

*Brennan discovers the soldiers had lied about killing Coyote Runs they had shot him in the face.

*Brennan realizes he must take the skull back to Dog Canyon.

*Tibbets suggests Brennan contact the army.

There is hope that the army may have a report of a young boy being shot.

*Brennan receives many file boxes of army reports and he starts to go through them all.

*Brennan discovers the boy's name is Coyote Runs, and his mother had looked for him so she could give him a proper burial.

Tibbets that the skull belonged to a boy, he died a violent death, and he was killed at a very close range with a bore rifle.

*Brennan learns that a Murphy drip is coffee boiled down to pure caffeine. Tibbets used a Murphy drip in Vietnam when soldiers went into shock and they had no medicine for them.

Appendix G

Event Strips

*Brennan and Mr. Homesley go to the morgue.

*At the morgue, Brennan and Mr. Homesley find a friend of Mr. Homesley's, who was in The Vietnam War with him.

*Tibbets, Mr. Homesley's friend, carefully examines and measures the skull.

*After the examination, Brennan finds out from

Appendix F

Metacognitive Journal

What I learned about Coyote Runs (In Chapter 9)	How I figured out what happened to Coyote Runs
What I learned about Brennan (In Chapter 10)	How I figured out what happened to Brennan

Appendix C (continued)

EVALUATOR'S NAME (first and last): _____

EVALUATOR'S COMMENTS (write one thing you liked about the report and write one thing he/she could do to improve this report):

I agreed with my evaluator (yes or no): _____

If you did not agree with your evaluator explain why not below:

If you did agree with your evaluator and would like to make some comments, use this space for that purpose:

Teacher Comments:

Appendix C (continued)

FOURTH PARAGRAPH--CONFLICT

- 12. Describe a main conflict. (problem) _____
- 13. Identify the type of conflict. _____
- 14. Describe another conflict. _____
- 15. Identify the 2nd conflict by type. _____

FIFTH PARAGRAPH--CLIMAX & RESOLUTION

- 16. Give the climax (the turning point of the story- it is an important event before the conflict is solved. _____
- 17. Give the resolution (how the major conflicts are solved.) Be sure the resolution solves the conflicts you mention in this report. _____

SIXTH PARAGRAPH--THEME, AUTHOR'S PURPOSE, AND REACTION TO THE BOOK

- 18. Describe the theme of the book (what the author wants you to learn about LIFE from this book). _____
- 19. Tell why you think this is the theme. _____
- 20. State the author's purpose. _____
- 21. Tell how you felt when you finished the book. _____
- 22. Why did you feel this way? _____
- 23. Describe what you liked or disliked about the book. _____
- 24. Why did you feel this way? _____

25. TURNED IN A COMPLETED ROUGH DRAFT

- 26. **NEAT AND WELL ORGANIZED** _____
- 27. **ALL WORDS SPELLED CORRECTLY** _____
- 28. **GOOD SENTENCE STRUCTURE** _____
- 29. **CORRECT GRAMMAR WAS USED** _____
- 30. **CORRECT PUNCTUATION** _____
- 31. **SALUTATION AND CLOSING** _____
- 32. **NO "NOT YETS"** _____
- 33. **TURNED IN ON DUE DATE :) (4 points)** _____

Possible Points = 100 Points you earned _____ Your % = _____

Appendix C

Book Report Example

Name _____ Score _____ Hour _____ Date _____

RUBRIC FOR FICTION BOOK REPORT

At the completion of your book, a letter about the book should be written to me in cursive, on loose-leaf paper, and using blue or black pen. You may also choose to type your report. The letter should include a salutation (greeting) and a closing. Correct sentence structure, grammar, and spelling are a requirement.

The following scale will be used to evaluate each of the items below:

3 = Expectations were clearly met.

2 = Expectations were attempted, but **some work** is still needed.

