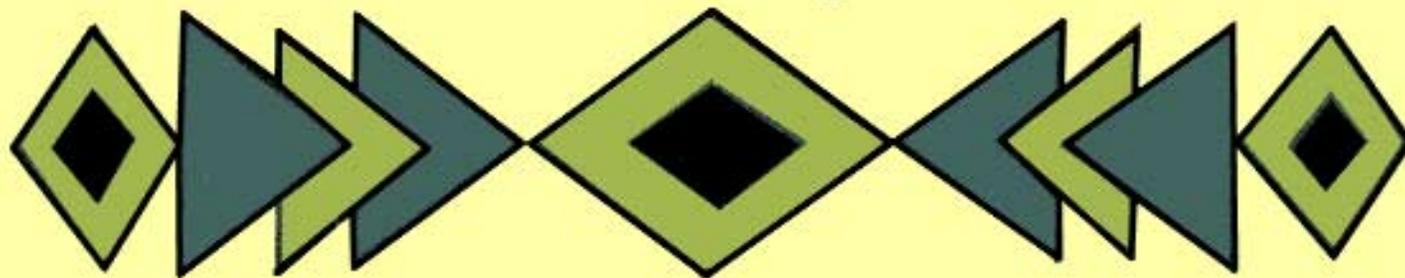


# Pat Learns About Wild Peppermint



The Indian Reading Series



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**THE INDIAN READING SERIES:**  
Stories and Legends of the Northwest

## **Pat Learns About Wild Peppermint**

Level II Book 5

Developed by the Blackfeet Indians

Written by Joan Kennerly, Carmen Marceau, Doris Old Person, June Tatsey

Illustrated by Melvin Tailfeathers

Joseph Coburn, Director  
Pacific Northwest Indian Program  
Northwest Regional Educational Laboratory

Developed by the Pacific Northwest Indian Reading and Language Development Program  
Northwest Regional Educational Laboratory, 710 Southwest Second Avenue, Portland, Oregon 97204

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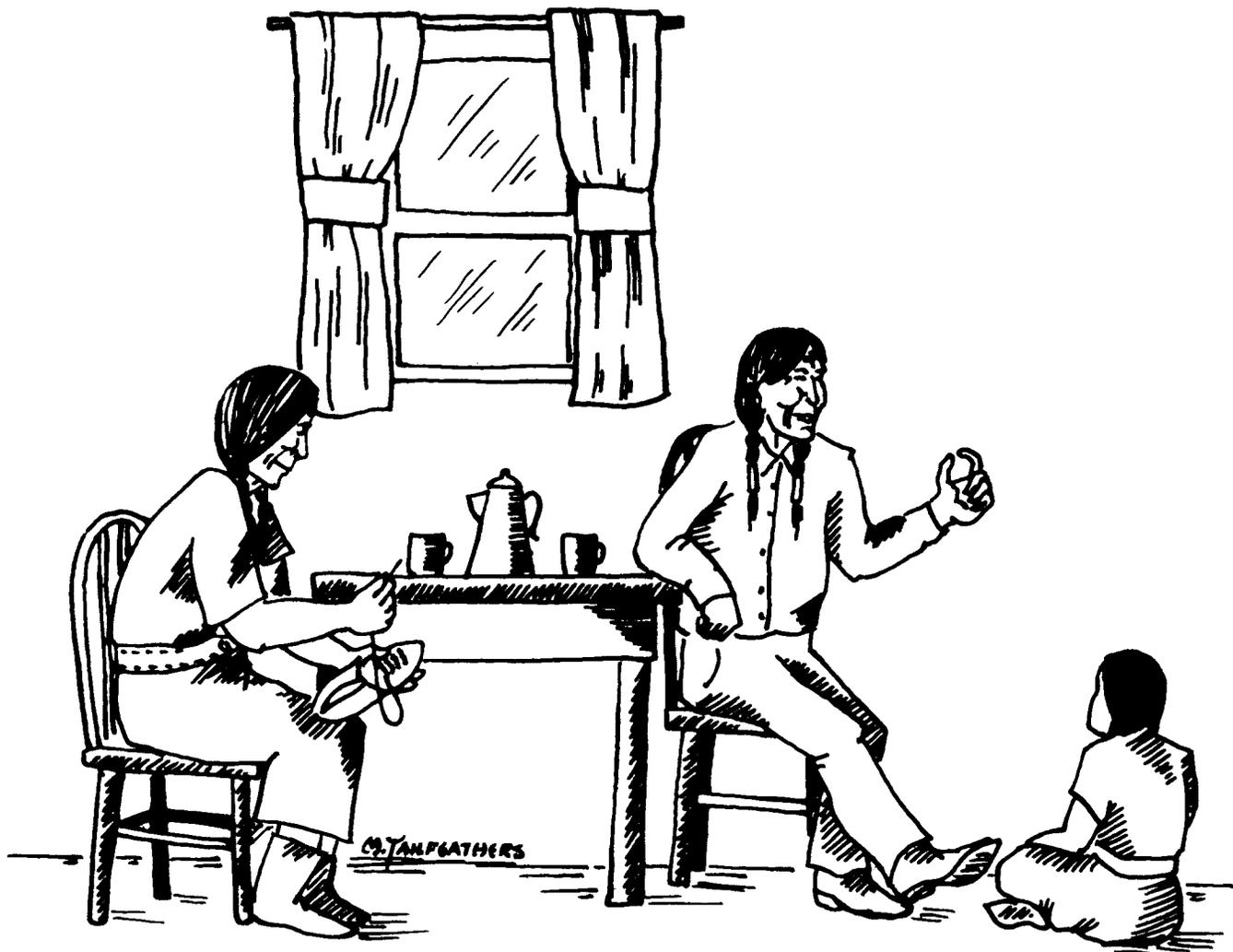
Published by Educational Systems, Inc., 2360 Southwest 170th Street, Beaverton, Oregon 97005

Printed and bound in the United States of America



*Pat Learns About Wild Peppermint* is a story about the use of wild peppermint among the Blackfeet Indians in Montana. Although wild peppermint isn't used as extensively as in earlier times, it is still used by some of our Blackfeet Indian people. Wild peppermint is used as a beverage, as flavoring for foods and in some instances as a medication.

Wild peppermint is usually found in meadows, along rivers, river bottoms, swampy areas or lake areas. It is picked in summer or early fall. It is a green, leafy plant varying in length from approximately eight to twelve inches. When in bloom, it has small, purple blossoms. However, no one should attempt to pick wild peppermint unless they are shown what it really is by someone who knows the plant.

