

# THE GOOD, THE BAD, AND THE UGLY

(Traits of Rats and Mice)



Yá'át'éehii  
Danichxóq'íyíí  
Dóó T'óó Baa'iihii

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Compiled and Researched  
by SUSAN FADLER  
with SPECIAL APPRECIATION to:

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**Chinle Curriculum Center**

Gloria Means  
Rudy Begay  
Patrick Begay

**Dean C. Jackson Center for Navajo Culture and Studies**

Marjorie Thomas  
Darlene Redhair  
Peter Thomas

**Resource Specialists**

Will Tsosie  
Mike Mitchell

**Culture Teachers**

Lorraine Begay  
Pat Denny

**THE HUMANE SOCIETY OF THE UNITED STATES  
BEST FRIENDS ANIMAL SANCTUARY  
THE WILSON FOUNDATION**

**VETERINARIAN CONSULTANT**

Dr. Janet Forrer

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## A R.U.F.F. MISSION

1. Goal: To provide information to students on some of the different rodents that can cause sickness and disease.

**Problem Statement:** The Hantavirus is a threat and prevention should be taught to school age children. During play, children can come across rodents and possible danger. Parents should be educated in the clean-up recommendations. The mouse has been used in literature. Aesop's fables are well known by children. The mouse is used to teach a moral and offer useful advice. Fables such as "The Lion and the Mouse" have been an important contribution to children's literature. Mice used in children's stories are fiction, but, in reality, most of them are to be avoided.

2. Measurable behavioral objectives: Students will demonstrate understanding of the concept visually, in an oral text, and written where applicable. (age consideration)

3. Specific strategies which focus upon the students needs: By choosing a theme with correlating literature selections for a unit of study, a teacher can plan activities throughout the day that lead to a cohesive, in-depth study of the topic. Students will be practicing and applying their skills in meaningful contexts. Consequently, they will tend to learn and retain more. The strength of a balanced language approach is that it involves students in using all modes of communication--reading, writing, listening, illustrating, and doing. Communication skills are interconnected and integrated into lesson that emphasize the whole language. Poetry and writing--suggested selections and lessons enabling students to write and publish their own works.

Leading questions that utilize the five senses. Lead a discussion a on what mice like to eat and where mice live.

**Storybook or pretend mice:** Ask the students if they have been to Disneyland?

Did they see Mickey or Minnie Mouse?

Do they think that Mickey and Minnie mouse are real mice, or people pretending to be mice?

What did they learn from the fable of The Lion and the Mouse when it was read to them?

Can they think of any other pretend mice or rat characters?

**Real mice:** Ask students if pinon nuts scooped out from a pack rat's nest would be safe to eat? Has any of them ever done this?

Is it wise to go near the nest of any rodent? Why?

Is it O.K. to eat food that a mouse has been into?

How should a house be cleaned if a wild mouse has lived in it?

Can mice or rats be helpful?

Can mice or rats be harmful?

Make Be Safe buttons

4. Awareness or readiness level: The students will respond to an appropriate question and answer at any level.

5. Specific plan: (Materials needed) Milk cartons from the school cafeteria, tempera paints of different colors, laundry detergent, drinking straws, yarn, black construction paper, paper, pencils.

6. Student practice (student activities): Overview of Activities: Acrostics are fun and help children develop their imagination and creativity. Working individually, in small cooperative groups, or as a total group, have the students create and illustrate Mice Acrostic Card Charts (procedure outlined below.) Display the completed charts in a hallway or on the walls in your room.

\* Provide each student or group with five 5" x7" (13 cm x 18 cm) index cards.

\*Have students print MICE on the first card and illustrate it. This is the title card.

\*On the remaining four cards, have the students print one letter per card: M-I-C-E along the left side edge.

\*Have each student or group print a sentence or word about mice that includes a word that begins with the letter on their card. If desire, the students then draw an illustration about the generated word or sentence. (NOTE: Young students can dictate words or sentences for an older child or adult to print; the children then illustrate the cards.)

\*Make Milk-Carton Rodents It's easy to see these little creatures begin life as ordinary milk cartons. You can use milk cartons of all sizes, but the small cartons you get in school and the pint-sized cartons used for cream seem to work best. All you have to do is paint the cartons and add construction paper ears, drinking straws for the whiskers, and yarn for the tails.

Mix some laundry detergent into your tempera paints so the paint will stick to the wax-coated carton. Make milk carton mice and rats. Have the students design good, bad, and ugly rodents. They can paint them, adding ears and tails.

\*Have the students make a chart for each different type of rodent listed. Include different types of food material, nesting material, water needs, where it lives; etc. Compare the different rodents in food sources, water intake, and living locations. From this chart the students can determine the usefulness or destructiveness of different rodents. Do they carry disease? Are they helpful? How were they used?

\*Have the children invent a “friendly” save-a-mouse trap. Encourage the children to be imaginative when inventing a trap that does not harm mice. Have them draw their ideas and, if appropriate, label the parts of their inventions. Have the children share how their traps operate.

7. Checking for understanding: (Outcome based) Have the students create and make-up a story where mice/rats are the survivors or the inheritors of the Earth. What do they think Earth would be like?

8. Specific affective and cognitive areas addressed: A list of questions is found at the end of the text. Students can work in groups to find the appropriate answers for each question. Start a discussion with the different groups concerning their answers.

Students will be able to identify different rodents and will learn about the Hantavirus. The important thing here is to emphasize that this is not a virus that affects only the "reservation" but, that it has been found in many places and can strike anyone. Reading about the different rodents will be educational in its content.

9. Specific teaching strategies which include student involvement: Start a discussion on why it is important to understand rodent behavior. How do some rodents transmit disease to humans? How did some of these rodents get into this country? Where did the Hantavirus come from? Is it an old disease? etc.

The Hanta virus is an ancient disease. The majority of the disease carrying rodents were brought here on board the European ships. Rodents can transmit hanta to humans through their urine and fecal matter. Scientists think that the hanta virus originated in Asia.

10. Other (as applicable to lesson). The Good, the Bad, and the Ugly, (in Mice and Rats), is a whole language, thematic unit. It is designed for use with early primary school children.

In Aesop's fable, the Lion and the Mouse, the lion does not see any value or worth in the mouse, until, of course, the mouse released him. Size nor strength did not matter, only the ability to gnaw through the ropes that bound the lion.

#### Day 1

- \* Share the feelings of the lion
- \* List the lions strengths
- \* Read The Lion and the Mouse
- \* Share the strength's of the mouse

#### Day 2

- \* Review the Lion and the Mouse
- \* Discuss how the Mouse helped the Lion
- \* Act out story using creative dramatics
- \* Study characters, settings, and problems

#### Day 3

- \* Make individual scenes for the story
- \* Students retell story using individual story scenes
- \* Write a class language experience story about how the Mouse felt before he helped the Lion and after he helped the Lion

#### Day 4

- \* Begin studying real mice
- \* Discuss the difference between real mice and rats with story book mice and rats.
- \* Share facts about real mice and rats

#### Day 5

- \* Share with students Hantavirus, and what it is.
- \* Share with students safety precautions around rodents and their nests.
- \* Discuss with students how hantavirus is transmitted.
- \* Make safety buttons.

## The LION and the MOUSE

Once when a lion was asleep in his den. A little mouse, not watching where he was running, ran into Lion's den and began running up and down upon him. Lion soon woke up with a roar and placed his huge paw on Mouse, and opened his big jaws to swallow him. "M-m-m--m. I am going to eat you for lunch."

"Pardon, O King," cried Mouse, "Please don't eat me. Please let me go. If you let me go this time, I will never forget your kindness. Who knows, who knows, someday I might be able to help you."

The lion was so tickled at the idea of the mouse being able to help him, that he lifted up his paw and let him go. He was sure that Mouse would never be able to help him.

One day, a long time after the Lion had let Mouse go, Lion was out looking for food and he fell in a trap. He clawed and chewed at the heavy ropes, but he could not get himself out of the trap.

He roared, "I will never get out of here!" All the leaves shook on the trees. Mouse heard Lion and went running to look for him. When he saw Lion, he said, "Here I am, Mr. Lion. I can help you."

Lion roared again. "What can a little mouse like you do to help me?" he asked. "You will see," said Mouse. "You helped me. Now I will help you."

