

## Inquiry Design Model (IDM) Blueprint™ - “Ojibway Legend of the Rainbow”

### NDNAEU 1: Sacred Relatives | How We Relate to Everything

Native people practice a deep interconnectedness with the land, the resources, the water, all living things and all human beings. Land stewardship, respect for all 2 legged, 4 legged, winged, crawlers and swimmers and a strong belief in the sacredness of all human beings are key elements of our spirituality.

### NDNAEU 2: Learning & Storytelling | How We Promote & Sustain Our Cultures, Languages & Traditions

Traditional teaching and the passing on of knowledge and wisdom was done through storytelling, song, ceremony and daily way of life, often incorporating specific gender and age specific responsibilities. These continue to be some of the best modes for learning for both Native and non-Native learners.

### NDNAEU 7: Native Identity | Who We Are

Individual and communal identity is defined and supported by shared Native languages, kinship systems, *Tiospaye*, Clan structures, traditional teachings, values, sacred laws and ceremonies. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian”.

#### Compelling Question

**How did the rainbow come to be?**

#### Standards and Practices

- RL1.1 Ask and answer questions about key/supporting details in a text before, during, and after reading.**
- RL3.1 Describe characters, settings, and major events in a story, using key/supporting details.**
- RL7.1 Use illustrations and details in a story to describe its characters, setting, or events.**
- W.5.1 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.**
- SL1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
  - a. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).**
  - b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.**
  - c. Ask questions to clear up any confusion about the topics and texts under discussion.**

#### Staging the Question

**How do legends help us understand the natural world?**

#### Supporting Question 1

**What is an example of an Ojibway Legend?**

#### Formative Performance Task

Students will gather in a circle on the floor in front of a Smartboard. Begin discussion of rainbows...what do we know about rainbows? Do we know any stories that include rainbows? Share about legends...do we know any legends? Show a map of ND, (use the [www.teachingsofourelders.org](http://www.teachingsofourelders.org) website tribal affiliation map) and talk about where Turtle Mountain is. Explain that we will be hearing a legend about how the rainbow came to be from an Elder named Dan Jerome from Turtle Mountain. Show his picture on the website.

Share the “Legend of the Rainbow” video. Talk about what happened in the story after...who are the characters, where does it take place, what important events happened?

Talk about how each flower became an important part of the rainbow. Each of us is important and beautiful just like the flowers in the story. What do you think is something special about you? (Give examples: I'm good at basketball. I give great hugs., etc.)

Hand out a copy of the writing paper and have each student, with help from adults and peers, write a sentence about what makes them special. Have them share their sentence with a partner and ask for feedback of something else they could add to their sentence. Copy the final sentence at the bottom of the page.

If time, share the video of Dan Jerome talking about identity below.

#### Featured Sources

<https://www.thinglink.com/scene/992128310022504450> This site is where the ND map is found.

<https://youtu.be/QWGs3lpvmAg> This site is for the story of the rainbow.

<https://youtu.be/VPcifdaly-w> This site is for the video of Dan Jerome.

Summative Performance Task	Supported Claim (written/spoken) or Demonstration of Process (project- based)	Have students share their sentences out loud to their peers. Play soft music in the background as each student shares the thing that makes them special. Have a group discussion about what was shared at the end. Students can add things that they see in each other.
	Extension	Compile a book of the sentences written by the students that they can read in the classroom. Have them illustrate their sentences.
Taking Informed Action / Real World Application	Ask students how it feels when someone acknowledges something special in them. Ask if they think they could help someone else notice something they do well or are good at. Challenge students to notice something good in another person in the school and seek them out to share it with them. Have a class discussion about how it goes.	

My name is \_\_\_\_\_.



What makes me special? What is something that I can do really well? Fill in the blanks below to write a sentence about yourself.

My name is \_\_\_\_\_ and I am  
really good at \_\_\_\_\_.

Now share your sentence with a friend. Do they have ideas about other things you are good at? Write that idea on the line below.

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Now copy your complete sentence including the idea from your friend on the lines below.

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