

# DREAMCATCHER

THE MAGICAL ADVENTURES AND WONDER TALES  
OF NATIVE AMERICA



WITH STORYKEEPER LELAND FAULKNER

**The stories, study guides, and lesson plans**

Dreamcatcher is made is a trilogy of stories brought to life through spoken word and eloquent movement. The study guide is a resource for teachers. The projects, social science, language arts, character education, and science subjects are story specific and go hand in hand with the virtual program.

Art and stories are how we remembered who we were as people before writing, film, or television. Culture was passed orally and visually through song, story, and artistic works. Songs were one way of remembering long stories that would be hard to remember otherwise. Cave drawings were an early visual form for communicating events and experiences to others, many of these cave pictures or pictographs tell a story about events that happened long ago.

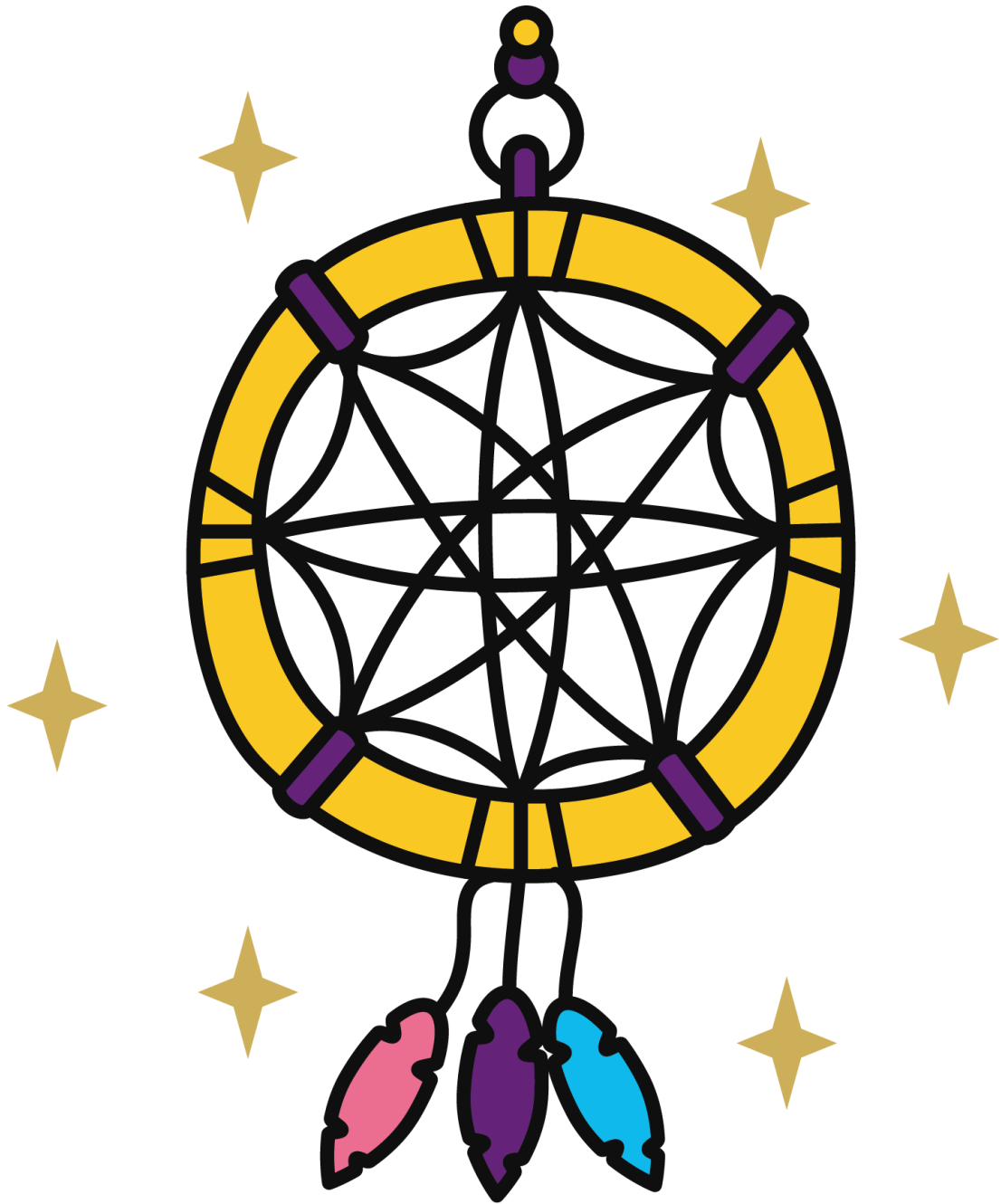
Make your own story come to life by using improvisation. Imagine you are around a fire sitting at the mouth of a cave long ago. Start by putting everyone in a circle and choosing one person to start the story. Say, "Once there was a... ?" Encourage them to fill in the blank and use movement as they tell the tale to make it come to life. As soon as the person who starts hesitates, the teacher then focuses on the next person in the circle.