Mouse went up to him and began to gnaw and nibble at the net's ropes with his sharp teeth. he worked and worked and worked until he had cut a big hole in the net. Lion jumped out of the trap. "Thanks you, Mouse," he said. "You may be little, but you just got me out of a big trap. We will be friends forever."

### **AESOP**

*Moral: Do for others what you would want them to do for you.*

## THE GOOD, THE BAD, AND THE UGLY Yá'át'éehii Danichxóó'íyíí dóó T'óó baa'iihii

For centuries, mice, na'ats'qqsí, and rats, lé'étsoh, have been given a firm, if grudging place in literature and folklore. Na'ats'qqsí play the **hero** in many of Aesop's fables.

The lé'étsoh was also considered to be a counselor in the Navajo Coyote tales.



Most native lé'étsoh and na'ats'qqsí belong to the Cricetidae, the largest family of North American mammals, a varied, al'aa'áát't'ii (to **make or cause changes in the characteristics or attributes of; modify or alter**), group, with more than 300 forms. Some, like deer mice, na'ats'qqsí bijaatéí, have large eyes and ears, and long sparsely haired tails. Others, like the field mouse or voles, have short tails, small eyes, and ears concealed in shaggy fur. The family includes the three-inch pygmy mouse, and also the 24 inch muskrat.

The family Heteromyidae includes the kangaroo rats, naha t'e'ii, and pocket mice uniquely adapted to the arid West. They rarely drink.

Digesting, they manufacture water from starch in the seeds they transport in cheek pouches. One New Mexico pocket mouse is as black as its lava bed home, while the white Apache mouse matches the sand of White Sands, New Mexico..

The small family Zapodidae includes the jumping mice. These rodents are seldom seen and live in certain meadows and damp woods of the northern United States and Canada.

The Muridae are represented in North America by three undesirable, doo hoł aaníí da (*not wanted*), immigrants: the Norway rat, Norway lé'étsoh, the black rat, lé'étsoh fizin, and the house mouse, hooghangóne' hólonígíí. These usually destructive, ni'iiłchxqohii (**the cause or means of destroying**), disease carrying animals have followed man wherever he has settled.



Should we consider these animals vermin ch'osh (*various small animals or insects, such as rats or cockroaches, that are destructive, annoying, or injurious to health*), in a way, yes, but na'ats'qqsí were the first earthlings to survive a rocket ship trip into space. Some people also keep them as pets.

## HANTAVIRUS



Several years ago, a mysterious disease, naahniih (*a pathological condition of a part, an organ, or a system of an organism resulting from*



*various causes, such as infection, genetic defect, or environmental stress, and characterized by an identifiable group of*

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*signs or symptoms*), broke out in the Four Corners area and it was responsible for some people losing their lives. The science community wanted to name the mystery **naaʼniih** "Del Muerto", which means "the canyon of the dead."

This canyon is found on the Navajo Reservation near Chinle, Ch'íníí, Arizona. The **naaʼniih** was considered to be a "reservation problem." This was not the case, as the media , **hane' íí'íní** (*a means of mass communication, such as newspapers, magazines, radio, or television*) , soon found out, when it began to show up in other places. In 1998 it killed at least one person and others have become sick.



In El Bolson, Argentina, a 22-year-old man working as a nurse at a hospital became ill. He always looked healthy. Then one day, in January 1995, he convulsed, **ahani'ídeet'á** (*irregular and involuntary muscular contractions*) , with chills and a fever that kept rising. Before anyone knew what to do, Rifoberto Tilleria was dead.

Since then this virus, spreading in this picture-perfect valley in southern Argentina, claimed three other victims, including a man and his teen-age daughter. Two more people died in another city 1,200 miles to the north.



The name of this disease, **naaʼniih**, is the Hantavirus, **Na'asts'qqsí binaaʼniih**. No one is sure how to prevent hantavirus, **na'asts'qqsí binaaʼniih**, which is spread by **lé'étsoh**, and **na'ats'qqsí**.



Hanta has no known cure. Typically, victims with hantavirus, **na'asts'qqsí binaaʼniih**, have the aches and pains of the flu, along with trouble breathing. **Na'asts'qqsí binaaʼniih** causes capillaries in the lungs to become selectively porous, so blood serum, **dił bitoo' niítóóí** (*the clear yellowish fluid obtained upon separating whole blood into its solid and liquid components*), leaks in. About 55 per cent of those infected with the virus die, American researchers from The National Institute of Human Diseases indicate that only those in contact with dust particles from dried urine and feces from infected **lé'étsoh**, and **na'ats'qqsí** are in jeopardy.



Scientists are trying to figure out why **na'asts'qqsí binaaʼniih** surges

unexpectedly in some regions and why it affects the lungs more than other parts of the body. Scientists think this **naatniih** was carried by rodents that arrived on European ships decades ago.

The **na'ats'qqsí**, and **lé'étsoh** were found to be the carriers, **naatniih yit ałtaaldeeh** (*a person or an animal that shows no symptoms of a disease, but harbors the infectious agent of that disease, and is capable of transmitting it to others*), of this **naatniih**.



The little Deer mouse, **na'ats'qqsí bijaatéí**, and the Norway rat

, **Norway lé'étsoh**, were thought to be the main culprits, **át'íinii** (*one charged with an offense or crime*). However, all rodents could be potential carriers, **naatniih yit ałtaaldeeh**.



The word mouse comes from an old Sanskrit word meaning thief. Sanskrit is an ancient language of Asia, where scientists believe house mice, **hooghangóne' hólónígíí**, originated. **Hooghangóne' hólónígíí** spread from Asia throughout Europe. The ancestors of the **hooghangóne' hólónígíí** that now live in North and South America were brought by English, French, and Spanish ships during the 1500's.

## TOWN MOUSE COUNTRY MOUSE

By Jan Brett

### Summary

Town Mouse Country Mouse is a famous fable about two mice living in two very different environments. The Town Mouse and the Country Mouse both thought that if they changed their homes and their surroundings their lives would be safer and more relaxing. When they traded lifestyles, though, they discovered new perils and dangers. Eventually they agreed. “There’s no place like home.”

The outline below is a suggested plan for using the various activities presented in this unit. You can adapt these ideas to fit your own classroom situation.

## Sample Plan

### Lesson 1

\*Read Town Mouse Country Mouse.

\*Complete the Who Was It activity.

\*Compare and contrast the town Mouse and the Country Mouse.

\*Work on daily poetry and writing activities.

\*Create a new mouse house.

## Lesson 2

\*Read another version of the Country Mouse and the City Mouse. Compare this version to Jan Brett's version using a Venn diagram.

\*Create a Mouse Mini book.

\*Make mouse puppets out of milk cartons, use mouse cartons to retell story.

\*Read the Pied Piper of Hamelin by Robert Browning.

\*Continue with the poetry and writing activities.

\*Learn some healthy, nutritional eating facts.

## Lesson 3.

\*Review the poems.

\*Read and compare mouse fables poems. The Lion and the Mouse, Town Mouse and Country Mouse.

\*Explore a mouse's sense of taste and smell.

## Lesson 4

Introduce parts of a Letter. To encourage your students to remember the parts of a letter, teach then this fun, bodily kinesthetic activity.

Make a chart (three poster sized sections joined together with wire, string, etc.)

Color, cut out, and hang it at eye level where all students can easily see it. Stand next to the poster, with your feet slightly wider than shoulder width apart. State the following facts (as well as the movements indicated in the italic parentheses).

The parts of a letter are divided into three sections. The Heading (*move your index*

*finger in a rotating fashion clock-wise around your head)* is the first part of a letter. It includes the Date (*point to your eyes and dramatically look towards the classroom calendar*), which we get from the calendar, and the Opening (*as you state this word, place your index finger just inside your mouth and bring it forward as you say...*) “Dear Jason, Dear Aunt Amanda...”

The next part of a letter is the Body (*take one hand and place it horizontally at your neck; place your other hand horizontally neat your mid thigh area*). The body of a letter is where you write what you want to say. it is the longest part of a letter. The last part of a letter is called the Closing (*simultaneously jump up and bring your feet together, symbolizing a “closing” motion*). The closing tells the reader that you are done writing. Pretend that I am standing in a mud puddle. If I jump up and land with my feet closed and then move out of the mud, what will still be in the mud puddle? (*Allow your students to respond:*) That;s right; my footprints--and that’s my signature (*pretend like you are stepping out of the mud puddle and point to your invisible footprints*).