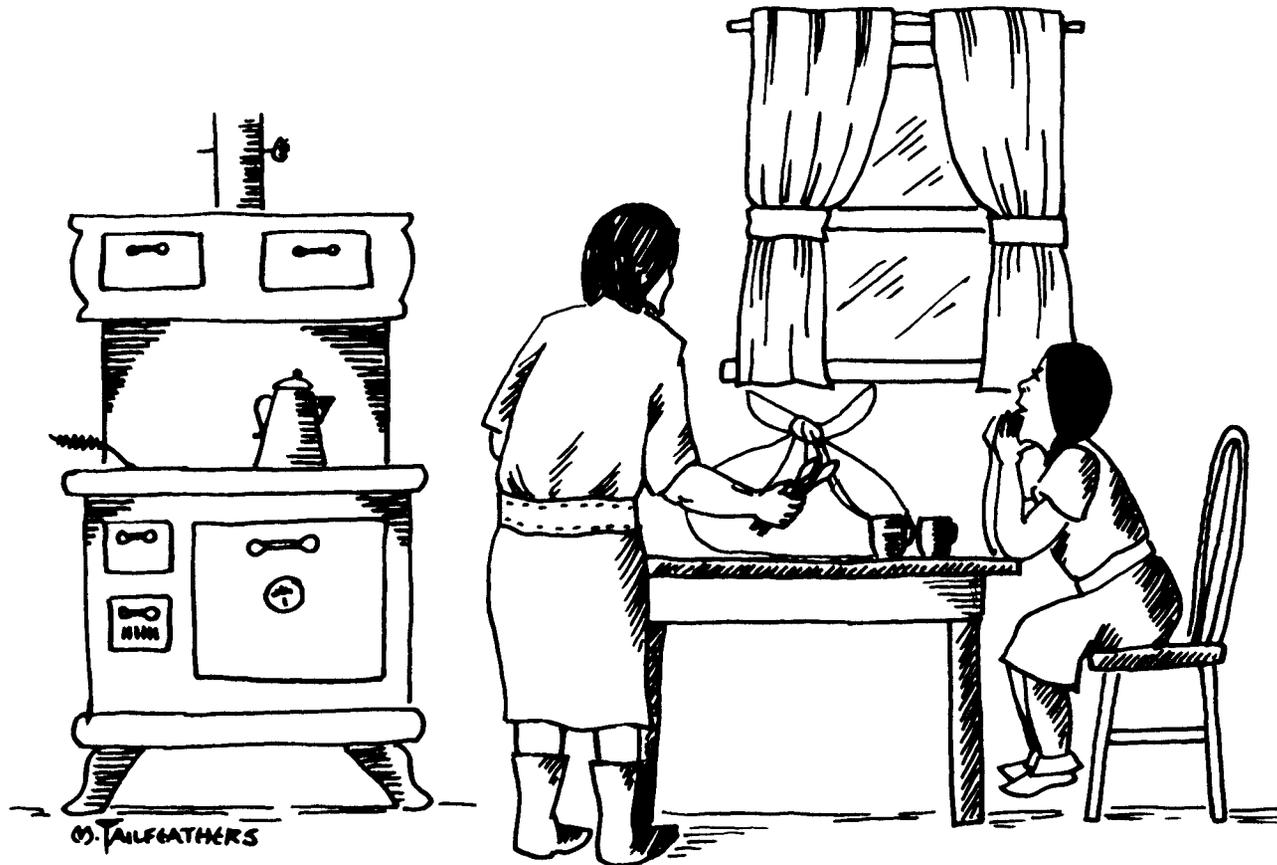


Pat is a little girl.  
She lives with her grandmother and grandfather.  
They live on the Blackfeet Indian Reservation  
in Montana.

One day her grandma said,  
“I’m going to the meadow where Grandpa  
is cutting hay.

Would you like to come with me?”

“Oh, yes!” said Pat.





Grandma and Pat began to walk toward the meadow  
in Big Badger Valley.

“We will eat lunch with Grandpa.

Then we will go pick wild peppermint,” said Grandma.

“What is wild peppermint?” asked Pat.

“Just wait, my girl, and I will tell you about  
wild peppermint.

And I will show you how it is used.”

Grandma, Grandpa and Pat ate a nice lunch.  
Pat felt very happy.





When they were finished Grandma said,  
“We will go now, my girl, and look for wild peppermint.”

“Where will we look for wild peppermint?” asked Pat.

“It grows near water, usually by a stream or river,”  
said Grandma.

“It grows in meadows.”





“Wild peppermint is about eight to twelve inches tall,”  
said Grandma.

“It has green leaves.

It sometimes has little purple flowers.

It smells good.”

They continued to walk along the stream in Big Badger Valley.  
‘Hm-m-m, Grandma, it smells good here,’ said Pat.

‘We are getting close to wild peppermint,’ said Grandma.  
‘And now I see it.’



C. TAILFEATHERS



“The best time to pick wild peppermint  
is in the late spring or early fall,” said Grandma.  
And they began to pick the wild peppermint.

Grandma and Pat had fun picking the wild peppermint.  
After they were done, they went back home  
to prepare it for use during the winter.



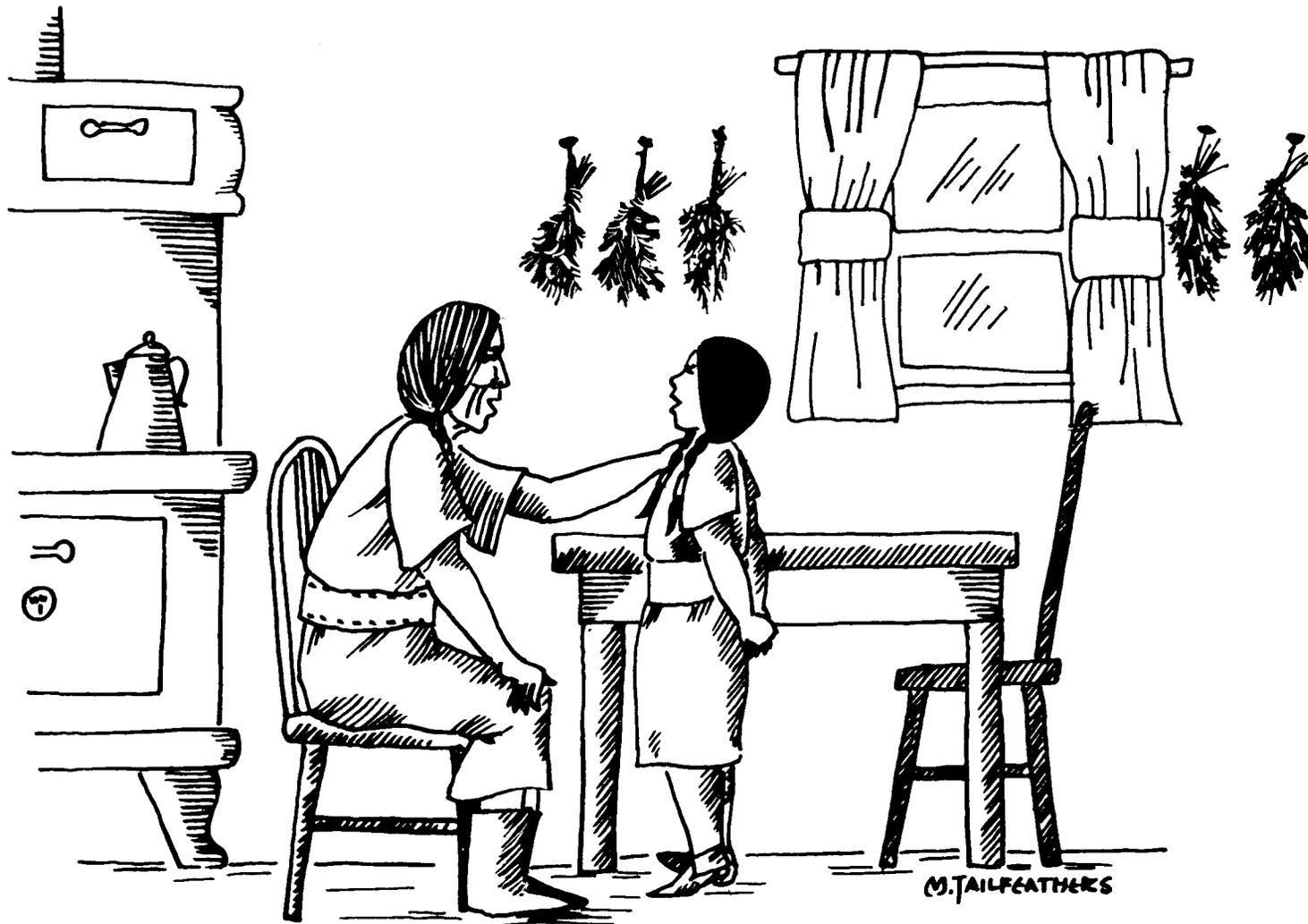


“Grandma, what are you going to do now?” asked Pat.

“We are going to tie string around the wild peppermint,”  
said Grandma.

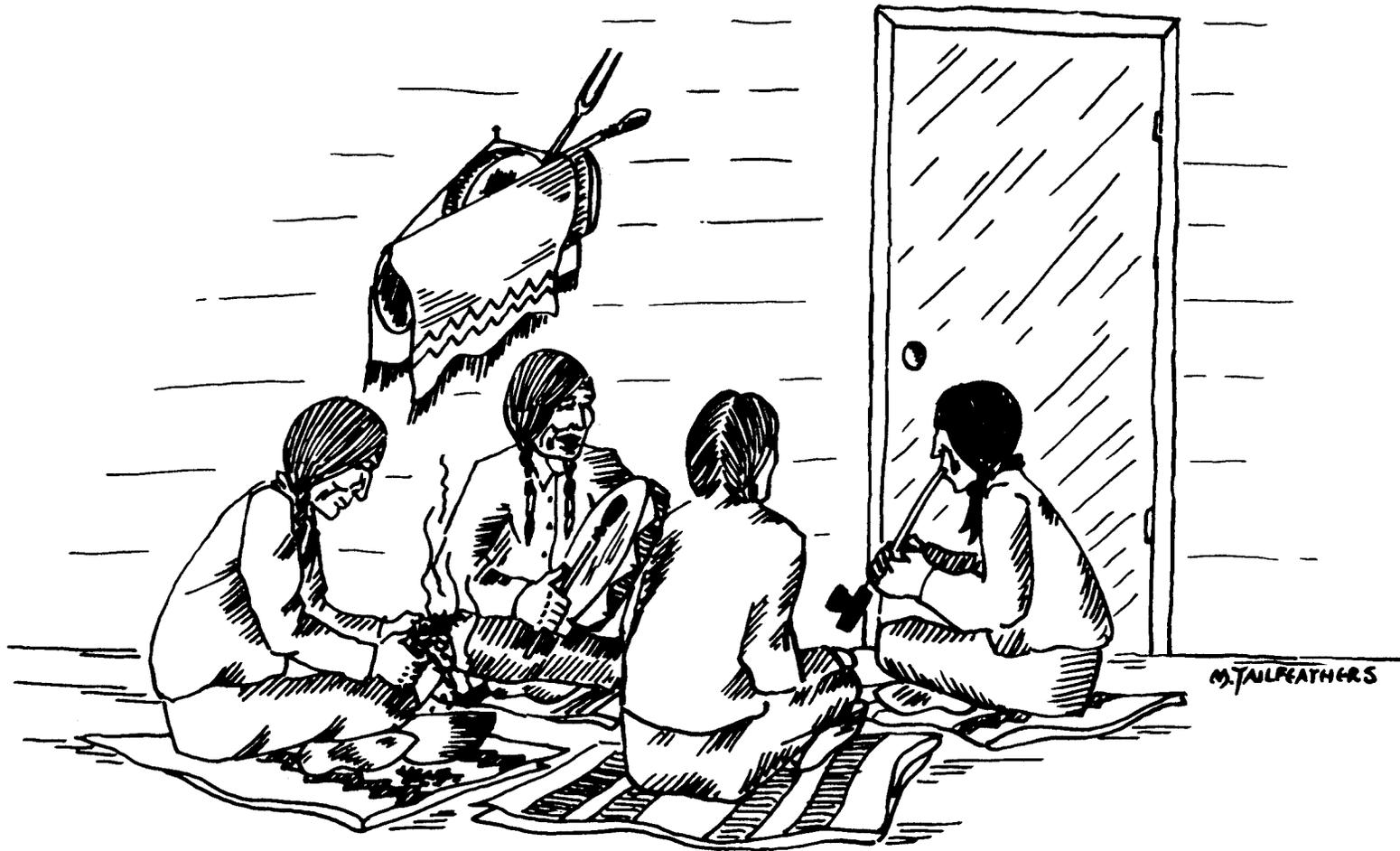
“We will hang the wild peppermint up to dry.  
We will use it this winter.  
Some of it we will use now.”

