

Stories of the Tides



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Adapted from:

- The Whale Camp Curriculum (www.whalecamp.com)

Time:

- Activity: 60 minutes

Level: Grades 5-8

Overview

This lesson gives students the awareness of different cultural groups' connection to the ocean cycles and introduces them to relationship stories and culture has with a physical place.

Oregon State Benchmarks Addressed

English Language Arts (7th Grade)

- CCG: EL.07.RE.04 Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas. *Students meet this benchmark by listening to and interpreting the legends read, and by discussing them in small groups*

Social Sciences (8th Grade):

- CCG: SS.08.HS.08 Understand the lasting influence of events and developments in local history. *Students understand the influence culture has on this Oregon beach.*

Learning Objectives

By the end of this activity, participants will be able to:

1. Be familiar with at least two myths about the creation of the tides
2. Have experience contributing to a group and performing a creative myth
3. Understand that the tides go in and out twice a day

Materials Needed

- ❑ Two myths printed on laminated paper (see attachment)
- ❑ A watch or time keeper

Location

The lesson plan is designed to be conducted on the beach at South Slough. It is particularly useful if there are too many students for the tidepools to handle at once, or for those students who are not engaging with the tidepools.

Activity Description:

Step 1. Introduction to the Tides (5 min):

First connect to the place we are by telling the students that the tide pools wouldn't be possible without the tides. Ask students, "What are tides?" Take a few answers and then explain. Tides are the periodic rise and fall of the waters of the ocean occurring about every 12 hours.

Step 2. Why do we have tides? (10 min)

Tell students: people have always wondered what makes the tides. Ask the students if they have any ideas or prior knowledge about the tides. Ask students: "What is a myth?" Take a few answers and then give your definition: a myth is a traditional or legendary story that explains something that happens in nature. People have created stories to explain why we have tides.

Step 3. Example of Tidal Myths (10 min)

The teacher then read and acts out two myths (see materials).

Step 4. Create a Tidal Myth Activity (20 min)

Explain directions for the activity. Students will be creating their own myths about the tides. In their stories they need to answer the question: Why does the tide rise and fall twice a day? The performance should be no longer than 2 minutes. Each member of the group should be involved in brainstorming and creating the story. Each member of the group must be part of the presentation of the story. Create a full values contract. Ask students to give ways they can make sure everyone feels safe during this activity. A key point is that no ideas are bad ideas in a brainstorm. The groups will have fifteen minutes to come up with their myth and practice acting it out for the group. Then divide the group into groups of four or three people each. Start your timer and check in with each group a few times while they plan their myth. Give the groups a five and one minute warning.

Step 5. Presentation of Stories (10 minutes)

Call the group together after fifteen minutes. Review the full values contract. Ask the students how they can respect each other's performances. Important key points to this discussion are that they shouldn't talk during other student performances and that they shouldn't make fun of each other. Facilitator should act as a master of ceremonies for each group performance, introducing it. If the students go over two minutes, the facilitator should not cut them off. The two minute boundary is more of a ballpark goal.

Step 6. Debrief (10 minutes)

Sit in a circle when the performances are finished. Make sure you sit high up on the beach and not close to the water's edge. Ask the students what tidal myths tell us about people's connection to this place. A take home point from this discussion is that people have connections with the land and this beach and

ocean. To make sure learning objectives have been met; ask the students how often the tide rises and falls each day. Ask them if they are familiar with a myth about the tides. If they are not, open up the discussion to questions.

Good pre-or post- lesson:

How the Tides Are Made (Can be found on our website)