

TEACHER'S GUIDE

Vocabulary Activity

Part 5: Battle of the Greasy Grass

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 5 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 that should be inserted into each paragraph of Little Fox's story:

Paragraph 1 – reservation, banks

Paragraph 2 – earth pigments, scout, ravine, crest, ford

Paragraph 3 – articles



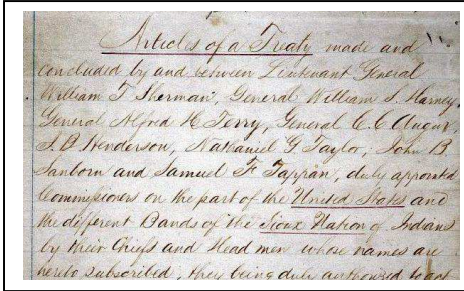
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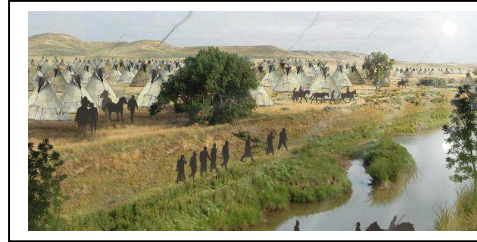
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articles



parts of a treaty or other legal document that address specific issues or subjects

banks



the raised ground beside a river

crest



to reach the top of a hill or mountain

earth pigments



naturally occurring minerals used to paint

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ford



part of a stream, river or other body of water, that is shallow enough to walk across

ravine



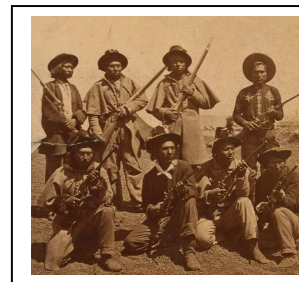
a small, narrow valley with steep sides, carved by running water; it is smaller than a canyon and larger than a gully

reservation



an area of land in the US set aside as a place for Indians to live

scout



an individual hired to get information about an enemy; in 1866, the US Army began hiring Indians as scouts

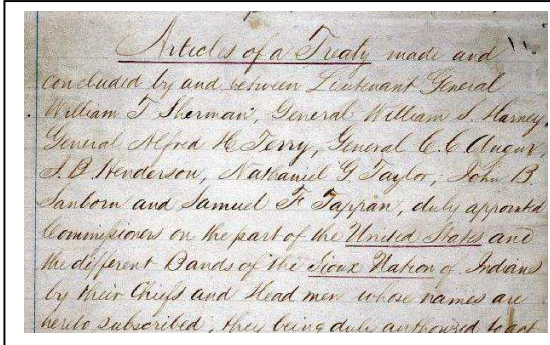
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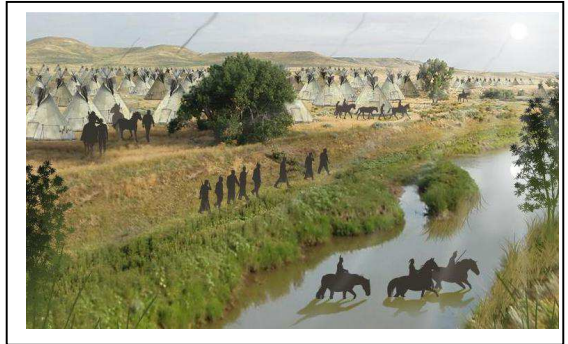
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articles



banks



crest



earth pigments



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ford



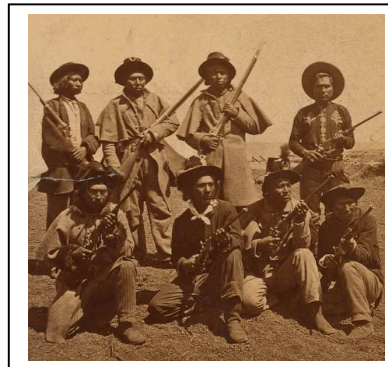
ravine



reservation



scout



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<p>an individual hired to get information about an enemy; in 1866, the US Army began hiring Indians as scouts</p>	<p>naturally occurring minerals used to paint</p>
<p>to reach the top of a hill or mountain</p>	<p>a small, narrow valley with steep sides, carved by running water; it is smaller than a canyon and larger than a gully</p>

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an area of land in the US set aside as a place for Indians to live	the raised ground next to a river
part of a stream, river or other body of water, that is shallow enough to walk across	parts a treaty or other legal document that address specific issues or subjects

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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>articles</i>	<i>earth pigments</i>	<i>reservation</i>
<i>banks</i>	<i>ford</i>	<i>scout</i>
<i>crest</i>	<i>ravine</i>	

"Our people have fought many battles in my lifetime. Our greatest victory was the Battle of the Greasy Grass. Sadly, some of our warriors, including Many Horses, were killed during the battle, but many more white soldiers died that day, including their chief. The soldiers called their chief General Custer. Today, some people call that event the Battle of the Little Bighorn, or Custer's Last Stand. I remember the day well. Before the battle, our band had been camping with the Lakota on their _____, a portion of land set aside for them. We then left that area and camped along the _____ of the Little Bighorn River, with the Cheyenne and Lakota chiefs and thousands of others. That is where we were on the day of the battle.

The morning of the battle, we could hear a lot of noise nearby. We knew that something big was happening. I put on my war face, using colorful _____. I got on my horse and headed out to see how I could help. It was a scene of chaos, with gunshots and war cries filling the air. Hundreds of warriors were on horseback. While I was riding, I saw a



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Crow _____ who had been hired by the white soldiers. I quickly rode away from him. During that day, I rode through a _____ on horseback, but my horse didn't mind as he was very good at moving through water. I also rode through a narrow _____ and then went to _____ a hill, riding all the way to the top, where I came upon the scene of the battle.

After the battle, things were peaceful for a few months. Then, things got worse for us. Soldiers came to our camp and destroyed our things, burned our tipis, and took our horses. We decided to go to the Lakota reservation to live. However, though certain _____ of the treaty our people had signed with the white men said we could live there, we were forced to move far to the south. We had to walk for four whole months!

We ended up at Darlington Agency, where we stayed for a year. Life was very hard for us there. There was a lot of sickness. We decided to leave, but the journey was not easy. With the help of the Creator and the strength of our people, Blue Feather and I managed to survive. Our people have been on a long journey--an odyssey--but we continue to survive and carry on the traditions of our ancestors with pride.

