

Cottontail Tames Wood, Water, and Rock

Life Skills:

- Responsible Citizenship

Curriculum Tie:

- **Language Arts**
4th Grade
[Standard 7 Objective 2](#)
- **Language Arts**
5th Grade
[Standard 7 Objective 2](#)
- **Language Arts**
6th Grade
[Standard 7 Objective 2](#)

Time Frame:

3 class periods that run 30 minutes each.

Group Size:

Large Groups

Summary:

Students will read and discuss the Uintah/Ouray tale of "Cottontail Tames Wood, Water, and Rock."

Main Curriculum Tie:

Language Arts - 3rd Grade
[Standard 7 Objective 2](#)
Apply strategies to comprehend text.

Materials:

Booklet can be printed from the CD or ordered from the San Juan School District Media Center at (435) 678-1229 or <http://www.sanjuanschools.org/media>.

Background For Teachers:

This is a seasonal story, which means the story should only be told in the winter months. For more information about the Uintah/Ouray Ute Nation, see <http://www.utetribes.com>.

Student Prior Knowledge:

Student should be familiar with the decision-making process.

Intended Learning Outcomes:

- Student will read and form mental pictures and make predictions, make inferences, and identify theme/topic/main idea from the text.
- Student will summarize important ideas/events in sequence.

Instructional Procedures:

- Preview the vocabulary: (1) heaved; (2) endured; (3) pelted; (4) bobbed; (5) trickling.
- Glossary: Pogamoggan - the Ute word for
- Arrange for a school counselor to distribute and read the book aloud, with a discussion to follow about bullying. Discussion should include the steps to follow when a student is the object of bullying and how to handle the situation responsibly.

Strategies For Diverse Learners:

Story will be read aloud and each student will receive an individual copy of the booklet to follow along.

Extensions:

Safe Schools: Bullying Curriculum
Role Playing: "What would you do if somebody..." (teacher can

identify scenarios where a student is being bullied).

Assessment Plan:

Student will utilize the decision-making process for a prescribed hypothetical situation by identifying the problem and the solution. The solution should include the sequence of steps to follow when being bullied.

NOTE: Some suggested prescribed hypothetical situations:

- Students on the playground threaten to "depants" Johnny if he refuses to give them his lunch. What is the problem and what should Johnny do?
- A sixth grade student wants to place his bike in the best spot in the bike rack. He removes the bike of a younger student and throws it on the pavement. What is the problem and what should the younger student do?
- Jarod's big sister Martha wants his allowance, so she threatens to beat him up if he doesn't hand it over to her. What is the problem and what should Jarod do?

Bibliography:

Story adapted from *Ute Tales* Collected by Anne M. Smith, pp. 23-24.

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