Indian No More by Charlene Willing McManis with Traci Sorell, Chapters 25 & 26 Beaver and. Coyote Stories- Lesson designed and created by Dr. Marisol Ruiz and PromotorX: Jonni Segura, Jasmin Chavez, Rebecca Moreno, Keila Moran, and Jay Martinez - Humboldt State University, June 3, 2021.

If it helps, you can listen to the story by clicking on the chapter:

**Chapter 25 Beaver** 

**Chapter 26 Umpqua Ways** 

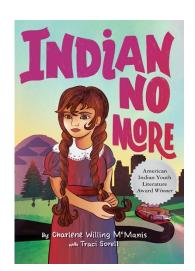
p.149- p. 168

**The Beaver and The Coyote** 

P.208-p. 209

Navajo story:

**Coyote and The Beaver People** 



## **Engage**



What have your grandparents or elders taught you?

What are ways we can comfort a friend or family member in a difficult or stressful situation?

When Chich died-



"Keith didn't know what to say. He stood in silence, rocking slowly back and forth on his heels" (p. 159).

## Vocabulary



Streuselkuchen: (p. 160) A German-style crumb cake



**Gurney: (p. 157)** A hospital bed with wheels that makes it easy to move patients around

Ex: "Two men lifted Chich onto a gurney, and we followed as they carried her to the ambulance"

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**Urging: (p.151)** To consistently persuade/recommend someone or something to do something. In the picture- the doctor is urging people to stay home.

Ex: At Keith's urging, I finally agreed to go over to Philip's house"

**Arroz con pollo: (p.164)** A dish originating in Spain. It includes cooked chicken, tomatoes, herbs and rice.

**Ropa vieja: (p. 160)** A slow-cooked beef-and-vegetable stew served with rice, and one of the national dishes of Cuba



You can watch the Navajo story -Coyote and the Beaver People in the Dine language –watch here YT Video

# Storytelling ... "Stories have Power p. 154"

"Regina, tell me a story. Stories have power." (pg 154)

- Read p.208-209 and <u>listen</u> to The Umpqua story of **The Beaver and The Coyote**. Think about the message in the story and how this story relates/connects to the book Indian No More.
- Then <u>Read</u> and <u>listen</u> to the Navajo story of <u>Coyote and the Beaver People</u>. Think about the message in the story and how this story relates/connects to the book Indian No More.
- 3. Compare and Contrast both stories about Beaver and Coyote

Story	UMPQUA	NAVAJO
	The Beaver and	Coyote and the
	The Coyote.	<b>Beaver People</b>
Story is about		
Differences		
Similarities		

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## **Explain**

Why is storytelling important? Explain how you connected to a story someone told you. Explain why this story is important to you.

Chich: "Regina tell me a story . Stories have power" What did she mean by they have power?



# SentiPensante Think, Feel and Sense @ the same time

What does the following quote make you think and feel at the same time?

"I was Indian even without my braids. I was Indian even if I didn't own a headdress or pony. I was Indian even if I was Indian no more. Because I knew where I came from." (pg. 95)



## **Apply**

Write about a story (you might have been told this story by a parent, or grandparent, or a guardian, elder, or adult). that keeps you rooted in who you are, that keeps you grounded in your identity.



### **Share**

Share the story that helps you remember who you are.

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## **Reflect**

What is your biggest take away from the book?

- "We came from survivors. Our ancestors survived being forced to leave our homelands and march to Grand Ronde in the winter." (pg. 94)
- "But tonight ... I thought about all I had been through. What had Chich said once? All that you experienced, whether won or lost, was yours." (pg. 95)



### **Predict**

How will Regina's family grieve over the death of Chich? Will her family go back to live in Grande Ronde or will they stay in Los Angeles?



## **Self-Assessment**

I learned ...

I still have questions about...

I do not understand....

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