

**NEW WORDS:**

appearance  
qualities  
informed  
scorch  
blistered  
incidents  
humorous  
personalities  
figures  
legendary

**THE LONE PINE TREE****The Lone Pine Tree and The Lodge Journey**

Developed by members of the Blackfeet Tribe

**GEOGRAPHICAL AREA:** Plains Region

**STORY TYPE(S):** Indian Values / Natural Phenomena

**Summary:**

Two encampments, one of women only and one of men only, were located close to each other. The people in both camps had a hard time performing certain daily tasks. Finally Napi, the legendary Blackfeet hero, decided to ask the women to join the men and live in one camp together. The women agreed and decided to pick a man for a husband.

The head woman Eagle Woman chose Napi but he refused her because she did not look pretty. Eagle Woman told the other women of her rejection so that none of the others would approach Napi. She then dressed up and returned to select Medicine Horse for her husband. Because he was not selected by any of the women, Napi became angry and stood alone on the edge of a hill where he can be seen to this day in the form of a pine tree.

When one is unkind to others he or she not only hurts that person but tends to isolate himself or herself as well. As the initial part of the story suggested, we all have a need for others and must be willing to overlook characteristics, like race, skin color, physical handicaps, etc. which people have no control over.

Both men and women should have equal opportunities in life. Both sexes must work together sharing responsibilities.

**Teacher Guided Activities:**

1. Review roles traditionally performed by men and women. Which are determined by society and why? Students may be assigned to debate reasons for the Equal Rights Amendment or the idea of drafting women.

Others may report on the status of other controversial issues relating to sex equity in the news, collecting articles from the newspapers or magazines.



2. Ask each student to think about and describe the loneliest place in the world, giving reasons why it seemed so lonely. Have students write a **Loneliness is. . .** poem.



3. Like Eagle Woman, people are often judged by their appearance. Discuss when this might be good or bad. Why might appearance be an important consideration when applying for a job.

Discuss the importance of first impressions for presentations, job interviews and every day encounters with service people such as clerks, waitresses, etc. Discuss elements of personal style such as clothing, posture, eye contact and listening skills.

(It is important to remember that many Indian children do not maintain constant eye contact or direct eye contact particularly with elders or people considered to be in authority. This mannerism is out of respect to these people. Being aware that the non-Indian public expects a great deal in terms of eye contact has sometimes been a conflict of personal values.) What other characteristics might be specific to certain communities?

Using magazines ask students to make a collage of what they think is a great way to look. After these have been completed generate discussion about how media and advertisements influence how people think they are supposed to look. Are these images realistic? Why or why not?



4. Examine the traditional roles of men and women in different tribal groups. Students may be assigned to make reports. Speakers from the community may be invited to present role stereotyping in different jobs.

#### **Student Activity Cards(s):**

**See Me or A Lone Pine Tree Activity Card (20A-20B)**