

A Curriculum Guide to

***The Heart of Everything That Is: Young Readers Edition:  
The Untold Story of Red Cloud, An American Legend***

By Bob Drury and Tom Clavin

**About the Book**

An astonishing untold story of the American West, adapted for the middle-grade audience!

This young readers edition of the *New York Times* bestseller of the same name tells the long-forgotten story of the powerful Oglala Lakota chief, Red Cloud. At the height of Red Cloud's power, the Sioux claimed control of vast parts of the West. But as the United States rapidly expanded, the country brutally forced the Indians off their lands.

Fighting for the survival of their way of life, Red Cloud successfully secured the loyalty of thousands of fierce fighters from several tribes including the Cheyenne and Arapahoe—an unexpected alliance—to become the only American Indian in history to defeat the United States Army in war.

Thanks to the rediscovery of Red Cloud's long-lost autobiography, painstaking research by two award-winning authors, and the help of a world-class adapter, the story of the nineteenth century's most powerful and successful Indian warrior can finally be told.

**Common Core Alignments**

This book is appropriate for ages 10 and up as a supplemental history and English text. It's an excellent example of a nonfiction mentor text researched through dozens (if not hundreds) of primary sources. The Common Core State Standards presented here are English/Language Arts examples from the sixth grade; teachers should visit the Common Core Standards website ([corestandards.org](http://corestandards.org)) to apply their own grade-level equivalents. The subheadings and numerical references will help users easily locate the coordinating standards for specific grade levels.

**Literacy in History/Social Studies:**

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**English Language Arts: Reading Informational Text:**

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

### **Prereading Activities**

Watch this clip of photos of Red Cloud with a traditional Lakota Sioux chant in the background: <http://tinyurl.com/zyok462>

Then, as a class (or in pairs), have students create a web of everything they know about Native Americans, the West and westward expansion of the nineteenth century.

### **Discussion Questions**

#### **Read “A Note to the Reader” and the Prologue**

1. Why do the authors include both of these parts before opening the book? What do they help the reader to understand?
2. List the three most important facts from both sections.

#### **Chapter 1**

Vocabulary: distilled, vibrant, influential, poise, vicious, confiscated, mystical, ample, precise, concentric, kinsman, appalled, contemporaries, solitary, differentiate

3. What can we learn about the Sioux’s culture by reading about Red Cloud’s upbringing?
4. List the five most important facts about Red Cloud’s early life and be prepared to defend your choices.

#### **Chapter 2**

Vocabulary: distinguished, beckoned, doused, distribution, infirm, tactical

5. How do the Sioux mourn their dead? Then how do they celebrate a battle’s success afterward?
6. What did Red Cloud learn in his first raiding party about becoming an honorable Sioux warrior?

#### **Chapter 3**

Vocabulary: ambush, predicament, annihilate, stature, reminisced, brutality, coveted

7. Explain how Red Cloud disobeyed his elders, making him rich and well respected.

#### **Chapter 4**

Vocabulary: embodiment, excruciating, revered, initiated, celestial, prominence

8. Describe the purpose and the details of a Sun Dance ceremony.
9. Discuss the reasons for Red Cloud’s willingness to go through this painful demonstration.

## **Chapter 5**

Vocabulary: charismatic, chaos, retaliate

10. Analyze the significance of Chapter 5's title.
11. Consider the position that Red Cloud had risen to by his late teens. What does that tell us about his leadership qualities and personality? List the responsibilities of this position within his tribe.

## **Chapter 6**

Vocabulary: bestow, disputes, hefted, evident, de facto, attributes, lavish, prestige, alliances, desirability, monogamous, contemporaries, prowess

12. Why did Red Cloud face prejudice within his own community? Rank the techniques he used to overcome this bias from most effective to least, and be prepared to discuss and defend your ranking.

## **Chapter 7**

Vocabulary: bastions, delicacy, belated, onslaught, enlisted, insolent, provocations

13. Explain the Native Americans' change in attitude toward the American settlers from the 1830s to the 1850s.
14. Why did the settlers come to this land? What did they want for themselves? Contrast their desires to that of Red Cloud's.

## **Chapter 8**

Vocabulary: intimidated, improvised, elaborate, intertribal, bemusement, squalid, envisioned, incomprehensible, fluid, impose, stipulations

15. Describe Thomas Fitzpatrick and explain why he was respected by the Indians. Why did peace talks across tribes seem so impossible?
16. Why did the Americans propose the Horse Creek Treaty of 1851? Summarize the most important components of it.

