

STUDY GUIDE

DISCIPLINE:
DRAMA

ARTIST:
INDIGENOUS EXPERIENCES



The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: DRAMA

SKY WOMAN FALLS TO THE EARTH

Program Overview

Artist Name: Indigenous experiences

Artist Bio: Indigenous Experiences offers authentic programs sharing the rich culture, teachings, and history of Canada's Indigenous Peoples from a First Nation perspective. Representing diverse native nations, the team highlights Indigenous cultures' evolution. Students engage in traditional activities and games, gaining meaningful insight into both historical and contemporary Indigenous life.

Program Description: Sky Woman Falls to the Earth is an ancient Haudenosaunee creation story. Using mask, movement and scripted narration, the story brings the audience to a time when there were only a water world and a sky world. From this legend we learn how sky woman created what we now know as Turtle Island.

Artistic Discipline: Drama

Recommended Grade Levels: K - 8

Session Logistics: In person only

Cultural Context: 2SLGBTQIA+, Culturally Diverse, Indigenous, Men+, Person of Colour, Women+



Vocab bank/glossary: [Click here](#)



SKY WOMAN FALLS TO THE EARTH

Curriculum Connections

Learning Themes:

- Express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities. (K)
- Strand B – Reflecting, Responding and Analysing
 - Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences. (Grades 1-8)
- Strand C: Exploring Forms and Cultural Contexts
 - Demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts. (Grades 1-8)
- Cross Curricular Connections
 - History – Heritage and Identity

SKY WOMAN FALLS TO THE EARTH

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

K

Pre

- What do you think the sky looks like?
- Have you heard a story about how the world began?

During

- What do you notice about the masks and movements in the story?
- What parts of the story do you like the most so far?

Post

- What was your favourite part of the story?
- What do you think Turtle Island is?

**GRADES
1-3**

Pre

- Why do you think stories like Sky Woman's are important to Indigenous people?
- How might nature be important in this story?

During

- What symbols or characters stand out to you in the story?
- How does the story explain how the Earth was made?
- How do the masks and movements help tell the story?

Post

- Why do you think this story has been told for many years?
- What did you learn about Indigenous culture from this story?

GRADES
4-6

Pre

- How do creation stories shape people's understanding of the world?
- What are some themes or values you think might be in the Sky Woman story?

During

- How do the masks and movements help bring the story to life?
- What parts of the story stood out to you the most?
- What does the story tell us about the relationship between humans and nature?

Post

- What values or ideas from the story do you think are important?
- Why is it important to listen to and learn from Indigenous stories?

GRADES
7-8

Pre

- How do different cultures explain the creation of the world?
- What do you think the Sky Woman story tells us about the Haudenosaunee worldview?

During

- How do theatrical elements like masks, movement, and narration deepen your understanding of the story?
- How does this story illustrate the connection between people and the environment?

Post

- In what ways does this creation story help preserve Indigenous culture and history?
- How might learning this story influence your perspective on Indigenous peoples and their relationship to the land?

DRAMA OVERVIEW

Drama is an art form that reflects and shapes culture while promoting equity, diversity, inclusion, and reconciliation. Through storytelling and performance, it fosters empathy and deepens understanding of diverse experiences. Drama education builds essential skills like communication, collaboration, creativity, and problem solving, while supporting student well-being by offering a safe space to explore identity and self-expression.

The creative and critical analysis process guide students in imagining, planning, interpreting, and reflecting on artistic work and can complement artist-led sessions. These frameworks empower students to become thoughtful creators, reflective learners, and active participants in building a more just and connected world.

Drama is inherently an interdisciplinary art form and serves as a powerful tool for cross-curricular learning. The discussion prompts and suggested activities in this guide are designed to help bridge connections across subjects, deepen engagement, and extend the learning in relevant, authentic, and transformative ways.



APPENDIX

Vocabulary bank/glossary:

- **Sky Woman:** A central figure in the Haudenosaunee creation story who falls from the sky world.
- **Haudenosaunee:** Also known as the Iroquois Confederacy, a group of Indigenous nations in the northeastern U.S. and Canada.
- **Turtle Island:** The name many Indigenous peoples use for North America, based on creation stories.
- **Creation Story:** A traditional narrative explaining how the world and life began.
- **Mask:** A face covering used in performances to represent characters or spirits.
- **Movement:** Physical gestures or dance used to express ideas in a performance.
- **Indigenous:** Refers to the original peoples of a region.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a color to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning