By the spring of 1875, tales of Black Hills gold had brought hundreds of miners up the Missouri River and out upon the Thieves' Road. The Army sent soldiers to stop the flow of prospectors. A few were removed from the hills, but no legal action was taken against them, and they soon returned to prospect their claims. General Crook (the Plains Indians called him Three Stars instead of Gray Wolf) made a reconnaissance of the Black Hills, and found more than a thousand miners in the area. Three Stars politely informed them that they were violating the law and ordered them to leave, but he made no effort to enforce his orders.

Alarmed by the white men's gold craze and the Army's failure to protect their territory, Red Cloud and Spotted Tail made strong protests to Washington officials. The Great Father's response was to send out a commission "to treat with the Sioux Indians for the relinquishment of the Black Hills." In other words, the time had come to take away one more piece of territory that had been assigned to the Indians in perpetuity. As usual, the commission was made up of politicians, missionaries, traders, and military officers. Senator William B. Allison of Iowa was the chairman. Reverend Samuel D. Hinman, who had long endeavored to replace the Santees' religion and culture with Christianity, was the principal missionary. General Alfred Terry represented the military. John Collins, post trader at Fort Laramie, represented the commercial interests.

To ensure representation of nonagency as well as agency Indians, runners were sent to invite Sitting Bull, Crazy Horse, and other "wild" chiefs to the council. . . . Louis Richard took the government letter to Sitting Bull and read it to him. "I want you to go and tell the Great Father," Sitting Bull responded, "that I do not want to sell any land to the government." He picked up a pinch of dust and added: "Not even as much as this." Crazy Horse was also opposed to the selling of Sioux land, especially the Black Hills. He refused to attend the council, but Little Big Man would go as an observer for the free Oglalas.

If the commissioners expected to meet quietly with a few compliant chiefs and arrange an inexpensive trade, they were in for a rude surprise. When they arrived at the meeting place—on White River between the Red Cloud and Spotted Tail agencies—the Plains for miles around were covered with Sioux camps and immense herds of grazing ponies. From the Missouri River on the east to the Bighorn country on the west, all the nations of the Sioux and many of their Cheyenne and Arapaho friends had gathered there—more than twenty thousand Indians.

Few of them had ever seen a copy of the treaty of 1868, but a number knew the meaning of a certain clause. In that sacred document: "No treaty for the cession of any part of the reservation herein described . . . shall be of any validity or force unless executed and signed by at least three-fourths of all the adult male Indians, occupying or Interest in the same." Even if the commissioners had been able to intimidate or buy off every chief present, they could not have obtained more than a few dozen signatures from those thousands of angry, armed warriors who were determined to keep every pinch of dust and blade of grass within their territory.

**Exercise 1: Context Clues**

Read the selection, paying special attention to the words in dark type. These are the Master Words you will study in this lesson. As you read, look for context clues in the sentences and paragraphs around each Master Word. Circle any words and phrases that give clues to the meaning of the Master Words.

<table>
<thead>
<tr>
<th>Master Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place a check by words you feel you know; underline words you don't know.</td>
</tr>
<tr>
<td>clause</td>
</tr>
<tr>
<td>compliant</td>
</tr>
</tbody>
</table>
Exercise 2: Using Context Clues

Fill in the form for each of the Master Words listed below with context clues (if any), your definition, and the dictionary definition. If you have difficulty writing a definition, try using the word in a sentence instead.

1. clause
   Part of Speech: n.
   Context Clues:
   Your Definition:
   Dictionary Definition:

2. compliant
   Part of Speech: adj.
   Context Clues:
   Your Definition:
   Dictionary Definition:

3. endeavor
   Part of Speech: v.
   Context Clues:
   Your Definition:
   Dictionary Definition:

4. enforce
   Part of Speech: v.
   Context Clues:
   Your Definition:
   Dictionary Definition:

5. intimidate
   Part of Speech: v.
   Context Clues:
   Your Definition:
   Dictionary Definition:

6. obtain
   Part of Speech: v.
   Context Clues:
   Your Definition:
   Dictionary Definition:

7. perpetuity
   Part of Speech: n.
   Context Clues:
   Your Definition:
   Dictionary Definition:

8. reconnaissance
   Part of Speech: n.
   Context Clues:
   Your Definition:
   Dictionary Definition:

9. relinquishment
   Part of Speech: n.
   Context Clues:
   Your Definition:
   Dictionary Definition:

10. validity
    Part of Speech: n.
    Context Clues:
    Your Definition:
    Dictionary Definition:
**Exercise 3: Synonyms and Antonyms**

Use the synonyms and antonyms in the word list to fill in the blanks except where you see an X.