0 = Not Yet (**any** “not yet” scores must be redone [the areas missed] before a final score will be given)

EVALUATION

FIRST PARAGRAPH—SETTING

SELF PEER TEACHER

- 1. The first paragraph must include the title (be sure it is underlined!) and author of the book. _____
- 2. Thoroughly describe the setting, use at least four different aspects of the setting (see your notes) _____
- 3. Estimate the time period **and give your reasons why you believe this is the correct time period.** _____

SECOND PARAGRAPH--CHARACTERIZATION

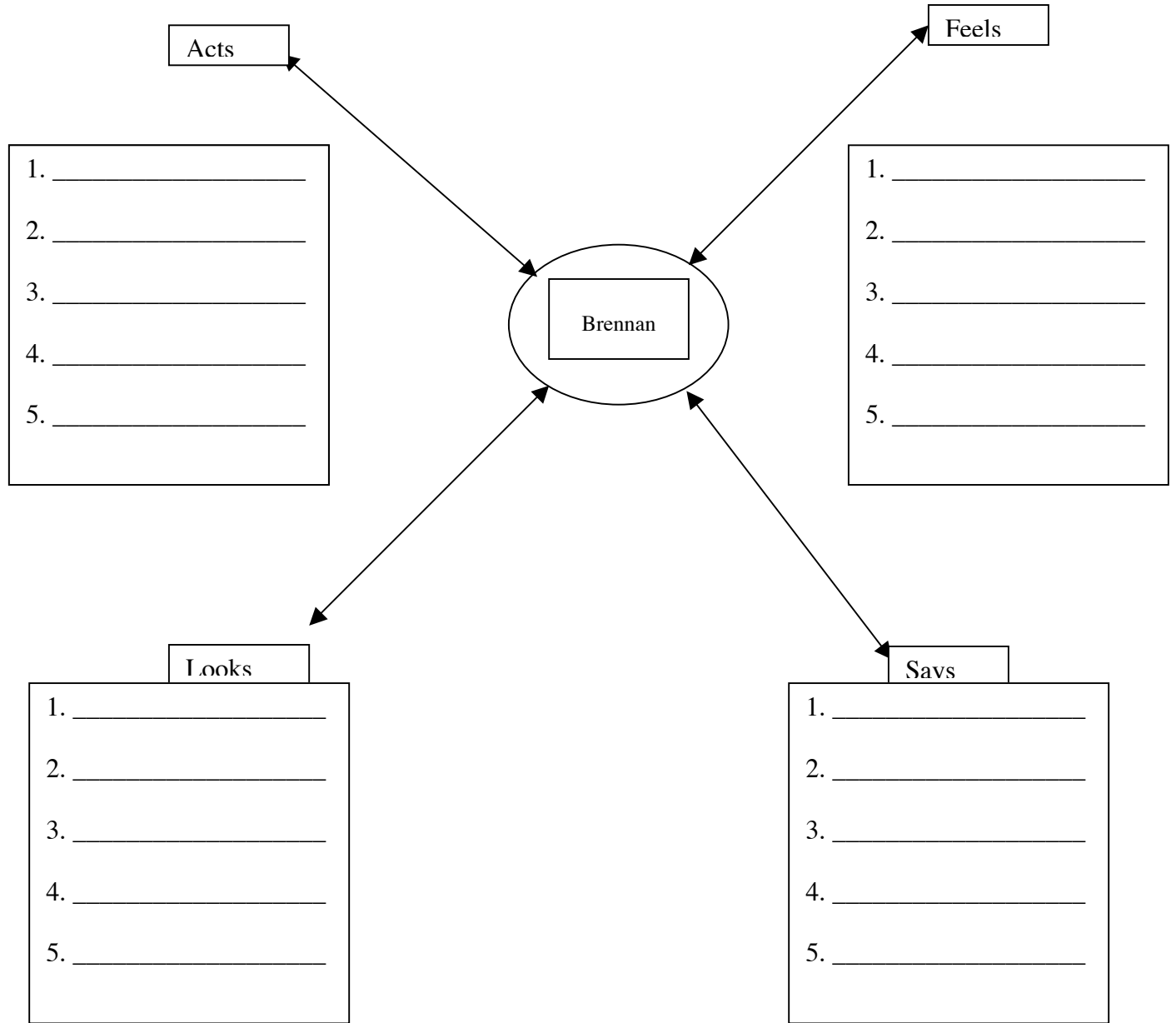
- 4. Describe how the main character looks, including approximate age. _____
- 5. Describe how the character acts. _____
- 6. Describe how the character feels. _____
- 7. Describe the role of the main character. (Are they the mom, little brother, the villain, etc.?) _____

