

Name: _____ Date: _____

Linda's Indian Home

Directions: Before reading *Linda's Indian Home* by Martha McKeown discuss the question below with a partner.

1. This book was written in 1953. Notice the language and word choice of the author. Why do you think she refers to Wy'am people as "Indians"? _____

Discuss your answer with your partner and jot any important ideas from your discussion here. _____

2. After you have discussed with your partner, write your opinion about her use of the term "Indian" Then, provide at least two reasons to support your opinion.

Opinion: _____

Reason 1: _____

Reason 2: _____

As a class, decide how you will refer to the Wy'am people as you discuss the book *Linda's Indian Home*. Keep in mind that even today, many Native Americans use the term "Indian" to refer to themselves and other tribal people as well.

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Directions: As you read *Linda's Indian Home* by Martha McKeown, answer the following questions.

1. Describe Linda's skene or cradleboard. _____

a. What is its purpose? _____

b. How is it similar or different to the ways babies are cared for in your culture?

2. Explain how a skene is like a home. _____

3. Identify the two ways eels are used by Wy'am people. _____
a. _____
b. _____

4. What do you think the author means when she says that, "babies eat so much eel soup they grow right out of their skenes"? _____

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What is a "comer"? _____

1. Describe how as-sims are caught. _____

2. Why are as-sims the same color as rocks? _____

3. Identify the Indian word for "river." _____

4. Why do you think the author describes the echoes of the waterfalls and the crashing river as "music"? _____

5. What does "Wy-am" mean? Why do you think the Indians who live on the Columbia River call themselves "Wy-am"? _____

6. Optional Activity: Find local nature recordings and set them to music.

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1. Explain how "Fish Indians" fish in the river _____

2. How is salmon similar to money? _____

3. What do you think the author means when she says that the Wy'ams have lived on the river "since the beginning of time"? _____

4. Infer what the following passage means: *Mrs. Thompson is very worried because Little Chief will have to cut his braids before he goes to the "white man's school." She is afraid a short-haired man cannot catch big salmon.* _____

5. The author claims that no one in the village would ever eat spring salmon until the village has thanked the Almighty in a thanksgiving feast. Why does the author make this claim? _____

6. Identify one similarity and one difference between summer and winter homes
7. Why would Chief Thompson think that the Almighty would be angry with young people learning "white man's ways"? _____

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8. Why does the author draw the conclusion that “fish mean more than money to the River Indians”? _____

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1. You are writing a school report on how drying shacks are built for the purposes of drying fish in the summer on the Columbia River. Give two details that would be useful in your report. _____

2. Based on the selection on page 30, describe the personality of Chief Tommy Thompson. _____

3. Identify at least two ways Wy'Am men and women get ready for the cold winter months. _____

4. The author claims that no part of the salmon is every wasted by the Wy'am people. Provide evidence from the selection to support her claim. _____

5. Salmon season means very hard work and living conditions that are not the same as living in a house with electricity, water, and beds. Why would the author say, "This is the happiest time of all for the River Indians"? _____

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1. How is the consequence for Tuckta's misbehavior the same or different from what might happen in your household? _____

2. Create a theory about why fenced and plowed fields make it difficult to gather food roots. _____

3. Why do you think Wy'am people refer to venison, salmon, berries, and roots as "Great Foods"? _____

4. Explain how a tee pee is made. _____

5. Identify the jobs that need to be completed in the summer months. Which job seems the most challenging? Provide two pieces of evidence to support your claim.

6. This book was written in 1953, and many did not have the things we do today that make our lives easier. Identify one advantage and one disadvantage to living as the Wy'am people did in 1953. _____

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7. Many people from many cultures believe that thumb sucking—even when a baby does it—is a habit that parents and relatives should discourage. What is your opinion about thumb sucking? In a letter to Linda's family, give them advice based on your own knowledge and experience. Provide at least two reasons for your opinion. _____

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1. Identify the reason Chief Thompson thinks it is strange to have only one name [title] for a grandparent in the English language. _____

2. How are the practices of a chief wearing otter fur and a monarch wearing a crown alike? _____

3. What is the "memory dinner?" _____

4. How important is the "memory dinner" held at the longhouse? Use at least two pieces of evidence from the selection to support your answer. _____

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1. The author refers to Caucasian children as “white-skinned” and Indian or Native American children as “red-skinned.” Today, we typically do not use these terms as a way to describe people. Identify the author’s purpose in using these terms. Support your answer with evidence from the text.

