



Lesson Extensions and Activities for
Her Seven Brothers

Age Range: 4 - 9 years

Reading Is Fundamental

Google Voyager Folktales Unit

Book Description

A Cheyenne girl has a vision and begins to make beautiful clothes for seven brothers she has not met. She travels far to find her new siblings and gets into a rumble with the Buffalo Nation, laying the foundation for the Cheyenne story of the creation of the Big Dipper. The story of the quill-work girl and her seven brothers has been retold in many different ways. It has been passed down orally by the Cheyenne people.

Vocabulary

Tipi – Also spelled “tepee”; a portable cone-shaped tent made out of skins, cloth, or canvas on a frame of poles.

Spirit – The nonphysical part of a person.

Embroider – To decorate by sewing patterns with thread.

Moccasins – A soft leather slipper or shoe without a separate heel.

Immensity – Extremely large size, scale, or extent of something.

Yearling – An animal that is one or two years old.

Clamber – Climb, move, or get in or out of something in an awkward, clunky way.

Sliver – A small, thin, narrow piece of something cut or split off of a larger piece.

Prior to Reading

- Ask students if they have heard of the Cheyenne people. On chart paper, create a table with three sections:
 - What I Know Now
 - What I Want to Know
 - What I Learned

Have students call out sentences to put in each of the first two sections.

- Walk students through the Northern Cheyenne Indian Reservation [Google Voyager Experience](#). Students will learn about where some Cheyenne people live. Fill in the third section of the chart while you walk through the Experience.
- Share with students that *Her Seven Brothers* is a Cheyenne tale. Ask if they’ve heard any other stories from Native Americans and call on volunteers to share.

While Reading

- Stop reading after the sentence that says, “When a second set was finished, and she was starting another, her mother asked her for whom she was making the clothes.” Ask students to guess the answer.
- Stop reading after the sentence that says, “He wants your sister. Tell her to follow me.” Ask students to guess why the chief of the Buffalo Nation wants the sister.

Post Reading Activities

- Lead a discussion about the tale. Ask students such questions as:
 - How many pieces of clothing does the girl create?
 - What tools does she use to create the clothing?
 - Why does the girl create clothing?
 - How does the girl find the brothers?
 - How did the girl and her brothers escape the Buffalo Nation?
- Have students complete the Criss Cross, Memory Matching, and Word Search puzzles about *Her Seven Brothers* on RIF’s Literacy Central (<https://www.rif.org/literacy-central>).

Lesson Extensions and Activities

Here are some ways to further explore the story:

Primary Standard for all activities: RL.K.10 (Actively engage in group reading activities with purpose and understanding.)

- **Arts** – The girl in the stories makes robes and clothes that are so beautiful that people marvel at her skill and beautiful designs. Have students create their own versions of these beautiful clothes.

Objective: Students will design and create artistic works based on a description.

Standards: National Core Arts Standards, Anchor Standard #3 (Refine and complete artistic work.)

Materials:

- Paper bags that can be cut into vests
- Glue
- Markers
- Colored pencils
- Construction paper
- Pencils
- Magazines that can be cut
- Scissors

- **Science** – The girl embroiders dyed porcupine quills onto deer and buffalo skins. Have students explore how people made natural dyes from plant materials before there were chemical dyes with this experiment from howstuffworks.com.

Objective: Students will explore how plants can be used to change the properties of wool or cotton materials.

Standards: NSES Physical Science Standards Levels K-4 (Properties of objects and materials.)

Materials:

- Wool or cotton material to dye
- Laundry detergent
- A variety of colorful plant material
- Knife
- Glass bowl
- Water
- Old saucepans
- Sieve
- Alum
- Dye

- **Writing** – The story is told in the third person point of view, with the “he/she/they” perspective. Have students retell the story in the first person from the perspective of the girl.

Objective: Students will recall details from a book to write from a character’s perspective.

Standards: CCSS.ELA-LITERACY.W.1.3 (Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.)

Materials:

- Journals
- Pens