After your students have had a few chances to kinesthetically try the movements, have them draw a picture of themselves and label their illustrations with the parts of a letter terminology.

\*Practice writing a letter to Town Mouse or Country Mouse or the the Mayor in the Village of Hamelin, or to the Pied Piper to help rid your town of RATS.

\*Plan your culminating activities. Plan a mouse-a-rific party. Send invitations to parents, administration, or to other classes. Practice the Mouse Poems as well as prepare to present an informative discussion on the Hantavirus and how to protect your family.

\*Prepare and send invitations to a Mouse-a-rific Party.

\*Have a Party.

## COUNTRY MOUSE and CITY MOUSE

Once upon a time, Country Mouse asked City Mouse to come for a visit.

When City Mouse arrived, the two mice sat down to a delicious dinner of corn and seed cakes. City Mouse ate just a little, but Country Mouse ate up everything.

“Don’t you like my corn and seed cakes”? asked Country Mouse.

“Not really,” said City Mouse. “I like city food. You must come to my house and try some.”

Early the next morning, Country Mouse set off for the city with City Mouse. City Mouse took his friend into a big room. City Mouse pointed to a cake sitting on a table. Country Mouse saw that the cake was yellow--just like his favorite johnnycakes! country Mouse climbed up on a chair and then onto the table. He nibbled at the cake.

“S-h-h!” said City Mouse. “I hear the Tall One coming. Hurry. Run towards my mouse house.”

A door opened and a lady came into the room. Country Mouse scurried off the table and ran for the small hole in the corner as fast as he could. The mice watched as the Tall One put the cake away. Then she left the room. Country Mouse was shaking.

“Don’t be afraid,” said City Mouse. She can’t reach us. We can run fast.”

“Can-n-n we go back and find something else good to eat?” whispered Country Mouse.

“Look up high. Can you see the open cupboard door?” asked City Mouse. “Let’s go see what’s in there.”

City Mouse and Country Mouse sneaked out of the hole and up to the open cupboard door. “M-m-m!” said City Mouse. “Look, a big bag of sweet candy.”

Country Mouse started to nibble on the candy. “How tasty! What fun this is. I wish that I had candy like this to eat all the time.”

Just then, the kitchen door creaked open slowly. “M-e-o-w.”

“Run, Country Mouse, run!” shouted City Mouse. Country Mouse dropped his sweet treat and ran as fast as he could. When they were safely back in the mouse house hole, City Mouse said, “That was Cat. He likes to eat mice, but he’s not very good at catching me.”

Country Mouse told City Mouse that he wanted to go back to his country home where he felt safe. He didn’t like feeling scared.

“Wait,” said City Mouse, “I’ll take you to the Tall One’s basement. It is safe and she has good things to nibble on in there, too.”

They crawled down the long stairway to the basement. Country Mouse saw baskets filled with grains and nuts. He ran around nibbling all the tasty treats. Then he Then he saw something big and yellow. It looked s-o-o good!

“I must try some of that yellow candy.” he told City Mouse, putting out his paw.

City Mouse looked up. No Country Mouse! Stop!” he yelled. “That’s a mousetrap!”

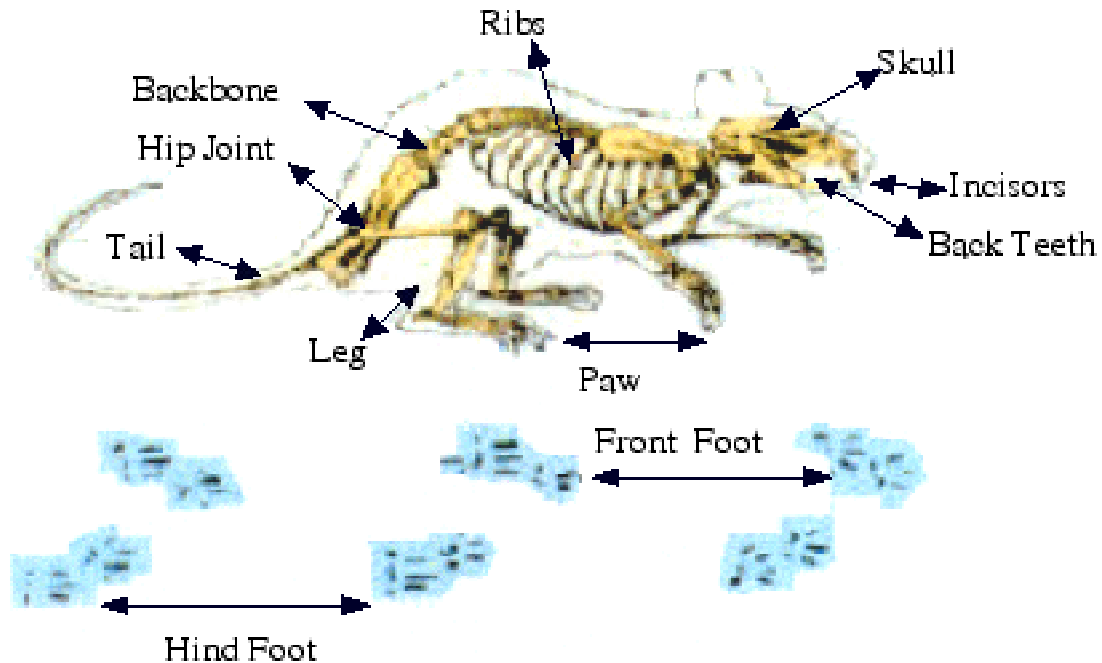
“What’s a mousetrap?” asked Country Mouse.

“A mousetrap is not our friend. It can catch you and hurt you.” said City Mouse.

“I do not like it here! I do not like traps. I do not like the Tall One, and I do not like Cat! I am going home to my country House.”

**Moral: Be thankful for what you have--not what others seem to have.**

## The Skeleton of a Mouse



## Mice Poems

### The House of the Mouse

The house of the mouse  
is a wee little house,  
a green little house in the grass,  
which big clumsy folk  
may hunt and may poke  
and still never see as they pass  
this sweet little, neat little,  
wee little, green little  
cuddle down hide-away  
house in the grass.

Lucy Sprague Mitchell

### The City Mouse and The Garden Mouse

The City Mouse lives in a house;  
the Garden Mouse lives in a bower,  
He's friendly with the frogs and toads,  
And sees the pretty plants in flower.  
The City Mouse eats bread and cheese;

The Garden Mouse eats what he can;  
We will not grudge him seeds and stalks,  
Poor little timid furry man.

Christina Rossetti

## Mouse

Little Mouse in gray velvety,  
Have you had a cheese breakfast?  
There are no crumbs on your coat,  
Did you use a napkin?  
I wonder what you had to eat,  
And who dresses you in gray velvet?  
Hilda Conkling

## Who Is So Pretty?

Skitter, skater,  
Leap and squeak!  
We've been dancing  
Half the week.

Under the sofa,  
Along the shelf,  
Every mouse  
Is wild as an elf.  
Big round ear  
And bright black eye,  
Nimble and natty,  
Limber and spry--

Who is so pretty,  
Who is so neat,  
As a little mouse dancing  
On gray little feet?

Elizabeth Coatsworth

## Mice

I think mice  
Are rather nice,  
  
Their tails are long,  
Their faces small,  
They haven't any  
Chins at all.  
Their ears are pink,  
Their teeth are white,  
They run about  
The house at night.  
They nibble things  
They shouldn't touch  
And no one seems  
To like them much

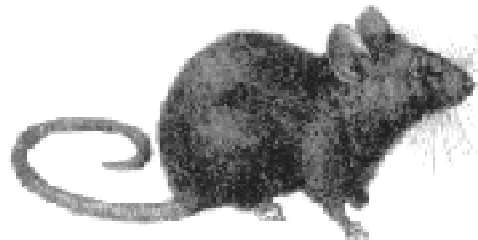
But I think mice  
Are nice.

