

Lesson 2: *Thunder's Hair*

THEMES: Appreciate Diversity, Believe in Yourself (Empowerment)

BOOK: *Thunder's Hair* Written by Jessie Taken Alive-Rencountre
and illustrated by Erin Walker-Jensen

MATERIALS:

- ***Laminated Poster 1:** Include title, author, & illustrator of book
(Can be written on board or chart paper.) Include underlined vocabulary words:
Vocabulary words: sacred - highly valued and important: deserving respect
spirit - the force within a person that is believed to give the body life, energy, and power
cultural – of or relating to a particular group of people and their habits, beliefs, traditions, etc.
tribe - a social group composed chiefly of numerous families, clans, or generations having a shared ancestry and language.
indigenous - produced, living, or existing naturally in a particular region or environment
accomplished - very skillful: having or showing the skill of an expert
respect – 1. a feeling of admiring someone or something that is good, valuable, important, etc.
2. a feeling or understanding that someone or something is important, serious, etc_ and should be treated in an appropriate way.
warriors – a person who fights in battles and is known for having courage and skill
boarding school – a school where students can live during the school term
- **Chart Paper**
- **Map of world**
- **Copy of Writing Activity for each child**
- **Poem to project or printed on laminated poster:**
“Thinking” by Walter D. Wintle
- **Copies of poems to hand out to each child**
- **Vis-à-vis for laminated poster(If using laminated poster)**
- **Highlighter Tape (optional)**

POSSIBLE LITERACY FOCUS: In Poem

Contractions: don't, you'd, can't, it's, won't, you'll, you've

BEFORE READING OF BOOK/DISCUSSION: *Have you ever heard the term "indigenous people"? Do you know what it means? The indigenous people of a land are people that were living or existing there naturally. Show England and North America on map. . When people came over here (Point to N. America.) from England to settle in North America, there were people living here. These people were the indigenous people of North America. There are 574 federally recognized tribes living within the US now. This story is about a boy who is from one of the indigenous tribes of the United States. Read preface.*

READ STORY

AFTER READING OF BOOK/DISCUSSION: *What do you think the author's purpose was in writing the book? Listen to children's responses. Questions you might ask: Why were the boys being mean to Thunder? He wore his hair differently. Does that make any sense? He looked different ---so they were mean to him. Is it ever okay to make fun of how people look---or how they dress? No, even though the boys may have not known about Thunder's culture and how important long hair is to his people, they were very wrong to make fun of him - pulling his hair and calling him names. Does everyone grow up the same way with the same beliefs? No, your family may have beliefs that are different from others. Should people make fun of other people's beliefs? Are our own beliefs right and everyone's else wrong? Even if you do believe that you think the right way and other people's beliefs are wrong...you can think that, but is it respectful to make fun of, or hurt people because of their beliefs? No, it is not. In the United States, we have the freedom to have our own beliefs. Discuss what Thunder does at the end of the story.*

Go back to the pages in the book that talk about the advice Thunder received on how he should respond to the bullying. Discuss it with the children. Write down on chart paper what Thunder did, and what they can do in the same situation when someone is being a bully.

His mother tells Thunder: "Smile at them and walk away – Get help from the teacher."

His friend, Keya, tells him: "It's ok to tell the teacher and let her know what they say.

What does Thunder think about it? He thinks it tattling.

Keya says "There's a difference between reporting something when someone is being hurtful to another compared to tattling just to get someone in trouble. If you let them go, they will continue to say things to you and even pick on others."

POEM: Project poem on board or have it printed on laminated poster board. Discuss the meaning of the poem and how it relates to Thunder. Have children come up to the poem and circle the contractions. Show them how the contractions work.

Thinking

If you think you are beaten you are;
If you think that you dare not, you don't;
If you'd like to win, but you think you can't,
It's almost certain you won't.

If you think you'll lose, you've lost;
For out in the world, you'll find
Success begins with a fellow's will –
It's all in the state of mind.

If you think you are outclassed, you are;
You've got to think high to rise;
You've got to be sure of yourself before
You can ever win a prize.

Life's battles don't always go
To the stronger or faster man;
But soon or later the man who wins
Is the man who thinks he can.

Walter D. Wintle



Thunder's Hair

By Jessie Taken Alive-Rencountre

1. Thunder's grandmother said:

**“We become a lesser version of ourselves
when we solve our problems with our fists.”**

What does that mean to you?

<https://www.ala.org/aboutala/indigenous-tribes-seattle-and-washington>

There are 29 federally recognized tribes throughout Washington and they are: Chehalis, Colville, Cowlitz, Hoh, Jamestown S'Klallam, Kalispel, Lower Elwha Klallam, Lummi, Makah, Muckleshoot, Nisqually, Nooksack, Port Gamble S'Klallam, Puyallup, Quileute, Quinault, Samish, Sauk-Suiattle, Shoalwater Bay, Skokomish, Snoqualmie, Spokane, Squaxin Island, Stillaguamish, Suquamish, Swinomish, Tulalip, Upper Skagit, and Yakama. ALA would also like to recognize Duwamish, Wanapum, and Chinook, these tribes are not recognized by the U.S. federal government but have had a long history in present-day Washington.