THIRD PARAGRAPH--CHARACTERIZATION

- 8. Describe how another character looks, including approximate age. _____
- 9. Describe how the character acts. _____
- 10. Describe how the character feels. _____
- 11. Describe the role of the main character. (Are they the mom, little brother, the villain, etc. ?) _____

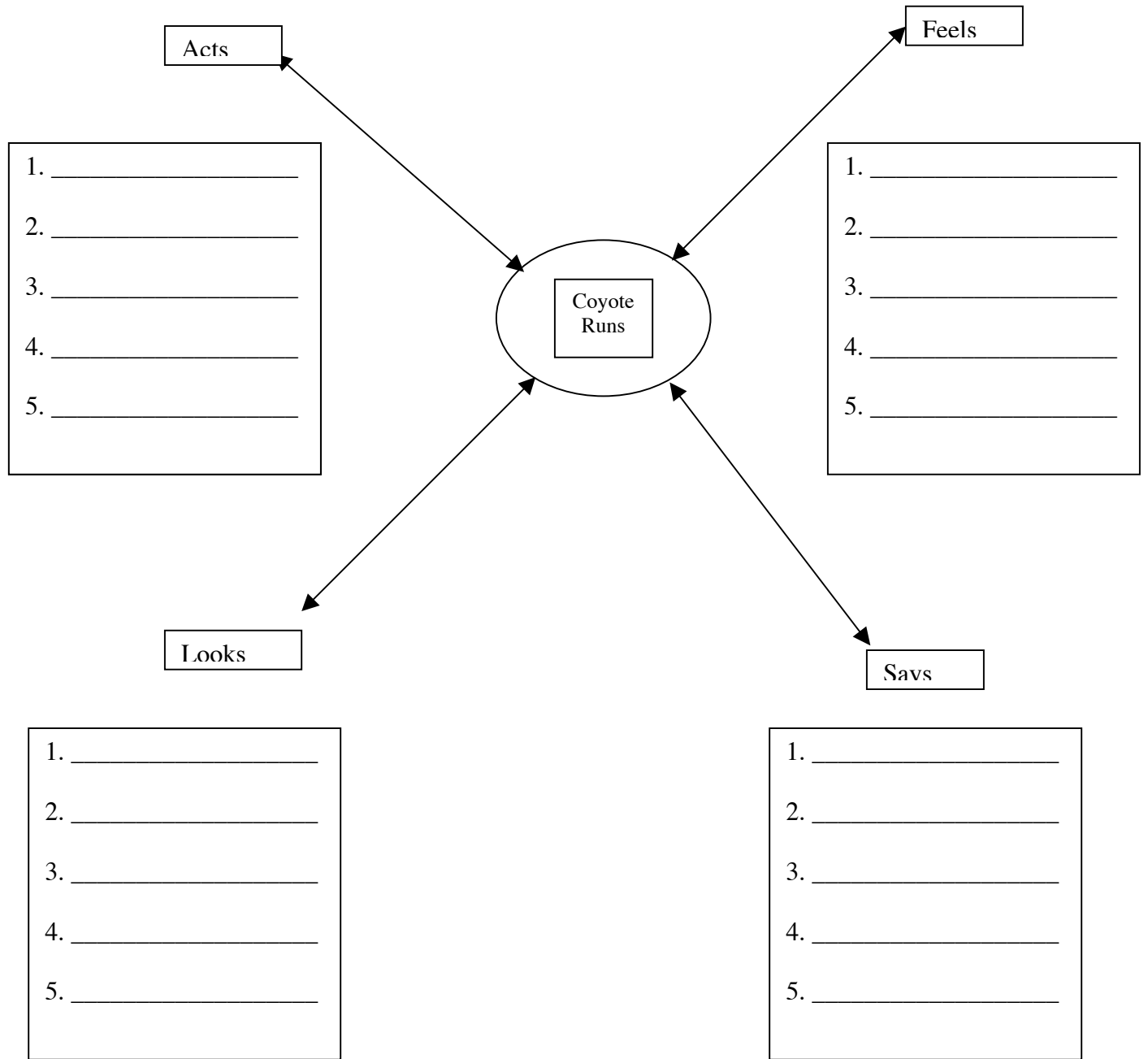
Appendix B

Attribute Web for *Canyons*



Appendix A

Attribute Web for *Canyons*



Resources:

A special place. (2006). Retrieved August 3, 2006, from

<http://www.sierraclub.org/specialplace/>

Gary Paulsen. (2001). Internet School Media Library Center. Retrieved August 4, 2001,

from <http://falcon.jmu.edu/~ramseyil/paulsen.htm>

Journaling. (1999). Schools of California On-line Resources for Education.

Retrieved August 5, 2006, from

<http://www.sdcoe.k12.ca.us/score/actbank/tjournal.htm>

Mysterious places. (n. d.). Retrieved August 4, 2006, from

<http://www.mysteriousplaces.com/>

Paulsen, G. (2003). Gary Paulsen. Retrieved August 3, 2006, from

<http://www.randomhouse.com/features/garypaulsen/library/wogp.html>

Vocabulary journal. (2003). All America Reads. Retrieved August 5, 2006, from

<http://www.allamericareads.org/lessonplan/strategies/vocab/journal.htm>

4. Create a brochure for our librarian to copy and distribute to other students. Be sure to include as many reasons, pictures, exciting events as you can. Your brochure is to convince others that reading *Canyons* is a great idea!
5. Create a game others could play that reveals the characters, setting, conflicts, resolution, and themes of *Canyons*.
6. Write a persuasive research paper convincing your readers that Gary Paulsen did an excellent job (or not so excellent job) of correctly portraying the Apache Indians: their activities and their ideas about death as portrayed in *Canyons*. Be sure to include resources that support your opinion.
7. Create a biography of the author, Gary Paulsen. After learning more about him, write at least one paragraph that states why you think he would want to write a book like *Canyons*.

Days 13 – 15

Provide class time to work on projects and to get assistance from teacher. Projects are due one week after day 15. (A.8.3)