Rose Fyleman

## Mice Facts

Following are the biographies of representative North American lé'étsoh and na'ats'qqsí. Let's take a look at some good, yá'át'éehii, bad, danichxóq'íyíí, and ugly, t'óó baa'iihii, traits of these rodents.

## HOUSEMICE



Hooghangóne' hólónígíí always



seem to be busy. Those that live in buildings may scamper about at any time of the day or night, All **hooghangóne' hólónígíí** climb well, and can often be heard running between the walls of houses. Like other rodents, **hooghangóne' hólónígíí** have strong, sharp front teeth that grow throughout the it's life. With these chisel-like teeth **hooghangóne' hólónígíí** can gnaw holes in wood, tear apart packages to get at food inside, and damage books, clothing, and furniture.

The body of a **hooghangóne' hólónígíí** is 21/2 to 31/2 inches long without the tail. The tail is the same length or a little shorter. Most **hooghangóne' hólónígíí** weigh 1/2 to 1 ounce. Their size and weight, and the length of their tails, differ greatly among the many varieties and even among individual animals of the same variety.



The fur of most **hooghangóne' hólónígíí** is soft, but it may be stiff and wiry. It is grayish brown on the animal's back and sides, and yellowish white underneath. **Hooghangóne' hólónígíí** have a small head and a long, narrow snout. Several long, thin whiskers grow from the sides of the snout. These whiskers, like those of a cat, help the **hooghangóne' hólónígíí** feel their way in the dark. The animal has rounded ears, and its eyes look somewhat like round black beads. A **hooghangóne' hólónígíí** can hear well, but it has poor sight.



**Hooghangóne' hólónígíí** live wherever they can find food and shelter. Any dark place that is warm and quiet makes an excellent home for them. A **hooghangóne' hólónígíí** may build its nest in a warm corner of a barn, on a beam under the roof of a garage, or in a box stored in an attic or basement. It may tear strips of clothing or upholstery to get materials for its nest and line the nest with feathers or cotton stolen from pillows. **Hooghangóne' hólónígíí** that live in fields or woodlands dig holes in the ground and build nests of grass inside. They may line the nests with feathers or pieces of fur.

A female house mouse may give birth every 20 to 30 days, and can have 4 to 7 babies.. She carries her young in her body for 18 to 20 days before they are born. Newborn mice have pink skin, no fur, and their eyes are closed. They are completely helpless. Soft fur covers their bodies by the time they are 10 days old when they leave to build their own nests and start raising families. Most female house mice begin to have young when they are about 45 days old. A **hooghangóne' hólónígíí** eats almost anything that human beings eat. It feeds on any meat or plant material that it can find.

**Hooghangóne' hólónígíí** also eat such household items such as glue, leather, paste, and soap. **Hooghangóne' hólónígíí** that live out of doors eat insects, and the

leaves, roots, seeds, and stems of plants. Hooghangóne' hólonígíí always seem to be looking for something to eat, but they need little food. They damage much more food than they eat.

## ENEMIES

Almost every meat eating animal is an enemy of *hooghangóne' hólonígíí*. The enemies of *hooghangóne' hólonígíí* are coyotes, ma'ii, kit foxes, ma'iiłtsóí, snakes, t'iish, and other animals that capture them in the woodlands and forests. People are the worst enemies of *hooghangóne' hólonígíí* that live with people. People set traps and place poisons where they can easily find them.



Owls, né'éshjaa', hawks, gíní, and other birds of prey swoop down on them in fields and prairies. Ł'é'tsoh and even other na'ats'qqsí are enemies. *Hooghangóne' hólonígíí* may live a year in a hidden corner of an attic. They have so many enemies that few wild mice survive more than two or three months.

*Hooghangóne' hólonígíí* avoid their enemies by hiding, seldom wandering far from their nest. They spend most of their time within an area of about 200 hundred feet in diameter. When possible, *hooghangóne' hólonígíí* moves along paths protected by boxes, furniture, or other objects, and moves as fast as it can across the open spaces between objects.



*Hooghangóne' hólonígíí* do not like

water and try to avoid it, but they can swim.

## AMERICAN HARVEST MICE



American harvest mice, look like *hooghangóne' hólonígíí* but are smaller and have more hair on their tails. This na'ats'qqsí is one of the smallest rodents. The harvest mouse usually lives in corn fields and pastures. Sometimes it is carried home in the sheaves of corn at harvest time. During the winter, it will remain under ground, sleeping. Most American harvest mice also have much larger ears. Harvest mice live in southwestern Canada and the western half of the United States south of the Potomac and Ohio rivers. Some kinds of harvest mice live in salt marshes and in tropical forests, but most species prefer open grassy regions.



Harvest mice build their nests in places where tall grasses grow. They weave leaves of grass into ball-shaped nests that are 6 to 7 inches in diameter. These mice build their nests 6 to 12 inches above the ground in branches of bushes or on stems of grass. Harvest mice are excellent climbers and use the plant stems as ladders to reach their nests. They grasp the plant stem with their tails as they climb.

This nest is about as large as a baseball, and the strange thing about it is that an entrance is never found. Apparently when this mouse wishes to go in and out of its nest, it pushes its way in between the strips of grass of which the nest is composed. After entering inside the nest, it carefully arranges the grasses back into position. When babies are born, the nest stretches to suit their increasing size, always large enough to contain them.

American harvest mice eat green plant sprouts, but they prefer seeds. They pick seeds off the ground, or they "harvest" seeds from plants by bending the plant stem to the ground where they bite off the seeds. A female harvest mouse has one to seven young at a time. She carries the young mice in her body for 21 to 24 days before they are born. When the young are about 2 months old, they may start their own families. Harvest mice eat grain, and are a pest to farmers.

## Deer Mice



Deer mice, *Na'ats'qqsí bijaatéli*, are sometimes called white footed mice. There are 55 species that are known. These numerous mice weigh 14 to 57 g (0.5 to 2 oz) and are 9 to 17 cm (3.5 to 6.7 in) long, not including the tail, which may be up to 20 cm (8 in) long. The eyes and ears are relatively large, and the fur is soft, dense, and varied in color. *Na'ats'qqsí bijaatéli* are found from Alaska to Northern South America.



They can live in Rocky Mountain Timber lines and on hot Sonoran deserts. The *na'ats'qqsí bijaatéli* and his cousins cover the continent, holding the altitude record for North American mammals, 16,000 feet on Mount Orizaba, Mexico.

Some burrow; others climb as high as fifty feet into trees. Fleshy foot pads give them a grip. At mating time,

the female deer mouse chases the male. Settling down, the pair defends their territory. Usually the male leaves before she gives birth to one to nine infants in a soft nest. She carries them in her body for 21 to 27 days. The young live in the nest for three to six weeks, and then leave to build nests of their own and start families before ten weeks of age.

**Na'ats'qosí bijaatéli** usually rest during the day and look for food at night. They are nocturnal. They eat berries, fruits, leaves, nuts, seeds, and insects. When excited they thump their front feet rapidly on the ground, making a drumming noise. Scientists think that **na'ats'qosí bijaatéli** can transmit **naaʎniih** through their urine and fecal matter.

### Pinon Mice



The little Pinon Mouse, a member of the **na'ats'qosí bijaatéli** family, is a nimble highlander. He has ears almost an inch high, and he lives in the rugged canyons of the Southwest.



This alert little fellow delights in pinon nuts and juniper seeds.

Loading his cheek pouches, he stores many nuts for the winter. Because the pinon mouse is a member of the **na'ats'qosí bijaatéli** family, his droppings and urine could contribute to **naaʎniih**.

### Banner-tailed Kangaroo Rat



The **Banner-tailed Kangaroo Rat**, **Naha t'e'iitsoh**, has bold stripes and an elegant white tipped tail with a tuft on the end. This big cousin of the pocket mice and is not a true rat. The word rat is often used for any long-tailed rodent that is larger than a mouse. Most of these animals are not true rats. They include the cotton rat, the rice rat, the kangaroo rat, and the pack rat.



