

NEW WORDS:

encampment
radius
smudgefire
provided
insects
pleasant
prepared
pemmican
heroine
rendered
invitation
abundant
immediately

ASSINIBOINE WOMAN MAKING GREASE

Developed by the Assiniboine Curriculum Committee
of the Ft. Peck Reservation

GEOGRAPHICAL AREA: Plains Region

STORY TYPE(S): Description of Culture/Indian Values

Summary:

This story begins with a description of how buffalo meat and hides were prepared and how grease is rendered. It also tells of how a woman making grease stayed behind alone when her camp moved to another location. While finishing her task, a group of enemy warriors came to her lodge. Knowing she was in danger, the Assiniboine woman tricked the warriors into following her to the edge of a buffalo jump in the dark of night. The warriors, anxious to capture the woman, ran over the edge, killing themselves.

This story type is a description of culture because it describes the preparation of buffalo meat, hides and grease. It also shows how important it is to be cool and calm when faced with danger. It points out the need to know survival skills in order to protect oneself against danger when alone.

Teacher Guided Activities:



1. Recall the story of *Snail Woman at Sq³a'le*. Discuss the power of positive thinking shown by the second group of children in that story. Compare the Assiniboine woman's **resourcefulness**, and discuss some good survival skills to know when outdoors. Make a class list. (Use a Boy Scout Handbook or resource person for additional suggestions.)

You may even want to develop a safety unit, including first aid, finding directions when lost, protecting yourself against the elements, etc.



2. Discuss the use of grease for the making of candles and soap. Explore the use of grease for lights and cooking. Maybe there are times when students are expected to cook for themselves.

It would be wise to list safety precautions to use when cooking with grease. How do you put out a grease fire?



3. Bring in examples of dried jerky or smoked or salted meats and vegetables. Explore other methods of food processing used to prevent spoilage.

Give examples of other food preserving techniques (drying fruits, canning, etc.). Compare samples of each and discuss the effects in terms of taste and texture.



4. Discuss the pros and cons of preservatives and food coloring. Stress being aware of what you eat and how it can affect your body. Ask students to bring in labels from foods and discuss which food has the most preservatives.

**Student Activity Card(s):
See Indian Food Preparation Card (4A-4B).**

Other optional activities which are appropriate for use with this card may be written on the board or posted somewhere in the room.

- Make lists of as many plants as you can think of which were first used by the different Indian tribes for food.
- Make a diorama of different types of food preparation (earth ovens, drying racks for fish or meat, heated stones in baskets of water for boiling).
- After your class has prepared the fry bread, you may want to invite parents into class to share in the meal. Parents may also serve as resource people on how to prepare other traditional Indian foods.