

Native Americans

1 Before we start

1. Look at these pictures. Discuss what you think connects them.



2. On your own and then as a class, brainstorm what you know about Native Americans. How did you learn about them? What aspects are most interesting to you?

People

Places

Ways of living

Food

Religion/beliefs

Events

Native Americans

2 The words we use to talk about Native Americans

Before you start: When you meet someone new, what do you tell them about yourself and where you are from? How would you define yourself? What labels do you use?

In order to discuss the Indigenous peoples of the Americas, it is important to use the proper terminology and to be aware that it is a sensitive issue. The term “Native American” is most often used when discussing the names used by the “Indigenous peoples of the Americas” to describe themselves. Many of the Native Americans consider that a politically correct term, but not all of them.

Different names have been used since Christopher Columbus arrived in the “New World” in 1492. He used the name “Indians” for the natives because he thought that he had reached India. The use of the word “American” in the name is confusing because the people it refers to lived in America for thousands of years before it was first called America. There are 574 federally recognized Native American nations in the United States today. As the Indigenous peoples and their communities are diverse, they naturally have different opinions and feelings concerning their names. Many of them prefer to be referred to by their specific nations: Algonquin-speaking peoples, Plains Indians or Pueblo-dwelling peoples, for example. Some names came from the language spoken by European settlers or their (mis)understanding of the names the tribes called each other.



Even today there is no one collective name that everyone has agreed on. An alternative to “Native Americans” that some descendants of Indigenous peoples prefer is “American Indian”. The use of the word “Indian”, however, is objectionable because it resulted from a mistake and doesn’t relate to the origin of those people. Furthermore, it can be confusing in a global context if people from India are also the subject of discussion. Through its use in history, it has developed a negative meaning, although some tribes still refer to themselves as “Indians”. This can sometimes be seen on their websites or at their community centers. Although it is fine to use the term “Indian” in some parts of the US, one should know that not everyone agrees to its use.

Certain names have been used in acts of parliaments and are used officially. “Alaska Native” is an example of this. The name refers to Indigenous peoples in Alaska such as the Inuit. The name “Inuit” is used to refer to peoples in the USA, Canada, Greenland and Russia who live close to the region of the North Pole.

1. Describe why there has been confusion about what to call the Native Americans.
2. Explain why the words we use to refer to certain groups of people should be respectful.
3. Find some other maps that show the where the Native American nations live in North America. What do you notice about the differences in the maps?

Native Americans

Useful vocabulary for part 3 – Fill in the other related words where it is possible.

	Noun	Translation	Verb	Adjective
1	ancestors	<i>Vorfahren</i>		
2	assimilation	<i>Anpassung</i>		
3	belief	<i>Glaube</i>		
4		<i>abfällig; nachteilig</i>		derogatory
5	descendant	<i>Nachkomme</i>		
6		<i>verheerend</i>		devastating
7	disease	<i>Krankheit</i>		
8	expansion	<i>Erweiterung; Ausbreitung</i>		
9	independence	<i>Unabhängigkeit</i>		
10		<i>einheimisch; eingeboren</i>		indigenous
11	relocation	<i>Verlagerung; Umsiedlung; Verschiebung</i>		
12	removal	<i>Entfernen; Abschiebung; Verlagerung</i>		
13	reservation	<i>Reservat</i>		
14	settler	<i>Siedler/Siedlerin</i>		
15		<i>geistig; spirituell</i>		spiritual
16	starvation	<i>Verhungern</i>		
17	territory	<i>Territorium; Land</i>		
18		<i>Gewalt anwenden</i>	to (use) force	
19		<i>erobern; fangen</i>	to capture	
20		<i>entdecken</i>	to explore	
21		<i>ehren</i>	to honor	
22		<i>integrieren; einbinden</i>	to integrate	
23		<i>verweisen auf</i>	to refer to	
24		<i>Schlachten</i>	to slaughter	
25	tribe	<i>Stamm</i>		
26	troop	<i>Truppe</i>		

