

Task-Based Activity



Interpreting an Aboriginal Legend: How the Bear Lost His Tail



OALCF Link

Relevant Goal Paths (Spirit-Vision):

<input type="checkbox"/>	EMPLOYMENT
<input type="checkbox"/>	INDEPENDENCE
<input type="checkbox"/>	POSTSECONDARY
<input type="checkbox"/>	SECONDARY SCHOOL CREDIT
<input type="checkbox"/>	APPRENTICESHIP

Rationale:

Learners on the Employment, Secondary and Independence Goal Paths may be asked to read Aboriginal legends and to write about their significance on their journeys.



Learning Plan Link (Heart- Feeling):

Learners often want to know more about their culture, thus building a more positive cultural identity. Aboriginal legends are one way of addressing that desire.

Task-Based Activity Description:

This task-based activity requires the learner to read a page-long text and to answer questions which demonstrate his/her comprehension and/or interpretation of that text.



Competency, Task Group and Level Indicator: (Mind - Knowledge)

LEVEL:

Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Read continuous text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
A1.2				B2.1 B2.2									

Materials Required

- pen or pencil
- Question Sheet with text
- a computer with access to the Internet (optional)



Overview of Task (Body-Skills)

Activity Introduction

Explain to the learner that this text is a Native legend as told by Cayuga Elder Reg Hill to a learner at the Hamilton Regional Indian Centre (HRIC). The learner went to interview Elder Hill and recorded the story. This legend, along with nine others, were compiled into a book entitled, *“Ten Legends”*. Discuss with the learner that Native legends often present *‘life lessons’* in an engaging way.

New Words/Phrases

Review the words/phrases and explain their meanings. You may need to review additional words as the learner works through the activity.

Instructions

1. Have the learner fill in their name and the date.
2. Have the learner complete the pre self-assessment.
3. Review the Student Activity Sheet with the learner.
4. When the learner has completed the activity, have him/her complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.

6. Discuss next steps with the learner.

Extension Activities

Have the learner research Native legends from his/her own nation and write about one.



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Learner Name: _____ **Date:** _____

Pre self-assessment

I need to improve my skills at reading texts to locate and connect ideas and information.

- Yes
- No

I need to improve my skills at writing texts to explain and describe information and ideas.

- Yes
- No

New Words

Trickster – this could get into a discussion about each nation having a trickster known by a different name

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Assessment

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Learner Name: _____ Date _____

Practitioner Name: _____

Performance Descriptors	Needs Work	Improving	Excellent
<p>A1.2</p> <p>Makes connections between sentences and between paragraphs in a single text</p> <p>Scans text to locate information</p> <p>Locates multiple pieces of information in simple texts</p> <p>Makes low-level inferences</p> <p>Follows the main events of descriptive, narrative, and informational texts</p> <p>Obtains information from detailed reading</p> <p>B2.1</p> <p>Conveys simple ideas and factual information</p> <p>Uses sentence structure, upper and lower case, and basic punctuation</p> <p>Uses highly familiar vocabulary</p> <p>B2.2</p> <p>Writes texts to explain or describe</p> <p>Conveys intended meaning on familiar topics for a limited range of purposes and audiences</p> <p>Begins to sequence writing with some attention to organizing</p>			

<p>principles (e.g. time, importance)</p> <p>Connects ideas using paragraph structure</p> <p>Uses a limited range of vocabulary and punctuation appropriate to the task</p> <p>Begins to select words and tone appropriate to the task</p> <p>Begins to organize writing to communicate effectively</p> <p>B4 <i>The tasks in this task group are not rated for complexity</i></p>			
<p>The learner needs to work on the following:</p>			
<p>This task was successfully completed ___ This task needs to be tried again ___</p>			
<p>Practitioner Comments:</p>			
<p>Learner Comments:</p>			

Question Sheet:

1. Put yourself in the bear's place and make a list of words to describe how you would feel if somebody played such a trick on you.
2. What steps did the fox use to trick the bear?
3. In your own words, what is the moral of the story?

Optional

Illustrate the story by drawing four pictures that 'help' tell that tale.

Post self-assessment

I think my skills have improved as a result of this activity.

- Yes
- No

How the Bear Lost His Tail

As told by Reg Henry

Many years ago, the bear had a beautiful long, fluffy tail which he was very proud of. The fox, being a trickster, also had a very nice tail. One day, he decided to play a trick on the Bear.

The time of year was Winter, or Hatho. Spirit of Frost, and the men from a nearby village were ice-fishing. The Fox watched and waited until the men loaded their wagon to leave. As they pulled the wagon, a bunch of trout fell upon the ice. The Fox dragged the fish to the ice hole, and waited for the Bear to come by so he could play his trick.

Soon, the Bear came along and saw the Fox pull his tail from the water. As the Bear came closer, the Fox said, "Well, that's enough fishing for today."

The curious Bear asked the Fox how he had caught so many fish. The Fox acted surprised and said, "With my long tail, of course." He asked the Bear if the Bear used his tail to fish.

Well, the Bear was envious of all the trout that the Fox caught. So, he asked the Fox to show him how to fish using his tail. The Fox told the Bear to place his tail in the hole and to sit very still, so he would not scare the fish away. The Fox said he would watch for the fish to bite, and he would tell the Bear when to "pull." The Bear, being careful not to move, fell asleep and the Fox went home.

Well, the Fox woke up the next morning and went to the pond. When he saw the Bear asleep and covered with the night's snow, he laughed and laughed. The Fox crept up on the Bear and shouted in his ear, "Pull!!!"

The Bear, startled, pulled his tail, but it was frozen in the ice and it broke off. The Fox laughed, but the Bear was very angry and chased the Fox.

To this day, the Bear has a short tail, and he is still enemies with the Fox for playing this nasty trick on him.

Answer Key

1. The words will vary with each learner.
2. The fox dragged the fish to an ice hole and waited for the bear. Then he put his tail in the water and pretended to have caught the fish with his tail. When the bear was curious as to how the fox had caught the fish, the fox told the bear to put his tail in the hole and to keep very still. When the bear fell asleep, the fox went home. The fox came back the next morning, and yelled "Pull!" in the bear's ear. When the bear pulled, his tail broke because it was frozen in the ice.
3. The moral will vary with each learner.