

# Myths and Legends

**Grade Level or Special Area:** 5th grade– Language Arts

**Written by:**

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**Length of Unit:**

Seven lessons over ten to twelve 45-minute periods, plus optional Culminating Activity

## I. ABSTRACT

Using the myths and legends specified in the fifth grade *Core Knowledge Sequence*, as well as other Native American and Japanese myths, legends and folktales, students will experience stories that reflect other customs and cultures. Students will learn to recognize the characteristics of various literary forms, demonstrate knowledge of plots and characters in these writings, and learn to appreciate differences in cultures.

## II. OVERVIEW

A. Concept Objectives

1. Recognize that reflects customs, regions and cultures. (Colorado State Language Arts Standard 5.1D)
2. Demonstrate knowledge of plots and major characters of selected classic fairytales, folktales, legends and fables from around the world. (Colorado State Standard Language Arts 5.1J and 5.6C)
3. Demonstrate familiarity with a variety of classic fiction, folktales and poetry. (Colorado State Language Arts Standard 5.6A)

B. Content from the *Core Knowledge Sequence*

1. Myths and Legends, page 111

C. Skill Objectives

1. Identify the characteristics of myths, legends, and folktales.
2. Develop cultural awareness by exploring differences in language and grammar.
3. Apply thinking skills to reading, listening and writing.
4. Demonstrate knowledge of plots and major characters of myths, legends and folktales.
5. Identify the noun, object and verb in a sentence.

## III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hirsch, E.D. Jr., *History and Geography*, Parsippany, NJ, Pearson Learning, 2002, ISBN 0-7690-5026-3
2. Hirsch, E.D. Jr., *Core Knowledge Sequence*, Charlottesville, VA, 1999, ISBN 1-890517-20-8
3. It is recommended that teachers gather as many books as possible from the book list (Appendix A) to have available to the students for extra reading and enrichment.

B. For Students

1. Students should have an understanding of basic world geography. (*Core Knowledge Sequence*, Grade 2, page 48, 51)
2. Students should have background knowledge of myths, legends and folktales. (*Core Knowledge Sequence*, Grade 2, page 45; Grade 3, page 6)
3. Students should have a background in note taking. (*Core Knowledge Sequence*, Grade 3, page 65)

#### IV. RESOURCES

- A. *Peach Boy*, by Gail Sakurai
- B. *Coyote- A Trickster Tale from the American Southwest* – Gerald McDermott
- C. *Native American Stories* – Joseph Bruchac (Core Knowledge 5<sup>th</sup> grade text)
- D. *Coyote and Little Turtle – a Hopi Tale by Iisaw Nigw Yongosonhoya*
- E. *The Legend of Scarface* by Robert San Souci
- F. *The Samurai’s Daughter* by Robert San Souci

#### V. LESSONS

##### **Lesson One: Introduction to Myths and Legends (one class period)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Recognize literature that reflects customs, regions and cultures.
    - b. Demonstrate familiarity with a variety of classic fiction, folktales and poetry.
  - 2. Lesson Content
    - a. Myths and Legends
  - 3. Skill Objective(s)
    - a. Identify characteristics of myths and legends.
- B. *Materials*
  - 1. Unit folder for each student to keep unit pages in
  - 2. Vocabulary worksheet for each student (Appendix B)
  - 3. *History and Geography* – Pearson Learning
  - 4. Pencils for each student
  - 5. *Peach Boy*, by Gail Sakurai
- C. *Key Vocabulary*
  - 1. Myth – stories that contain religious or philosophical beliefs of a particular culture; myths also portray actions of gods, goddesses or godlike beings
  - 2. Legend - stories about people, places or events that have some historical fact as their basis; they often embellish details, giving them exaggerated or magical qualities
  - 3. Folktale – stories that mirror human behavior in a fanciful way; as a genre, folktales illustrate human desires in an imaginative way
- D. *Procedures/Activities*
  - 1. To introduce this unit, brainstorm with the students what they already know about myths and legends. Make a list on the board during your discussion. First ask the students to list some myths, legends and folktales they know. Discuss with them what makes these stories myths, legends and folktales, going into detail on the characteristics of myths and legends. Have the students read the second paragraph of “Life in the Great Basin,” pages 322-323 in *History and Geography* (Pearson Learning) for the definition of myth. If *History and Geography* is unavailable, then you may skip the reading of these pages and continue with your discussion. Make sure that the students understand that myths are stories that contain religious beliefs of a particular culture and they portray the actions of gods, goddesses or other god-like beings. Continue the discussion for legends and folktales. Emphasize that legends are stories about people, places or events that have some historical fact as their basis. Legends often embellish details, giving them exaggerated or magical qualities. Folktales are stories that mirror human behavior in a fanciful way and illustrate human desires in an imaginative way. Write a definition of each type of story on the board. Ask the students to give the definitions in their own words. Pass out the