Teachers can prompt the person by saying, "and then what happened?" to the next person in the circle. Continue until you have gone all the way around, prompting the last person to finish the story, or the teacher can complete the tale, thus bringing the story to its conclusion. Don't preplan the outcome, it can be very surprising what comes up, and it can be very fun and revealing as well.

Here are some links to picture books about Chippewa/Ojibwe life.

<https://angelicscalliwags.com/2014/11/10/native-american-picture-books-ojibwe-nation/>

# The Dreamcatcher



## **Making dreamcatchers-a study guide and crafting project**

### History:

Leland tells traditional stories from Native America. One of them is about the creation of the first dreamcatcher ever made. Here is some background and how-to projects you can do yourself.

Dreamcatchers are an authentic Native American tradition, from the Ojibway (Chippewa) tribe. Ojibway people would tie sinew strands in a web around a small, round, or tear-shaped frame in a somewhat similar pattern to how they tied webbing for their snowshoes. They would then hang this "dream-catcher" where the morning light would reach it in order to protect sleeping children from nightmares. The legend is that the bad dreams will get caught in the dreamcatcher's web. Traditionally Native American dreamcatchers are small (only a few inches across) and made of bent wood and sinew string with a feather hanging from the netting, but wrapping a metal frame in leather is also pretty common, and today you'll often see dreamcatchers made with sturdier string meant to last longer and decorated with beads or precious stone.

They are only traditional among the Anishanabe, Ojibwe, or Chippewa. During the pan-Indian movement in the 1960's and 1970's, Ojibway dreamcatchers started to get popular with other Native American tribes, even those in disparate places like the Cherokee, Lakota, and Navajo. So dreamcatchers aren't truly *traditional* among most Native tribes, but they're sort of neo-traditional, like fry bread, they are part of the evolution of modern Native culture. Today you see them hanging in lots of places other than a child's cradleboard or nursery, like the living room or your rearview mirror. Some Indians think dream-catchers are a sweet and loving little tradition, others consider them a symbol of native unity, and still others think of them as sort of the Indian equivalent of a tacky plastic trinket hanging in your truck. If you know the origin story then you know something special about dreamcatchers, and will want to make your own.

Your finished dream catcher, hung above the bed, is said to protect the sleeper from nightmares. Dream interpretation has directly influenced Native American cultural and spiritual beliefs for centuries. American Indians believe dreams reflect and influence the life of the dreamer, often acting as a means for change in personality, and the visions given in dreams are tools for developing traits such as confidence, maturity, kindness, and loyalty.

In this instruction I have substituted a metal hoop that may be easier and simpler to resource for teachers and students than a fresh willow branch. Although it looks simple to make there are some very beautiful and complex dreamcatcher designs that may inspire you to create more complex dreamcatchers. Not only are they fun to make for your own enjoyment, they make wonderful handmade gifts, especially appropriate for new parents, but suitable for anyone who would appreciate a crafted piece made just for them.

# Dreamcatcher Instructions



Materials Needed:

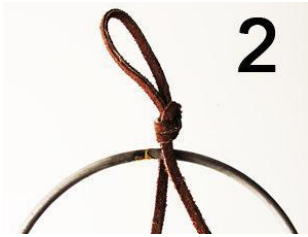
- Metal Ring
- Leather Lace
- Crow Beads or some other totem or talisman
- Artificial Sinew
- A feather or other item to hang from the dreamcatcher

Starting Your Own Dreamcatcher:

Fold the piece of leather lace in half. Knot it leaving a loop to hang the dreamcatcher. Make sure the fold leaves two equal measurements of leather lace on both sides to ensure it will cover the entire metal ring when wrapped.