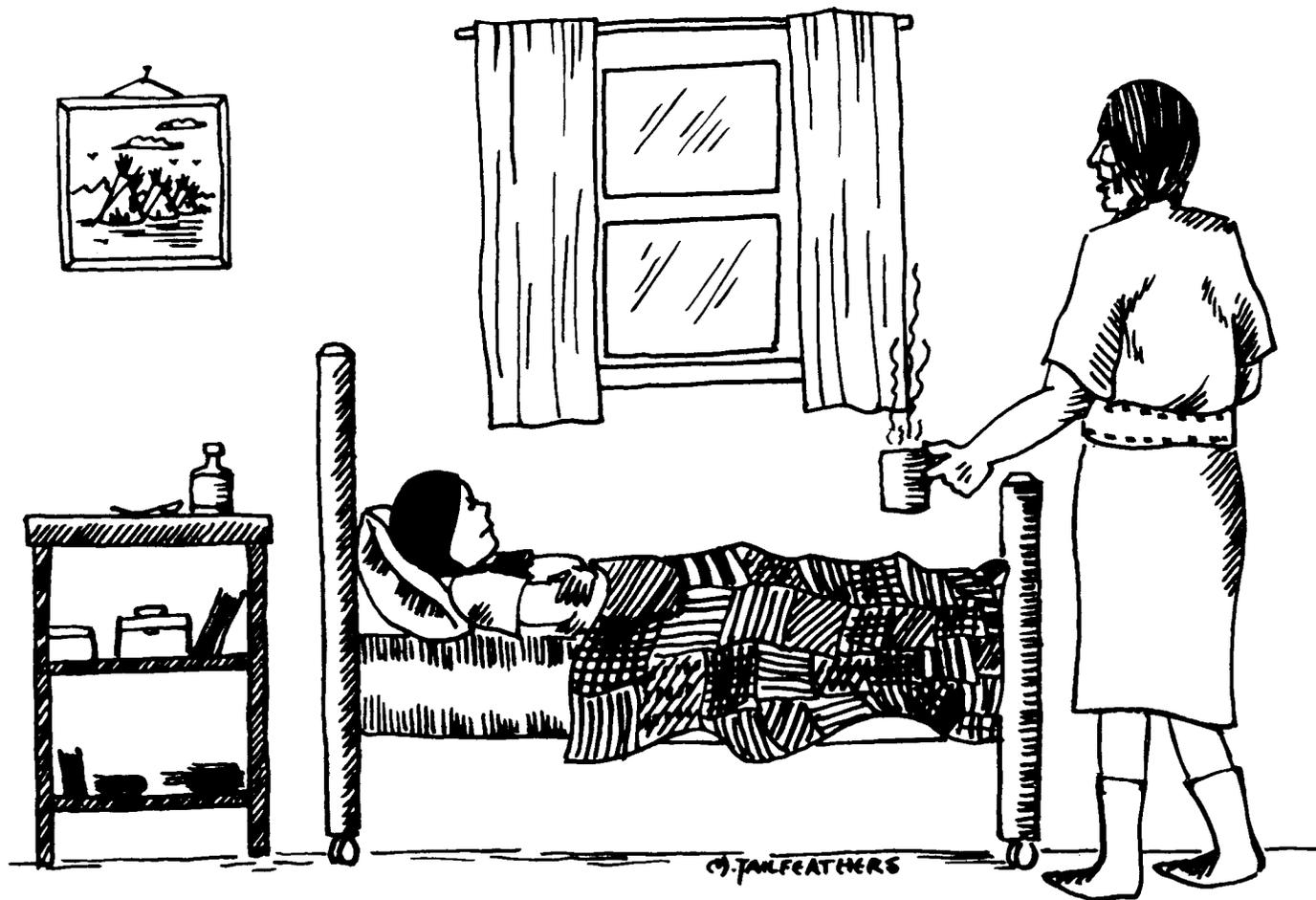




“What will you use the wild peppermint for?” asked Pat.

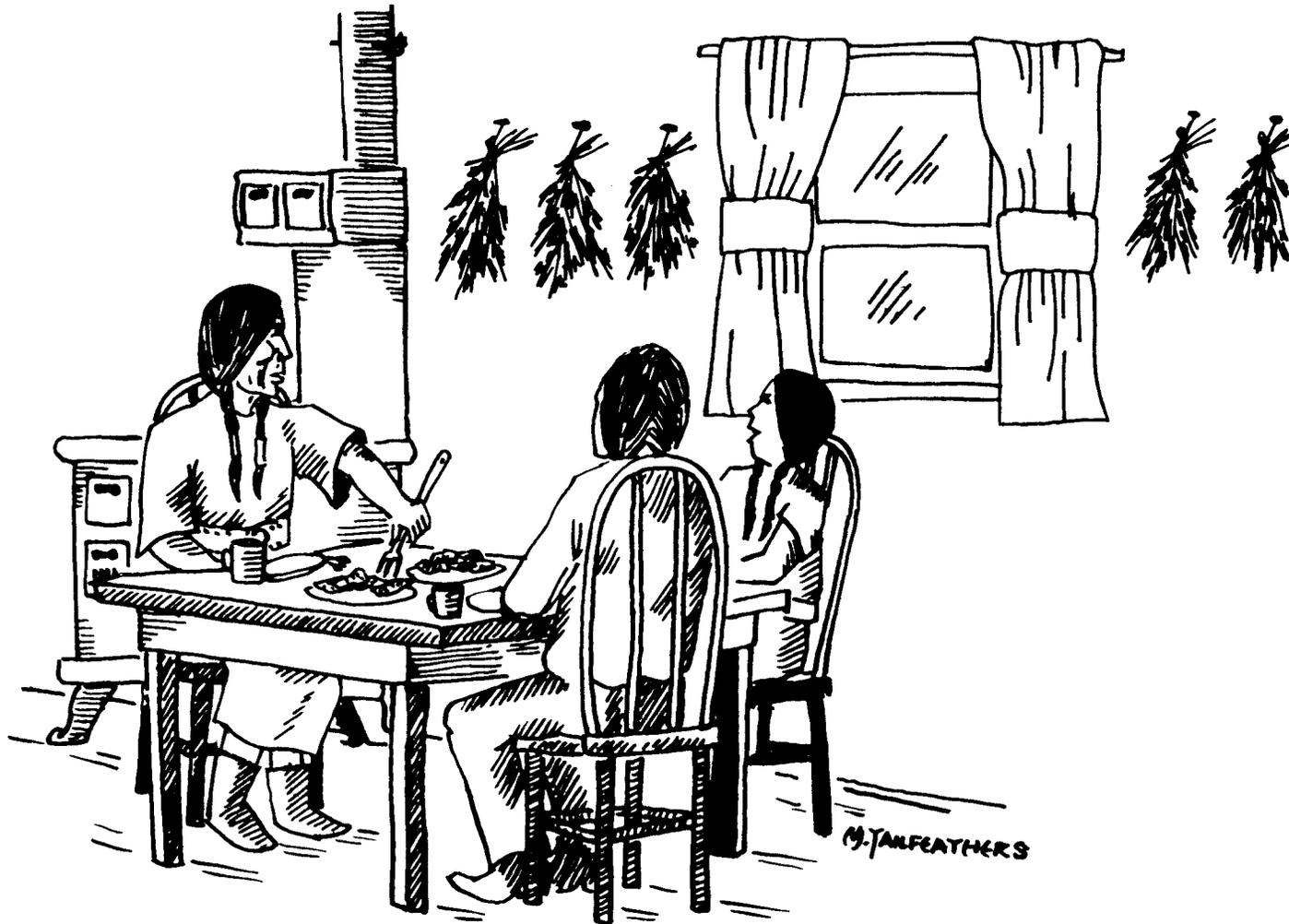
“Grandpa will use it for some of his Indian religious ceremonies.”

