



**Stories Behind the Words:**  
**An Inquiry into Northern Cheyenne Language and Culture Using Ahtove.org**

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<b>Grade Level:</b> 4 <sup>th</sup> /5 <sup>h</sup> grade
<b>Subject:</b> Northern Cheyenne Language & Culture: Inquiry

**Context for Teaching/Learning:**

- This lesson was taught to 26 fourth grade students at Alliance Intermediate School in Alliance, Ohio in the classroom of veteran teacher, Lorie Ann Osco. Over 25% of the students are non-White. All children receive free and reduced lunch. The class included 15 girls and 11 boys, one student with a 504 plan, and six students with an IEP plan. The IEPs focus on word & sound recognition, reading fluency, comprehension, and writing meaningful sentences. One student with hearing issues sits toward the front of the room and can see the board well. The children in this 4<sup>th</sup> grade class have articulated that they prefer working together rather than alone. Student groups are assigned to have at least one typical reader. The classroom is set up with 8 tables seating 3 to 4 students each facing each other for easy communication.
- Using the ahtove.org website provides students the benefits of using a primary resource to conduct their own research as well as learn new skills that are very different from anything they would learn from a classroom textbook. The students will be connecting the Cheyenne words to the Cheyenne culture and thinking about how language reflects culture.
- This lesson builds on John Dewey's ideas of **learning by doing** to create a conceptual understanding of language and culture. In this lesson, the students get to interact with one another and the Cheyenne language through a primary source (Burt Medicine Bull). They are learning a new language and get to present their words and drawings to their peers.

**Content Standard:**

**Ohio Social Studies Grade 5 Content Statement. Geography. Human systems 8.** American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.

**Learning Objective:**

After using ahtove.org, the students will be able to form connections with new words from the Cheyenne language to words that they already know in the English language by creating their own stories behind the words.

**Academic Language:**

- Northern Cheyenne (NC): The Northern Cheyenne were once a part of the Cheyenne Tribe, their reservation is now in Montana. They are hard-working, nomadic people with a deep knowledge of and appreciation for the land. They teach about their culture on the ahtove.org website.
- se'to'vasstse: NC for appears
- pevehe voona'e: NC for good morning
- pevehe ene seto' voosta'e: NC for good afternoon
- pevehe e'seeve'e: NC for good day
- pevehe het'ove'e: NC for good evening
- pevehe taae eve'e: NC for good night
- na' hooe: NC for I'm here
- e'saa hooe: NC for he/she is not here
- ne' pevehe voom'atse: NC for it's good to see you
- staha whose'vroom atse: NC for I'll see you again

**Formative Assessment:**

- While going through the website the students will be asked what they are able to see about the culture through the website and what different content the website holds.
  - What does the website show?
  - What would you use the website for?
  - Why is it good to have a primary source?

- While the students are creating their visual connections/stories, the teacher should rotate around the room asking the students questions as to why they chose those visuals to form their connections and how they relate back to the Native American culture and the original word.
  - Why did you choose these visuals?
  - How is this forming a connection for you?

#### Summative Assessment:

- The students create their own visual on paper to show connections between the Cheyenne words and their meanings. Groups or individual students draw pictures or words that represent Native American culture properly and accurately. Groups will be given the opportunity to present, and the final product of the students' work will be hung up in the hallway for others to see and form their own connections as well. The students will be assessed on how they represented Native American culture and formed a connection that made sense.

#### Lesson Introduction: 10 minutes

1. Ask if any students in the class can speak another language or know someone who does
2. Ask students if they know any languages people can speak, except English
3. Tell the students they are going to learn parts of a new language today; tell them we're building off of the sign-language words they learned earlier in the week
4. Introduce the ahtove website : <https://thenucleus3.org/> Mr. Setovaatse Medicine Bull - who he is, what he does - Professor of the Cheyenne language at Chief Dull Knife Community College – he is a primary source for teaching us the Cheyenne language
5. Show students the video from the ahtove website, "Stories behind the Words": <https://youtu.be/cy-kXYoLxc4>
6. Challenge the students to think about how most words and names have stories behind them.
7. Tell children that they will be writing/drawing/telling their own stories behind some Cheyenne words that we will be learning together today.