Vocabulary Worksheet (Appendix B) to each student. Have the students write the vocabulary words and definitions on the sheets. As the students are writing, check to see they are getting the correct definitions written down. **Keep the vocabulary sheets in their folders so that new words can be added in future lessons.**

2. Discuss with the students that we will be reading myths, legends and folktales from the Native Americans and Japanese. Have the students read “The Coyote Tale” in *History and Geography* (page 327). If *History and Geography* is unavailable, you may substitute another coyote tale. (See book list, Appendix A, for ideas.) Discuss with the students what makes the story a folktale focusing on the characteristics of a folktale. Remind the students that folktales are stories that mirror human behavior in a fanciful way and illustrate human desires in an imaginative way. Read *The Peach Boy*, to the students and discuss what makes it a legend. Again you may substitute another Japanese legend in place of *The Peach Boy*. (See book list, Appendix A for other options.) To wrap up the lesson, review the characteristics of myths, legends and folktales. Check the students for understanding that myths are stories that contain religious beliefs and portray gods, goddesses, or god-like beings; legends are stories about people, places or events that have some historical fact as their basis and they often embellish details, giving them exaggerated or magical qualities; folktales mirror human behavior and illustrate human desires in an imaginative way.

E. *Assessment/Evaluation*

1. Teacher observation of group discussion and brainstorming.
2. Teacher check of vocabulary sheet to make sure students wrote down the correct definitions.

**Lesson Two: Indian Trickster Tales (one class period)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Recognize literature that reflects customs, regions, and cultures.
  - b. Demonstrates knowledge of plots and major characters of selected classic fairytales, folktales, legends and fables from around the world.
2. Lesson Content
  - a. Myths and Legends
3. Skill Objective(s)
  - a. Demonstrate knowledge of the plots and major characters of myths and legends.
  - b. Identify the characteristics of myths and fables.

B. *Materials*

1. *Coyote- A Trickster Tale from the American Southwest* – Gerald McDermott
2. *Native American Stories* – Joseph Bruchac (Core Knowledge 5<sup>th</sup> grade text)
3. Trickster Worksheet (Appendix C), one for each student
4. Pencil for each student
5. Unit folders for each student
6. Other trickster stories (see book list, Appendix A for suggestions) may be used in place of the ones mentioned above.

C. *Key Vocabulary*

1. Trickster – a character in Native American stories that plays tricks for personal gain
2. Moral – a lesson learned as a result of a negative situation