## **Chapter 9**

Vocabulary: artificial, emigrant, hierarchy, obscure, prominence, dwindling, cultivated, suppress

17. Delineate the many reasons Red Cloud's legend grew across tribes. Then put an asterisk (\*) next to the items that expanded his power and influence, and underline the ones that expanded his legend and reputation. Discuss your choices in pairs.

## **Chapter 10**

Vocabulary: indigenous, implored, retaliate, obedient, decimated, concocted, encroaching, pliable, validity, autonomy, hostilities

18. How did Indian agents abuse their power and authority?

19. What tragic misunderstandings did Indians have of the “blue coats”?

### **Chapter 11**

Vocabulary: allotment, detachment, infantry, influential, retaliate, vengeance, accommodation, groveling, reconciliation, motley, stout, mistranslated, skirmish

20. Explain how one lame cow changed the tide of interactions between white soldiers and Indians forever.

21. Create a time line that details what the original problem was at the beginning of the chapter and how the problem led to acts of revenge.

### **Chapter 12**

Vocabulary: aristocracy, eligible, exalted

22. Describe the *hunka*, an elaborate pipe dance. Explain what it means to Red Cloud.

### **Chapter 13**

Vocabulary: charismatic, interlopers, recede, momentous

23. Describe Thomas Twiss and his role at Fort Laramie.

24. What demands did Twiss make of the Lakota people? What implications did it have for them?

### **Chapter 14**

Vocabulary: indigenous, imparted, defiance, aggressors, purified, foretold, conferring, restraint, sanctity, intrusions, apprehension

25. Delineate the various choices the Lakota Council of 1857 had to make.

26. What decision did the Oglalas decide to make about their future? What implications could this have for them?

### **Chapter 15**

Vocabulary: encroaching, vied, burgeoning, deviating, besieged, feinting

27. Explain why the Lakota had “no choice but to retreat north and west” bordering Yellowstone.

28. Describe how Red Cloud’s methods of warfare changed in his new territory.

## **Chapter 16**

Vocabulary: pliant, designation, alliance, coulee, guerilla, recourse

29. What was Red Cloud's strategy against the "blue coats"? How was this method ahead of its historical time period?

30. Analyze why this period of time was relatively calm and prosperous for the Lakota.

## **Chapter 17**

Vocabulary: reverberated, deliberate, exploit, insurrection, foreboding

31. How did the Lakota make an effort to exploit the country's distraction with the Civil War in their territory?

32. What can we infer about American attitudes toward Indian casualties in the Dakota War when no one bothered to count them?

## **Chapter 18**

Vocabulary: shrewd, turbulent, insurrection, ferocious, detachment, dismembered

33. Explain what the Homestead Act meant to the Indians when it was passed in 1862.

34. Who was General Alfred Sully, and what advantage did he wield over Sitting Bull and his warriors?

## **Chapter 19**

Vocabulary: inclination, revealed, tentative, eccentric, acolytes, discarded, emphatically, sanctuaries, persistent

35. Who was Jim Bridges, and what was he famous for? List his eccentric skills that the army found invaluable.

36. Whose arrival changed the sanctity of the Lakota lands? What did he want?

## **Chapter 20**

Vocabulary: oblivious, dwindling, converging, lament, exemplified, annihilating, reprisals, chasm, gouged, barbarity

37. Describe John Chivington, his role at the fort, and his attitude toward natives. Summarize his attack on Sand Creek and how it was viewed by the US congress.

## **Chapter 21**

Vocabulary: merciless, convened, ransacked, travois, nauseated, alluring, expel

38. Who arrived on Red Cloud's doorstep, and what did they bring with them? What strategy did it inspire in the great Indian leader?

39. Explain why there were new divisions between branches of the same tribe. How did it make things more difficult to coordinate?

## **Chapter 22**

Vocabulary: alliance, mutilated

40. Describe the strategy that kept the army soldiers off balance? How was it successful?

41. Study the map that shows Red Cloud's territory at the height of his power. What surprises you about it? What conclusions can you draw from it?

## **Chapter 23**

Vocabulary: deployed, obscenities, implored

42. Analyze and discuss what Red Cloud learned about his own alliances and his warriors on the attack led at Bridge Station in 1859. What were the results of this attack?

