

English Pedagogical Module 4

How did my ancestors live?

Curricular Threads: Communication and Cultural Awareness, Oral Communication, Reading, Writing, Language Through the Arts

Seventh Grade EGB



Our History

Do you ever think about where you came from or how your ancestors used to live? We all have different families with different histories. Our ancestors were also very different from each other and their traditions and celebrations are still very interesting to us today!



What do you know about your family history?

Communication and Cultural Awareness

What can you learn from your family stories?

Legends

Many families and cultures have legends about their ancestors. Here is a legend from the time of the Caras, an indigenous group north of Quito, about the Pyramids of Cochasqui.



www.asidicenmisabuelos.org

There was once a **shepherd** who took his sheep to the Pyramids of Cochasqui. One afternoon, he heard a beautiful song, and when he looked up, his sheep had **disappeared**. Next to a small **waterfall**, he saw a woman with long, dark hair, playing the guitar. She was a Yumba.

The shepherd was **frightened**. He thought of running away, and he began to **blink** from fear. When he opened his eyes, he saw that he was in a cave behind the waterfall. It was a beautiful place with **fields** and many plants.

The Yumba gave the shepherd food and water. When he felt better, she told him to take food from the fields. He was very thankful, but he only wanted to look for his sheep.

The Yumba decided to give him more than food. She taught him everything she knew about plants. The shepherd blinked again and appeared next to the pyramids. The Yumba and the music had disappeared, but all his sheep were there next to the waterfall. From that day on, the shepherd knew how to cure everyone in the village.

My grandparents told me this story, and now you can tell it to others.

Adapted from: <https://asidicenmisabuelos.weebly.com/los-materiales.html>



Exercise 1. Retell the story! Get in groups of 5-6 students. Sit in a circle. Decide who is number 1, 2, 3, 4, 5, and 6. Student 1 starts and tells part of the story. Student 2 repeats the information and adds more information. Then, student 3 repeats both pieces of information and adds more. Continue until you finish telling the story!

Vocabulary

shepherd. a person who takes care of sheep

disappeared (disappear). to stop being visible

waterfall. water from a river or stream that falls from a high place

frightened. scared

blink. to open and close your eyes fast

field. a big area of open land without trees or houses

Oral Communication

How often do you talk to your relatives?

Finding Out About an Ancestor



Many people are curious to know about their ancestors, their grandparents, the grandparents of their grandparents, and so on. Most families have stories about the older generations in the family.

Exercise 1. Imagine you are going to ask your grandparents about the history of your family.

Write 5 questions you could ask.

1. _____

2. _____

3. _____

4. _____

5. _____



Exercise 2. Now, listen to a dialogue between a young girl and her grandfather. Are her questions similar to the ones you wrote?

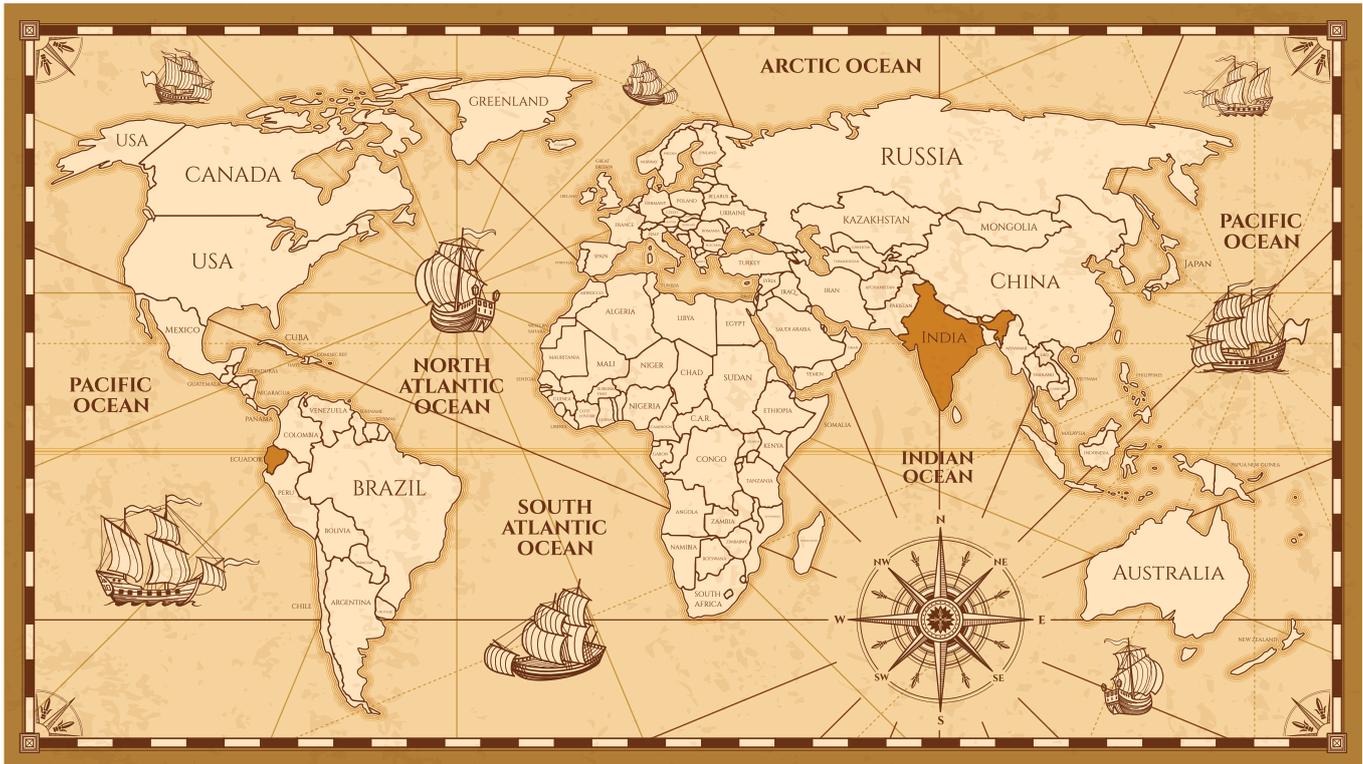
Exercise 3. Listen again. Can you write two questions the girl asks?

