

## Tableaux Using "Coyote and the Rock"

### Life Skills:

- Collaboration
- Effective Communication

### Curriculum Tie:

- **Theater**  
4th Grade  
[Standard 2](#)
- **Theater**  
6th Grade  
[Standard 2](#)
- **Theater**  
3rd Grade  
[Standard 2](#)  
[Objective 3](#)
- **Theater**  
3rd Grade  
[Standard 2](#)  
[Objective 4](#)
- **Theater**  
4th Grade  
[Standard 2](#)  
[Objective 1](#)
- **Theater**  
5th Grade  
[Standard 2](#)  
[Objective 1](#)
- **Theater**  
5th Grade  
[Standard 2](#)  
[Objective 3](#)
- **Theater**  
5th Grade  
[Standard 2](#)  
[Objective 4](#)
- **Theater**  
6th Grade  
[Standard 2](#)  
[Objective 1](#)
- **Theater**  
6th Grade  
[Standard 2](#)  
[Objective 4](#)

### Time Frame:

1 class period that runs 45

### Summary:

Special thanks to Patty Timbimboo, member of the Northwestern Shoshone tribe, who served as the cultural consultant for this lesson and story.

After reading the story "Coyote and the Rock" students will be placed in smaller groups to create tableaux (snapshots: a silent, motionless depiction of a scene created by actors, often from a picture or story scene) using significant events from the story.

### Main Curriculum Tie:

Theater - 3rd Grade

[Standard 2 Objective 1](#)

Develop body awareness and spatial perception through movement and pantomime. (See Dance Core.)

### Career Connections:

- teacher
- director
- actor

### Materials:

The story "Coyote and the Rock" copied and cut into sections with a significant event in each section.

Books can be printed from the CD or ordered from the [SanJuan School District Media Center](#) at 435-678-1229.

### Background For Teachers:

A tableau is a theater technique that consists of a silent, motionless scene created by actors to depict a significant part of a story.

### Student Prior Knowledge:

none

### Intended Learning Outcomes:

Students will become familiar with and comprehend important events in the story. They will be able to learn and use acting strategies as outlined in the State Core Curriculum.

### Instructional Procedures:

Prereading strategies: Go over the word list in the vocabulary section of the book and clarify word meanings. See vocabulary list in attachments.

Preview the story: "This is a traditional Shoshone folk tale. This tale's main character is Coyote. Many Native peoples use Coyote

A class period that runs 45 minutes.

**Group Size:**

Large Groups

stories as a means of teaching morals and lessons. In this story Coyote takes something that doesn't belong to him and suffers the consequences of not earning what he took."

Read aloud the story to the whole group.

After reading: Do a quick check on comprehension using a sequence of events chart.

Introduce the definition of a tableau and its use in theater. Divide the students into eight groups of three or four. Hand the students the portion of the story they are to depict. Give them four to five minutes to practice and come up with a tableau. Ask the first tableau group to take their positions and have the rest sit down to be the audience. Begin reading the story. As soon as the first tableau is finished, the next group takes their positions. Emphasize going up quickly and sitting down quietly. Read the story and go through all tableaux. After the activity, complete the group rubric.

**Attachments**

- [Vocabulary\\_List.doc](#)

**Web Sites**

- [Northwestern Band of the Shoshone Nation](#)  
This is the official tribal site of the Northwestern Shoshone. It contains information about the tribe both past and present.

**Strategies For Diverse Learners:**

This is an excellent activity for diverse learners because it utilizes skills such as group collaboration, creativity, problem-solving, dramatic play. For example, a gifted child with dramatic talent could be assigned to be the director and lead the different groups to present their tableaux. A struggling child who prefers not to read aloud might shine in this small group activity where he/she isn't singled out as a solo performer. The three children work together to plan who plays what part and support one another with ideas and encouragement. Each student brings something to the task.

**Extensions:**

This story lends itself well to extensions in the arts, such as reader's theater, puppetry, and dramatization. After students use the strategy of tableaux, they can apply it to other stories as a tool for building comprehension skills. By utilizing the website listed, a map showing the Utah portion of the Shoshone Nation can be employed to build mapreading skills as an extension activity.

**Web Sites**

- [Northwestern Band of the Shoshone Nation](#)  
Facts, photos, and maps of the Northwestern

Band (there are five bands in the Shoshone Nation).

**Bibliography:**

"Coyote and the Rock" adapted by LeeAnn Parker, Patty Timbimboo-Madsen, Brenda Beyal

Materials (printable materials on CD, or actual copies for purchase) can be ordered from [San Juan School District Media Center](#) at (435) 678-1229.

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**Created Date :**

Jun 06 2006 11:26 AM



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