

## NEW WORDS:

simmering  
threatened  
deliciously  
sizzle  
tasty  
sweat  
tule  
reeds  
boughs  
edible  
eels  
sweathouse  
sagebrush  
greedily  
observed  
affected  
poisonous

## COYOTE AND TICK

### Coyote

Developed by the Confederated Tribes  
of the Warm Springs Reservation

GEOGRAPHICAL AREA: Plateau Region

STORY TYPE(S): Indian Values

#### Summary:

Tick offered Coyote his food, lodging, and sweat lodge. Coyote's greed, however, got the best of him and because of his attempt to take all, he was left with nothing. Tick soon departed taking his camp with him.

Coyote took advantage of the hospitality Tick willingly offered. Like Crow, in the *Coyote and the Crow*, Coyote was not grateful for the gifts he was freely given. He should have accepted what Tick had offered. Both characters, Coyote and Crow, wanted more and they were eventually punished for their greed.

#### Teacher Guided Activities:



1. Spend time discussing the words *appreciation* and *respect*. We seldom overtly express our appreciation to others. Generate ideas about how many people each day help each of us in small ways. Give examples and begin listing ways in which thanks may be expressed, besides saying, "Thank you." (See Offering Good Thoughts Card)

The idea of gift giving is common to most tribes. Among many Indian people, "Thank you" is not necessarily spoken. Rather a nice deed is acknowledged with the understanding that the nice deed will be repaid to someone else sometime. One is always left with kind deeds to perform and others to think of. One kind deed or generous act, therefore, may generate many more deeds for other people. We are always showing our appreciation to others for the kind and thoughtful acts which we have received.

This also explains why Indian people show respect for their environment. Nature is always giving to people whether it be shelter, food, or just the beauty of a sunny day. We appreciate these gifts and show our respect by not disrupting the environment with litter, vandalism or pollution.



2. Any number of respect-for-environment projects could be explored with this type of discussion.



As a class consider what areas in your community could use a face lift. Contact the property owners and let them know you would like to help them out with a clean-up, spruce-up party.

Plan a time when the whole class could be involved. Consider what equipment would be needed to do a good job. Maybe the property owner could provide equipment, garbage sacks, rakes, wheelbarrels or whatever, in exchange for your active concern.

A wall mural may be just the thing to brighten up an old lot. You may want to plant trees or shrubs. Invite other classrooms to join in this activity. You will need to have someone explain to them what you are doing.



3. Consider also projects to show respect for the elders of the community. Are there older people in the community who could use help in getting their homes ready for the seasons? (Insulating, putting in storm windows, etc.)

Maybe the tribe already has a program to assist the elderly with their homes. If this is the case have someone talk to the class about their program. Perhaps students could go along and observe these activities.



4. As a class you may want to honor someone; a parent, a teacher or another student. The class could organize a give-a-way on a small scale. Families of students will probably be an excellent resource.

**Student Activity Card(s):  
See Offering Good Thoughts Card (15A-15B).**

Write invitations or thank you letters/cards to classroom visitors. Try to make the cards appropriate for the occasion and something that really lets them know that they are welcome and are not taken for granted.