1. _____

2. _____

Reading

Do you think people in other countries are interested in their ancestors?



Ancestors Around the World

In India, there is a very famous river called the Ganges. Lots of people take a bath in this river every year. A group of **priests** keep a record of each visit. They write down the names, the date, why they came, who was with them, and ask the visitors to **sign** it.

These records are organized by family. People learn about **relatives** who lived many years ago, and they are happy when they read that their grandparents and great-grandparents visited this place. These memories are passed to the next generations. It is the largest family tree in the world!

Adapted from: <https://www.youtube.com/watch?v=JcSyvvreJKs>



Exercise 1. Look at the map above and find where India is. Then, read the text.

Exercise 2. Work in pairs. Answer the questions below.

- Why do so many people come to the river?
- What do the priests do?
- Would you like to go to the Ganges river? Why? Why not?

Vocabulary

priest. a person who can conduct religious services

sign. to write your name

relatives. people from the same family

Writing

How can you make a family tree?



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Tip

You can say, "Here is my brother, Tomás. He lives in Guayaquil. He is a carpenter. He is a nice brother."

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Family Trees

A family tree is a diagram of the people in a family and their **descendants**. Family trees help us know where we come from.

There are six steps to make a family tree.

Step 1. Decide on the number of **generations** that you want to draw.

Step 2. Draw yourself first. Then, draw any sisters or brothers you have. Next, draw your parents, aunts, uncles, and your grandparents.

Step 3. Represent each person in your family in a circle. Connect the circles with lines to show the relationships between everyone.

Step 4. Write the names of each person below each drawing.

Step 5. Add any additional information that you think is important.

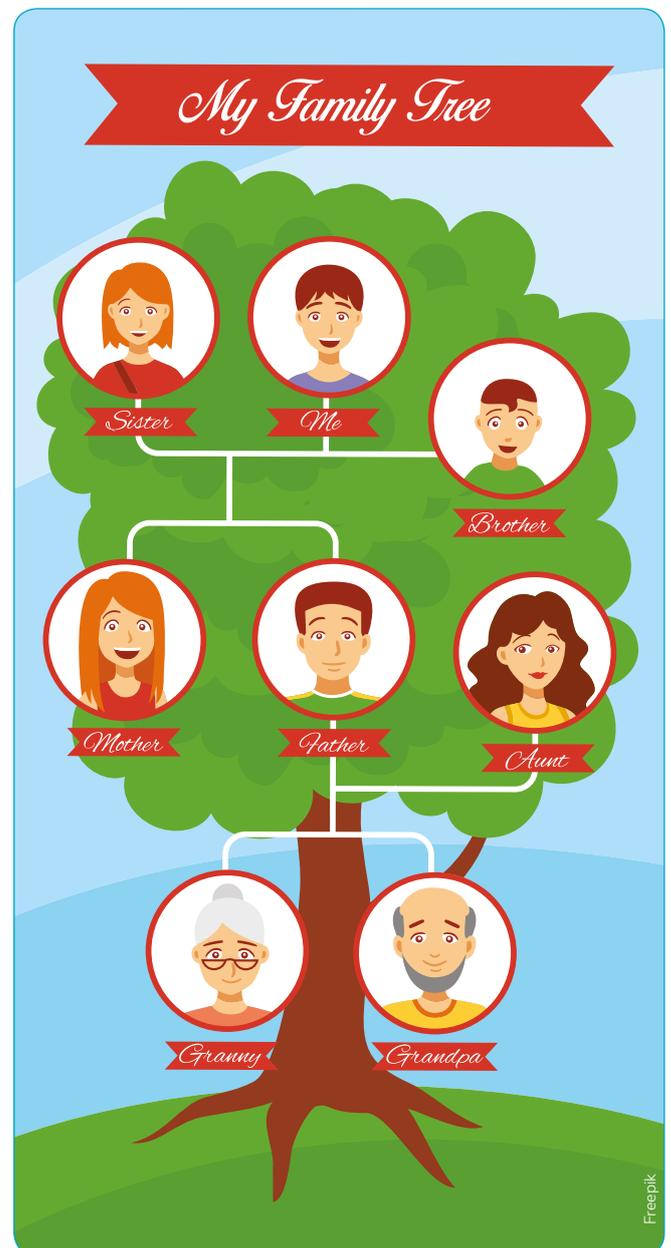
Step 6. Each **layer** of the diagram should show one generation only.

Vocabulary

descendant. someone who is related to a person or group of people that lived a long time ago

generation. a group of people born during the same time; similar to the Spanish word "generación"

layer. level



Freepik

Oral Communication

Why is a family tree important?



Audio
Listen to the recording

Exercise 1. Discuss this question with a partner.

Why do you think knowing about our ancestors is important?

Exercise 2. Listen to the audio and answer these questions.

- Mention two things that happy families have **in common**.
- What do families talk about?
- How do the children that listen to family stories feel?
- Why do the children feel this way?

Exercise 3. Here is one reason why knowing about ancestors is important. Can you think of three other reasons?