Wrap each side of the leather lacing tightly around the metal ring with remaining ends meeting at the bottom of the ring. Tie the ends in a knot.



3) Take the artificial sinew and knot the end at the top of the ring near the loop. Move 1 inch along the loop and wrap the sinew loosely once over the ring from the front to backcrossing over to create a loop. Continue this wrap until you get back to the top of the ring.



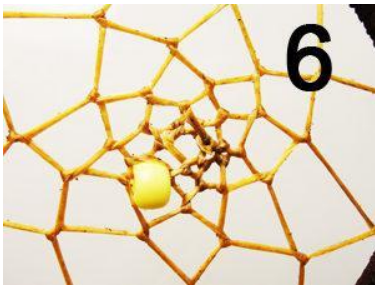
4) For each round to follow, wrap the sinew around the middle of the stitch from the previous round. Story tradition suggests that there are eight contact point for the sinew that represent the eight legs Grandmother Spider used to make the dreamcatcher.



5) On the fourth round, string one of the beads on your sinew to represent a spider on the web.



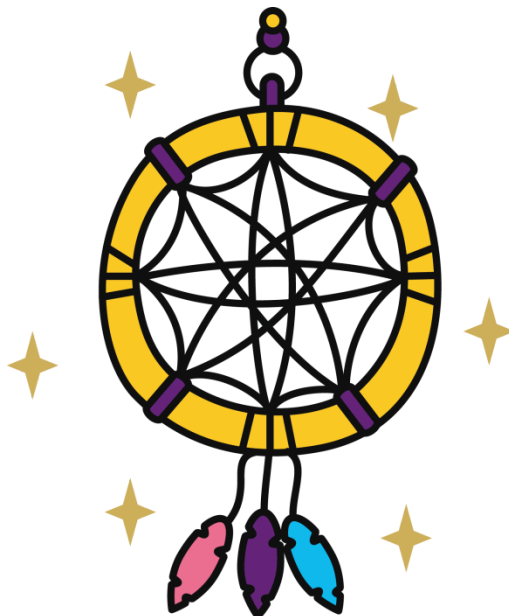
6) Continue looping the sinew. End at the bottom of the hole. Be sure to leave the center open. Knot the sinew, pulling it tight. Cut the remainder of the sinew.

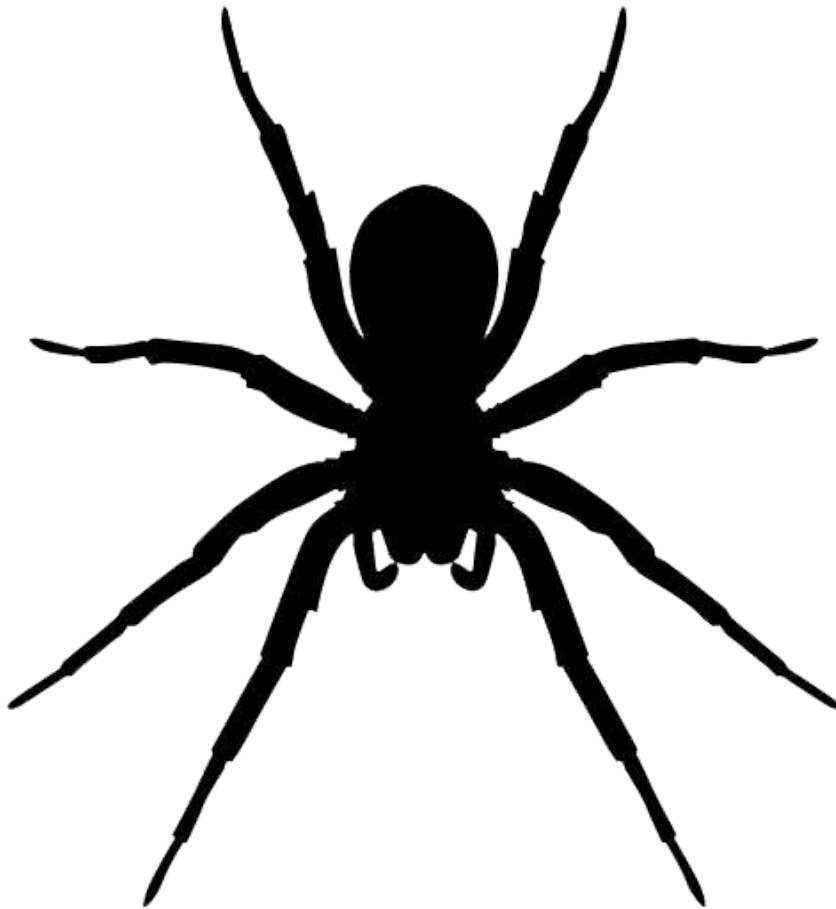


7) String the remaining beads on the loose ends of the leather lacing and knot the bottom.



