

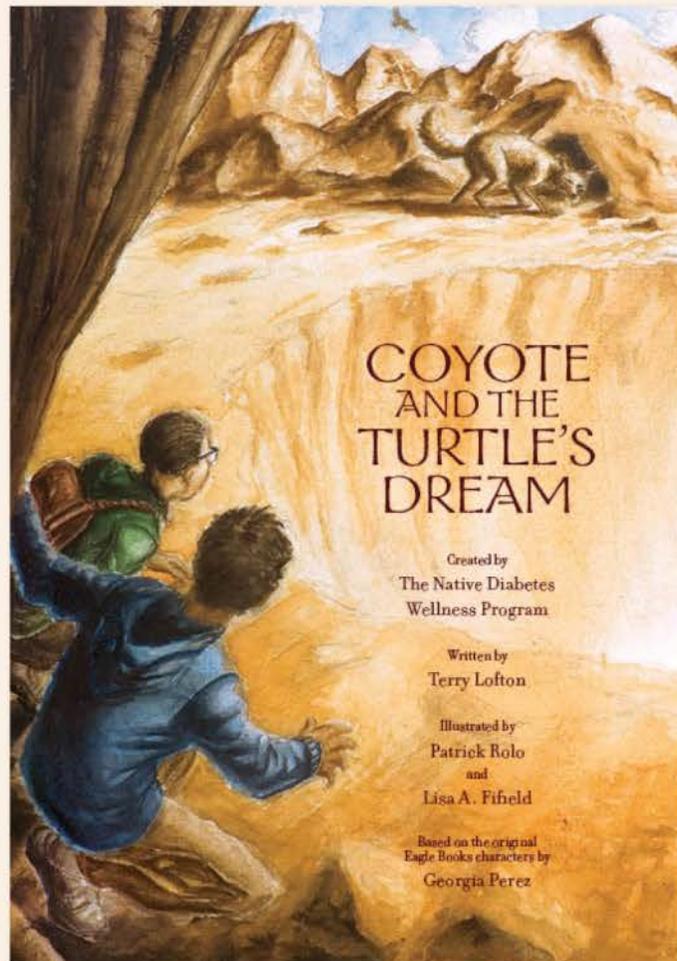


Eagle Books

Youth Novels: Educators and Community Guide



For Coyote and the Turtle's Dream





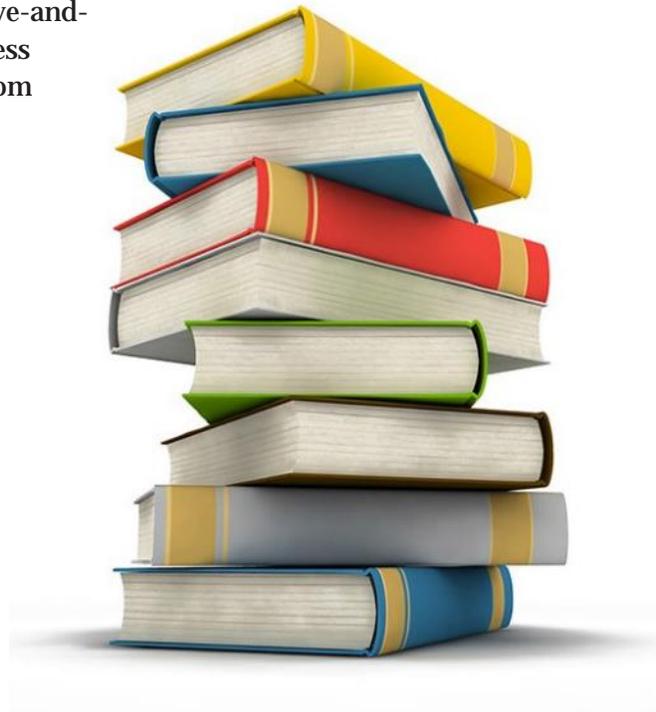
BOOK DISCUSSION

OBJECTIVES

- 📖 Describe and analyze characters and events in the book.
- 📖 Learn from different viewpoints.
- 📖 Behave respectfully when engaged in debate with others.

Background for Teachers

A book discussion is a great way to help students develop language skills, learn new ideas, and develop deeper understandings of what they have read. Very importantly, they are exposed to the give-and-take of open discussion which helps them to express their own thoughts and to appreciate and learn from the perspectives of others.