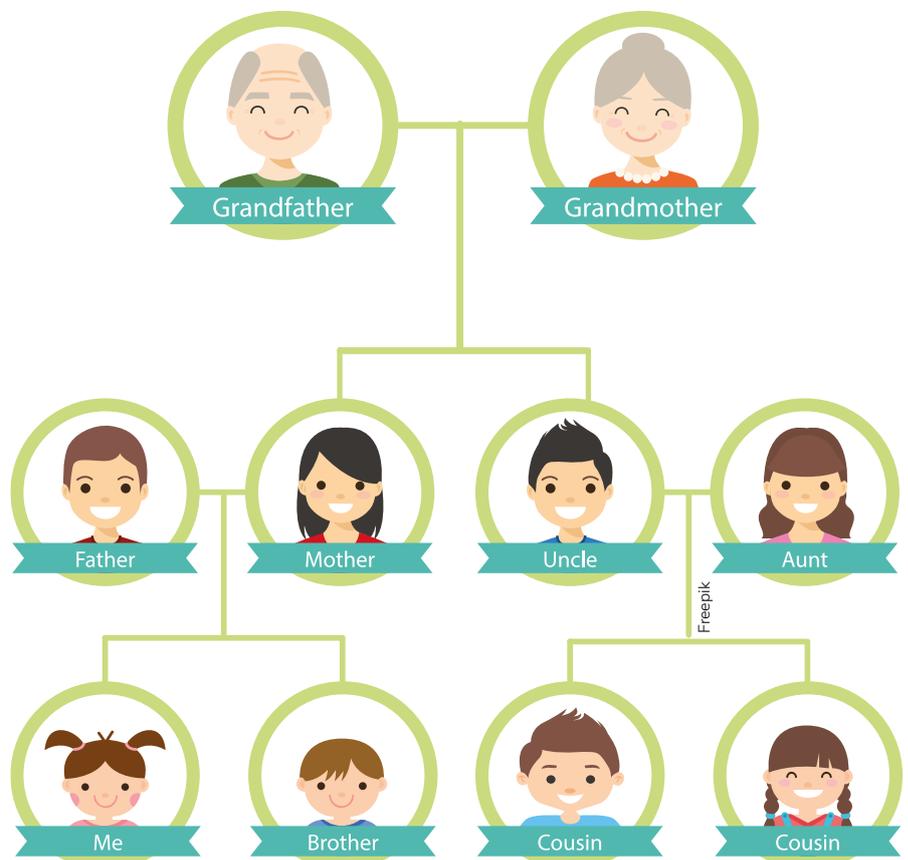
- It makes you interested in the history of the world.
- _____
- _____
- _____

Adapted from: <https://cutt.ly/Ke64vk5>

Vocabulary

in common. having the same characteristics

Family Tree



Communication and Cultural Awareness



Social Studies

What do you know about Native American groups?

Our Ancestors' Travels



Native Americans came from Asia 15,000 years ago. They came across the Bering Strait and traveled down into North America. Then, many of them migrated to South America. The most-known **tribes** were the Mayas and Aztecs in Mexico and the Incas in South America. We believe that there were about 50 million people living in those areas at that time.

Many people in these tribes were our ancestors. Their civilizations were very advanced at the time with organized cities, engineering projects, medicine, and astronomy.

When the Europeans came to the American continents in 1492, they brought **diseases** with them and many of the indigenous groups died from the new diseases. In the first years of colonization, the population **decreased** a lot, and many civilizations disappeared.

Exercise 1. Scan the reading to find these numbers. What do the numbers reference in the text?

a. 50 million

b. 15,000

c. 1492

Exercise 2. Pair work. What did you learn about Native Americans? Make a list of new information with your partner.



Vocabulary

scan. to read something quickly

tribe. a group of people who live together and have the same language, customs and beliefs

disease. something that makes someone sick

decrease. to become smaller in size or number

Oral Communication

How did Native American children use to live?

Life as a Native American Kid



Audio

[Listen to the recording](#)

Write a list of similarities between the childhood of a Native American child and your own childhood.

Handwritten-style lines for taking notes on a spiral notebook.

Tip

“Community” is a cognate; it looks just like the Spanish word *comunidad*!

Exercise 1. Individually, answer these questions from the audio. Then, compare your answers with a partner.

- a. Who took care of **toddlers** in Native American tribes?
- b. Mention two tasks men had to do.
- c. Mention two tasks women had to do.
- d. How did children learn how to **behave**?

Exercise 2. Work in pairs. Take turns asking and answering these questions.

- When you were a baby, who used to take care of you?
- How old were you when you started school?
- Did your family tell you stories about your community?
- Did your family tell you stories to teach you values and rules?

Tip

Learn the words in the vocabulary before you listen to the audio.

Vocabulary

toddler. a child who is 1-3 years old

cradleboard. a board where you put a baby like a bed

hunt. to chase and kill wild animals

fish. to catch fish

nickname. a name that is different from your real name (like “Flaca” or “Gato”) but is what your family or friends call you

task. an activity or work to do

taught. (past form of teach) to help someone learn about something

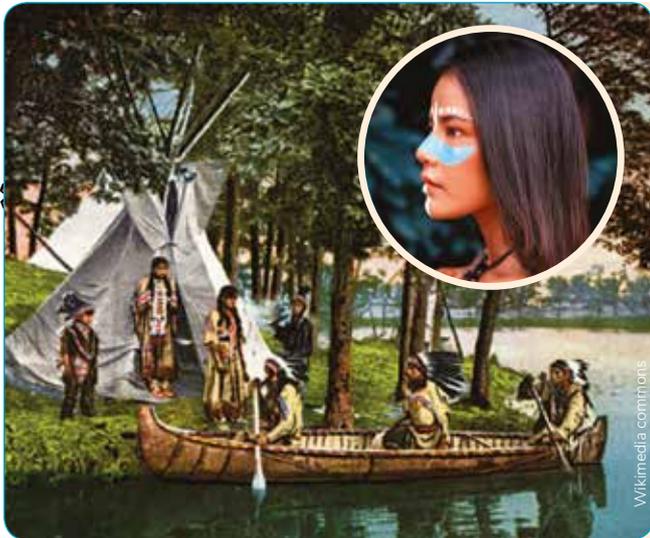
behave. to act in an acceptable way; to act properly

Writing

How did Native Americans use to live?

