



Grade Level: 2  
Subject: ELA

# Coyote and the Fish Trap - Writing

## ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- History
- Identity
- Language

## LEARNING OUTCOMES

- Students will be able to define a Native American myth.
- Students will be able to answer the questions, who, what, when and why using the story.

## CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Preserving and honoring cultural history
- Student talk, working together and individually

## ASSESSMENT

Students will be assessed on their participation in classroom discussions and their proficient completion of the Same/Different Worksheet.

## Overview

“Coyote and the Magic Fish Trap” is a traditional Grand Ronde myth. By bringing traditional Native American myths to youth, they become aware of places that were meaningful to the people who were here before them and their ancestors and learn about the importance of those places in the present day.

## MATERIALS

- Coyote and the Fish Trap [Text](#) or [Read Aloud](#)
- Coyote in Love [text](#)
- [Same/Different Worksheet](#)
- Poster Paper/White Board
- Pencils

## 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 Standards: ELA

**2.RL.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**2.SL.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

### Oregon Social Science Academic Content Standards

**Geography 2.13** Identify the cultural characteristics of my group identity, (including race, culture, and gender) and of the local community.

**Historical Knowledge 2.16** Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances, that impact the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.

**Historical Knowledge 2.17** Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.

## 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

- **Myth-** a traditional story that comes from a long time ago that explains how a place or person was made.



coyote



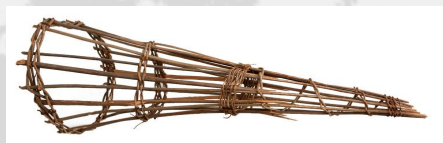
waterfall



harpoon



salmon



salmon-trap

## Opening

- Open the lesson by doing a book walk with the students for Coyote and the Fish Trap.
- Ask students if they can guess what the story will be about.
- Show students an inside look of the pages to see if they recognize the language written in the story.
- Explain to students that this is a traditional Grand Ronde myth. Ask students if they know what a myth is. Explain to students that a myth is a traditional story that comes from a long time ago that explains how a place or person was made.

## Activity

1. Begin reading the story.
2. After/During the story, ask questions inquiry questions:
  - a. Who are the characters in the story?
  - b. What is the setting of this story?
  - c. What is the problem that coyote is trying to fix?
  - d. How did coyote fix the problem?
3. Help the students to create a class poster with details from the story. Identify the characters, setting, problem, key events, etc.
4. Next, read aloud another traditional story that comes from the pacific northwest, Coyote in Love. This is a story of how Crater Lake came to be.
5. Repeat the inquiry questions for the story:
  - a. Who are the characters in the story?
  - b. What is the setting of this story?
  - c. What is the problem that coyote is trying to fix?
  - d. How did coyote fix the problem?
6. Help the students to create a another class poster with details from the story. Identify the characters, setting, problem, key events, etc.
7. After both stories have been read and discussed, compare and contrast the stories with students as a group.
8. Display the posters in the classroom. Discuss with students:
  - a. How are myths the same/different than other stories you hear/read?

## Closure

Using the Same/Different Worksheet, students will write the word “coyote” and will compare/contrast Coyote in each of the stories using writing and images. This can be done individually, in small groups, or in a whole group setting. Encourage students to think about:

- Coyote’s Role/Actions
- Coyote’s Feeling
- How Coyote Looks

## Differentiation

- Teachers can choose to complete the assessment in a whole-group setting to provide more structure and support for students.

## Extension

- Research and read myths from other cultures. How are the myths from various cultures similar? How are they different? What are some of the common characters for each culture?

## 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: Available online at the link below or in hard copy by request to the CTGR Curriculum Specialist :
  - PDF: [https://drive.google.com/file/d/1fbNHJKwqRuTVZFPdxD3gq-vtXpiZe0l\\_/view?usp=share\\_link](https://drive.google.com/file/d/1fbNHJKwqRuTVZFPdxD3gq-vtXpiZe0l_/view?usp=share_link)
  - Hard Copy: <https://forms.gle/Nsj41Eh7RRrM3zGNA>
- Coyote and the Fish Trap read aloud: <https://youtu.be/rzSLcfyL1GE?list=PLA33xEMq9mbqQFEHKsyocT3YRdmzzlneX>
- Coyote in Love text: available for check-out from The Confederated Tribes of Grand Ronde, see this form to request: <https://forms.gle/CVHLSzoUy5pJHFbWA>
- Same/Different Worksheet: [https://drive.google.com/file/d/1gnBwpkC2MEkiPYP1zAoiinyPUYwceRZt/view?usp=share\\_link](https://drive.google.com/file/d/1gnBwpkC2MEkiPYP1zAoiinyPUYwceRZt/view?usp=share_link)