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. enforce</td>
<td>________</td>
</tr>
<tr>
<td>2. obtain</td>
<td>________</td>
</tr>
<tr>
<td>3. relinquishment</td>
<td>________</td>
</tr>
<tr>
<td>4. clause</td>
<td>________</td>
</tr>
<tr>
<td>5. intimidate</td>
<td>________</td>
</tr>
<tr>
<td>6. validity</td>
<td>________</td>
</tr>
<tr>
<td>7. compliant</td>
<td>________</td>
</tr>
<tr>
<td>8. endeavor</td>
<td>________</td>
</tr>
<tr>
<td>9. perpetuity</td>
<td>________</td>
</tr>
<tr>
<td>10. reconnaissance</td>
<td>________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word List</th>
</tr>
</thead>
<tbody>
<tr>
<td>acquire</td>
</tr>
<tr>
<td>all time</td>
</tr>
<tr>
<td>article</td>
</tr>
<tr>
<td>bore</td>
</tr>
<tr>
<td>carry out</td>
</tr>
<tr>
<td>disregard</td>
</tr>
<tr>
<td>gain</td>
</tr>
<tr>
<td>give up</td>
</tr>
<tr>
<td>impotence</td>
</tr>
</tbody>
</table>

**Exercise 4: Sentence Completion**

From the Master Words, choose the appropriate word for the blank in each of the following sentences. Write the word in the space provided at the right.

1. Our math teacher calls for the ...?... of all cell phones before each test.

2. I hope to ...?... my driver's license this summer.

3. Computer programmers ...?... to increase Web site security by using encryption, a code for hiding information.

4. It is not easy to ...?... rules with toddlers. They don't seem to listen.

5. Our history teacher tells us to check the ...?... of all our sources.

6. The law states that the wetlands will be maintained as a refuge in ...?... .

7. Regulators inspect the plant every year to ensure that the managers are ...?... with the safety rules.

8. Lightweight aircraft were used to run ...?... missions.

9. After waiting on hold for ten minutes, I noticed the ...?... in the fine print about not accepting returns. Defeated, I hung up.

10. Our plan was to ...?... the other team early in the game.
Exercise 5: Root Word Families

You have already seen that words can be related to one another based on their meanings. For example, obtain and acquire have a similar meaning and are therefore related. Words can also form families based on their roots. All words with the same root belong to the same root family.

In the first column of the chart below, you can see the Master Words validity and perpetuity, both nouns. The suffixes in each column can be used to change the part of speech of the word. Notice also how the addition of the prefix in- changes the meaning of the word.

Complete the chart by filling in the second row with the word family of perpetuity. Add the suffix from each column that creates the different part of speech. Check your spellings in a dictionary.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Additional Noun Form (+-ation)</th>
<th>Verb Form (+-ate)</th>
<th>Adjective Form (no suffix, or +-al)</th>
<th>Adverb Form (+-ly)</th>
</tr>
</thead>
<tbody>
<tr>
<td>validity</td>
<td>from Latin valere</td>
<td>validation</td>
<td>validate</td>
<td>validly</td>
</tr>
<tr>
<td>&quot;to be worth&quot;</td>
<td>&quot;lasting, continuous&quot;</td>
<td>invalidation</td>
<td>invalid</td>
<td>invalidly</td>
</tr>
<tr>
<td>perpetuity</td>
<td>from Latin perpetus</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 6: Related Words and Meanings

The italic words in the sentences below are related to the Master Words. Write the matching synonym from the list on the line following the sentence.

compliant intimidate obtain reconnaissance relinquishment

1. A companion dog who thinks he is "top dog" needs to be trained into surrender of his assumed power.

2. Companion dogs should be obedient and look up to their owners as leader of the pack.

3. Good dog trainers do not scare their dogs into obedience.

4. Instead, they achieve results by using positive reinforcement.

5. Before choosing a training school, conduct an investigation of the programs offered in your area to find one that uses positive reinforcement.