Life as a Native American

Exercise 1. Read the text. Then, study the chart below.



Native American tribes had very particular everyday lives. Typically, the men used to hunt and fish. They would use the skin and the bones of the animals they caught for clothes and even tools. However, they didn't use to cook. The women in the tribes used to work in the fields planting and gathering crops, cooking, and taking care of the children. Native Americans used to take care of the **environment** because it was their home. Families also used to spend a lot of time together eating and sharing about their day.

Adapted from: <http://chnm.gmu.edu/tah-loudoun/blog/lessons/american-indians-and-their-environment/>

Grammar Tip

Used to refers to an action in the past that doesn't happen anymore in the present.

Used to	Structure	Example
Affirmative	Subject + used to + infinitive	Women used to work in the fields.
Negative	Subject + didn't use to + infinitive	Men didn't use to cook .
Question	Did + subject + use to + infinitive	Did families use to spend time together?

Exercise 2. With the information you have learned in the text, write a paragraph about the everyday life of Native American families. Remember to use "used to" and "didn't use to."

Exercise 3. Put the sentences in the correct order.

- women / work / used to / The / the fields. / in

- men / hunt / used to / and / fish. / The

- used to / of / take / Native Americans / care / the / environment.

- lot of / Families / a / time together. / used to / spend

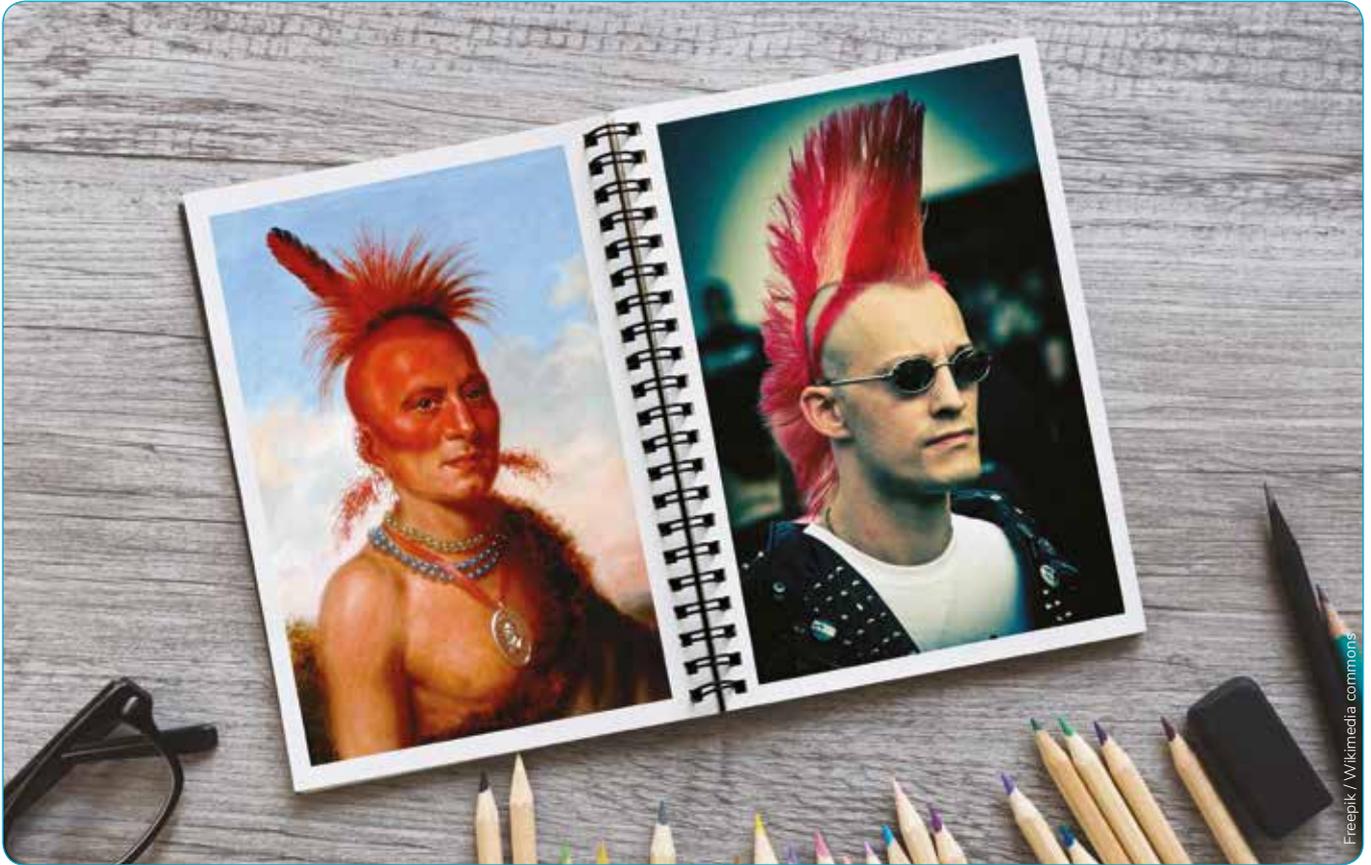
- cook. / didn't / Men / use to

Vocabulary

environment. the natural world around us like trees and rivers

Oral Communication

What is your usual hairstyle?