2. Today we use different words when referring to various groups of people. Why do you think we made this shift in language? _____

3. Why do you think the Chief’s wife uses the phrase “white girl costume” to describe the white dress and shoes she buys for Linda? _____

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*TEACHER Lesson to describe differing perspectives:

Hold a Socratic Seminar on these three questions.

1. What is the Chief's wife perspective about the white shoes and dress she buys for Linda?
2. What is your perspective about costumes? What are they for? Give some examples.
3. How does the Chief's wife's perspective differ from your perspective? Why?

Authors Purpose and Authenticity Lesson

1. The teacher shows students pictures of costumes and introduces the idea of "playing Indian" with costumes that one buys in costume shops.
2. Show placard of the boy in the Running Bull costume. Ask students to study the picture. What do they see? (beads, feather, bow, arrow, etc.)
3. This is actual text describing the costume:

After watching a movie or reading a book about noble and fascinating Native Americans, it's no surprise that boys can't wait to dress up just like them. Acting like Indians has been a favorite pastime of kids for decades, and that enthusiasm carries over to occasions to dress up, like a costume party or halloween. Let the boy in your life have fun and learn about a traditional culture native to the country by ordering one of the many available [boy's Indian halloween costumes](#).

4. Show the actual placard of Yankton Sioux leader Running Bull.
5. Ask what the students see.
6. Display the placards side by side and ask students to identify similarities and write them down for students to see. Then ask them to identify differences.
7. Repeat the sentence from the costume description, "Let the boy in your life have fun and learn about a traditional culture native to the country..."

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8. Ask students to discuss in pairs the following question: "What is "the boy in your life" actually learning by wearing this costume?"
9. What do you think the real purpose is for this costume?
10. Now, read the blog entry between family researcher Robin Davis (who shows a picture of Running Bull on his page) and a descendant of Running Bull:

[Re AlityDecember 19, 2012 at 9:58 AM](#)

I find this article extremely interesting considering my great grandfather was Chief Running Bull, and that is not his picture.

[Robin DavisDecember 24, 2012 at 12:43 AM](#)

Thank you for your comment. Do you have a picture of Chief Running Bull so that I can replace this incorrect picture?

[Re AlityJanuary 30, 2013 at 11:11 PM](#)

Actually you were right this photo is correct, I apologize profusely. After thoroughly analyzing the photo, it appears to be correct. Again please forgive me, I am just very defensive of incorrect documentation about my great grandfather. I should instead thank you for providing clear and correct information about him.

[Douglas NykolaycuykMarch 30, 2013 at 5:27 AM](#)

This picture is 100% Chief Running Bull. I have looked at this picture hanging in my Grandfather's living room my entire life. My Grandfather is also his Great-Grandson and his name is Loren Duke Abdalla. Chief Running Bull's father was "Zuyesa" and not Chief Struck by the Ree. They both signed the Peace Treaty in 1837, and Running bull signed in 1858. Zuyesa means "Warrior" in English. I wish I had a picture of him. Loren Duke Abdalla was known as "The Indian" in WWII and is now being recognized for his service, please look him up also. Thank You, Douglas Nykolaycuyk. Zuyesa's 4th Great Grandson.

11. Ask what students learn in the blog.
12. Compare it to what they learned from the costume picture.
13. Wrap-up: Be very skeptical of author's purpose. Sometimes it is hidden and you have to do a little thinking and even research to find the author's purpose. Be especially skeptical when someone is trying to sell you something. The real purpose is typically to make money, not give authentic or even factual information.
14. Lesson: Native people do not consider their traditional cultural dress as "costumes." The term "costume" has a **connotation**, or implied meaning that suggests pretending to be someone or something else or playing dress up. Since this is not the purpose of traditional native dress, they prefer the term "**regalia**." Regalia

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are specific clothes for official ceremonies. Traditional regalia is used for religious ceremonies and celebrations.

15. Lesson: Designers of "Indian costumes" often do not realize or consider the lack of authenticity or who they might offend. Most frequently, the designs of costumes like the ones in the accompanying pictures are based on inaccurate Hollywood portrayals of tribal people. Costumes might also depict certain religious icons or practices, which is highly offensive to many tribal people.
16. To read more, see the website "Native Child."
<http://www.nativechild.com/article.html>

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17. Describe how the Chief's wife corrects Linda's misbehavior. How is misbehavior corrected in your culture/family?
18. Why do you think there are specific "men" jobs and "women" jobs in the Wy'am culture? Identify at least two jobs that men have and two jobs that women have in supporting your answer.
19. Would you rather live as the Wy'am people did in 1953 or the way you do today? Provide at least two pieces of evidence to support your claim.
20. Babies change very quickly. How does Linda change during the story? Provide at least two pieces of evidence to support your claim.