Final Activities or Projects

1. Write a letter to Gary Paulsen. It is always enlightening to “talk” to a writer. Use your own imagination when you write your letter. You may want to let Mr. Paulsen know what you liked or did not like about his book. Or you may have questions for him. Maybe you would like to ask him how he got the idea of writing about a Native American boy who has been killed. You may want to ask him why he used a Caucasian boy instead of a Native American boy to find the skull in the story. To discover more information about writing to Mr. Paulsen, visit this website:

<http://www.randomhouse.com/features/garypaulsen/teachers.html>

His mailing address is:

Gary Paulsen
c/o Children's Publicity
1540 Broadway
New York, NY 10036

2. Write a book report. See Appendix C for an example of a rubric.
3. Create a diorama of your favorite scene in *Canyons*. Be sure to include signposts, labels, or an attached paper to explain your scene. Be prepared to say why it was your favorite scene.

Have students discuss their new words and check the prediction map. To check for understanding of last night's reading, have students create four discussion questions in their groups. Give students an individual chalkboard (while playing the game, led by the students, the teacher can monitor understanding) to write their answers upon.

This is the final day of reading *Canyons*. Let individuals decide how each person would like to read the final chapter. If some want to read alone, allow them to go into the hallways, if possible. When all have finished, have volunteers act out the last scene of Coyote Run's life and the last scenes of Brennan returning the skull. Have students participate in a think, pair, and share activity. First, have all students think about how Coyote Runs and Brennan were alike. Pair with a partner, and share ideas, then have volunteers begin to share with the entire class. Have a student volunteer begin listing all the similarities. If time allows, share differences as well. (A.8.2)

Day 12

In their vocabulary journals, have students write a final paragraph on how they liked the ending of *Canyons* or how they would have personally ended the story differently.

