

TEACHER'S GUIDE

Vocabulary Activity

Part 3: Raiding the Iron Horse

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 3 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 – archery

Paragraph 2 – shelter, raid, ridge, iron horse, goods

Paragraph 3 – haahe, deed, war shield, treaty

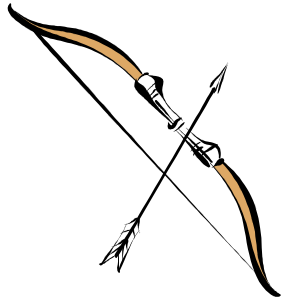
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archery



the practice of shooting with a bow and arrow

deed



an act or action

goods



items that can be used or consumed

haahe



a common Northern Cheyenne greeting, similar to "hello"

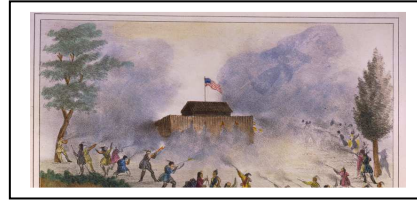
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iron horse



a nineteenth-century term to describe a train

raid



the act of going into enemy territory to take valuable goods; a common and effective way for Plains Indians to get more horses

ridge



a raised area; a range of hills or mountains

shelter



a place to live; a place offering protection from bad weather

treaty



an agreement or contract between two or more nations

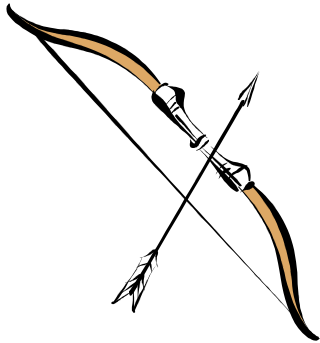
war shield



a small decorated shield, which could block arrows; made of strong buffalo hide; mostly used on horseback

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archery



deed



goods



haahe

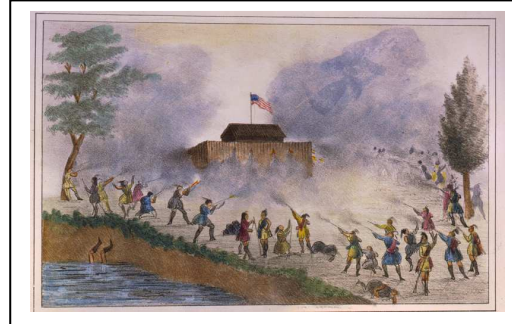


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iron horse



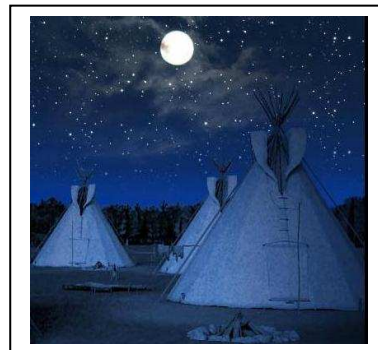
raid



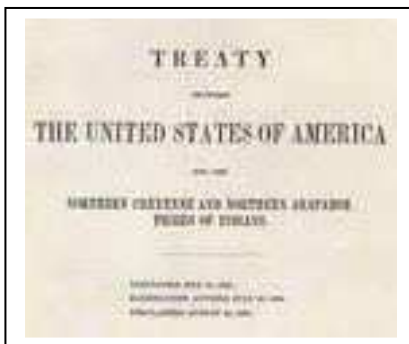
ridge



shelter



treaty



war shield



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<p style="text-align: center;">an agreement or contract between two or more nations</p>	<p style="text-align: center;">a nineteenth-century term to describe a train</p>
<p style="text-align: center;">a place to live; a place offering protection from bad weather</p>	<p style="text-align: center;">an act or action</p>

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<p>a small decorated shield, which could block arrows; made of strong buffalo hide; mostly used on horseback</p>	<p>the act of going into enemy territory to take valuable goods; a common and effective way for Plains Indians to get more horses</p>
<p>items that can be used or consumed</p>	<p>a raised area; a range of hills or mountains</p>
<p>the practice of shooting with a bow and arrow</p>	<p>a common Northern Cheyenne greeting, similar to "hello"</p>

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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>archery</i>	<i>iron horse</i>	<i>treaty</i>
<i>deed</i>	<i>raid</i>	<i>war shield</i>
<i>goods</i>	<i>ridge</i>	
<i>haahe</i>	<i>shelter</i>	

"Life was tough but exciting when I was growing up. I learned many new skills. I became skilled at _____, using my bow and arrow. At first, I used too many arrows, but after a lot of practice, I got better and was able to hunt and provide food for my family.

One time, I travelled with Black Moon to the Southern Cheyenne camp. We met Porcupine, an old friend of his, who told us how white men had come to his camp and destroyed many tipis. This left his band with very little food and _____, which was especially hard on the Southern Cheyenne during bad weather. They needed a variety of supplies to replace some of their things that had been destroyed. So, Black Moon and I helped him conduct a _____ to get some supplies. Black Moon, Porcupine, and I rode our horses over to the metal road where the _____ passed. We pulled up part of the track. We rode our horses up the _____ so we could look down and watch what would happen. We saw a big train with steam coming out of its top drawing near. The white men used it to



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move people and _____. When the train got to the part of the track that was missing, it fell over. Porcupine and his friends were able to get needed supplies the next day from the train's wagons.

After I got home, I greeted my uncle by saying '_____' and he greeted me too. I told him about what we did, and he was proud of my bravery. He said I had done a good _____ by raiding the Iron Horse. I continued to grow and learn new things, and eventually, I chose a warrior society. My uncle gave me my father's _____, made from sturdy buffalo hide, to use to protect myself in battle. It was a great honor to have it, and I used it often over the years. It was very hard for us when the white man brought his train and forts into our land. We wanted the forts to be removed, and wanted our land back. Our people have always tried to solve things through peaceful means. So, our people held a peace council with the white soldier chiefs and they came to a compromise. They signed a _____ at Fort Laramie, which described the agreement they had made together."