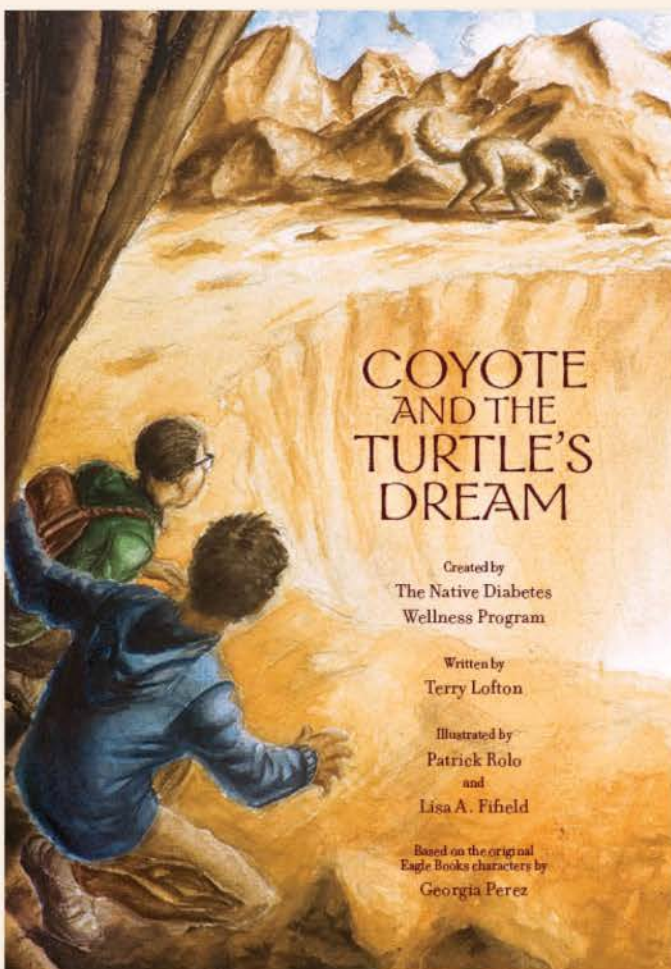




Eagle Books

Youth Novels: Educators and Community Guide

For Coyote and the Turtle's Dream



COYOTE AND THE TURTLE'S DREAM

Created by
The Native Diabetes
Wellness Program

Written by
Terry Lofton

Illustrated by
Patrick Rolo
and
Lisa A. Fifield

Based on the original
Eagle Books characters by
Georgia Perez



EXPLORING FAMILY AND COMMUNITY: FAMILY DETECTIVES

OBJECTIVES

- 🔍 Build personal connections to family history as seen through the eyes of parents, grandparents, and other relatives.
- 🔍 Strengthen a personal sense of belonging and pride.
- 🔍 Understand that history is a living thing.
- 🔍 Build awareness of shared community identity.
- 🔍 Make a “Family History Book”.

Background for Teachers

A very important part of the concept of “community” is the people who live in the community and their relationships with each other. The most fundamental relationships are those within families. In the English/Language Arts section of the Guide, students had an opportunity to interview a family member about a story they never heard before. Stories are a great way to find out about the lives of our relatives. Another way is to ask them to share information about themselves, other family members, and to tell us what they know about family ancestors. When students share with each other what they have discovered about their families, they appreciate that many families share common experiences and memories—and the meaning of community begins to take shape.



ACTIVITY 1

In Pursuit of Memories

Rain that Dances was a good listener. Not only did he love Granma Hettie's stories, he also knew all of Gerald's old tales, too. He always wanted to know what it was like when his parents were kids. Some of the things his mom did, he wanted to do, too—like hunting for shark teeth at Shell Ridge. Rain was a good detective as well. He knew how to ask questions and put clues together.

The next morning Granma was ready to tell her story for the family interview.