Submit journals. Introduce final activities. Give the students a list of possible projects, and tell them they may choose which one best suits their learning style. While students begin to work on projects, serve them a bottle of water and a granola bar to represent the food Brennan ate while running sixty miles across the desert to "save" Coyote Runs.

3. hostile (pg. 142)

Homework Assignment: Complete vocabulary journal and read chapters 19 – 20.

Day 10

Have students discuss their new words and check the prediction map. Double check attribute map and remind students to be adding to it as they discover more about Coyote Runs and Brennan.

After placing students in groups of four - five, give them an envelope full of event strips. See Appendix G for ideas. Have students put the strips in the correct order, making it a competition between groups. Possibly give the winners coffee-flavored candy to reinforce the war term, Murphy's Drip. (A.8.1)

TODAY'S VOCABULARY WORD SUGGESTIONS:

1. retrieve (pg. 146)

2. adjacent (pg. 147)

3. leisurely (pg. 150)

Homework Assignment: Complete vocabulary journal and read chapters 21 – 23.

Day 11

TODAY'S VOCABULARY WORD SUGGESTIONS:

1. evidence (pg. 88)
2. glowering (pg. 89)
3. drenched (pg. 94)

Homework Assignment: Complete vocabulary journal and read chapters 17 – 18.

Day 9

Have students discuss their new words and check the prediction map. Students will be paired into six groups. Each group will be assigned a chapter (13, 14, 15, 16, 17, 18) to summarize for the group. The group can choose to share to retell their assigned chapter in a way they all agree upon: dramatizing main events, creating drawings, making an outline of the events, writing/reading a summary on the overhead, creating questions for the group to answer, etc. (A.8.3)

TODAY'S VOCABULARY WORD SUGGESTIONS:

1. morgue (pg. 115)
2. instantaneous (pg. 124)

chapters 13 – 14 and working on their vocabulary journals. Teacher should walk around the classroom and check that students understand what is happening in the story. (A.8.1)

TODAY’S VOCABULARY WORD SUGGESTIONS:

1. commotion (pg. 58)
2. initially (pg. 60)
3. winced (pg. 60)

Homework Assignment: Complete vocabulary journal and finish reading chapters

13 – 14.

Day 8

Have students discuss their new words. Each student chooses a word to share. Then as a group, the students create a mini-drama to act out the words. Each group performs their words while their peers in the other groups try to guess the word they are dramatizing.

Students will take five minutes and check the predictions on the map of Texas. They will take down any predictions that have been proven as incorrect and leave the others on the map.

In heterogeneous groups, students will read chapters 15 – 16. As groups are reading, the teacher will talk to each group and check for understanding of the story elements.

Play “Retelling Tag”. Break students up into small groups of 7 – 8 students and get into circles. One student starts to retell the story from the previous night’s reading. That person then tags someone else. Go around the circle, playing tag until everyone has been able to contribute to the discussion. Silently (they will need some quiet time – especially after playing retelling tag!), have students begin reading chapters 9 – 10.
(A.8.1)

TODAY’S VOCABULARY WORD SUGGESTIONS:

1. impassable (pg. 37)
2. amphitheater (pg. 40)
3. condensing (pg. 53)

Homework Assignment: Complete vocabulary journal and read chapters 11 – 12.

Day 7

Have students discuss their new words. Groups are to discuss the predictions they placed earlier on the map of Texas. Discuss and share with the class if any prediction has come true, or if there are any predictions that have turned out to be false.