ACTIVITY

Holding a Book Discussion

There are various ways for a teacher to hold a book discussion. The most common is to throw out questions one at a time and call on volunteers who would like offer their point of view.

However, another approach is to write a number of different questions on a set of index cards, break the class into small teams of two to four students, and pass out a card to each team. The team discusses the questions and then shares their thoughts with the class. The class can then ask the team to defend or explain their opinions and conclusions.

Regardless of the discussion approach, students should be encouraged to listen, take turns, and not interrupt when others are speaking.

Suggested Questions

- What did you enjoy about this book? Have you read any books similar to this one?
- How did you experience the book? Were you engaged immediately, or did it take you a while to “get into it”? How did you feel while reading it—amused, sad, disturbed, confused, bored...?
- What are some of the major themes of this book? What was it about?
- Who was your favorite human character? Animal character? What did you appreciate about him/her?
- Consider Rain that Dances, the main character. Why does he behave as he does? What does he believe in? What is he willing to fight for? Does he remind you of anyone you know regarding his personality traits, motivations, or inner qualities? Would you like to have him as a friend?
- What are the most important relationships between and among the human and animal characters? Describe the friendships and how they are different; are there tensions in the relationships? Does everyone get along all the time?
- Is there a minor character that stands out to you?
- What are the most exciting scenes?
- Was the story believable? The characters believable?
- Is there anything in the book that you would change? Is the ending satisfying? If so, why? If not, how would you change it?
- Has this novel changed you in any way? Have you learned something new or been exposed to different ideas?
- Comment on a specific passage from the book—a description, an idea, a line of dialogue. Why has the author included this passage in the book?
- If you could ask the author a question, what would you ask?
- Would you recommend his book to others? Why or why not?



“GAMING” A BOOK DISCUSSION

OBJECTIVES

- 🕒 Recall themes, characters, events, settings, and objects from the novel.
- 🕒 Have fun.

Background for Teachers

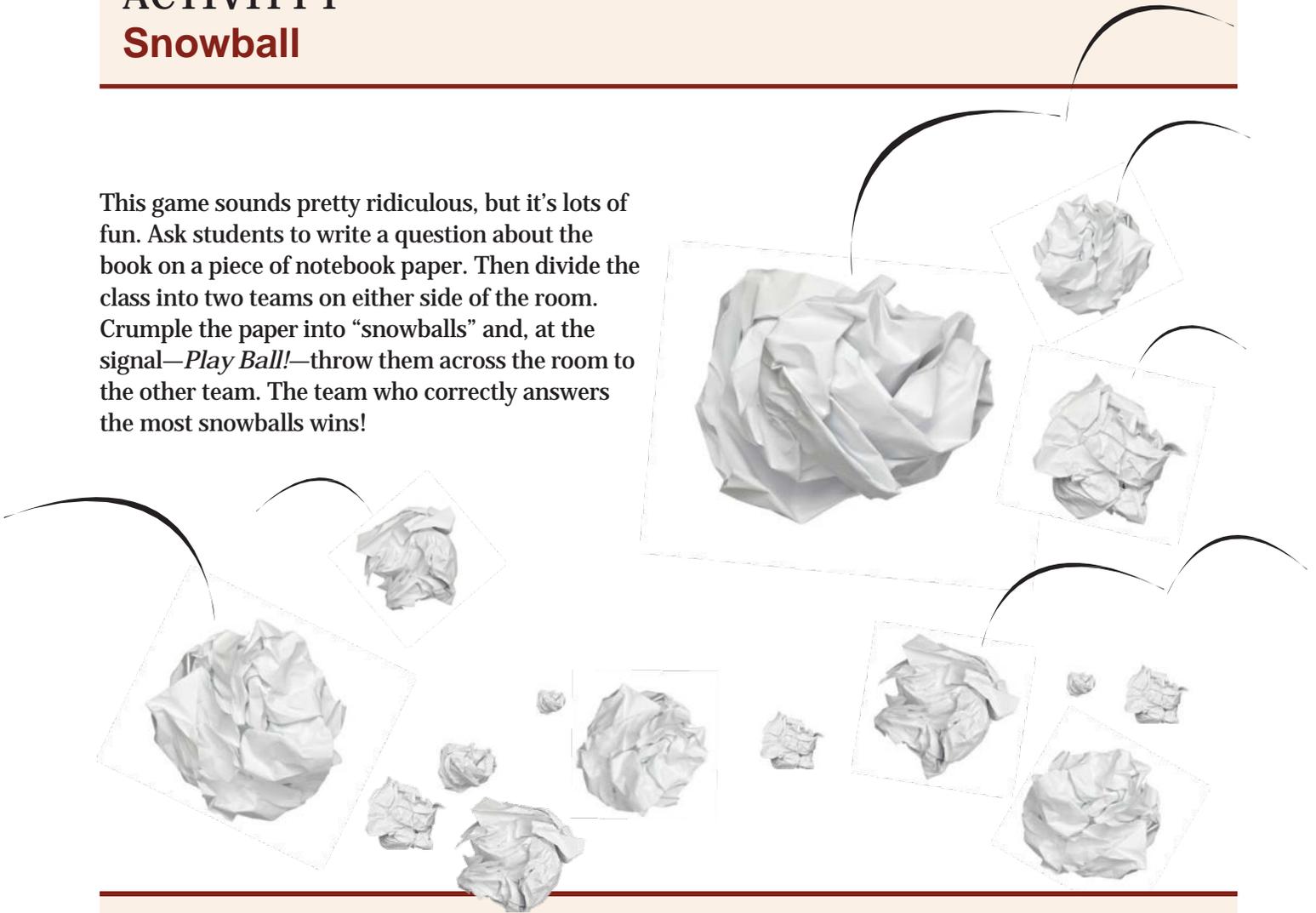
Games are a great way to invite students to participate in a book discussion, especially “reluctant readers.” The activities in this section work well in engaging all the members of the class.



