



## Where the Broken Heart Still Beats:

### The Story of Cynthia Ann Parker

by Carolyn Meyer

Teacher's Guide

Written By Mary Ellen Snodgrass

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## Synopsis

### PART I: NADUAH

#### Chapter One

After 25 years of living with the Comanche who kidnapped her, Cynthia Ann Parker, renamed Naduah, identifies herself to her Uncle Isaac. Upon her return to Tarrant County, Texas, from Fort Cooper by Texas Rangers on January 10, 1861, she terrifies her cousin Lucy with a haunted, imprisoned look. Mrs. Evans washes and dresses Cynthia in the clothing of whites. Cynthia's extended family migrated from Illinois to Texas in 1834, when she was seven, and settled on the Navasota River. Two years later on May 19, Comanche raiders murdered her father and kidnapped her, her brother John, two women, and another child. In 1839, traders try to ransom Cynthia. Texas Rangers recover her and her daughter Topsannah. Isaac assigns Lucy the job of teaching her cousin Cynthia to speak English.

#### Chapter Two

Naduah ponders over the whites who speak English to her. She wonders about the safety of her sons, Quannah and Pecos, and her husband, Chief Peta Nocona. Comanche women are separated from the men, who hunted buffalo the day of the raid. After Rangers shoot her pony, they travel four days to their camp and return her to whites. Days later, she steals a horse and rides west into a snowstorm.

#### Chapter Three

Isaac, his son Ben, and Jedediah, Martha's fiancée, recapture Cynthia. Lucy helps to stand guard and teaches Cynthia to wash clothes and sew. Cynthia dismays her aunt by putting butter in her hair.

#### Chapter Four

Lucy begins sewing a calico dress for Cynthia, who is accustomed to stitching buckskin with sinew. She recalls enslavement to Calls Louder and Speckled Eagle, who had a younger wife named Walking at Night. Calls Louder taught Cynthia to sew. Cynthia earned a name referring to her dignity and grace. The Parkers ask Coho, a former captive, to talk to her in Comanche. He refuses to help her escape to her family. In the privy, she mourns by hacking her hair and chest with scissors.

#### Chapter Five

Cynthia avoids eggs and all meat except beef, but enjoys dried corn and bread with jam. Jedediah thinks she is hopelessly native and would prefer that she return to her tribe. Lucy thinks Cynthia's heart is broken.

#### Chapter Six

As Topsannah plays with a rag doll, Naduah remembers a doll that Calls Louder had made. Naduah wonders why whites farm and live in one place in log cabins. She recalls preparations for raids. Grandfather Isaac returns her buffalo hide, which white women have washed clean of painted designs. She remembers

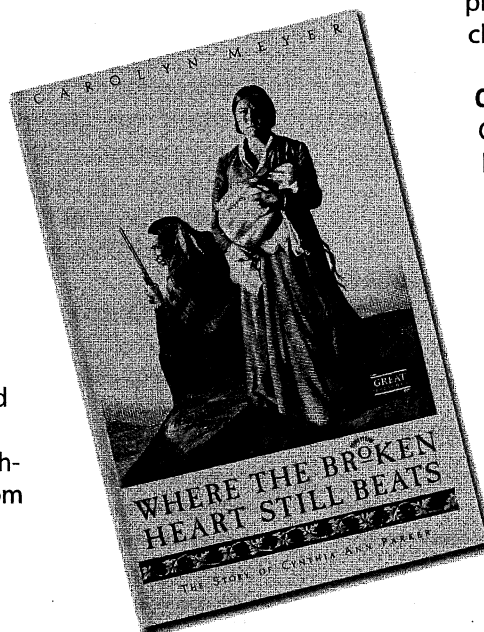
the decimation of buffalo herds and the People's hunger. By snatching away the hide, she angers James, who insults her.

#### Chapter Seven

Martha and Jedediah plan to marry in October. Lucy regrets his hatred for Indians. Cynthia seeks consolation by sitting on the buffalo robe.

#### Chapter Eight

Naduah recalls how her step-sister Crooked Leg caused trouble by fleeing from her old husband and eloping with a young brave. For a punishment, her husband cut off the tip of her nose. Cynthia married Peta Nocona, a strong and wealthy brave. A wife's work was demanding, just like making yeast bread for the whites. She contemplates making another escape in spring.



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### Chapter Nine

Cynthia steals horses and bread and again rides west. Mr. Bigelow captures her ten miles away at his farm. On March 19, A. F. Corning photographs her breastfeeding Topsannah. Three women from Birdville—Mrs. Richard Bigelow, Mrs. John Henry Brown, and Mrs. Nathaniel Raymond—help Cynthia prepare for recognition by the state legislature in Austin. Grandfather Isaac offers Cynthia a visit to her people if she learns English.

### PART II: SINTY-ANN

#### Chapter Ten

Cynthia's language improves. She calls her daughter Prairie Flower. The journey is south to the Capitol at Austin, where she receives land and \$100 per year. She considers introducing Lucy to the People.

#### Chapter Eleven

In May, the white women drill Cynthia and Prairie Flower on Bible verses. Troops enter the Civil War and leave Fort Cooper undefended.

#### Chapter Twelve

Cynthia recalls the taboos against the blood contamination of women and the soiling of boys with grease from cook pots. She tells Lucy about stone boiling in a buffalo's belly. Lucy teaches Cynthia about the months of the year and telling time.

#### Chapter Thirteen

On August 7, Lucy is curious about Cynthia's reverence for the sun, earth, moon, and stars. When the two quarrel, Cynthia walks into the woods. That night, a storm arises.

#### Chapter Fourteen

Cynthia suffers from dreams of her capture. She recalls that Quanah displayed leadership in boyhood. On the third day alone in the wild, she remembers family history—the Indians murdering Silas and stealing Rachel and her baby James. When a panther appears, Cynthia speaks to it in Comanche.

#### Chapter Fifteen

On August 10, Lucy takes Prairie Flower on horseback in search of Cynthia and finds her with a panther. Ben shoots the panther, a mystic token of her power. Lucy's mother goes into labor.

#### Chapter Sixteen

Cynthia delivers Anna's son Daniel and tells Lucy about rearing sons Comanche fashion.

### Chapter Seventeen

Mrs. Bigelow accuses Cynthia of hexing Daniel, who dies on the 20th day. Anna becomes embittered. The Civil War worsens.

### Chapter Eighteen

A feast honors Martha's wedding to Jedediah. Indians raid the Bigelow farm. The homeless family moves to Martha's barn.

### Chapter Nineteen

Comanches burn the Bigelow cabin and fields, kill farm animals, and steal the horses. Cynthia regrets that the Comanche came close, but did not rescue her. Rumors of Peta and Pecos's deaths and Quanah's move to another clan lack substantiation.

### Chapter Twenty

Martha grows gloomy in Jedediah's absence. Uncle Isaac provides Cynthia two deer hides. She fashions them into a shirt and leggings for Ben, whom the army rejects because of his amputated arm. He is surprised by her kind gesture.

### Chapter Twenty-One

Six days after Christmas 1861, Isaac Parker joins Colonel Clark's regiment. Grandfather writes to Cynthia's brother Silas.

### PART III: CYNTHIA ANN

#### Chapter Twenty-Two

Silas Parker arrives to take Cynthia back with him to Van Zandt County. The parting frees her of Anna's grief and bitterness at Daniel's death. Ben guards the family as they ride east. A farmer muses on the return of Rachel Plummer from captivity 25 years past and of her death a year later. John married a Mexican girl after she nursed him through smallpox. They live on a ranch near El Paso. Quanah Parker leads raids. At Silas's home, his wife Mary insults Cynthia, who places her hopes on rescue by Quanah.

#### Chapter Twenty-Three

Mary complains about the war's privations. Silas's tannery makes boots for soldiers. To evade Mary's persecutions, Cynthia makes moccasins and mends harness and whips. In private, she teaches Prairie Flower in Comanche and performs ritual.

#### Chapter Twenty-Four

In spring, Mary complains about the newcomers, for whom Silas serves as guardian. Cynthia Ann receives

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tobacco from a man for whom she makes a buckskin suit. She performs a smoking ritual while Lucy watches.

### Chapter Twenty-Five

On March 17, Grandfather Isaac and Ben retrieve Lucy, who promises Cynthia to help her return to her people.

### Chapter Twenty-Six

Orlena and her husband, lumberman Ruff O'Quinn, welcome Cynthia and Prairie Flower to their home at Slater's Creek. Cynthia worries that Prairie Flower seems more white than Indian.

