission to tell this story. Students should also know that they will be asked to compare the video to the written version of this story.

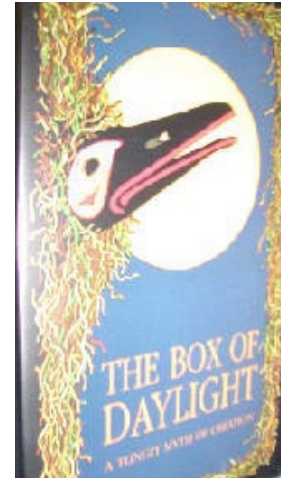
View the video as a class.

Using a Venn diagram or a T-chart, work as a group to compare the video "The Box of Daylight" with the book, *How Raven Stole the Sun*. Discuss why such similarities and differences might have occurred.

If students know other versions of this story, the similarities and differences of these stories could be added to the charts.

#### Assessment

- Keep anecdotal notes regarding student attentiveness and student participation in the compare/contrast activity.
- Ask students to create their own Venn diagram or T-chart comparing and contrasting the different versions of this story or of another story.





## Lesson #4

### Story retelling of *How Raven Stole the Sun*

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#### Objectives

Students:

- Listen well and with respect to a book read aloud
- Relate prior knowledge about different versions of the story of *How Raven Stole the Sun*,
- Orally (or in writing) retell the story, *How Raven Stole the Sun*, in correct sequence using a background storyboard and character figures or, using scenes, identify the correct sequence of story events.

#### Time

30-40 minutes

#### Materials

- Book: *How Raven Stole the Sun*
- Storyboard background: *How Raven Stole the Sun*
- Character figures: Self-adhesive plastic figures for *How Raven Stole the Sun*
- Character figures: Laminated, velcro-backed felt board figures and black felt background
- Scenes: Materials for sequencing and retelling (Activity #2 )
- Retelling sentences: Sentences from *How Raven Stole the Sun* in random order.

#### Activities

##### Activity #1

##### Retelling *How Raven Stole the Sun*

*Teacher preparation*

- You and your students should have previously read and reread the book *How Raven Stole the Sun*. It is important that students have heard and/or read the book several times before attempting a retelling.
- Practice retelling the story, using the background and character figures in order to anticipate any problems students may have.

##### Activity

Ask students to retell the story of *How Raven Stole the Sun* using a storyboard background and character figures.

If students have had previous experience retelling stories and using figures to do so, have students attempt this activity independently or with a partner. If students have not had this experience, model the process, as students watch and/or assist.

As an alternative, laminate and attach velcro hooks to the back of character figures. Use these figures on a black felt background to retell the story instead of using the setting storyboard background and character figures.



## Activity #2

### Alternate Activities

- Using small picture story cards illustrating the beginning, middle and end of *How Raven Stole the Sun*, have students retell the story orally or in writing. Resources include two primary versions and an intermediate version of this activity.
- Given sentences in random order, ask students to reorder the sentences so they tell the story in a logical progression.

### Assessment

- Students correctly retell the story *How Raven Stole the Sun* to a peer, teacher or parent, using appropriate expression and movement for the character figures.
- For alternate activities: Students correctly sequence sentences. Students correctly sequence pictures and use them to orally (or in writing) tell the story.





## Lesson #5

### Learning About Setting in *How Raven Stole the Sun*

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#### Objectives

Students:

- Understand the concept of setting
- Assemble a puzzle with peers discussing the characteristics of the setting
- Describe setting, including both location and time descriptors

#### Time

Varies according to age and skill level of students

#### Materials

- Book: *How Raven Stole the Sun*
- Setting Puzzle: *How Raven Stole the Sun*

#### Activities

##### Activity #1

##### Understanding Setting

*Teacher preparation:*

Students need to understand that everyone who hears a story envisions the appearance of the setting and how the characters look a little differently. One possible setting from the story *How Raven Stole the Sun* has been made into a jigsaw puzzle.

