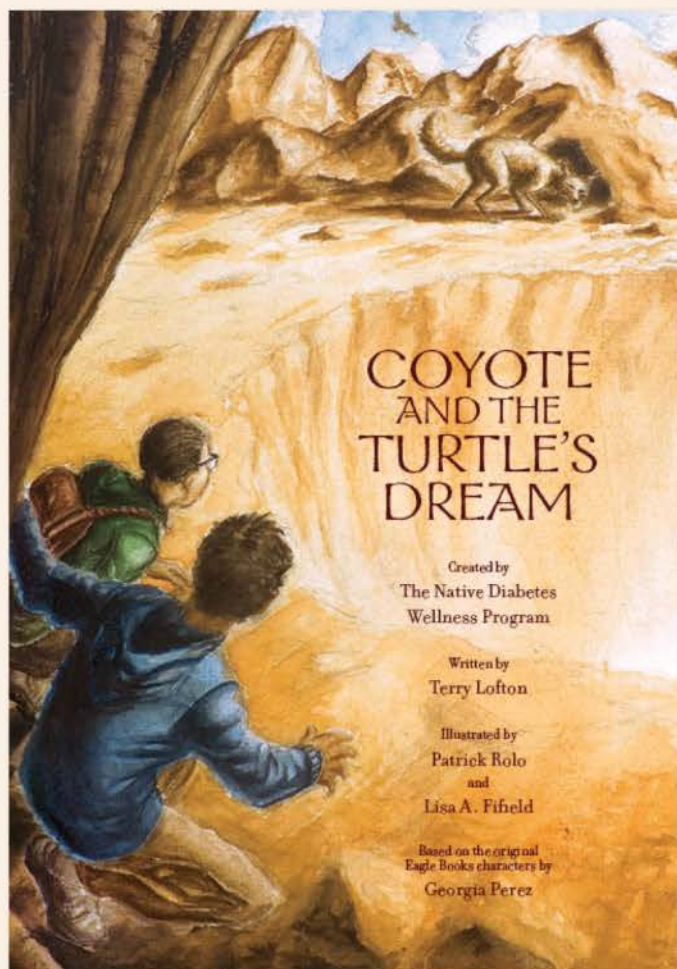




Eagle Books

Youth Novels: Educators and Community Guide

For Coyote and the Turtle's Dream





These activities have cross-subject connections with the English/Language Arts, Social Studies, and Science sections in the Guide. A collaborative approach among teachers can yield a richer experience for students and reinforce understanding that learning does not occur in “little packages” called art, English, math, science or social studies. We draw on all these subjects together when we seek to comprehend, experience, and gain knowledge about a particular topic.



STORYTELLING

CAVE STORIES: THE ART OF STORYTELLING

OBJECTIVES

- 🎨 Learn about cave art and rock art that has been discovered in different countries all around the world.
- 🎨 Recognize symbols are that are common among many peoples.
- 🎨 Understand how pictures can convey aspects of a people's culture and environment that include: events, beliefs, and practices. These elements may show the way people hunt, the plants they eat, the way they celebrate, or events they have witnessed such as a flood or a solar eclipse.
- 🎨 Learn how to make cave art that tells a story in pictures.
- 🎨 Understand why it is important to protect art that was created in the past.

Background for Teachers

In *Coyote and the Turtle's Dream*, Coyote leads Rain that Dances and Simon to a cave at Shell Ridge. Because they make natural shelters and allow passage far below the earth's surface, caves have served as places to live, and places to bury the dead, hold ceremonies, or to create art that is protected from wind and rain. It is not surprising that Rain and Simon discover ancient drawings of a turtle, coyote, and a human hand in the cave at Shell Ridge. Simon thinks that this cave may be the "medicine cave" that gave their reservation its name.

There are many ways to tell stories—in spoken words, written words, in songs, and in pictures. The tradition of telling stories in pictures goes back 35,000 years (and possibly more) when people began to make images on cave walls and rock surfaces. (We are still telling stories in pictures today--we just call them movies and videos!) These ancient paintings and carvings are very appealing to us, not only because of their beautiful colors and shapes, but also because they remind us that people have been communicating ideas and telling stories for a very long time. When we look at this artwork, we recognize familiar objects like the sun, moon, and stars; human hands; and animals like horses, bears, giraffes, and bison that still roam the earth today. But sometimes the images are unfamiliar (such as animals that have been



extinct for thousands of years) or the paintings and carvings show mysterious figures that are difficult to understand.

