

**Teacher's Guide**

***Native Americans and the Iron Road***

**UNION PACIFIC  
RAILROAD MUSEUM**



**BUILDING AMERICA®**

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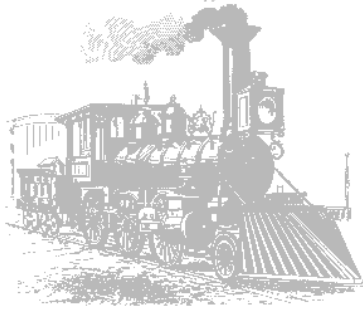
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*Made possible by a grant from the Iowa West Foundation*

***Native Americans and the Iron Road***  
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*Funding provided by the Friends of the Union Pacific Railroad Museum and  
The Iowa West Foundation*



**The Historic General Dodge House  
The RailsWest Railroad Museum  
The Union Pacific Railroad Museum**

**Patricia LaBounty, Outreach Coordinator**

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Dear Educator,

Welcome to an exciting resource for incorporating the Union Pacific Railroad Museum into your classroom curriculum! Our goal is to make it easy for you to incorporate this exciting History into your planned classroom activities or before your visit to the Union Pacific Railroad Museum. This Teachers Guide is designed to be flexible for you to pick and choose which areas you need to accomplish your goals in the classroom.

To begin, read through the Introduction and Curriculum/Bibliography to see how this Unit will fit into the standards for your grade, and then read the background information. This section can be used either as a student reading, or for your own information. There are many activities included at the end of the Unit.

Good Luck and happy journey through this exciting time in American and Railroad History. If you have any questions, please feel free to contact me.

Sincerely,

*Patricia LaBounty*

Patricia LaBounty  
Outreach Coordinator

# **Native Americans and the Iron Road**

## **Introduction and Bibliography**

### **Introduction:**

Long before settlers started heading west on the great Iron Road (The Railroad), the native inhabitants of the Great Plains lived a nomadic life, largely dependent on the bison.

The conflict took place on the Great Plains, where displaced Great Lakes tribes, including the Sioux, had been promised sanctuary. Into this land were crowded the remnants of many tribes displaced from the east. They had had difficulty in adapting their ways of life to a very different environment, and the Tribes already in the region resented the presence of the newcomers. White settlers were also moving into the territory, causing further pressure and hostilities. The eventual arrival of these settlers, first in a trickle and then in droves, altered the region dramatically and permanently.

For a hundred years, The Tribes living on the Great Plains had hunted the bison and followed the migration routes of these magnificent animals. For the Sioux, Cheyenne, Pawnee, Shoshone, Ute and Otoe, the bison provided food, hides for clothing and shelter, and bones for tools. Elaborate garments and jewelry crafted from leather, stone, wood and bone were integral to tribal life and incorporated fantastic displays of beadwork and quillwork. Clubs, flint knives, arrowheads and spear points were created from the hard native stones that were chipped and shaped into fine points and edges. Whether used to hunt game or fight enemies, these weapons were effective and lethal.

### **Lesson Grade Level(s): Grades 3, 4, 5 & 8**

#### **Council Bluffs, IA Social Studies Benchmarks**

##### **Grade 3:**

Explain and give examples of reasons why communities change over time.  
Give examples of cultural borrowing, when cultural groups have prolonged contact.

Early Communities, Native American, Early Settlement

##### **Grade 4:**

Locate regions in relation to continents and to bodies of water  
Explain the Importance of transportation and communication to economic growth  
Give examples of how the level of technology influences the way resources are used  
Compare regions based on cultural patterns.  
Describe relation between Iowa's geography and settlement patterns

##### **Grade 5:**

Identify major events, people and periods of growth in American History:  
Westward Movement  
Recognize the contributions of men, women and groups of people.  
Identify the important geographic features of regions and how geography influences settlement and development  
Midwest-Agriculture

Use a variety of maps for information about a place  
Understand the basic principle of supply and demand

**Nebraska Schools:**

4.1.2 By the end of the Fourth grade, students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans...

4.1.5 By the end of the Fourth grade, student will describe Nebraska's history, including geographic factors, from European contact to statehood.

- Explain how historic and geographic factors affected the expansion and development of Nebraska
- Locate on a map, forts, missions, settlements, trails, cities, transportation routes and migration patterns
- Describe the exploration of the Great Plains
- Describe the impact of Westward expansion on tribal nations

4.1.4 By the end of the Fourth grade, students will describe the interaction between Native Americans and their environment on the Plains prior to European contact.