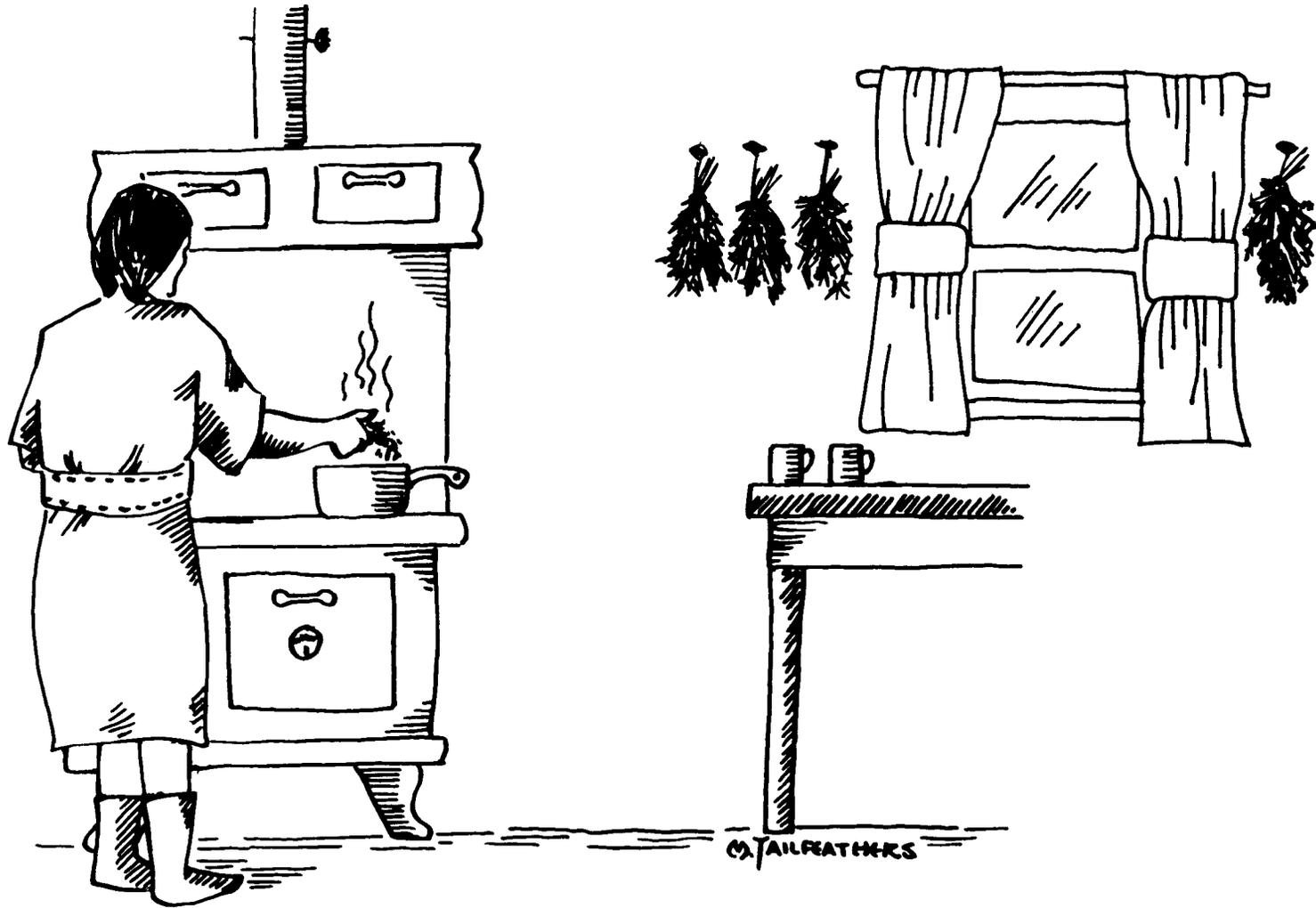




I will use it for medicine when you are sick.

