Free Digital Resources for the Read with Raven Field Trip  
Peabody Museum, Harvard University

Please review these resources before or after your field trip to enhance your multicultural literacy unit for K–2 students. It is important for students to understand that today, Indian people are still here and sustain their cultural heritage in many ways. These links encourage students to understand the experience of retaining culture and community in the 21st century.

For Students

**Watch Gene Tagaban tell the raven story**
Discover another version of *How Raven Stole the Sun* with professional storyteller Gene Tagaban (Tlingit & Cherokee). 9:53 minutes.
*Discover similarities and differences in Raven stories*

**Return of the totem pole**
In 2001, totem poles from the museum were returned to the Tlingit people in Alaska. See dances of welcome and thanks with simple text and images of the totem pole’s creation in the exhibit.  *Film* by Wen-Jie Qin. 4:54 minutes

**Create a story**
After the field trip, students find animal designs in displays from different parts of North America. With a simple worksheet, they collect information to create an animal hero story in the style of a Native American traditional tale that explains why something happened in our world.  (Attached)

For Teachers

**Alaska Native resources**
For Alaska Native resources on storytelling, Raven, and more, visit Sealaska Heritage at [http://www.sealaskaheritage.org/](http://www.sealaskaheritage.org/)

**A note on terminology**

**What is folklore?**
The term *folklore* is generally used to refer to the traditional beliefs, myths, tales, and practices of a people which have been shared informally--usually via word of mouth. In modern times, the Internet has become a pivotal source for folklore.  (From *American Folklore*)

**What is a myth?**
Myths are traditional, typically ancient stories dealing with supernatural beings, ancestors, or heroes that serve as common types in the worldview of a community. The purpose of myths is to account for the origins of something, explain aspects of the natural world or outline the psychology, customs, or ideals of a society. In many myths, the main characters are gods or part-gods and the story may have some religious meaning or background. The Raven story is a myth.  (From *American Folklore*)
Should I use the word myth?

Some educators are wary of using the word myth or legend when referring to ancient traditional tales of native people. Myth can imply that the story is “not true”, which diminishes the tales in some way. Native myths are often the cultural property of a tribe and they are or were in their original form, sacred. They can hold deep significance depending on when and by whom they are told. But they are also entertaining. It is important that teachers identify a myth or traditional tale with a specific people (like the Haida or the Tlingit), time (like the winter season) and place (Arizona pueblos or the longhouses of the Northwest Coast of America). Using the word “myth” or “legend” is fine as long as it is made clear how important and powerful these pieces of cultural history are. For more information on teaching with Native American traditional tales, legends and myths see Oyate.
Story Worksheet:
People all over the world tell stories about things around them, like the Raven story. In your program, you learned that people make things that remind them of their stories and the things around them. Now, it's your turn!

Look around the museum and see what animals you can find. [Use the map on the back of this sheet.] Can you find chickens in the painting in the Southeast exhibit? What about dogs in the Arctic diorama?

When you're ready, go into the Wiyohpiyata section of the exhibit [near the front of the museum]. This exhibit is about the Lakota people. Can you guess what animal is important to the Lakota? [Answer: horses!] Find an object with a horse, and look closely at it to fill out your worksheet.

Steps:

1. Draw a picture of your horse. Be sure to include details.

2. In the Raven story, words and phrases like “shiny,” “black,” and “pure white like snow in winter” describe Raven's characteristics. Write 4 words or phrases to describe characteristics of the animal you chose (soft/hard, big/small, color).

Next 
Go back to your classroom. Write a story about your animal using the back of the worksheet.

My Story:
Remember from the Raven story you heard at the museum, all stories have:

- A main character
- A setting
- Beginning, middle, and end events

Look at your drawing and description of your horse from the Peabody museum. Based on your descriptions, write a story about an adventure your horse went on. Include the main character (your horse); a setting; and beginning, middle, and end events. Use a separate sheet of paper if you need it.

Further Connections
NEXT: Explore the real stories that the Lakota people tell about those animals. Together, read *Tasunka: A Lakota Horse Legend* by Donald F. Montileaux.
Afterwards, discuss with students: Think about the story you wrote. Was anything similar to *Tasunka*? What was different?

For more teacher resources, visit www.peabody.harvard.edu

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Teacher Key: Read with Raven
Hall of the North American Indian Gallery Map

Pacific Northwest
(Your program was here)

Chickens in the painting in the Southeast

Dogs in the Arctic diorama

Take your pick! There are many horses in this gallery.
Read with Raven Story Worksheet

Find one of the horses in the Hall of the North American Indian (first floor).

1. Look at your horse closely. Draw a picture of your animal:

2. Write 4 words or phrases to describe your horse:

   1. ___________________________________________
   2. ___________________________________________
   3. ___________________________________________
   4. ___________________________________________

NEXT: Write a story about your animal on the back.
Once there was a horse named ________________ who lived in

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Middle:

First, __________________________________________________________________________

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Next, __________________________________________________________________________

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Then, __________________________________________________________________________

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

End:

Finally, __________________________________________________________________________

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

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