4.1.6 By the end of the fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

4.1.11 By the end of fourth grade, students will use maps and globes to acquire information about people, places and environments.

- Explain how physical characteristics, transportation routes, climate and specialization influenced the variety of crops, products, industries, and the general pattern of economic growth in Nebraska.

**5-8<sup>th</sup> grade**

8.1.7 By the end of the eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in World Affairs through World War I.

- Describe Federal Policies of expansion and how they affected various cultural groups and individuals.

- Explain why people immigrated to the United States, describe their obstacles and contributions.

8.4.2 By the end of the eighth grade, students will demonstrate skills for historical analysis.

**Lesson Objectives:**

Upon completion of this lesson, students will be able to:

- 1) Discuss the conflict between the incoming settlers to the Great Plains and the plains Tribes who already lived there.
- 2) Discuss the complex interaction between the Sioux, the Pawnee and the Transcontinental Railroad crews.
- 3) Understand that the Sioux culture is rich, vibrant and complex. They were not the stereotypical Indians of film.
  - a. Through using the Bone Slide game , and the parfleche activity
- 4) Identify the importance of the Bison to Plains Tribes and Sioux culture in particular.
- 5) Identify several Great Plains cultures.

## **Bibliography:**

### **Links:**

<http://www.nebraskastudies.org>

A Wonderful site full of information!

<http://www.history.com/encyclopedia.do?articleId=222424>

Great articles on specific Plains tribes and the Indian Wars

[http://cpr.org/Museum/When\\_RRs\\_Were\\_New.html](http://cpr.org/Museum/When_RRs_Were_New.html)

Discussion of Tribes and the Railroad

<http://www.cdpheritage.org/exhibit/westernTrails/native/index.cfm>

Western trails discussion of Native American objects, treaties, etc

<http://www.snowwowl.com/mapcontents.html>

Great resource for Native American language and cultural groups.

<http://www.kstrom.net/isk/maps/mapmenu.html>

link has excellent maps showing pre-contact housing and population distribution

<http://www.ldeo.columbia.edu/res/div/ocp/drought/nineteenth.shtml>

Speaking about the impact of drought and settlement on the Bison and Native American populations of the Great Plains

### **Books:**

Ambrose, Stephen E. *Nothing Like It in the World: The Men Who Built the Transcontinental Railroad 1863-1869*. New York: Simon and Schuster, 2002

Cash, Joseph H and Gerald W. Wolff. *The Ponca People*. Phoenix: Indian tribal Series, 1975.

Culin, Stewart. *Games of the North American Indian*. New York: Dover Publications, 1975.

Fradin, Dennis B. *The Pawnee*. Chicago: Children's Press, 1988.

Hassrick, Royal B. *The Sioux: Life and Customs of a Warrior Society*. Norman: university of Oklahoma Press, 1964.

Hyde, George E. *The Pawnee Indians*. Denver: university of Denver press, 1951.

Kallen, Stuart A. *The Pawnee*. San Diego: Lucent Books, 2001.

McGovern, Ann. *If you lived with the Sioux Indians*. New York: Four Winds Press, 1972.

Ostler, Jeffrey. *The Plains Sioux and U.S. Colonialism from Lewis and Clark to Wounded Knee*. Cambridge; New York: Cambridge University Press, 2004.

Remington, Gwen. *The Sioux*. San Diego: Lucent books, 200.

Rinaldi, Ann. Dear America Series: *My Heart is on the Ground: the Diary of Nannie Little Rose, a Sioux girl*. New York: Scholastic Press, 1999.

Robinson, Charles M. *A good year to die: the story of the great Sioux War*. New York: Random house, 1995.

## Native Americans and the Iron Road

### General Information

Long before settlers started heading west on the great Iron Road (The Railroad), the native inhabitants of the Great Plains lived a nomadic life, largely dependent on the bison.

For a hundred years, The Tribes living on the Great Plains had hunted the bison and followed the migration routes of these magnificent animals. For the Sioux, Cheyenne, Pawnee, Shoshone, Ute and Otoe, the bison provided food, hides for clothing and shelter, and bones for tools.

Elaborate garments and jewelry crafted from leather, stone, wood and bone were integral to tribal life and incorporated fantastic displays of beadwork and quillwork. Clubs, flint knives, arrowheads and spear points were created from the hard native stones that were chipped and shaped into fine points and edges. Whether used to hunt game or fight enemies, these weapons were effective and lethal.

As explorers, trappers and traders made their way west, the Plains Tribes received their first exposure to white men and western culture. The first to explore the region, then known as the Louisiana Purchase, were Meriwether Lewis and William Clark, whose travels on rivers and horseback frequently were assisted by the Tribes along their route.

