Meet the Author

Mourning Dove  c. 1885–1936

Mourning Dove is the pen name of Christine Quintasket (kwEn-tBsPkEt), who triumphed over adversity to become one of the first female Native American novelists. As a child, Quintasket was enthralled by the traditional stories told by her elders. As an adult, she worked to preserve these tales. By publishing stories that recount the history of her people, she carried on the work of the storytellers she so admired.

Determined to Write Quintasket grew up on the Colville Reservation in Washington State with her mother, the daughter of a Colville chief, and her father, an Okanogan. When Quintasket was 14, her mother died, leaving her to run the household and help raise her younger siblings. Despite her many responsibilities, Quintasket pushed herself to learn to write in English. She later attended secretarial school to learn how to type and business school to hone her grammar and writing skills. She drafted a novel in 1912 but put it away for several years until she met Lucullus McWhorter, a Native American–rights activist, who offered to edit it.

Battling Stereotypes Published in 1927, Mourning Dove’s novel, Cogewea, the Half-Blood, is credited with breaking down the stereotype of Native Americans as stoic, or unfeeling. “It is all wrong, this saying that Indians do not feel as deeply as whites,” the author asserted. “We do feel, and by and by some of us are going to make our feelings appreciated, and then will the true Indian character be revealed.”

Chronicling Her Culture After Cogewea was published, Mourning Dove began to record traditional stories of the Okanogan and other Colville tribes. A migrant worker, she picked fruit ten hours a day but managed to do her writing at night. Coyote Stories, from which “Coyote and the Buffalo” is taken, was published in 1933. “Coyote and the Buffalo” is a folk tale once told by Okanogan storytellers in Salish, their native language. Mourning Dove’s retelling includes Salish words and place names. This story and others like it help keep the Okanagan culture alive today.

Mourning Dove’s Legacy In addition to preserving her people’s culture, Mourning Dove worked hard to promote their welfare. She fought for their rights in court, started organizations supporting Native American crafts, and paved the way for female participation on tribal councils. Worn down by chronic illness and fatigue, the writer and activist died c. 1936.

Author Online

Go to thinkcentral.com, KEYWORD: HML11-46

Selection Resources

See resources on the Teacher One Stop DVD-ROM and on thinkcentral.com.

- RESOURCE MANAGER UNIT 1
  Plan and Teach, pp. 25–32
  Summary, pp. 331–341
  Text Analysis and Reading Skill, pp. 35–36f, 37–38f

- BEST PRACTICES TOOLKIT
  Character Analysis Chart, p. D5

- TECHNOLOGY
  Teacher One Stop DVD-ROM
  Student One Stop DVD-ROM
  Audio Anthology CD
  GrammarNotes DVD-ROM
  ExamView Test Generator on the Teacher One Stop

* Resources for Differentiation   † Also in Spanish   ‡ Also in Haitian Creole and Vietnamese
**Teach**

**Why do we root for the “BAD GUY”?**

Have students think about the different types of villains they have encountered in books, movies, and on TV. Which ones are mischievous? Which are evil? Then have students complete the **QUICKWRITE**.

**TEXT ANALYSIS**

**Model the Skill: TRICKSTER TALES**

Explain that the archetypal trickster character takes many forms. Illustrate the concept of the trickster by providing examples. Tell students that in Native American oral tradition, the trickster may be a coyote or raven. In African tales, it may be a hare or spider, while in Japan it may be a fox. The trickster usually exhibits contradictory qualities. He may be both creative and destructive, wise yet childlike. Lead students in a discussion about why trickster characters have appealed to people through the ages and in so many different cultures.

**GUIDED PRACTICE** Ask students to explain why a trickster character might be both likable and unlikable.

**READING STRATEGY**

**Model the Skill: PREDICT**

Tell students, “When I read, I think about the characters and plot and I draw on my knowledge of other stories. Then I predict what will happen next.” Tell students that they already make predictions when they read. They predict how a character will act or how the book will end based on their understanding of character and plot and their knowledge of the real world.

