

Name

Date

Class period

## Narrative Analysis Packet

### Coyote and Fox (a modern version)

Coyote and Coyote's daughter lived near Fox. Coyote's daughter's name is Squirrel-Tongue.

In the evening, Coyote's daughter was playing in the front yard. She noticed Fox was carrying lots of quail on his back. While Fox was out hunting, quail flew up from the bushes. Fox shot and killed many. Squirrel-Tongue went to tell her father what Fox had brought home.

"Father! Fox has brought many quail home!" said Squirrel-Tongue.

Coyote then says to her, "Go and ask him how he got them, Squirrel-Tongue" so she ran back next door.

Squirrel-Tongue then finds Fox to talk to him.

"Fox! My father wants to ask you, how did you get those quail?"

Fox then says "How did I get them? Well, I set fire to the forest. They flew up, so I was laying underneath them belly up. After that, they just dropped dead right on my chest. That's how I killed them."

The little girl Squirrel-Tongue returned back home. She told her father exactly what Fox had said.

"How did I get them? Well, I set fire to the forest. They flew up, so I was laying underneath them belly up. After that, they just dropped dead right on my chest. That's how I killed them.' That's what Fox said, Father."

Coyote, after hearing that, laughed at Fox. "SEhehehe! He has a little heart. But as for me, my heart is big."

The next day, Coyote went out to hunt. He did the same thing Fox had said. He set fire to the forest. The quail all flew up! He lay down underneath them. Pieces of the fire dropped down on his chest one after another. One quail fell dead on his chest. Coyote then died.

The ants found him lying belly up in the woods, and they bit him.

"S'aH! Slim-waisted ants!" cries Coyote. "Was I sleeping a moment ago? Why did they wake me up?" Coyote says.

He was brought back to life by the ants, so he returned home. He brought home his one quail.

The next day, Fox went out to hunt again. In the evening when Fox returned, he brought home a few bears. Squirrel-Tongue goes to her father.

"Father! Fox brought home a few bears!" says the little girl.

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## **Narrative Analysis Packet** *(Continued)*

Coyote then says to her “Go and ask him how he killed them, Squirrel-Tongue.”

Squirrel-Tongue runs next door to find Fox.

“Fox! My father wants to ask you, how did you kill those bears?”

Fox then says “How did I kill them? Well, I was walking around in the bushes. Then, the bear said to me ‘oooo’ (bear sound) So, I said to him, ‘Go ahead and swallow me!! Go ahead and swallow me! Don’t spill even a drop of my blood!’ So the bear swallowed me. Then I was sitting inside him. His heart was swinging above me, so I cut off his heart!”

The little girl Squirrel-Tongue returned back home. She told her father exactly what Fox had said.

“That’s what Fox said, Father.”

Coyote, after hearing that, laughed at Fox. “SEhehehe! He is a coward. But as for me, my heart is brave. I am a man.”

The next day comes, and it is Coyote’s turn to go hunt. Coyote goes out hunting just like Fox had told him to do. The bear jumps out of his house when Coyote comes near.

Coyote says “Go ahead and swallow me!! Go ahead and swallow me! Don’t spill even a drop of my blood!”

The bear swallows him. The big grizzly bear swallows Coyote right up. Coyote is sitting inside of the bear. He sees the bear’s heart dangling, and cut off his heart, killing the bear. He climbs out of the bear and brings the bear home. It is evening again when he returns.

The next day, Fox goes out to hunt, and returns in the evening. In the evening when Fox returned, he brought many yellow jackets. Squirrel-Tongue goes to her father.

“Father! Fox brought home many yellow jackets!” says Squirrel-Tongue.

Coyote then says to her, “Go and ask him how he got them, Squirrel-Tongue”.

Squirrel-Tongue finds Fox to talk to him.

“Fox! My father wants to ask you, how did you get all those yellow jackets?”

Fox then says “How did I get them? Well, I set fire to the earth. All the yellow jackets everywhere swarmed up, and I dug them out. I smashed them all and brought them home.”