Write About It: Comparing and Contrasting

In an explanatory composition, compare and contrast the relationship between whites and Native Americans in the passage from Bury My Heart at Wounded Knee with that in the excerpt from The Journals of Lewis and Clark (page 54). Use at least four Master Words or words related to the Master Words in your composition.
## Guide to Types of Analogies in Vocabu-Lit

The chart below contains descriptions and examples of all the types of analogies used in this level of Vocabu-Lit. The statement in italics is a template of a sentence you can use with each type of analogy.

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>action/actor or actor/action</td>
<td>The first word is an action; the second word is the person or thing that does the action. [First word] is what [second word] does. This could also be constructed in reverse: [First word] is someone or something who [second word].</td>
<td>teach : teacher :: sew : needle teacher : teach :: needle : sew</td>
</tr>
<tr>
<td>action/receiver of action</td>
<td>The first word is an action; the second word is a person or thing the action is done to, for, or with. [First word] is what [second word] does done to/for/with a [second word].</td>
<td>teach : student :: sew : dress</td>
</tr>
<tr>
<td>adjective/related noun or noun/related adjective</td>
<td>The first word is a quality; the second word is a person or thing known for that quality. [First word] is what a [second word] is. This could also be constructed in reverse: [First word] is known to be a [second word].</td>
<td>artistic : painter :: cunning : fox painter : artistic :: fox : cunning</td>
</tr>
<tr>
<td>antonyms</td>
<td>The first word is the opposite of the second word. [First word] is the opposite of [second word].</td>
<td>hot : cold :: sunny : cloudy</td>
</tr>
<tr>
<td>category/item or item/category</td>
<td>The first word is a category or group of things or people; the second word is an item or example from that group. One example of [first word] is [second word]. This could also be constructed in reverse: [First word] is one example of [second word].</td>
<td>sports : baseball :: music : jazz baseball : sports :: jazz : music</td>
</tr>
<tr>
<td>is used to/for</td>
<td>The first word is an item; the second word is a thing you do with that item. You use a [first word] to [second word]. This could also be constructed in reverse: You [first word] with a, an [second word].</td>
<td>car : drive :: hammer : pound drive : car :: pound : hammer</td>
</tr>
<tr>
<td>part/whole or whole/part</td>
<td>The first word is an individual thing or quality; the second word is the whole that the first thing is part of. [First word] is one part of [second word]. This could also be constructed in reverse: [First word] is the whole of which [second word] is one part.</td>
<td>finger : hand :: slide : playground hand : finger :: playground : slide</td>
</tr>
<tr>
<td>product/producer or producer/product</td>
<td>The first word is a thing; the second word is the person or thing who made the first thing. [First word] is made by [second word]. This could also be constructed in reverse: [First word] makes [second word].</td>
<td>milk : cow :: vase : potter cow : milk :: potter : vase</td>
</tr>
<tr>
<td>subject/student of</td>
<td>The first word is a subject one can study; the second word is the person who studies that subject. [First word] is what a [second word] studies. This could also be constructed in reverse: A [first word] is someone who studies [second word].</td>
<td>flower : botanist :: elements : chemist botanist : flower :: chemist : elements</td>
</tr>
<tr>
<td>synonyms</td>
<td>The first word means about the same thing as the second word. [First word] means about the same thing as [second word].</td>
<td>tired : fatigued :: nervous : anxious</td>
</tr>
</tbody>
</table>
Glossary of Definitions

Definitions and parts of speech of these Master Words are based on the usage in the selection in which it appears.