Native Americans

3 A timeline of some important battles in Native American history

Before America was called America, the land was inhabited by hundreds of native tribes for thousands of years. European explorers arrived throughout the 16th and 17th centuries and wanted to use their land. The Native Americans tried to keep it because either it was sacred (used to bury their dead) or they needed it themselves. Furthermore, they believed that land (and water and air) belonged to all people and could not be bought or sold. At first they cooperated with the explorers, but eventually they realized they had to fight force with force. After 1,500 “Indian Wars”, which lasted until the end of the 1800s, the native population had dropped from an estimated 5-15 million to only 238,000. Here is a timeline of some important events in the history of the Native Americans after foreign settlers arrived.

1539	The Spaniard Hernando de Soto explores the South (of North America). He is guided by Native Americans whom he captured while travelling. Later, other Native Americans attack his group, and hundreds of Native Americans are killed in that battle.
1756-63	The Seven Years' War is fought between the British and the French. Native Americans help the French.
1785	The Treaty of Hopewell is signed in Georgia. This protected Cherokee Native Americans and set borders for their land.
1791	Some European settlers disagreed with the borders, so the Treaty of Holston is signed. In it the Cherokee give up all their land outside the borders that were set in 1785.
1812	A war begins between the US army and the British, French and Native Americans over independence and territorial expansion.
1814	US forces and some Native American allies attack Creek Indians who were against American expansion. The Creeks lose 20 million acres of their land. That is an area larger than present-day Bavaria.
1830	The Indian Removal Act gives land west of the Mississippi River to Native American tribes in exchange for land that was taken from them.
1830-50	Nearly 60,000 Native Americans are moved from their land in the East to Oklahoma (this means “red people” in the Choctaw language). Thousands of them die on the 1,200-mile journey, which is known today as the Trail of Tears.
1851	The Indian reservation system was created to help keep them under control. The Native Americans were not allowed to leave their reservations without permission.
1874	The discovery of gold in South Dakota's Black Hills leads to US troops ignoring a treaty and invading the territory in the Black Hills War.
1876	In the Battle of the Little Bighorn Lieutenant Colonel George Custer and his 600 troops fight nearly 3,000 Native American warriors, who were led by Crazy Horse and Sitting Bull. Custer and his troops lose the battle and are all killed. This massacre increases the problems between Native Americans and white Americans.

1. On a map of the US find the places mentioned in the timeline to see where the events took place. Look at the journeys the native tribes made and the distances they travelled.
2. Point out the events that show how the Native Americans were not accepted by the US government and were not wanted in their own land.
3. In a group each person picks one thing on the timeline that interests him/her most. Find out more and report to your group about it.

4 European settlers and the Native Americans

The arrival of European settlers had a devastating effect on the native population. As well as bringing guns, alcohol and horses, all unknown to Native Americans, they also brought with them diseases such as smallpox, influenza, measles and chicken pox. The Native Americans didn't know them and because they had no immunity, many died when they caught them.

The relationship between European settlers and Native Americans was very complicated. The Native Americans believe that people belong to the land and not the other way around, so it is not theirs to give – or to have it taken away from them. So when the immigrants came with their ideas of land ownership, the Native Americans tried their hardest to prevent them from gaining control of their hunting grounds and sacred lands.

The Esselen Tribe have inhabited the Santa Lucia Mountains and the Big Sur coast for over 6,000 years. Around 1750 a Spanish missionary travelled up the Pacific coast from Mexico and founded the California missions, hoping to convert the Esselen to Catholicism. The people of the Esselen culture were taken to three missions and were forbidden from speaking their native languages or practicing their traditional beliefs. Some of the Esselen survived until the Spanish missions went out of use after the Mexican Revolution (1910-20). The Mexican government gave the native lands to their soldiers. The remaining natives were set free and tried to create a new life for themselves. They couldn't survive on lands owned by Mexicans, so the Indigenous people of Big Sur became a landless people. Now, after 250 years, they have ownership of their land again. The Western Rivers Conservancy joined with the Esselen Tribe and the California Natural Resources Agency to buy 1,199 acres of land for the tribe. The land contains forests, riverbanks, grasslands and other natural areas that have great meaning to the Esselen Tribe.