##### Activity

Given the puzzle with a setting for the story *How Raven Stole the Sun* students assemble it.

During the puzzle assembly, guide students so that they discuss setting elements of both location and time, emphasizing how the artist included both of these elements in her work.

#### Assessment

Students describe the setting for *How Raven Stole the Sun*, either orally or in writing. Setting should include a description of the physical setting (Tlingit country, in a house, by a stream, etc.) as well as temporal elements (long, long ago....it was dark but became light when...).

#### Resources included for this lesson

- Book: *How Raven Stole the Sun*
- Setting Puzzle: *How Raven Stole the Sun*



## Lesson #6

### Writing About Raven, the Trickster

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#### Objectives

Students:

- Write for a specific purpose and audience using an appropriate form
- Use steps of the writing process to improve the quality of their writing

#### Time

30-45 minutes, with more time later as needed.

#### Materials

Paper, pencil

#### Activities

*Teacher preparation*

Prior to beginning this writing activity, students should have heard and/or independently read *How Raven Stole the Sun* several times.

Prepare one or more writing prompt options for students. Depending on student ages, prompts might include:

- Write a prequel or a sequel to the story *How Raven Stole the Sun*. Describe what it was like living in the dark. Tell how the lives of the Tlingit changed once they had light.
- Evaluate Raven's actions. Was what he did fair? Would his actions be considered legal today? What might the grandfather do to Raven if he caught him.
- Write a story telling another way that Raven could have gotten the sun, moon and stars for the people.
- Create a readers' theatre script, a poem or song lyrics based on *How Raven Stole the Sun*.
- Evaluate the text. Write a book review of *How Raven Stole the Sun* (or *Raven* by Gerald McDermott). In the review, tell a little about the book, but most of the writing is your opinion of the book and why you think as you do.
- Write another trickster story featuring Raven. Include these ideas; What is missing from the lives of the People? What can Raven do to help the People? Who will he trick and how does he do it?
- Write a memoir, journal or a series of notes written from Raven's perspective. Be sure to include writing about what Raven did as well as how he felt about what he did.
- Research ravens. Write a non-fiction report about them.

#### Activity

- Using a prompt or their own imagination, students follow the writing process to complete a piece of writing drawn from *How Raven Stole the Sun*.

#### Assessment

Use a 6 trait scoring guide for writing as a peer or teacher assessment of the final writing.



## Lesson #7

### Readers' Theatre Performance

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#### Objectives

Students:

- Read fluently both silently and aloud from scripts
- Convey ideas and emotions through vocal expression
- Listen and respond to others vocal interpretations

#### Time

30-45 minutes, with more time later as needed.

#### Materials

Readers' Theatre scripts

#### Activities

*Teacher preparation*

- Prior to beginning this writing activity, students should have heard and/or independently read *How Raven Stole the Sun* several times. In addition they should have heard other versions of this story, especially *Raven, A Trickster Tale from the Northwest*.
- Teachers wanting to learn more about readers' theatre might select [www.aaronshep.com](http://www.aaronshep.com) for further information.

#### Activity #1

##### Performing *How Raven Stole the Sun*

Preparing for the readers' theatre performance will take several days. Select the readers' theatre you wish to use, or students may choose the script. On the first day of reading, students read the entire script to themselves. They will not select parts.

On the days following and after students have read the script two or three times, assign parts. The script is read again two or three times, with students reading different parts each time.

At this point most students will have a firm understanding of the script and are ready to practice their own part. After parts are assigned or selected, students practice the script several times, working on fluency, expression and interpretation.

Finding an appropriate audience is essential for readers' theatre. Be sure that students have authentic and appreciative audiences outside the classroom for their performance.

Audiences should be briefed ahead of time about readers' theatre, that performers will have scripts.

