



# The Rainbow Crow

Grade Level(s): Pre-K

Author(s): Tulpehaking Nature Center

Course(s) and School(s)/School

District: Abbott Marshlands

## Overview/Summary:

Give a brief background (3 – 5 min.) of the Lenni Lenape. Listen to the Lenni Lenape folktale: The Rainbow Crow. Answer questions and participate in conversations about the tale. Show pictures of a real crow. Draw & cut out a picture of the rainbow crow. Count birds in marsh. Distinguish them by color & habitat. Draw & cut out a picture of a real crow. Hang crows in classroom.

## Standards/CPIs and 21<sup>st</sup> Century Themes:

Science: Students observe & investigate living things. Students gain experience in using technology.

5.3.1(5.3.P.A.1) Investigate & compare the basic physical characteristics of animals.

5.5.1(5.1.P.B.3) Identify & use basic tools & technology to extend exploration.

Speaking & Listening: Students participate in conversations about a folktale. Students use drawings to add detail to explanations.

S.L.PK.1.a,b Participate in conversations & interactions with peers and adults.

S.L.PK.2 Ask and answer questions about something read aloud.

S.L.PK.5 Use drawings or visual displays to add to description.

S.L.PK.6 Speak audibly & express thoughts, feelings, and ideas.

Social Studies: Students learn about Lenni Lenape culture.

6.4.1(6.1.P.D.4) Learn about & respect other cultures

## Essential Questions:

- Can I differentiate between birds' colors and habitats & count them?
- Can I look up & identify crows on the computer?
- Can I answer comprehensive questions after listening to an oral selection?
- Can I participate in a discussion by making relevant contributions & responses?
- Can I create original artwork of the rainbow crow and a real crow?

Enduring Understandings:

- Many different kinds of birds populate a marsh.
- Folklore helps us understand a culture.

Student Learning Outcomes:

*Students will ...*

- Become aware of species diversity and adaptation to different environments.
- Identify 3 habitats.
- Differentiate between different species of birds.
- Respond to questions about an oral reading.
- Create artwork depicting a rainbow crow and a real bird.

Teaching and Learning Activities (Including Differentiation Strategies) with Timeline:

Birds are an excellent gateway for very young children to observe and appreciate nature. They are highly visible and audible and, unlike insects and plants, they can be observed at a distance with no risk of stings or allergic reactions. This lesson plan is a suggestion for using the resources of the Tulpehaking Nature Center and the Abbott Marshlands for children Pre-K through early elementary. Please feel free to use it and modify it in any way. The Abbott Marshlands are one of the richest sites for American Indian artifacts on the east coast. The Lenape Indians first lived here at least 13,000 thousand years ago, finding resources they needed in the marsh's rich ecosystem.

Lesson 1: 1.5 hours

1. Background. At the Abbott Marshlands the Lenni Lenape were hunting/ gathering people. The women did most of the gathering of nuts, tubers, seeds and other foods. The men went hunting for deer, elk, turkeys, and small game, and caught fish in the rivers. The Lenape tribe is known for their beadwork and baskets. The Abbott Marshlands Lenape are known for their unique pottery decorations. The story you are about to hear is folklore. It was passed down from generation to generation.
2. Read The Rainbow Crow
3. Ask questions, e.g., What happened to make the earth cold? How was it warmed up? Who does the rainbow crow visit to try and stop the snow and cold? How do the crow's feathers turn black? What does the Great Spirit give to the rainbow crow?
4. Teacher models by drawing a rainbow crow.
5. Students draw a rainbow crow.

Lesson 2: ½ day Visit to the marsh.

Note: There is a picnic area at the marshland available for lunches.

1. Brief description of the Lenni Lenape by Tulpehaking Nature Center staff.
2. Discussion of birds and their habitats that are found in the Marsh by staff.
3. Guided exploration of Marsh with observation of birds. Count number of birds. Count number of different colored birds, count number of birds in different habitats, e.g., in the water, on bushes, on tall trees.
4. Debriefing on what students saw.
5. Drawings of crows and other birds. (Done at the Nature Center)

Lesson 3 40 minutes

Debriefing on trip

1. Sharing of artwork on crows. Artwork will be displayed in room.
2. Discussion re: what students saw, what surprised them, what they want to know more about, what they liked/didn't like, comparison of birds to each other and to people.
3. Informal summative assessment during class discussion and teacher directed questions to the group or to an individual.

Rubric

4	3	2	1	0
Student describes three or more differences between birds & between birds & people.	Student describes two differences between birds and between birds & people.	Student describes at least one difference between birds & one difference between birds & people.	Student describes one difference between birds & <u>or</u> birds & people.	Student is unable to describe any differences between birds & birds & people.
Student describes three different bird habitats.	Student describes two different bird habitats.	Student describes one bird habitat.	Student gives an incomplete or confused description of a bird habitat.	Student is unable to describe any bird habitat.

Differentiation:

Youtube video on The Rainbow Crow & headsets for students who need reinforcement.

Supplies and/or Equipment Needed:

For the class:

- computers to lookup crows
- computers with headphones to hear Youtube reading of The Rainbow Crow for differentiation <https://www.youtube.com/watch?v=9UzGKXALQ9I>
- hole punch, thread, paper clips for hanging birds in the classroom

For each student:

- construction paper
- crayons
- scissors
- glue

Student and Teacher Reflection:

Analysis of student performance and learning (both group and individual).