The story of the Esselen Tribe can be seen as a success story in the end, but there are also other stories where the government has thought it was trying to do the right thing but showed that it doesn't really does not want to understand the beliefs of Native Americans. For example, the Sioux are refusing to accept \$1.3 billion from the US government. A treaty signed in 1868 guaranteed that the Sioux tribes could use and occupy an area including their sacred Black Hills. But when gold was discovered



The sacred lands of the Black Hills

there, the government moved in to protect the American miners in the Black Hills. In 1980 the Supreme Court agreed that the land had been wrongfully taken from the Sioux and \$102 million was offered to them. Today the value of the offer is over \$1.3 billion because the Sioux have never collected the money. They say their land wasn't for sale and that they want the Black Hills and not the money. Since 1877 they have claimed it was illegal to take the Black Hills away and they want their ancestral land back. It is very important to the Sioux as a spiritual place for their tribal nation. Some of the younger tribal members want to take the money, but the elders are trying to negotiate yet another treaty with the US government that will be realistic and doable.

1. What was your reaction when you read that many Native Americans died from illnesses brought by European settlers?
2. To what extent was it right for other people to make decisions for the Native Americans again? Remember that this time the results of their actions were mostly positive.
3. Discussion: Look at the two different stories as explained in this section. Talk about the different beliefs that have led to people 'helping' the Native Americans in the past.

Native Americans

5 The Trail of Tears

Before you start: Look at the picture and describe what you see.

When Columbus arrived in 1492, an estimated 5 to 15 million Indigenous people lived in North America. By the late 19th century this number was down to around 238,000. This reduction was partly caused by new diseases brought by the settlers from Europe but also by the many battles with and attacks on the Indians.



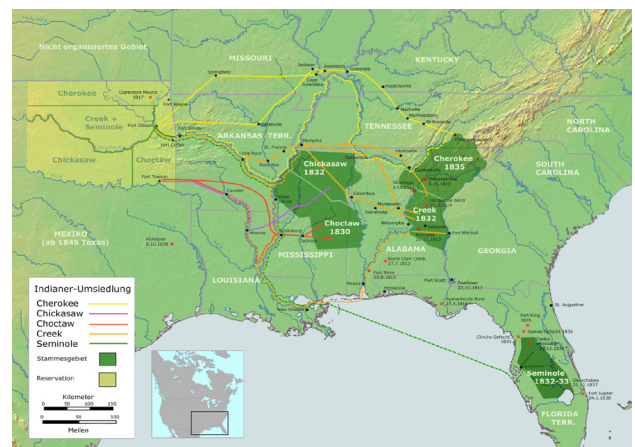
There were different reasons for this racial genocide. Some of the European settlers had been unable to inherit property in Europe and saw the US as their big chance to own land. Beliefs about property differed greatly between the immigrants and the natives. So there were battles for land. Furthermore, when the Indians worked together with the British during the American Revolution and the War of 1812, Americans' hostility towards Native

Americans increased. The biggest problem, however, was that the immigrants were intolerant towards the Indigenous peoples' differences. They had dark skin, they spoken a foreign language, and the white men just wouldn't accept their views and beliefs. The settlers felt threatened by the differences and felt that they were protecting themselves and their families by removing or killing the Indigenous people.

Finally, around 60,000 Native Americans from the Cherokee, Muscogee, Seminole, Chickasaw and Choctaw nations were moved from their homelands in the Southeast to reservations west of the Mississippi between 1830 and 1850. The US government's removal of the Indians was called the Trail of Tears by a group of Cherokee who were forced to travel from Georgia to reservations in Oklahoma. Oklahoma means "Red people" in the Choctaw language. It remained Indian territory until 1907, when it became the 46th state of the Union, although several large reservations still occupy most of the state.