He lives in the southwestern parts of the United States. The **naha t'e'iitsoh** manufactures water from seeds. Oversized hind legs help him to escape enemies by leaping like a tiny kangaroo. This is how he got his name. The tail, longer than his body, props him when

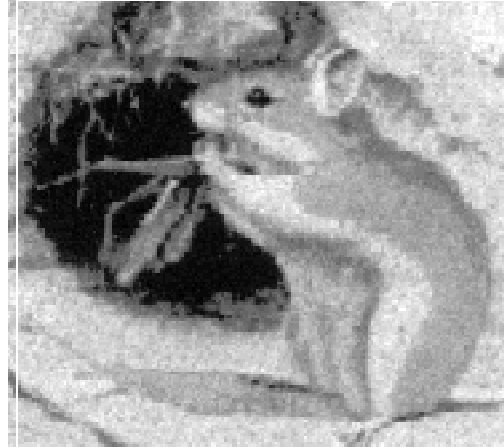
resting and stabilizes him when he hops.

The solitary **naha t'e'iitsoh** digs elaborate tunnels capped by a broad mound with perhaps a dozen entrances. He clears away vegetation so he can scout for danger before emerging to hunt seeds. He crams his external cheek pouches and then empties them into temporary storage areas. When the sun has cured the seeds he stores them underground. He is quick to fight over a pile of food, grunting and growling as he delivers battering ram kicks with his hind feet.

**Naha t'e'iitsoh** hate to be disturbed. At home he will thrum angrily, ordering the intruder away. This animal is a nocturnal forager. When meeting a suspicious object during his hunts, he will kick sand over the object, then whirl around to see what happens. This often exposes the ambush of a sidewinder **rattlesnake**, **t'iish'ánínígíí**, who, like the **ma'iitsoóí**, **ma'ii**, **badger**, **nahashch'idí**, and **né'éshjaa'**, is a deadly foe.

Two or more times a year, a **naha t'e'iitsoh** home becomes a nursery for two to six infants, crying like puppies. The **naha t'e'iitsoh**, is 12 to 14 inches in length and weight 3 1/2 to 4 2/3 ounces.

## The Grasshopper Mouse



The **grasshopper mouse**, **na'ats'qqsí nahachagii yił deefí**, is a “lion” among **na'ats'qqsí**. They are about the size of **hooghangóne' hólónígíí** but they look fatter and have stubby tails. Their fur is brown or gray above and white underneath. They probably got their name because they eat **grasshoppers**, **nahachagii**.

The **na'ats'qqsí nahachagii yił deefí** rules the world beneath the grasslands of the Western United States. In winter they eat seeds, but they prefer meat. The **na'ats'qqsí nahachagii yił deefí** comes out at night, piping hunting cries like a peanut size hound, and relentlessly tracks by scent. **Na'ats'qqsí nahachagii yił deefí** are the only **na'ats'qqsí** that make howling noises at night.

They will eat any animal that they can overpower, including **insects**, **ch'osh**, **grasshoppers**, **nahachagii**, and other **na'ats'qqsí** including their own kind. Creeping up, the **na'ats'qqsí nahachagii**

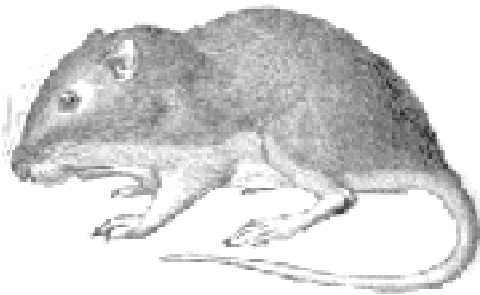


yił deekí rushes his victim and sinks his teeth into its skull. He bites nahachagii heads off, then sits up munching away.

He loves lizards, na'ashó'ii łbáhí, spiders, na'ashjé'ii, and scorpions, séigo', but he seems scared of all kinds of ants; red ants, wóláchíí', and black ants, wóláchíísh zhiní, and spider ants, na'azózii.

The female grasshopper mouse carries her young inside her body for 29 to 38 days. Usually three to four young are born at a time. The young mice become adults when they are about three months old. Na'ats'qqsí nahachagii yił deekí live wherever they can find shelter in the ground. They often use burrows that were abandoned by such rodents as gophers, na'azísí, ground squirrels, hazéitsoh, and na'ats'qqsí bijaatéí.

### Hispid Pocket Mice



Hispid Pocket Mouse is a desert dweller that rarely drinks water. His metabolism, like that of other pocket mice, converts seed starches to water.

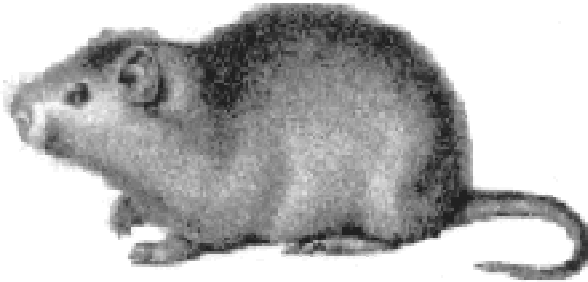
These little mice are definitely desert mice. They inhabit rocky and sandy soils, and they burrow in the open away from over hanging shrubs. If his chambers are invaded, he will scurry into a side tunnel and plug it with dirt so the predator will think that no one is home. Similar plugs of earth at the several entrances prevent the loss of moisture during the heat of the day.

Most species are distinctly yellowish or buff above, shading to the usual lighter or white bellies and feet. They have small ears and in most species the tail is nearly as long as the body, sometimes slightly longer. Hispid pocket mice are 8 to 9 inches in length and weight 1 to 2 1/2 ounces.

They live from South Dakota to Mexico. Hispids have harsh brown hair, that is bristly on the rump and their tail. All pocket mice carry seeds by the thousands in fur lined cheek pouches. If pocket mice are pursued, they will sometimes lose their tail.

## Rat Facts

### Wood Rat



The white throated Wood Rat, *tsįtah lé'étsoh*, is nature's rodent engineer. The *tsįtah lé'étsoh* is not a true rat. He has a white throat, white feet, and a well haired tail. Beneath a paloverde or in a clump of prickly pear, he builds a lodge of sticks and stalks, spiking it with cactus. This keeps most enemies away, except a snake, the red racer.



Sometimes, the *tsįtah lé'étsoh* home can grow to be five feet tall. *Tsįtah lé'étsoh* is a kleptomaniac. They steal anything that takes their fancy.



They sneak into camps and lug off a watch, a spoon, a set of false teeth, perhaps leaving a pebble in exchange. This is where they got the name "pack rat" or "trade rat."

The *tsįtah lé'étsoh* forages at night for berries, seeds, bark, and greens.

Plants supply water, so he seldom takes a drink. White throated *tsįtah lé'étsoh* vibrate their tail when alarmed, and they like to sun-bathe after it rains. When *tsįtah lé'étsoh* mates, he will stay, but the pair fights incessantly, sometimes standing on their hind legs to slug it out.

*Tsįtah lé'étsoh* eventually leaves his mate after she has her babies. When they are about 60 days old, the female chases them out of the nest. The adolescents may hang around until the next of their mother's two or three yearly broods arrive, then they set up their own nests.

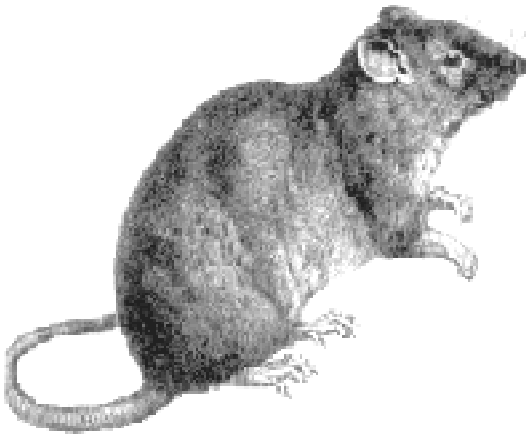


Many predators relish *tsįtah lé'étsoh* meat; some southwestern Native people also considered it a delicacy. Naturalist Edward Nelson tells of Mexican vendors who used to shout:

"Country rats very delicious, very cheap!"

He tried one and said it tasted like young rabbit. *Tsįtah lé'étsoh* is 13 to 16 inches in length and weights 6 to 8 ounces. He lives in the Southwestern United States and Mexico.