#### Assessment

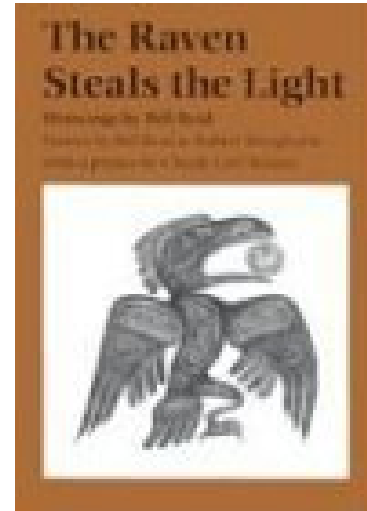
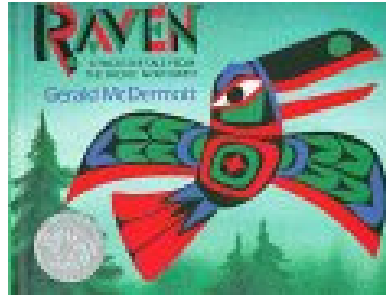
Students (or teacher) create a rubric which includes an evaluation of fluency, expression, listening and group cooperation. Complete self-evaluation, peer evaluation and teacher evaluation of the leader's theatre performance.



## Optional enrichment activities

### Alternative versions of the story

Collect other versions of this story to read aloud or for students to read independently. Titles include: *Raven* by Gerald McDermott and *Raven's Gift* by Janice Kuharski, *The Raven Steals the Light* by William Reid, and *Stories From Alaska*, by Dolch.



### Exploration of setting

Compare the setting as shown in the book *How Raven Stole the Sun* with the setting in the video "The Box of Daylight" or with the setting shown in the puzzle and background materials for this unit.

Discuss: How are they alike and how are they different? Why might artists have these differing views of the setting? Which do you prefer and why? Draw your own setting background.

### Calendar icons

Use the calendar icons in the resources throughout the month when the *How the Raven Stole the Sun* activities are conducted.

### Lingít vocabulary wall cards

To include Lingít language in this unit, use the included vocabulary wall cards or use the Lingít vocabulary from the *Tlingít Moon and Tide* unit.

### Sun and Moon art activity

Discuss and view traditional Tlingit designs for the sun and moon. Use the blackline or color character masters or use the information found in *Tlingít Moon and Tide*. Discuss the characteristics of sun, moon, and stars including similarities/differences and how to identify these traditional designs. Students might create their own traditionally inspired designs for sun, moon and stars.



### **Bentwood boxes**

In *How Raven Stole the Sun*, the sun, moon and stars were held in boxes, most likely bentwood boxes. One internet resource for bentwood boxes is <http://www.sfu.ca/archaeology/museum/galltour/woodbox.htm>. Follow the links to NW Coast Boxes. Students might create a box and designs for a box to hold the sun, moon or stars. Students might create a pattern for making the sides of a box from a single strip of paper. A simple version of a paper box pattern can be found at [www.wackykids.org/mini-bentwood\\_box.htm](http://www.wackykids.org/mini-bentwood_box.htm). (This pattern includes an attached lid.) Discuss traditional bentwood box construction and design.

A good book for students is *The Bentwood Box : An Activity Book for Kids from Ages 9-12* by Nan McNutt, Illustrations by Yasu Osawa/Northwest Coast Art by Nathan Jackson, 1997.

### ***Tlingit Moon and Tide Science Unit***

Available at [www.ankn.uaf.edu/curriculum/Tlingit/Salmon/graphics/moonandtides.pdf](http://www.ankn.uaf.edu/curriculum/Tlingit/Salmon/graphics/moonandtides.pdf). *Tlingit Moon and Tide* offers numerous explorations of moon, sun and tide in relation to Tlingit culture. In addition to the science activities, which are the focus of the unit, significant Tlingit language resources and art activities are included.



### **Southeast Traditional Values Discussion**

- What was learned by the grandfather?...the people?...raven?
- What lessons might we learn from this story?
- What Southeast Traditional Tribal Values apply to this story? (print and encourage students to refer to the tribal values chart included in the Resources)