### Chapter Twenty-Seven

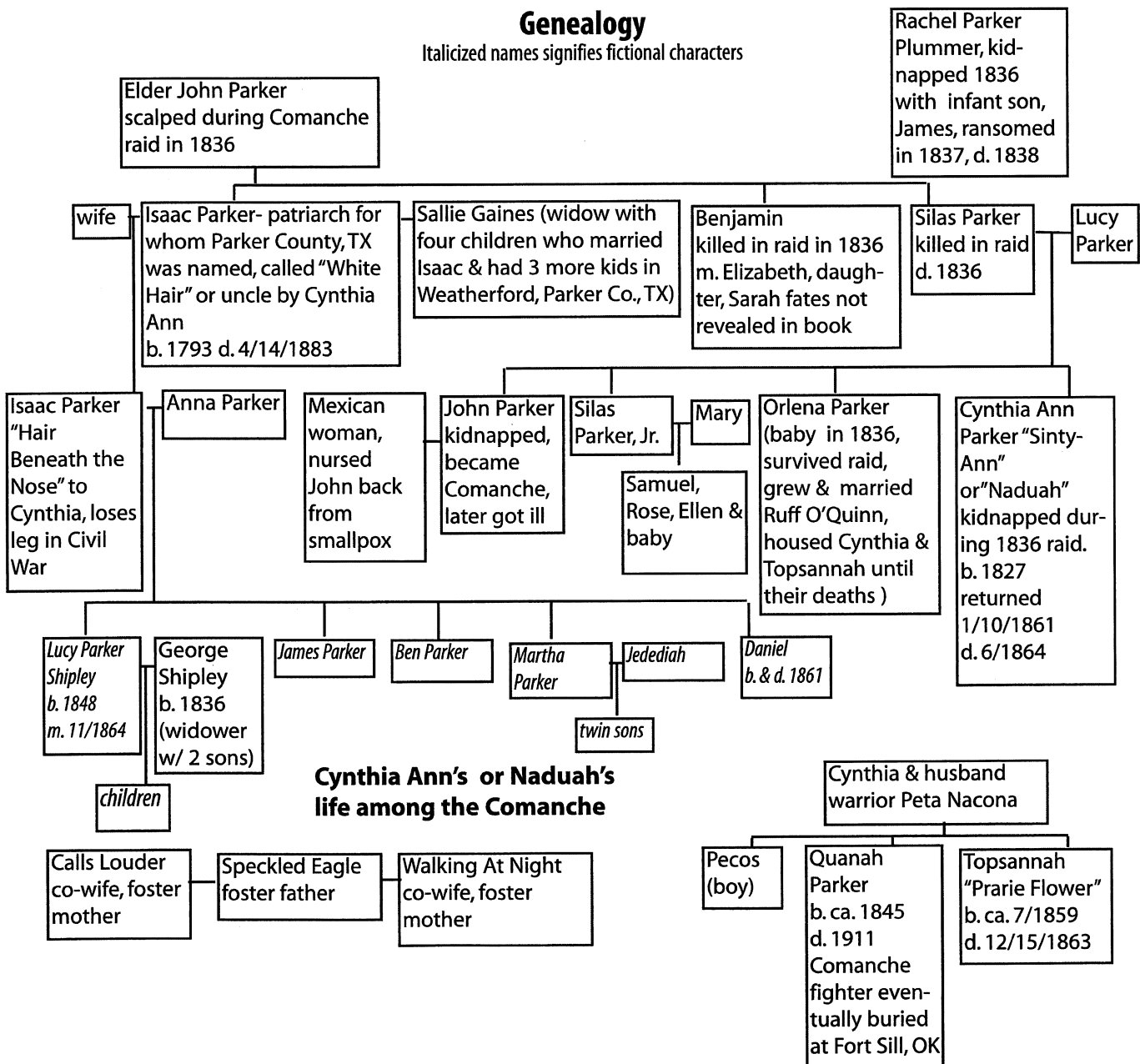
According to letters dispatched in April 1863, Isaac serves in Virginia; Jedediah recuperates in a Tennessee hospital from a leg amputation. Amelia and T.J. Cates take Prairie Flower on visits to other families. Indian raids worsen.

### Chapter Twenty-Eight

In December, Prairie Flower sickens and dies. Cynthia keens pitifully. The family buries the child at a cemetery at Ben Wheeler, Texas.

## Genealogy

Italicized names signifies fictional characters



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## Chapter Twenty-Nine

Isaac Parker returns from the war. Lucy learns of Prairie Flower's death and Cynthia's move to a cabin 25 miles from Slater's Creek. George Shipley expresses sympathy for Cynthia. On May 7, Lucy ends her journal.

## Chapter Thirty

In early July, Cynthia dies of flu and malnutrition. In 1883, Lucy resumes her narrative with information on Quanah Parker. In summer 1874, Colonel Ranald Mackenzie destroys Quanah's camp at Palo Duro Canyon and kills 1,000 Comanche horses. Survivors surrender at Fort Sill, Oklahoma, but Quanah lives another year in the wild. In 1877, he writes to Grandfather Isaac to ask about Cynthia.

## Chapter Thirty-One

Lucy marries George Shipley and rears his two sons. Quanah Parker surrenders and lives on a reservation. Grandfather Isaac refuses to give him information about Cynthia.

## Chapter Thirty-Two

In the aftermath of Cynthia's recapture, her legend and that of her son Quanah fill in the missing details of their lives.

## Timeline of Historical and Biographical Events

1826	George Shipley is born.
1827	Cynthia Ann Parker is born in Illinois.
1834	The Parker family migrates from Illinois to Texas.
May 19, 1836	Comanches murder Silas Parker and kidnap two of his children, Cynthia Ann and her six-year-old brother John. Speckled Eagle becomes her foster father.
February 1838	Rachel Parker Plummer is recovered.
1839	Traders try to ransom Cynthia, whom the Indians name Naduah.
February	Rachel dies.
ca. 1845	Quanah Parker is born.
1846	Martha Parker is born.
June 1848	<i>Lucy Parker is born.</i>
ca. July 1859	Topsannah is born.

December 18, 1860	Texas Rangers locate Cynthia.
January 10, 1861	Texas Rangers raid a Comanche camp on the Pease River and seize Cynthia.
January 14	Cynthia's Uncle Isaac identifies her.
January 24	Cynthia and her child Topsannah return from Fort Cooper to her family.
February	Fort Cooper closes after regiments enter the Confederate army.
February 6	Cynthia escapes on a stolen horse, but her family recaptures her.
March 1	Texas secedes from the Union.
March 16	Mr. Bigelow returns Cynthia after her second escape.
March 19	A. F. Corning photographs Cynthia.
August 7	Cynthia flees to the woods and recalls her capture in childhood.
August 10	<i>Ben kills Cynthia's panther. She delivers Daniel John Parker.</i>
August 30	<i>Daniel dies.</i>
October	<i>Two days after his wedding to Martha, Jedediah leaves for the army.</i>
December 31	Isaac Parker joins Colonel Clark's regiment.
early January 1862	Cynthia, Prairie Flower, and <i>Lucy</i> live with Silas and his disapproving wife Mary.
March 17	<i>Grandfather Isaac comes to fetch Lucy.</i>
September	Cynthia and Prairie Flower live with Orlena and Ruff O'Quinn at Slater's Creek.
December 15	Prairie Flower dies of fever.
May 7, 1863	<i>Lucy ends her journal.</i>
July 5	Cynthia dies of influenza and malnutrition.
November 1864	<i>Lucy marries George Shipley.</i>
1872	Grandfather Isaac moves from Birdville to Weatherford in Parker County, Texas.
summer 1874	The army destroys Quanah's camp.
1875	Quanah surrenders to the army.
1877	Quanah writes to Grandfather Isaac concerning Cynthia.
April 14, 1883	Grandfather Isaac dies.
1911	Quanah Parker dies.

## Author Sketch

Carolyn Meyer earns regard for her command of historical fiction, which began with the bedtime stories of her father. A native of Lewistown, Pennsylvania, she was born on June 8, 1935. She was naturally scholarly and began writing at age eight. After completing an English degree from Bucknell in 1957, she married Joseph Smrcka and reared stepdaughters Maria and Vered. With her second husband, author E. A. "Tony" Mares, she had sons Alan, John, and Chris. While raising them, she wrote books about human achievement. In 1990, she and Tony settled in Texas. Five years later, the couple moved to Albuquerque, New Mexico, where she continued writing and reviewing books for the *Los Angeles Times*.



