NEW WORDS:
approaches
perk
corral
proceeded
realizes
majestic
independently
established
delicacy
referred
reluctant
roach
kidneys
glorious
extremely
anxious

WARRIOR PEOPLE

Developed by members of the Blackfeet Tribe
GEOGRAPHICAL AREA: Plains Region
STORY TYPE(S): Description of Culture/Indian Values

Summary:

After returning from a hunting trip Weasel Necklace told his granddaughter Snowbird about her tribe and how they got their name. He explained the relationship of the different bands of Blackfeet: where they now live and how they got there. He also talked about respect and the need for a good education.

This story is a culmination of all the stories. It illustrates the oral tradition as the grandfather shares with his granddaughter the beauty of the history and traditions of their people. It shows the real love of an elder and his sincere desire to equip his granddaughter with the knowledge of self that she will need in order to survive.

This story also shows the juxtaposition of traditional and contemporary life to which all Indian people must adapt, and it reminds each reader not to “forget the ways of your people.”

This story, as all these stories, gives us pleasure and power and peace. It strengthens our hearts and gives us a place on this ground to continue becoming who we are at our best.

Teacher Guided Activities:

1. Using this story, ask students to summarize what they have learned about oral tradition, Indians of the Northwest, different types of stories and the different values emphasized within the stories.

If possible, take students on an overnight, early morning or after school evening outing at which time students may share their favorite “Firetalk” with the group. Each student should be prepared to tell an original story around the campfire or at sunrise.

If it is possible to have an overnight outing prepare Indian food. Try setting up a tepee or using any of the information learned from the stories.

If you have saved the Antelope Award (see Indian Names Card) to be given out at the end of the year, this outing would be an appropriate time to distribute them.
Following the Student Activity Card is a list of optional activities which you may want to reproduce for student use.

**Student Activity Card(s):**
See Listen, Touch, Reflect Card (26A-26B).
WARRIOR PEOPLE

1. On a map locate as many of the places in the story as possible. Compare what has happened to the Blackfeet, to your tribe or a tribe in your area. Locate your ancestral or original home on a map.

2. Discuss how different tribes have been named and how individuals within tribes have been named. You may want to reread *Catches Up to Antelope* and *Bear Hat*.

3. Draw a picture of yourself as a grandmother or grandfather. Write a paragraph or two about what things you would tell your grandchildren 40 or 50 years from now.

4. Watch the sunrise. Write or tell about how the earth looked and what your feelings were while watching this beauty in motion.

Using chalks, draw a picture of what you saw.
A SELECT BIBLIOGRAPHY

2. *American Indian Art Magazine*. American Indian Art Magazine, 7333 South Noneerey Way #5, Scottsdale, Arizona 85251. Quarterly publication. ($3.00 an issue, $12.00 yearly)
3. *The Weewish Tree*. American Indian Historical Society, 1451 Masonic Avenue, San Francisco, California 94117. Published six times during the school year. ($6.50 annually)
5. *Bibliography of Nonprint Instructional Materials on the American Indian*. Brigham Young University, 1972. ($2.95)
7. *Some Puppet Patterns and Stuff*. Dragons Are Too Seldom Puppet Theatre, 21 Lee Street, Deadwood, South Dakota.
13. *Native American Indian Charts*. Titles: *Musical Instruments, Toys and Games, Quillwork, Naskapi Indians, Assiniboin Indians, Woodland Cree Indians*. Color, 36 3/4” x 49” each folded in its own 9” x 12” envelope. The New Southwest Music Publications, Box 4552, Santa Fe, New Mexico 87501. ($4.00 each)
Booklets available in the Level IV 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, II and III sequences.

1. *Warm Springs Animal Stories*  
The Confederated Tribes of the Warm Springs Reservation of Oregon

2. *Snail Women at Sqqa’le*  
The Suquamish Tribe of the Port Madison Reservation

3. *Blue Jay – Star Child/Basket Woman*  
Muckleshoot Tribe

4. *Assiniboine Woman Making Grease*  
Assiniboine Tribe of the Fort Peck Reservation

5. *Coyote*  
The Confederated Tribes of the Warm Springs Reservation of Oregon

6. *How the Summer Season Came*  
Assiniboine Tribe of the Fort Belknap Reservation

7. *Little Weasel’s Dream*  
Salish and Kootenai Tribes of the Flathead Reservation

8. *Fort Hall Stories*  
Shoshone-Bannock Tribes of the Fort Hall Reservation

9. *The Bear Tepee*  
Northern Cheyenne Tribe

10. *Sioux Stories and Legends*  
Sioux Tribe of the Fort Peck Reservation

11. *Kootenai Stories*  
Salish and Kootenai Tribes of the Flathead Reservation

12. *Chief Mountain’s Medicine*  
Gros Ventre Tribe from the Fort Belknap Reservation

13. *Coyote the Trickster*  
Burns Paiute Reservation

14. *Running Free*  
Shoalwater Bay

15. *Salish Coyote Stories*  
Salish and Kootenai Tribes of the Flathead Reservation

16. *Coyote and the Cowboys*  
Shoshone-Bannock Tribes of the Fort Hall Reservation

17. *Napi’s Journey*  
Blackfeet Tribe

18. *Warm Springs Stories*  
The Confederated Tribes of the Warm Springs Reservation of Oregon

19. *Tepee Making*  
Salish and Kootenai Tribes of the Flathead Reservation

20. *Baskets and Canoes*  
Skokomish Tribe

21. *Warrior People*  
Blackfeet Tribe