ACTIVITY 1

Snowball

This game sounds pretty ridiculous, but it's lots of fun. Ask students to write a question about the book on a piece of notebook paper. Then divide the class into two teams on either side of the room. Crumple the paper into "snowballs" and, at the signal—*Play Ball!*—throw them across the room to the other team. The team who correctly answers the most snowballs wins!



ACTIVITY 2

Alphabet Soup

Challenge the class, "Do you know your letters?" Then, work around the room, having each member of the class name a character, event, place, or object from the book—the first letter of which starts with A, the next with B, the next C, and so forth through the alphabet.



ACTIVITY 3

Plot a Prop

Use a prop to stimulate students' thinking about some aspect of the story. A prop (or property) is an object used by actors in a play to further the plot or story line. The prop list provides some of the props in *Coyote and the Turtle's Dream*. Hold up the prop to the class and ask who can tell you why the object is an important part of the story.



Prop List

- A cigar box
- Turtle fossils
- A Valentine box
- The flyer on the wall at Big Weasel's Jif Mart
- A copy of the *Thunderbird* newspaper
- *Mammoth Boy* comic book
- Shark teeth
- A photo of Delbert when he was in the Army
- A photograph of the Great Turtle
- A bag of Plaster of Paris
- A cup that says "Test Your Hypotheses"
- A tree stump
- A cardboard box stamped "Nelson's Rock and Smoke Shop"
- A braid of sweetgrass

Instructor Notes

Some props will be easy to find like an empty Valentine box or a cardboard box. For items that are difficult to find, just draw them or use a photograph printed from the Internet. (There are online resources offered in the activity "A Day in the Life of the Archelon" where photos of the Great Turtle can be found. This activity is located in the Cross-Curricular section of the Guide.

A few props will take a little imagination. Miss Swallow's cup can be duplicated by taping a paper strip around a cup on which is printed the phrase "Test Your Hypotheses." A facsimile of Delbert's photo can be made by drawing a picture of a young man in an army uniform and putting it in an old picture frame. The flyer, newspaper, and comic book and other objects can be recreated by drawing imagined text and/or pictures on 8 x 11 paper.