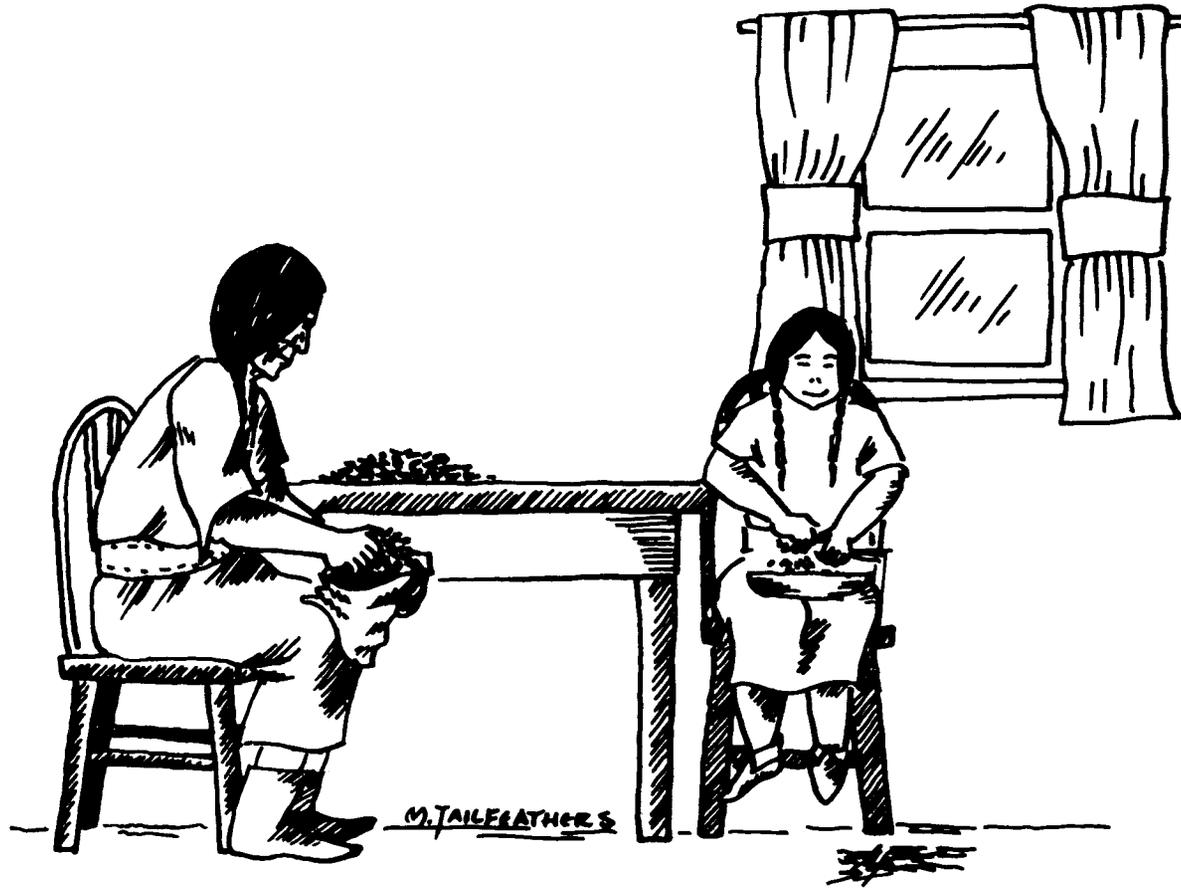
“I will also boil some fat  
and put the wild peppermint in it.  
The wild peppermint will flavor the boiled fat.  
It will taste delicious to eat with meat.”

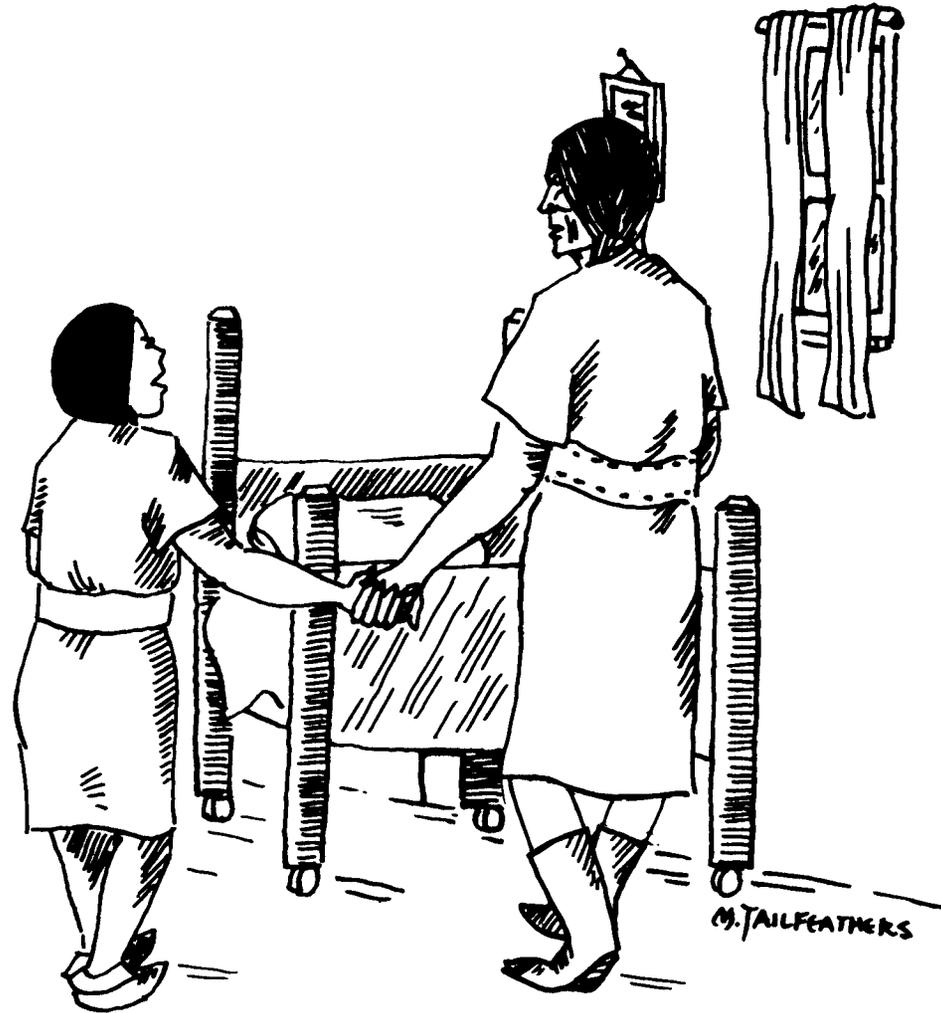




“I will make wild peppermint tea to drink with our meal.  
I will mix water and wild peppermint together to drink.”

“My little girl, I want you to remember  
what I have shown you.  
Someday Grandma will be gone from you.  
When the Great Spirit calls me, I will leave you,”  
said Grandma.