Materials

- Pencil and notepad
- Digital or tape recorder (optional)



Online Resources

50 Family History Interview Questions.
<http://genealogy.about.com/cs/oralhistory/a/interview.htm>

About Writing Good Questions.
<http://home.earthlink.net/~ahickling/interviewsuggestions.html> (Click on interviewsuggestions)

Procedure

- 1 Who to Interview?** Help students to decide who they think knows the most about their family. Usually, grandparents, great-aunts or great-uncles, or even older aunts and uncles will know the most about the things that happened before they were born. Grown-ups like to share their memories, so tell students not to be shy in asking them to tell about their favorites.
- 2 Asking “Ten.”** Below are some suggested questions students may ask a relative. Other questions, of course, may be added or substituted.
 1. What was it like when you were growing up?
 2. What were your chores?
 3. What did you do for fun?
 4. What was school like?
 5. Who were your friends?
Who did you play with?
 6. What did you eat? Was it the same kind of food we eat today? Do you have any recipes that have been passed down in our family?
 7. What kinds of jobs did you do when you got older? What did your parents do for a living?
 8. How did you meet Grandma/Grandpa/Uncle _____/Aunt _____?
 9. What was my mom/dad like as a child?
 10. What do you remember about your grandparents?
- 3 Start a “Family History Book.”** Students can write up their relative’s responses and include them in a notebook called “My Family History.” Now that they know the kinds of questions to ask, they can conduct interviews with other members of their family. Students may include these topics in their write-up:
 - A summary of their relatives’ answers
 - What they found out that they didn’t know before
 - Things that surprised them
 - Their feelings about what they heard
 - Other questions they would like to ask



ACTIVITY 2

Gathering Evidence

Good detectives hunt for clues and gather evidence. A “family scavenger hunt” can be a fun way for students to learn more about their families. Have students ask their relatives to help them find some of the items on this list (plus any others that help them to know more about their families).

- Baby book
- Birth certificate
- Newspaper clipping
- Photographs: school pictures, weddings, your parent as a child; your grandparents as children
- School project by your parent or an aunt or uncle
- An old report card
- Military uniform or discharge papers
- Baby clothes
- Old postcards
- A book that belonged to a relative
- Letters your relatives wrote to each other
- School yearbook
- Quilt, needlework, or clothing a relative made
- An old-fashioned toy
- A special piece of jewelry or a watch
- An item of regalia that has been handed down
- A recording of a relative speaking
- A drawing a relative made
- A gift a relative gave to another relative
- A piece of crockery like a teapot or dish
- A piece of furniture or a clock

Ask students to make a list of each item they found and to give themselves a point for each item. If they were able to take photos of some items, they can share those with the class and/or include them in their Family History Book.

Scoring

Score	Rank
15–20	Super Detective
8–15	Hot On the Trail
1–7	Keep Looking

Extension Activity

Hold a discussion with the class about their detective work. Then, help them make a list of common experiences, events, things, and ancestors that their relatives described or that they discovered from the family scavenger hunt. These commonalities will make them aware of shared family experiences and values. This “sharing” is the beginning of a sense of community history.

Cross-Curricular Connections

This activity connects well to the newspaper articles activities in the English/Language Arts section of the Guide. Many of the data collection and interviewing skills are very similar, reinforcing the concept that the same skill sets have many applications. The skills used in interviewing are also like the detective work that epidemiologists do. See the Disease Detectives activity in the Cross-Curricular Connections section of the Guide.