The central conflict took place on the Great Plains, where displaced Great Lakes tribes, including the Sioux, had been promised sanctuary. Into this land were crowded the remnants of many tribes displaced from the east. They had had difficulty in adapting their ways of life to a very different environment, and the Tribes already in the region resented the presence of the newcomers. White settlers were also moving into the territory, causing further pressure and hostilities. The eventual arrival of these settlers, first in a trickle and then in droves, altered the region dramatically and permanently.

Stretching through the heart of the United States, the Great Plains cover more than one million square miles and, at one time, provided habitat for more than 100 million bison.

*In 1868, General Phillip Sheridan and his quartermaster Major Henry Inman attempted to calculate the number of bison that ranged between Camp Supply and Fort Dodge in Kansas. They observed an enormous herd in excess of 100 miles wide and of undetermined length. Their first estimate numbered the herd at more than one billion animals, but they later reduced the estimate to more than 100 million. Although they believed the lower number was conservative, they hesitated to make it public for fear that no one would believe them. [John R. Cook, *The Border and the Buffalo: An Untold Story of the Southwest Plains.* (reprint New*

*York, Citadel Press, 1967 164-64.] Originally published by Crane and Co, Topeka, 1907.*

Some Plains tribes allied themselves with the settlers and the railroads that brought them and in the case of the Pawnee they became guards for the train crews and sometimes even part of the army. By the early 18th century The Pawnee were organized in four autonomous groups, each with its own chief, until 1857, when they again formed single unit. In various treaties made in the 19th century, the Pawnee ceded most of their land south of the Platte River in Nebraska to the U.S. Despite their status as allies, severe smallpox epidemics and attacks by the Sioux and other tribes constantly diminished the Pawnees' numbers and, finally, in the late 19th century they gave up their remaining lands in Nebraska in return for a reservation in Oklahoma, where they moved in 1876. At that time the Pawnee population numbered fewer than 1000 people and by 1900, the population had decreased to about 600.

Even as the railroads were opening up the West to settlement, it still seemed to some to be a vast and lonely wasteland. As one young surveyor, Ferguson, said in the fall of 1865 in western Nebraska:

*"This is a terrible country...the stillness, wildness and desolation of which is awful. Not a tree to be seen. The stillness was perfectly awful, not a sign of man to be seen, and it seemed as if the solitude had been eternal."* Nothing Like it in the World pg 143.

In addition to friendly tribes like the Pawnee, the U.S. army also protected the crews building the transcontinental railroad and built several forts along the path. The legendary, Buffalo Soldier regiments, comprised mostly of African American soldiers, were tasked with protecting the railroad crews and limiting the Sioux's attacks. The transcontinental railroad was cutting right through the middle of what had once been a huge, undivided territory; well suited to the nomadic horse cultures of the Plains tribes.

The Sioux were one such powerful Plains tribe. The Sioux had once lived as far east as the Great Lakes region, but with the introduction of the horse into North America by the Spanish in Mexico, and the pressures of settlements on the east coast the Sioux moved into the Great Plains. In this new environment the Sioux thrived and became one of the fiercest, and feared, tribes in North America. The Sioux resented the intrusion of the railroad and felt that the "buffalo" or Bison on which they depended for everything were leaving or being killed by white settlers and by the crews building the railroad.

*...the Sioux and Cheyenne were predominant , and decidedly hostile. They despised the iron rail, which along with providing great benefits to the whites had an additional disadvantage for the Indians in that it split the Great Plains buffalo herd into two parts, because the buffalo would not cross the tracks.*

*The Indians wanted the iron rail, and the men who surveyed for it and the men who were building it and the farmers who*

*were following it and the travelers who were sure to come, out of their country! Nothing Like it in the World. Pg 173.*

To reach this goal, the Sioux and the Cheyenne and other tribes even further west, went to great lengths to expel the intruders. Surveying crews, supply trains, and work crews were killed and destroyed. Track was pulled up and trains were derailed. One day Jack Casement, a contractor on the Union Pacific, invited a group of Sioux warriors under the leadership of Spotted Tail, to see the inside of their supply car and their supply of rifles. In the hopes that he could intimidate the Sioux, he challenged them to some target practice. Each warrior was to shoot an arrow through the hole in the end of a shovel. Sixteen of the Sioux warriors put an arrow through the hole and the last just missed, knocking the shovel over. This impressive show of marksmanship was a testament to the level of skill required to live in the world of a Plains tribe.