## Meyer and the Critics

For her immersion in realistic situations and historical writings, Carolyn Meyer has won numerous accolades. During the United Nations International Year of the Child, she received an award from the International Board of Books for Young People. In 1990, the Pennsylvania School Librarians Association named her author of the year. In 1992 and 1993, she won Best Books for Young Adults honoraria, the first of a total of ten awards from the American Library Association. She received a notable book honorarium from secondary school librarians in 1995. Her royal diary of *Isabel Jewel of Castilla* was scripted for a teleplay in 2000.

## Bibliography

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Drew, Bernard. *100 More Popular Young Adult Authors: Biographical Sketches and Bibliographies*. Westport, Conn.: Greenwood, 2002.  
Gallo, Donald R., ed. *Speaking for Ourselves, Too*. Urbana, Ill.: National Council of Teachers of English, 1990.  
Greenlaw, M. Jean. *Twentieth-Century Young Adult Writers*. Detroit: St. James, 1994.  
Moore, Ann W. "Review: *Where the Broken Heart Still Beats*," *School Library Journal* 38, no. 9 (September 1992): 278-279.

## Other Works by the Author

- Miss Patch's Learn-to-Sew Book*, 1969  
*Stitch by Stitch*, 1970  
*The Bread Book*, 1971  
*Yarn*, 1972  
*Saw, Hammer, and Paint*, 1973  
*Christmas Crafts*, 1974  
*Milk, Butter, and Cheese*, 1974  
*Rock Tumbling*, 1975  
*The Needlework Book of Bible Stories*, 1975  
*People Who Make Things*, 1975  
*Amish People*, 1976  
*Lots and Lots of Candy*, 1976  
*Coconut*, 1976  
*Eskimos*, 1977  
*C. C. Pindexter*, 1978  
*Being Beautiful*, 1978  
*Mask Magic*, 1979  
*The Center*, 1979  
*Rock Band*, 1980  
*Eulalia's Island*, 1982  
*The Summer I Learned about Life*, 1983  
*The Luck of Texas McCoy*, 1984  
*The Mystery of the Ancient Maya*, 1985  
*Elliott & Win*, 1986  
*Denny's Tapes*, 1987  
*Wild Rover*, 1989  
*Killing the Kudu*, 1990  
*Voices of South Africa: Growing Up in A Troubled Land*, 1986  
*Voices of Northern Ireland: Growing Up in A Troubled Land*, 1987  
*A Voice from Japan: An Outsider Looks In*, 1988  
*Japan—How Do Hands Make Peace?*, 1990  
*Because of Lissa*, 1990  
*The Problem with Sidney*, 1990  
*Gillian's Choice*, 1991  
*The Two Faces of Adam*, 1991  
*Where the Broken Heart Still Beats*, 1992  
*Wiseguys*, 1992  
*Reality Check*, 1993  
*White Lilacs*, 1993  
*Rio Grande Stories*, 1994  
*The State of Reading*, 1994  
*Drummers of Jericho*, 1995  
*Gideon's People*, 1996  
*In a Different Light: Growing Up in a Yup'ik Eskimo Village in Alaska*, 1996  
*Jubilee Journey*, 1997  
*The Toad's Precious Jewel*, 1998  
*Mary, Bloody Mary*, 1999  
*Isabel, Jewel of Castilla*, 2000

*Anastasia, The Last Grand Duchess*, 2000  
*Beware, Princess Elizabeth*, 2001  
*Doomed Queen Anne*, 2002  
*Kristina: The Girl King*, 2003  
*Brown Eyes Blue*, 2003  
*Patience, Princess Catherine*, 2004  
*Marie, Dancing*, 2005  
*Loving Will Shakespeare*, 2006

## Related Reading

Toni Cade Bambara, "Blues Ain't No Mockingbird"  
William E. Barrett, *Lilies of the Field*  
Hal Borland, *When the Legends Die*  
Joseph Bruchac, "Birdfoot's Grandpa"  
Forrest Carter, *The Education of Little Tree*  
Martin Luther King, "I Have a Dream"  
Barbara Kingsolver, *The Bean Trees*  
Theodora Kroeber, *Ishi*  
Walter Dean Myers, "The Treasure of Lemon Brown" and  
*At Her Majesty's Request: An African Princess in Victorian England*  
Scott O'Dell, *Streams to the River, River to the Sea or The Island of the Blue Dolphins*  
Marjorie Kinnan Rawlings, *The Yearling*  
Conrad Richter, *The Light in the Forest*  
Elizabeth George Speare, *The Sign of the Beaver*  
Theodore Taylor, *The Cay*  
Velma Wallis, *Two Old Women*

## Literary Terms and Applications

For a better understanding of Carolyn Meyer's historical fiction, present the following terms and applications:

**hero** a protagonist or central figure who displays the heroic qualities of an admirable person or leader, particularly skill, grace, honesty, courage, and truth. Cynthia Ann Parker is a quiet hero. She makes the best of her situation by pretending to obey white commands while secretly teaching her daughter Comanche ways and language. In her private thoughts, Cynthia maintains loyalty to her husband and their two sons and expresses love for the Comanche people and their deities.

**sociological fiction** reform literature that uses character and action to delineate a social problem. *Where the Broken Heart Still Beats* studies the nature of prejudice and injustice toward a displaced white woman who no longer identifies with her race and culture. Meyer stresses that, without pride and hope, Cynthia must survive apart from her Comanche family and must bear in silence the insults of whites who consider her immoral, savage, and dirty.

## The Importance of Setting

The milieu of Carolyn Meyer's *Where the Broken Heart Still Beats* blends indoor plains settings—cabin kitchens, hearths, sheds, corrals, barns—with pine clearings and bumpy roads extending over eastern Texas terrain. Because the narrative focuses on internal struggles in the Parker family, description of the topography takes second place to Cynthia's withdrawal to her buffalo robe, the sole physical setting she retains from her Comanche life. Her thoughts return to acculturation by Speckled Eagle and his two wives, Calls Louder and Walking at Night, and the hard work of Indian wives to procure firewood, sew robes and garments, and gather edible plants. Central to Cynthia's pride in adapting to Comanche ways is her recall of making buffalo tipi covers and of dismantling and erecting her home during Peta Nocona's nomadic life pursuing migratory buffalo herds. As a Comanche wife, she expresses command of womanly duties by recalling the building of small tipi fires for cooking and warmth and the opening at the top of her dwelling to vent smoke and heat.

Central to Cynthia's suffering is the nonsensical behavior of whites of the Parker clan. She refuses to sleep in a bed and prefers moccasins and a buckskin dress to cloth garments and shoes that pinch. By retreating into the home scene as a tireless, uncomplaining worker, she avoids the harsh judgments of her family, especially the females. In the shed at Silas Parker's home, she makes buckskin garments and repairs harnesses while creating a miniature Comanche environment as a schoolroom for Topsannah. On brief forays into the pine clearing, mother and daughter re-enact the worship rituals that unite them with sun and earth. Meyer wrings pathos from their deaths by picturing each buried in a separate cemetery in a box in the ground, a white ritual that violates Cynthia's Comanche views.

Image of Cynthia Ann Parker available on title page verso, and image of Texas in mid-nineteenth century on page [xi.]

## Cross-Curricular Sources

For more information about Carolyn Meyer, Comanche, Quohada clan, Palo Duro, Indian Wars, native customs, Texas, the Civil War, the Parker family, and other subjects and issues deriving from the historical novel, consult these sources:

### Articles

- Boggs, Johnny D. "Comanche Brothers Paint Tributes to Their Great-Great Grandfather Quanah Parker," *Wild West* 17, no. 4 (December 2004): 60-62.
- Dingus, Anne. "Cynthia Ann and Quanah Parker," *Texas Monthly* 27, no. 5 (May 1999): 226.
- Fish, Jim. "'Bad Hand' Mackenzie: Villain or Hero?," *Texas Cowboy Gazette* 1, no. 6 (November 2000).
- Gorman, Peter. "Quanah Parker, Last Chief of the Comanches," *World & I* 20, no. 5 (May 2005): 5.

### Audiocassette

*American Indian Music for the Classroom*, Canyon Records  
*American Indian Oral History Collection*, Labriola

### Books

*At Her Majesty's Request: An African Princess in Victorian England*  
*Black Elk Speaks*  
*Cynthia Ann Parker: The Story of Her Capture*  
*The Education of Little Tree*  
*Ishi*  
*Island of the Blue Dolphins*  
*Ramona*  
*The Sign of the Beaver*  
*Streams to the River, River to the Sea*  
*The Talking Earth*

### Internet

Cynthia Ann Parker  
[http://www.rootsweb.com/~txnavarr/biographies/p/parker\\_cynthia\\_ann.htm](http://www.rootsweb.com/~txnavarr/biographies/p/parker_cynthia_ann.htm).