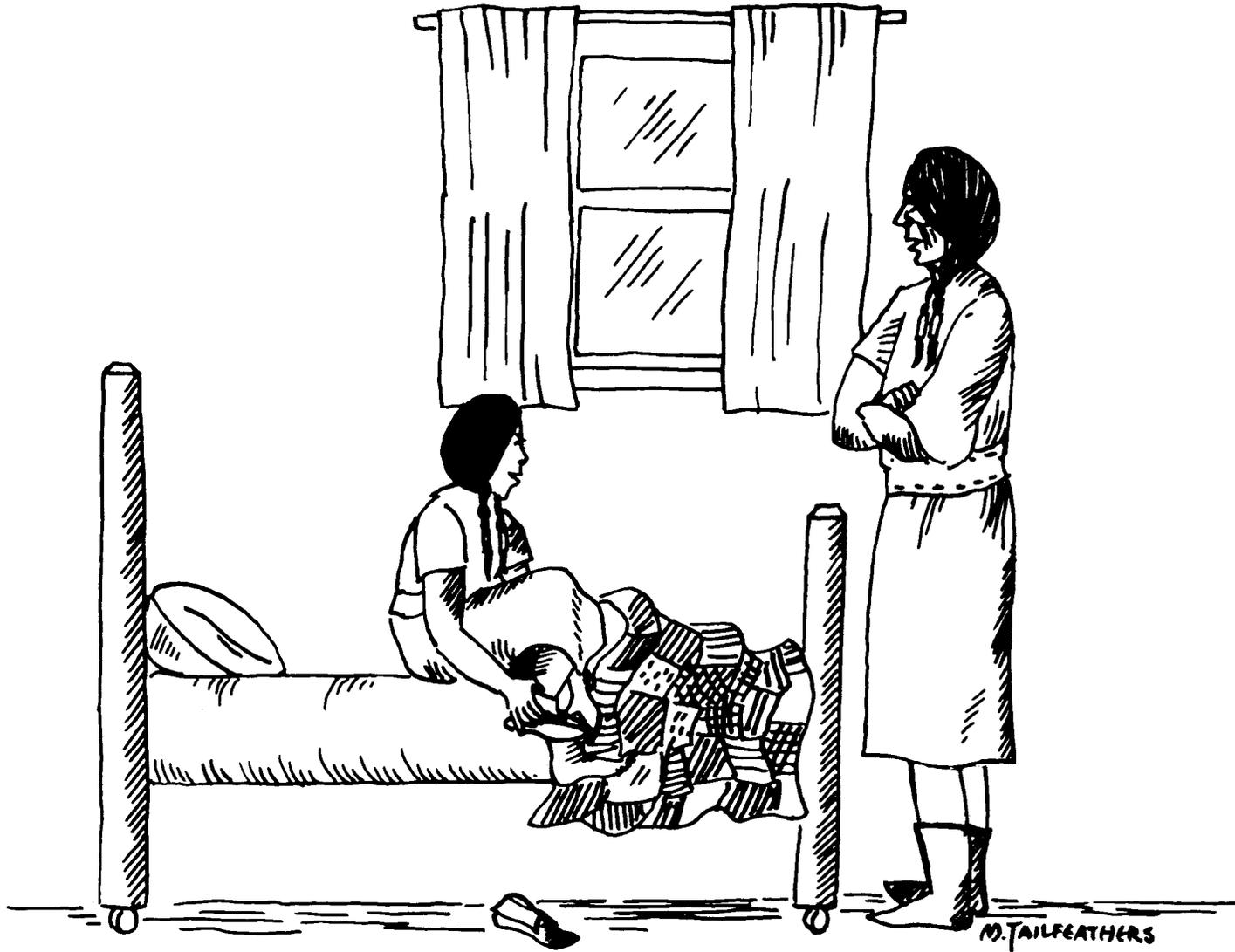


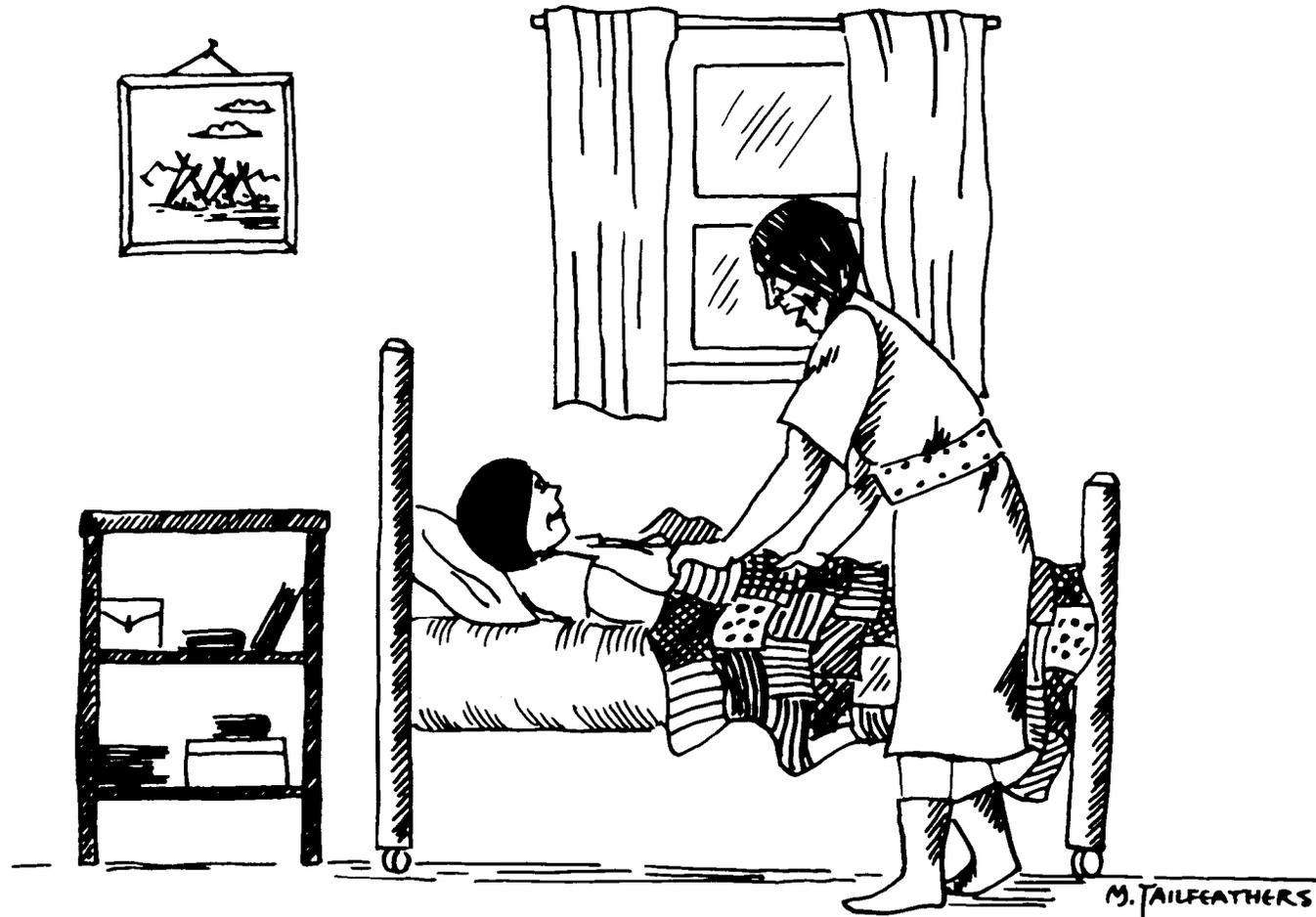


“Oh, Grandma!  
I’m so lucky to have you,” cried Pat.

“And I’m so lucky to have you, my girl,” replied Grandma.

“You must go to sleep now.  
I will wake you up when Grandpa comes home.”





“Have a nice sleep now.  
It has been a good day.”



### JOAN BULLSHOE KENNERLY

Mrs. Kennerly has twenty years of teaching experience in the Blackfeet and Northern Cheyenne public school systems and was the first runnerup for the 1972 Montana Teacher of the Year. She received her B.A. in education from Northern Montana College and her M.A. in education from Arizona State University. She was responsible for establishing Native American Day for the State, and was appointed by the Governor of Montana to serve on the Commission on Post Secondary Education. She also was the Chairperson of House Joint Resolution 60, which established the Master Plan for Indian Education for the State of Montana. She has two children.



### JUNE BULLSHOE TATSEY

Mrs. Tatsey is a Blackfoot Indian with sixteen years experience in teaching grades one through eight and pre-school in the public school system on the Blackfeet Reservation. She received her B.S. in education from Northern Montana College and her M.A. in guidance and counseling from the University of South Dakota and the University of Montana. She was the reading supervisor and is now vice-principal at K.W. Bergen Elementary School in Browning, on the Blackfeet Indian Reservation.



### CARMEN BULLSHOE MARCEAU

Mrs. Marceau is a Blackfoot Indian with eighteen years teaching experience. She has had one year experience in guidance and counseling on the Blackfeet Reservation and is principal of Browning Elementary School. She received her B.S. in education from Northern Montana College and her M.A. in guidance and counseling from the University of South Dakota and the University of Montana.



### DORIS BULLSHOE OLD PERSON

Mrs. Old Person has eighteen years experience teaching in the Blackfeet Public School System. She has specialized in remedial reading and has been Head Start Director-Supervisor for ESEA Title I and Director of the Native Song and Dance Program. She received her B.A. from Northern Montana College and her M.A. in education from Arizona State University. She has five children.

Mrs. Kennerly, Mrs. Tatsey, Mrs. Marceau, and Mrs. Old Person are the daughters of Lillian and Francis Bullshoe. They were raised on a ranch near Badger Creek in the Blackfeet Reservation countryside.

All four women had similar educational backgrounds. They attended Mud Plume School (a one room rural school), the Blackfeet Indian Boarding School, and all but Mrs. Tatsey attended Flandreau Indian School in South Dakota. They all graduated from Browning High School. At the present time the four women are teaching in the Blackfeet Public School System in Browning, Montana.