**GUIDED PRACTICE** Elicit examples of predictions students have made in the past.

**DIFFERENTIATED INSTRUCTION**

**FOR STRUGGLING READERS**

**Concept Support: Trickster Tales** Explain that trickster tales are usually grouped in cycles. That is, they consist of a series of stories focusing on the adventures of the trickster character. Each story involves a particular incident or situation to which the trickster responds, often leading to a violent or absurd conclusion. Among the best-known trickster tales in the United States are those of the sly Brer Rabbit, a character who originated in African folk tales. Have students work in mixed-ability pairs to brainstorm some additional trickster characters. Have volunteers describe the different trickster characters to the class.
**Practice and Apply**

**SUMMARY**
This folk tale, retold by Mourning Dove, tells how Coyote angers Buffalo Bull, who then chases him. Coyote saves himself by offering to make Buffalo Bull new horns to replace his worn, old ones. Grateful, Buffalo Bull gives Coyote a magical cow that will always provide him with meat, so long as he does not kill it. Nevertheless, Coyote kills the cow, only to have birds eat the meat and an old woman steal the bones. Coyote tries to get another cow from Buffalo Bull but is refused, which explains why “No buffalo ever lived in the Swah-netk'-qhu country.”

**READ WITH A PURPOSE**
Help students read with a purpose. Ask them to think about how a person’s true nature is often revealed through his or her actions and words. Tell them to watch how the characters in the selection show their true natures through their words and actions.

**TEXT ANALYSIS**

**TRICKSTER TALES**

Possible answer: Based on lines 5–13, Coyote seems vengeful and childish.

IF STUDENTS NEED HELP . . . Have them use a Character Analysis Chart to make inferences about the trickster.

**BEST PRACTICES TOOLKIT—Transparency**
Character Analysis Chart p. D5

**FOR ENGLISH LANGUAGE LEARNERS**

**Idioms** Clarify these idioms from the story: in the wink of an eye (line 21) “very quickly”; at once (line 60) “right away”; gave up (line 84) “stopped”; and set out (line 90) “began with a certain purpose.”

**FOR STRUGGLING READERS**

In combination with the Audio Anthology CD, use one or more Targeted Passages (pp. 48, 50, 51, 52) to ensure that students focus on key story events and concepts. Targeted Passages are also good for English learners.

**Targeted Passage [Lines 1–13]**
This passage introduces Coyote and Buffalo Bull and sets up the conflict between them. It also announces what the tale will explain.

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**COYOTE and the BUFFALO**

Retold by Mourning Dove

**BACKGROUND** “Coyote and the Buffalo” is one of many traditional stories featuring the Animal People, a race of supernatural beings believed by the Okanogan to have been the first inhabitants of the world. The Animal People had magical powers and could alter their shapes. When human beings appeared on the earth, the Animal People were changed into different animal species. Coyote, one of the most important Animal People, is thought to have made the world habitable for humans by killing monsters and bringing fire and salmon.

No buffalo ever lived in the Swah-netk'-qhu country. That was Coyote’s fault. If he had not been so foolish and greedy, the people beside the Swah-netk'-qhu would not have had to cross the Rockies to hunt the quartz-peet-zu (curled-hairs).

This is the way it happened:

Coyote was traveling over the plains beyond the big mountains. He came to a flat. There he found an old buffalo skull. It was the skull of Buffalo Bull. Coyote always had been afraid of Buffalo Bull. He remembered the many times Bull Buffalo had scared him, and he laughed upon seeing the old skull there on the flat.

“Now I will have some fun,” Coyote remarked. “I will have revenge for the times Buffalo made me run.”

He picked up the skull and threw it into the air; he kicked it and spat on it; he threw dust in the eye sockets. He did these things many times, until he grew tired. Then he went his way. Soon he heard a rumbling behind him. He thought it was thunder, and he looked at the sky. The sky was clear. Thinking he must have given up set out for the Rockies to hunt the quartz-peet-zu, he began with a certain purpose.