Cynthia Ann Parker  
<http://www.tsha.utexas.edu/handbook/online/articles/PP/fpa18.html>

### Multimedia Kit

*Writing about Family Roots*, Interact

### Poems

"Birdfoot's Grandpa," Joseph Bruchac  
"She Had Some Horses," Joy Harjo

### Reference Books

*The Captured: A True Story of Abduction by Indians on the Texas Frontier*

*Comanches: The History of a People*  
*Encyclopedia of Native American Biography*  
*Historical Atlas of the United States*  
*Native American Encyclopedia*  
*North American Indian Landmarks*  
*Race and Prejudice in America Today*  
*Three Years among the Comanches: The Narrative of Nelson Lee, Texas Ranger*  
*Who Was Who in Native American History*

### Short Stories

"The Captive," Caroline Gordon  
"The Treasure of Lemon Brown," Walter Dean Myers  
"Yellow Woman," Leslie Marmon Silko

### Slides

*Inside the Cigar Store: Images of the American Indian*, Iowa State University

### Video

*Cheyenne Autumn*  
*Dances with Wolves*  
*Ishi*  
*Little Big Man*  
*The New World*  
*The Real People*  
*Squanto*

## Themes and Motifs

A study of the central issues and situations in *Where the Broken Heart Still Beats* should include these aspects:

### Themes

- violence
- cultural bias
- despair
- motherhood
- employment
- family
- racism
- loss
- injustice

### Motifs

- coping with racial bias
- understanding the frontier mentality
- the settlement of Texas
- keeping a journal
- assuming the role of rescuer
- coping with emotional trauma

## General Objectives

1. To understand the impact of native American losses
2. To account for the rejection of Indian culture
3. To interpret courtship, birthing, funeral, and worship customs
4. To contrast causes of bias and frontier stereotypes
5. To discuss the theme of storytelling, ritual, and language as emotional releases
6. To explain the harm of despair
7. To compare native and white family relationships
8. To describe attitudes toward miscegenation
9. To describe life in a frontier cabin
10. To analyze the roles of soldiers, pioneers, and survivors

## Specific Objectives

1. To account for Cynthia's despair at Topsannah's death
2. To analyze the symbolism of the title
3. To summarize the importance of the Bible to the Parker family
4. To account for the broken promise to Cynthia
5. To recount the upbringing of Topsannah
6. To describe the rising reputation of Quanah
7. To summarize injustice among family who hate and disdain Cynthia
8. To discuss the importance of tobacco and a panther to Cynthia's rituals
9. To describe the roles of Mary, Anna, Lucy, Mrs. Bigelow, Amelia, and Orlena
10. To list events caused by the Civil War

## Meaning Study

Below are significant words, phrases, or sentences from the historical novel. Explain each in context. Part, chapter, and page numbers pinpoint each entry so that you can re-read the passage in which it appears.

1. Grandfather says that when he first saw her ten days ago, he was not sure this shy, wild creature really was his long-lost niece, kidnapped by Comanches twenty-five years ago. (I, 1, pp. 3-4)  
*(A loose confederation of Plains Indian clans, the Comanche interacted with Texas pioneers who invaded Indian lands in the Southwest along the Mexican border. A nation of nomadic hunter-gatherers who followed buffalo migrations, the Comanche thrived as a mounted culture who stole horses to*

*increase their wealth, prestige, and residence options. In the early 1700s, they settled in northern Texas and clung to their traditional land until Colonel Ranald S. Mackenzie defeated them at their holdout in Palo Duro Canyon in 1874.)*

2. It began when our people—the Parker family—came to Texas from Illinois in the 1830s in covered wagons pulled by teams of oxen. (I, 1, p. 4)  
*(Isaac Parker, head of the Parker clan, settled northeastern Mustang Prairie, Texas, in 1833. A former sheriff, he served as a Texas Ranger, legislator, and spokesman for white pioneers and as a soldier during the Civil War. In 1834, his sons built Fort Parker on the Navasota River in Limestone County. In 1860, Isaac recaptured Cynthia Ann Parker, his niece who had remained in the custody of Comanche warriors for a quarter century.)*
3. A group of Texas Rangers, including my sister Martha's sweetheart, Jedediah, attacked a Comanche camp up by the Pease River. (I, 1, p. 5)  
*(In 1823, Stephen F. Austin formed a frontier patrol from ten volunteers, who guarded settlers from Comanche raiders. In 1835, the Texas legislature formalized the peacekeepers as Texas Rangers, officers who received a day's pay for their work, but who supplied their own horses, weapons, food, and equipment.)*
4. Sometimes traders came from the west, speaking still another strange tongue, the language of the People's Mexican slaves. (I, 2, p. 9)  
*(Texas was the last state in the Union to foster slavery. For Stephen F. Austin's colony, blacks brought from the South and captives from Mexico increased the amount of land each family could farm and the number of animals in herds. By 1845, some 30,000 slaves occupied Texas. Before the Civil War, slaves comprised 30.2% of the population.)*
5. Everyone rode horses, even young children, and they moved their goods with pack horses and mules, each dragging two long tipi poles tied to the saddle, their tipi skins and other belongings slung between the poles. (I, 2, p. 13)  
*(Indicative of Comanche pragmatism, the conversion of tipis into sources of transportation illustrates reverence for nature as the source of survival. The travois, formed of wood poles and buffalo hides, created a comfortable seat for the elderly, wounded and sick, children, pregnant women, and nursing mothers. When the clan reached a camp site, they converted their transportation into lodges.)*
6. As Papa says, "The only good Indian is a dead Indian." (I, 3, p. 21)  
*(This statement appears to be an anachronism. The credo of*



Colonel Philip Sheridan did not come into use until January 1869, when he justified George Armstrong Custer's annihilation of Black Kettle's Cheyenne holdouts at Washita. However, the sentiment emerged much earlier as the U. S. cavalry began the bloody task of massacring natives who occupied attractive lands, especially those on which prospectors located gold or silver.)

7. And I'm told their camps are so filthy they have to move often because it gets so smelly. (I, 3, p. 23)  
*(Anna Parker, Lucy's mother, displays an anthropocentric view of native customs by misinterpreting the lifestyle of plains nomads. Without understanding why the Comanche follow migratory buffalo herds, Anna judges the Indians' frequent moves as escapes from unsanitary conditions.)*
8. Naduah's husband, Peta Nocona, had distinguished himself in the tribe as a raider, as well as a hunter and a warrior. (I, 4, p. 31)  
*(Peta Nocona or Nocomo was a physically imposing warrior of the Noconis. At the height of his fame, he led raids across the Texas frontier for a quarter century. On May 19, 1836, he organized the attack on Fort Parker and the capture of Cynthia Ann and her brother John. On December 18, 1860, Peta Nocona died at the battle of Pease River against Captain Lawrence Sullivan "Sul" Ross.)*
9. The People watched the horned toads to see which way they hopped, they scanned the skies for ravens that circled above a herd waiting to gobble up the insects that thrived in the animals' hairy coats. (I, 6, p. 43)  
*(Meyer stresses the oneness with nature that enables the Comanche to keep track of buffalo herds, the source of their existence. In preparation for a hunt, tribe members string bows, tip and fletch arrows, and erect drying racks for strips of buffalo meat to feed the people after the herds move on.)*
10. When history becomes legend, the facts are often lost, changed or confused. (III, 32, p. 192)  
*(In the final chapter, Meyer explains the difference between history and legend. Because Comanche history was collected and preserved by preliterate people, they did not observe the conventions and rigors of written history. The alteration or blurring of facts and events created gaps in knowledge and generated questionable data, such as the death of Peta Nocona at the battle of Pease River.)*

## Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers with quotations from the story collection.

