

NEW WORDS:

growled
knoll
agreed
least
huckleberries
hollered
boasted
porcupine
success

COYOTE AND NORTHWIND

Coyote

Developed by members of the Warm Springs Reservation Committee

GEOGRAPHICAL AREA: Plateau Region

STORY TYPE(S): Indian Values

Summary:

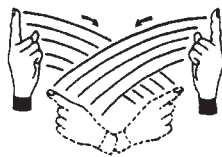
Because the wind scared away rabbits and disturbed Coyote's sleep, Coyote became angry and trapped the wind. When it became too warm for Coyote, he set the wind free and commanded it to blow harder. The Northwind blew so hard he knocked Coyote head over heels. Coyote, however, refused to admit he may have made a mistake in trying to control the wind.

Coyote is a legendary figure shared by many tribes. He can do anything and anything can happen to him. There are many stories about Coyote which have been passed from one generation to the next and some stories have several versions with minor alterations in details.

As can be seen in this particular story, as well as in many others, Coyote exhibits many of the less desirable human characteristics and usually is punished for his poor and often foolish behavior.

No one can control the weather and, despite the inconvenience the wind may cause periodically, it should be respected. The balance in nature can be seen everywhere. The wind may do harm at times but also serves a useful purpose as well.

Teacher Guided Activities:



1. At this point in the program a structure for small group work is introduced using the student activity card entitled Four Winds. Read the entire card thoroughly first.

The Four Winds activity card is designed to help organize a classroom into small groups for better student interaction. Task assignments will help develop a spirit of cooperation or tribalism among students. The class is divided into four groups representing the four winds or directions. Each direction also has a virtue associated with it.

Have the students develop their own code of honor in relation to the virtue represented by their group. They should have a greater commitment to living up to their own high standards of behavior if each group chooses its own virtue.

Please take time to help groups develop their lists of "virtuous" behaviors, since this will serve as a strong guide for group work for the rest of the year.

The feeling of being and acting like brothers and sisters is often influenced by example or through encouragement and the watchful eye of elders. A “family” or group member who has shown leadership, cooperation, caring and/or academic achievement, could be designated as **an elder** for that group. Elders would remain only as long as their behavior continues to reflect the group’s honor code. The elder must meet whatever criteria is agreed upon by each group. (Older students may also be used as group elders.)

Take time to read the Four Winds card with your class. Decide ahead of time appropriate groupings. The groups may change periodically if you wish but the behavior guides should remain. Use your own discretion.

The next two activities will give groups a chance to try out the new structure.



2. Discuss the story making lists of the positive things the wind does and the possible negative things the wind does. Allow small groups to do the same activity for other weather features such as the sun, rain, clouds, etc.



3. Lead students through the creative writing exercise before breaking into Four Wind groups. Ask students to choose to be either a leaf or a snowflake. They are to become the object and describe themselves.

Begin each line with the words: “If I were a _____ I would . . .”
(this may be written on the board).

Encourage as many ideas as possible by asking questions: Where are you? What can you see? What do you think about? How do you feel about yourself? What can you hear or smell? What happens when the weather changes or the wind blows?

These poems may be mounted over leaf designs. Place different leaves under a sheet of paper and color the paper with crayons, leaving patterns of leaves. Or simply paste leaves around the poems.

Included on a separate sheet are optional activities which you may want to duplicate and distribute to students.

Student Activity Card(s):
See Four Winds Card (5A-5B).



COYOTE AND NORTHWIND

- 1** Collect as many stories and poems as you can about the weather and put them in a booklet.
- 2** Keep a log about the changes in the weather day to day. You may want to cut out the forecast each day from the newspaper.
- 3** Walk around your community and write down how many people are using the wind. Can you think of other uses? Make a picture notebook of the wind in action. Draw your own pictures or cut them from magazines.
- 4** **Think** about what kind of a character Coyote is. In your small group decide: Who would make a good Coyote? Who would make a good North Wind? Pretend you are characters in the story and role play trapping North Wind and setting him loose. How do you act once wind has been set free?