Check for understanding from the previous day’s reading. Have students create a metacognitive journal (Journaling, 1999). Give students time to work on this in class and collect it at the end for assessing their understanding of what happened during the raid in which Coyote Runs participated. Upon completion, students should begin reading

Day 6

Distribute index cards and have each student create four cards. Two cards should have the same vocabulary word they choose from their journal and the definition on one side of the card, with the opposite side of the card being blank. Then, each student should pick another word and create two cards again; following the same directions. Using these cards, have students work in their table groups with all the vocabulary words as they play a game of concentration, trying to match the vocabulary words. Play this game for approximately ten minutes. (A.8.1)

Check for understanding from the previous day's reading. On the board, have the following discussion questions ready:

Refer to page 31:

1. What did Coyote Runs think was so strange about the Organ Mountains? Why did this seem strange to him?

Refer to pages 29 and 33:

2. What do you notice about the village/town called Alamogordo?

Refer to pages 34 – 35:

3. How did Brennan end up going camping?

Refer to page 40:

4. What on this page makes you feel like something unusual or scary will happen?

Refer to pages 45 – 46:

5. What does Coyote Runs think about the bluebellies?

4. What were Coyote Run's dust spirits?

Refer to pages 21 and 17:

5. Sancta and Stoney had scarred faces. What is interesting about this? (answer:
Sancta is the wise man in Coyote Run's life and Stoney is the same in Brennan's
life)

Give students attribute webs, like the one found in Appendix A and B. As stated earlier, many students find it difficult to go from the past with Coyote Run's story to the present with Brennan. By using a pairing-off activity (closest birthday, color of shoes, drawing numbers, etc), have students get into groups of 3 – 4. From what they know about Coyote Runs and Brennan, have students write at least one attribute under each category of the two characters. Have students discuss any similarities they find. (A.8.2)

Allow students to choose how they would like to read the next two chapters in class, i.e. teacher read, pair reading, silently, etc. Take a vote. Majority wins today. Read chapters 5 – 6. If time, students may begin working with partners on their vocabulary journals.

TODAY'S VOCABULARY WORD SUGGESTIONS:

1. exclamations (pg. 17)
2. boundary (pg. 18)
3. mesquite (pg. 25)

Homework Assignment: Complete vocabulary journal and read chapters 7 and 8.

Introduce vocabulary journals (Vocabulary journals, 2003). Students will be required to enter three new words in their journals during each day's readings, whether inside class or as homework. They may choose three of their own words or choose from the teacher's vocabulary suggestion. See Appendix D for directions. (A.8.1)

TODAY'S VOCABULARY WORD SUGGESTIONS:

1. bluebellies (pg. 4)
2. Lucifer stick (pg. 4)
3. pitied (pg. 11)

Homework Assignment: Complete vocabulary journal and read chapters 3 and 4. Before the class is dismissed look ahead to these chapters and discuss which chapter is about which character. Check for understanding.

Day 5

Have students share their vocabulary journals with their group members.

Check for understanding from the previous night's reading. On the board, have the following discussion questions ready (A.8.3):

Refer to pg. 15:

1. Why did Coyote Runs want a thick neck? What does that mean?
2. Why did Coyotes Runs paint a white circle around the pony's eye?
3. What substance did Coyote Runs put on the horse's hooves and on his own bow and arrows? Why did he do this?

Refer to pages 18 and 15:

the writing they did on their special place. If they are comfortable in doing so, we will hang their paragraphs on our *Canyons* bulletin board under “Special Places of our 7th Graders”. (A.8.1)

Day 4

Becoming Familiar with the Format of the Book *Canyons*

Read the first chapter of *Canyons* to the students. While the teacher reads, the students draw a picture of what they are hearing about Coyote Runs. After reading, allow students to share their pictures with their table groups. After sharing, the group votes on the “best” picture that represents the chapter’s content and that picture is shared for the class.

(A.8.3)

Before reading chapter 2, have students look at chapter 1 and chapter 2. Give them three minutes in their groups to discuss what the difference is between the two chapters. It is imperative that students know from Gary Paulsen’s format that when the chapter is about Coyote Runs (in the past), there is a title for the chapter. If the chapter is about Brennan (present day), there is no chapter title. Be sure when each chapter is begun that students are reminded of this fact. Many students get confused about who is who. Eventually (after Coyote Runs is shot), the chapters are without titles, but students need to be aware when Mr. Paulsen goes back and forth from the past to the present. (A.8.1)

Read chapter 2. In groups, have students discuss a time when their parents have embarrassed them. Ask for any willing volunteers, who are comfortable sharing.