The little girl Squirrel-Tongue returned back home. She told her father exactly what Fox had said.

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## Narrative Analysis Packet *(Continued)*

"How did I get them? Well, I set fire to the earth. All the yellow jackets everywhere swarmed up, and I dug them out. I smashed them all and brought them home.' That's what Fox said, Father."

Coyote, after hearing that, laughed at Fox. "SEhehehe! He has a small heart, but mine is bigger."  
Coyote says.

The next day comes, and it is Coyote's turn to go hunt. Coyote goes out hunting just like Fox had told him to do. Coyote sets fire to the earth. The yellow jackets swarm up from every side. He dug them out and smashed them. He dug out one nest, and then he died.

Again, the ants came and bit him so he woke up.

"S'aH! Slim-waisted ants!" cries Coyote. "Was I sleeping a moment ago? Why did they wake me up?"  
Coyote says.

He was brought back to life by the ants, so he returned home. He brought the one nest home.

Every time he asked Fox how to hunt, he only killed one. He died every time, and the ants had to bring him back to life.

Then again, Fox went out to hunt. He brought home many salmon that evening.

Then again, Squirrel-Tongue goes to her father.

"Father! Fox brought home salmon fresh out of the water!" says Squirrel-Tongue.

Coyote then says to her, "Go and ask him how did he get them? Go and find out, Squirrel-Tongue."  
So she runs next door.

Squirrel-Tongue then finds Fox to talk to him.

"Fox! My father wants to ask you, how did you get all those salmon?"

Fox then says "How did I get them? Well, I twisted a hazel switch, and made it sharp on one end. I placed a rock acorn mortar on my back and jumped into the water. I was able to sink into the water, follow the salmon, and strung them right out of the water," he said.

Coyote, yet again, laughed at Fox. "SEhehehe! Truly, my heart is big, and his heart is little." He said.

The next day came, and Coyote went out to do as Fox had said. He went into the water with a sharpened hazel stick and an acorn mortar tied to his back. He followed the salmon in the water and killed a single salmon. He died. He drowned in the water, and his body drifted back to shore among the driftwood.

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## Narrative Analysis Packet *(Continued)*

The ants bit him, yet again.

“S’aH! Slim-waisted ants!” cries Coyote. “Was I sleeping a moment ago? Why did they wake me up?” Coyote says.

So, in the evening, he returned home with . . . one salmon.

The next day Fox went out to hunt. He went to the people of a village to get food from them. Then, in the evening, he returned home with a basket full of dried salmon on his back.

“Eeeee! Father! Fox brought home a basket full of dried salmon!” says Squirrel-Tongue.

Coyote then says to her, “Go and ask him how he got them! Go and find out, Squirrel-Tongue.” So she runs next door.

Squirrel-Tongue then finds Fox to talk to him.

“Fox! My father wants to ask you, how did you get all that?”

Fox then says “How did I get it? Well, downstream from the village, there were children. They were carrying salmon-heads on basket plates. I took those away from them and beat them with a stick! I went up to the houses in the village, and when I went in, I beat them with a stick too!”

The little girl Squirrel-Tongue returned back home. She told her father exactly what Fox had said.

Coyote laughs at Fox. “SEhehehe!”

“He is a coward, and I am a man,” he said.

The next day came, and Coyote went out to do as Fox had said. Coyote finds the children playing downstream from the village. He beat them up, as Fox had told him to do! Coyote then goes into the village and enters a house.

“Hee! You there! What are you doing?” said the women.

“Fox was here begging for salmon yesterday, and we sent him away with some!” the women said to Coyote.

“What are you saying, Mothers?” Coyote asked them.

“What are you saying?”

The women knew what Fox had been doing. They said to Coyote:

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## **Narrative Analysis Packet** *(Continued)*

“Fox did shoot many things with arrows, and killed the bear. He wants you to die. He smoked out the yellow jackets, and he speared the salmon.” They told Coyote.

