

## The Creator and the Coyote

### Life Skills:

- Collaboration
- Complex Thinking
- Effective Communication
- Responsible Citizenship

### Curriculum Tie:

- **Theater**  
3rd Grade  
[Standard 1 Objective 1](#)
- **Language Arts**  
3rd Grade  
[Standard 1 Objective 2](#)
- **Health Education**  
3rd Grade  
[Standard 3 Objective 2](#)

### Time Frame:

3 class periods that run 30 minutes each.

### Group Size:

Small Groups

### Summary:

This lesson teaches about the importance of being responsible.

### Main Curriculum Tie:

Language Arts - 3rd Grade

[Standard 7 Objective 3](#)

Recognize and use features of narrative and informational text.

### Materials:

"The Creator and the Coyote" adapted by Merry M. Palmer and Mary Jane Yazzie. These books can be printed from the CD or ordered from the San Juan School District Media Center at <http://www.sanjuanschools.org/media> or (435) 678-1229.

### Attachments

- [Theater\\_RUBRIC.doc](#)
- [Creator\\_and\\_the\\_Coyote\\_story\\_map.pub](#)

### Background For Teachers:

Review the story.

### Student Prior Knowledge:

The students need to understand how to organize text using a story map. Vocabulary to know: Responsibility, sacred, tramped, remaining, ancient, creator, curious, task, terrible, whined, tongues, thorn, irresponsible, mightiest, valiant, prowler.

### Intended Learning Outcomes:

The students will be able to organize the story, make it into a performance that they each participate in, and have an understanding of the importance of being responsible.

### Instructional Procedures:

Day One:

1. Explain that today we are going to do what all good readers do. We will activate our prior knowledge (or think about what we already know) by thinking about how important it is to be responsible. Our story teaches a lesson about what happens to Coyote when he chooses to be irresponsible.
2. Write "Being responsible is" at the top of a chart board and have the students brainstorm a list of ideas.
3. Organize the students in groups and distribute the story maps and books.
4. Explain that the students will be using the story map to organize the story as they read it. Tell them to think carefully about each part of the story because they will be creating their own dramatization and will have parts to

perform.

5. After the students have completed the story map, discuss how the genre of this story would be fable or folktale. We know this because there is a lesson about being responsible and this story has been passed down from generation to generation.
6. Tell the students that tomorrow they will be given a rubric to use as a way of grading each member of their group on responsibility as a group member.

#### Day Two:

1. Have the students get back into groups. Give them the Theater Rubric. Review what you expect them to do as a group, and how they will grade each other.
2. Remind them that they are learning about being responsible, and responsible citizens work hard and follow directions.
3. Explain that they will use the book and their story maps to decide which characters they want to play (including a narrator) and the items they want to collect for the setting and costumes.
4. Have the students write the dialogue for each of their parts.
5. The students will practice their performance at least once, and decide whether they need to change or add anything.

#### Day Three:

1. The students will take turns performing. Remind the class that every performer deserves appreciation for his/her effort, so the entire class will enthusiastically applaud every performance. This is something that responsible citizens do to make sure that everyone feels good about his/her effort.
2. Ask the students what they learned about the importance of being responsible through this activity.
3. Tell the students to use their Theater Rubrics to grade each member of their group on this project. Stress that this information is TOP SECRET and can't be discussed or viewed by anyone else.
4. Have the students write in their journals about what they will do to be more responsible citizens.

#### **Strategies For Diverse Learners:**

Some students may be uncomfortable with performing. These students could be in charge of collecting or creating setting and costume pieces. They could also perform as the people who ran away.

#### **Extensions:**

The students could use their skills as story organizers and performers to create their own play and perform it before the class.

**Assessment Plan:**

Assess student's completed written play along with their performances. Use a group grading sheet (attached) to create individual accountability.

**Bibliography:**

"The Creator and the Coyote" adapted by Merry M. Palmer and Mary Jane Yazzie

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