- D. *Procedures/Activities*
1. It would be helpful to read the introduction in *Native American Stories* as background before beginning this lesson. Start today's lesson with a quick review of the characteristics of myths, legends and folktales. Make sure that the students understand that myths are stories that contain religious beliefs of a particular culture and they portray the actions of gods, goddesses or other god-like beings. Review that legends are stories about people, places or events that have some historical fact as their basis. Legends often embellish details, giving them exaggerated or magical qualities. Folktales are stories that mirror human behavior in a fanciful way and illustrate human desires in an imaginative way. Introduce new vocabulary words. Write the vocabulary words on the board and have students add them to vocabulary list (Appendix B) in folders. Discuss how Native Americans used the trickster stories to teach a lesson or a moral. Also discuss how the stories were passed down orally from generation to generation. Introduce and discuss how the main characters of the trickster stories are the coyote, raven and spider. Discuss how the trickster stories have the characteristics of folktales in that they mirror human behavior in a fanciful way and illustrate human desires in an imaginative way.
  2. Read *Coyote - A Trickster Tale from the American Southwest* to the students. After reading the story, discuss the trickster: who he was, what the trick was he played and what lesson was learned. (See book list, Appendix A for other options of trickster stories.) Read to the class "How Grandmother Spider stole the Sun" (pages 27-29, *Native American Stories*) and "How Raven Made the Tides" (pages 73-74, *Native American Stories*). After reading the stories, discuss the trickster: who he was, what trick he played and what lesson was learned. (See book list, Appendix A for other suggestions.)
  3. Pass out Trickster Worksheet (Appendix C) to each student to complete. Collect worksheets for a grade if desired. After completion, go over as a group with everyone sharing their answers. Have the students put their worksheet in their unit folders if you did not collect for a grade.
  4. Wrap up the lesson by reviewing what makes the trickster stories folktales. Emphasize that folktales are stories that mirror human behavior in a fanciful way and illustrate human desires in an imaginative way. Ask the students to tell how each story from today fits as a folktale.
- E. *Assessment/Evaluation*
1. Teacher observation of group discussion.
  2. Teacher grades trickster worksheet to check that students identified the trickster, the trick and the lesson of each story correctly.

### **Lesson Three: Hopi Stories (one class period)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Recognize literature that reflects customs, regions and cultures.
    - b. Demonstrates knowledge of plots and major characters of selected classic fairytales, folktales, legends and fables from around the world.
  2. Lesson Content
    - a. Myths and Legends
  3. Skill Objective(s)
    - a. Develop cultural awareness by exploring differences in language and grammar.
    - b. Identify characteristics of myths and legends.

c. Identify the noun, object and verb of a sentence.

B. *Materials*

1. *Coyote and Little Turtle – a Hopi Tale* or other Indian tale of your choice
2. Word Order Information Sheet for teacher (Appendix D)
3. Unit folder for each student
4. Hopi Word Order worksheet for each student (Appendix E)
5. Pencil for each student

C. *Key Vocabulary*

No new vocabulary

D. *Procedures/Activities*

1. Today's lesson deals with the parts of speech and syntax order. The students already have experience with the parts of speech: noun, object and verb and their syntax order within the English language. Today we will explore the syntax order of those parts of speech within the Hopi language and compare them to English word order. We chose to include this lesson because of the connection to the Native American stories. Start today's lesson with a short review of the characteristics of myths, legends and folktales, reviewing that myths are stories that contain religious beliefs of a particular culture and they portray the actions of gods, goddesses or other god-like beings. Review that legends are stories about people, places or events that have some historical fact as their basis. Legends often embellish details, giving them exaggerated or magical qualities. Folktales are stories that mirror human behavior in a fanciful way and illustrate human desires in an imaginative way. Explain to the students that today we will be reading/listening to a Hopi tale. Talk about how the Hopi had their own language and explain that today's story is written in both English and Hopi. Read *Coyote and Little Turtle - A Hopi Tale*, showing the students the Hopi words next to the English. Have the students point out any differences they see between the two written languages. After reading the story, discuss whether the story is a myth, legend, or folktale using the definitions from Lesson One. The students should have these on their vocabulary sheets in their folders. Compare today's story to the trickster stories from the previous day, discussing the similarities and differences.
2. Discuss how the Hopi language is different from English. (See pages 47-90, *Coyote and Little Turtle*, for background information on the differences. Also see Appendix D for information.) The main emphasis of this lesson is to show the differences in language and grammar between Hopi and English and how these differences relate to their cultures. There are other differences between the two languages that you may want to explore with your students. Information on these differences is in *Coyote and Little Turtle*, pages 47-90.
3. Explain to the students how in English, the typical word order of a sentence is subject, verb, object. In Hopi the word order is subject, object, verb. Write several examples on the board using sentences from the book and your own sentences. Practice with translating from English form to Hopi form and Hopi form to English form. Have the students give examples also. Pass out the Translation worksheet (Appendix E) going over the examples and directions. Have the students complete it. For the last part of the worksheet the students will need to work with a partner. After completing the translations you may want to go over the page together and share some of the sentences the students wrote. Have the students put the translations in their unit folders. If *Coyote and Little Turtle* is unavailable you may choose another Indian tale (see book list, Appendix A for suggestions) to share with the class and then explain about the

