

NEW WORDS:

untied
cradleboard
treated
mischief

COYOTE AND THE TWO SISTERS

Coyote the Trickster

Developed by the Burns Paiute Reservation

GEOGRAPHICAL AREA: Plateau Region

STORY TYPE(S): Indian Values

Summary:

Coyote pretended to be a baby so that he could play tricks on two sisters. Each time the sisters left, Coyote let their fish go. Once he was discovered, the girls tied him tightly in a cradleboard where he could not escape.

As usual, Coyote's mischief backfired. Whenever a person deceives others, then consequences must be paid. Unkind, disrespectful behavior more often than not is punished.

Teacher Guided Activities:



1. Discuss with your class the consequences of playing tricks on others. Sometimes, even meant in good fun, this type of behavior can really hurt someone.

Ask students to think of practical jokes which may or may not have backfired (like pulling a chair out from under a person). Is it really funny to try and make another person look foolish?



2. Have students note Coyote's behavior on page 13. How does he attract the girls' attention? As a class discuss effective ways of requesting permission to do something. Is acting like a baby very effective?

Have students role play a couple of situations where a student is making a request. Give the following example:

- You want to spend the night with a friend but need to get your mother's permission.
- You are going into town with some friends and want to wear your brother's or sister's clothes, so you need to ask them.

Students role-playing the request could be instructed to:

- Make a direct request without qualifying the request.
- Make the request and offer a reason why you think you should get

- what you are asking for.
- Act helpless or pitiful like a baby, trying to get the other person to feel sorry in order to get what is wanted.

Student Activity Card(s):
See Whipman Card (19A-19B).

Take time to read through the Whipman Card with your students. Help students identify things which they may be able to teach (as suggested on the back of the activity card).

It is important to let the students prepare to teach what they want. Allow at least 20 minutes for an exchange of teachings. Let them know what time you have arranged for them.

Another option would be to let each “family” or Four Winds group present or demonstrate an idea or activity they think is important for the People tribe to know.

Emphasize that we can all learn from each other.