It is very important that we protect these ancient stories from people who cut out the pictures from the rock and sell them to collectors. (Yes, there are “Vernon Smeeds” who steal and illegally sell rock art just like they do fossils.) Defacing rock art (such as the graffiti and bullet holes on the ancient drawings shown) hurts us in many ways. It destroys information the art provides to us about the past, it robs American Indians and Alaska Natives and others of their cultural heritage, and it takes away from all of us the opportunity to understand human history and the ability to appreciate something beautiful.

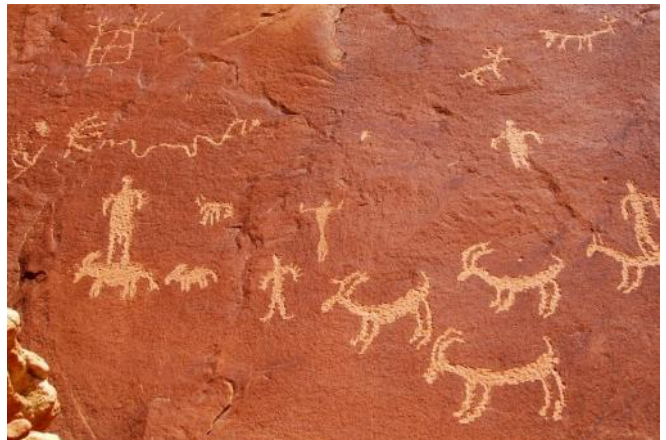
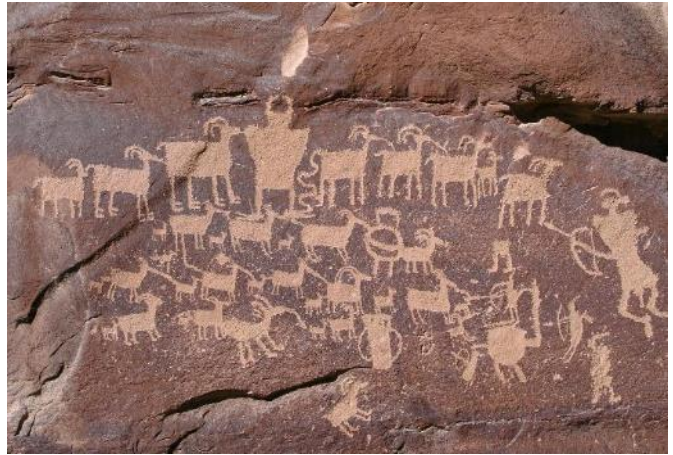


ACTIVITY 1

Cave Art Around the World

Break the class into groups and have them view cave paintings and rock art from around the world. There are many Web sites online that provide photos and illustrations that can be photocopied. Help students research cave art and rock art from different countries. Lead a discussion with students asking the following questions:

- What is represented in the pictures (an animal, a person, stars, water)?
- When was the art created?
- What is happening in scenes with more than one animal or where animals and people are shown together?
- Why do they think the artists drew these pictures?
- What materials did they use?
- Compare and contrast: Are there similarities among the pictures? What commonalities do they express? How are they different?



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Online Resources

Cave Painting.
http://en.wikipedia.org/wiki/Cave_painting

Cave Paintings. From Baja California, India, France, and South Africa.
http://library.thinkquest.org/J0110374/Cave_Painting.html

