

Long Hair

Developed by Members of the Northern Cheyenne Tribe

Geographical Area: Plains Region

Vocabulary:	historian	translator-writer	Cheyennes
	predicted	celebration	cavalry
	strategies	commotion	ammunition
	counter-attack	forthcoming	supernatural
	visibility	sporadic	participate
	reluctant	unbearable	embrace
	emotionally	accomplishments	approximately
	surrendered	captured	harmony
	punishment	malnutrition	rations
	unaccustomed	defy	hostile
	executive		

Reading Motivators: Discuss the portrayal of Indians in the “Hollywood version” of Custer’s last stand.

Locate the Northern Cheyenne reservation in Montana and ask students to speculate on why the Southern Cheyenne people live in Oklahoma. Locate Oklahoma on the map and have students approximate the distance between the two bands.

Discuss first person accounts of history. How is history recorded? Who decides what goes into a historical account? Are historical accounts biased by the writer?

Read selections of *Cheyenne Autumn* by Marie Sandoz to the class.

Discussion Topics: Have students cite evidence from this story that the Indian people were **not** gathered for the purpose of making war.

Discuss mourning periods and what might be involved. For many tribes it encompasses four days. What are some mourning practices currently observed in the local community today? What are wakes and their significance in Indian culture?

Discuss heroes and how they are honored. Who are our heroes today?

What is relocation? Why were tribes moved from place to place? What effects might that have on the people?

Follow-up Activities: 1. Assign students to read parts of *Cheyenne Autumn* by Marie Sandoz to describe what happened to the Cheyenne people after the Little Big Horn battle.

2. Have students use the map to locate where the battle took place. There is a park there now which serves as a national monument. Perhaps students could write for more information.
3. Have a group of students make a mural or illustrations of this account of the Little Big Horn battle.
4. Have students research General George Armstrong Custer and include pictures of him. Why was he called Long Hair by the Cheyennes?