

NEW WORDS:

Cheyenne
reservation
adventures
arguments
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LITTLE GHOST BULL

Little Ghost Bull and the Story of Firemaker

Developed by the Northern Cheyenne Tribe

GEOGRAPHICAL AREA: Plains Region

STORY TYPES: Description of Culture (modern life)

Summary:

Little Ghost Bull is a story of a contemporary Northern Cheyenne boy. The story describes his family life, his daily activities and his hopes and dreams for the future. The focus of this story is on how he learns respect within his family and how he in turn shows his respect. This point is emphasized with a description of local stray dogs. They are never taken care of properly.

We all need someone to show us a good way to be with ourselves and others. Not all children, like the stray dogs of this story, have had the opportunity to have a family that shows proper or expected behavior or even love and respect. Young children learn these things first by example from those around them.

This story represents the type labeled **description of culture** because it describes the every day real world of Little Ghost Bull, a Cheyenne boy in a modern era.

Teacher Guided Activities:



1. Little Ghost Bull is a contemporary Indian boy who lives on a reservation. Some time should be taken to discuss what a reservation is and how Indian people came to live on reservations. (The **Earth, Sky, Water** student activity card identifies all the tribes participating in

the *Indian Reading Series* program and locates reservations on a map of the Northwest).

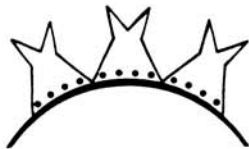
You may want to enlarge the map and locate each tribe as you read their stories.

It is important to note that **many** Indian people do **not** live on reservations. Interesting topics to research and discuss which have had significant impact on the existence of reservations and Indian life include:

- 1887 The General Allotment Act passed by the U.S. Congress. This provided for the division of tribally held lands into parcels to be owned by individual Indians. Also called the Dawes Act, its aim was the assimilation of Indians into the body politic of the nation.
- 1924 American citizenship extended to all native born Indians in the United States.
- 1934 The Indian Reorganization Act passed by Congress. Allotment ceased and tribes were encouraged to adopt constitutions and develop autonomous governments.
- 1950 The Bureau of Indian Affairs, Department of the Interior, began a relocation program for reservation Indians. This encouraged their migration to urban centers by offering them transportation one way, some help in housing and limited job training.
- 1953 House Resolution 108, terminating the special relationship between Indians and U.S., passed Congress. Public Law 280 enacted. This gave states jurisdiction for law and order on Indian reservations.
- 1968 Indian Civil Rights Act became law. This extended the Bill of Rights to reservation Indians and also required states to obtain Indian consent before assuming law and order jurisdiction on Indian reservations.

A good resource in this area is *The First Americans, A Study Guide to the Termination Restoration Video Tape Series*, Fall 1978. The University of the State of New York, Albany, N.Y. 12234

2. Invite an Indian person from your community who has had experiences in a reservation community to share some information with you or the class.



Ask for volunteers to share their views of off-reservation life compared to living on the reservation. Make a list of similarities or differences on the board.

If students are from an off-reservation setting ask them to research information about reservation life. Consider how it differs from off-reservation life style.



3. Have students make a list of five to ten people whom they value because of the things they taught. Next to each person's name have them write a couple of words to describe why they are important people.



4. Have students read and report on an autobiography of a person of their choosing. Have a broad selection of Indian and non-Indian, male and female autobiographies available. Have students write a short autobiography of themselves.

Student Activity Card(s):
See Firetalk Activity Cards (2A-2B, 2C-2D).