

## NEW WORDS:

skittish  
flexed  
sage  
benchlands  
opponents  
kinks  
famous  
outpaced  
visions

# CATCHES UP TO ANTELOPE

## Fort Hall Stories

Developed by members of the Fort Hall Reservation Committee

GEOGRAPHICAL AREA: Plateau Region

STORY TYPE(S): Ideas of Spiritual Beliefs/Indian Values

### Summary:

*Catches Up To Antelope* was a famous Lemhi runner who gained his power to run from a dream or vision. This story describes how *Catches Up To Antelope* lives up to his name by winning a foot race against the Bannocks.

A name sets an individual apart from others. Often Indian names were descriptive of an ability to do something. Sometimes a special dream would tell an individual what would distinguish and direct him/her throughout life. This story shows how such a dream extensively motivated one man. Having special powers gives one confidence. Confidence in one's own powers or abilities will help a person to succeed. Believing in something is half the battle.

### Teacher Guided Activities:



1. Discuss how having a dream was related to the real life experiences of *Catches Up To Antelope*. Consider each sentence which contains the word dream (on pages 1, 6 and 16 of the story). How did having a dream affect this Indian's life?

Compare *Little Weasel's Dream* which shows how a dream affected one moment in a person's life, with *Catches Up To Antelope* which shows how a dream can extensively motivate behavior.

What people believe about themselves influences their behavior. Lead the students into discussing things which they feel they do well. Everyone can do something well and the discussion should emphasize positive self-image building.



2. Using the Four Winds groups plan to have relay races or academic competitive games. The winners could receive Antelope Awards. (See Indian Names and Antelope Award Activity Card.) Again discourage words like "I can't," rather have students say "This is hard but I'm working at it."

Have each Four Wind group pick something that the group thinks they can do well (running, spelling, figuring math problems, singing, etc.).

Once they have chosen their skill they must challenge the other groups. Keep track of how the groups do in competition and award the winning group in each category an Antelope Award. Point out that we all have some things we can do better than some one else.

**Student Activity Card(s):**  
**See Indian Names Card (8A-8B).**

If your students already have Indian names, these will be the easiest to illustrate as a pictographic signature. Students should be encouraged to look up the meaning of their first or last name. The meaning of a name may suggest some ideas also.

Historically, Indians did not have first and last names nor were they necessarily handed down to their offspring. In this way Indian people derived a measure of individuality. Usually a baby was named by the parents or grandparents but this name was dropped by age 10-12 or sooner.

A person **earned** their name, often based on physical and/or personality characteristics or achievements. Sometimes names were derived from spirit helpers seen during vision quests. Consequently having a name based on achievements made a person proud. Being addressed by that name for a lifetime might encourage a person to develop favorable patterns.

For the Antelope Award you may want to consider its use as a follow-up to Dream Shields. Antelope Awards could be presented at the end of the year to students who have pursued their dream to the best extent possible.