Traditionally, indigenous men wore their hair long and in a braid. In many Indian tribes, hair had a strong spiritual value. Men cut their hair when they were very sad, like when a relative died. When men misbehaved, their heads were shaved. A style that was very common among the Mohawk Indians is a style that resembles the hairstyle of punkers today, also called a “Mohawk.”

Exercise 1. You are going to be the teacher! Write three questions about the information above. Ask a partner and answer his/her questions.

1. _____
2. _____
3. _____



Exercise 2. Listen to a conversation that Jason has with his family about getting a haircut. Now, match the person with their opinion about Jason’s hair.

- | | |
|-----------|----------------------------|
| a. Mother | 1. likes it short. |
| b. Father | 2. wants it long. |
| c. Sister | 3. likes it near his ears. |

Reading

Do you like my tepee?

Exercise 1. Pair work. Ask and answer these questions.

- In what kind of house do you live?
- What materials were used to build your house?
- Draw a picture of your house. Share it with your partner.

You have received a letter from a pen pal friend from the United States. She is a 16-year old teenager from the Missouri Native American Tribe. While you read, imagine what her life is like.

Hello,

My name is Bidzii, which means I am strong. And, yes, I think I am a strong. I am 16 years old. I come from central Missouri but my ancestors used to live further to the north. I have a very interesting house. It is called a tepee. Have you ever heard about tepees? My house has a cone shape, and it is made of buffalo hides. My house is cool in the summer and warm in the winter.

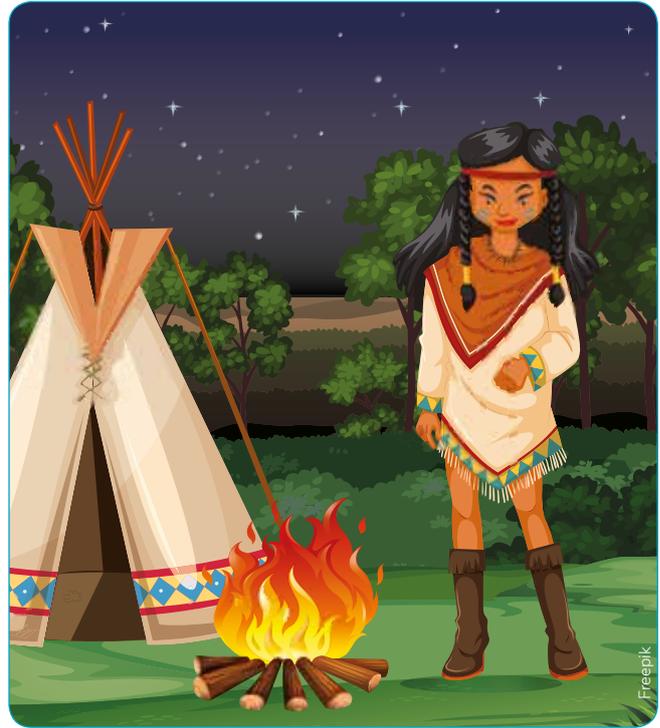
When I was little, I lived in a regular house, but when I was 10 years old, my father decided we should have a traditional tepee for our family. We went to the forest for wood poles and to hunt buffalos for their skin. My dad didn't build the house. Guess who did? My mom, with other women. In our tribe women are responsible for the tepee. It is their castle. So, women are responsible for placing, building, and breaking it down to transport it if we move.

Ok, enough about me, what about you? Where do you live? Who built your house? Please send me a photo if you can.

Best,

Bidzii

My email address is: bidzill5987@gmail.com



Exercise 2. Answer these questions with True (T) or False (F).

- a. The house is made of natural materials.
- b. The house is rectangular.
- c. Bidzii brought the poles to build the house.
- d. Bidzii and her father built the house.
- e. Women are responsible for everything related to the tepees.

Exercise 3. At the end of the letter, Bidzii asks you several questions. Write a short letter to answer her.

Vocabulary

hide. the skin of an animal used to make leather

wood. a hard material that forms the branches of trees

pole. a long straight piece of wood like a stick

Language Through the Arts

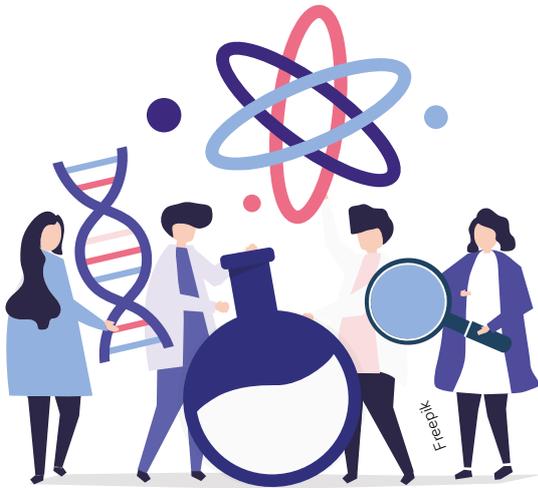


Science

Would you like to find out who your ancestors are?

Ancestry Exams

Would you like to find out exactly where you and your ancestors come from? Nowadays, you can take a **DNA** test and find out a lot of information about your family history. You can discover the specific country, town, or even tribe that you come from! You can also find other family members like close cousins or even discover who your relatives were from five to seven generations ago. The DNA test is very simple, you have to provide a **sample** of your **saliva** so that scientists can test it. Then, they give you your ancestry results.



Exercise 1. Read the text and answer these questions with a partner.

1. What can you discover with a DNA test?
2. How does the test work?
3. Would you like to take an ancestry exam? Why or why not?



Exercise 2. Imagine that you take the ancestry test and you discover that your ancestors are from the mighty Incan Empire! Make a list of the differences and similarities that would exist between your life now and the life of your Incan ancestors.