**Analyze Visuals**

Describe the artwork on page 49. How is the use of color significant? Does the color treatment cause this coyote to reflect the traits of a trickster? Explain your answer.

**Targeted Passage**

In the first paragraph, the Coyote is “foolish and greedy.” The Joker, in Tim Burton’s 1989 film Batman, also shares some of the traits of a trickster. Based on lines 5–13, what other character traits would you attribute to this trickster?

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1. Swah-netk'-qhu (shu-neh-n’t-k’wo) the Salish name for the Columbia River and its waterfall. 2. quartz-peet-zu (kwEs-pCtPzä) a Salish word for buffalo.
• According to the opening lines of the story, what was Coyote’s fault? What qualities of Coyote made this problem happen? (lines 1–3)
• What does Coyote find? How does he treat it? (lines 6–13)
• How does Coyote feel about Buffalo Bull? (lines 6–8)

FOR ADVANCED LEARNERS/AP
Native American Spirit Helpers “Coyote and the Buffalo” refers to Coyote’s “power,” or spirit helper, in lines 20, 34, and 43. Have students research spirit helpers in Native American literature and art. Ask students to share their findings with the class.

Analyze Visuals
Possible answer: The painting uses intense primary colors to create an electric image, giving an unearthly, magical feel to the picture. This color treatment is appropriate for a trickster, who may be associated with supernatural powers and spirit helpers.

About the Art In pictures such as Coyote Survivor, American artist John Nieto (b. 1936) uses strong colors and bold strokes to create striking images with depth and detail. He chooses common subjects but presents them in a way that gives viewers a fresh, more powerful understanding of them.

BACKGROUND
Columbia River The Swah-netk'-qhu (line 1) is the Columbia River in the Pacific Northwest. This river drains an extensive area that includes parts of present-day Oregon, Washington, Idaho, Montana, Nevada, Wyoming, and Utah.
much closer and louder. Turning around, he saw Buffalo Bull pounding along after him, chasing him. His old enemy had come to life!

Coyote ran, faster than he thought he could run, but Buffalo gained steadily. Soon Buffalo was right at his heels. Coyote felt his hot breath.

20 “Oh, Squas-tenk,’ help me!” Coyote begged, and his power answered by putting three trees in front of him. They were there in the wink of an eye. Coyote jumped and caught a branch of the first tree and swung out of Buffalo’s way. Buffalo rammed the tree hard, and it shook as if in a strong wind. Then Buffalo chopped at the trunk with his horns, first with one horn and then the other. He chopped fast, and in a little while over went the tree, and with it went Coyote. But he was up and into the second tree before Buffalo Bull could reach him. Buffalo soon laid that tree low, but he was not quick enough to catch Coyote, who scrambled into the third and last tree.

“Buffalo, my friend, let me talk with you,” said Coyote, as his enemy hacked away at the tree’s trunk. “Let me smoke my pipe. I like the kinnikinnick. Let me smoke. Then I can die more content.”

“You may have time for one smoke,” grunted Bull Buffalo, resting from his chopping.

Coyote spoke to his medicine-power, and a pipe, loaded and lighted, was given to him. He puffed it on once and held out the pipe to Buffalo Bull.

“No, I will not smoke with you,” said that one. “You made fun of my bones. I have enough enemies without you. Young Buffalo is one of them. He killed me and stole all my fine herd.”

“My uncle,” said Coyote, “you need new horns. Let me make new horns for you. Then you can kill Young Buffalo. Those old horns are dull and worn.”

Buffalo Bull was pleased with that talk. He decided he did not want to kill Coyote. He told Coyote to get down out of the tree and make the new horns.

Coyote jumped down and called to his power. It scolded him for getting into trouble, but it gave him a flint knife and a stump of pitchwood. From this stump Coyote carved a pair of fine heavy horns with sharp points. He gave them to Buffalo Bull. All buffalo bulls have worn the same kind of horns since.