Many of the Native Americans died from disease or starvation either during the long march or shortly after their arrival in the new homelands. In 1987, about 3,500 kilometers of trails were made to honor the removal of 17 groups of the Cherokee Nation. It is known as the Trail of Tears National Historic Trail and crosses through nine states (see map).

1. Describe what "genocide" means. What examples of genocide do you know from history?
2. Give examples of how the settlers committed genocide against the Native Americans.
3. Explain what the Trail of Tears is and who was involved.
4. What steps have been taken to honor the Native Americans and their harsh treatment?



6 Fighting the clichés of Native American culture

Before you start: Have you ever thought about where sports teams' names come from, e.g., the Cleveland Indians or the Washington Redskins? To what extent could this be a problem?

People interested in American sports – basketball, baseball, American football or ice hockey – know that the names of some teams and their mascots have a connection to Native Americans: Black Hawks, Red Hawks, Chiefs, Indians, Redskins. Some people say these team names attempt to involve fans in Native American history. Others do not accept that explanation and think it is insulting to use symbols of the Indigenous nations for such purposes.



As the Indigenous rights movements have increased, discussions have increased about the names of sports teams and their connection to colonialism. This connection underlines the power imbalance between the dominant culture and the Indigenous culture. Many American schools and universities are proud supporters of ethnic diversity and inclusion, but their reputation suffers if they have a mascot created from a stereotype.

In 2005 a policy against “hostile and abusive” names and mascots was started. Many school sports teams whose names came from Native American culture changed them. There were teams, though, which had been given permission by certain tribes to use their names. Still other school teams kept their names because they were founded as schools for educating Native Americans and still have many Indigenous students. Two thirds of these teams' Indigenous names and mascots have been changed in the past 50 years. In certain states the change was even required by law.



An example of a National Football League team that eventually changed its name was the Washington Football Team, known as the Washington Redskins until 2020. Since the 1960s Native American groups had questioned why the name of “Redskins” was (still) used, and the public became more interested in the topic in the 1990s. In July 2020, after the murder of George Floyd and more racial awareness and reforms, some major sponsors of both the National Football League and the team said they would stop supporting them if they didn't change their name.

The team changed its name to the Washington Football Team until they decide on a permanent name in 2022. Supporters of the name “Redskins”, who include the owners and the majority of its fans (some of whom are Native Americans), said the name honors the achievements and beliefs of Native Americans and was not meant to be negative. However, dictionaries consider the term “Redskin” to be derogatory or insulting.

1. Describe the controversy surrounding sports teams and Native Americans.
2. To what extent does it matter if a sports team features references to Native Americans in their team's name and/or mascot? Explain your opinion.
3. What other (former) sports teams' names have a connection to Native American culture? Find out where their names originated and if they have changed their name.
4. Your turn: In your group, make a list of sports teams or street names that you think should be changed because they are offensive to a group of people. Tell the class why you would change the name. What could the new name be?

7 Braiding Sweetgrass

Before you start: In groups of three, skim over one of the paragraphs and find the English equivalents for these German words in the three paragraphs. Share your results before reading the entire text.

a) flechten • Aufsatz • Pflanzenkunde • weben • Ansatz, Herangehensweise • würdig • interagieren

b) ausgiebig • Dankbarkeit • sich anpassen • Einmischung • ernten • Marktwirtschaft • Dünger

c) Entstehung • schwanger • sähen • liefern, versorgen • verantwortungsvoll • nachhaltig • Menschsein, Persönlichkeit • regieren • missbrauchen

Braiding Sweetgrass is a powerful collection of essays by Robin Wall Kimmerer, a university professor of botany and a member of the Citizen Potawatomi Nation. In her book she weaves the wisdom of her people's ancient traditions together with her university-based expertise. The reader learns how these two methods are equally important and can benefit from each other. She breaks the myth of "traditional" approaches as being necessarily "non-scientific" and therefore not worth studying. Adding knowledge of traditional agricultural practices to her scientific research has helped her reconsider how she understands sources of knowledge regarding the cycle of life in a more holistic fashion. Finally, the author shows the value in connecting an intellectual with an emotional approach to interacting with the world.