Petroglyphs U.S.
<http://www.petroglyphs.us/>

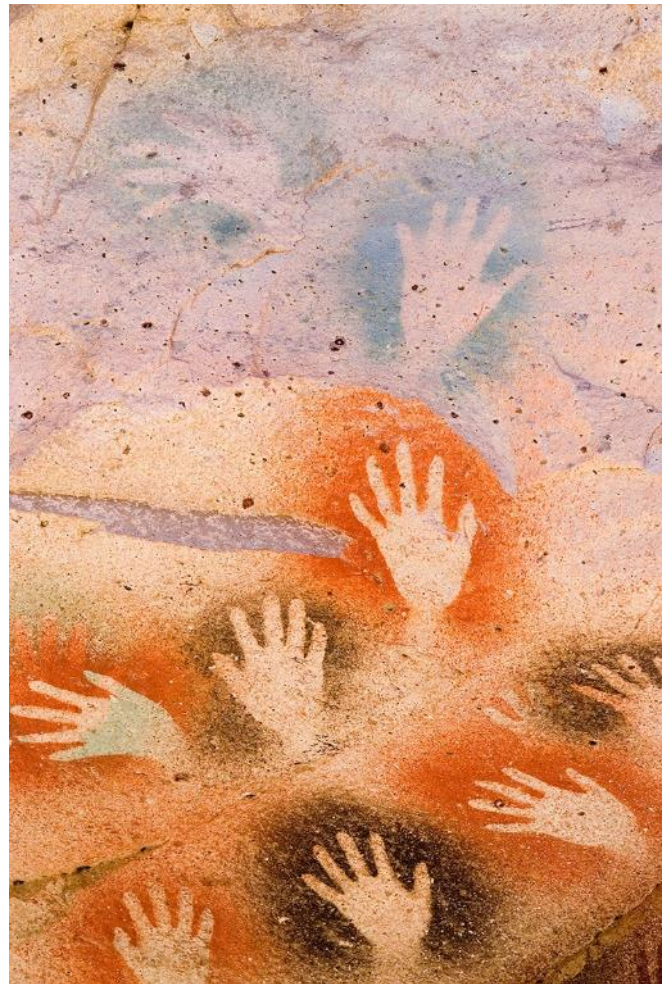
Kentucky Cave Art.
<http://heritage.ky.gov/nr/rdonlyres/87b06281-2ba9-47b2-b80f-67ec47654e54/0/prehistorickentuckycaveart.pdf>

Southwestern Rock Art Gallery.
<http://net.indra.com/~dheyser/>

ACTIVITY 2

Story Spin-Off

Read page 94 in *Coyote and the Turtle's Dream*. Write a one-page story about the pictures described on the cave wall. In your story, describe the person or persons who drew the pictures, tell what may have happened that caused someone to make these drawings, identify who put the hand print on the wall, how they made the hand print, and explain why he or she did this. The students may also imagine details about how long ago the drawings were made, and the life of the people who made them.



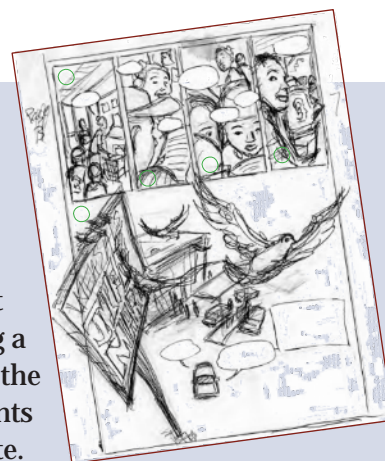
ACTIVITY 3

Creating Cave Art

Procedure

1 Drawing a Storyboard

Ask the students to make up a story. Then have the students draw a series of pictures on a piece of construction paper that tell this story. This is a “storyboard”—the first step in creating a cave art scene. Students don’t have to draw pictures as big as the ones they will draw on the wall of their “cave.” Instruct students to draw these pictures quickly—they don’t have to be elaborate. The storyboard will help them to remember their story.



2 Making Paints, Stenciling Powder, and a “Rock Wall”

Paint

Cave artists obtained their artist’s supplies from nature. They gathered all kinds of natural materials that produced various colors: leaves, grasses, vegetables, flowers, berries, dirt and clay, burnt wood and even bugs! Usually they needed something to help hold and spread the color like grease or egg white.

Materials for making paints

- Green grass or leaves (green)
- Red cabbage (purple/blue)
- Charcoal (black)
- Lemon peel (yellow)
- Beets (red)
- Bar of white soap
- Cornstarch
- Water
- Grater
- Paper towels
- Plastic stirrers
- Paper cups and plastic lids



To Make Paint

- Simmer grass, cabbage, lemon peel, or beets in 1 cup of water for a half hour in a Pyrex dish. Strain off the plant juice into a paper cup. (You may want to borrow alcohol lamps from the science classrooms to boil water. Or the science teacher may oversee the making of paints in the science lab.)
- Grate soap to make 1/3 cup of soap flakes on a paper towel.
- Dissolve the flakes in a half cup of boiling water. Stir until flakes dissolve.
- Combine 1 cup of cornstarch with a half cup of water to make a paste.
- Stir paste into soap mixture.
- Add colored plant juice until the desired color is achieved.
- Store paint in cups and secure lids tightly.

**Stencil Powder**

Cave artists also created outlines by blowing colored powder over an object—usually their own hands. Powders were created by grinding up minerals of various colors. For our powder, students will take a short-cut: colored chalk!