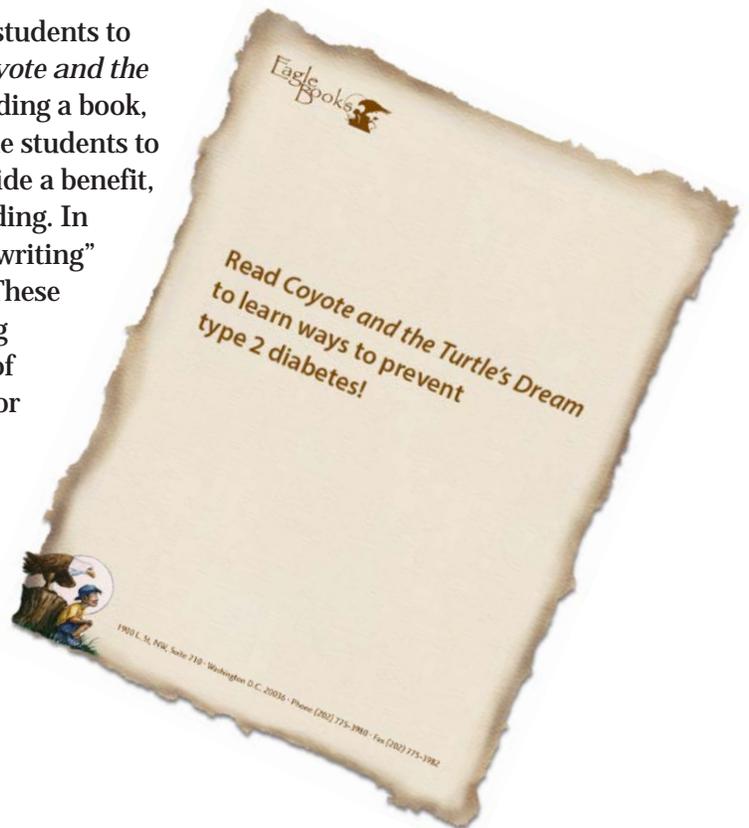
FUN WRITING ACTIVITIES: WRITE AN INVITATION

OBJECTIVES

- Ⓢ Decide who would benefit most from being invited to read *Coyote and the Turtle's Dream*.
- Ⓢ Identify the beneficial information in the book.
- Ⓢ Engage in a “persuasive writing” activity.

Background for Teachers

The art of persuasion is a practical skill useful for students to develop—especially if they want others to read *Coyote and the Turtle's Dream*. Because people invest time in reading a book, they may ask, “Why should I read it?” It is up to the students to present reasons why reading the book would provide a benefit, something that is advantageous, helpful, or rewarding. In this activity, we are going to try some “persuasive writing” that includes describing the benefits in the story. These benefits might include: being entertained; learning something new; being exposed to a different way of thinking; sharpening problem-solving skills; and/or learning ways to help prevent type 2 diabetes.



ACTIVITY

Inviting Others To Read

Students should identify a list of friends or relatives they would like to invite to read *Coyote and the Turtle's Dream*. To make the invitation more appealing, teachers can download an invitation template from the Native Diabetes Wellness Program Web site: <http://www.cdc.gov/diabetes/projects/diabetes-wellness.htm> and photocopy it for the class. The template is illustrated with pictures of the human and animal characters in the book. Then students can choose a message or other subject matter that they think would persuade others to read the book. Some suggestions are below:

- **Get Healthy** by learning Sky Heart's messages about nutritious foods and physical activity. Students may include information about "sometime" and "everyday" snacks, describe meals eaten by Rain that Dances and his friends, and other information about ways to help prevent type 2 diabetes.
- **Enjoy a Trickster Story** by reading about Coyote's antics. Students would have fun describing the trouble Coyote caused by leading Delbert and then Jimmy into the cave, his "game" with Rain that Dances, and the tricks he played on Vernon Smeed, the fossil poacher. Students may also include other troublesome or funny events that they suspect Coyote caused.
- **Learn about the Bison Project** and how Miss Swallow promotes the health of the people and environment by protecting the buffalo.
- **Find out about Fossil Poachers** and how important it is to protect the history of the ancient earth. Students can describe Vernon Smeed and the ring of fossil poachers at Nelson's Rock and Smoke Shop.





FUN WRITING ACTIVITIES: WRITE A BOOK REVIEW

OBJECTIVES

- 📌 Learn the difference between a book review and a book report.
- 📌 Identify “reading genres.”
- 📌 Identify the health and scientific topics in the book.
- 📌 Identify health and science careers that are related to the topics in the book.

Background for Teachers

A book report and a book review have similarities, but they are different. A book report describes a book in terms of its plot, setting, main characters, and the climax of the story. In contrast, a book review is an *analysis* of the story. It may include some brief description of what happens, but it is mainly intended to examine and evaluate. A book review may address: what the author was trying to accomplish; the themes in the book; who the book was written for; how the reader was affected by the book; or what the reader learned, etc.