Hopi word order using Appendix D and have the students use that story as a basis for translations. Translate some of the sentences in the story you have chosen to the Hopi word order.

- E. *Assessment/Evaluation*
  - 1. Teacher observation of group discussion
  - 2. Teacher review of worksheet to check for understanding

**Lesson Four: The Legend of Scarface (one class period)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Demonstrate knowledge of plots and major characters of selected classic fairytales, folktales, legends and fables.
    - b. Demonstrate familiarity with a variety of classic fiction, folktales and poetry.
  - 2. Lesson Content
    - a. Myths and Legends
  - 3. Skill Objective(s)
    - a. Demonstrate knowledge of the plots and major characters of myths and legends.
    - b. Apply thinking skills to reading, listening, speaking and writing.
- B. *Materials*
  - 1. *The Legend of Scarface* by Robert San Souci
  - 2. Writing paper for each student
  - 3. Pencil for each student
  - 4. Unit folder for each student
  - 5. Rubric for paragraph writing – Appendix F
- C. *Key Vocabulary*

No new vocabulary
- D. *Procedures/Activities*
  - 1. Start the lesson with a review of the trickster stories from the previous two lessons. Focus on the characteristic that trickster stories teach a lesson.
  - 2. Read *The Legend of Scarface* to the students. Discuss how the story differs from the trickster tales. Focus on what makes today's story a legend, going back to the characteristics/definitions from Lesson One.
  - 3. Discuss with the students which of the stories they like best and why. Have the students write a paragraph telling which story they liked and two reasons why they liked it. Remind the students what a well-written paragraph consists of. The paragraph should include a topic sentence, supporting details and a conclusion. Remind the students that their topic sentence should include the reasons why they like the story best and the supporting details should explain their reasons. If there is time you may want to have the students share their writings. Collect the student's paragraphs for a grade if desired according to the rubric (Appendix F).
- E. *Assessment/Evaluation*
  - 1. Teacher will observe the group discussion and also circulate around the room during the writing process to provide any guidance needed.
  - 2. Evaluate written paragraphs according to rubric (Appendix F).

## **Lesson Five: Japanese Tales (two to three class periods)**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Recognize literature that reflects customs, regions and cultures.
  - b. Demonstrate familiarity with a variety of classic fiction, folktales and poetry.
2. Lesson Content
  - a. Myths and Legends
3. Skill Objective(s)
  - a. Demonstrate knowledge of the plots and major characters of myths and legends.