### Motivation

1. What causes Cynthia's grief?

*(Although born white to the pioneer Parker clan, Cynthia's quarter century as a Comanche slave, daughter of Speckled Eagle, and wife of Peta Nocona makes her feel like an Indian. After her recapture by the Texas Rangers, she misses the People and grieves for her husband and their two sons, Pecos and Quanah. She regrets that Topsannah grows up apart from Comanche influence and training in female duties and rituals. News of the deaths of Peta Nocona and Pecos worsens Cynthia's despair. After Topsannah dies, Cynthia retreats to a cabin and dies of sadness, influenza, and malnutrition. Lucy interprets Cynthia's grief as a broken heart.)*

### Setting

2. Describe Cynthia's life on the frontier.

*(Cynthia is accustomed to the hardships of Comanche life. After gathering wood and edible plants, rearing three children, and softening and sewing skins into clothing, moccasins, and tipi covers, she is not surprised or dismayed at the daily chores expected of the Parker women. Without complaint, she washes clothes, sews, churns butter, kneads yeast bread, and repairs leather harnesses and whips. Her only refusal of white lifestyle is sleeping in a bed. Contributing to her discomfort among whites is the removal of her buckskin clothing and moccasins and replacement by cloth dresses and leather shoes. A constant annoyance is the Parker's family insistence that she memorize Bible verses. She also dislikes social occasions where whites ridicule her, ask rude questions, or criticize her daughter.)*

### Character Development

3. How does Topsannah change over time?

*(Topsannah is an infant when Texas Rangers recapture her and her mother from the Comanche. Among whites, the child takes on American culture and rapidly learns to speak English. Although Cynthia speaks Comanche to Topsannah privately and performs rituals honoring the earth and sun, the child develops into Prairie Flower, the spoiled darling of whites. Amelia and T. J. Cates introduce her to neighboring communities and develop her familiarity with white culture. After the child falls ill with fever, she lies on her mother's buffalo robe and dwindles until her death in the night.)*

## Historical Milieu

4. How does the historical novel reprise Indian history?

*(Indirectly, the historical novel describes the last days of vigor and pride in the 19th-century Comanche. During the settlement of east Texas, Indians raid cabins and stockades to steal horses, murder and scalp males, and kidnap women and children. The acquisition of horses and white and Mexican slaves increases prestige among men like Peta Nocona, who can afford to pay a string of fine horses to Speckled Eagle in exchange for Cynthia as a wife.*

*Meanwhile, migratory buffalo herds dwindle, endangering the well-being and lifestyle of the Comanche. Quannah, Cynthia's son, develops into a leader of the Noconis, who suffer hunger and displacement. During the Civil War, when regiments abandon Fort Cooper, his followers step up their clashes with whites. At a turning point in native fortunes, Colonel Ranald Mackenzie destroys Quannah's camp at Palo Duro and remands survivors to Fort Sill. Although Quannah holds out for a year, he knows that his people are hungry and that they can never control the plains again.)*

## Theme

5. Why is compassion a central theme?

*(Lucy's diary indicates that, although she is not a strong or powerful character in the Parker clan, she provides sympathy for her cousin Cynthia and the child Topsannah. Lucy's gentle ways and understanding extend to observations of Cynthia's smoking ritual and lessons in Comanche for Topsannah. Cynthia learns that Lucy keeps the secrets and spares the former Comanche further denigration by the Parker family.*

*After Lucy accompanies Cynthia to the home of Mary and Silas Parker, the increase in racist remarks and persecution causes Lucy to take Cynthia's side. As an act of compassion, Lucy promises to help Cynthia return to her people and signs the pact with a scrawl in the dirt. The promise never comes to fruition, but the gesture to Cynthia establishes a friendship that relieves some of the monotony and despair of life among racist whites.)*

## Interpretation

6. How does the author satirize Christians?

*(The Parkers try to force Cynthia to abandon alleged Comanche savagery and to live like whites. To bolster the physical shift from Indian clothes to dresses and shoes and to reintroduce Cynthia to the English language, the family reads aloud from the Bible and requires Cynthia and her daughter to recite and memorize verses. Carolyn Meyer turns these episodes of scriptural punishment into a satire of white people who ignore the basic humanity and forbearance of Christianity. The Beatitudes, a focal credo from Matthew 5:3-12 in the Sermon on the Mount, stresses that God blesses people who are ridiculed and reviled as well as those who are meek, sad, poor, peace-loving, merciful, and persecuted. All these characteristics describe Cynthia.)*

## Conflict

7. How does the Civil War increase Cynthia's suffering?

*(During the Civil War, life in eastern Texas changes rapidly. When regiments form, they depart for the front and leave Fort Cooper unprotected. The mustering of Jedediah and Isaac into Colonel Clark's regiment forces Martha and Anna to manage their homes and farms without husbandly support. Blockades cause shortages that require the women to card and spin fiber, weave cloth, and sew homespun clothing. Cynthia is equal to the work demands, but her spirit flags from despair that she can't see her Comanche family until peace returns. Rumors of illness and death among her nuclear family unsettle her, causing her to turn to Topsannah for solace. After the child's death, Cynthia is truly alone and hopeless.)*

## Atmosphere

8. How does Cynthia perform ritual?

*(Away from whites, Cynthia leads Topsannah to a pine clearing and sweeps a clean circle as a symbol of wholeness, the basis of her worship. To educate her daughter in Comanche animism, Cynthia acquires tobacco from a customer and steals one of Silas's pipes to smoke in honor of nature. The blowing of smoke in four directions relieves some of the tension of enforced life among racist Christians. The setting takes on a comforting aura, even when a panther threatens Cynthia. Drawing on her training in nature worship, she welcomes the panther as her puha, an incarnation of personal power. The idyll comes to an abrupt halt after Ben shoots the panther.)*

## Author Purpose

9. Why does the novel appeal to readers?

*(Although elegaic, the novel informs readers of a real female character from Western history. Carolyn Meyer presents a stalwart survivor who lives both sides of racial warfare on the Texas plains. Captured in childhood, Cynthia Ann Parker appeals to readers for her acculturation to Comanche ways and for her contentment as Naduah, wife of the wealthy and respected chief Peta Nocona and the mother of Pecos, Quannah, and Topsannah. The sudden return to the white world after a quarter century presents readers with a moral and cultural dilemma—the forced return of Cynthia to a home that she has long forgotten and no longer values. Readers identify with her wistful memories and the quiet acquiescence of a bicultural protagonist who anticipates that cooperation will allow her to return to the Nerm, whom she calls the People. The falling action elevates Cynthia as a survivor who reaches the limits of human endurance and who chooses starvation over life without her Comanche family.)*

## Structure

10. How does the author round out Cynthia's story? (*The return of Lucy Parker as narrator resumes a sympathetic telling of a life story. The poignant details—Topsannah's death, Cynthia's keening, Cynthia's starvation and death, Quannah's letter to Grandfather asking the whereabouts of his mother and little sister—enhance the human tragedy resulting from the interplay of antipathetic cultures. The success of Grandfather Isaac at a second marriage and the post-war resurgence in Texas pioneering implies that white culture is destined to thrive while Comanche fate centers on reservation life at Fort Sill under white dictates. Carolyn Meyer refuses to sugar-coat Cynthia's sad demise alone in a cabin or to suppress Quannah's regret that he never reunited with his mother and sister.*)

## How Language Works

The author enriches narrative with details that capture the inhumanity of whites to their own kin for having "gone Indian" among the Comanche:

1. Mealtime becomes a test of Cynthia's ability to imitate white table manners. As a result of her awkward use of knife and fork, "The younger children laughed, covering their mouths with their hands."
2. The Parkers resort to emotional blackmail and cruel questions: "A few of them even boldly asked her about her husband and their sons, not caring that the mention of them cut her like knives! They would not let her return to the People unless she promised to speak their language and live as they did, and yet they wanted to stare at her, to pry into her heart."
3. At Martha's wedding, the burning of the Bigelow farm turns Mrs. Bigelow into a taunting persecutor. To Cynthia, she shrieks, "Heathen! It is your savage friends who have done this."
4. Mary Parker claims that Cynthia and Topsannah are a burden. Mary whines, "Why, oh, why has it become my lot in life to live with this strange woman you claim is your long-lost sister and that little barbarian of hers?"
5. At the height of stoic suffering, Cynthia observes a meaningless funeral for Topsannah: "They insisted that the preacher had to come along and read from that Bible and say all those things over the small, wasted body that meant nothing. Nothing at all."

## Across the Curriculum

### Religion

1. Make a wall chart of religious rituals common to tribes of the southwestern U.S. Include examples of drawing a sacred circle, smoking a pipe to the sun and earth, vision quests, singing, welcoming a newborn, keening for the dead, and storytelling.
2. Compose a speech explaining why Christian observers like Mrs. Bigelow and Mary Parker ridicule animism.