## **Chapter 24**

Vocabulary: eliminate, mutinied, infamous, tactical, withered, reciprocate, adhere, carnage, endeavor, induce, juncture, contingent

43. Summarize the plan that was made to converge on Red Cloud and Sitting Bull. Outline the actual events that occurred instead.

## **Chapter 25**

Vocabulary: billowing, penetrate, beleaguered, coherent, depleted, dismantle, expendable, abundant, jaunty, subordinates, charade, concession, stratagem

44. Compare and contrast Connor's summarization of the summer campaign of 1865 to the actual events.

45. Why was the US government tired of spending money in the West?

## **Chapter 26**

Vocabulary: resistant, annuity, defiling, fact-finding

46. The title of Chapter 26 is a paradox. Define *paradox* and explain how this chapter title is one.

47. Why did Washington want to avoid war with Red Cloud and the other tribes at all costs?

## **Chapter 27**

Vocabulary: convening, governance, inevitable, indefinable, sinewy, ethereal, penetrating, resilient, proliferated, verdant

48. Explain what Red Cloud was selected for in the autumn of 1865. What did this mean for him? Summarize his plan and the necessary tactics to reach his goal.

### **Chapter 28**

Vocabulary: pending, vengeance, distinction, grudgingly, abolitionist, regiment, demeanor, smoldering, vastness, mingled

49. Describe Carrington's "Overland Circus" and what it was being used for.

50. What had been done before the treaty regarding the Powder River Country had even been discussed? What does this show us about how the whites and military felt toward the Indians' land?

### **Chapter 29**

Vocabulary: farce, ominously, conclave, sobering, arroyos, dilapidated, eliminate, remuda, squalor, tenuous

51. When Carrington marched north to Fort Reno what important details did he notice?

52. Describe what happened at Sutler's Store and its implications.

### **Chapter 30**

Vocabulary: proximity, deserted, interlopers, contempt

53. Why did Black Horse meet with Carrington? List all the important information he divulged to the "Little White Chief."

54. Do you think Black Horse betrayed his own people, or did he have their best interest at heart? Be prepared to defend your choice with evidence from the text.

### **Chapter 31**

Vocabulary: skittish, haphazard, atrocities, defilement

55. Describe Fort Phil Kearney and explain why Red Cloud was so opposed to its existence.

56. What strategic attacks were made? Why were they "unheard of" during this time period?

### **Chapter 32**

Vocabulary: skirmishes, adjutant, predicament, tactician, exceedingly, arduous

57. List Carrington's goals and the many impediments he faced. Star the three most difficult challenges.

58. How was Carrington viewed back in Washington, and why?

### **Chapter 33**

Vocabulary: futile, ambush, vulnerable, vast, gratified

59. List and analyze at least four different tactics Red Cloud used to strategically attack whites and keep them from establishing a foothold in the Lakota lands.

60. How did Sherman grant an open season on any natives? What could this mean for the Indian families?

### **Chapter 34**

Vocabulary: comrade, alienate, meted, societies, vicinity

61. Who was scalped alive? How did other whites at the fort receive this information? What did they want to do?

62. What plan did Ten Eyck halt? Explain why the punishments for this offense were so minimal.

### **Chapter 35**

Vocabulary: inclined, reverted, diplomacy, gravitate, noncommittal, reciprocate, cohort, marauded, intermittently, commissary, cache, courier, abolishing, bureaucratic, dissolution, designation

63. Explain why there were celebrations on the last day of October at Fort Phil Kearney.

### **Chapter 36**

Vocabulary: unscathed, lax, conferred, unfamiliarity, incessant, adjutant, feisty, garrison, tactical, appalled, acclimated, disdain, contempt, insubordination, harmonious, escalated, perilously, disintegrating, ensconced

64. Who was Fetterman? What was his assessment of Fort Phil Kearney and its leader?

65. Describe Red Cloud's tactics during this time period.

### **Chapter 37**

Vocabulary: ferocious, surmised, inexplicably, gullies, onslaught, differentiate, gallantry, chastened

66. How did Carrington and Fetterman fare during Red Cloud's "dress rehearsal"?

67. Make a list of all the failed choices and actions that Carrington's men executed during the attack. Put a star next to the one you believe is worst and be prepared to defend your choice with evidence.

### **Chapter 38**

Vocabulary: formalities, skirmish, postpone, pemmican



68. Summarize Crazy Horse's description of the battle. When did Red Cloud make the decision to attack next? Why did they have two weeks of peace?