An important element in the analysis of a book is its genre (the kind of book it is). There are many fiction genres:

- **Fantasy:** This kind of story includes magical powers, talking animals, and other elements that don’t occur under the usual definition of “reality.”
- **Adventure:** This genre involves action, danger, risk, and excitement.
- **Realistic fiction:** The story could really happen although the characters are make-believe.
- **Mystery:** This is a suspenseful story about a puzzling event that features fictional characters and settings.
- **Historical fiction:** This genre takes place in the past. The setting is often real, but many or all of the characters are made up.
- **Traditional literature:** These stories include folktales, fables, and fairytales from different cultures.
- **Science fiction:** This kind of fantasy features science and technology like robots and space ships.

ACTIVITY

Review *Coyote and the Turtle's Dream*

All of the main kid characters in *Coyote and the Turtle's Dream* want to help prevent type 2 diabetes. Rain is so interested in healthy food that Rain's dad says that he can't decide whether his son wants to be a "doctor, a chef or a farmer." They are also big science fans—especially Simon and Hummingbird. It is probably no secret that Simon would like to study dinosaur fossils when he grows up.

Ask students to pretend that they are writing a review of *Coyote and the Turtle's Dream* for a Weekly Reader magazine like *Current Science* or *Career World*. Have them address topics similar to the ones below:

- Describe what kind of book *Coyote and the Turtle's Dream* is. Is it a mystery, a fantasy, an adventure, all three or more?
- Why did the author choose these genres?
- Are Rain and his friends successful in the ways they try to improve the health of their community? If so, how? How do other characters in the book try to protect the well-being of the people and the land? What do they do for a living? What motivates them?
- Identify and describe some of the events/scenes in the book that involve science.
- Explain, in your opinion, how these scenes make the story exciting, fun, or informative.
- Indicate whether the book would make a reader want to be someone who helps people to prevent type 2 diabetes (perhaps a doctor, a nurse, or a public health worker like a community health representative). Or would students rather be a scientist or science teacher like Miss Swallow? What kind of scientist would they like to be?

Extension Activity

Suggest that students submit their book reviews to the school newspaper.

Careers Offer Cross-Curricular Connections

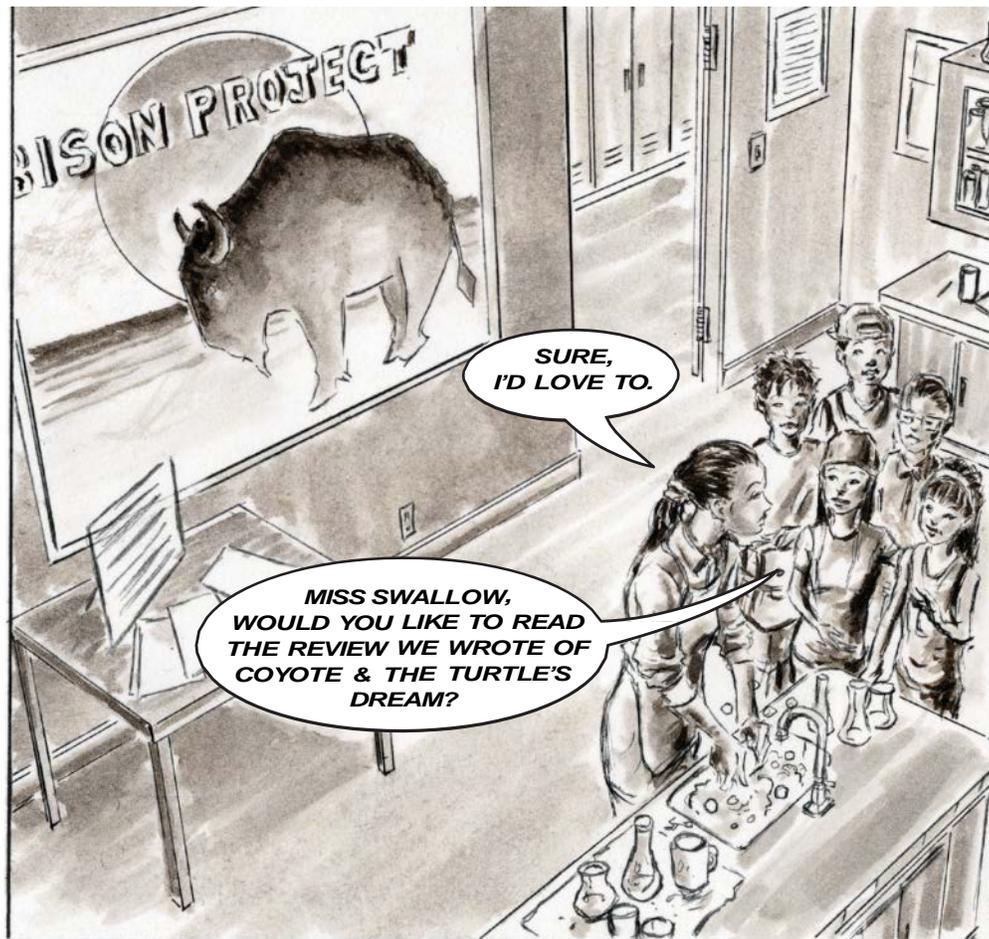
The book review activity can be an excellent example of cross-curricular teaching. Language teachers may want to collaborate with science teachers regarding interest in science and medical or public health careers. Language teachers may also collaborate with social studies teachers regarding activities in the Guide that focus on other kinds of careers (such as economic developers, city planners, architects, and community organizers) that promote healthy communities. See the Career Connections section for activities that promote career exploration.