The Plains tribes had only two choices as far as the Government was concerned; to live on reservations and be dependant upon the whites or to have their culture and their people eliminated. General Sherman made a speech in September of 1867 at North Platte, NE and said:

*“This railroad will be built, and if you are damaged [by it] we must pay you in full, and if your young men will interfere the Great Father (President of the U.S.), who, out of love for you, withheld his soldiers, will let loose his young men, and you will be swept away... We will build the iron roads, and you cannot stop the locomotive any more than you can stop the sun or the moon, and you must submit and do the best you can.” Nothing Like it in the World pg.225-226.*

The conflict raged on, even after the Transcontinental Railroad was completed. The Arapahoe, Cheyenne, Sioux tribes battled against the settlers' encroachment on their territory into the 1860s and '70s and the fighting was of a special ferocity on both sides. Many men, women and children lost their lives defending what they believed to be their right. On June 25, 1876, much of the 7th Cavalry Regiment under Lt. Col. George A. Custer was wiped out by a combined force of Sioux and Cheyenne under Sioux chiefs, Sitting Bull and Crazy Horse at the Battle of the Little Bighorn. Within a year, however, most of the Sioux and Cheyenne surrendered, and some were relocated to Indian Territory in what is now Oklahoma. Other Indian Tribes fought on as late as the 1880s. The “Indian wars” finally reached an end with the massacre at Wounded Knee, South Dakota, on Dec. 29, 1890, where Sioux warriors, women, and children were slaughtered by the U.S. cavalry

As harsh and unflinching as the governments' position was, many who worked on the railroads and later settled the West came to know and to love the Great Plains and the people in it and despite the bleak outlook at the end of the nineteenth century and another 100 years of the reservation system, the cultures of the Great Plains tribes still endures.

## **Native Americans and the Iron Road**

### **Activities**

- Use the attached Native Americans and the Iron Road information :
  - As a student reading.
  - For the teachers' information
  - Use all or part as a research tool for the other activities or to support your unit in class.
  - Answer the questions in the worksheet provided.
- Play the Bone Slide Game
- Make a Parfleche
- Complete the Parts of a Tee Pee worksheet
- Color in the Great Plains region on the U.S. Map
- Complete the word searches for Great Plains tribes

## Native Americans and the Iron Road

### **Bone Slide Game:**

Throughout history children have played games, in every culture in every place. Sioux children enjoyed a wide variety of games and toys. Their toys were usually items which they would have needed to use as an adult only on a smaller scale. But some of the games were just for fun, like the Bone Slide Game. Although it probably helped boys learn to aim accurately and helped all the children develop good muscle coordination.

The Bone Slides are made from a Bison rib bone that has been rubbed smooth. Two feathers are inserted into the end to help the bone slide travel in a straight path. Sometimes, designs were carved into the slides to help them be differentiated from the other players' slides. The Bone Slide game was a winter game because they would have needed a frozen lake, pond or river to slide the Bone Slides on.

#### **How to play the game:**

##### **Supplies:**

- 1) One pair of Bone Slides from the Traveling Trunk
- 2) A long hallway or gymnasium floor. No carpet.

##### **Instructions:**

- 1) Divide the students into two groups. The goal of the game is to see who can get their Bone closest to an object placed about 15-20 ft away (use a chair, a cone, a tape line, etc). **DO NOT THROW** the Bone Slides, they may break!!
- 2) Have each child set the slide (**GENTLY**) onto the floor and give it a push to see how far they can get towards the line.
- 3) After taking their turn, have each child retrieve their Bone, after marking the place with tape, and pass the Bone Slide to the next child in their line.
- 4) The Teams should alternate turns. At the end see which team got the most Slides closest to the object, line or chair etc.

## **Native Americans and the Iron Road**

### **Make a parfleche:**

A parfleche was made from tanned hide of the deer, bison or elk. Once the hides were cleaned and prepared, they were painted with colors that could be found in nature, boiled grasses, flowers and plants for greens, blues and yellows and clay and mud for reds, brown and blacks. Sometimes the colors were thickened by adding boiled animal fat. The colors would then be painted onto the hide with a brush made of animal hair or plant fibers. Once painted, the hide would be folded or sewn with sinew, a strong thread made from the muscles of the animal, to make the parfleche. A parfleche could be made in many different shapes and sizes and patterns for different purposes. They were used to transport materials large or small, just like your backpack for example. The parfleche in the traveling trunk is of a size and style to be used for carrying meat and supplies: perhaps on a hunting expedition.