## Norway Rat



Although the Norway rat, **Norway lé'étsoh**, is a great pest, and one of the most unwelcome visitors that could ever enter a home, it is difficult not to have a sort of respect for this cunning **lé'étsoh**. **Norway lé'étsoh** is a shrewd, intelligent creature. In the Navajo stories of the Coyote tales, the rat is seen as a Counselor. Some people in different cultures have even tamed them to keep as pets. These animals can learn to perform many tricks.

**Norway lé'étsoh** swept into eastern Europe from Asia in 1727. They crossed rivers and occupied towns. Soon, they landed in Britain. Paris fell to the **Norway lé'étsoh** about 1750, despite the frantic resistance of the population. By the outbreak of the American Revolution, the **Norway lé'étsoh** had reached the New World and were penetrating every corner of the globe. They crossed North America in covered

wagons and trains, and spread from grimy cities to villages, farms, and salt marshes. By 1910, **Norway lé'étsoh** outnumbered human beings! Today, there are millions of **lé'étsoh** in this country, and each one can do a great deal of damage every day.



Consuming about 50 pounds of food a year, **Norway lé'étsoh** includes in his diet vegetables, meats, grains, packaged goods, and eggs. He will also eat paint, cloth, and books. Overcome with the lust for blood, he will slaughter hundreds of chicks in a single raid.

Gangs of **Norway lé'étsoh** can overpower and kill young pigs and baby lambs. If a **Norway lé'étsoh** is caught in a trap, other **Norway lé'étsoh** will tear it to pieces and eat it.



They can gnaw through lead pipes to get at water and strip insulation from wires, causing short circuits and fires. This rat is the worst **naa'niih** carrier. **Norway lé'étsoh** spread **naa'niih** have killed more people than all of man's wars.



He carries typhus, rabies, bubonic plague, Hantavirus, and food poisoning.



**Norway lé'étsoh** however, does eat many substances that would ordinarily decay, so they are not altogether without their uses, but the destruction usually outweighs the good.





**Norway lé'étsoh** often live in colonies, infesting trash dumps, warehouses, tenements, stores, ships, and docks. In a home they live in hollow walls and sewers; they also dig burrows in open fields. Males stake out territorial claims and fight off newcomers. They battle over food, and females, who are far scarcer than males. About three weeks after mating, the female usually has eight to fourteen young, but litters of 20 have been reported. In mild climates breeding goes on all year.

The females raise their young alone, as the male rat will attack and eat the young. **Norway lé'étsoh** can live up to three years and can reproduce at four months of age.

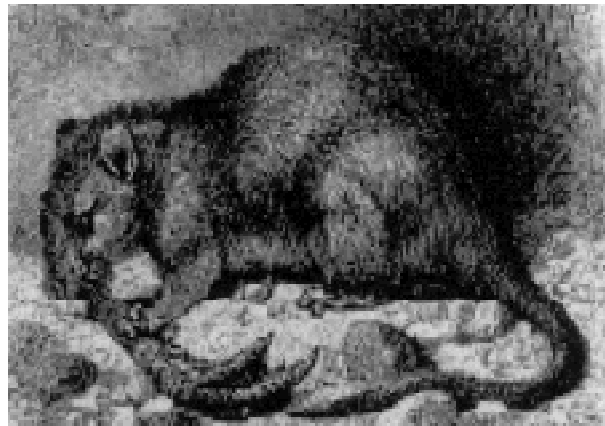
Cunning, tough and aggressive, the **Norway lé'étsoh** can withstand ingenious poisons and traps. He will even attack man. **Norway lé'étsoh** reaches a length of 13 to 18 inches and can weigh 1/2 to 1 1/2 pounds. He has coarse brown hair and a scaly tail. His worst enemy is the corn snake. Because of this, corn snakes are valued by farmers.



The corn snake is a nonpoisonous snake belonging to the family of *colubers*; or common snakes. It feeds primarily on mice and rats. **Norway lé'étsoh** lives throughout the United States. Other names for this rat include

the brown rat, barn rat, gray rat, house rat, and sewer rat.

## Black Rat



The **Black Rat, Lé'étsoh łzhiin**, lives in large groups, with certain **lé'étsoh łzhiin** dominating, **atisdi ánéelt'é'ígí** (*having control over*), others. **Lé'étsoh łzhiin** live in the upper stories of buildings or in trees.



**Lé'étsoh łzhiin** like the **Norway lé'étsoh** eat almost any kind of plant or animal, even other **lé'étsoh** of the same or a different species. The **lé'étsoh łzhiin** tends to be less aggressive, **doo nidilna'góó** (*inclined to behave in a hostile fashion, to pick a fight*).

They can mate year round, and the females give birth to three to six litters annually, each containing six or seven babies. **Lé'étsoh łzhiin** grow to 7 or 8

inches long, not including the tail, and weigh about 10 ounces. Their tail is longer than the rest of their body. These rats have large ears, a pointed snout, and soft fur. Fur of [lé'étsoh łzhiin](#) may be black, grayish brown, or smoky gray. Gray, white, or yellow fur, covers the animal's underside.

[Łé'étsoh łzhiin](#) are also called roof rats, or ship rats. Most of these [łé'étsoh łzhiin](#) live in the Gulf states such as Louisiana and Texas.



= thematical tie ins: Literature, poetry, art, language, health, writing, reading, social studies, biology, science, higher level thinking.

## Questions for Consideration.

1. What is the Hantavirus?
2. How do people catch it?
3. How do scientists think the Hantavirus developed in this country?
4. Where do they think that the Hantavirus came from?
5. What mouse did scientists find was the biggest carrier of this virus?
6. What language does the word mouse come from?
7. In this language, what does mouse mean?
8. What was the first animal in space?
9. How many days does it take a female house mouse to give birth?
10. What does the house mouse eat?
11. What is another name for the deer mouse?
12. How many species of deer mice are known to exist?
13. Where are deer mice found?
14. To what family does the pinon mouse belong?
15. What does the pinon mouse like to eat?
16. Which mouse is considered to be a lion among mice? Why?
17. Why is the white throated rat sometimes called a pack rat?

18. Is the wood rat a true rat?
19. Was the wood rat sometimes used for food?
20. What is the thing that the hispid pocket mouse rarely does? Why?
21. Is the bannertail kangaroo rat related to the kangaroo?
22. Why is he called a kangaroo rat?
23. What is a kleptomaniac? (look it up)
24. Are Norway rats and black rats dangerous? Why?
25. How do we control them?
26. Why would a Norway or black rat want to live in a certain place?
27. Where does the harvest mouse live?
28. What does the nest of these mice look like?
29. In what fable does a mouse play the hero?
30. What poem did Robert Browning write about rats?
31. What role did the rat play in the coyote tales?
32. Can house mice cause damage?
33. What name did scientists and doctors want to call the hantavirus at first?
34. To what family does the Norway rat, the black rat, and the house mouse belong?
35. What do deer mice eat?
36. What is the natural enemy of the Norway Rat?

## Writing Prompt:

If you find a pack rat's nest and it is full of pinon nuts, would it be O.K. for you to take them home and eat them?

Why?

What might be wrong with these nuts?

## SUGGESTED OUTSIDE RODENT CLEAN-UP RECOMMENDATIONS:

If you find dead rodents, rodent nests, food piles, rodent droppings or urine, do the following:

1. Get a spray bottle, laundry bleach or lysol, flea spray, a shovel, rubber gloves and plastic bags, face/mouth and nose mask, and a set of goggles.
2. Pour 3 ounces of liquid bleach into 1 gallon of clean water and mix. Pour the bleach and water mixture into a spray bottle.
3. Spray dead rodents, droppings, rodents nest, or rodent food piles with the disinfectant mixture from the spray bottle. Soak the material thoroughly. Spray surrounding area with flea spray before starting clean-up.
4. Put on rubber gloves. Pick up material and place into a plastic bag. Also place into bag any item you used to pick up the material i.e. paper towel, paper plate, disposable rubber glove etc. After you have finished, or when the bag becomes full, seal the bag. Place bag into a second bag and seal that bag.
5. Bury the material in a hole about 2 feet deep. Burn material in the hole and then cover material with dirt, When covered pack the dirt down firmly. Bury deep enough so pets will not dig it up.
6. If you are using rubber gloves, wash them with your bleach or lysol mixture and then with soap and water. Also disinfect any tools or utensils that may have been used.

