



Grade Level: 5
Subject: ELA

Creation Myths

ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- History
- Lifeways
- Language

LEARNING OUTCOMES

- Students will be able to explain the purpose and importance of Native American creation stories.
- Students will be able to summarize the Grand Ronde creation story: Coyote & Grizzly
- Students will be able to examine Native American creation stories for similarities and differences.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Higher level thinking: compare/contrast
- Preserving and honoring cultural history

ASSESSMENT

Students will be assessed on their proficient completion of their Venn Diagram poster comparing and contrasting two Native American creation stories.

Overview

Stories play an important role in Native American culture. Stories are often used to explain the creation of life and earth, and to teach lessons. Traditional stories are told by the Elders and are repeated again and again with the exact words. This is how stories are passed on from generation to generation. In this lesson students will learn about a Grand Ronde creation story and explore how this story is similar and different than creation stories from other tribes.

MATERIALS

- [Creation Myths Read Aloud](#)
- [Coyote in Love text](#)
- [Image](#) of Crater Lake
- [Coyote and Grizzly text](#)
- [Suggested Research Links document](#)
- Poster Paper
- Art Supplies

LOGISTICS

- Where does this activity take place?
Classroom
- How are the students organized?

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

2-3, 50 minute sessions

STANDARDS

Oregon Common Core State Standards: ELA

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Oregon Social Science Academic Standards

Historical Knowledge 5.14 Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact in the late 15th and 16th centuries, such as religion, language, and cultural practices and the subsequent impact of that contact.

Historical Thinking 5.23 Summarize how different kinds of historical sources are used to explain events in the past.

Historical Thinking 5.24 Use primary and secondary sources to formulate historical questions and to examine multiple accounts or perspectives of a historical issue or time.

Background for Teachers

Teachers should review the Creation Myths read aloud that will be presented to students.

Teachers should also review the links below:

Circle of Stories:

<https://www.pbs.org/circleofstories/voices/index.html>

Robert Redford and N. Scott Momaday on Oral Tradition:

https://youtu.be/rfW2wLUK_wE

We Know Where We Come From: Creation Story:

<https://youtu.be/wZZmFTnpehs>

VOCABULARY

- **Myth** - a traditional story, especially one concerning the early history of a people or explaining some natural or social phenomenon
- **Creation Myth** - a symbolic narrative of how the world began and how people first came to inhabit it
- **Elder** - Tribal member(s) of older age valued for their wisdom
- **Traditions/Traditional** - a way of life, parts of the culture, that are passed down to each generation

Opening

- Begin the lesson by explaining to students what a myth is. (See vocabulary definition)
- Explain to students that they will be hearing and learning about Native American creation stories (myths). Explain the difference using the vocabulary definitions.
- Ask students:
 - Have you ever heard a myth or a creation stories?
 - Where did you hear this from?
 - Why do you think creation stories are important?

Activity

1. Introduce students to the story “Coyote in Love”. This is a retelling of a popular Oregon Native American creation story. This book tells the story of Crater Lake and how it became. While reading the story, display the included image of Crater Lake.
2. Next, read aloud to students the Creation Myths document. Identify key pieces of information:
 - a. Native American stories were often passed down through generations by oral storytelling from Elders.
 - b. Traditionally stories were only told in the winter.
 - c. Each tribe has their own stories depending on the location and history of the tribe.
 - d. Stories are used to share history, share culture, explain why things are the way they are, and to teach lessons.
3. Once students have a deeper understanding of the role of storytelling in Native communities, introduce students to the Grand Ronde story Coyote and Grizzly.
4. Afterwards, discuss the reading with students.
 - a. Who were the characters in this text?
 - b. What was the setting?
 - c. What are two main ideas/themes of this story?
 - d. What is the purpose of this story? (i.e. teach a lesson, explain the formation of someone/something, etc.)
5. Once students have finished Coyote and Grizzly, introduce the lesson activity to students. Explain that they will be designing and creation a compare/contrast poster for two Native American creation stories. Encourage students to pick a theme for the stories (creation of water/mountains/landmarks, coyote, life lessons, etc.). Posters should include:
 - a. A Venn Diagram
 - b. Characters
 - c. Setting
 - d. Two Main Ideas/Themes
 - e. The purpose of the stories
 - f. Artwork relating to the stories
6. Allow students time to research the creation stories using the Suggested Research Links document.

Closure

To close the lesson, students will be presenting their posters to the class.

Differentiation

- Teachers can aid students in the poster development by having students compare and contrast the two creation myths already presented to them, Coyote in Love and Coyote and Grizzly or by pre-selecting two other creation myths.
- Students can present their posters in small groups versus to the entire class.
- Students can utilize a different form of presentation to compare/contrast their stories (i.e. PowerPoint/Slides, Video, paragraph writing, etc.)

Extension

- Teachers can extend this lesson by introducing the story The Creation Story- an Ojibwe legend retold by Heather Gouge and Nicole Miller ([found here](#)) and utilizing the multiplication problems attached to the story.

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

- Creation Myths Read Aloud:
https://drive.google.com/file/d/1PKHR_aWksJ68IYeAeJxK1DZsPgBxT5pZ/view?usp=sharing
- Coyote in Love text: <https://forms.gle/CVHLszoUy5pJHFbWA>
- Image of Crater Lake:
https://drive.google.com/file/d/19eqvOirTANVxC_86iMX1zvurjTFdxgoT/view?usp=sharing
- Coyote and Grizzly text:
https://drive.google.com/file/d/15mKfMhjxRWjjzuikf2jXW4bE_wkLk7Ta/view?usp=sharing
- Suggested Research Links document:
https://drive.google.com/file/d/1tDkgCUSenH-CrFTL7QR6n7qa92ss_U3N/view?usp=sharing