#### Supplies:

Brown paper bag, 1 per student

Yarn or raffia

Hole punch and paper cutter or scissors

Crayons, colored pencils or markers

#### Instructions:

- 1) Cut out a piece of paper from your bag measuring 24" X 18"
- 2) Decide on your design. The Sioux would have used mostly geometric designs on the parfleche. You can use triangles, squares, rectangles etc. Just remember your design must be able to be folded in two and then be the same on both sides.
- 3) Fold your paper so that the long sides meet in the middle
- 4) Fold the short ends, so that they overlap and close the parfleche.
- 5) Draw your pattern on both sides of the parfleche and color in.
- 6) Punch holes about 1" from the edge on each short end.
- 7) Thread the raffia or yarn through the holes and tie to close your parfleche.

## Native Americans and the Iron Road Quiz

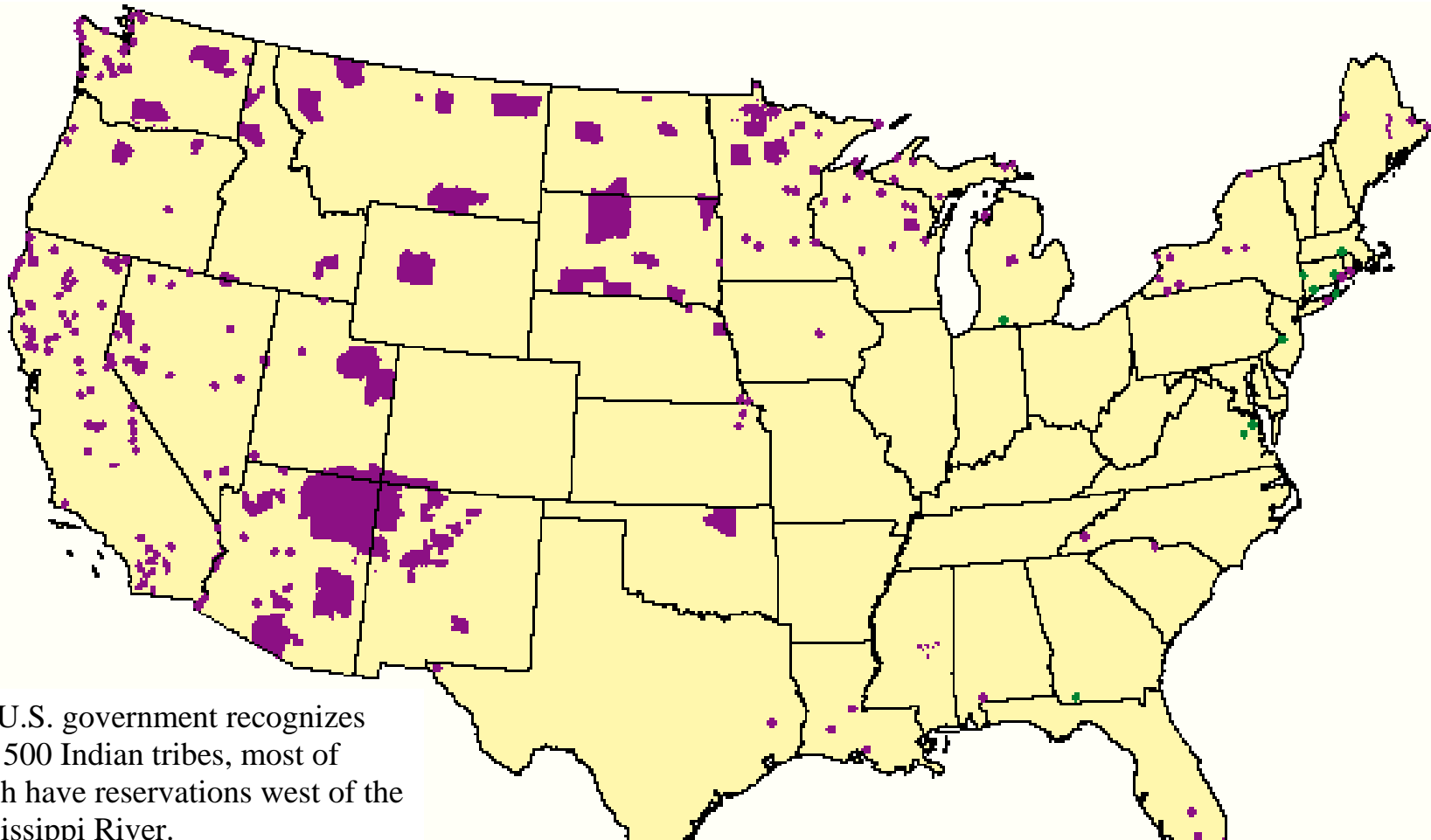
Please circle the best answer for the following questions:

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

- 1) The Sioux were always a Great Plains Tribe.
  - a. True
  - b. False
- 2) The \_\_\_\_\_ played a large part in Great Plains Tribes' culture and survival.
  - a. Antelope
  - b. Bison
  - c. Crocodile
  - d. Cow
- 3) The Transcontinental Railroad crossed the \_\_\_\_\_ continent.
  - a. European
  - b. Australian
  - c. North American
  - d. Greenland
- 4) Buffalo Soldiers were:
  - a. Trained to hunt buffalo.
  - b. A group of African American army soldiers dedicated to protecting the construction of the railroads.
  - c. Sioux warriors.
  - d. Mystical beings.
- 5) Buffalo is the correct name for the large mammal that roamed the Great Plains of North America.
  - a. True
  - b. False
- 6) Which U.S. Army General compared the building of the railroads to the forces of the sun and moon?
  - a. General Grant
  - b. General Sherman
  - c. General Dodge
  - d. General Cummings
- 7) In which battle did General Custer lose much of his 7<sup>th</sup> Cavalry Regiment?
  - a. Sand Creek
  - b. Little Bighorn
  - c. Santee
  - d. Fort Kearney

- 8) On December 29<sup>th</sup>, 1890, a massacre of Sioux warriors, women and children occurred at \_\_\_\_\_, SD.
- Sioux Falls
  - Sand Creek
  - Omaha
  - Council Bluffs
- 9) The \_\_\_\_\_ tribe agreed to ally themselves with the U.S. Army and protect the railroad against the \_\_\_\_\_.
- Otoe, Creek
  - Cheyenne, Arapaho
  - Pawnee, Sioux
  - Lakota, Ponca
- 10) There are no more people who belong to the Sioux tribe.
- True
  - False

## **Indian Reservations in the United States Today**



The U.S. government recognizes over 500 Indian tribes, most of which have reservations west of the Mississippi River.

<http://www.uwec.edu>

Name \_\_\_\_\_ Date \_\_\_\_\_

## Great Plains Tribes

Instructions: Find the words from the wordbank in the puzzle below. The words may be spelled across or down.  
Good Luck

S	I	O	U	X	G	F	J	J	L	G
O	K	L	S	W	F	M	M	G	R	J
I	H	M	R	R	T	K	A	M	E	N
A	M	R	E	E	Y	L	N	R	E	W
B	B	E	T	P	U	E	D	E	K	E
D	C	R	O	W	I	X	A	S	A	U
R	X	U	R	I	O	R	N	N	N	N
K	I	O	W	A	L	E	L	D	S	H
Z	G	W	H	T	H	E	H	F	A	N
Q	R	S	P	O	N	C	A	O	L	A
V	Q	T	G	C	Z	O	M	A	H	A
R	I	P	A	W	N	E	E	I	O	V

### Word Bank

Crow  
Kansa  
Kiowa  
Mandan

Omaha  
Pawnee  
Ponca  
Sioux

Name \_\_\_\_\_ Date \_\_\_\_\_

## Great Plains Tribes Answer Guide (Easy)

Instructions: Find the words from the wordbank in the puzzle below. The words may be spelled across or down.  
Good Luck

<b>S</b>	<b>I</b>	<b>O</b>	<b>U</b>	<b>X</b>	G	F	J	J	L	G
O	K	L	S	W	F	M	<b>M</b>	G	R	J
I	H	M	R	R	T	K	<b>A</b>	M	E	N
A	M	R	E	E	Y	L	<b>N</b>	R	E	W
B	B	E	T	P	U	E	<b>D</b>	E	<b>K</b>	E
D	<b>C</b>	<b>R</b>	<b>O</b>	<b>W</b>	I	X	<b>A</b>	S	<b>A</b>	U
R	X	U	R	I	O	R	<b>N</b>	N	<b>N</b>	N
<b>K</b>	<b>I</b>	<b>O</b>	<b>W</b>	<b>A</b>	L	E	L	D	<b>S</b>	H
Z	G	W	H	T	H	E	H	F	<b>A</b>	N
Q	R	S	<b>P</b>	<b>O</b>	<b>N</b>	<b>C</b>	<b>A</b>	O	L	A
V	Q	T	G	C	Z	<b>O</b>	<b>M</b>	<b>A</b>	<b>H</b>	<b>A</b>
R	I	<b>P</b>	<b>A</b>	<b>W</b>	<b>N</b>	<b>E</b>	<b>E</b>	I	O	V

### Word Bank

Crow  
Kansa  
Kiowa  
Mandan

Omaha  
Pawnee  
Ponca  
Sioux

Name \_\_\_\_\_ Date \_\_\_\_\_

## Great Plains Tribes

(Medium Difficulty)

Instructions: Find the words from the wordbank in the puzzle below. The words may be spelled across or down.

