



Reading the Coyote School News

Author Carol Carney Warren
Grade Level 3
Duration 2 -3 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

6. How culture and experience influence people's perceptions of places and regions.

AZ Standards

ELA

Reading

Key Ideas and Details

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Integration of Knowledge and Ideas

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Range of Reading and Level of Text Complexity

3.RI.10 B By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

Writing

Production and Distribution of Writing

3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Language

Conventions of Standard English

3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time. Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures

Human-environment interactions are essential aspects of human life in all societies.

3.G2.1 Explain how people modify and adapt to the Arizona environment. Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

3.G3.1 Describe the movement of people in and out of Arizona over time. Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives.

3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations. Key concepts include but are not limited to impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations Influential individuals and groups in the history and development of Arizona

Overview

Mexican-American ranching families practiced many wonderful and interesting customs from Mexico. Many of those customs are a part of American life today. It is important for students to recognize the many cultural contributions made by Mexican-Americans to the ranching industry and to American life today.

Purpose

In this lesson students will practice mapping skills while exploring the legacy of the Mexican culture to the occupation of ranching and to American life today.

Materials

- *Coyote School News* by Joan Sandin – 1 book per student or small group of students
- *Gadsden Purchase Map*- 1 per student and teacher projection
- Student worksheets – *Arizona and Mexico* and *Customs from Mexico* – 1 per student
- rulers

Objectives

The student will be able to:

1. Locate the Gadsden Purchase on a map of Arizona.
2. Measure distance using a scale on a map of Arizona.
3. List cultural items and customs from Mexico.
4. Describe the events of a roundup in correct sequence.
5. Write a newspaper article about an event at their school.

Procedures

SESSION ONE

1. Anticipatory Set - Ask children to think of examples of life in America today that they believe came from Mexico or the Mexican

- culture. List examples on the board or chart paper. Explain that they will be reading a story that has examples of cultural ideas borrowed from Mexico that they can compare to their list.
2. Discuss how immigrants to America bring with them many customs from their homelands. They continue to practice these customs after they become American citizens. Through the years, some of these customs (such as the examples they mentioned) have become part of our daily lives in America.
3. Hand out the student worksheet, *Arizona and Mexico*, and the *Gadsden Purchase Map*. Explain how Arizona once belonged to Mexico and have students read about how it became a part of the United States.
4. Have students locate the Gadsden Purchase on the map. Tell them they will be reading a story about children who live on ranches in this part of Arizona. The children attend a school that is near the town of Amado, Arizona. Have them locate Amado on the map of Arizona. Using rulers and the map scale, have students answer the three questions on the worksheet. Then have students shade in the Gadsden Purchase area according to the directions on the worksheet.
5. Review with students that these ranch families practiced many customs from Mexico and as they read the story they will identify customs and ideas that come from the Mexican culture.
6. Hand out the student worksheet, *Customs from Mexico*, and review directions before reading the story. The story can be read together or individually as desired. The story may be read in two segments as your time allows. (1 – 2 class periods as desired by the teacher.)
7. After reading, review with students the many jobs and activities on a ranch which came from ranches in Mexico. The roundup is a very important time on a cattle ranch. Reread pages 38 – 40, which tell about the roundup. Using the *Arizona and Mexico* worksheet, have students put the events of the roundup in the order in which they occurred in the story. They

may refer to the pages as they do the exercise. Collect worksheets for assessment.

8. End the session by reviewing the students' original list and additional customs from Mexico learned from reading *Coyote School News*.

SESSION TWO

9. Review what students recall from reading *Coyote School News*. Be sure they include that the children wrote stories about their school for the "Coyote News."
10. Have students discuss possible subjects they might write about if they had a class newspaper. List ideas on the board or a chart.
11. Have students choose a subject and write an article about their class for a class newspaper. They could use an idea from the class discussion or another of their own. They should use the 5 steps in the writing process and correct mechanics of writing.
12. Publish the students' writing in a newspaper format.

Assessment

The students' map work can be assessed for **social studies**. 1 point is given for coloring the Gadsden Purchase and 3 points for the map scale exercise. 75% is considered mastery.

Reading can be assessed with the graphic organizer and the sequencing activity.

12 points are possible for the graphic organizer. 5 points are possible for sequencing. 80% is considered mastery.

Writing can be assessed for mechanics using the 6-trait rubric.

Extensions

Visit the site <http://cowpuncher.library.arizona.edu/> for information on the school, the teacher and the newspapers written by children in southern Arizona from 1932 to 1943. Share the information with your students.

Share another Arizona ranching story with students, *The Year of the Ranch*, by Alice McLerran. ISBN 0-670-85131-0 This is the story of a family's year on a ranch outside of Yuma, AZ. It tells of a town family's ranch experience as Papa tries to make the desert "bloom like a rose." Although the title states a ranch, it is an agricultural, not a cattle ranch.

Share the childhood story of Sandra Day O'Connor on her family's ranch in Southeastern Arizona with *Chico*. ISBN 0-525-47452-8

There is information about how ranch children played in the *Arizona Territorial Cookbook: The Food and Lifestyles of a Frontier* by Melissa Ruffner Weiner. ISBN 0-89865-312-6

Share information and historic photos of the Empire Ranch in Southern Arizona, at

<https://www.empireranchfoundation.org/>

<https://www.empireranchfoundation.org/empire-ranch/history/>

Sources

Sandin, Joan. *Coyote School News*. Henry Holt and Company. New York. 2003. ISBN 0-8050-6558-X