







Title	Surviving Sand Creek
Grade Levels	4th, 8th through 12th Grades
Person/Event/Place/ Theme	Endurance and Survival
Key Vocabulary	<ol style="list-style-type: none"> 1. Descendant 2. Oral history 3. Mascot
Essential Question	How have the Cheyenne and Arapaho people survived and endured after the massacre at Sand Creek?
Contextual Paragraph	<p>The Sand Creek Massacre occurred on November 29, 1864—almost 160 years ago—but the consequences of that awful event did not end on that day and continue today. These resources explore a few of the many ways that the Arapaho and Cheyenne descendants of the massacre have found to not only survive the trauma of that day, but to endure and succeed despite it.</p> <p>The first source is a recorded and transcribed oral history of a Northern Arapaho descendant talking about what happened in 1864 and her family’s perception of the massacre. The second source is an oral history from a descendant talking about the massacre, including his observation of the importance of recognizing and celebrating the survival of the Arapaho and Cheyenne people. The third source explains the long process of identifying the site of the massacre over 130 years later, while also examining the importance and necessity of allowing the search to be led by descendants. The fourth source, a song by descendant Jon West & American Horse, creatively lays out the trauma of the massacre, along with a cry to persevere through the aftermath. The fifth source looks at Colorado’s 2021 state law that banned high schools in the state from using Native American mascots and imagery and the role that Arapaho, Cheyenne, and Kiowa peoples have played in finding ways to use</p>

	<p>the law to make Colorado more welcoming to all. The sixth and final source relies on a podcast and an article to make a connection between the Sand Creek Massacre and the Dakota Access Pipeline protests in 2016, reflecting on using past trauma to make the world a better place.</p> <p>The Sand Creek Massacre National Historic Site, the Sand Creek Massacre Foundation, and the Arapaho and Cheyenne descendants are working diligently to preserve the history of the event and document its impact on the descendants. Print and digital archives are located at the Center for Sand Creek Massacre Studies. (https://www.sandcreekmassacrefoundation.org/)</p>
<p>State Standards and C3 Standards</p>	<p><u>Colorado State Standard: History Standard 2 (8th Grade)</u> <i>Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.</i></p> <p><u>C3 Standard: D2 History 3 (Grade 8)</u> <i>Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</i></p>
<p>Primary Source 1:</p> 	<p>Place the link of your primary source here.</p> <p>https://drive.google.com/drive/folders/1f3cJMEPhY6JhpkUc7xix8Q0S3yEGv_2F</p>
<p>Title of Primary Source</p>	<p>Cleone Thunder Oral History</p>

<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. Listen to and read the oral history of Cleone Thunder, a Northern Arapaho descendant of Sand Creek Massacre victims. When you are finished, write down 3 details from her history that seem important to her. 2. Write about how the arrival of American settlers changed life for Ms. Thunder’s ancestors. Include at least 3 specific details from her oral history. 3. Ms. Thunder describes what happened in 1864 as “murder.” What details does she include that would support this description? 4. Explain why and how you think that an event like the Sand Creek Massacre might still affect Cheyenne and Arapaho people today, almost 160 years later.
<p>Primary Source 2:</p> 	<p>Place the link of your primary source here.</p> <p>https://vimeo.com/778267596</p>
<p>Title of Primary Source</p>	<p>Fred Mosqueda Interview from History Colorado</p>
<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. Watch this interview with Fred Mosqueda, a Sand Creek Massacre descendant, then write 5 things that you think Mr. Mosqueda thinks are important for you to know about the history of the Sand Creek Massacre. 2. At the 3:54 mark of the video, Mr. Mosqueda says, “People are more open now to listen to our history.” Listen for the next 30 seconds or so afterwards and then write to explain what he means by this. 3. Why do you think it might be important to Mr. Mosqueda and other Arapaho and Cheyenne people that we understand what happened at Sand Creek? 4. At the 5:04 mark Mr. Mosqueda says, “We’re still Arapaho people.” Continue listening for about 1 more minute, then write an explanation of why it’s important that we understand that the Arapaho people are still here.