## SUGGESTED INSIDE RODENT CLEAN-UP RECOMMENDATIONS:

If you find dead rodents, rodent nests, food piles, rodent droppings or urine, in your home, follow the same directions as above.

### **Remember:**

1. Do not leave open containers of water or food for rodents to drink or eat.
2. Keep your home site free from trash, litter, junk, abandoned vehicles, or debris which may attract or provide shelter for rodents.
3. Keep trash in rodent proof covered containers. Elevate waste containers at least 18 inches off the ground and keep the surrounding area clean and free of weeds.
4. Keep animal feeds and grains in rodent proof containers and store them at least 100 feet away from your home.
5. Keep wood piles or similar shelter 100 hundred feet or as far away from your home as possible. In general, try to keep things that attract rodents at least 100 feet away from your home.

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# "The Pied Piper of Hamelin."

by Robert Browning

Hamelin town's in Brunswick  
By famous Hanover city;  
The river Weser, deep an wide,  
Washes its wall on the southern side;  
A pleasanter spot you never spied;  
But when begins my ditty,  
Almost five hundred years ago,  
To see the townsfolk suffer so  
From vermin, was a pity.

Rats!

They fought the dogs and killed the cats,  
And bit the babies in the cradles,  
And ate the cheeses out of the vats,  
And licked the soup from the cook's own  
ladles,  
Split open the kegs of salted sprats,  
Made nests inside men's Sunday hats,  
And even spoiled the women's chats,  
By drowning their speaking  
With shrieking and squeaking  
In fifty different sharps and flats.  
At last the people in a body  
To the Town Hall came flocking;  
"Tis Clear," cried they, "our Mayor's a noddy;  
To think we buy gowns lined with ermine for doubts that  
Can't or won't determine  
What's best to rid us of our vermin!  
You hope, because your old and  
obese, to find in the furry civic robe ease?  
Rouse up, Sirs! Give your brains a racking to fine the remedy we've  
Lacking, or sure as fate, we'll send  
you packing!"  
At this time the Mayor and  
Corporation quaked with a mighty  
Consternation.

An hour they stay in council;  
 At length the Mayor broke silence:  
 “For a guilder I’d my ermine gown sell;  
     I wish I were a mile hence!  
 It’s easy to bid one rack one’s brain--  
 I’m sure my poor head aches again,  
 I’ve scratched it so, and all in vain.  
     O for a trap, a trap, a trap!”  
 Just as he said this, what should hap  
 At the chamber door but a gentle tap?  
 “Bless us,” cried the Mayor, “what’s that?”  
     (With the Corporation as he say,  
     Looking little though wondrous fat;  
     Nor brighter was his eye, nor moister  
     Than a too-long opened oyster,  
 Save when at noon his paunch grew nautinous  
     for a plate of turtle, green and glutinous)  
 “Only a scraping of shoes on the mat?”  
     Anything like the sound of a rat  
     Makes my heart go pit-a-pat!”  
 “Come in!” --the Mayor cried, looking bigger;  
 And in did come the strangest figure;  
 His queer long coat from heel to head  
     Was half of yellow and half of red,  
     And he himself was tall and thin,  
     With sharp blue eyes, each like a pin’  
     And light loose hair, yet swarthy skin;  
     No tuft on cheek nor beard on chin,  
     But lips where smiles went out and in--  
 There was no guessing his kith and kin!  
     And nobody could enough admire  
     The tall man and his quaint attire.  
 Quoth one: “It’s as my great-grandsire,  
 Starting up at the Trump of Doom’s tomb,  
 Had walked this way from his painted tombstone!”

He advanced to the council-table:  
 And, “Please your honor,” said he;: I’m able,  
 By no means of a secret charm, to draw

All creatures living beneath the sun,  
That creep or swim or fly or run,  
After me so as you never saw!  
And I chiefly use my charm  
On creatures that do people harm--  
The mole, and the toad, and newt, and viper--  
And people call me the Pied Piper.”  
(And here they noticed round his neck  
A scarf of red and yellow stripe,  
To match with his coat of the self-same check;  
And at the scarf’s end hung a pipe;  
And his fingers, they noticed, were ever straying  
As if impatient to be playing  
Upon this pipe, as low it dangled  
Over his vesture, so old-fangled.)  
“Yet,” said he, “poor piper as I am,  
In Tartary I freed the Cham,  
Last June, from his huge swarm of gnats;  
I eased in Asia the Nizam  
Of a monstrous brood of vampire-bats;  
And as for what your brains bewilders--  
If I can rid your town of rats,  
Will you give me a thousand guilders?”  
“One?” Fifty thousand!”--was the exclamation  
Of the astonished Mayor and Corporation.

Into the street the Piper stepped,  
Smiling first a little smile,  
As if he knew what magic slept  
In his quite pipe the while;  
Then, like a musical adept,  
To blow the pipe his lips he wrinkled,  
Like a candle flame where salt is sprinkled;  
And ere three shrill notes the pipe uttered,  
You heard as if an army muttered;  
And the muttering grew to a grumbling;  
And the grumbling grew to a mighty rumbling;  
And out of the houses the rats came tumbling.  
Great rats, small rats, lean rats, brawny rats,  
Brown rats, black rats, gray rats, tawny rats,

Grave old plodders, gay young friskers,  
 Fathers, mothers, uncles, cousins,  
 Cocking tails and pricking whiskers;  
 Families by tens and dozens....  
 Brothers, sisters, husbands, wives--  
 Followed the Piper for their lives.  
 From street to street he piped advancing,  
 And step by step they followed dancing,  
 Until they came to the river Weser,  
 Wherein all plunged and perished!  
 Save one who, stout as Julius Caesar,  
 Swam across and lived to carry  
 (As he, the manuscript he cherished)  
 To Rat-land home his commentary,  
 Which was: "At the first shrill notes of the pipe  
 I heard a sound as of scraping tripe,  
 And putting apples, wondrous ripe,  
 Into a cider-press's gripe--  
 And a moving away of pickle-tub-boards,  
 And a leaving ajar of conserve cupboards,  
 And drawing the corks of train-oil-flasks,  
 And breaking the hoops of butter-casks;  
 And it seemed as if a voice  
 (Sweeter far than by harp or by psaltery  
 Is breathed) called out, "O rats, rejoice!  
 the world is grown, to one vast dry psaltery!  
 So munch on, crunch on, take your puncheon,  
 Breakfast, supper, dinner, luncheon!"  
 and just as a bulky sugar-puncheon,  
 All ready staved, like a great sun shone  
 Glorious scarce an inch before me,  
 Just as me thought it said, "Come, born me!"  
 I found the Weser rolling o'er me."

You should have heard the Hamelin people  
 Ringing the bells till they rocked the steeple.  
 "Go!" cried the mayor, "and get long poles!  
 Consult with carpenters and builders,  
 And leave in our town not even a trace  
 Of the rats!"--when suddenly, up the face

Of the piper perked in the market-place,  
 With a “first, if you please, my thousand guilders!”  
 A thousand guilders! the Mayor looked blue!  
 So the the Corporation too.  
 For council dinners made race havoc  
 With Claret, Moselle, Vin-de-Grave, hock;  
 And half the money would replenish  
 Their cellar’s biggest butt with Rhemish.  
 To pay this sum to a wandering fellow  
 With a gypsy coat of red and yellow!  
 “Besides,” quoth the Mayor, with a knowing wink,  
 “Our business was done at the river’s brink;  
 We saw with our eyes the vermin sink,  
 And what’s dead can’t come to life I think.  
 So, friend, we’re not the folks to shrink  
 From the duty of giving you something for drink,  
 And a matter of money to put in your poke;  
 But as for the guilders, what we spoke  
 Of them, as you very well know, was in joke.  
 Besides, out loses have made us thrifty.  
 A thousand guilders! Come, take fifty!”

The Piper’s face fell, and he cried,  
 “No trifling! I can’t wait, beside!  
 I’ve promised to visit by dinner-time  
 Bagdat, and accept the prime  
 Of the Head Cook’s pottage, all he’s rich in,  
 For having left, in the Caliph’s kitchen,  
 Of a nest of scorpions no survivor--  
 With him I proved no bargain--driver;  
 with you, don’t think I’ll bate a stiver!  
 And folks who put me in a passion  
 May find me pipe after another fashion.”

