

TEACHER'S GUIDE

Vocabulary Activity

Part 4: Broken Words

MISSION 3: "A Cheyenne Odyssey"

A NOTE TO THE EDUCATOR:

On the following pages, you will find "flashcards" with terms and definitions (both combined and separate) that your students may encounter while playing Part 4 of "A Cheyenne Odyssey." These terms and definitions can be introduced and practiced before or during the time students see or hear them in the context of Mission US, or in their American history study. The discussion questions and writing prompts will provide further opportunities for students to have more practice with the words and terms.

Divide your students into small groups of four or five, and ask each group to review the flashcards containing the combined terms and definitions. Then, have students use the flashcards that have the meanings separated from the images and ask them to match each word/image to its corresponding meaning.

After your students have had a chance to review and discuss the terms and definitions, distribute the excerpt from Little Fox, featured at the end of this document. Review the directions with your students and ask them to complete the text using the terms they studied.

Here are the terms which should be inserted into each paragraph of Little Fox's story:

Paragraph 1 – sun dance, virtues, game, chokecherries

Paragraph 2 – settlers, territory, railroad surveyors

Paragraph 3 – annuity, rations

Paragraph 4 – hostile



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annuity



a yearly payment of cloth and supplies, which the US government gave to Indian tribes in exchange for access to their lands

chokecherries



an edible wild fruit of the plains and prairie regions; common in the traditional Plains Indian diet

game



wild animals hunted for sport or food

hostile



an individual or group considered to be an enemy force at war with the US army; Indians who refused to stay on reservations were considered hostile

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railroad surveyors



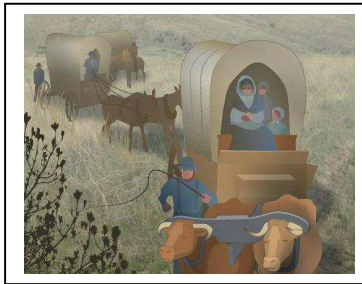
people who gather information about land and elevation in order to plan for railroad construction

rations



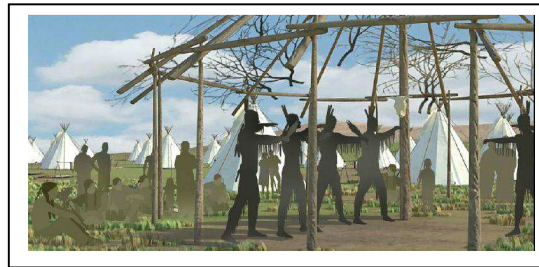
food provided by the government to Indians to keep them on reservations and discourage them from hunting buffalo

settlers



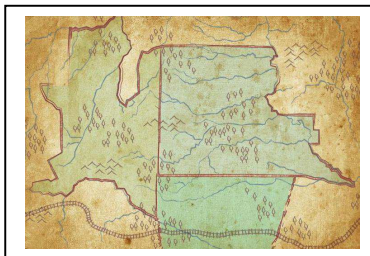
people who go to live in a new area, where generally few people reside

Sun Dance



a sacred dance held by Plains Indians tribes every summer to celebrate life

territory



a geographic area belonging to or under the jurisdiction of a governmental authority

virtues



good and moral qualities; desirable traits, such as bravery, generosity, and wisdom

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annuity



chokecherries



game



hostile



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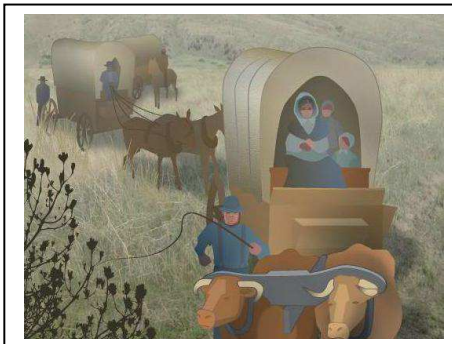
railroad surveyors