	<p>5. At the 6:50 mark of the video, Mr. Mosqueda talks about the continuing survival of his people and culture. Listen from that point to the end of the video, then write about what he thinks is necessary for that survival to lead to something better.</p>
<p>Primary Source 3</p> 	<p>Place the link of your primary source here.</p> <p>https://www.archives.gov/publications/prologue/2001/summer/sand-creek-massacre-1</p>
<p>Title of Primary Source</p>	<p>The Search for the Site of the Sand Creek Massacre</p>
<p>Suggested questions for the source (3-5)</p>	<p><i>Before answering the questions below, read the introduction and the "Historical Background" sections of <u>"The Search for the Site of the Sand Creek Massacre."</u></i></p> <ol style="list-style-type: none"> 1. Read the section titled "Previous Efforts to Locate the Sand Creek Massacre Site." Describe and explain 2 of the efforts to locate the site of the massacre and the difficulties encountered in these attempts. 2. Read the section titled "Historical Research." How did historic maps help in the search for the site of the massacre? Since the maps did not agree, how did that make it more difficult to find the site? 3. Read the sections "Oral Histories" and "Traditional Tribal Methods." Describe at least 4 ways that oral histories and tribal methods were helpful and necessary in finding the site of the massacre. Why would it be important to include the Cheyenne and Arapaho in finding the site? 4. Read the remainder of the article and explain how the National Park Service was able to complete its mission of identifying the Sand Creek Massacre site, even though not all parties necessarily agreed on the exact location. 5. Explain how identifying the site of the massacre is important to the Cheyenne and Arapaho people's resilience and endurance since the tragic event. 6. Review <u>the law that established the Sand Creek National Historic Site</u>. Go to Section 8 of the law, titled "Needs of Descendants," then explain how this section of the law is necessary to emphasize the importance of this site to descendants of the massacre victims.

<p>Primary Source 4</p> 	<p>Place the link of your primary source here.</p> <p>https://www.reverbNation.com/maddogjohnson/song/13310283-american-horse-cheyenne-winter</p>
<p>Title of Primary Source</p>	<p>Cheyenne Winter (song)</p>
<p>Suggested questions for the source (3-5)</p>	<ol style="list-style-type: none"> 1. Listen to the song Cheyenne Winter by Jon West & American Horse (you can read along with the lyrics here), then write what you think the overall message of the song is. 2. Jon West is a Sand Creek descendant. What evidence can you find in the song that he feels personally connected to the massacre that took place in 1864, long before he was born? Identify and explain at least 3 details that you can use as evidence. 3. Listen to (and read) the last 3 full stanzas of the song again, then explain how this song relates to the theme of the survival and endurance of the Cheyenne and Arapaho people after Sand Creek. In other words, how does a descendant like Jon West still carry the massacre with him today? 4. Why do you think that a creative outlet—like a song—might be an effective way for a descendant to survive and endure?
<p>Primary Source 5</p> 	<p>Place the link of your primary source here.</p> <p>https://coloradosun.com/2022/09/26/colorado-schools-that-retired-native-american-mascots-grapple-with-cultural-shift/</p>

Title of Primary Source	Colorado Schools That Retired Native American Mascots Grapple with Cultural Shift
Suggested questions for the source (3-5)	<ol style="list-style-type: none"> 1. Read this article titled, "Colorado Schools That Retired Native American Mascots Grapple with Cultural Shift." Write a 5-sentence summary of what this article is about. 2. By state law, Colorado banned the use of Native American mascots for all high schools in the state. Using the article for evidence, why was this law passed? 3. How have the Colorado schools in the article responded to the ban? What are some new mascot names they've chosen? How have people reacted to the new names? 4. The article explains that some schools may keep their Native American mascots. Which schools have permission from the state to keep their Native American mascots, and why are those schools allowed to do so? 5. Why do you think it was important to Colorado lawmakers to allow some schools to keep their mascots (be sure to look back at your answer to the last question)? How is educating students an important part of this process?
Primary Source 6: 	<p>Place the link of your primary source here.</p> <p>Podcast: https://open.spotify.com/episode/3XaDbaArNo6GrCiIe4yTzw?si=8e2e52e2587242e2&nd=1</p> <p>Article: https://www.vox.com/2016/9/9/12862958/dakota-access-pipeline-fight</p>
Title of Primary Source	Manifest Destiny: How the Sand Creek Massacre Developed the Dakota Access Pipeline Protests
Suggested questions for the source	<ol style="list-style-type: none"> 1. Before listening to the podcast, read this Vox article titled, "The Battle Over the Dakota Access Pipeline, Explained." Then, write an explanation of why Native Americans were protesting the Dakota Access Pipeline. 2. Now listen to the podcast, "Manifest Destiny: How the Sand Creek Massacre Developed the Dakota Access Pipeline Protests." Summarize the topic of the podcast. 3. This podcast was recorded by students. Do you agree with their connection of the Sand Creek Massacre to the Dakota Access protests? Explain why or why not. 4. Using what you've learned about how the Cheyenne and Arapaho people have survived and endured since the Sand Creek Massacre, explain how you think that descendants might feel

about the events of the Dakota Access protests. And what do you think that might tell us about how descendants might view other events in the United States today?

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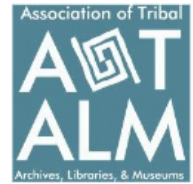
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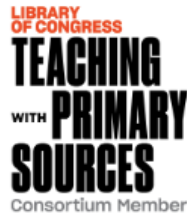


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Sand Creek Massacre
National Historic Site

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