



Grade Level: 7
Subject: ELA

Analyzing Perspective

ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- History
- Lifeways
- Language

LEARNING OUTCOMES

- Students will be able to explain the purpose and importance of Native American creation stories.
- Students will be able to summarize the creation story: Coyote in Love
- Students will be able to examine Native American creation stories and historical/scientific accounts for similarities and differences.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Higher level thinking: compare/contrast
- Preserving and honoring cultural history
- Place-based education

ASSESSMENT

Students will be assessed on their proficient completion of their Venn Diagram poster comparing and contrasting the creation myth and the scientific/historical account.

Overview

Stories play an important role in Native American culture. Stories are often used to explain the creation of life and earth, and to teach lessons. Traditional stories are told by the Elders and are repeated again and again with the exact words. This is how stories are passed on from generation to generation. In this lesson students will learn about a Grand Ronde creation story and explore how this story is similar and different than historical and scientific accounts of these events.

MATERIALS

- [Creation Myths Read Aloud](#)
- [Coyote in Love text](#)
- [Image](#) of Crater Lake
- [NPS: Crater Lake Geology](#)
- Highlighters
- [Venn Diagram Document](#)

LOGISTICS

- Where does this activity take place?
Classroom
- How are the students organized?

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

45-60 minutes

STANDARDS

Oregon Common Core State Standards: ELA-LITERACY

7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

7.RI.1 Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.

7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Oregon K-12 Science Standards

7.ESS2.2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

Background for Teachers

Teachers should review the Creation Myths read aloud that will be presented to students.

Teachers should also review the links below:

- [Circle of Stories . Many Voices | PBS](#)
- [Robert Redford and N. Scott Momaday on Oral Tradition](#)
- [We Know Where We Come From: Creation Story](#)

Teachers can find more information regarding the scientific account for the creation of Crater Lake at these links:

- [Geology of Crater Lake National Park](#)
- [History of the formation of Crater Lake | Britannica](#)

VOCABULARY

- **Myth** - a traditional story, especially one concerning the early history of a people or explaining some natural or social phenomenon
- **Creation Myth** - a symbolic narrative of how the world began and how people first came to inhabit it
- **Elder** - Tribal member(s) of older age valued for their wisdom
- **Traditions/Traditional** - a way of life, parts of the culture, that are passed down to each generation
- **Plate Tectonics** - large pieces of the Earth that slowly move, creating mountains, islands and even re-arranging continents
- **Caldera** - a large, basinlike depression resulting from the explosion or collapse of the center of a volcano

Opening

- Begin the lesson by explaining to students what a myth is. (See vocabulary definition)
- Explain to students that they will be hearing and learning about Native American creation stories (myths). Explain the difference using the vocabulary definitions.
- Ask students:
 - Have you ever heard a myth or a creation stories?
 - Where did you hear this from?
 - Why do you think creation stories are important?
 - Do you believe creation myths are fiction or nonfiction?

Activity

1. Pass out to students the Creation Myths document. After students have read the document, identify key pieces of information:
 - a. Native American stories were often passed down through generations by oral storytelling from Elders.
 - b. Traditionally stories were only told in the winter.
 - c. Each tribe has their own stories depending on the location and history of the tribe.
 - d. Stories are used to share history, share culture, explain why things are the way they are, and to teach lessons.
2. Introduce students to the story “Coyote in Love”. This is a retelling of a popular Oregon Native American creation story. This book tells the story of Crater Lake and how it became.
 - a. While reading the story, display the included image of Crater Lake.
 - b. Discuss the book with students afterwards.
 - c. Students are working to answer the question: How was Crater Lake formed?
3. Next, pass out a copy of the Crater Lake Historical/Scientific Account, the National Park document on Crater Lake Geology.
 - a. Encourage students to highlight key details as they read through the text.
 - b. Students are working to answer the question: How was Crater Lake formed?
4. Following the reading of both accounts, pass out the Venn Diagram document. Students will use this document to compare and contrast the two accounts of how Crater Lake was formed.
 - a. Following their comprehension, students will see two comprehension questions at the bottom of the page. Students can answer these questions on a separate sheet of paper.

Closure

To close the activity, allow time for students to share their Venn Diagrams and their answers to the review questions at the bottom of the page.

Extension

- Have students locate another creation myth and repeat the compare/contrast process within the lesson.
 - [Suggested Research Links](#)

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

- Creation Myths Read Aloud:
https://drive.google.com/file/d/1WQbYEQblf5OuzxjD9SQrv_VUReMl-atl/view?usp=share_link
- Coyote in Love text: <https://forms.gle/CVHLszoUy5pJHFbWA>
- Image of Crater Lake:
https://drive.google.com/file/d/19eqvOirTANVxC_86iMX1zvuRjTFdxgoT/view?usp=sharing
- NPS: Crater Lake Geology:
<https://drive.google.com/file/d/15UIM0kLA8p50pWXikCvMklxZZbpbwywP/view?usp=sharing>
- Venn Diagram Document:
https://drive.google.com/file/d/1ThOL-Ah_5MTPVJd8fH15sKArBxUpyJCF/view?usp=share_link