You can decorate your dreamcatcher with a feather, by cutting a notch in the end of the spine and bending the end of the feather to make a loop. Tie the bent part with sinew, and put a tie through the feather loop to attach it to your dreamcatcher. Use your imagination and dream of different and meaningful ways to decorate your dreamcatcher.





### **Dreamcatchers and unusual scientific observations concerning spiders**

Nookomis Asebekashi is the name the Anishinabe people give to Grandmother Spider. In oral tradition Grandmother Spider created the first dreamcatcher. Here are some interesting science facts about spiders. Perhaps you will be able to discover more things by observing them on your own. When observing be careful to respect the work of the spider and do not destroy it or its home. Learn by observing, taking notes, taking pictures, and making drawings and diagrams.

Study the following information, and then answer the questions at the end:

Spiders are a species called Arachnids by scientists. European scientists named them after the Greek goddess Arachne who was so skilled at weaving she challenged the goddess of War Athena, because of her pride Arachne was transformed into a spider by Athena.

When a spider travels, it always has four legs touching the ground and four legs off the ground at any given moment.

The silk that comes out of the spider's spinneret is liquid, but it hardens as soon as it comes in contact with air. Some spiders have up to seven types of silk glands, each creating a different type of silk—such as smooth, sticky, dry, or stretchy

Spiders can't fly, but they sometimes sail through the air on a line of silk, which is known as "ballooning."



Hundreds of years ago, people put spider webs on their wounds because they believed it would help stop the bleeding. Scientists now know that the silk contains vitamin K, which helps reduce bleeding.

In addition to eight legs, most spiders have eight eyes and although they have more eyes than a human being they are very near sighted.

Spiders also have tiny hairs on their legs that help them hear and smell. All of our senses are based on the sense of touch, and this is how a spider has evolved its ability and awareness of its environment.

They have tiny claws on the ends of their legs that help them climb and descend their silk strands that they send out of a gland called a spinneret.

The silk in a spider's web is five times stronger than a strand of steel that is the same thickness. A web made of strands of spider silk as thick as a pencil could stop a Boeing 747 jumbo jet in flight. Scientists still cannot replicate the strength and elasticity of a spider's silk.

A spinneret is the organ in spiders, caterpillars, etc., that spins thread for webs or cocoons. The silk that comes out of the spider's spinneret is liquid, but it hardens as soon as it comes in contact with air. Some spiders have up to seven types of silk glands, each creating a different type of silk—such as smooth, sticky, dry, or stretchy.

A web is sticky because of glue droplets the spider deposits on it. These droplets are three times thinner than the diameter of a single hair. Scientists describe these droplets as being similar to chewing gum: they just keep stretching and stretching.

Spider webs are not passive traps. Instead, because of electrically conductive glue spread across their surface, webs spring towards their prey. Scientists also found that the glue spirals on the web distort Earth's electric field within a few millimeters of the web. A spider injects its prey with a solution that liquefies the internal parts of insects making it easier for the spider to suck out its food.

Spiders are blamed for all kinds of bumps, rashes, and growths. However, unlike mosquitoes or ticks, spiders don't feed on human blood and they have no reason to bite a human unless they feel threatened or surprised. Additionally, spiders do not typically bite sleeping humans.

**Activities:**

1. On a separate piece of paper create a picture, painting, collage, or drawing of a spider and its web.
2. Create a Dreamcatcher of your own

**Answer these questions:**

1. What is the name is the name the Anishinabe people give to Grandmother Spider?
2. What did Grandmother Spider create in the story?
3. How many legs does a spider have?
4. What are spider species called by scientists?
5. What Greek goddess are spiders named after?
6. When a spider travels, how many legs does it have on the ground at any given moment?
7. What is the organ called where spider silk comes out?
8. What is it called when spiders ride air currents on a strand of silk?
9. What vitamin in a spider web helps control bleeding?
10. How many eyes does a spider have?
11. Can a spider see as well as a human being?
12. What helps spiders hear and smell?
13. How do spiders ascend and descend their webs?
14. How strong is spider silk?
15. Why is a spider web sticky?
16. Does a spider web spring towards it's prey? Why?
17. What does a spider do that helps it eat the insects it has caught?
18. Do spiders feed on human blood and attack humans?