academy n. school; place of learning [20]
accompany v. to help; to aid [4]
acquainted adj. used to; familiar [1]
acquire v. to gain; to procure [14]
adieu interj. French word used at parting: —good-bye [24]
adjust v. to change; to fix something so that it fits or is suited [11]
adorn v. to add beauty to; to make more attractive, especially by use of ornaments [22]
affecting adj. causing emotion; moving [11]
aide n. one who assists a superior [5]
alight v. come to rest; land [17]
allied adj. (a crime or action) said to have taken place; claimed [28]
alter v. to change; to modify [1]
alteration n. change [23]
alternative n. one of two or more choices [18]
ambiguous adj. not clear; having more than one meaning [29]
amble v. walk leisurely; saunter [27]
amiable adj. friendly [23]
analysis n. the process of discovering the qualities and components of something; scrutiny [21]
annoying adj. disturbing or irritating [3]
anthem n. a song of praise; a patriotic song [8]
appearing adj. seeming; supposed [20]
applauding adj. showing approval; approving [5]
apprehended adj. understood; perceived [26]
apprise v. to inform; to notify [11]
appropriate v. to take for your own purposes; to steal [20]
aspiring adj. trying to achieve something; desiring; hoping [28]
assent v. agree; concede [1]
assemblage n. process of being absorbed into a culture; acculturation [3]
assume v. to take upon oneself [5]
assumption n. something that is taken for granted; belief [4]
atonement n. satisfaction or reparation for a wrong; amends [23]
attracted adj. have a sense of connection with a person, thing, or place; bound [19]
attribute v. to credit; to ascribe to [26]
authority n. a person having power or control; an official [19]
befitting adj. appropriate; suitable [14]
benign adj. beneficial; not harmful [29]
biography n. a work about a person [20]
borne v. past participle of bear; to carry; to endure [14]
bound adj. tied; in bonds; wrapped [17]
boundless adj. having no limits; vast [13]
brief adj. lasting a short period of time [17]
caprice n. sudden change of mind or of behavior; impulse [15]
career n. the course of a person's life, especially in a particular pursuit or profession [5]
cessation n. stop; pause [23]
chronic adj. continuing over a period of time or frequently recurring; lingering; continual [7]
chrysalis n. the hard outer case of the pupa of an insect; a transitional state [4]
clause n. part of a legal document; an article in a treaty or constitution [12]
code n. a set of rules used to translate information from one system to another [25]
coin v. to come up with a new word or phrase [26]
command n. rule; law; demand [13]
commence v. to start; to begin [7]
commission n. a group of people given a certain task to complete; committee [6]
compliant adj. obedient to rules and laws; submissive [12]
component n. a part of something; an element [21]
concept n. arrogance; an excessive sense of pride in own accomplishments and abilities [23]
concept n. a general idea; a mental construct [18]
confined adj. limited in scope; restricted [36]
conformity n. action in accordance with some specified standard or authority [3]
consent n. agreement; approval [15]
consult v. to ask for advice; to seek information [2]
contribution n. a gift; effort made in common with others; participation [5]
conventional adj. based on what is normal; accepted; traditional [22]
coping adj. relating to a means or way of adjusting to situations [3]
corps n. a group of people under common leadership [10]
courteous adj. marked by good manners; considerate [27]
cove n. a sheltered area [in a forest]; also, a small sheltered bay [29]
curator n. a person who oversees a museum or art collection [20]
debris n. litter; rubbish [29]
deceptive adj. tending to mislead by a false appearance; misleading [18]
dem n. to consider; to think [11]
defect n. an imperfection; a fault [2]
defection n. the act of turning from one's loyalty, duty, friends, etc. [9]
definitive adj. being the most complete or most accurate; authoritative [20]
demur v. disagree; object on the basis of values or morals [1]
departure n. a moving away from the norm; a change [22]
dependence n. state of needing help from someone; reliance [11]
derisive adj. characterized by ridicule, mockery, scornful laughter [16]
despair v. give up; surrender [13]
detachment n. an attitude of disinterest or aloofness [27]
device v. to make; to create [15]
dialect n. language particular to a certain location; here used as adj. [26]
directive n. command; instruction [25]
discerning adj. clear eyed; perceptive [1]
discipline n. training which strengthens the character; controlled behavior [7]
disclose v. to expose or reveal; to make known [9]
disinterested adj. not influenced by selfish desire; detached [23]
dispatch v. to send off [11]
disperse v. to spread out from a point; [physics] divide into parts [21]
displace v. to take the place of something; to dislodge [26]
disposal n. control or command; as of funds or goods to be given out [9]
disposition n. attitude; state of mind [14]
disrupt v. to cause to break apart or stop; to disturb [29]
dissonant adj. lack of harmony; harsh sounding [12]
distinct adj. set apart; unequal [14]
diverge v. to move in different directions from a common point [18]
drill n. strict training involving much repetition [10]
educational adj. relating to the production, distribution, and use of wealth; financial [30]
elation n. state in which the spirits are high, as from joy [16]