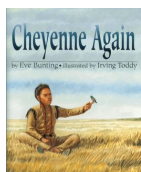




Cheyenne Again



Story: Eve Bunting

Illustration: Irving Toddy

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C3 Framework Key term: **Cultural preference:**

A choice grounded in cultural habits or deeply-held cultural beliefs about appropriate behavior in certain settings or situations.

SYNOPSIS

Young Bull is forced to leave his reservation and attend a boarding school. He needs to change his hair and dress style, language, and religion. He studies US history from the perspective of white men. He has to adapt but never forgets his Indian identity. **Note:** Consider showing the documentary, [Unspoken: America's Native American Boarding Schools](#) (57m).

DISCUSSION

Say: Beginning in the late nineteenth century, American Indian children were required to attend government- or church-operated boarding schools. Native American children were forbidden to speak their Native languages and practice their religion. **Ask:** *What was the purpose of boarding schools?* **Say:** *State governments rationalized it as an opportunity for Native Americans to have more economical opportunities within the larger, dominant society. Children learned the life skills and vocational skills to assimilate into American society.* **Ask:** *Why did states build boarding schools and not just day schools?* **Say:** *Some public officials advocated for taking Native American children from their tribes at an early age and let them to reunite with their families when they are young adults. To prevent children from running away, starting in 1879, some of the schools were built off reservations. In some cases, schools were deliberately constructed at a great geographical distance to discourage children from returning home in the summer. By*

minimizing contact with their tribes, public officials aimed to make children forget their “savage” habits and develop “civilized” ways of living.

ETHICS CONNECTION

Say: *The experience of Native Americans brings the issue of cultural heritage ethics: Do citizens have the liberty to preserve their cultural? In your table groups, you will hold debates about the responsibility of the federal government to legally protect the freedom of citizens to practice and express their cultural heritage.*

Contextualize each side in the argument: *proponents of a “melting pot” approach aspired to turn a nation of immigrants into a homogenous society with shared values and a unified American identity. Proponents of cultural diversity aspire to safeguard cultural heritage and view cultural wisdom and craft as intellectual and moral assets.*

FUN ACTIVITY

Note: This activity may be conducted online using the [map](#) of boarding schools in the US, made available by the Carlisle Indian Schools Digital Resource Center or paper copies of the [map](#), available in PDF format. **Point at** how the geographical distribution of schools reflects the President Andrew Jackson’s Removal Act, a bill that forced Native Americans to settle west of the Mississippi River. **Say:** *Practice your democratic right to write to a Congressman. Select one of the states with Indian boarding schools. Write a letter to your state representative. Start with your concern about Indian boarding schools. Back up your concerns. Using respectful language, state your recommendation for a change in public policy.*

CONCLUDE

Say: *In later years, cultural heritage was increasingly viewed as an asset. Use the Code Talkers worksheet to learn how Native American languages helped the US in World War II.*

Code Talkers Worksheet

Native American languages are an asset that helped the United States and its allies win World War II. Native Americans, nicknamed “code talkers” used their languages to encode radio communications. This activity uses the example of Navajo code talkers on US Navy ships. Decipher the following communication using the code chart. ¹

A-NAH-NE-DZIN LO-BE-CA AL-TAH-JE-JAY. TO-HO-NE UT-DIN. JO-KAYED-GOH BE-EH-HO-ZINI. THLA-GO-A-NAT-ZAH BILH-HAS-AHN SHIL-LOH.

WORD	NAVAJO WORD	LITERAL TRANSLATION
ATTACK	AL-TAH-JE-JAY	ATTACK
HOSTILE	A-NAH-NE-DZIN	NOT FRIENDLY
ORDER	BE-EH-HO-ZINI	ORDER
ZONE	BIH-NA-HAS-DZOH	ZONE
POSITION	BILH-HAS-AHN	POSITION
UNDER	BI-YAH	UNDER
COURSE	CO-JI-GOH	COURSE
ARRIVE	IL-DAY	ARRIVE
REQUEST	JO-KAYED-GOH	ASK FOR
TORPEDO	LO-BE-CA	FISH SHELL
RETURN	NA-DZAH	CAME BACK
IMMEDIATELY	SHIL-LOH (I)	IMMEDIATELY
CHANGE	THLA-GO-A-NAT-ZAH	CHANGE
SUFFER	TO-HO-NE	SUFFER
LOSS	UT-DIN	LOSS
SUCCESSFUL	UT-ZAH-HA-DEZ-BIN	IT IS DONE WELL
SECURE	YE-DZHE-AL-TSISI	SMALL SECURITY

¹ Code source: Naval History and Heritage Command (2017). Navajo Code Talkers’ Dictionary. Revised 15 June 1945. Declassified under Department of Defense Directive 5200.9.