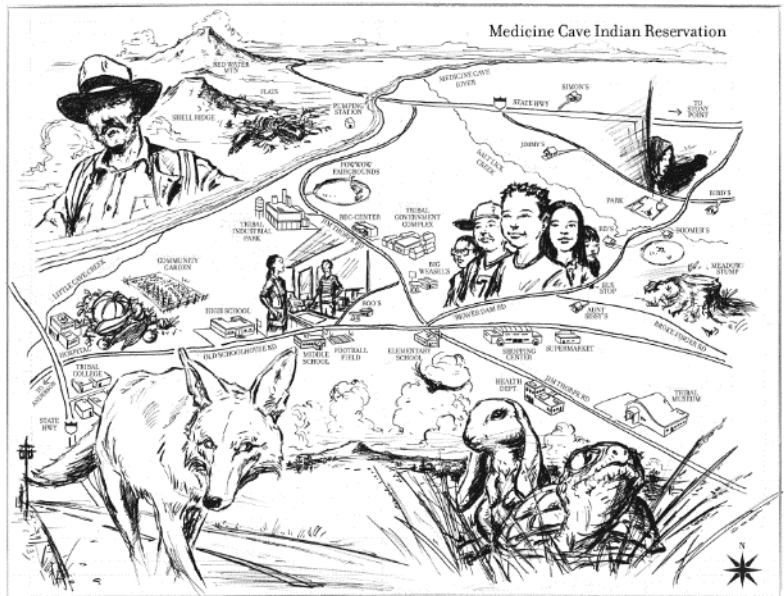
EXPLORING FAMILY AND COMMUNITY: MAPPING OUR WORLD

OBJECTIVES

- ☞ Construct a map, labeling the map with five mapping features and using a scale value.
- ☞ Create a mental map of one's place within his or her community.
- ☞ Begin building the concept of “healthy community.”

Background for Teachers

This activity orients students to the importance of place in understanding their community and their own identity. In *Coyote and the Turtle's Dream*, there is a map that shows the town of Thunder Rock on the Medicine Cave Indian Reservation. It displays all of the important landmarks in the novel, providing a visual orientation to the relationships between those places and the people and events in the story.



Online Resources

Map Analysis. A mental map.
<http://mapanalysis.blogspot.com/2011/01/mental-map.html>

Example of a Map Key.
http://www.michiganmapsonline.com/directory/d_home/legend.html (Click on legend.)

Important Places in Your Community. Making mental maps.
http://education.nationalgeographic.com/education/activity/important-places-in-your-community/?ar_a=1

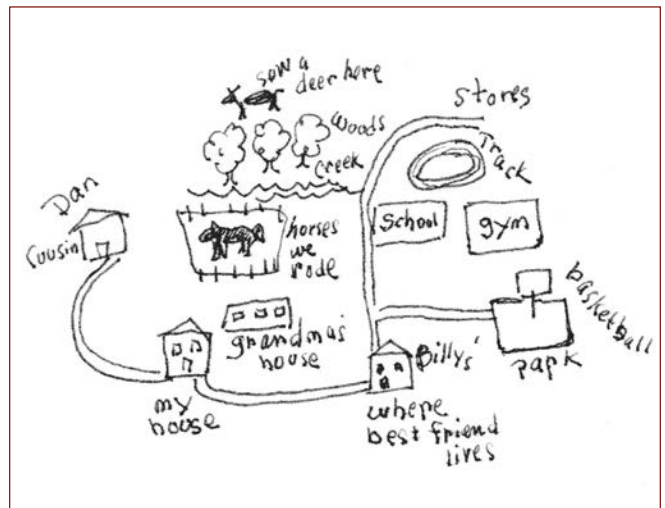
ACTIVITY

Creating a Mental Map

Students can make a map that shows how they orient themselves to the important people and places in their lives. It is called a “mental map.” This is a fun map because it is not expected to be accurate—just an imaginative perception of their own world.

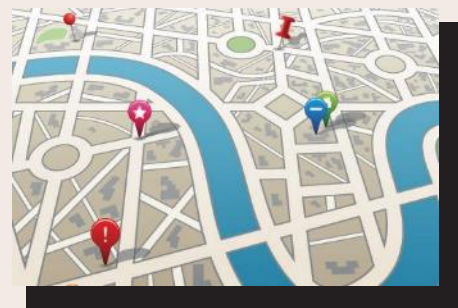
Materials

- Construction paper
- Felt tip pens
- Colored pencils
- A ruler



Optional

Some students may want to create a Google map based on their address. A Google map will show actual roads and will provide a scale.