Instructor Notes

Below are chapter references for science scenes in *Coyote and the Turtle's Dream*:

- Chapter 7** Miss Swallow's Bison Project
- Chapter 7** The visit to Dr. Bamsey's lab at the tribal college
- Chapter 7** The protection of fossils from poaching
- Chapter 10** Granma's description of the cave as told to her by Delbert
- Chapter 11** The kid's detective work in putting together their clues from Rain's dream and Granma's story
- Chapter 13** The preparation of the "shark kits"
- Chapter 14** Hunting sharks teeth and fossil identification at Shell Ridge
- Chapter 14** The geology of Shell Ridge
- Chapter 22** Rain and Simon's entry into the cave
- Chapter 16, 22** Scenes that involve the fossilized bones of the Great Turtle (*Archelon ischyros*)





FUN WRITING ACTIVITIES: WRITE NEWSPAPER ARTICLES

OBJECTIVES

- 📍 Learn what reporters do.
- 📍 Identify persons to be interviewed.
- 📍 List and apply key interviewing questions.
- 📍 Follow an outline recommended for writing news stories.

Background for Teachers

In *Coyote and the Turtle's Dream*, Mrs. Corn is advisor to the school newspaper. She assigns her class to do a family interview in which she asks her students to think like reporters. A reporter is a kind of journalist. They are people who gather and distribute news to the public. Reporters collect information, write it up as a story, and report it in a newspaper, magazine, on TV or radio, and on Web sites. Reporters play an important role in a community. They inform people about things they need to know. Ask students to try their hand at being a reporter.

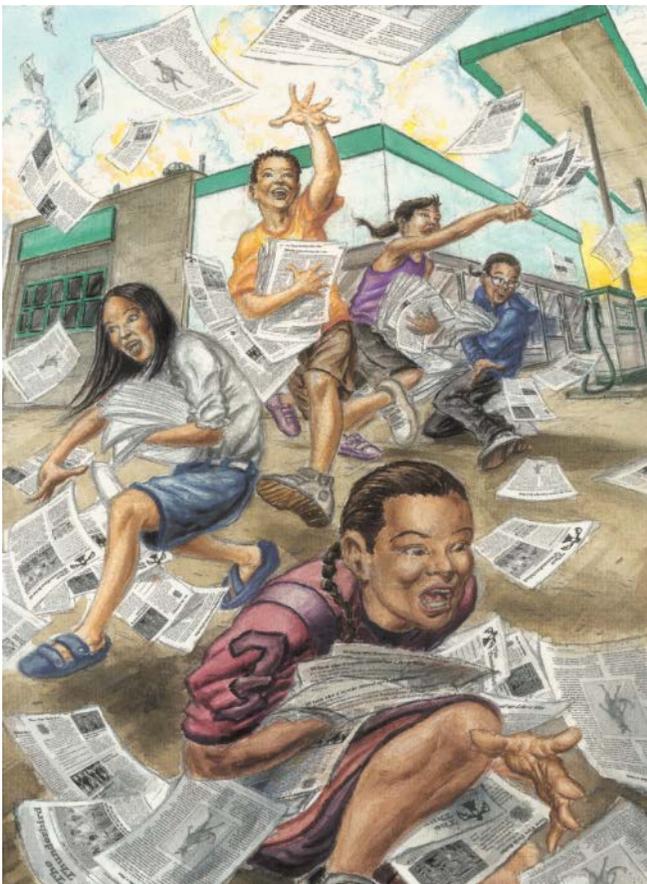


ACTIVITY 1

Write an Article for The *Thunderbird*

In Chapter 10, Rain and Simon interview Granma. She tells the story about Delbert following the coyote into the cave and discovering the bones of ancient creatures. The boys write up the story and title it “When Coyote Stood up Like a Man.” Mrs. Corn prints it in the school newspaper.

