

NEW WORDS:

scaffold
burial
buried
sun dance
valuables
respect
wondered
separate
exhausted
nervously
terrified
protested
anxious
belongings
curious
celebration
traditional
possessions
customary

A TRUE STORY OF A GHOST

Ghost Stories

Developed by members of the Assiniboine and Sioux Tribes of the Fort Peck Reservation.

GEOGRAPHICAL AREA: Plains Region

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

Summary

A boy tricked his friends into visiting a dead man's burial place in order to steal the man's possessions. The boys were chased by the spirit of the dead man until the boys threw down the stolen articles. During the nights that followed, one at a time, each boy died until only the oldest boy was left. He painted his face red and by doing so was spared in order that others might learn about the consequences of not respecting the dead and their possessions.

The value of things are increased by a person's sentiments toward them. Things of small monetary value to one person may be held in high regard by another. One must always respect others and their possessions.

Often innocent people are punished for the wrong done by another.

Teacher Guided Activities:



1. Provide information on the Sun Dance before reading the story so that there is a better understanding of the significance of certain acts or events (see **Tree of Life** activity card, 14A). Include Significance or use of the whistle and the sacred color red.

To give a perspective on the man who participates in the Sun Dance, see *The United Tribes* (Sioux) brochures by Mooney, Clark Whiseter and Mails, 3315 S. Airport Road, Bismark, South Dakota, 58501. In these brochures is information on scaffold burials and why they were outlawed. Have students speculate on why people were buried that way.



2. Ask students to make lists of valuable possessions that they would like buried with them. Discuss this practice; what it meant and why it was done. Ask students to make a list of ways one can show people respect for their possessions.



3. Have students outline the events of this story picking out main events and ideas, or have students write a ghost story and read the writing to someone.

In the Four Winds groups have students make up a continuous ghost story in which each student tells part. Tape record the stories. Transcribe them and have others read them aloud.



4. Role play the story or parts of the story. Consider putting on a play for Halloween using this story, or develop a script and make puppets for this story (see **Tepee Creepers** activity cards 6A-6B, 6C-6D).



5. Discuss in what ways innocent people were punished for the wrongs of another in this story. What real life situations could be seen as similar (i.e., wars, gas shortages, Iran hostages, etc.)? What can be done in such a situation?

Student Activity Card(s):
See Tree of Life Activity Card (14A-14B).