Procedure

1 Instruct the class to place the following mapping elements on their piece of construction paper:

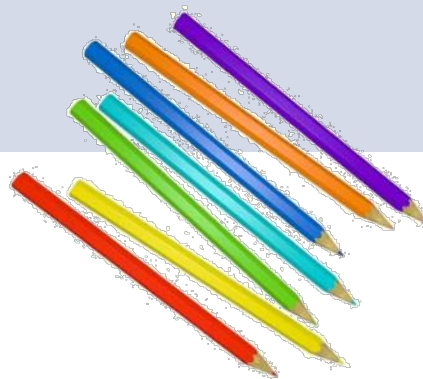
- A title which goes at the top of the map
- The date
- A north arrow which points upward
- The source of information. Students may identify themselves as the source.
- The Legend. Students can make their own symbols for places that are commonly shown on maps; or the teacher may provide a sheet with standard symbols, i.e. a tree is a park or a tent is a camping ground.
- A Scale. Students will not have an actual scale, but they can estimate one based on their perception of distance.

Teachers can show students how to draw a scale on the map based on one inch equaling a particular number of miles.



2 Next, students can “populate” their maps by drawing in these features:

- Where they live—place at the center of the map (remember, this is a very personal map).
- Main roads on the map
- Locations where friends and relatives live
- Places they go frequently like schools, grocery stores and parks
- “Outside places” like a farm or ranch, a ball park or recreation center, a powwow ground, a garden or climbing tree, a pool or pond where they like to swim, or a walking trail
- “Inside places” like a school, a library, or a tribal museum
- Places where animals live, or other natural sites like rivers, lakes, mountains or hills



3

Students can then read their maps (using their scales and rulers to determine distance) and answer questions such as those below. Teachers, of course, can make up different questions according to their interests and those of their students.



- Based on your estimated scale, how far away do your friends live from you? Are they clumped together or spread out?
- Do you have relatives on your map? If so, how many and how far away from you do they live? Which ones have you drawn on your map? Brothers or sisters? Grandparent? Aunts, uncles, or cousins?
- Where do you go that is within walking distance of where you live? Can you walk to school or do you have to ride the bus?
- When you leave home, where do you go the most? What do you do?
- How many favorite places did you draw on your map? What are they? Are they mostly inside or outside places?
- Do you live within the boundaries of a city, town or village, or do you live in the country? Do you consider yourself a “town person” or a “rural person?”
- Does the place where you live help you to feel like a healthy person?”

4**Defining a World**

Ask students to put a pencil on the point (a house, school, park, etc.) that is the most distant from the place they live, and then draw a line to the next outermost point going in a clockwise direction. Now students can see an image of the world in which they live!

5**Illustrate the Map** *(Optional)*

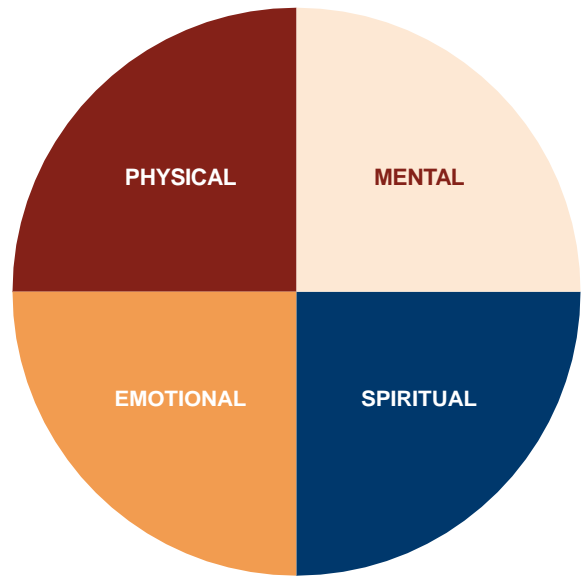
The map in *Coyote and the Turtle's Dream* shows pictures of the characters in the story. Students may enjoy drawing pictures of their friends and family on their map. Or they may like to draw an important event that happened in their community.