Day 1

Pre-Reading Activities: Making Predictions

In groups, have the students look at the cover, read the back of the book, read the dedication page, and the introduction. In groups of 4 – 5 have a recorder write down at least three predictions on post-it notes of what the group members predict will happen in this book. Have the speaker of the group share what the predictions are. On a large poster of Texas (with a highlight on Big Bend National Park and El Paso, the settings of the story), place the predictions. (A.8.1)

Day 2

Pre-reading Activities: Building Prior Knowledge

Have students visit the website, Mysterious Places at <http://www.mysteriousplaces.com>. After reading about the mysterious place they have chosen, have students pair with others who looked at a different mysterious place, and discuss why the place is either mysterious or sacred. (A.8.1)

Day 3

Pre-Reading Activities: Continue Building Prior Knowledge

Have students visit the website

<http://www.sierraclub.org/specialplace/yourplaces/dogcanyon.asp>

Have them read about the special place, Dog Canyon. It is a short paragraph written by a person who has visited Dog Canyon. Tell students that this is the setting for much of the book, *Canyons*. After reading how Brian feels about Dog Canyon, students will click on “Tell Us About Your Special Place”. They will have their special place online, and copy

In Addition to the Learner Outcomes, the Following Learning Goals Are Desired

1. Students will realize the past affects the present
2. Students will understand the need to look for author's style of writing to gain clues to understanding text
3. Students will learn new geographical locations
4. Students will learn of location that are considered sacred and mysterious by some people
5. Students will learn new vocabulary words
6. Students will gain confidence in sharing thoughts and feelings about literature
7. Students will improve re-telling skills
8. Students will create a project of their choice that demonstrates learning
9. Students will enjoy reading a new story by a famous author
10. Student will make character comparisons

A.8.3: Read and discuss literary and nonliterary texts in order to understand human experiences:

- a. Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world
- b. Evaluate the themes and main ideas of a work considering its audience and purpose

Learner Outcomes For this Unit Are Based on the Wisconsin Model Academic Standards

(Standards are shown in parenthesis with each activity)

A.8.1: Use effective reading strategies to achieve their purposes in reading:

- a. Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text
- b. Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading
- c. Select, summarize, paraphrase, analyze, and evaluate, orally and in writing passages of texts chosen for specific purposes

A.8.2: Read, interpret, and critically analyze literature:

- a. Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view
- b. Analyze the effect of characters, plot setting, language, topic, style, purpose, and point of view on the overall impact of literature

All About *Canyons*

Title: *Canyons*

Author: Gary Paulsen

Publisher: Bantam Doubleday Dell, New York,

Genre: Historical Fiction

Time period: Three-week unit

Summary

This is a coming of age story about two boys from two different time periods. Coyote Runs becomes a man when he participates in a raid. His manhood, however, is very short-lived. One hundred years later, fifteen-year old Brennan finds a skull. The mystical spirit of the skull begins to overtake every part of his waking and sleeping hours. He knows what he has to do with the skull, but is he brave enough to go against his mom, societal laws, and even the park rangers who are chasing him? He must get the skull of his “new friend” where it needs to be. If he does not make it, will Brennan and the skull’s spirit be doomed forever?

Additional Resources to Discover More About *Canyons*

To learn more about *Canyons*, there are several websites that give teachers ideas, question and answer sessions with Gary Paulsen, and history about the making of *Canyons*. Here are two that you may find very useful in planning to read this great book:

<http://www.randomhouse.com/features/garypaulsen/library/wogp.html>

A site created by the Internet School Library Media Center:

<http://falcon.jmu.edu/~ramseyil/paulsen.htm>

Running Head: CANYONS

Canyons, A Novel Unit for Seventh Graders

Vicki Holliday

University of Wisconsin, Stout