### B. *Materials*

1. *The Samurai's Daughter*- Robert San Souci
2. One page notebook paper for each student
3. Pencil for each student
4. Optional: Note taking worksheet (Appendix G)
5. Unit folder for each student
6. Rubric for Evaluating Summary Paragraph - Appendix H

### C. *Key Vocabulary*

1. Samurai – a Japanese knight-warrior
2. Amas – a Japanese diving woman
3. Getas - a wooden clog –type shoe
4. Kimono - a silk robe or dress
5. Mino - a Japanese straw cape
6. Banished - to be sent away

### D. *Procedures/Activities*

1. This lesson shifts from Native American tales to the tales from Japan. This lesson will take two to three days depending on your students and how detailed you make the note taking process.
2. To start the lesson, tell the students of the shift from Native American stories to Japanese tales. Discuss where Japan is, locating it on a map. Ask students what they know about Japan. Ask for ideas on how the stories might be different. To get the students going ask how the Japanese stories are different from the Native American in terms of the animals portrayed in the stories. (i.e. no coyotes in Japan, etc.)
3. Introduce the vocabulary words for the lesson. Write them on the board along with their definitions and have the students add them to their vocabulary sheets in their unit folders.
4. Review with the students how to take notes. You may choose to use the note-taking sheet (Appendix G) provided or have the students use the method most often used in your class. How you chose to do this depends on you and your students. Explain to the students that they will need to take notes on today's story and that they will use these notes to write a summary of the story.
5. Read *The Samurai's Daughter* to the students. Depending on your students, you may need to point out key ideas, points and events to be written in their notes as you read the story. After reading, discuss the story with the students emphasizing what characteristics it has that makes it a legend. Remember that legends are stories about people, places or events that have some historical fact as their basis. Legends often embellish details, giving them exaggerated or magical qualities. You will want to read the story and take notes one day and review the story and write the paragraph the next.

6. Review with the students the elements of a well-written summary paragraph. That is their paragraphs should be in the narrative form, and show their understanding of the plot, setting and characters. The summary should be about a page in length. Go over the grading rubric (Appendix H) with the students so that they are aware of what your expectations are for their paragraph. Pass out writing paper and instruct the students to use their notes to write a summary of *The Samurai's Daughter*. Remind the students that their paragraphs should include the plot, the setting and the characters of the story. It is left to the teacher's discretion as to whether to accept a rough copy or final copy.
- E. *Assessment/Evaluation*
1. Teacher will circulate during the writing process to provide help and guidance as needed.
  2. Teacher will grade summary paragraph to check for understanding. See Rubric, Appendix H.

### **Lesson Six: Review (one class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Demonstrates knowledge of plots and major characters of selected classic fairytales, folktales, legends and fables from around the world.
  2. Lesson Content
    - a. Myths and Legends
  3. Skill Objective(s)
    - a. Demonstrate knowledge of the plots and major characters of myths and legends.
    - b. Identify the characteristics of myths and legends.
- B. *Materials*
1. Stories read in unit
  2. Unit folder for each student
  3. Optional-Paper for each student
  4. Optional-Pencil for each student
  5. Copy of test for the teacher to use during the review (Appendix I)
- C. *Key Vocabulary*  
No new vocabulary
- D. *Procedures/Activities*
1. Today's lesson is a review for the unit test. You may handle this review in a variety of ways. One way to review is to use the test copy as a question and answer guide. You may also use the test copy to play a "Who Wants to be a Millionaire" type game. It would be helpful to have all the books read in the unit available for the students to read/look at again. The unit folders can also be sent home as a study guide. Use this review time as it would work best for you and your students.
- E. *Assessment/Evaluation*
1. Teacher observation of the students' responses during review period.

### **Lesson Seven: Test (one class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Demonstrate knowledge of plots and major characters of selected classic fairytales, folktales, legends and fables.

- b. Demonstrate familiarity with a variety of classic fiction, folktales and poetry.
    - c. Recognize literature that reflects customs, regions and cultures.
  - 2. Lesson Content
    - a. Myths and Legends
  - 3. Skill Objective(s)
    - a. Identify the characteristics of myths, legends, and folktales.
    - b. Develop cultural awareness by exploring differences in language and grammar.
    - c. Apply thinking skills to reading, listening and writing.
    - d. Demonstrate knowledge of plots and major characters of myths, legends and folktales.
- B. *Materials*
  - 1. Unit Test for each student– Appendix I
  - 2. Pencil for each student
  - 3. Answer key for test (Appendix J)
- C. *Key Vocabulary*  
No new vocabulary
- D. *Procedures/Activities*
  - 1. Today is test day. Pass out the test to each student. Collect the test when the students are finished.
- E. *Assessment/Evaluation*
  - 1. Grade the test to evaluate the student’s understanding of the unit (Answer Key, Appendix J).

