



Tell Me a Story

Introduction

Everyone has a story to tell. Through stories, we share our feelings, experiences and memories. Stories help us frame our view of the world. From stories we learn about the past, try to understand the present and imagine the future. Our lives are woven into a sea of stories about other people, cultures, animals, plants and places. We curl up with a book, listen to a bedtime story, tell stories around a campfire or watch TV and movie stories. Killer whales and northwest native peoples shared the seas for many thousands of years. Most tribes respected orcas for their intelligence, hunting skills and devotion to family. They did not harm orcas and told many stories about killer whales who helped humans and lived as fellow tribes in the sea. Many tribes celebrated orcas in their ceremonies and carvings and sang songs to them.

Key Concepts

- ◆ Stories are part of our lives and help us to understand ideas, feelings and lives of others.
- ◆ Northwest native tribes respected the orca and told stories about their strength, intelligence and devotion to family.
- ◆ A **Talking Stick** is a ceremonial staff that is passed around a group to give each person a turn to speak and be heard.

National Science Education Standards

Life Science:

- Characteristics of Organisms. Organisms and their Environments (K-4)
- Characteristics and Changes in Populations. Changes in Environments (K-4)

National Council for Teachers of English/ International Reading Association Standards:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace and for personal fulfillment.
4. Students adjust their use of spoken, written and visual language to communicate effectively with a variety of audiences and for different purposes.
8. Students use a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Story Discussion Questions

- ◆ Who are the main characters in **Granny's Clan: A Tale of Wild Orcas**?
- ◆ What is your favorite scene? Why?
- ◆ Who is your favorite character? Why?
- ◆ What did you enjoy most about the story?
- ◆ What did Suttles and Mako learn from Granny in the story?
- ◆ What are the different salmon species that share the sea with Granny's clan?
- ◆ What animals did Granny's family swim past during their travels?
- ◆ What dangers did Suttles and Mako face in the story?
- ◆ How do you think Suttles and Mako felt when the speedboat almost ran over them?
- ◆ Why do you think Granny and her clan came near the people?

Tell Me a Story (Continued pg 2)

Activity #1- Story Circle

In this activity, students make a **Talking Stick** and use it to create a story. Some tribes used a **Talking Stick** at gatherings when people came together to tell stories, make decisions, teach children or solve disputes. A **Talking Stick** is a carved ceremonial wooden staff that is passed around a circle from one member to another so all can speak and be heard. According to tradition, only the person holding the stick is allowed to speak, while others in the circle listen.

Materials Needed: wooden stick, yarn, feathers, beads

Procedure:

1. Wrap yarn around bottom & top of Talking Stick and decorate with feathers & beads.
2. Students sit in a circle of chairs.
3. One student holds the Talking Stick and begins the story of the "Further Adventures of Suttles and Mako."
4. After several sentences, that student passes the Talking Stick to the next student who adds several more sentences to the story, then stops.
5. Each student adds to the story until the last person brings ends the story to a conclusion.

Activity #2- Story Treasure Hunt

In this activity, students work together on a story treasure hunt using a map and clues.

Materials Needed: blank index cards, **Granny's Clan** book, drawing paper, markers, pencils

Procedure:

1. Assign each student to write one sentence from **Granny's Clan** on a blank index card.
2. Divide class into two groups.
3. **Group A:**
Hide the story cards out of sequence throughout the classroom. (Group B is not in room)
Draw a story treasure map showing the exact location where all the story cards are hidden.
4. **Group B:**
Work as a team to use the story treasure map to find the hidden story cards.
Assemble the story cards in the correct sequence to match the story.
5. Check Group's B's story sequence with book. Groups A & B change roles and repeat.

Activity #3-Orca Rangers Comic Strip

In this activity, students learn how to write and illustrate a story using a comic strip format.

Materials Needed: markers, crayons

Procedure:

1. Students use the **Orca Rangers Comic Strip** worksheet to create a comic strip story featuring **Orca Rangers**. These characters can be superheroes, real orcas or way-cool kids who help orcas and other sea critters.
2. Write a four sentence story about the **Orca Rangers**. Give your comic strip story a title. *What is happening in your story? Who are your story characters?*
3. Use one sentence to describe each story panel in a four-panel story sequence. Each sentence will be the caption for one of the comic strip story panels.
What action is happening in each panel? What does the background look like in each panel?
4. Add a speech bubble to each story panel. *What are the characters saying in each panel?*
5. Draw and color each panel.
6. Check your comic strip story. *Do you think readers can follow your story from one panel to the next? Do you think readers will enjoy your comic strip story?*

ORCA RANGERS COMIC STRIP

Name	Date
------	------

Directions:

1. Write a four-sentence story about how the **Orca Rangers** help orcas and other sea critters. Give your strip story a title. *What is happening in your story? Who are your story characters?*
2. Use one sentence to describe each story panel in a four-panel story sequence. Each sentence will be the caption for one of the comic strip story panels. *What action is happening in each panel? What does the background look like in each panel?*
3. Add a speech bubble to each story panel. *What are the characters saying in each panel?*
4. Draw and color each panel.
5. Check your comic strip story. *Do you think readers can follow your story from one panel to the next? Do you think readers will enjoy your comic strip story?*

COMIC STRIP TITLE _____