Growing up close to nature, she developed a sense of respect for the natural world at a young age. For most of human history, she explains, earth's abundant resources were seen as a gift and were accepted with gratitude and therefore not wasted. She hopes that if we recognize how much we already have, then we can ignore cries from an economy that tells us we are empty and need to buy more stuff. She provides several examples of how plants and animals not only adapt to human intervention but also "teach" us how to succeed best by their reactions to the human interference. For example, when a field of sweetgrass is harvested responsibly (by taking only as much as is needed), it grows back the following year even fuller than before. Modern methods of farming, following a market economy, would cut all the grass at once and try to create a market in which to sell it, throwing away what was not bought. The following year the farmer would have to use expensive and poisonous chemical fertilizers to get the grass to grow again.



Native Americans

In one essay Kimmerer describes a Native American origin story about Skywoman, in which a pregnant woman falls from the sky and sows the first seeds for the first garden on “Turtle Island” (Earth). She takes care of the garden she loves, and the plants, in turn, show their love by providing food for her and her descendants. This story teaches the ethical and responsible give-and-take with the land, which leads to sustainable farming and hunting methods. The Skywoman story shows how we humans are part of nature, not separate from it. Native American languages recognize the personhood of other species; therefore, all living things are shown loving care. In some Western creation stories, the author points out, humans are first told they rule over nature, and then they are separated from the garden. They are told to believe that returning to heaven after death is the only way to get back home. This fact makes it easier to treat nature as something apart from us, something to use and abuse rather than to re-use and re-new for following generations.

1. Write a short title for each of the three paragraphs.

- a) _____
- b) _____
- c) _____

2. Describe your first reaction to the ideas in the text. Discuss your reaction in your group.

3. Make two lists that describe how Kimmerer shows a) Western/modern and b) traditional ways of looking at and managing life.

a) Western/modern ways	b) traditional ways

4. To what extent does the book sound interesting to you?

As with many interesting topics, everyone has a different level of knowledge and interest about Native Americans and their history in North America. In this newsletter we offer you and your classes different perspectives and areas of focus so that you can discuss with them the subject of Native Americans and see what has happened over the past 500 years and how things are now changing.

In this collection of resources, we cover the Native American experience with the following text types and perspectives:

- To start you off, a more visually oriented exercise will get your class thinking about the topic of Native Americans' heritage and see what they already know.
- An explanation of the terminology used when talking about this topic
- A timeline of some important battles and their outcomes involving Native Americans
- Two articles look deeper into how life changed for Native Americans once European settlers arrived in the US.
- The trivialisation of Native Americans' heritage can be seen through the naming of sports teams after them as a hope to maybe involve them in important pastimes of present-day American society.
- A review of a book by a Native American who shows value in an inter-connected scientific and emotional way of interacting with the world. Resources like this are key in learning about the Native American experience as they are written by Native Americans, from their perspectives. Such resources should always be referenced when discussing other cultures.

A tip for teachers: Expert groups – A cooperative learning strategy

Expert groups give teachers an opportunity to encourage students with diverse interests and abilities to learn about an extensive topic with one another. Each group can pursue a different path of investigation concerning the main topic. In this newsletter about Native Americans, we offer students different impulses to start them on their path. Comprehensive tasks at the end of each topic help the students follow up with research. They can present their findings to the rest of the class and listen to the presentations by the other groups and learn even more about Native Americans. Another option is that the groups reform with one expert from each expert group together in a new group (see diagram). Each expert then informs the new group about their findings. This results in less pressure on the individual than presenting to the whole class and also encourages members of the group to ask questions which they may not feel comfortable doing in front of the whole class. Questions can also be collected and answered together with the whole class when everyone has become an 'expert'.