Vocabulary

DNA. a substance that has genetic information; similar to the Spanish word “ADN”

sample. a small amount of something

saliva. the liquid produced in your mouth; similar to the Spanish word “saliva”

Assessment

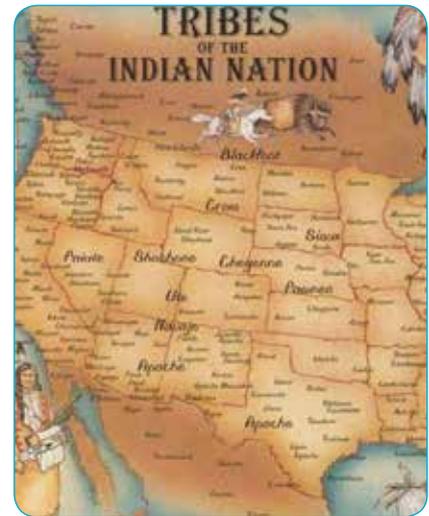
Listening

Listen to a person talk about Native Americans. Listen to the audio two or three times.

- a. How many Native American tribes are there today?

- b. Native Americans lived in tribes and nations that had their own religions, traditions, and _____
- c. Name one of the largest tribes.

- d. They are famous for _____



Grammar

Order the words into sentences or questions about indigenous customs.

- a. use to / the US / in / live / Native Americans / Did / ?

- b. women / used to / Native American / baskets. / make

- c. Did / they / fish / ? / use to

- d. Who / go / used to / ? / hunting

- e. men / use to / didn't / cook. / Native American

Vocabulary

Write a paragraph about the topic: "The most important ancestor in your family." Use the questions below to help you.

- Where did s/he live?
- What did s/he do?
- Why was s/he important?
- How did learning about this ancestor help you understand some of the things you like?

Reading

If you travel around Ecuador, you will find that people have different hairstyles. For example, most women from Indian communities have long, dark hair. Women usually wear two braids. In communities from the mountain regions such as Otavalo, men also have long hair and wear a long braid behind their heads. If you go to the Amazon or Coast, women have long hair and men have short hair.



Answer **True (T)** or **False (F)**.

- a. There is only one hairstyle in all Ecuadorian communities.
- b. In most communities, women have long hair.
- c. In most communities, men have long hair.
- d. Men wear two braids.
- e. Women wear two braids.

I'm completing this self-evaluation based on what I learned in the module.

Self-evaluation

Reflections	I check <input checked="" type="checkbox"/> the box that most applies to me			
	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can talk about Native Americans.				
I can use the verb structure "used to."				

Communication and Cultural Awareness

Would you like to go to a powwow?



Let's Go to a Powwow!

A powwow is a traditional **gathering** — a time for nations to come together to share songs and dances. It's fun, it's **sacred**, and it's social. Powwows can be small for families or larger tribal events. People dance around circles or adults sing and children can move and dance.

Exercise 1. In groups of three, answer these questions.

- Do you like to go to parties?
- What kind of parties do you like?
- What do you do at parties?
- Have you ever heard about powwows?

Vocabulary

gathering. to get together with other people

sacred. considered to be holy, connected to religion

chant. words or phrases that are repeated loudly by a group of people

Exercise 2. Write **True (T)** or **False (F)** for the statements below.

- a. A powwow is a Native American party.
- b. During the powwow, adults discuss politics.
- c. A powwow is a traditional and sacred gathering.
- d. Powwows are just for families. They are always small.
- e. At the powwow, people dance in pairs.

Native Americans lived very close to nature and animals. This is a Native American traditional chant, similar to a song, about nature and animals.

Exercise 3.

- Read the **chant**. Draw arrows from the images to the words in the chant.
- Listen to the chant and watch your teacher act out the movements.
- Follow the moves and dances that your teacher makes.
- Listen, read, and chant the chant.

Powwow Chant




Fly like the eagle, run like the deer




Swim like the fish, growl like the bear




Slither like the snake, creep like the fox




Hop like the rabbit, prowl like the wolf




Twinkle like the star, shine like the sun




Blow like the wind, grow like the flower




Flow like a mountain stream, turn like the earth




Rumble like thunder, fall like the rain

16

Reading

Do you know the history of Afro-Ecuadorians?

The History of Afro-Ecuadorians

In 1553, African men and women arrived on the coast of Ecuador. They were on a slave ship that was going to Peru, but luckily, they escaped and began to build a new life for their families in Esmeraldas. Today, Afro-Ecuadorians **make up** about 10% of the total Ecuadorian population and they have accomplished many great things.

Afro-Ecuadorian players like Antonio Valencia and Enner Valencia have become famous for their soccer **skills** in Ecuador and in other parts of the world! Women like Karla Jaramillo, an award winning athlete, and Lady Mina, the winner for Miss Ecuador in 2010, show the athletic capability and beauty of Afro-Ecuadorian women.

Afro-Ecuadorian culture has also influenced the music and food of Ecuador. Marimba is a type of music and dance that is found in Esmeraldas. Seafood curry is a delicious dish that comes from Afro-Ecuadorian **cuisine**; it uses coconut milk, shrimp, tomatoes, garlic, onions, and rice. As we can see, Afro-Ecuadorians have contributed many things to Ecuador and its culture!

Adapted from: <https://n9.cl/nfit> / <https://n9.cl/aziv>



Wikimedia commons

Exercise 1. Read the text. Then, write **True (T)** or **False (F)**. Correct the False sentences.

1. African men and women began to build a new life in Quito.

2. The Afro-Ecuadorian population is 13% of the total Ecuadorian population.

3. Lady Mina and Enner Valencia are famous for their soccer skills.

4. Marimba is a style of music.

5. Seafood curry is a dish from Afro-Ecuadorian cuisine.

Exercise 2. Pair work. Answer these questions with a partner.