### Drama

1. Draw stage settings for a dramatization of a frontier wedding, a raid on the Bigelow farm, a wagon ride to Slater's Creek, burying Daniel, the circle in the pine clearing, stealing horses, recovering the buffalo robe, making moccasins, marrying Peta Nocona, treating Prairie Flower's illness, weaving fabric for a Confederate uniform, arriving at the state Capitol at Austin, weaving cloth for a uniform, making a gift for Ben, learning to eat with a fork, kneading dough, and visiting the Cates family at Ben Wheeler. Supply sketches of costumes and props, such as a painted buffalo robe, rag doll, Bible, pipe and tobacco, needle and sinew, wagon, oxen, casket, string of gift horses, beef, bread starter, corn mush, buckskin suit, tipi, war paint, kitchen table, and infant's clothes.
2. Create a storyboard account of Quannah Parker's life. Indicate the place and approximate time of his birth, riding a pony, the capture of Cynthia and Topsannah, his introduction to adult war parties, loss of his father and brother Pecos, moving from Noconis, leading raids, loss of his camp at Palo Duro, surrendering to the army at Fort Sill, writing to Grandfather Isaac, and death in 1911.
3. Perform a shadow tableau or bag puppet performance of the fights of the Comanche against the white army and the Texas Rangers. Illustrate variant accounts of historical events, particularly the mistreatment of captive Indian women and children and the slaughter of Comanche horses.

### Education

1. Role-play the types of information that Lucy teaches Cynthia. Include identifying family members, telling time, reading a calendar, making

## Where the Broken Heart Still Beats Carolyn Meyer

dough from starter, reading Bible verses, dressing for the trip to Austin, churning butter, washing clothes, weaving, and learning to write English words like "promise."

2. Propose curriculum for a reservation class to teach Comanche children the whole truth of the Indian Wars. For texts, choose Dee Brown's *Bury My Heart at Wounded Knee* and Black Elk's *Black Elk Speaks*.
3. Brainstorm ways of preparing Pecos and Quanah Parker for the life of a tribal leader. Use as an example the experiences of Peta Nocona or Speckled Eagle during white settlement of east Texas. Outline Comanche history, particularly the coming of horses to the plains and their substitution for dogs as beasts of burden.

### Speech and Debate

1. Organize a discussion of famous examples of recovery of captured women and children. Include the writings of Puritan settler Mary White Rowlandson, Quaker pacifist Elizabeth Meader Hanson, four-year captivity survivor Susannah Willard Johnson, Mary Jemison, sisters Mary Ann and Olive Ann Oatman, Comanche slave Rachel Plummer, homesteader Jane Adeline Wilson, and six-year-old Minnie Bruce Carrigan. Contrast historical details with the fictional account in Caroline Gordon's story "The Captive."
2. Compose a verbal tour guide of the Comanche reservation from its creation. Contrast the current status of the Comanche to their number and prosperity in 2000, 1900, 1800, 1700, 1600, and 1500.
3. Outline a speech honoring Quanah Parker as a native hero. Express his value to the Comanche at a time when white settlement, raids by Texas Rangers, and cavalry massacres threatened Indian survival on the plains.

### Cinema

1. View films about native American struggles, such as *Little Big Man*, *Dances with Wolves*, *Ishi*, *Squanto*, *Gone to Texas*, *The New World*, *Cheyenne Autumn*, and *Tell Them Willie Boy Is Here*. Compare the movies' settings, themes, and dialogue to those of *Where the Broken Heart Still Beats*. Comment on the interplay of people of different ethnic, religious, social, educational, and professional backgrounds, particularly Indians with members of the U. S. cavalry, posses, Hispanic

traders, missionaries, and vindictive settlers like Ben and Jedediah.

### Science and Health

1. Compose a lecture on the treatment of a rattlesnake bite. Explain with an anatomy chart the reason for the amputation of Ben's arm.
2. Discuss immediate needs of the runaway, particularly the location of water and food, the theft of horses, and the securing of safety during flight. Conclude how the transportation of Topsannah slows Cynthia and lessens her opportunities for flight back to the People.

### Geography and Culture

1. Create a topographical mural or web site on Indian Wars during the settlement of the plains states. Include major battles, the construction of strings of fortresses, and the results of massacres at Pease River, Sand Creek, Washita, Wounded Knee, and Little Big Horn. Explain the value of holding the high country.
2. Make a web site or bulletin board characterizing attitudes of whites toward Indians. Discuss the stereotype of the heathen mother, brutal and lustful males, and the child reared in filth and ignorance of God.
3. Draw an historical map of the early years of Texas that features Parker and Van Zandt counties, Birdville, Austin, Slater's Creek, and Tyler. Indicate locations of the Parker family's homes and stockades.

### Art

1. Make an illustrated notebook of touches of Indian culture, including sewing buckskin costumes and moccasins, storytelling, painting a warrior's history on buffalo tipi covers, breaking and moving camp, giving strings of horses to a potential father-in-law, painting the face and scalp for a wedding, training young girls in female duties, learning methods of birthing and healing, and exhaling smoke to the sun and earth.

### Law

1. Read aloud state laws governing the rights, privileges, and responsibilities of native Americans living on a reservation. Include education, housing, medical care, private ownership of property, tribal

and national voting rights, and social services to the needy and to displaced women and children.

2. Contrast the guarantees in the *Bill of Rights* with the treatment of Cynthia and Prairie Flower by members of their white family. Use their house arrest in a discussion of habeas corpus.

### Social Studies and Economics

1. Discuss with a small group family patterns of behavior and expectations after serious wartime setbacks, such as the inability to buy food or clothing, scarcity of mail, Isaac's thinness after he returns to Texas from Virginia, delayed mail, abandonment of Fort Cooper, and Jedediah's leg amputation in a Tennessee hospital. Explain how privations during the Civil War increase Indian raids and lessen Cynthia's hopes for a reunion with her Comanche family.
2. Report orally on the choice of men like Silas Parker and Ruff O'Quinn to buy their way out of service in the Confederate army. How does this privilege condemn the working class to potential capture, wounds, or death in combat?
3. Divide the class into small groups to brainstorm ways to improve family relations after the death of 20-day-old Daniel Parker. Discuss superstitions that worsen Anna Parker's despair and secret resentment that Cynthia is guilty of killing the baby she delivered.
4. Compose an extended definition of social and emotional isolation. Explain why the term describes Ben, Quannah, Martha, Cynthia, Mary, slaves, Rachel Plummer, and Anna.

### Psychology

1. Describe aloud the purpose and result of a vision quest. Comment on the abstinence of the quester from food and water for four days. Explain what the quest offers in the way of predicting the future and of moral and spiritual guidance.
2. List evidence of serious maladjustment in Anna, Mrs. Bigelow, and Mary and the result of racism on Cynthia. Include solitude, moodiness, emotional blackmail, hopelessness, running away, arguments, cruelty, victimizing, religious fanaticism, rationalizing, lessened appetite, and verbal outbursts. Discuss how work and retreat into Indian culture

counter some of these negative behaviors for Cynthia.

3. Write an encyclopedia entry on prisoner mentality. Contrast the stoicism of Cynthia with the behaviors of prisoners of war, kidnap and persecution victims, victims of unjust house arrest, and members of chain gangs.

### Mathematics and Computers

1. Using desktop publishing, make a web site or bulletin board that identifies these terms: sinew, corncrib, atrocities, pagan, make medicine, lodgepole, pemmican, keened, lackadaisical, requisitioned, heathen, sacred pipe, stockade, tipi, the People, haunches, arduous, cradleboard, Sam Houston, Beatitudes, Great Spirit, contaminate, tirade, breechcloth, league, puha, secession, buckskin, awl, agitated, privy, shirtwaist, jerky, intervene, confounded, inconsolable, distraught, scant, marauding, fiendish, stoic, forage, blockhouse, gallery, pit fire, coup, springhouse, vision quest, soutache, blockade, hackberry, prestige, blue norther, Confederacy, and Comancheros.
2. Lead a panel discussion of the effects of racism, displacement, enslavement, limited education, thwarted ambition, terminal illness, lawlessness, violence, genocide, and imprisonment on Cynthia Parker and other Comanche. Support your opinions with facts from census reports, sociological surveys, and statistics obtained from almanacs and economic and employment surveys.

### Composition

1. Prepare a dialogue dramatizing the shooting of the panther, reunion with Silas, meeting state legislators at Austin, welcoming Uncle Isaac home from the war, the burial of Prairie Flower, birthing Daniel John Parker, Cynthia's retreat to a cabin, buttering hair, and the secession of Texas from the Union. Illustrate how dialogue adds immediacy to print narratives, particularly letters and journals.
2. Outline a series of media features on Southwest Indian history and heroes, particularly Quannah Parker and comancheros. Illustrate understanding for both sides of racial conflicts during raids on ranches and the capture and slaughter of Comanche warriors and white settlers.