First group sessions:	Group A	Group B	Group C	Group D	Group E
Students:	AAAAA	BBBBB	CCCCC	DDDDD	EEEEE
Expert groups:	Group 1	Group 2	Group 3	Group 4	Group 5
Students:	ABCDE	ABCDE	ABCDE	ABCDE	ABCDE

1 Before we start

1. The three pictures are connected by the topic Native Americans. While learning about this topic, the class will read about the history of the Indigenous peoples of North America, including current events and trends.
2. This exercise gives the teacher and students an opportunity to cull their common knowledge (both factual and perhaps romanticized or even false) and exchange it before dividing into groups to delve into the six topics we are offering.

2 The words we use to talk about Native Americans

1. The term “Indian” resulted from a false conclusion and “America” was first used to describe the present-day area thousands of years after the Indigenous peoples populated it. Individuals and individual tribes may prefer a certain usage while others may not care much at all.
2. Looking back at the “Before you start” task, we can ask ourselves what we would like to be called and use the Golden Rule to be respectful of others when referring to them and their ancestry.
3. Individual answers. Every map serves a different purpose. Some maps that the students find will be historical and therefore will not take into consideration recent changes. Others may focus on one or two particular tribes and ignore others. It may be necessary to point out these anomalies to the class.

3 A timeline of some important battles in Native American history

Note: See the last page of this Green Line Post for an answer sheet for the vocabulary list.

1. Students who have become experts on part 5 (Trail of Tears) can add their expertise to this discussion.
2. 1791 – the Treaty of Holston forced the Cherokee to give up large amounts of land to the US government.
1812 – the US government fought for lands that were under British, French and Native American sovereignty.
1814 – the US takes 20 million acres of land from the Creeks.
1830-50 – Thousands of Native Americans are removed from their homelands and resettled on reservations in Oklahoma.
1874 – US forces invaded the Black Hills.
3. Individual answers.

4 European settlers and the Native Americans

1. Individual answers. Students might mention the catastrophic effects that the Covid-19 virus has had globally. The pandemic resulted in millions of deaths before a vaccine could be produced. Smallpox, influenza, measles and chicken pox were deadly to the Native Americans when they were first exposed to them.
2. Individual answers. Students may argue that a sovereign nation should be allowed to make decisions for itself.
3. Individual answers.

5 The Trail of Tears

Before you start

Hundreds of Native Americans are walking or riding either on horseback or in covered wagons. Most are dressed warmly in blankets and thick coats, so it must be cold. Many animals such as mules, cattle and dogs accompany the people. Some soldiers can also be seen on horseback dressed in light blue with helmets.

1. Genocide means the (attempted) killing of an entire group of people. Students may have heard of the slaughter of the Herero and Nama (1904-08) in Namibia; the genocide of the Armenians (1915); of course the Holocaust aimed at the Jews; the genocide in Bangladesh (1971-72); the one in Burundi (1965 and 1972) wiping out nearly 300,000 Hutu and the revenge on the Tutsi in Rwanda in 1994; and the massacre of Bosniak men and boys near Srebrenica (1995).
2. Battles for land and resources killed many of the Native Americans. The relocation of around 60,000 Indians from the Southwest to land west of the Mississippi River led to many deaths along the way due to disease and starvation. Little was done to try to resettle them safely on the reservations.
3. The Trail of Tears saw the relocation of around 60,000 members of the Cherokee, Muscogee, Seminole, Chickasaw and Choctaw nations from their homelands in the Southeast to Oklahoma by the US government.
4. An historic trail has been created to honor the removal of the Native Americans from the Southwest to reservations in Oklahoma.

6 Fighting the clichés of Native American culture

1. Sports fans are used to calling their teams by names such as the Indians or the Redskins. Over the past several decades the Indigenous rights movements have tried to stop the stereotypical and often insulting use of Native American mascots for sports teams. Supporters of the teams claim they are trying to involve their fans in Native American history.
2. Individual answers.
3. An excellent resource can be found here:
https://en.wikipedia.org/wiki/Native_American_mascot_controversy
4. Individual answers. Students may point out that many streets in Germany were named, e.g., "Adolf-Hitler-Straße" during the war and were then re-named afterwards.

