

Tribal Traditions and Origins

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grade Six
Suggested Duration: Three-five days

Stage 1 Desired Results

Established Goals

Cultures, traditions, and languages of the Northern and Southern Cheyenne form the base upon which tribal decisions are made.

Understandings

- The Cheyenne are made up of two distinct groups of people, the *So'taae'o* and the *Tsetsehestahese*.
- Each group has its own teachings and language; these are a core part of their identity.
- The Northern and Southern Cheyenne people maintain social, cultural, and spiritual connections. They come together for specific events and activities.

Essential Questions

- How did the Cheyenne get separated into a northern and southern group?
- What are some unique aspects of Cheyenne history and culture?
- What special events and activities do they come together as one to participate in?

Students will be able to...

- construct a timeline of events to show Cheyenne history, as a means to understand why the Cheyenne separated into two groups (timelines constructed by small groups, not individually).

Students will know...

- the names of the two Cheyenne groups.
- timeline of historical events important to both groups.
- Northern Cheyenne important historical and contemporary events.

Stage 2 Assessment Evidence

Performance Tasks

1. Each student participates in constructing his/her team's timeline of events and *can explain the events and why they are important*.



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2. Each student researches as a member of the group.
3. Each student can list (written) two important events in Cheyenne history and *tell why these events are important for the Cheyenne.*

Stage 3 Learning Plan

Learning Activities

Distribute student background information about the lesson, including goal, understandings, and Essential Questions. Students should place these in their notebooks after discussion. See attached at end of lesson.

Utilize information from *Bringing the Story of the Cheyenne People to the Children of Today* to give students background. For example, see the section **“Trying to Return Home”**.

Read selected passages from *A History of the Cheyenne People* by Tom Weist. This will take most of a period. Students should take notes. Break up your reading with questions to ensure students are listening.

Use the U.S. map in the classroom or in the social studies text. As you give students information on Cheyenne movement show where Cheyenne groups were at certain points.

Begin construction of a timeline on your blackboard/whiteboard/overhead. Put in certain dates and tell students these are dates they should put on their group timeline sheets. Do not erase. Add new key points (each day) found by groups as they discuss what they think is a key finding. Provide time for groups of three-four students to work on their group timelines. First, they must research events and information for their timeline. In addition to information from your school media center, the following topics from *Bringing the Story...* should provide excellent background information: **“1825 Friendship Treaty”**, **“The Fort Robinson Outbreak”**, and **“History and Present Situation of the Northern Cheyenne People.”**

Begin each day with a discussion of what each group has learned; they should each share one key or major event they discovered the previous day. All students in all groups should be taking notes and comparing with what they found in their group.

Each student within each group should be researching to find information. Provide time each day for each student (within the group) to explain what he/she has found. Each person should be sharing.

Materials/Resources Needed

Northern Cheyenne Curriculum Committee, [*Bringing the Story of the Cheyenne People to the Children of Today*](#), Helena, MT: Montana Office of Public Instruction, 2006.

- “History and Present Situation of the Northern Cheyenne People” by Busby Schools Bilingual Project
- “Trying to Return Home”
 - “A History of the Cheyenne People”
 - “1825 Friendship Treaty”
 - “A History of the Cheyenne People – The Fort Robinson Outbreak”

Weist, Tom. *History of the Cheyenne People*. Billings, MT: Council for Indian Education, 1977, 2003.

[Indian Nations: Northern Cheyenne](#) – Brief video clip about the Northern Cheyenne

[Montana Indians: Their History and Location](#) , Helena, MT: Montana Office of Public Instruction, – pages 70-77

[Northern Cheyenne Reservation Timeline](#), Helena, MT: Montana Office of Public Instruction, 2017

[Oklahoma Indian Tribe Education Guide](#) – Cheyenne and Arapaho Tribes

U.S. Map

Additional Teacher Information and Reading

Liberty, Margot and John Stands-In-Timber. (1967, 1998, 2nd Edition.) *Cheyenne Memories*. New Haven, CT: Yale University Press, 1967, 1998, 2nd Edition)

- Chapters 12-14, concerning “The Custer Fight,” “After the Custer Fight,” and “After Surrender.”

Hardorff, Richard G. (ed.) *Cheyenne Memories of the Custer Fight: A Source Book*. Lincoln, NE: University of Nebraska Press, 1998.

- *Interviews, statements from many at the battle, including Little Wolf, Brave Wolf, American Horse, Tall Bull, Bull Hump.*

Hardorff, Richard G. (ed.) *Indian Views of the Custer Fight: A Source Book*. Lincoln, NE: University of Nebraska Press, 2005.

- *Includes 35 interviews and statements from Crazy Horse, Crow King, Two Moons, Turning Hawk, and more.*

Hardorff, Richard G. (ed.) *Lakota Recollections of the Custer Fight: New Sources of Indian-Military History*. Lincoln, NE: University of Nebraska Press, 1997.

- *Includes testimony from 15 Lakota-speaking Sioux and 1 Cheyenne.*

THE CHEYENNE PEOPLE

Cultures, traditions, and languages of the Northern and Southern Cheyenne form the base upon which tribal decisions are made.

- The Cheyenne are made up of two distinct groups of people, the *So'taae'ó* and the *Tsetsehestahese*.
- Each group has its own teachings and language; these are a core part of their identity.
- While they are separated by geography, the Northern and Southern Cheyenne people maintain social, cultural, and spiritual connections. They come together for specific events and activities.

ESSENTIAL QUESTION: Why is this so? Why are the two groups separated, coming together only for special events and activities?

GROUP ACTIVITY

Your group will research Cheyenne history and events in order to **make a timeline of events which could explain why the two groups of Cheyenne are split, and why/when they come together for events and activities.**

- Your outline **must be detailed**, explaining what is known about the Cheyenne, before and after the split. After the split, your timeline should explain what/where/why about the Southern Cheyenne, as well as the Northern Cheyenne.
- You will be given a Source Document Folder, but you must also use your media center's resources. Use the Internet wisely, and always verify the facts you have found. Talk in your group about how you can verify new information.
- Each person in the group must help with the research. One way to do this might be to split up the Source Documents provided and begin to identify dates and information from the document that will fit into a timeline. Remember to take notes and (unless the teacher tells you it is okay) do not mark up the Source Documents. Once you have finished with a Source Document put it back in the group folder so someone else may read it. At the conclusion of your research all Source Documents should be placed back in the folder.
- Each day take a few minutes near the end of class to quietly show one interesting new fact you found that day. Be prepared, as a group, to share one big learning each day with the entire class.

By the end of this lesson, you should know:

- The names of the two Cheyenne groups. These are the tribal names which they commonly use to describe themselves.
- A timeline of historical events important to both Cheyenne groups.
- Why the Cheyenne split into two groups, and how/when they still get together.
- Northern Cheyenne important historical and contemporary events.