Buffalo Bull was very proud of his new horns. He liked their sharpness and weight and their pitch-black color. He tried them out on what was left of the pitchwood stump. He made one toss and the stump flew high in the air, and he forgave Coyote for his mischief. They became good friends right there. Coyote said he would go along with Buffalo Bull to find Young Buffalo.

They soon came upon Young Buffalo and the big herd he had won from Buffalo Bull. Young Buffalo laughed when he saw his old enemy, and he walked out to meet him. He did not know, of course, about the new horns. It was not much of a fight,

Coyote carved a pair of fine heavy horns with sharp points. He gave them to

3. Squas-tenk’ (skw-as-tenk’): a Salish word referring to Coyote’s spirit helper.
4. kinnikinnick (k-in-nik-in-nik’): the Salish word for the bearberry shrub. The Okanagan toasted bearberry leaves and then crumbled them and mixed them with tobacco for pipe smoking.
5. my uncle: Terms like uncle, brother, sister, and cousin were sometimes used as a sign of respect. Here, Coyote is using the term to flatter Buffalo Bull.
6. pitchwood: the sap-filled wood of a pine or fir tree.
that fight between Young Buffalo and Buffalo Bull. With the fine new horns, Buffalo Bull killed the other easily, and then he took back his herd, all his former wives and their children. He gave Coyote a young cow, the youngest cow, and he said:

“Never kill her, Sin-ka-lip’!” Take good care of her and she will supply you with meat forever. When you get hungry, just slice off some choice fat with a flint knife. Then rub ashes on the wound and the cut will heal at once.”

Coyote promised to remember that, and they parted. Coyote started back to his own country, and the cow followed. For a few suns he ate only the fat when he was hungry. But after awhile he became tired of eating fat, and he began to long for the sweet marrow-bones and the other good parts of the buffalo. He smacked his lips at the thought of having some warm liver.

Targeted Passage

**PREDICT**

Consider what you know about the archetypal trickster character and think about Coyote’s behavior thus far. How do you think Coyote will respond to Buffalo Bull’s instructions? Give reasons for your prediction.

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Coyote’s Traits and Behavior | My Predictions
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Coyote seems to play by his own rules and is unlikely to follow anyone else’s. Trickster characters are also greedy, so just slicing off some fat may not satisfy Coyote. | Coyote will disregard Buffalo Bull’s instructions and get into trouble.

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Model the Skill: PREDICT

Remind students that predictions are based on clues in their reading and on their own knowledge of the world. Tell students, “I think that Coyote is unreliable. Tricksters I have read about rarely do what others tell them to do. I predict Coyote will get into trouble.”

Possible answer: Coyote seems to play by his own rules and is unlikely to follow anyone else’s. Trickster characters are also greedy, so just slicing off some fat may not satisfy Coyote. Coyote may disregard Buffalo Bull’s instructions and get into trouble.

IF STUDENTS NEED HELP . . . Have them use the chart introduced on page 47 to list Coyote’s behavior and students’ predictions about it.

Analyze Visuals

**Activity** Ask students how the picture helps them visualize Buffalo Bull. Possible answer: The picture captures the buffalo’s large size and sharp horns.
“Buffalo Bull will never know,” Coyote told himself, and he took his young cow down beside a creek and killed her.

As he peeled off the hide, crows and magpies came from all directions. They settled on the carcass and picked at the meat. Coyote tried to chase them away, but there were too many of them. While he was chasing some, others returned and ate the meat. It was not long until they had devoured every bit of the meat.

“Well, I can get some good from the bones and marrow-fat,” Coyote remarked, and he built a fire to cook the bones. Then he saw an old woman walking toward him. She came up to the fire.

“Sin-ka-lip,” she said, “you are a brave warrior, a great chief. Why should you do woman’s work? Let me cook the bones while you rest.”

Vain Coyote! He was flattered. He believed she spoke her true mind. He stretched out to rest and he fell asleep. In his sleep he had a bad dream. It awoke him, and he saw the old woman running away with the marrow-fat and the boiled grease. He looked into the cooking-basket. There was not a drop of soup left in it.