- a. Did you know any information about the history of Afro-Ecuadorians?
- b. What new information did you learn?
- c. Can you think of other Afro-Ecuadorians that have contributed to the history and **diversity** of Ecuador?

Vocabulary

make up. consist of

skill. the ability to do something well

cuisine. a style of cooking

diversity. many different forms or types

Oral Communication

What is something that you have learned from your parents or grandparents?

What Can We Learn from Our Ancestors?

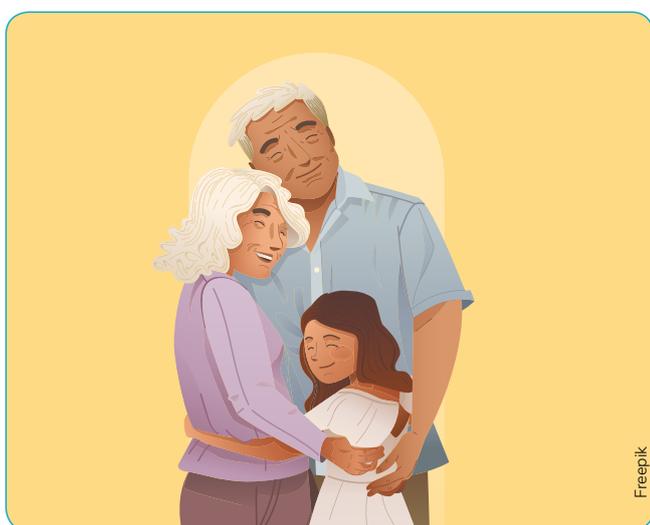
There are many things that we can learn from the stories and experiences of our ancestors. These stories are told from generation to generation and have **valuable** information. Our ancestors were very connected to nature and knew how to cure many diseases with **medicinal** plants. For example, if someone had knee pain they knew that avocado leaves would help to **relieve** that pain. Our ancestors also told stories of myths and legends like “La Virgen de Oyacachi” and “Taita Chimborazo and Mama Tunguragua.” These types of stories tell us about events that happened many years ago, and they also tell us about the things our ancestors believed.



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Vocabulary

valuable. very important and useful

medicinal. something that is used to cure a disease

relieve. to reduce something; make less serious

Exercise 1. Read the text and answer the questions with a partner.

- What can we learn from our ancestors?
- Are the stories from our ancestors important? Why or why not?
- Can you think of other Ecuadorian myths or legends? What are they?
- What questions would you ask your ancestor from 200 years ago?

Exercise 2. Get into groups of 3-4 students. Pick a legend or myth from Ecuador that you like. Figure out the characters in the story and then assign a role to each member of the group. Practice acting out the story and finally present it to the class.

Exercise 3. Class discussion. What are some medicinal plants that you know of? What do they cure? Who told you about them?

Writing

Do you want to have a traditional party?

Traditional Party

Cinco de Mayo is a big traditional **celebration** in Mexico. Everyone eats lots of food, puts on **festive** clothes, and throws a party!

Exercise 1. Think about a traditional party celebrated in your city or town. Then, answer these questions.

- What is the name of the party?
- What do people celebrate?
- What activities do they do?
- What do they eat?
- Who goes to the party?
- Where is the party celebrated?
- What do you like the most about the party?
- When is it celebrated?
- How long does it last?



Exercise 2. Imagine you have to organize the party for next year. Design an invitation and include the following information:

- The name of the party.
- The reason for celebrating it.
- The place.
- The hour.
- The planned activities.
- Any other important information.

A large yellow-bordered box with horizontal lines for writing an invitation. At the bottom right corner, there are three colorful balloons (red, purple, and blue) and a small 'Freepik' logo.

Vocabulary

celebration. a party or special event for an important occasion or holiday

festive. happy and cheerful

Language Through the Arts



Art

Where did our ancestors paint their art?



Art used to be a way to honor and thank our animal friends and nature. Indigenous cultures used to **carve** on animal teeth, bones, and on rocks. To paint their designs, they used a wide variety of pigments which included **clay**, different types of fruits, flowers, and roots. They also used these pigments to paint their faces, just like we do today for some celebrations!

Tip

Vocabulary tip: “pigment” is similar to a Spanish word. Can you guess what it is?

Vocabulary

carve. to make an object cutting wood or stone

clay. a heavy soil that is hard when it is dry; people use it to make bricks and containers

Make a Handprint!