#### Procedures, Lesson Body: 40 minutes

- Go to <https://ahtove.org>
- Go to the language segment and click on it
- The section we are using is greetings up close: <https://thenucleus3.org/greetings-up-close-setovaatse/>
- There are 10 different videos presented
- Make sure to watch each one-by-one and practice each word/phrase with the class as a whole group.
- Watch: <https://youtu.be/srpVjrNUHOo> - appears
- Practice the word as a group
- Watch: <https://youtu.be/mkctcCAnU-4A> - good morning
- Practice the word as a group
- Watch: <https://youtu.be/p8MM85-hFKE> - good afternoon
- Practice the word as a group
- Watch: <https://youtu.be/N-Jb6KfdsXM> - good day
- Practice the word as a group
- Watch: <https://youtu.be/tWA8bvnysVA> - good evening
- Practice the word as a group
- Watch: <https://youtu.be/YQAzE8mrrMA> - good night
- Practice the word as a group
- Watch: [https://youtu.be/NdtNF7\\_bWsM](https://youtu.be/NdtNF7_bWsM) - I'm here
- Practice the word as a group
- Watch: <https://youtu.be/NFmkZSrfLYE> - he/she is not here
- Practice the word as a group
- Watch: <https://youtu.be/85cGEjuKqyk> - it's good to see you
- Practice the word as a group
- Watch: <https://youtu.be/BIbt5qots24> - I'll see you again
- Rewatch any video as many times as needed for students to gain understanding of the word.
- Practice the words once again before continuing on
- Break the students up into pairs or groups of three
- Assign each group a word/phrase that they have learned

- One student from each group will be told the word/phrase and will write it down
- Pass out construction paper to each group, once each group is given their words
- The children will write their new word on the paper
- They will also write the meaning of the word in English underneath it
- What do you think the story is behind these words that you learned today?
- The students will be asked to draw pictures that would be able to help them or other students be able to remember the meaning of the word
- Encourage the children to consider ways that culture might be reflected in their stories or drawings
- Have the students form connections by creating their own stories behind the words that they were given.
  - a. "Come up with your own story that might show the meaning of this word/phrase. What is the story behind the word?"
    - i. This brings the lesson full circle to what we began with when we showed the students the stories behind the words video on the ahtove website

#### **Procedures, Lesson Closure: 10 minutes**

1. Pick two or three groups that have finished first to present their stories and illustrations to the rest of the class
2. Challenge the students to explain why they drew the pictures that they did and how they connect to the meaning of the word
3. To connect to other previous lessons when the children learned the sign language for these words/phrases, encourage the children to use the signs that they were taught that go along with their words
4. Remind the children that they can return to ahtove.org to review the words that they learned today and share what they learned with friends or family.
5. Collect finished papers to hang up in the classroom or hallway.

#### **Differentiation, Individualized Instruction, and Assessment:**

- **Accommodations:** The student who needs to take frequent breaks when he starts to get tired or irritated may go on walks with a paraprofessional. That student is put in a group with two other students who are very patient and knowledgeable to help him with these topics. An aide who has reviewed ahtove.org can provide additional scaffolding to individuals/groups who may need more assistance.
- There are a few children who have ADHD with varying medications and timable doses, these students are paired with quiet students who easily stay on task to help these students.
- **Individualization:** The students will learn content through the videos on the Ahtove website and through discussion with their peers. Captions are available on the ahtove website. Children who would benefit from enrichment may add more detail to their stories and pictures or help with editing.
- **Environment:** The environment also allowed the students to view the videos, then turn and practice saying the words to each other. Students will be allowed to collaborate where they would like. Students can be in designated "quiet" spots if the room is too loud, or the hallway could be accessed for children who need quieter space to create drawings and stories.

#### **Instructional Materials and Support:**

- SMART Board
- Colored paper
- Markers/Colored pencils
- Chromebooks
- ahtove website: <https://thenucleus3.org/>
- ahtove phrases website: <https://thenucleus3.org/greetings-up-close-setovaatse/>
- ahtove stories behind the words video: <https://youtu.be/cy-kXYoLxc4>
- Quick links for Cheyenne language: [https://docs.google.com/document/d/1sQIWGpqqLLV2ZaZ9cl\\_oULOcVhMWj25tmq4H5jbXWgs/edit?usp=sharing](https://docs.google.com/document/d/1sQIWGpqqLLV2ZaZ9cl_oULOcVhMWj25tmq4H5jbXWgs/edit?usp=sharing)