

NEW WORDS:

muckleshoot
appetite
braids
embarrassed
apologize
teased
ignore
admire
ashamed
elastic
prickly
clams
skyward
underneath

STORIES OF AN INDIAN BOY

Developed by the Muckleshoot Curriculum Committee

GEOGRAPHICAL AREA: Coastal Region

STORY TYPE(S): Description of Culture

Summary:

Lance, a young boy who lives on the Muckleshoot Reservation in Washington, described his home, his family and the experience of having long hair and being different. He also told of a fishing trip and a clam digging trip which he went on with his family.

In Lance's descriptions of his experiences he reflected pride in being who he was. As the story about his long hair suggested, it was not easy to be different. One can also understand the impact that sea life had on Lance and his family's way of life.

For some Indian people hair is considered an extension of the spirit and is not meant to be cut, just as one does not intentionally cut arms or legs which are also extensions of the body. Some tribes like the Sioux used to cut hair only when mourning the death of a family member or to shame a person for poor behavior.

As Indian children began to attend schools, during the reservation period mentioned in **Historical Perspective**, cutting boys hair was mandatory. Needless to say it brought a great deal of anger and emotional stress to the children and their families. This was done to help "civilize" Indians.

Since those times many Indian parents have allowed their children's hair to be cut, often for the reasons which this story describes. Some young Indian people choose to keep their hair long as a sign of their pride in being an Indian person.

Teacher Guided Activities:



1. Have students role play the Long Hair section of this story. After discussing what happened to Lance ask students to vote, deciding how many believe Lance should have cut his hair.

Hair and its length, lack of it or style may have particular meaning for various cultures. Have students investigate and report on a mode of hair style from a culture of their choosing. It is interesting to note how different tribes wear their traditional hair styles. Explore why hair might have been worn these different ways.



2. After reviewing the ways in which people can be different from one another including physical features, sex, handicaps, age, etc., take a field trip to a Day Care facility or a Retirement Home to expose students to age differences.

Ask student to jot down impressions of their trips. What kind of things can be done to show respect and appreciation for the aged? What things can be done for younger people?



3. Since this is the last story in the series it can be used as a good way to summarize what has been learned. Ask students to compare life on Little Ghost Bull's Cheyenne Reservation with that of Lance's Muckleshoot Reservation.

—or—

Have students skim over *Stories of an Indian Boy* and *Joseph's Long Journey*. Examine the career choices the boys have made and why they have made them. Ask students to project what each may like to do in the future. Have each make a list of steps needed to achieve that goal or those goals.

Student Activity Card(s):

See Power to Choose Activity Cards (23A-23B, 23C-23D).

After the mock trial detailed on the activity card (23A-23B) read the following court decision:

BOLDT FISH DECISION UPHELD ON APPEAL

Seattle Times — June 4, 1975

by Don Hannula

United States District Judge George H. Boldt's historic Indian Fishing rights decision was upheld today by the Ninth Circuit Court of Appeals.

State Attorney General Slade Gordon said the state will appeal the decision to the United States Supreme Court.

The decision, handed down by Judge Boldt February 12, 1974, guaranteed treaty Indian tribes the opportunity to catch half the harvestable salmon and steelhead returning to their traditional off-reservation waters.

The decision touched off protests by commercial and sports fishermen and was appealed by the state.

A three-judge panel from the 9th Circuit Court of Appeals heard appeal arguments in Seattle in January.

The original case was brought by the federal government and 14 Indian tribes against the state.

Stan Pitkin, United States attorney for Western Washington, said he had expected the Boldt decision to be affirmed because of the evidence and the comprehensiveness (205 pages) of the ruling.

“The thing that has never been well understood is that a treaty is a contract and one side can’t unilaterally undo it. . .”