### MELVIN TAILFEATHERS

Mr. Tailfeathers is a self-taught artist who has lived on the Blackfeet Reservation all his life. His grandmother was a Blackfeet medicine woman. Mr. Tailfeathers prefers to do pen and ink sketches of Blackfeet life although he sometimes works with ceramic figurines.

**Booklets available in the Level II sequence are listed below. Numbers refer to the planned sequence of use in the *Teacher's Manual*. Materials developed by these tribes and others in the Northwest are included in the Levels I and III sequences.**

- |   |   |
|---|---|
| 1 <i>End of Summer</i><br>Crow Tribal Historical and Cultural<br>Commission                                       | 12 <i>Coyote and the Man Who Sits On Top</i><br>Salish Cultural Committee of<br>The Confederated Salish and<br>Kootenai Tribes of the Flathead<br>Reservation |
| 2 <i>Thunder and the Mosquito</i><br>Muckleshoot Tribe  | 13 <i>The Crow</i><br>Assiniboine and Sioux Tribes of the<br>Fort Peck Reservation  |
| 3 <i>Why the Codfish Has a Red Face</i><br>Skokomish Tribe  | 14 <i>Tepee, Sun and Time</i><br>Crow Tribal Historical and Cultural<br>Commission  |
| 4 <i>How Wildcat and Coyote Tricked Each<br/>Other</i><br>Shoshone-Bannock Tribes of the<br>Fort Hall Reservation | 15 <i>Water Story</i><br>Crow Tribal Historical and Cultural<br>Commission  |
| 5 <i>Pat Learns About Wild Peppermint</i><br>Blackfeet Tribe  | 16 <i>How Birds Learned to Fly</i><br>The Fourteen Confederated Tribes<br>from the Yakima Nation  |
| 6 <i>Picture Writing</i><br>The Confederated Tribes of the<br>Warm Springs Reservation of Oregon                  | 17 <i>Napi and the Bullberries</i><br>Blackfeet Tribe   |
| 7 <i>Grandma Rides in the Parade</i><br>Crow Tribal Historical and Cultural<br>Commission                         | 18 <i>How Cottontail Lost His Tail</i><br>The Confederated Tribes of the<br>Warm Springs Reservation of Oregon  |
| 8 <i>The Bob-Tailed Coyote</i><br>Northern Cheyenne Tribe   | 19 <i>Being Indian Is</i><br>The Confederated Tribes of the<br>Warm Springs Reservation of Oregon   |
| 9 <i>The Great Flood</i><br>Skokomish Tribe   | 20 <i>Why Animals and Man Can No<br/>Longer Talk to One Another</i><br>The Confederated Tribes of the<br>Warm Springs Reservation of Oregon                   |
| 10 <i>The Rainbow</i><br>The Confederated Tribes of the<br>Warm Springs Reservation of Oregon                     |   |
| 11 <i>The Time the Whale Came to Jackson's<br/>Bay</i><br>Skokomish Tribe   |   |

**For order information and prices of the above booklets and the *Teacher's Manual*, contact the publisher:**

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