Since Rain and Simon have already done all the hard work, students will find that they have all the information they need to write up the story. Ask students to review the facts from the interview with Granma in Chapter 10; then write the story (following the outline provided) as it would have appeared in *The Thunderbird*.



Outline for a Newspaper Article

1. The article should have a title that makes people want to read it. Wouldn't you want to read "When Coyote Stood Up like a Man?"
2. The first sentence in the first paragraph should be another attention-grabber. Unusual questions work well, for example, "How many dinosaurs have you ever seen?"
3. The rest of the article should be based on answers to the questions on Mrs. Corn's Tip Sheet:
 - **Who?** Who is involved in and affected by the story being reported?
 - **What?** What are the details? Describe what happened.
 - **Where?** Where does the story take place? In one location or several?
 - **When?** When does the story take place? Does timing affect the story? Does the story take place over time?
 - **Why?** What are some of the causes and effects (why things happen) in the story?
4. Make sure to include a quote from the person or persons being interviewed. In this case the quote would come from Granma.
5. Sign the article with the names of the reporters (Rain and Simon).

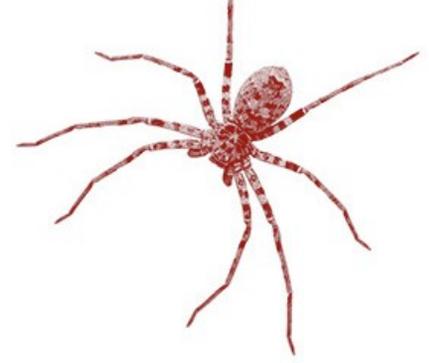
ACTIVITY 2

Write an Article for the Town Newspaper

In Chapter 21, Rain saves his great-grandmother and brings down Vernon Smeed's fossil poaching schemes. The reader can imagine that Rain and his friends will become heroes when the local reservation newspaper reports that they broke up a ring of fossil poachers at Nelson's Rock and Smoke Shop.

- Invite students to pretend to be a reporter for Thunder Rock's local newspaper. Be sure to include details about Granma's kidnapping, Rain's rescue of Granma, the capture of Vernon Smeed at Shell Ridge, and additional information about fossil poaching and the ring of poachers at Nelson's Smoke and Rock Shop. Feature interviews with Simon, Willard Fox Chief, Granma, and any other characters that they think would have interesting comments to make.
- Encourage students to use their imaginations! Just make up the details they don't know, using the same article-writing techniques as those in Activity 1. Students may also draw a "photo" to be included with the article.





STORYTELLING: TRICK A TRICKSTER

OBJECTIVES

- ⌘ Expose students to trickster stories from different tribes.
- ⌘ Build vocabulary.
- ⌘ Review parts of speech.

Background for Teachers

Trickster stories are told all over Indian Country and other parts of the world. West Africa is the home of the well-known trickster Ananzi the Spider, and in Europe, Loki is the shape-shifting god of Norse stories. Coyote is a well-known trickster, but there are many others that not only act the fool, but also try to make fools of people and other animals. Raven, Spider, Old Man, and Rabbit are some other trickster figures in Indian Country. Sometimes they are the hero and sometimes the villain. They can be clownish and very wise at the same time. Whatever the purpose of the story, tricksters are always playing tricks and enjoying it. However, in this game, students do the tricking!



ACTIVITY

Make a “Trickster Fill-in-the-Blank”

Procedure

- 1 Start by reading some indigenous trickster stories as told by different tribes. (Many trickster stories are available on the Web, or the school library may have a book of trickster stories.) Students may also know trickster stories told by their Tribe.
- 2 Choose one of these stories and write it down. (Do not use a story that has a sacred meaning—only one that is told for entertainment.) In each sentence replace a key word with a blank. In parentheses beside the blank, indicate the part of speech of the word removed.
- 3 Exchange your “Fill-in-the-Blank” with another student. Tell them to fill in the blanks with any word of their choice that is the correct part of speech required.
- 4 Now read your stories aloud to the class and LAUGH!

