Coyote and the Fish Trap

ESSENTIAL UNDERSTANDINGS

- History
- Lifeways

LEARNING OUTCOMES

- Students will be able to identify the characters, setting, and major events in the traditional story Coyote and the Fish Trap.
- Students will be able to describe the relationship between illustrations and the story by creating their own illustration for the story.

CULTURALLY RESPONSIVE PRACTICES

- Higher level thinking: creating
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their participation in group discussions during the read aloud and their creation of an illustration for the story.

Overview

Using the traditional Grand Ronde story, Coyote and the Fish Trap, students will explore the creation story of Willamette Falls. Students will learn to identify the main characters, setting, and major events of the story through discussion and connection to illustrations.

MATERIALS

- Coyote and the Fish Trap Text or Read Aloud
- Basket Coloring Sheet
- Coloring Supplies
- Paper

LOGISTICS

- Where does this activity take place? **Classroom**

- How are the students organized?

  Whole Class   Teams: 3-5

  Pairs   **Individually**

TIME REQUIRED

30-50 minutes

STANDARDS

Oregon Common Core State Standards: ELA-Literacy

K.RL.1 With prompting and support, ask and answer questions about key details in a text.

K.RL.3 With prompting and support, identify characters, settings, and major events in a story. Identify beginning/middle/end.

K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.

Oregon Social Science Standards

Geography K.11 Examine culturally significant traditions, celebrations, days, and places including those from cultures that are currently and historically marginalized.

Background for Teachers

Coyote and the Fish Trap is a traditional Grand Ronde story of how Coyote created Willamette Falls to benefit tribal people. Today, Willamette Falls is an important place to the people of Grand Ronde and they continue to return there to fish and harvest lamprey.

The illustrations in this book were inspired by basket designs from tribes along the Columbia River. The basket design illustrations demonstrate how Grand Ronde stories are woven through our history and have survived through Termination and still thrive in our community today.

The language seen in the book is called "chinuk wawa". Chinuk wawa is Grand Ronde's traditional language and is still spoken today.

VOCABULARY

coyote

waterfall

harpoons

salmon

salmon-trap

Opening

While playing a song from the Shawash Ili'i Pi Chinook Kanim Tilixam playlist on YouTube (https://www.youtube.com/playlist?list=OLAK5uy_mE8vDIOuMXOGMitBSl0Rh6WiOMdNxbYe4), allow students ~5 minutes to color a traditional basket design coloring page.

Activity

Pre-Reading:
- Show students the cover of <u>Coyote and the Fish Trap</u> and read the title. Have students make predictions about what they think the book is about.
- Explain the book illustration style to the students (see Background for Teachers above).
- Take the students through a picture walk of the book discussing what they see on each page.

During Reading:
- Read the book aloud, discussing the characters, settings, and main events throughout. Have students make predictions about where Coyote may travel to next and what he is going to do.
    - **Characters**: Coyote, the salmon-trap
    - **Settings**: the river, Pudding River, island of stone, "tumwater" (Oregon City)
    - **Main Events**:
        - (1) Coyote decides to make a waterfall and fish-trap
        - (2) Travels to Pudding River and poorly builds a waterfall
        - (3) Travels to an island and poorly builds a waterfall
        - (4) Travels to "Tumwater" and made a very good waterfall
        - (5) Coyote made a very good salmon-trap
        - (6) Coyote gets hungry, sets up the salmon-trap, and tries to build a fire
        - (7) The salmon trap fills with salmon before the fire is built
        - (8) Coyote gathers the salmon and tries to build another fire
        - (9) The salmon trap fills with salmon before the fire is built
        - (10) Coyote gathers the salmon and tries to build another fire
        - (11) The salmon trap fills with salmon before the fire is built
        - (12) Coyote scolds the salmon-trap to wait until his fire is built to become full
        - (13) The salmon-trap never catches salmon again
        - (14) Now, people must work hard to get salmon and they will always need to

Closure

After the story is finished, display the sentences below to the students:
"He fixed up his salmon trap close to the waterfall. Then he was making a fire."

Discuss what these sentences mean.

Now, students will draw their interpretation of these sentences using their own art style. Encourage them include the main character and the setting in their drawing.

Differentiation
- Teachers can show/explain vocabulary before, during, or after the reading
- Teachers can use the read aloud for <u>Coyote and the Fish Trap</u> instead of the written text.
- The final illustration can be created as a whole class with students offering suggestions as the teacher draws the scene

Extension
- Students can create their own "basket drawing" after reading the text using an event from their own lives
- **Scavenger Hunt:** Explain to the students they will be getting into groups to go on a scavenger hunt to find each picture. Divide the students into small groups and hid the vocabulary images around the room. pass out the scavenger hunt clue list. Each list will be arranged differently so not every group is looking for the same thing at the same time. Before allowing students to start the scavenger hunt read the rules to each team. Start the hunt!
    a. I'm covered in fur and I live in the woods. I'm the main character in many traditional native stories. You can find me here (coyote)_____(fill in the blank where teacher has hid the picture)
    b. I'm born in the rivers and then swim out to the ocean. I have scales and many people like to eat me. You can find me here (salmon) _____(fill in the blank where teacher has hid the picture)
    c. I make a loud noise as my water falls from the top of the river to the bottom. Many people think I'm beautiful. You can find me here (waterfall)_____(fill in the blank where teacher has hid the picture)
    d. We have lived here in this place for thousands of years. We dance, drum, sing and basket weave. You can find us here (Indians)_____(fill in the blank where teacher has hid the picture)

    Note: In preparation for this lesson hide the picture cards in areas that are familiar to your students. Once the picture cards have been placed around the room or in other areas you may have picked, write in that place on the scavenger hunt clues where the blank line is.

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

Coyote and the Fish Trap text:
https://drive.google.com/file/d/1h34sVlD6_tfh9TtkZtKaKNB5hgDuycSN/view?usp=sharing

Coyote and the Fish Trap read aloud:
https://youtu.be/rzSLcfyl1GE?list=PLA33xEMg9mbgQFEHKsyocT3YRdmzzlneX

Basket Coloring Sheet:
https://drive.google.com/file/d/12KDFVdQaV2-4mrYn8-teqy28OctykA0m/view?usp=sharing