# Coyote and The Night Time Sky

- Coyote and The Night Time Sky – Creation Story, Astronomy and the Trickster. Coyote story about creation and the first night on earth, explaining the night sky, and why the stars appear as they do.

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**Study  
Guide  
Lesson  
for  
Coyote  
the  
Night  
Time Sky**

Coyote is  
trickster  
figure in  
Native

American Mythology, and there are many coyote stories among the tribes. This story in particular shows the character traits of Coyote. Native Americans use animals and their behavior as metaphors for people and their behavior. Do you know any people who have animal traits? Some Native Americans believe they have a spirit animal that is their guide.

1. List some of Coyote's Character Traits
2. Do you have any animal traits?
3. What is the worst trait Coyote has?
4. Did Coyote actually improve the night sky by making it unpredictable? If we looked up at the sky and saw a definite pattern it might not be as intriguing or mysterious.

When you look at the night time sky can you see the Milky Way? It is said that trail of stars is where Coyote tossed the most flowers, and now the spirits use it as a path to cross over from the Earth into the Star World. Scientists say that the Milky Way is actually part of a swirling spiral galaxy that we see edge on. If we could see it from another point of view it would appear as an enormous spiral. Almost every galaxy, including our Milky Way, has a supermassive black hole at its heart, with masses millions to billions of times the mass of the Sun.

Coyote loves to create chaos. Sometimes things that appear to be random chaos are actually complex patterns. These chaotic appearing patterns are called fractals. The study of fractals is part of something called chaos theory. Chaos theory helps us to understand patterns in nature. It has been used to model biological systems, which are some of the most chaotic systems imaginable. Chaotic patterns show up everywhere around the world, including cloud patterns, the currents of the ocean, the flow of blood through fractal blood vessels, the branches of trees, astronomy, epidemiology, and the effects of air turbulence.

Chaos theory states that, under certain conditions, ordered, regular patterns can be seen to arise out of seemingly random, erratic and turbulent processes. Chaos theory emphasizes the order inherent in a seemingly chaotic system.

[https://www.youtube.com/watch?time\\_continue=161&v=JnlkKdDXk-I&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=161&v=JnlkKdDXk-I&feature=emb_logo)

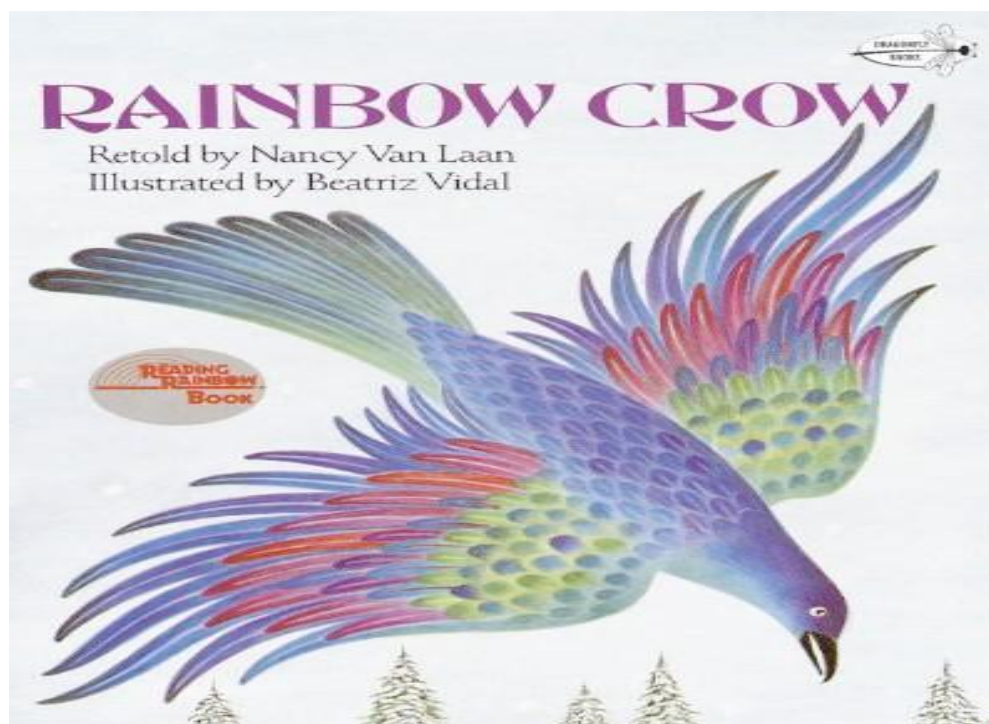
<http://www.patternsinnature.org/Book/Chaos.html>