Good Luck

Q	E	B	R	V	T	S	H	O	S	H	O	N	E
W	L	A	R	A	P	A	H	O	B	V	H	P	O
F	B	P	E	J	L	J	K	O	G	C	U	W	U
I	L	R	A	G	M	H	B	M	M	G	E	E	W
Z	A	M	M	M	N	E	G	K	A	H	R	F	M
I	C	E	T	I	W	I	O	E	N	Y	W	B	I
M	K	I	K	U	X	O	P	K	D	X	H	G	S
J	F	O	C	R	O	W	M	L	A	W	J	H	S
E	O	P	H	Y	J	E	N	O	N	J	I	I	O
O	O	M	E	H	I	M	W	C	F	A	Z	O	U
S	T	J	Y	N	B	A	S	J	R	B	Q	P	R
I	K	K	E	N	P	O	N	C	A	J	M	K	I
O	H	I	N	I	G	V	K	O	M	A	H	A	F
U	U	O	N	O	H	O	M	T	G	F	L	D	T
X	M	W	E	W	A	E	B	L	R	K	Y	W	B
Q	W	A	N	P	A	W	N	E	E	M	G	R	P

### Word Bank

Arapaho  
Blackfoot  
Cheyenne  
Crow  
Kiowa  
Mandan

Missouri  
Omaha  
Pawnee  
Ponca  
Shoshone  
Sioux

Name \_\_\_\_\_ Date \_\_\_\_\_

## Great Plains Tribes Answer Guide (Medium Difficulty)

Instructions: Find the words from the wordbank in the puzzle below. The words may be spelled across or down.  
Good Luck

Q	E	B	R	V	T	<b>S</b>	<b>H</b>	<b>O</b>	<b>S</b>	<b>H</b>	<b>O</b>	<b>N</b>	<b>E</b>
W	L	<b>A</b>	<b>R</b>	<b>A</b>	<b>P</b>	<b>A</b>	<b>H</b>	<b>O</b>	B	V	H	P	O
F	<b>B</b>	P	E	J	L	J	K	O	G	C	U	W	U
I	<b>L</b>	R	A	G	M	H	B	M	<b>M</b>	G	E	E	W
Z	<b>A</b>	M	M	M	N	E	G	K	<b>A</b>	H	R	F	<b>M</b>
I	<b>C</b>	E	T	I	W	I	O	E	<b>N</b>	Y	W	B	<b>I</b>
M	<b>K</b>	I	K	U	X	O	P	K	<b>D</b>	X	H	G	<b>S</b>
J	<b>F</b>	O	<b>C</b>	<b>R</b>	<b>O</b>	<b>W</b>	M	L	<b>A</b>	W	J	H	<b>S</b>
E	<b>O</b>	P	<b>H</b>	Y	J	E	N	O	<b>N</b>	J	I	I	<b>O</b>
O	<b>O</b>	M	<b>E</b>	H	I	M	W	C	F	A	Z	O	<b>U</b>
<b>S</b>	<b>T</b>	J	<b>Y</b>	N	B	A	S	J	R	B	Q	P	<b>R</b>
<b>I</b>	K	<b>K</b>	<b>E</b>	N	<b>P</b>	<b>O</b>	<b>N</b>	<b>C</b>	<b>A</b>	J	M	K	<b>I</b>
<b>O</b>	H	<b>I</b>	<b>N</b>	I	G	V	K	<b>O</b>	<b>M</b>	<b>A</b>	<b>H</b>	<b>A</b>	F
<b>U</b>	U	<b>O</b>	<b>N</b>	O	H	O	M	T	G	F	L	D	T
<b>X</b>	M	<b>W</b>	<b>E</b>	W	A	E	B	L	R	K	Y	W	B
Q	W	<b>A</b>	N	<b>P</b>	<b>A</b>	<b>W</b>	<b>N</b>	<b>E</b>	<b>E</b>	M	G	R	P

### Word Bank

Arapaho  
Blackfoot  
Cheyenne  
Crow  
Kiowa  
Mandan

Missouri  
Omaha  
Pawnee  
Ponca  
Shoshone  
Sioux

Name \_\_\_\_\_ Date \_\_\_\_\_

## Great Plains Tribes

Instructions: Find the words from the word bank in the puzzle below.