## Literature

1. Read aloud from nonfiction, novels, plays, speeches, and stories that describe threats of racism, gender or economic bias, cruelty, displacement, and injustice similar to that suffered by Comanche Indians and Texas settlers. Include Elizabeth George Speare's *The Sign of the Beaver*, Fred Gipson's *Old Yeller*, Marjorie Kinnan Rawlings's *The Yearling*, Joseph Bruchac's "Birdfoot's Grandpa," Theodora Kroeber's *Ishi*, Forrest Carter's *The Education of Little Tree*, Michael Dorris's *Yellow Raft in Blue Water*, Walter Dean Myers's *At Her Majesty's Request: An African Princess in Victorian England* and "The Treasure of Lemon Brown," Martin Luther King's "I Have a Dream," William E. Barrett's *Lilies of the Field*, Theodore Taylor's *The Cay*, Velma Wallis's *Two Old Women*, Hal Borland's *When the Legends Die*, Toni Cade Bambara's "Blues Ain't No Mockingbird," Conrad Richter's *The Light in the Forest*, and Scott O'Dell's *Streams to the River, River to the Sea* or *The Island of the Blue Dolphins*.
2. Explain in a theme the significance of names, particularly Naduah, Prairie Flower, Hair Beneath the Nose, Sweet Fragrance, Cynthia Ann Parker, White Hair, Topsannah, Sinty-Ann, Quanah, and Tecks Ann.
3. Write a theme in which you explain the role of a minor character, such as Abraham, Mrs. Bigelow, George Shipley, T. J. Cates, Edward Liggett, Calls Louder, Sallie Gaines, Mrs. Evans, Pecos, Orlena, Daniel, John, Coho, Rachel Plummer, Texas Rangers, Walking at Night, A. F. Corning, Peta Nocona, Colonel Clark, Ruff O'Quinn, negro slaves, Crooked Leg, Colonel Ranald Mackenzie, or the elder Lucy Parker. Determine which characters express superiority or barbarity toward other races.
4. Explain in an impromptu chalk talk why much of the story is fiction. Defend the task of the historical novelist to fill in likely behaviors and motivations based on fact and milieu, such as the privations caused by blockades and by Indian raids.

## Alternate Assessment

1. List examples of violence and lawlessness in the lives of the characters, for example, the shooting of the panther, Mary slapping Prairie Flower, the kidnapping of John and Cynthia, Jedediah's war injury, the destruction of Quanah's camp, increases in Indian raids, the shooting of Cynthia's pony, the decimation of buffalo herds, the burning of the Bigelow farm, Calls Louder's mistreatment of her slave, Colonel Ranald Mackenzie's slaughter of 1,000 horses, Cynthia's theft of horses, and the slicing off of Crooked Leg's nose.
2. Compile a list of actions and statements that demonstrate racism at Fort Cooper, among Christians, at Mary's cabin, from Jedediah and Ben, following Daniel's birth, after John marries a Mexican woman, during the photographing of Cynthia and Topsannah, after Quanah writes a letter asking about his mother and little sister, and at Fort Sill.
3. Compose a scene in which the Parker family, the Bigelows, George Shipley, slaves, state legislators, Amelia and T. J. Cates, and other Texans attend a memorial service for Cynthia and Prairie Flower.
4. Make a character list and explain the character flaws of each, including: Jedediah's racism, Ben's remorse over losing an arm, Mary's spite, Anna's suspicion, Martha's self-importance, Calls Louder's cruelty, Crooked Leg's gossip, Mrs. Bigelow's persecution, the Rangers' genocide, and Silas's spinelessness.

### Vocabulary

Complete each of the following sentences with an appropriate word from the list below. You will have answers left over when you finish.

accommodations, Beatitudes, captivated, clambered, contaminate, contraption, doleful, gallery, heathen, hovering, lackadaisical, Nerm, outbuildings, pallet, parched, resumed, ritual, secession

1. They were working on the \_\_\_\_\_ —“the Blesseds,” as Papa calls them.
2. The Negroes are to be guarding her by turns, but they are quite \_\_\_\_\_ about it, believing, I suppose, that she would not go far for the same reason they do not: someone would surely find her and bring her back.
3. Most of the letter is about Prairie Flower, who has \_\_\_\_\_ everyone.
4. They found \_\_\_\_\_ for the entire group in a large cabin with many rooms, some above the others, with steps leading up.
5. Some of them are setting fire to the fields and \_\_\_\_\_.
6. She stayed by Anna’s side, wondering if she dared to sing the \_\_\_\_\_, monotonous songs that the women of the People always sang in the birthing huts.
7. Grandfather is a friend of Sam Houston, who was our governor until last spring, and like Mr. Houston was opposed to \_\_\_\_\_ of Texas from the Union.
8. After Silas introduced himself and the rest of his party and they had settled at the table with mugs of some dark liquid, a coffee substitute made from \_\_\_\_\_ barley, the farmer and his wife hunched closer for a better look at Cynthia Ann.
9. The wagon drew up in the yard, and the travelers stiffly \_\_\_\_\_ down.
10. Cynthia Ann went on with her \_\_\_\_\_, puffing on the pipe and blowing smoke this way and that.

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## Comprehension Test A

### Part I: Identification (30 points)

Match each of the following descriptions with a person. Place the letter of your response in the blank provided at left.

- |                          |                   |                     |
|--------------------------|-------------------|---------------------|
| A. Lucy                  | F. Quanah         | K. Walking at Night |
| B. Mary                  | G. George         | L. White Hair       |
| C. Crooked Leg           | H. Prairie Flower | M. Naduah           |
| D. Hair Beneath the Nose | I. Pecos          | N. Ben              |
| E. Mrs. Bigelow          | J. Martha         | O. Speckled Eagle   |

- \_\_\_\_\_ 1. called "Sweet Fragrance"
- \_\_\_\_\_ 2. poisons Anna's thinking about Daniel's death
- \_\_\_\_\_ 3. recognizes Cynthia Ann among the captives
- \_\_\_\_\_ 4. travels with the Cates family
- \_\_\_\_\_ 5. is unfit for a soldier
- \_\_\_\_\_ 6. invites a homeless family to live in the barn
- \_\_\_\_\_ 7. lacks enough paper to write
- \_\_\_\_\_ 8. loses a leg
- \_\_\_\_\_ 9. considers Topsannah a barbarian
- \_\_\_\_\_ 10. is proud of a warrior son
- \_\_\_\_\_ 11. fosters the captured white girl
- \_\_\_\_\_ 12. regrets marriage to an older man
- \_\_\_\_\_ 13. lives in a separate tipi
- \_\_\_\_\_ 14. marries Anna's daughter
- \_\_\_\_\_ 15. is less able than Quanah

### Part II: True/False (20 points)

Mark the following statements either T for true or F if any part is false.

- \_\_\_\_\_ 1. The Bigelows capture Cynthia Ann before she can steal enough horses to escape.
- \_\_\_\_\_ 2. Texans have little interest in the Civil War.
- \_\_\_\_\_ 3. The road toward Shreveport takes Naduah to Birdville.
- \_\_\_\_\_ 4. Cynthia is accustomed to punching holes in hides to lace tipi covers and leggings.
- \_\_\_\_\_ 5. Topsannah is more successful than her mother at making friends with whites.
- \_\_\_\_\_ 6. Lucy ridicules Naduah for buttering her hair.
- \_\_\_\_\_ 7. At first, Naduah serves Calls Louder as a slave.
- \_\_\_\_\_ 8. Orlena and Ruff's slaves are careless about guarding Cynthia.
- \_\_\_\_\_ 9. Isaac is too old to be conscripted into the Confederate army.
- \_\_\_\_\_ 10. After Topsannah dies of fever and malnutrition, she is buried by her mother.



## Comprehension Test A (Page 2)

### Part III: Completion (20 points)

Fill in each blank below with a word or phrase that completes the sentence. Place your answer in the space provided at left.

1. \_\_\_\_\_ arrives to take Cynthia back with him to \_\_\_\_\_ County.
2. \_\_\_\_\_ married a Mexican girl after she nursed to health from \_\_\_\_\_.
3. At Silas's home, \_\_\_\_\_ insults Cynthia, who places her hopes on \_\_\_\_\_.
4. \_\_\_\_\_ receives \_\_\_\_\_ from a man in exchange for making a buckskin suit.
5. \_\_\_\_\_ and T.J. Cates take \_\_\_\_\_ on visits to other families.

