



Grade Level: 2  
Subject: ELA

# Mulak Man - Sequential Ordering

## ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- History
- Identity
- Language

## LEARNING OUTCOMES

- Students will be able to recall the series of events in Mulak Man.
- Students will be able to summarize Mulak Man using temporal words to signal order of events.
- Students will be able to organize the order of events in the story starting with the beginning, middle and end.

## CULTURALLY RESPONSIVE PRACTICES

- Proximity
- Preserving and honoring cultural history
- Student talk, working together and individually

## ASSESSMENT

Students will be assessed on their participation in classroom discussions and their proficient completion of their Ordering Activity sheet

## Overview

In this lesson, students will engage in a close reading of a traditional Grand Ronde story about Mulak Man and then use temporal words to signal different events in the story.

## MATERIALS

- Mulak Man [text](#) or [read aloud](#)
- Out of Order Activity sheet
- Large paper for students to glue sentence strips
- Scissors
- Glue

## LOGISTICS

- Where does this activity take place?  
**Classroom**
- How are the students organized?

**Whole Class**      Teams: 3-5

Pairs                      **Individually**

## TIME REQUIRED

45-60 minutes

## STANDARDS

### Oregon Common Core State Standards: ELA

**2.RL.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**2.W.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### Oregon Social Science Academic Content Standards

**Geography 2.13** Identify the cultural characteristics of my group identity, (including race, culture, and gender) and of the local community.

**Historical Knowledge 2.16** Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances, that impact the local community including individuals who are American Indian/Alaska

Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.

**Historical Knowledge 2.17** Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.

## Background for Teachers

Mulak Man is a traditional Grand Ronde story. The story is about a Grand Ronde tribal member who had temanawas, or the ability to sense elk whenever they were nearby. Tamanawas is a chinuk word meaning spirit power.

This story was originally retold by tribal members Velma Hudson Mercier and Ila Hudson Dowd. It has been passed down from generation to generation, as many traditional stories are. "Mulak Man" in chinuk wawa, Grand Ronde's native language, means elk man. Today, Grand Ronde tribal members participate in ceremonial elk hunts and honor the animal by using all of its parts and not letting anything go to waste. This is a way of showing respect towards the animal, who gave their life for the Tribal people. The meat harvested from these hunts is used in meals for group gatherings, ceremonies, and special occasions.

## VOCABULARY

- **Wisdom-** having knowledge about something.
- **Mulak-** elk in chinuk wawa. Pronounced [moo-lock].

## Opening

To begin the lesson show the students the cover of the book. Do a book walk through, having students make predictions about what they think the story is about based on the cover. Inform students that they are going to hear a traditional Grand Ronde story, meaning it's a story that's been passed down from generation to generation. Also tell students that the word *mulak* means elk in the Grand Ronde language, *chinuk wawa*.

## Activity

1. Begin reading the story with the intention of making this an opportunity to do close reading with students. The focus is for students to realize that there is a sequence of events that happen in order for *mulak* man to hunt and harvest an elk. The idea with close reading is so that as the story goes on the questions move up gradually by increasing rigor. Some questions a teacher could ask throughout the story that would progress are included below:
2. *Knowledge*- Can you name the *temanawas* or spirit power that *mulak* man had? What did this spirit power allow him to do?
3. *Comprehension*- What language does the story use to say *mulak* mans name? Why do you think the story uses *chinuk* to refer to *mulak* man instead of using english?
4. *Application*- What process does *mulak* man go through in order to start his hunt?
5. *Analysis*- In the beginning of the story it says that *mulak* man knew the elk in his heart and soul. What does the story teller mean by that? Is there another part in the story later on that describes how *mulak* man respects the animal after he's hunted it? If so, what does *mulak* man do?
6. *Evaluating*- At the end of the story, the storyteller describes how *mulak* man honors the animal by using all parts of the animal. Why do you think *mulak* man would want to honor the animal? Are there other ways you would suggest he honor the animal?
7. After the story and discussion is over, pass out the Out of Order activity sheet to the students. This activity can be done individually with some explanation from the teacher or as a whole group.
8. Students will be cutting out sentence strips of the story and then cutting out signal words to identify what came first, in the middle and at the end.

## Closure

Students will then glue the sentence strips and signal words onto a piece of paper in the correct order to demonstrate sequential ordering of a story.

## Differentiation

- The final Order Activity sheet can be completed in a whole group, small group, or partner setting if needed.

## Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)  
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

## Appendix

- Mulak Man
  - Text: Available online at the link below or in hard copy by request to the CTGR Curriculum Specialist
    - PDF: [https://drive.google.com/file/d/1f56ns5V4Pm\\_\\_UpaeBLMva16LWJtTrMp/view?usp=sharing](https://drive.google.com/file/d/1f56ns5V4Pm__UpaeBLMva16LWJtTrMp/view?usp=sharing)
    - Hard Copy: <https://forms.gle/86pV5Kbx7takHdLR7>
  - Read Aloud: <https://youtu.be/rThPzxx9DR8?list=PLA33xEMg9mbqQFEHKsyocT3YRdmzzlneX>
- Out of Order Activity sheet