Extension Activity: The Balance of Life

Ask students to look at their “World” again. Have them locate all the places:

- where they feel good or happy
- where they can play and walk or run to move their bodies
- where they can learn and grow
- where they feel connected to their families, other living things, and the land around them (the kind of places where they feel there is something bigger than themselves)

Review the four elements that make up the Balance of Life: physical, mental, emotional, and spiritual. Then discuss how balance or harmony is related to good health. Do they feel balance in their world?



A favorite climbing tree



HEALTHIER FAMILIES AND COMMUNITIES: MODELING A HEALTHY COMMUNITY

OBJECTIVES

- ☞ Construct a map or model of their community the way students would like it to be, rather than just the way it is.
- ☞ Increase awareness of opportunities to increase the health and safety of communities through improvements to the “built environment.”
- ☞ Understand the term “change agent.”
- ☞ Increase knowledge of professions and community roles that influence the health and safety of communities.

Background for Teachers

This activity helps students to understand that assuming civic responsibility and acting on it through civic action can make their communities a healthier place for future generations.

Following Sky Heart’s words and wisdom, Rain that Dances and his friends work very hard to make their community a healthier place. They are acting as “change agents.” A change agent is someone who believes he or she can improve a situation or solve a problem by adjusting the way things are currently being done, or by doing something completely different. They often try to excite others about the possibility for change and convince them it *can* be done.

In *Coyote and the Turtle’s Dream*, the kids help Boo to transform his store from being an unsuccessful business to a successful one. Their

transformation of the shelves into “everyday” and “sometime” snacks was also a big change for Boo’s customers. Now the kids had a new way to help community members make healthier choices in their food purchases.

There are many ways to improve the health of a community. An important way is to make changes in the “built environment.” Elected officials, architects, and transportation and city planners are among the people who are responsible for funding, planning, zoning, and designing the built environment—that is, all of the roads, public buildings, stores, parking lots, gas stations, markets, parks and playgrounds, and housing developments, etc. that are found in a community.

Students will enjoy the activity in this section that allows them to be change agents that improve health and safety in their community.

ACTIVITY

Construct a Healthy Model of Your Town, Village, or Reservation.

Materials

- Felt tip pens
- Scissors
- Butcher paper

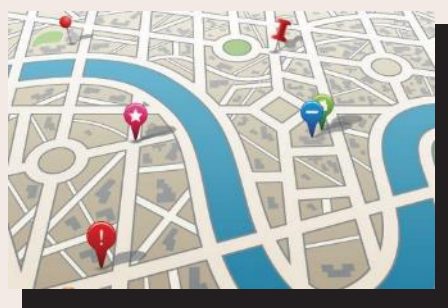
Optional

- Boxes of various shapes and sizes
- Tempera paint
- Construction paper



Optional

Students can access Google Maps and print off maps of their local area as a good resource for understanding the geographic layout of their community.



Online Resources

The Community Planning Website.
<http://www.communityplanning.net/>

What is Community Planning?
<http://www.nyupstateplanning.org/WhatisPlanningBrochure.pdf>

The Built Environment and Health.
http://www.preventioninstitute.org/index.php?option=com_jlibrary&view=article&id=114&Itemid=127

Middle School Lesson Plan on the Built Environment.
<http://www.ohs.org/the-oregon-history-project/teachers/lesson-plans/middle-school/middle-school-lesson-plan-in-the-built-environment.cfm>

What Planners Do.
http://www.ci.cumberland.md.us/new_site/index.php/contents/view/189

Designing and Building Healthy Places
<http://www.cdc.gov/healthyplaces/>

Procedure

1 Classroom Discussion

Initiate a discussion with the class about how they would increase safety and health in their community. Below are some questions that prompt students to get the discussion started:

Physical Activity	Prompts
What are some ways to increase the opportunity for physical activity in their community?	Build more sidewalks, walking/jogging paths, bicycle trails, fitness centers, and parks with playgrounds.
Clean Air and Water	Prompts
What are ways individuals and communities can protect the environment from pollution? Improve the quality of air in buildings? Improve the quality of drinking water?	Recycle; don't litter; turn off lights when they're not needed; don't pour chemicals down the drain; construct buildings with proper ventilation systems; build and renovate water treatment systems.
Healthy Food Environment	Prompts
What are some ways communities can get access to more healthy food?	Provide community gardens; create a farmer's market where local residents can sell home-grown produce, and distribute produce from community gardens; provide kitchens in a community center where residents are able to can fruits and vegetables.
Aesthetics	Prompts
Aesthetics is a word that means "appreciated for beauty" (teachers may or may not wish to define and use this term). What are ways to make the community a more beautiful, pleasing, and meaningful place to live? (Remember the Balance of Life has emotional and mental components. Our physical environment can deeply affect the way we feel and how we perceive a sense of control over our lives.)	Display artworks by tribal members in public places and inside buildings, build a memorial garden to important historical figures, pick up trash, plant flowers and trees in front of buildings and along major streets, provide open spaces where people can gather, or remove old roadside billboards and paint over graffiti.

2 Write Letters!

After the discussion, ask students to assume the roles of community members and persons who hold responsibilities for community planning and decision-making (such as Tribal Council members, a city mayor, or a tribal and county planning department). Then have the community members write letters to the officials about situations in their community they would like to see improved. Those students assuming the role of elected officials and planners will respond to the letters, outlining the way they will take steps to make the community a better place to live.

3 Learn Who Does What

Provide the students a list of the kinds of elected officials, professions, and community members that work together in addressing local needs. Their goals are to find the right balance between assuring safety and health, providing essential jobs and services, and making sure that change means a better future.

Ask students to research and define:

1. Professional careers responsible for planning and building communities.
2. The roles of people who serve the community through governance and volunteerism.

Examples are given below:

Professional Careers

- Economic or Business Developers
- City or Regional Planners
- Transportation Planners
- Land Use Planners
- Architects
- Landscape Architects

Elected Officials

- Tribal Council members
- Mayors
- City Aldermen

Community (see Instructor Notes)

- Community Organizers
- Traditional Leadership (respected elders)
- Volunteer Stakeholders

4 Design the Future

Then ask students to assume the roles of these various players to create the community they would like to see in the future. Instruct them to draw a model of their healthier community on butcher paper using the ideas generated from the discussion in Step 1 and the letter writing in Step 2. Or students can build a 3-D model using the boxes for buildings and construction paper and tempera paint to make other features.

5 Prevent Type 2 Diabetes

Have students to put a STAR beside those improvements to the built environment that can help prevent type 2 diabetes.

Instructor Notes

Students may have a difficult time finding descriptions of volunteer stakeholders. A description is provided below:

Volunteer stakeholders are people who represent members of their neighborhood, town, or reservation. They help elected officials and planners make decisions about their communities. Sometimes a stakeholder group might include people who know a great deal about an issue (like doctors, nurses, and diabetes educators know about preventing type 2 diabetes), or it may include groups who would be greatly affected by certain decisions. For instance, farmers would be interested in where the Tribe plans to channel water, or store owners would be concerned about constructing a divided road that would keep cars from turning into their businesses. A stakeholder group may be sponsored by local government or it may organize through a neighborhood committee or a club. Oftentimes, a stakeholder group is led by a “champion.” A champion is a person who cares deeply about an issue and urges community members to get involved. They are the most well-known kind of change agent.

Make sure to check out the careers in the Careers Connections section. There are many occupations listed that relate to community development and improvement.