### Part IV: Essay Questions (30 points)

Choose two and answer in complete sentences.

1. Describe how ritual and language uplifts white and Indian characters.
2. Explain why Cynthia is glad to leave Mary's home.
3. Discuss the reputation of Quanah.
4. Account for the Parker family's success in Texas.
5. Summarize events that precede Cynthia's death.

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## Comprehension Test B

### Part I: Matching (30 points)

Match the following events and descriptions with settings from the list below. Place the letter of your response in the blank provided at left.

- |                   |                   |                     |
|-------------------|-------------------|---------------------|
| A. Fort Cooper    | F. Virginia       | K. Palo Duro        |
| B. Birdville      | G. Illinois       | L. pine clearing    |
| C. Weatherford    | H. Navasota River | M. Van Zandt County |
| D. Slater's Creek | I. Fort Sill      | N. Austin           |
| E. Tennessee      | J. El Paso        | O. Martha's barn    |

- \_\_\_\_\_ 1. Jedediah undergoes amputation
- \_\_\_\_\_ 2. Cynthia smokes a stolen pipe
- \_\_\_\_\_ 3. Mrs. Evans washes Cynthia
- \_\_\_\_\_ 4. The Parkers emigrate
- \_\_\_\_\_ 5. John is kidnapped
- \_\_\_\_\_ 6. Bigelows move into a temporary home
- \_\_\_\_\_ 7. Cynthia delivers Daniel
- \_\_\_\_\_ 8. Cynthia receives a gift of land
- \_\_\_\_\_ 9. Isaac describes a war zone
- \_\_\_\_\_ 10. John lives with a Mexican wife
- \_\_\_\_\_ 11. Mary rejects a "barbarian"
- \_\_\_\_\_ 12. Ruff welcomes his sister-in-law
- \_\_\_\_\_ 13. Colonel Ranald Mackenzie destroys a camp
- \_\_\_\_\_ 14. Comanches surrender
- \_\_\_\_\_ 15. Abraham is born

### Part II: Short Answer (20 points)

Supply a word or phrase in answer to the following questions. Place your response in the blank provided.

- \_\_\_\_\_ 1. What is Crooked Leg's punishment?
- \_\_\_\_\_ 2. Who offers Speckled Eagle a handsome horse?
- \_\_\_\_\_ 3. Where does Mary make Cynthia eat?
- \_\_\_\_\_ 4. What does Silas manufacture for the Confederacy?
- \_\_\_\_\_ 5. Who is taller than the Comanche women and most of the men?
- \_\_\_\_\_ 6. Who promises to help Cynthia escape?
- \_\_\_\_\_ 7. Where was Peta Nocona on January 10, 1861?
- \_\_\_\_\_ 8. How does Cynthia groom her hair?
- \_\_\_\_\_ 9. Who locks herself in the privy?
- \_\_\_\_\_ 10. What fragrance does Cynthia remember from her mother's kitchen?

Comprehension Test B (Page 2)

Part III: Multiple Choice (20 points)

Select the phrase that completes each of the following sentences. Place the letter of your response in the blank provided at left.

- \_\_\_\_\_ 1. Mrs. Bigelow  
A. teaches Cynthia how to weave.  
B. believes Cynthia caused Daniel to die.  
C. supplies cloth for Martha's wedding dress.  
D. travels to Fort Parker with Lucy.
- \_\_\_\_\_ 2. Because of the Civil War,  
A. Isaac can't keep his promise.  
B. Comanche raids occur less frequently.  
C. Quanah leaves the Noconis.  
D. Grandfather stops searching for Rachel.
- \_\_\_\_\_ 3. Orlena seems  
A. angry at having Cynthia for a guest.  
B. harder to please during her pregnancy.  
C. more religious than Anna or Mary.  
D. happy to reunite with her sister.
- \_\_\_\_\_ 4. Cynthia is dismayed that  
A. Pecos departs from Peta Nocona.  
B. the drawings are gone from the buffalo robe.  
C. Speckled Eagle chooses an old man for her husband.  
D. she must sew buckskin for Calls Louder.
- \_\_\_\_\_ 5. Prairie Flower  
A. blows smoke toward the earth and the sun.  
B. fears Amelia and T.J. Cates.  
C. dies in the night.  
D. eats no chicken, pork, or fish.
- \_\_\_\_\_ 6. Quanah sends  
A. Cynthia to work for Calls Louder.  
B. his people to raid Fort Parker.  
C. a letter to Isaac.  
D. Rachel back to her family.
- \_\_\_\_\_ 7. Ruff and Silas  
A. miss their sister Cynthia.  
B. transport Prairie Flower by wagon to safety in the fort.  
C. own a lumbering operation.  
D. remain civilians during the Civil War.

- \_\_\_\_\_ 8. Cynthia  
A. memorizes the Beatitudes.  
B. travels west from the Bigelows' farm.  
C. teaches Prairie Flower to ride Comanche style.  
D. relives the murder and scalping of her parents.
- \_\_\_\_\_ 9. Grandfather disapproves of  
A. Lucy's journal.  
B. Jedediah's membership in the Texas Rangers.  
C. secession.  
D. Cynthia's assistance in Daniel's birth.
- \_\_\_\_\_ 10. Colonel Clark  
A. captures Quanah's camp near Fort Sill.  
B. leads a regiment in the Civil War.  
C. recognizes a blue-eyed girl among the Noconis.  
D. awards Cynthia \$100 per year.

Part IV: Essay Questions (30 points)

Choose two and answer in complete sentences.

1. Explain Lucy's views on Cynthia's sadness.
2. Contrast Silas, Orlena, and Anna as Cynthia's siblings.
3. Account for changes in frontier life during the Civil War.
4. Summarize misconceptions about Comanche culture.
5. Why is work important to Cynthia?

## Answer Key

### Vocabulary

- |                   |              |
|-------------------|--------------|
| 1. Beatitudes     | 6. doleful   |
| 2. lackadaisical  | 7. secession |
| 3. captivated     | 8. parched   |
| 4. accommodations | 9. clambered |
| 5. outbuildings   | 10. ritual   |

### COMPREHENSION TEST A

#### Part I: Identification (30 points)

- |      |       |       |
|------|-------|-------|
| 1. F | 6. J  | 11. O |
| 2. E | 7. A  | 12. C |
| 3. L | 8. D  | 13. K |
| 4. H | 9. B  | 14. G |
| 5. N | 10. M | 15. I |

#### Part II: True/False (20 points)

- |      |       |
|------|-------|
| 1. F | 6. F  |
| 2. F | 7. T  |
| 3. F | 8. T  |
| 4. T | 9. T  |
| 5. T | 10. F |

#### Part III: Completion (20 points)

1. Silas, Van Zandt
2. John, smallpox
3. Mary, Quanah
4. Cynthia, tobacco
5. Amelia, Prairie Flower

#### Part IV: Essay (30 points)

Answers will vary.

### COMPREHENSION TEST B

#### Part I: Matching (30 points)

- |      |       |       |
|------|-------|-------|
| 1. E | 6. O  | 11. M |
| 2. L | 7. B  | 12. D |
| 3. A | 8. N  | 13. K |
| 4. G | 9. F  | 14. I |
| 5. H | 10. J | 15. C |

#### Part II: Short Answer (20 points)

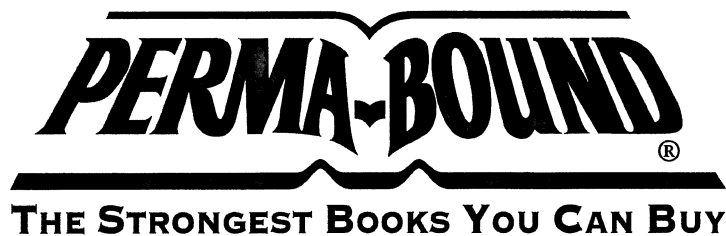
1. removal of the tip of her nose
2. Peta Nocona
3. with the slaves
4. boots
5. Cynthia
6. Lucy
7. hunting buffalo
8. with butter
9. Prairie Flower
10. fresh-baked bread

#### Part III: Multiple Choice (20 points)

- |      |       |
|------|-------|
| 1. B | 6. C  |
| 2. A | 7. D  |
| 3. D | 8. A  |
| 4. B | 9. C  |
| 5. C | 10. B |

#### Part IV: Essay (30 points)

Answers will vary.



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