“How?” cried the Mayor, “d’ye think I brook  
 Being worse treated than a Cook?  
 Insulted by a lazy ribald  
 With idle pipe and vesture piebald?  
 You threaten us, fellow? Do your worst,  
 Blow your pipe there till you burst!”

Once more he stepped into the street;  
And to his lips again  
Laid his long pipe of smooth straight cane;  
And ere he blew three notes  
(such sweet Softly notes as yet musician's cunning  
Never gave the enraptured air)  
There was a rustling that seemed like a bustling  
Of merry crowds jousting at pitching and hustling;  
Small feet were pattering, wooden shoes clattering,  
Little hands clapping, and little tongues chattering;  
And, like fowls in a farmyard when barley is scattering,  
Out came the children running;  
All the little boys and girls,  
with rosy cheeks and flaxen curls,  
And sparkling eyes and teeth like pearls,  
Tripping and skipping, ran merrily after  
the wonderful man with shouting and laughter.

The Mayor was dumb, and the Council stood  
As if they were changed into blocks of wood,  
Unable to move a step, or cry  
To the children merrily skipping by--  
Could only follow with the eye  
That Joyous crowd at the Piper's back.  
But how the Mayor was on the rack,  
And the wretched Council's bosoms beat,  
As the Piper turned from the High Street  
To where the Weser rolled it's waters  
Right in the way of their sons and daughters!  
However, he turned from south to west,  
And to Koppelberg Hill his steps addressed,  
And after him the children pressed;  
Great was the joy in every breast.  
"He never can cross that might top!  
He's forced to let the piping stop!"  
When, lo, as they reached the mountain-side,  
A wondrous portal opened wide,  
As if a cavern was suddenly hollowed;  
And the Piper advanced and the children followed;

The door on the mountain-side shut fast,  
 Did I sat all? No! One was lame  
 And could not dance the whole of the way;  
 And in after years, if you would blame  
 His sadness, he was used to say--  
 "It's dull in out town since my playmates left!"  
 I can't forget that I'm bereft  
 Of all the pleasant sights they see;  
 Which the Piper also promised me;  
 For he led us, he said, to a joyous land,  
 Joining the town and just at hand,  
 Where water gushed, and fruit trees grew,  
 And flowers put forth a fairer hue,  
 And everything was strange and new;  
 The sparrows were brighter than peacocks here,  
 And there dogs outran our fallow deer,  
 And honey-bees had lost their stings,  
 And horses were born with eagles' wings;  
 And just as I became assured  
 My lame foot would be speedily cured,  
 The music stopped and I stood still,  
 And found myself outside the hill,  
 Left alone against my will,  
 To go now limping as before,  
 And never hear of that country more!"

Alas, alas for Hamelin!  
 There came into many burgher's pate  
 A text which says that heaven's gate  
 Opts to the rich at an easy rate  
 As the needle's eye takes a camel in!  
 The Mayor sent East, West, North, and South,  
 To offer the Piper, by word of mouth,  
 Wherever it was men's lot to find him,  
 Silver and gold to his heart's content,  
 If he'd only return the way he went,  
 And bring the children behind him.  
 But when they was 'twas a lost endeavor,  
 And Piper and dancers were gone forever,  
 They made a decree that lawyers never

Should think their records dated duly  
If, after the day of the month and year,  
These words did not as well appear,  
“And so long after what happened here  
On the Twenty-second of July  
Thirteen hundred and seventy-six”,  
And the better in memory to fix  
The place of the children’s last retreat,  
They called it the Pied Piper’s Street--  
Where any one playing on pipe or tabor  
Was sure for the future to lose his labor  
Nor suffered they hostelry or tavern  
To shock with mirth a street so solemn;  
But opposite the place of the cavern,  
And on the great church-window painted  
The same, to make the world acquainted  
How their children were stolen away,  
And there it stands to this very day.  
And i must not omit to say  
That in Transylvania there’s a tribe  
Of alien people who ascribe  
The outlandish ways and dress  
On which their neighbors lay such a stress,  
To their fathers and mothers having risen  
Out of some subterraneous prison  
Into which they were trepanned  
Long time ago in a mighty land,  
But how or why, they don’t understand.

So, Willy, let me and you be wipers  
Of scores out with all men--especially pipers!  
And, whether they pipe us free from rats or from mice,  
If we’ve promised them aught, let us keep our promise!

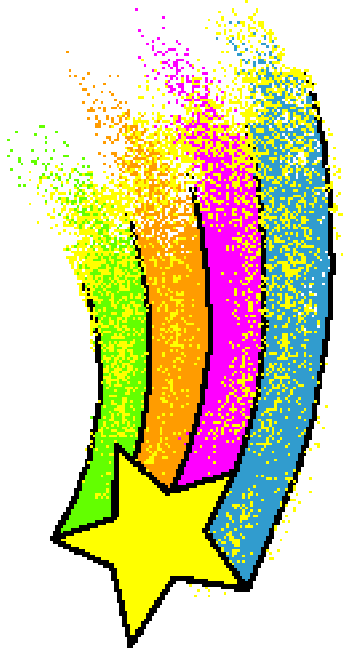


Vocabulary for The Good, the Bad, and the Ugly in English and Navajo. Please find the definition for each word and use it in a sentence. Study Navajo words.

1. mice	na'asts'qqsí	page 8
2. rat	lé'etsoh	page 8
3. varied	ał'aa'áát'eeł'ii	page 8
4. deer mice	na'asts'qqsí bijaatéłí	page 8
5. kangaroo rat	naha t'e'ii	page 8
6. undesirable	doo hoł aaní da	page 8
7. Norway rat	Norway lé'etsoh	page 8
8. black rat	lé'etsoh łzhiin	page 8
9. house mice	hooghangóne' hólonígíí	page 8
10. destructive	ni'iiłchxqohii	page 8
11. vermin	ch'osh	page 8
12. disease	naałniih	page 8
13. Chinle	Ch'íníłí	page 9
14. media	naalkidí	page 9
15. convulsed	ahaní'deet'á	page 9
16. Hantavirus	Na'asts'qqsí binaałniih	page 9
17. blood serum	dił bitoo' niłtóółí	page 9
18. carriers	naałniih yił ałtaaldeeh	page 9
19. culprit	át'íinii	page 9

20. good	yá'át'éehii	page 16
21. bad	danichxóq'íyíí	page 16
22. and	dóó	page 16
23. ugly	t'óó baa'iihii	page 16
24. coyotes	ma'ii	page 18
25. kit foxes	ma'iiłtsóí	page 18
26. snakes	tł'iish	page 18
27. owl	né'éshjaa'	page 18
28. hawk	giní	page 18
29. bannertail kangaroo rat	naha t'e'itsoh	page 21
30. rattlesnake	tł'iish'ánínígíí	page 21
31. badger	nahashch'idí	page 21
32. grasshopper mouse	na'ats'qqsí 'iinahachagii	yił deełé page 21
33. grasshopper	nahachagii	page 22
34. lizards	na'ashq'ii łbáhí	page 22
35. spiders	na'ashjé'ii	page 22
36. scorpions	séigo'	page 22
37. red ants	wóláchíí'	page 22
38. black ants	wóláchíísh zhiní	page 22

39. spider ants	na'azózi	page 22
40. gophers	na'azísí	page 22
41. ground squirrels	tseek'inástánii	page 22
42. wood rat	tsįtah lé'étsoh	page 23
43. black rat	lé'étsoh łzhiin	page 23
44. dominating	atisdi ánéelt'é'ígíí	page 23
45. aggressive	doo nidilna'góó	page 23



Dear Parent,

We are currently working on a thematic unit dealing with the R.U.F.F. Program in attempting to integrate learning by providing you with discussion topics for home to school transfer.

1. Is it all right for a man to be a nurse, secretary, or a model?
2. Have you noticed any house mice around lately?
3. Are pinon nuts safe to eat?
4. Do you understand about the hantavirus and what it is?

Please talk with your child concerning these issues this week. If there are any questions, please do not hesitate to call me.

Sincerely,

Your child's teacher

**FOR MORE R.U.F.F. "MISSIONS"**

CONTACT:

SUSAN FADLER  
4727 E. VILLA MARIA  
PHOENIX, ARIZONA 85032

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