In the Old Time, as you know, Ableegumooch was Glooscap's _____ (noun) and helped wayfarers lost in the forest. However, as time went on, Indians and _____ (noun) learned to find their own way through the trees and did not need the rabbit's services so often. Ableegumooch grew _____ (verb) and lazy. If there was something _____ (adjective) and pleasant to do, he did it. If the thing were difficult or tiring, he _____ (verb). Now that is no way to keep a wigwam _____ (verb) with food. Often, poor old Noogumee, his _____ (noun), with whom he lived, had to hunt for food herself, or they would have gone hungry. And no matter how much she _____ (verb) him, Ableegumooch refused to mend his ways.



STORYTELLING: COLLECTING STORIES

OBJECTIVES

- 📍 Learn the importance of listening skills.
- 📍 Participate in processes that include interviewing techniques, producing a transcript, and writing up a story.
- 📍 Gain appreciation for the “living” quality of stories.

Background for Teachers

In the previous interviewing activities, students have used reporting techniques to write articles based on the information provided in *Coyote and the Turtle’s Dream*. Now, they can interview their own relatives for *real* stories never heard before. If students can’t find a new story, that’s okay—an old one will do just fine. An old story won’t be “old” to new listeners. Although most families will not have stories quite as exciting as Granma Hettie, family interviews open up students to the idea that their families just might be more interesting than they thought. This activity can be as simple as students collecting individual stories from their relatives, or as complex as writing up the stories and assembling them to create a community “storybook.”



ACTIVITY

A Story Collection Project

Materials

- Notepad
- Digital or tape recorder
(If students do not have access to a recorder, they may take notes and write up the story.)



Procedure

- 1 Introduce story collection by presenting some examples of interesting stories told by relatives. Interviewed families have told stories about a famous ancestor; a big sports event; the night a tornado blew away the barn; a mystery that was never solved; the time a movie company came to town; and a story about a stolen horse. Brainstorm with the class about topics they think would be interesting.
- 2 Review the **Who, What, When, Where** and **Why** questions used by reporters. Add another important question: “How did it all turn out in the end?” Also, introduce students to the probe questions: “Could you tell me more about that?” and “What else happened?” (A careful listener knows when to ask a probe question.)
 - **Who?** Who is the story about?
 - **What?** What are the details? Describe what happened.
 - **Where?** Where does the story take place?
 - **When?** When does the story take place?
 - **How** did it turn out?
 - **Why?** Why did things happen as they did?
- 3 Introduce interviewing techniques. Set up a class demonstration by inviting a person to class who will be interviewed. Students can observe how the interviewer asks for permission to record the conversation; how the person is identified at the beginning of the interview; how questions are asked (listen carefully and don't interrupt the speaker); and how a digital recorder is operated. Students may practice by interviewing each other. They may also practice by listening to a recording and writing down what they hear.

- 4 Students will then select those they would like to interview, invite them to participate, and set up a date and time. They will then conduct the interview.
- 5 The activity can be completed by students playing their audio recordings for the class. Or they can write up the story or transcribe the recording. If possible, ask students to obtain an old photograph or newspaper clipping and a recent photo of the people in the story. The family interview will be enhanced by showing photos of “then and now.”

Extension Activity

- Students can assemble their stories in a ring-binder notebook. Now they have a class storybook!
- Submit stories to the school newspaper or community newspaper for publication.

Cross-Curricular Connections

In this activity students have collected family narratives. Many of the techniques used will be helpful in conducting the Family Detective activities in the Social Studies section of the Guide for *Coyote and the Turtle's Dream*. This connection will build awareness of the interdependence between the skills students learn in their language classes and the skills needed to explore history.



Online Resources

Sequoyah Research Center. Family Stories from the Trail of Tears.
<http://www.ualr.edu/sequoyah/uploads/2011/11/Family%20Stories%20from%20the%20Trail%20of%20Tears.htm>

StoryCorps: Every Voice Matters. Heritage Month Clips, American Indian Heritage Month.
<http://storycorps.org/education/storycorpsu/resources-for-educators/classroom-listening-clips/heritage-month-clips/november/>

A Song for the Horse Nation:
 A Crow Warrior versus the Nazis.
<http://www.nmai.si.edu/exhibitions/horsenation/raiding.html>