7 Braiding Sweetgrass

Before you start

- a) braid – essay – botany – weave – approach – worthy – to interact
- b) abundant – gratitude – to adapt – intervention – to harvest – market economy – fertilizer
- c) origin – pregnant – to sow – to provide – responsible – sustainable – personhood – to rule – to abuse

Teacher's page

1. Possible titles: a) Mixing science and tradition; b) Respect for nature or dominance over it?
c) Origin stories teach us our place in nature

2. Individual answers.

3.

a) Western/modern ways	b) traditional ways
<ul style="list-style-type: none">- university-based expertise;- intellectual approach;- buying more stuff because representatives of the economy tell us we are empty;- cutting all the grass at once, using fertilizer;- creation story teaches first dominion over and then separation from nature;- use and abuse of nature	<ul style="list-style-type: none">- ancient traditions;- emotional approach;- seeing earth's abundant resources as a gift, accepting them with gratitude, not wasting them;- responsible harvesting;- origin story teaches ethical and responsible interaction with the land, sustainable farming and hunting methods- re-use and re-new natural resources

4. Individual answers.

Useful vocabulary for part 3

Some possible related words are filled in where possible. Note: The translation corresponds to the words that are not printed in *italics*. The words in **bold italics** are related words.

	Noun	Translation	Verb	Adjective
1	ancestors	Vorfahren	---	<i>ancestral</i>
2	assimilation	Anpassung	<i>assimilate</i>	<i>assimilable, assimilative, assimilatory</i>
3	belief	Glaube	<i>believe</i>	<i>believable</i>
4	<i>derogation; derogatoriness</i>	abfällig; nachteilig	<i>derogate</i>	derogatory
5	descendant	Nachkomme	<i>descend</i>	<i>descendable</i>
6	<i>devastation</i>	verheerend	<i>devastate</i>	devastating
7	disease	Krankheit	<i>disease</i>	<i>diseased</i>
8	expansion	Erweiterung; Ausbreitung	<i>expand</i>	<i>expandable, expansive, expansionary</i>
9	independence	Unabhängigkeit	<i>(declare independence)</i>	<i>independent</i>
10	<i>indigen(e); indigenousness, indigeneity</i>	einheimisch; eingeboren	---	indigenous
11	relocation	Verlagerung; Umsiedlung; Verschiebung	<i>relocate</i>	<i>relocatable, relocated</i>
12	removal	Entfernen; Abschiebung; Verlagerung	<i>remove</i>	<i>removable</i>
13	reservation	Reservat	<i>reserve</i>	<i>reservable</i>
14	settler	Siedler/Siedlerin	<i>settle</i>	<i>settleable, settled</i>
15	<i>spirit</i>	geistig; spirituell	<i>spirit</i>	spiritual
16	starvation	Verhungern	<i>starve</i>	<i>starved, starving</i>
17	territory	Territorium; Land	<i>territorialize/-ise</i>	<i>territorial</i>
18	<i>force</i>	Gewalt anwenden	to (use) force	<i>forcible; forced; forceful</i>
19	<i>captive</i>	erobern; fangen	to capture	<i>captive</i>
20	<i>explorer; exploration</i>	entdecken	to explore	<i>explorable</i>
21	<i>honor</i>	ehren	to honor	<i>honorable</i>
22	<i>integration; integrator</i>	integrieren; einbinden	to integrate	<i>integrative; integrable, integrated</i>
23	<i>reference; referencer</i>	verweisen auf	to refer to	<i>referential</i>
24	<i>slaughter; slaughterer</i>	Schlachten	to slaughter	<i>slaughterous</i>
25	tribe	Stamm	---	<i>tribal</i>
26	troop	Truppe	<i>troop</i>	---