## Rainbow Crow

Notes on Rainbow Crow – I was given permission by the Lenni Lenape tribal storyteller Bill “Whippoorwill” Thompson to tell this tale, the story of how I contacted him is humorous, ask me about it.

The story reveals why the crow is black. Perhaps the origin is from a particularly cold period like an Ice Age. Perhaps it was inspired by the colorful paroquet that at one time thrived in Eastern Pennsylvania, the Lenape homeland. The tale is about an animal Icarus, a hero that gave of himself to save the community he loved.

## Common Core Reading Activities



# Rainbow Crow

## Common Core Reading Activities

### Suggested Timeline and CCSS correlations

There are many versions of this legend. These activities are specifically related to the version orally related by Bill “Whippoorwill” Thompson and written down by Nancy Van Laan in her book found on Amazon or through your library.

Pre-reading: The Rainbow Crow is a Native American legend/folktale from the Lenape tribe who were Natives of the Woodlands of Pennsylvania. Trees were their major natural resource, which they used to make canoes, longhouses, and weapons. They ate mostly what they could hunt grow, and trap.

Show the area of Eastern Pennsylvania on a map, discuss relationship, distance, climate differences to the area in which you live.

Note: CCSS alignment is based on my research and interpretation of the standards which may vary from your own.

First Reading: Read the first half of book (there are no page numbers!).

Stop just BEFORE the rainbow crow arrives. Ask students to “turn and talk” to a partner and discuss which animal they think should be sent to the Great Sky Spirit and why. I asked my students to suspend reality and imagine that any of the

SHOULD VISIT  
THE GREAT SKY SPIRIT BECAUSE...

ILLUSTRATE WHAT IT WOULD LOOK LIKE IF YOUR PICTURE TALKS BACK!

animals would be able to travel to the Great Sky Spirit because most of them were concerned that only the birds could fly. I also asked them to concentrate on the other animals besides the birds, because from the title we knew that the crow was probably going to be the animal chosen to go. Elicit students to share with the group. After time for discussion, have students complete a written response (Expository/Persuasive) using this printable. Always have them put their name on the paper.

CCSS Second Grade: RL.2.2 W.2.

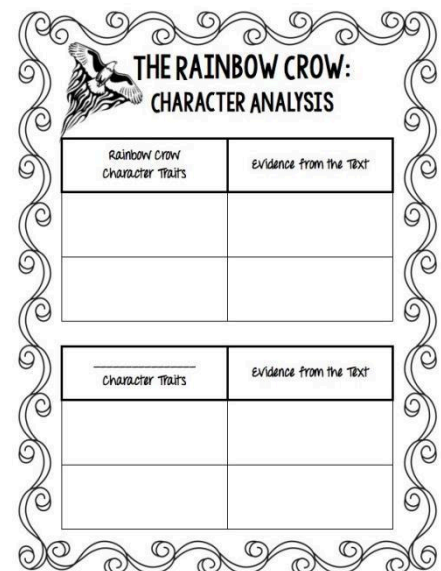
CCSS Third Grade: RL.3.2, RL.3.6, W 3.1a-d

CCSS Fourth Grade: RL 4.1, W4.1a-d

Second Reading: Revisit predictions, have students share written responses. Finish reading the book. Compare predictions to the outcome of the book. Discuss the rainbow crow's actions. Brainstorm lists of character traits for the crow/other animals on the board or chart paper. Have students complete this printable to find text based evidence for two character traits for the Rainbow Crow and one other animal of their choice from the story.