Coyote understood. “Mothers, he told me he did all those things!”

The women sent Coyote away with a basket of salmon of his own. He then headed back home. He went upstream from the house. He didn’t know what to do, so he performed ceremony to ask.

He figured out what to do. Coyote built an eagle nest up in a tree. The little eaglets looked out from the nest. Coyote then goes back to find Fox. Coyote finds Fox in his home.

“Hey! Cousin! You are so busy making arrows, you had no idea there is a nest of young eagles nearby!” Coyote says to Fox.

“Where?” Fox replies.

Coyote tells him. “Right upstream, there is a nest! All the young eagles are looking out!”

Fox and Coyote both went to the tree with the eagles’ nest. Coyote pointed out the tree to Fox.

Next, Fox started climbing the tree to get the baby eagles.

Coyote was standing right there, so he told the tree “Grow with him up there!!” and the fir tree started growing!

Fox was so caught off guard that the tree grew all the way up and hit the sky. The tree grew, bent off the sky and returned to the earth. Fox had died. Fox fell all the way into the ocean, and his bones rattled there.

Eventually, Catfish picked up the bones of Fox. She placed Fox’s bones in the sweat house.

She told him “Tomorrow, early in the morning, you will say to me, Aunty! Open the door for me!”

The next day, before the earth was lit up, Catfish was sitting at the door.

Then, Fox said “Aunty, Open the Door!” So Catfish opened the door.

Fox was alive again. Off at home, far away, Coyote was setting traps for gophers. He always checked the traps in the evenings. A long time had passed. He counted gophers every evening. On this evening, he was counting his gophers yet again. Coyote heard a chirping noise off in the distance. It was Fox making the sound, but Coyote didn’t know that.

“What is that?” asked Coyote.

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## **Narrative Analysis Packet** *(Continued)*

When he looked around for the sound, there was a far-off reddish glow, like from a fire. He kept hearing the sound. He threw away his gophers and rushed off towards the sound.

He ran, rested, took a breath, then went again.

Again he heard the sound, and saw the reddish glow, like a fire off in the distance.

He ran, rested, took a breath, then went again.

How long did he run for?

And again, he rested, took a breath.

Again, he heard a chirping noise.

How often did he hear the chirping noise?

He rushed off, and kept running.

Stopped. Rested. Took a breath.

He heard the noise, looked around, and chased after the reddish glow of a fire.

Finally, way off to the east where the earth and sky meet, Coyote hits his head and dies.

That's where his bones rattle.

That's all.

Go gather and eat your seeds.

### **Link to Color Books**

<https://read.bookcreator.com/0ffgG9LEwTbFT0R1C6oyCstWpqx1/LUxNa9huR1-9Gyfl2hBpDg>

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# Narrative Analysis Packet *(Continued)*

## Coyote and Fox Story Analysis

**Task 1.** Determine the theme of the story. The theme of a story is often a message or teaching about life. Messages might include important life skills, cultural values, or teachings from history. We can identify the theme by:

- Observing the problem or challenge characters face in the story.
- Identifying what characters learn from the problem or challenge.
- Asking the question, "What lesson(s) about life do we learn from 'Coyote and Fox'?"

1. Describe the characters in the story?

**Major characters**

**Minor characters**

2. What problem or challenges do the characters face?

3. Do the characters overcome the challenges? If so, how?

4. What message or teaching (theme) about life do you take from the story?

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## Narrative Analysis Packet *(Continued)*

**Task 2.** Work independently and respond the following questions:

1. In your own words, describe the main message or teaching (theme) of the story, "Coyote and Fox." Is the main message of this story about an important skill, life lesson, or worldview? Are there multiple messages?
2. Describe two to three things the characters do or say that demonstrates the main message (theme). Use evidence from the text.
3. What elements of the story contribute to the preservation of the culture of the Cow Creek people?
4. How does sharing the teachings of "Coyote and Fox" contribute to the survivance of the Cow Creek people?
5. How does this story have meaning to you? Why?



