LESSON ONE: THE EMERGENCE STORY

Grade Level: 4-6th grade

Curriculum Area: Language Arts, Science, Social Studies and Math

Introduction: This lesson will introduce to the students the emergence of the Hopi people into the fourth world. The students will learn when and where the Hopis received the ear of corn and what it means to the Hopi Culture.

Objectives:
The student will be able to:
1. Retell the emergence story.
2. Tell how the Hopis came in contact with the ear of corn.
3. Identify key vocabulary words.
4. Write their own emergence story based on what was told to them from their family members and make comparisons and contrasting statement with the original story.

♦ Thematic Unit Standards:
♦ Understand that all people can and do participate in science.
♦ Recognize that scientific contributions have made by all kinds of people everywhere in the world
♦ Understand that scientific inquiry has produced much knowledge about the world, that much is still unknown, and that some things will always be unknown.
♦ Identify facts and the main idea, sequence events, define and differentiate characters, and determine the author’s purpose in a range of traditional and contemporary literature.
♦ Recognize the historical and cultural perspective of literary selections.
♦ Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author’s purpose and perspective to comprehend written selection.
♦ Compare and contrast the historical and cultural perspectives of literary selections
♦ Demonstrate research skills using reference materials such as a dictionary, encyclopedia, and thesaurus to complete effectively a variety of writing tasks.
Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organizations, to complete effectively a variety of writing tasks.

Use stories to describe past events, people, and places with emphasis on contribution from past events and cultures.

**Resource and Materials:**
1. The Emergence Story
2. Paper and pencil
3. Tape recorder (optional)
4. List of vocabulary words
5. Dictionary – English and Hopi
6. Hopi speaker with dialects of the students enrolled

**Implementation:**
1. The teacher will ask this question to the students: “How do you think the Hopis received their first ear of corn?”
2. The teacher will ask the students to write down their thoughts, reminding them to use their own family teachings or what their elders or relatives have told them. For students with special needs or students who are unable to write or spell, they may orally tell the teacher or another student to write down their thoughts or have it tape-recorded.
3. The teacher will ask the students to share their thoughts with the class.
4. The teacher will read the Emergence Story to the students in Hopi.
5. The teacher will ask how many of the students understood the story in Hopi.
6. The teacher will then hand out the copy of the Emergence Story.
7. Students will be asked to read this story quietly.
8. The teacher will then read the story out loud in English to the students and ask that they follow along with their copy.
9. The teacher will ask the students questions regarding the Emergence Story (see questions).
10. Students will be asked to compare their story with the story read by the teacher.
11. What were the similarities or differences?
12. The teacher will discuss in more detail about the story and any other questions the students may have.
13. The teacher will give students a copy of key vocabulary words to identify from their reading and a dictionary.

**Vocabulary Words:**
Emergence
The Fourth World
Ma'saw
Great Spirit
Ceremonies
Agriculture
Corn
Stewardship
Enduring

**Questions:**
1. Which world do we live in now?
2. In which world did the clans and animals arrive?
3. Who offered the ear of corn to the Hopis?
4. What did the Great Spirit give to each group of people?
5. What does “Hopi” mean?
6. What did the people of the world receive besides the corn?
7. What does the Hopi life revolves around?
8. What is the Hopi way of life?

**Assessment:**
The teacher may assess the students in the following manner:
Participation
The written paragraph written by the students.
Discussions by the students.
Questions asked of the students by the teacher
Vocabulary words.

**Modification/Accommodations:**
This lesson can be modified to meet the needs of the Special Needs child by allowing the student to orally give their answers or use a tape recorder. They may also have another student write the information down for them. These students will also have the opportunity to participate in the oral discussions. For the second
language-learning students the story will be read in Hopi and English and students will have a choice in which language to respond and participate in.

**Extensions:**
Discuss the different clans and their meaning.
Discuss the other three worlds of the Hopis and it's significance to the Hopi people.
Discuss special events that occurred during each world and its vocabulary.