The words may be spelled across, down, diagonally, either forwards or backwards.

Good Luck

A B V E N T S H O S H O N E G A  
K L A R A P A H O A L K U W F P  
S A P E L O T A I W P N I B R M  
E C K A P U I L J M S E R U D I  
A K O O D W H W E A T R N O A S  
O F R P P T C J K N I S D S P S  
P O S A G E I M N D W K T I A O  
E O H C R O W M T A Q A A E M U  
N T U H A B Z A Y N D N H R G R  
R Q Q E D J K G L I Z S B A A I  
S B J Y A L S E H C N A M O C U  
I W K E M P O N C A W N Z K H T  
O E I N D R E S O M A H A U U N  
X T W E I M G R O S V E N T R E  
Q U A Y P A W N E E C D X W A O

### Word Bank

Aikara  
Arapaho  
Blackfoot  
Cheyenne  
Comanche

Crow  
Gros Ventre  
Hidasta  
Kansa  
Kiowa

Mandan  
Missouri  
Omaha  
Osage  
Oto

Ponca  
Shoshone  
Sioux  
Wichita

Name \_\_\_\_\_ Date \_\_\_\_\_

## Great Plains Tribes Answer Guide

Instructions: Find the words from the word bank in the puzzle below.  
The words may be spelled across, down, diagonally, either forwards or backwards.  
Good Luck

A	<b>B</b>	V	E	N	T	<b>S</b>	<b>H</b>	<b>O</b>	<b>S</b>	<b>H</b>	<b>O</b>	<b>N</b>	<b>E</b>	G	A
K	<b>L</b>	<b>A</b>	<b>R</b>	<b>A</b>	<b>P</b>	<b>A</b>	<b>H</b>	<b>O</b>	A	L	K	U	W	F	P
S	<b>A</b>	P	E	L	O	<b>T</b>	A	I	W	P	N	I	B	R	<b>M</b>
E	<b>C</b>	K	A	P	U	<b>I</b>	L	J	<b>M</b>	S	E	R	U	D	<b>I</b>
A	<b>K</b>	O	O	D	W	<b>H</b>	W	E	<b>A</b>	T	R	N	O	<b>A</b>	<b>S</b>
O	<b>F</b>	R	P	P	T	<b>C</b>	J	K	<b>N</b>	<b>I</b>	S	D	<b>S</b>	P	<b>S</b>
P	<b>O</b>	<b>S</b>	<b>A</b>	<b>G</b>	<b>E</b>	<b>I</b>	M	N	<b>D</b>	W	<b>K</b>	<b>T</b>	I	A	<b>O</b>
E	<b>O</b>	H	<b>C</b>	<b>R</b>	<b>O</b>	<b>W</b>	M	T	<b>A</b>	Q	<b>A</b>	<b>A</b>	E	M	<b>U</b>
N	<b>T</b>	U	<b>H</b>	A	B	Z	A	Y	<b>N</b>	<b>D</b>	<b>N</b>	H	<b>R</b>	G	<b>R</b>
R	Q	Q	<b>E</b>	D	J	K	G	L	<b>I</b>	Z	<b>S</b>	B	A	<b>A</b>	<b>I</b>
<b>S</b>	B	J	<b>Y</b>	A	L	S	<b>E</b>	<b>H</b>	<b>C</b>	<b>N</b>	<b>A</b>	<b>M</b>	<b>O</b>	<b>C</b>	U
<b>I</b>	W	<b>K</b>	<b>E</b>	M	<b>P</b>	<b>O</b>	<b>N</b>	<b>C</b>	<b>A</b>	W	N	Z	K	H	T
<b>O</b>	E	<b>I</b>	<b>N</b>	D	R	E	S	<b>O</b>	<b>M</b>	<b>A</b>	<b>H</b>	<b>A</b>	U	U	N
<b>U</b>	E	<b>O</b>	<b>N</b>	C	V	B	A	<b>T</b>	D	E	A	Q	U	J	V
<b>X</b>	T	<b>W</b>	<b>E</b>	I	M	<b>G</b>	<b>R</b>	<b>O</b>	<b>S</b>	<b>V</b>	<b>E</b>	<b>N</b>	<b>T</b>	<b>R</b>	<b>E</b>
Q	U	<b>A</b>	Y	<b>P</b>	<b>A</b>	<b>W</b>	<b>N</b>	<b>E</b>	<b>E</b>	C	D	X	W	A	O

### Word Bank

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