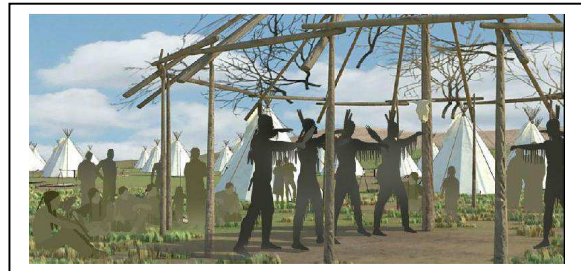
rations



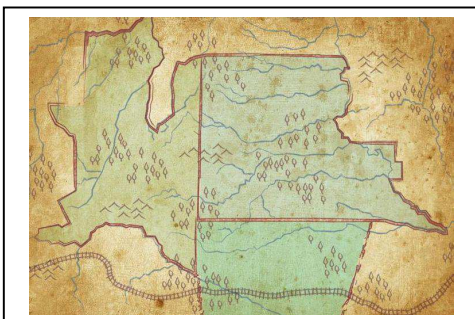
settlers



Sun Dance



territory



virtues



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<p>a geographic area belonging to or under the jurisdiction of a governmental authority</p>	<p>food provided by the government to Indians to keep them on reservations and discourage them from hunting buffalo</p>
<p>good and moral qualities; desirable traits, such as bravery, generosity, and wisdom</p>	<p>a sacred dance held by Plains Indians tribes every summer to celebrate life</p>

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wild animals hunted for sport or food	a yearly payment of cloth and supplies, which the US government gave to Indian tribes in exchange for access to their lands
people who gather information about land and elevation in order to plan for railroad construction	an individual or group considered to be an enemy force at war with the US army; Indians who refused to stay on reservations were considered hostile
an edible wild fruit of the Plains and prairie regions; common in the traditional Plains Indian diet	people who go to live in a new area, where generally few people reside

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Name: _____

Date: _____

After Little Fox grew up and had children and grandchildren of his own, he continued the Northern Cheyenne tradition of passing along family history through storytelling. This activity imagines Little Fox sitting around a fire as an old man, telling his grandchildren about his life and adventures growing up.

Instructions: After reading and talking about the words and terms on the flash cards, read the excerpt below from Little Fox's story, describing what his life was like when he was growing up. Use the cards and your memory to help you fill in the missing words and terms.

<i>annuity</i>	<i>railroad surveyors</i>	<i>territory</i>
<i>chokecherries</i>	<i>rations</i>	<i>virtues</i>
<i>game</i>	<i>settlers</i>	
<i>hostile</i>	<i>sun dance</i>	

"Today we continue to celebrate traditions that are important to our people, such as the _____, our sacred dance which happens yearly and celebrates life. When I was younger, I was impressed by the _____ and positive character traits exhibited by my elders at the ceremony. I, too, wanted to be as brave and as wise as them. One year when I attended one of these ceremonies, I met my soul mate, Blue Feather. Life was difficult for our people during the time I was courting Blue Feather. We would hunt buffalo, as well as rabbits, deer, and other wild _____. My mother and the other women in our band would also collect sweet and delicious _____ from the bushes around our camp. Sometimes, however, food was scarce and we would go hungry.

As the years passed, more and more white _____ moved onto our lands. The United States government gave us assigned _____, in which to



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hunt and live. Although our people had signed a treaty with the white men, sometimes white men violated the agreement. I once saw some miners illegally trying to mine for gold on our land. A few times, I also saw some _____, looking at our land and making plans to lay their metal road there. Although they were allowed do that in the treaty, it made it tougher for us to camp and hunt buffalo.

Once a year, we would travel to the Red Cloud Agency to get our _____, which included blankets, kettles, tools and other supplies that we needed. We received this in exchange for letting the white man travel through our lands. We were encouraged to stay at the Agency, rather than in our camps, where we could hunt buffalo. If we stayed at the Agency, we received _____, which included beef, sugar, coffee and other food. I didn't like that food as much as the buffalo we hunted or the berries our women gathered.

One day, we were told that we had to move to a reservation by January 31, 1876. If we refused, we would be considered _____ and enemies of the government. Can you imagine that we would have been considered enemies for just trying to live in peace on the land of our ancestors? This was a very hard time, but we knew that there were probably more hard times, battles, and changes to come.