Materials for making rock stencils

- Colored chalk
- Grater
- Straws

To make stenciling powder, have students grind chalk against a grater on a paper towel until they have a sufficient amount to half fill a straw.

**Rock Wall****Materials for making a “rock wall” surface**

- Paper grocery bags
- Scissors

Cut out the bottom of the paper bags and cut on one side so that the bag folds out into a length of paper.

Gently crush the bag until the paper is wrinkly. Smooth out on a flat surface.



3 Drawing and Painting a Cave Wall

Draw and paint the storyboard on the bag paper. The paper may be put on an art table, on the floor, or taped to a surface. Students may enjoy making a “cave” by turning classroom tables on their sides and taping their paper bags to the table top. Some students may also tape their bags under a table. Then, they have to lie on their backs like real cave artists and reach up to make their drawings—just like the artists who lay on scaffolds and painted figures on cave ceilings. Students can draw their pictures with charcoal, and then fill in with paint. Of course, they will need some tools to apply the paint. Try these painting tools:

- Fingers!
- Sticks (fray one end to make a brush)
- Feathers
- Cotton balls
- Steel wool
- A sponge
- A charcoal stick for outlining

4 Signing the Story

Artists from long ago and today sign their work to say “I made this.” Have students make up a symbol or symbols that represent their name. Draw them on a piece of construction paper and cut out to make a stencil. Then tape the stencil to the bag paper. Fold the tape sticky side out and place it under the stencil. This will hold the stencil in place without leaving a tape mark on the cave art. Next, take a straw filled with stencil powder and blow it on the stencil. When the stencil is removed, the outline will remain. Students can also make a handprint (the way that real cave artists often signed their work) by blowing stencil powder over their hand. Ask students why most handprints in caves show the left hand.



5 Display!

When finished—put up the “cave art” in the classroom, hallway, or lunchroom.



“ARTFUL” DIABETES PREVENTION: BOO’S GAS ‘N GROCERY DISPLAY

OBJECTIVES

- ☞ Learn to group foods into “everyday” and “sometime” categories.
- ☞ Build an interactive health exhibit for elementary classrooms and health fairs.
- ☞ Build a tool for guiding healthy choices at school and at home.

Background for Teachers

In *Coyote and the Turtle’s Dream*, Rain and his friends enter a slogan contest sponsored by the owner of Boo’s Gas ‘n Grocery. Boo has an idea that he can improve his business if he promotes it in the right way. The kids win the contest by coming up with the slogan: “If there’s something you can use, you can find it at Boo’s.” Instead of claiming the \$20 prize money, they ask Boo if they can promote something too: namely, healthy foods that can help people to prevent type 2 diabetes. Boo goes along and they reorganize his food shelves into “everyday” and “sometime” shelves. The “everyday” snacks can be eaten every day; and the “sometime” snacks should only be eaten occasionally. Soon Boo starts offering healthy lunch choices and healthy traditional foods, too. Before long his store becomes very popular and starts making a profit.



ACTIVITY

Construct a Model of Boo's Store

Materials

- A cardboard box
- Scissors
- Glue
- Tape
- Tempera paint or colored markers
- Photocopied pictures of snacks and foods from the Internet or colored construction paper

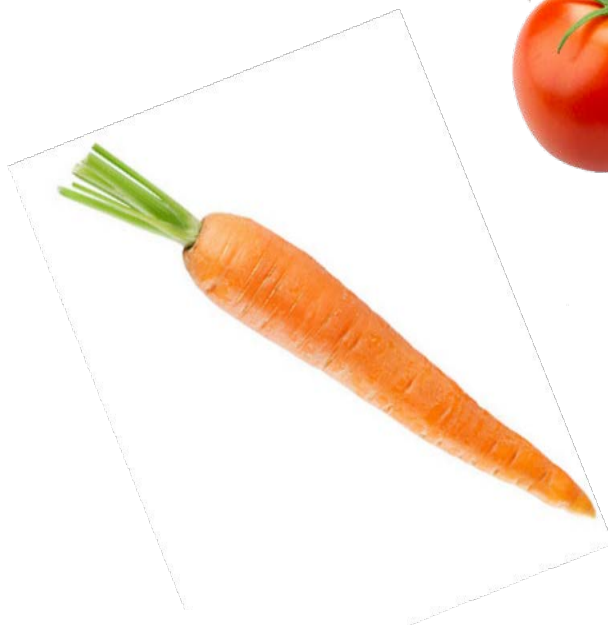
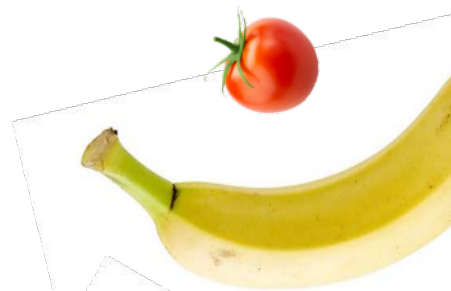