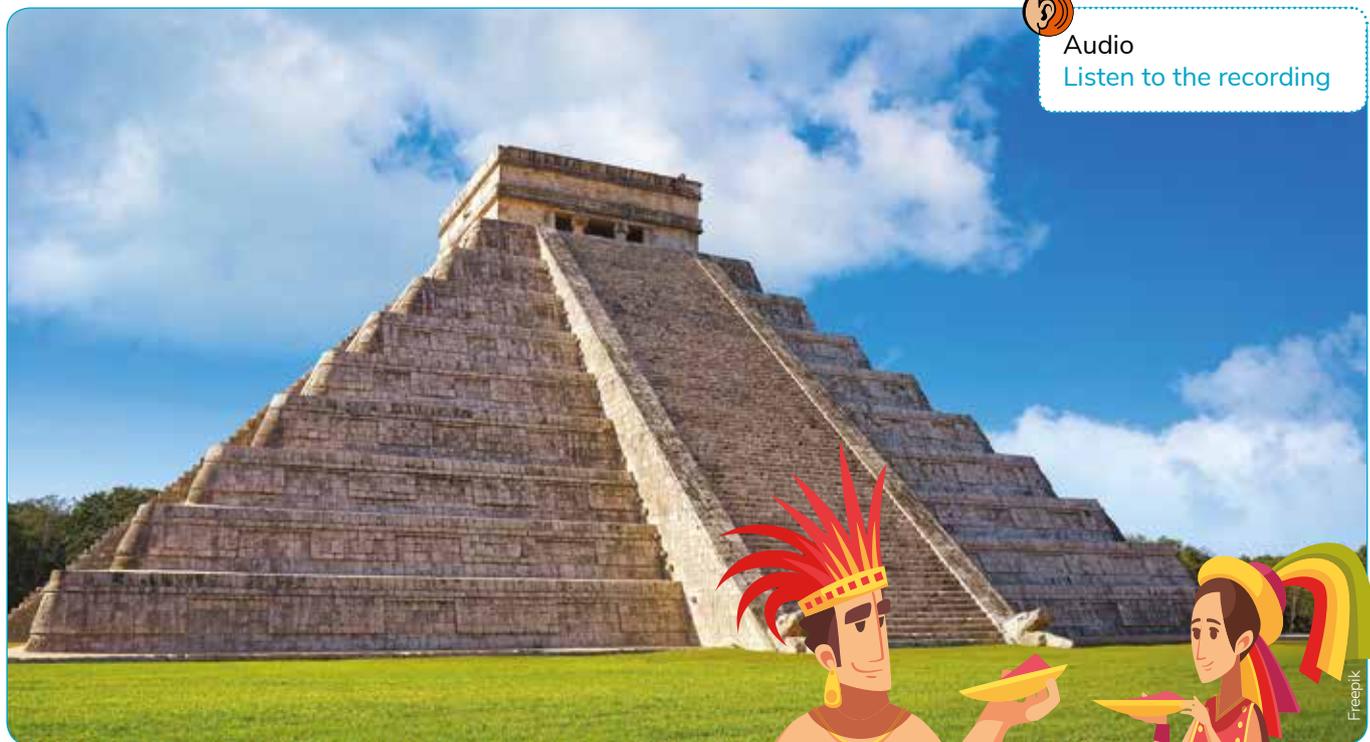
- Get some paper, paint and paint brushes.
- Choose the colors you want your handprint to be. You can paint each finger a different color!
- After you choose the colors, use the paint brushes to color your hands.
- Now, make the handprint! Just press your hand down on the paper.
- Remember to get creative. Try to make many different handprints with different colors and styles.



Oral Communication

Which ancient civilizations do you know about?

Exercise 1. Scan the text below and try to predict what civilization the audio will talk about. Look at the picture for a **clue**.



Audio
Listen to the recording

Exercise 2. Listen to a museum guide talk about an ancient civilization. Complete the text with the missing words.

The _____ were an ancient, indigenous civilization located in the Yucatán Peninsula and in parts of _____, Belize, and Honduras. The people in this indigenous group were experts in _____, _____, and _____.

They were the only Native American society with a completed _____ system.

This tribe built a _____ and _____ empire.

Adapted from: <https://www.history.com/.amp/topics/ancient-americas/maya>



Vocabulary

clue. information to solve a problem



Exercise 3. Imagine you are a museum guide. Ask a partner about the Maya civilization. Here's an example:

A: Have you ever heard of the Maya civilization?

B: No, I haven't.

A: Well, let me tell you about it.

Exercise 4. Now, create a dialogue about another ancient civilization you know about.

A: _____

B: _____

A: _____

B: _____

Assessment

Listening

Listen to the audio and answer the questions below.



a. How many children did Native American families have?

b. Who used to teach the children tasks?

c. Did children go to school at that time?

d. Who did babies spend time with?

e. What tasks did the girls learn?

Speaking

Individually, think about your answers to these questions. Then, ask and answer these questions with a partner.

a. How many members are there in your family?

b. Does your family celebrate any special traditions?

c. Do you know how to fish, hunt, cook, or make baskets or clothes?



Reading

Read the paragraph and then answer the questions.

The Quito School of Art

When the Spanish came to the Americas, they brought sculptures and paintings from Spain. In the 16th century they trained some indigenous artisans. Thanks to these workshops, “La Escuela Quiteña” or Quito School of Art developed into one of the most important art schools in Latin America.

What is amazing about the Quito School of Art is the mixture of European art forms and indigenous culture. For example, you can see Christ eating roasted guinea pig. You can also see other religious figures that are illustrated with darker skin to reflect the indigenous Ecuadorian body types.



Wikimedia commons

a. What is amazing about the Quito School of Art?

b. What is an example of the mixture of art forms?

Grammar

Write five things that our ancestors used to do that we don't do today.

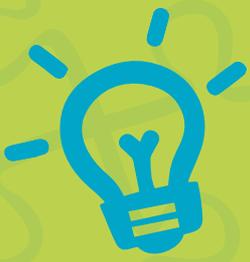
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Writing

Write an email to a pen pal in Mexico. Ask about his school.

I'm completing this self-evaluation based on what I learned in the module

Self-evaluation	I check <input checked="" type="checkbox"/> the box that most applies to me			
	Reflections	I do it very well.	I do it somewhat well.	I can improve.
I can talk about my ancestors.				
I can talk about actions that happened in the past.				



Project

Let's Make Rainsticks!

What do you think makes a rainstick sound? What is inside?



1. Read these instructions to build a rainstick. Follow each step and make your own rainstick.

Materials:

- A cardboard tube (it can be from a roll of toilet paper)
- Paper
- Dried lentils or rice
- Glue, scissors, crayons or markers

Instructions:

1. Decorate your tube.
2. Make covers for the ends of the tube.
3. Attach one end using rubber bands or glue.
4. Fill with rice or beans.
5. Attach the other end.
6. Make music! Make a band!

2. Experiment to see how different amounts and different types of seeds and beans change the sound.