**VI. CULMINATING ACTIVITY** (optional)

- A. The culminating activity for this unit is to have a storyteller come into the class to share stories and folklore with the students. Some possible resources for storytellers in the Denver area are: The Plains Conservation Center in Aurora and the Jefferson County Library system. A possible resource in any city or town is a local library or university.

**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Book List
- B. Appendix B: Vocabulary Worksheet
- C. Appendix C: Trickster Worksheet
- D. Appendix D: Hopi Word Order Information
- E. Appendix E: Hopi Translation Worksheet
- F. Appendix F: Rubric for Favorite Native American Story paragraph
- G. Appendix G: Note-taking Worksheet
- H. Appendix H: Rubric for Summary paragraph
- I. Appendix I: Unit Test
- J. Appendix J: Unit Test Answer Key

**VIII. BIBLIOGRAPHY**

- A. Bruchac, Joseph, *Native American Stories*, Golden, CO, Fulcrum Publishing, 1991, ISBN1-55591-094-7
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- C. Hirsch, E.D. Jr., *History and Geography*, Parsippany, NJ, Pearson Learning, 2002, ISBN 0-7690-5026-3

- D. McDermott, Gerald, *Coyote - A Trickster Tale from the Southwest*, NY, 1994, Harcourt, Brace & Co., ISBN 0-15-220724-4
- E. Sakurai, Gail, *Peach Boy*, United States of America, Troll Associates, 1994, ISBN 0-8167-3410-0
- F. San Souci, Robert, *The Legend of Scarface: A Blackfoot Indian Tale*, Garden City, NY, Doubleday, 1978, ISBN 0-385132-476
- G. San Souci, Robert, *The Samurai's Daughter*, NY, Dial Books for Young Readers, 1992, ISBN 0-8037-1135-2
- H. Yongosonhoya, Iisaw Niqw, *Coyote and Little Turtle: A Traditional Hopi Tale*, Santa Fe, NM, Clear Light Publisher's, 1994, ISBN 0-940666-84-7

## Appendix A

### Book Suggestions for Unit

#### **Native American**

The Magic of Spider Woman - Lois Duncan

The "Irkesome" series - Paul Goble

How Thunder and Lightning Came to Be - Beatrice Orcutt Harell

Fire Race - A Karuk Coyote Tale - Jonathon London

Lord of the Animals- A Miwok Indian Creation - Myth by Fiona French

Native Americans: Cultures and Conflicts - Pearson Learning from Core Knowledge

The Telling of the World- Native American Stories and Art - Edited by W. S. Penn

That Tricky Coyote - Retold by Gretchen Will Mayo

#### **Japanese**

Ooka the Wise: Tales of Old Japan - I. G. Edmonds

Tsuru No Ongaeshi - The Grateful Crane - Robert J. Adams

Men From the Village Deep in the Mountains and Other Japanese Folk Tales - Molly Bang

The Sea of Golden and Other Tales from Japan - Yoshiko Uchida

The Badger and the Magic Fan: a Japanese folk tale - Tony Johnson

Peach Boy - William Hooks

Favorite Fairy Tales Told in Japan - Virginia Haviland

The Snow Wife - Robert D. San Souci

Japanese Mythology - Juliet Piggott

Under the Cherry Blossom Tree - retold by Allen Say

Moon Magic Stories from Asia - Katharine Davison

#### **Stories used in this unit:**

Coyote - A Trickster Tale from American South West - Gerald Mc Dermott

Coyote and Little Turtle: A Traditional Hopi Tale - Iisaw Nigw Yongosonhoya

The Legend of Scarface: A Blackfoot Indian Tale - Adapted by Robert San Souci

The Samurai's Daughter - Robert D. San Souci

Peach Boy - Gail Sakurai

Appendix B

**Vocabulary Worksheet**

Name: \_\_\_\_\_

1.