He chased the old woman. He would punish her! But she could run, too, and she easily kept ahead of him. Every once in awhile she stopped and held up the marrow-fat and shouted: “Sin-ka-lip, do you want this?”

Finally Coyote gave up trying to catch her. He went back to get the bones. He thought he would boil them again. He found the bones scattered all around, so he gathered them up and put them into the cooking-basket. Needing some more water to boil them in, he went to the creek for it, and when he got back, there were no bones in the basket! In place of the bones was a little pile of tree limbs!

Coyote thought he might be able to get another cow from Buffalo Bull, so he set out to find him. When he came to the herd, he was astonished to see the cow he had killed. She was there with the others! She refused to go with Coyote again, and Buffalo Bull would not give him another cow. Coyote had to return to his own country without a buffalo.

That is why there never have been any buffalo along the Swah-net-k’-ghu.
Comprehension

1. **Recall** Why is Buffalo Bull so enraged at Coyote at the beginning of the story?
2. **Recall** How does Coyote convince Buffalo Bull to spare his life?
3. **Summarize** According to the story, why don’t buffalo live in the Swah-net’-qhu country?

Text Analysis

4. **Analyze Predictions** Review the chart you completed as you read. How accurate were your predictions? Did the fact that the trickster is a somewhat familiar *archetypal character* make it easier to predict Coyote’s actions, or did his behavior surprise you? Explain your answer, referring to both your chart and the selection.
5. **Interpret Trickster Tales** Trickster tales endure, in part, simply because they are fun to read. But they also often serve to teach a lesson or moral. What does “Coyote and the Buffalo” teach or explain? Support your answer with specific lines from the story.
6. **Draw Conclusions** Trickster tales, like other forms of folk literature, offer readers insight into a society’s way of life. What information about the following aspects of Okanogan culture did you glean from this tale?
   - traits or qualities the Okanogan admired as well as those they disapproved of
   - the traditional role of women in Okanogan society
   - Okanogan rituals and religious beliefs
7. **Make Judgments** Review the paragraph you wrote earlier about famous or compelling villains and tricksters. What character traits does Coyote share with these characters? In your opinion, is Coyote an admirable character? Explain, citing evidence from the text to support your opinion.

Text Criticism

8. **Critical Interpretations** Critic Paul Rodin has argued that a trickster “is at one and the same time creator and destroyer, giver and negator, he who dupes others and who is always duped himself… . He possesses no values, moral or social, is at the mercy of his passions and appetites.” Identify the ways in which Coyote fits this definition of a trickster. Cite evidence from the selection to support your answer.

**Why do we root for the “BAD GUY”**?
What makes Coyote appealing, despite his character flaws? Can you think of a famous person who fits the “trickster” label?

**Practice and Apply**

For preliminary support of post-reading questions, use these copy masters.

**ANSWERS**

1. Buffalo Bull, who has come back to life, is enraged because Coyote had been desecrating his skull.
2. Coyote convinces Buffalo Bull to spare his life by offering to make Buffalo Bull new horns to use for killing Young Buffalo.
3. Coyote disobeyed Buffalo Bull and killed the cow Buffalo Bull had given him. Buffalo Bull refused to replace the cow. As a result, Coyote has to return to his own land without a buffalo.

Possible answers:

4. **COMMON CORE FOCUS** Predict Answers will vary. Students should support their responses with evidence from their charts and details from the selection.

5. **COMMON CORE FOCUS** Trickster Tales This tale teaches that it pays to befriend one’s enemy, that greed will be punished, and that a person can usually be tricked only once before rising up. Students should support their answers with lines from the story.

**Assess and Reteach**

**Assess**

**DIAGNOSTIC AND SELECTION TESTS**
Selection Test A, B/C pp. 29–30, 31–32
Interactive Selection Test on thinkcentral.com

**Reteach**

Level Up Online Tutorials on thinkcentral.com
Reteaching Worksheets on thinkcentral.com

Literature Lesson 31, Reading Lesson 1