Procedure

- 1 To create a display that promotes healthy food and snack choices, go to the Toolkit on the Native Diabetes Wellness Program Web site: <http://www.cdc.gov/diabetes/projects/diabetes-wellness.htm>. Print off the instructions for assembling a “shelf” from Boo’s store.
- 2 Label half of the shelf “everyday” snacks and the other half, “sometime” snacks. Decorate one side of the shelf with cut-outs of snacks that can be eaten every day; and the other side with snacks that should only be eaten occasionally. Students may use illustrations from the Internet or draw their own snacks. Students can refer to pages 62–63 in *Coyote and the Turtle’s Dream* for a list of healthy foods that are a good choice anytime. Students may divide the healthy snack side of the shelf so that they can include healthy Native foods, too. What healthy traditional foods was Boo offering in his store?

Putting the Models to Use

1. Students may take their store models home and set them up in the kitchen. They can be used to organize foods at home into “everyday” and “sometime.” Or the models can be used at after-school programs, the Boys and Girls Club, church, or any place where kids gather and snacks are offered.
2. Students can also offer the store models to elementary school classrooms using the original *Eagle Books* series. They make a fun teaching tool. Students in kindergarten and first grade will enjoy sorting plastic foods or pictures of foods into the “everyday” and “sometime” halves of the models.





HEALTHIER FAMILIES AND COMMUNITIES: DIABETES PREVENTION POSTERS

OBJECTIVES

- Identify messages about preventing type 2 diabetes in *Coyote and the Turtle's Dream*.
- Use their own words to express these prevention messages.
- Create posters, adding the messages and their own art work.

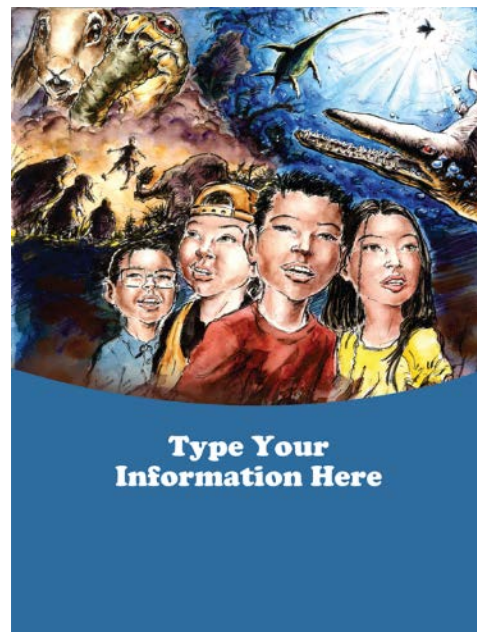
Background for Teachers

The type 2 diabetes prevention messages in the original *Eagle Books* are the same ones that are emphasized in *Coyote and the Turtle's Dream*: healthy diet, physical activity, respecting traditional ways, and the importance of friends and family in being healthy. There are many resources located in the Toolkit for Classrooms and Families on CDC's Native Diabetes Wellness Program Web site: <http://www.cdc.gov/diabetes/projects/diabetes-wellness.htm> that offer ideas for communicating positive health behaviors to the community.

Materials

An assortment of materials may be used:

- Paints
- Colored pencils
- Crayons
- Colored markers



ACTIVITY

Making Posters

Teachers can download poster templates and have students insert the messages they think are most important. Print the templates on 8 x 11 paper and distribute one or several to each student. Posters may focus on one message, a set of related messages, or a set of different messages. Students may also create their own posters (drawings and messages) from scenes in the book, or they can create posters about any behaviors and activities that help to prevent type 2 diabetes and/or any healthy behaviors that promote the health and well-being of the community. Display the posters in the classroom or in the school lunchroom. Students may also take the posters home to share with their families.