2.

3.

4.

5.

Appendix B, page 2

6.

7.

8.

9.

10.

Appendix C

Name: \_\_\_\_\_

Trickster Worksheet

Story 1: \_\_\_\_\_

Who was the Trickster? \_\_\_\_\_

What was the Trick?

\_\_\_\_\_

What was the lesson learned?

\_\_\_\_\_

\_\_\_\_\_

Story 2: \_\_\_\_\_

Who was the Trickster? \_\_\_\_\_

What was the Trick?

\_\_\_\_\_

What was the lesson learned?

\_\_\_\_\_

\_\_\_\_\_

Story 3: \_\_\_\_\_

Who was the Trickster? \_\_\_\_\_

What was the Trick?

\_\_\_\_\_

What was the lesson learned?

\_\_\_\_\_

\_\_\_\_\_

## Appendix D

# Background Worksheet for the Teacher: Coyote and the Little Turtle

Word order syntax in Hopi language is different from word order syntax in the English language.

In English we write subject verb object.

In Hopi word order is written as subject object verb.

Example:

English: The Indians told stories.

Hopi: The Indians stories told.

(adapted from the story Coyote and Little Turtle)

Appendix E

**Coyote and Little Turtle Translation Worksheet**

Name: \_\_\_\_\_

Example: English language order syntax    subject verb object  
Hopi language order syntax    subject object verb

The brown dog ran over there.                      English  
The brown dog over there ran.                      Hopi

Translate from English order to Hopi order.

The coyote stuck his nose into the badger's hole.

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Translate from Hopi order to English order.

The raven into the old woman's house walked.

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On the lines below write one sentence in English order and one sentence in Hopi order. Give these to a classmate to translate.

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Appendix F

**Rubric**  
**Favorite Native American Story**

Student: \_\_\_\_\_

\_\_\_\_\_ (5 pts) Does paragraph have a topic sentence?

\_\_\_\_\_ (10 pts) Does paragraph have at least two supporting details?

\_\_\_\_\_ (5 pts) Does paragraph have a conclusion?

\_\_\_\_\_ Total points out of a possible 20 points total.

Comments:

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**Rubric**  
**Favorite Native American Story**

Student: \_\_\_\_\_

\_\_\_\_\_ (5 pts) Does paragraph have a topic sentence?

\_\_\_\_\_ (10 pts) Does paragraph have at least two supporting details?

\_\_\_\_\_ (5 pts) Does paragraph have a conclusion?

\_\_\_\_\_ Total points out of a possible 20 points total.

Comments: \_\_\_\_\_

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Appendix G

# Note-taking Worksheet

Name: \_\_\_\_\_

**Title:**

**Characters:**

**Setting:**

**Plot:**

Appendix H

**Rubric for Summary of  
The Samurai's Daughter**

Student: \_\_\_\_\_

\_\_\_\_\_ (5 pts) Does the student show the plot of the story?

\_\_\_\_\_ (5 pts) Does the student show the setting?

\_\_\_\_\_ (5 pts) Does the student list the main characters in the story?

\_\_\_\_\_ (5 pts) Is the summary in narrative form?

\_\_\_\_\_ **Total** of points from a possible 20 points.

Comments:

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**Rubric for Summary of  
The Samurai's Daughter**

Student: \_\_\_\_\_

\_\_\_\_\_ (5 pts) Does the student show the plot of the story?

\_\_\_\_\_ (5 pts) Does the student show the setting?

\_\_\_\_\_ (5 pts) Does the student list the main characters in the story?