CCSS: Second Grade: RL.2.2 RL.2.3 Third Grade: RL 3.2, RL 3.3 Fourth Grade: RL.4.3

Third Reading: Read book in its entirety, this will be the first time they hear the entire book in one sitting. Continue focus on character traits. Elicit examples, encourage discussions throughout reading. Stop at strategic points and ask what traits they would use from yesterday's list to describe certain animals or their actions, etc. After reading, talk about the changes the rainbow crow endured using this attached printable. Identify



**THE RAINBOW CROW:  
CHARACTER ANALYSIS**

Rainbow Crow Character Traits	Evidence from the Text

Character Traits	Evidence from the Text



**CHARACTER CHANGES OVER TIME:  
THE RAINBOW CROW**

How does the Rainbow Crow change physically? (looks, voice, abilities)	How does the Rainbow Crow change emotionally? (feelings, beliefs)
Beginning	Beginning
Middle	Middle
End	End

creativityplay.com

changes that were physical vs. emotional. Talk about how the crow changed over time in the book in both ways.

CCSS: Second Grade: RL.2.2, RL.2.3, RL.2.6 Third Grade: RL.3.2, RL.3.3, RL.3.6

Fourth Grade: RL.4.3

Fourth Reading: Do an oral picture walk, reminding them of the main story elements, timeline, characters, etc. Then tell them that they are going to see a different version of the same story. Show Rainbow Crow- Digital Retelling found here on YouTube. If you can't access YouTube, try downloading it at home or email me and I can send you the digital format. Point out differences in characterization, dialogue, settings, illustrations, etc. Complete this H-Map activity to compare or contrast both versions of the story. (My student's favorite part!)

The H-Map activity is titled "RAINBOW CROW: COMPARING TWO VERSIONS OF THE SAME LEGEND". It features a central illustration of a crow. The map is divided into three main sections: "Book" on the left, "Digital Retelling" on the right, and "Both" in the center. Each section contains a large rectangular box for notes. The entire activity is framed by a decorative border.

CCSS: Second Grade: RL.2.2, RL.2.9

Third Grade: RL.3.2, RL.3.9 Fourth Grade: RL.4.6, RL.4.7

Fifth Reading: Remind students that the book is a type of folktale, called a legend. Read book aloud and stop at strategic points to highlight the elements that make it a legend based on this printable. Complete Elements of a Legend graphic organizer for Rainbow Crow (either whole group or in partners) To extend, have them read similar Native American legends and complete the blank chart with their examples.

The graphic organizer is titled "ELEMENTS OF A FOLKTALE IN THE RAINBOW CROW". It includes a small illustration of a crow. The organizer is a table with two columns: "Folklore Elements" and "Examples From The Rainbow Crow". The rows are as follows:

Folklore Elements	Examples From The Rainbow Crow
Folklore is a type of story.	
Folklore is often in the past (long ago).	
Folklore is passed by word of mouth, not by writing.	
Folklore is about a person, animal, or object.	
Folklore is often about a person or object that is magical.	
Folklore is often about a person or object that is magical.	
Folklore is often about a person or object that is magical.	

is

CCSS: Second Grade: RL.2.2 Third Grade: RL.3.2

Fourth Grade: RL.4.10



**\_\_\_\_\_ SHOULD VISIT  
THE GREAT SKY SPIRIT BECAUSE...**

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**ILLUSTRATE WHAT IT WOULD LOOK LIKE IF YOUR PREDICTION CAME TRUE!**

ShopSunnyDays.com



## THE BATMAN / GROW /

# CHARACTER CHANGES OVER TIME: THE RAINBOW CROW

RL.2.3

How does the Rainbow Crow change physically? (looks, voice, abilities)	How does the Rainbow Crow change emotionally? (feelings, beliefs)
Beginning:	Beginning:
Middle:	Middle:
End:	End:

# RAINBOW CROW: COMPARING TWO VERSIONS OF THE SAME LEGEND



Book	Both	Digital Retelling





# ELEMENTS OF A FOLKTALE IN THE RAINBOW CROW

RL.2.2

Folktale Elements	Examples from The Rainbow Crow
From all countries or cultures	
Setting is often in the past long ago	
Problem is created by someone silly, evil, or dangerous	
Problem is solved by smart, brave, kind or loving character	
Good always wins and a valuable lesson is learned	
Animals talk, think, act, or dress like humans	