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## **Narrative Analysis Packet** *(Continued)*

### **All Night Salmon Leap the Falls Story Analysis<sup>1</sup>**

**Task 3.** Determine the theme of the story. What lesson about life do we learn “All Night Salmon Leap the Falls?”

1. Describe the characters in the story.
2. What problem or challenges do the characters face?
3. Do the characters overcome the challenges? If so, how?
4. What message about life do you take from the story (theme)?

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## **Narrative Analysis Packet** *(Continued)*

**Task 4.** Work with a partner and respond the following questions:

1. Lampman says to Doty and Coyote, "If we pay attention, we'll be different people by the time this story ends." What does Lampman mean?
2. How does the Sacred Salmon Ceremony help the salmon?
3. Why are salmon sometimes called Salmon People?
4. What are some cultural values passed down in this story?
5. If the Sacred Salmon Ceremony was done today, how might it be different? How might it be the same?

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## Narrative Analysis Packet *(Continued)*

### Storytelling Graphic Organizer

**Culminating Task.** Using the graphic organizer below, brainstorm the elements of a narrative story focused on a lesson or teaching.

1. What message or teaching about life (theme) do you want the learner to take away?

2. Who will be your characters? Characters may be human, animal, or fantasy.

**Major characters**

**Minor characters**

3. What problem or challenges do the characters face?

4. Do the characters overcome the challenges? If so, how?

## Narrative Analysis Packet *(Continued)*

### Rubric for Storytelling (Example)

Category	4	3	2	1
<b>Creative process</b>	Student devotes a lot of time and effort to the story development process. <b>Works hard to make the story wonderful.</b>	Student devotes sufficient time and effort to the story development process. <b>Works and gets the job done.</b>	Student devotes some time and effort to the story development process but was not very thorough. <b>Does enough to get by.</b>	Student devotes little time and effort to the story development process. <b>Doesn't seem to care.</b>
<b>Title</b>	Title is creative, sparks interest, and is related to the story.	Title is related to the story.	Title is present but does not appear to be related to the narrative.	No title.
<b>Setting</b>	Many vivid, descriptive words are used to describe when and where the story took place.	Some vivid descriptive words are used to tell the audience when and where the story took place.	The audience can figure out when and where the story took place but there is not much detail.	The audience has trouble figuring out when and where the story took place.
<b>Characters</b>	The major and minor characters are clearly described. The audience can describe the characters accurately (e.g., appearance, personality).	The major and minor characters are described. The audience has some ideas of the characters are like (e.g., appearance, personality).	There are major and minor characters. The audience knows very little about the characters.	It's hard to tell who the major and minor characters are.
<b>Problem/conflict</b>	There is a robust problem/conflict that is very clear and it is easy to identify the problem the character(s) face and why it is a problem.	It is easy to identify the problem/conflict the character(s) face and why it is a problem.	It is easy to identify the problem/conflict the character(s) face BUT it is not clear why it is a problem.	It is not clear what problem/conflict the main character(s) face.

## Narrative Analysis Packet *(Continued)*

Category	4	3	2	1
<b>Lesson/message (theme)</b>	The lesson/message is easy to understand and there are no loose ends.	The lesson/message can be identified and there are few loose ends.	The lesson/message is a little hard to identify and the audience is left with many questions.	No clear lesson/message present in story.
<b>Illustrations (optional)</b>	Original illustrations are detailed, attractive, creative, and relate to the story.	Original illustrations are somewhat detailed, attractive, and relate to the story.	Original illustrations relate to the story.	Illustrations are not original or do not relate to the story.
<b>Oral presentation (optional)</b>	Holds attention of entire audience with the use of engaging techniques (e.g., props, visuals, voices).	Holds attention of most of the audience with the use of engaging techniques (e.g., props, visuals, voices).	Struggles to hold the attention of audience and does not use engaging storytelling techniques (e.g., props, visuals, voices).	Does not engage the audience.