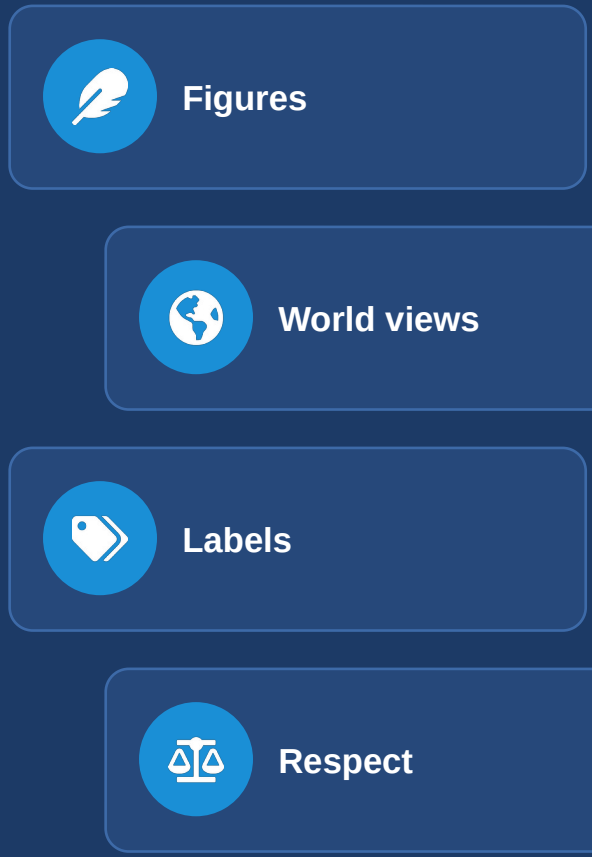
NBE3U Living Words, Lesson 5

Figures of the Oral Tradition

Who they are, and what they teach about world view



Today's goals

We are learning…

- About significant figures from oral traditions and the world views they reflect.
- How labels shape the way Indigenous knowledge is valued.

I can…

- Describe a figure's origins, roles and characteristics, and name the people it belongs to.
- Explain how the figure reflects a world view.
- Compare figures without treating them as the same.
- Explain why labels like “myth” can be a problem.

Today's plan

Time	What we're doing	You will…
0–8 min	**Hook**	Discuss
8–18 min	**Many figures**	Note
18–45 min	**Profiles**	Research
45–60 min	**Labels**	Discuss
60–75 min	**Share**	Compare

Warm-up



Think of a character who breaks the rules and still teaches us something. Why do stories need characters like that?

Sentence starters

“They show us…”

“Breaking rules teaches…”

“We laugh, and then…”

How it works

- Pairs: 3 minutes.
- Any story, film or game.

Big idea

Nanabozho, Glooscap, Raven, Wesakechak, Kiviuq and the woman of the sea Inuit know as Sedna or Nuliajuk appear in stories that teach how the world came to be and how to live in it. Each belongs to particular peoples. Labels like “myth,” “legend” and “trickster” can flatten them.

Figures and their peoples

Figure	Peoples	Some roles
Nanabozho (Nanabush)	Anishinaabe, Cree	Culture hero, creator, changes form
Glooscap (Kluskap)	Mi'kmaq and other Wabanaki Nations	Giant transformer; shapes the land
Raven	Northwest Coast: Haida, Tlingit, Tsimshian…	Appears in origin stories
Wesakechak	Cree	Humorous, rebellious teacher
Kiviuq	Inuit	Wanderer and cultural hero
Sanna, Nuliajuk, Takannaaluk	Inuit (names vary by region)	Woman of the sea; sea animals

Many names

The woman of the sea has many names across Inuit Nunangat: Sanna, Nuliajuk, Takannaaluk and more. Many were avoidance names: her own name was not spoken.

Ask: What does it tell us about a world view when a name is too powerful to say?

Research a figure

In pairs, on page 1:

1. Choose one figure from the table.
2. Find its origins, roles, characteristics and behaviour.
3. Explain what it shows about a world view.
4. Note who made each source. Describe the figure; don't retell a story.

Describe, don't retell

Do

Describe roles, traits and what the figure teaches, citing your source.

Don't

Retell a sacred or seasonal story, or write a new one about the figure.

Why

Many stories belong to communities and have protocols.

Remember

Some stories are told only in winter, by the right people.

Labels matter

Common labels

- Myth: “not true.”
- Legend: “quaint and old.”
- Trickster: “they're all the same.”

What the curriculum asks

- World views, not crafts.
- Historical records, not legends.
- Humans and nature as connected.

From the curriculum's examples for A3.5: efforts to affirm the value of First Nations, Métis and Inuit text forms.

Labels matter

On page 2:

1. What does each label suggest to most readers?
2. What might it hide?
3. Which label would you avoid in your presentation?
4. What would you say instead?

Gallery and compare

Post your profiles:

1. Read two other profiles.
2. Note one similarity with your figure.
3. Note one difference that matters.
4. Complete the comparison on page 2.

Check yourself

Be honest. This helps you choose what to work on next.

Success criteria	Not yet	Almost	Got it
I can describe a figure's origins, roles and characteristics, and name the people it belongs to.			
I can explain how the figure reflects a world view.			
I can compare figures without treating them as the same.			
I can explain why labels like “myth” can be a problem.			

Exit ticket

1. Your figure, its people and one role.

2. What it shows about a world view.

3. Why one label can be a problem.

Next class: Silenced and Spoken.

Teacher reveal

Figures: key points

Nanabozho: Anishinaabe and Cree; culture hero, creator and trickster; changes form; helps create Turtle Island in some stories.

Glooscap (Kluskap): Mi'kmaq and other Wabanaki Nations; a giant culture hero and transformer who shapes the land.

Raven: Northwest Coast Nations such as the Haida, Tlingit and Tsimshian; appears in origin stories.

Sea woman: Inuit; Sanna/Sedna, Nuliajuk or Takannaaluk by region; governs sea animals; respect affects the hunt.

World view: Figures model relationships with land, animals and community; humour and rule-breaking teach right from wrong.

Labels: “Myth” and “legend” imply untrue or quaint; “trickster” lumps distinct figures together. The curriculum asks us to see these texts as world views and historical records.