What were the results of the assessments?

To what degree did the results match the expectations for student learning and performance?

What worked well, what didn't work as well as anticipated?

What, if any, modifications should be made for the next time this unit is taught?

What needs to be done now to help the students who have not yet mastered the objectives and to extend the learning of those that have?

What have we learned that will improve our own planning and classroom practice in the future?

Appendix A:

## Native American Embassy

1413 Union Avenue  
McKeesport, Pennsylvania 15132  
PHONES: [MAIN] (808) 445-6576  
MAIN OFFICES HOTLINE: [Honolulu, Hawaii] (808) 445-6576  
CANADIAN OFFICE: [British Columbia] (250) 900-0405  
[VOICEMAIL ONLY HOTLINE] (201) 546-3554  
Oklahoma Offices: Oklahoma City, Oklahoma, USA | Phone: (405) 225-6124  
New York Offices: USA | Phone: (631) 913-3475

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### LENNI LENAPE ARCHIVES

#### *Rainbow Crow*

#### Rainbow Crow (Mànàka'has)

Long, long ago, before our Lenapé ancestors walked the Earth, the weather was always warm and the animals lived in happiness.

Then one day, the Earth suddenly became cold, and white, sparkling flakes fell from the sky, covering the Earth with its white softness. The animals, seeing snow for the first time, were not afraid.

Soon, the snow grew deeper and Axpo'kwès, the Mouse, disappeared. All that could be seen was the tip of his tail, and the other animals began to get worried.

Then Chèmà'mès, the Rabbit, disappeared. All that could be seen were the tips of his ears, and by now the animals were really worried. So the animals met in Council, gathering together in a clearing deep in the forest, to discuss the situation. They decided that what was needed was for a messenger to travel up to the home of Kishelamàkànk, the Creator, and ask him to stop the snow. They asked among themselves, "Who is willing to make such a journey, to the twelfth heaven, that distant dwelling place of the Creator?"

Wapink, the Opossum, said "Kukhus, the Owl, is the wisest. Perhaps he should be the one to go." "But no," the animals whispered. "He might get lost in the light of day. So Owl shouldn't go!"

Then Tamakwa, the Beaver, said, "Perhaps Naxànum, the Raccoon, should go." "No!" the animals argued. "He might follow his tail instead of his nose. So Raccoon should not go."

Then Shikak, the Skunk, said, "Perhaps Tàmè'tut, the Coyote, should go." "No!" the animals shouted. "Coyote is clever and loves to play tricks. He might chase the clouds or swallow the wind. So Coyote should not go."

Then the animals made all kinds of noise. They screeched and howled, hooted and growled, because they couldn't decide who should make the journey to the dwelling place of the Creator and ask him to stop the snow.

In the meantime, the snow got deeper and deeper. The small animals climbed on top of the taller animals so that they wouldn't disappear.

Just as the animals were in their greatest despair, from the top of a tall tree, Mànàka'has, the Rainbow Crow, flew down among them. In the sweetest voice they had ever heard from a bird, Rainbow Crow said, "I will go. I will go!"

The animals were so happy to have a messenger that they sang many songs of praise to him.

Then Rainbow Crow flew high up into the sky, above the snow and the winds, beyond the clouds, the moon and the stars.

For three days he flew, until at last he arrived at the twelfth heaven, the dwelling place of the Creator; but the Creator was too busy to notice him. So Mànàka'has, the Rainbow Crow, began to sing. Upon hearing the singing, the Creator stopped to listen. Never before had he heard such a sweet voice singing or such a beautiful song. Upon seeing Mànàka'has, the Creator said, "Such a gift of song as you have given to me, I now give a gift to you. Tell me what you would choose to have." Rainbow Crow knew that far below, on the Earth, the snow was getting so deep that soon all the animals would disappear. So he asked Kishelamàkänk, the Creator, to stop the snow.

The Creator replied, "No, Mànàka'has, I cannot stop the snow, for the snow has a Spirit of its own. When the Snow Spirit leaves the clouds to visit with his friend, the Wind Spirit, the snow will stop, but Earth will still be cold."

So Mànàka'has asked the Creator to stop the cold, but the Creator said, "No, Mànàka'has, I cannot stop the cold. All I can do is give you the gift of fire. Fire will keep you warm and will melt the snow so that your friends will be content until warm weather returns."

The Creator picked up a stick, and set it on fire by sticking it into the Sun. Then he handed it to Mànàka'has, saying, "I will give you this gift only once. Now hurry! Fly back to the Earth before the fire goes out!"

Off flew Rainbow Crow.

On the first day, as he was flying down to the Earth, sparks from the fire burnt and darkened his tail feathers.

On the second day, the fire burned brighter and the stick grew shorter, and all of Rainbow Crow's feathers became blackened with soot.

On the third day, the stick of fire was so short, and the fire so hot that smoke and ash blew into his mouth, and his voice became cracked and hoarse. "Caw, caw," he croaked.





Color Rainbow Crow in rainbow colors.



Color Black Crow black.