### **Chapter 39**

Vocabulary: summoned, jubilant, ascent, contemplating, vile, dismounted

69. Detail Fetterman's exact orders to Carrington. What motivated Fetterman to break them?

70. Describe Crazy Horse's actions that lead the army contingent into his trap.

### **Chapter 40**

Vocabulary: indignities, betrayals, marauding, bestow, suppressed

71. Create a time line of the battle between Red Cloud and Fetterman on December 21, 1866.

72. Explain why one Army soldier was not scalped, but honored.

### **Chapter 41**

Vocabulary: recognizable, upended, paramount, thoroughbred

73. Describe the state of the fort and its inhabitants after the attack. What was the job of the couriers and how was their role almost impossible?

74. Explain the title of the book and its significance to Red Cloud as both a leader and member of the Lakota Sioux.

### **Chapter 42**

Vocabulary: reveille, demise, slain, somber, deft, coalition, deferred, accolades, audacious

75. What orders does Carrington leave in case all hope is lost in a new, final attack on the fort? Why?

76. Describe how the Indians both mourned and celebrated after the battle they named "Battle of the Hundred in Hands." What was Red Cloud's next strategic plan?

### **Chapter 43**

Vocabulary: vicious, horrid

77. Describe Phillip's arrival at Fort Laramie.

78. How was the battle described in the newspapers back East?

### **Chapter 44**

Vocabulary: explicitly, vengeance, convened, alliance, contentious, ominously, perceived, legitimize, reiterating, triumphantly, conceded, disparate, formulate

79. Despite Red Cloud's victory, how did the interpretation of the treaty from it still control Red Cloud and his people?

80. Outline the results of the treaty and what was gained from Red Cloud's leadership.

### **Chapter 45**

Vocabulary: subsequent, entourage, aspirations, inevitable, cantankerous, insufferable, annihilation, strategist, tactical

81. How was Red Cloud eventually convinced that resistance to the American military might be fruitless? What signified the true end of Plains Indian culture as it had been for generations?

82. What did Red Cloud mean when he told Secretary of the Interior Jacob D. Cox, "Now we are melting like snow on the hillside, while you are growing like spring grass."

### **Epilogue**

83. Describe the latter part and end of Red Cloud's life. How had his whole world and culture changed within a single lifetime? How was he, in many ways, far more honorable than those who made promises and treaties with him?

### **Extension Activities**

#### **Venn Diagram**

Compare and contrast Red Cloud and Carrington in a Venn diagram or other chart of your own design. How are they alike? And how are they different? Write a short essay to explain.

#### **Primary & Secondary Sources**

This activity aligns with RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Writers of history do extensive research to make sure the text they provide is accurate and relevant to the story they're trying to tell. Look through the sources listed in the "For More Information" section and, in pairs, decide whether the source is a primary or secondary source and why you think so.

#### **Reading Comprehension**

This activity aligns with RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

At the end of each chapter, write a short summary of the chapter's events, noting the most important ones, and who was involved in them, on a sticky note. Then, make a prediction about what you think the response or effects of those events will be prior to reading the next chapter. Compare and share both your summaries and predictions with a reading partner.

### **Vocabulary**

This activity aligns with RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

As you read, try to identify the meaning of at least one of the vocabulary words as they are used in the context of the chapter, paragraph, and sentence, using this chart to guide you:

Chapter	Word:	How it's used in the sentence (part of speech):	What I think it means:	What it really means (check a reliable source):
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### Analyzing Work

This activity aligns with RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

After reading the entire text, paraphrase the purpose for each of the five sections of the book. Think about **why** the author included each section and what it adds to the reader’s understanding:

<b>Section of the book:</b>	<b>What it is mainly about:</b>	<b>Why the author included this section and what it adds to the reader’s understanding:</b>
<b>Part One: Red Cloud</b>		
<b>Part Two: The White Man</b>		
<b>Part Three: The Resistance</b>		
<b>Part Four: The War</b>		
<b>Part Five: The Massacre</b>		

### Map Study

This activity aligns with RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

In each section there is at least one map relating to the content of that part of the book. Study each map and then paraphrase the meaning or importance of it. Discuss, in pairs, why the author included it.

<b>Title of the Map:</b>	<b>The scale of the map:</b>	<b>Information it provides to the reader:</b>	<b>Why the author included it:</b>

*This guide was created by Tracie Vaughn, author and teacher.*

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