\_\_\_\_\_ (5 pts) Is the summary in narrative form?

\_\_\_\_\_ **Total** of points from a possible 20 points.

Comments:

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## Appendix I

### Myth and Legends Test

Name: \_\_\_\_\_

#### Matching: 1 pt each

- |                |    |   |
|----------------|----|---|
| _____ Myth     | a. | stories that mirror human behavior in a fanciful way.                               |
| _____ Folktale | b. | women divers  |
| _____ Legend   | c. | a Japanese knight   |
| _____ Amas     | d. | a Japanese robe   |
| _____ geta     | e. | to be sent away   |
| _____ samurai  | f. | stories about people, places, or events that have some historical facts their base. |
| _____ mino     | g. | wooden clogs  |
| _____ banished | h. | a shaggy cape of straw  |
| _____ kimono   | i. | stories that contain religious or philosophical beliefs of a particular culture     |
| _____ moral    | j. | a lesson learned as a result of a negative situation                                |

#### Fill in the blanks: 1 pt each

1. In order to make the coyote fly each bird took a feather \_\_\_\_\_.
2. This made the coyote fly \_\_\_\_\_.
3. In order to fix this problem each bird took a feather from \_\_\_\_\_.
4. When the story began the coyote had a very pretty \_\_\_\_\_ colored coat.
5. The coyote became tired of flying when the birds left him. He then fell to the earth quite hard and his pretty coat became \_\_\_\_\_.
6. The old man and woman in the story The Peach Boy were very sad because they did not have any \_\_\_\_\_.
7. The old woman found a baby in a \_\_\_\_\_.
8. They named the boy Momotaro, which means \_\_\_\_\_ in Japanese.
9. Momotaro made friends with the dog, monkey and Pheasant by sharing his \_\_\_\_\_ with them.
10. After defeating the ogres, the Peach Boy and his new friends returned to the village as \_\_\_\_\_ because they had returned the treasures to the villagers.

**Translation: 5 pts each**

**Translate the sentence from English word order to Hopi word order.**

1. The little coyote ran into the cave.
- 

**Translate the sentence from Hopi word order to English word order.**

2. The turtle near the lake lived.
- 

**True or False: 2 pts each.**

- \_\_\_\_\_ 1. According to the story "How Grandmother Spider Stole the Sun" there was always sun in the sky.
- \_\_\_\_\_ 2. Because of the high heat from the sun, Grandmother Spider was the only one who could carry the sun from the place it was hidden.
- \_\_\_\_\_ 3. All the animals argued about where the sun should be placed.
- \_\_\_\_\_ 4. In the story "How Raven made the Tides", Raven wanted all the food on the beach for himself.
- \_\_\_\_\_ 5. The old woman agreed to let the tides out of her hand twice a day.

**Essay: 10 pts**

On your own sheet of paper write a summary of the story The Legend of Scarface. Be sure to include plot, character and setting.

Appendix J

**Myth and Legends Test  
Answer key**

**Matching: 1 pt each**

- \_\_i\_\_ Myth
- \_\_a\_\_ Folktale
- \_\_f\_\_ Legends
- \_\_b\_\_ Amas
- \_\_g\_\_ geta
- \_\_c\_\_ samurai
- \_\_h\_\_ mino
- \_\_e\_\_ banished
- \_\_d\_\_ kimono
- \_\_j\_\_ moral

**Fill in the blanks: 1 pt each**

1. their left wing
2. sideways
3. their right wing
4. blue
5. earth brown
6. children
7. peach
8. peach boy
9. dumplings
10. heroes

**Translation: 5 pts each**

**Translate the sentence from English word order to Hopi word order.**

The little coyote into the cave ran.

**Translate the sentence from Hopi word order to English word order.**

The turtle lived near the lake.

**True or False: 2 pts each.**

- 1. F
- 2. T
- 3. F
- 4. F
- 5. T