

NEW WORDS:

kindhearted
chokecherries
patient
prayers
buckskin
fringes
approached
descendants

WHITE RABBIT

Developed by members of the Assiniboine and Sioux Tribes of the Fort Peck Reservation

GEOGRAPHICAL AREA: Plains Region

STORY TYPE(S): Indian Values

Summary:

A chief's wife named White Horse Woman wanted very much to have a child and prayed daily for one. She was a soft-spoken, gentle, kind woman. Because of her gentle ways, a small white rabbit was not afraid of her. She took it home and she and the rabbit became close friends. Often she shared her desire for a child with the rabbit.

One night White Horse Woman dreamed of a beautiful girl and in the dream a rabbit disappeared. In the morning White Rabbit was gone. Shortly afterward she discovered she was to have a baby. After the baby was born, White Horse Woman went for a walk and found her rabbit friend and shared her joy with it before saying goodbye.

This story shows that rewards come to those who are patient and don't lose hope. It also emphasizes how loyalty and trust, as well as communication, can exist between human and animal, although each has a role of its own to fulfill. Every living being needs some degree of freedom.

The importance of dreams as predictors of the future is also evident in this story.

Teacher Guided Activities:



1. In some tribes the rabbit is considered a sacred animal. Explore the meaning of the rabbit. Discuss the meaning and significance of the Easter Bunny in contemporary society. What is its relationship to the real meaning of Easter? Where did the Easter Bunny originate?



2. Discuss what White Horse Woman's ultimate dream was. What did she do to help her dream come true? Have students individually list their own dreams and then describe ways to help make their dreams become reality.

If some dreams are not too personal, these could be placed on decorated paper eggs and used on a bulletin board entitled: *We're not just hoping, we're hopping closer to our goals.* A large rabbit could be shown gathering the eggs.



3. Have students write or Firetalk about a time when they thought their pet might have understood a message they were trying to convey. Why did they think so?



4. Rights and freedoms have responsibilities if they are to continue to exist. Using the Bill of Rights or the Declaration of the Rights of the Child, discuss what responsibilities go along with each of these rights.

U.N. DECLARATION OF THE RIGHTS OF THE CHILD

The right to affection, love and understanding

The right to adequate nutrition and medical care

The right to a free education

The right to full opportunity for play and recreation

The right to a name and nationality

The right to special care, if handicapped

The right to be among the first to receive relief in times of disaster

The right to be a useful member of society and to develop individual abilities

The right to be brought up in a spirit of peace and universal brotherhood

The right to enjoy these rights, regardless of race, color, sex, religion, national or social origin.

Student Activity Card(s):

See Women of Wonder Activity Card (18A-18B).