Wednesday

University of Mary

Department of Education

Ms. Cate Zebroski

September 2015, Block II

Before the Lesson:

1. Display a picture of Sitting Bull on the promethean board. (attached)

2. Prepare a timeline and display it in the classroom with dates marked

 (1831, 1876, 1881, 1890)

3. Prepare and print copies of information on four parts of Sitting Bull’s Life. (attached)

 <http://www.ducksters.com/history/native_americans/sitting_bull.php>

 *American Indians of North Dakota,* textbook, page 37.

4. Distribute blank exit slips on the desks before students arrive.

**Standards:**

Social Studies: 4.2.5 Identify the contributions of prominent individuals (e.g., Teddy Roosevelt, La Verendrye, Rough Rider Award winners) to North Dakota.

Literacy: SL.1. 4 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

**Objectives:**

**TSW** Examine important events of a historical figure that impacted North Dakota.

**TSW** Collaborate in groups to identify important information from an informational text.

**TSW** Participate in a role-play of a historical event.

**Learning Activities:**

Introduction:

*You have been learning a lot about different Native American tribes, but today we are going to focus on an important individual. Sitting Bull was a Lokota leader and medicine man who became one of the most famous Indians in the world. Today we will be learning about his life.*

Plan:

1.  *Today you will become experts on Sitting Bull. You will be working with your classmates to choose the most important information about a part of Sitting Bull’s life.*

*You will first read the paragraph assigned to your group. After reading, you should highlight or underline what you think is most important in the paragraph.*

2. *After you highlight, you will discuss how you will show the rest of the class that scene or information. Perhaps you are in battle (demonstrate), perhaps you are riding a horse (demonstrate), or even dying.*

\**This is an exciting activity, but can someone remind me how we should be acting when practicing and presenting our scenes? (*emphasize safety, inclusion, listening, and participation)

3. *One person in your group will need to be the narrator while the others act out the details silently. The narrator can read the paragraph given to your group.* (Encourage ELL student to role-play.)

4. *We will then present the timeline of Sitting Bull’s life in order. I will be walking around the room to answer questions and observe your participation in groups. I be expecting loud, clear narrators and expressive, silent actors showing accurate information.*

Practice

Randomly split students into 4 groups of 3 or 4 using name sticks in the classroom.

1. *You will have 10 minutes to practice. I will start the timer on the board so you can stay on track.* [*http://www.timer-tab.com/*](http://www.timer-tab.com/)

2. Display Student To-Do list for reference during group work

Present

Groups should return their desks until it is their turn to present.

*Pay close attention to what your classmates are presenting. You will be asked to recall a detail from his life.*

Conclusion:

1. *Thank you for your enthusiasm and accuracy about Sitting Bull.*

2. *Please take out a pencil and write your name and number on the slip on your desk.* 3. *Please answer the questions giving two details from the presentations: Who is Sitting Bull?*

**Assessment:**

Informal: Observe participation of students in groups.

Exit slip answering: Who is Sitting Bull?

**Reflection 1** (Mr. Van Horn’s class)

The students had so much fun and I loved watching their creativity shine. Everyone participated and I was glad to see as I walked around how well the students worked  together assigning roles of the narrator, collaborating, and reading to one another. The students asked questions as to what they were supposed to read in front of the class. I should have been more explicit in my directions. I could have written the expectations on the board for the presentation to make this more clear. This class was very interested in the Ghost Dance. I would have liked to be able to explain it better or provide them with an example. This could have also been an extension later in my own classroom.

**Reflection 2** (Mrs. Phillips’ Class)

During the second lesson I asked the students more pointed questions about Sitting Bull. I asked about what his actions showed about his character and the students were able to catch on quickly. I found it best to check in with each group to prompt them with more questions about their event they were assigned. I gave advice on how to show an action or asked how they thought it could be shown. In this class, the students with IEPs needed more scaffolding with the assessment,  so I gave them different (at a knowledge level) questions to answer. This class also had a different number of students so the groups were not even. I read for  one of the groups because they were all very excited to act.

 For both classes I used the Saxvik Five, something the students were familiar with, to get their attention when I needed to add further explanation if I noticed I was not clear. I also used the word Eagles (their mascot) to tell the students they may begin their work again after my instruction. The students responded well to this so I used it the rest of the week in my lessons.

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**“Wait, what do I do?”**

1. Read the paragraph.

2. Underline the important details.

3. Decide together who will be the narrator.

4. Decide together how to act out the information.

5. Practice

6. Present

1. Sitting Bull was born a member of the Lakota Sioux tribe in South Dakota in 1831. His father was a fierce warrior named Jumping Bull. His father named him "Slow" because he was always very careful and slow to take action.
Slow grew up as a typical child in the Sioux tribe. He learned how to ride horses, shoot a bow, and hunt buffalo. He dreamt of one day becoming a great warrior. When Slow was ten years old he killed his first buffalo.
When he was fourteen, Slow joined his first war party. In a battle with the Crow tribe, Slow bravely charged a warrior and knocked him down. When the party returned to camp, his father gave him the name Sitting Bull in honor of his bravery. He was a great leader and became the chief of the Lakota Sioux in 1869.

2. Sitting Bull became a leader among his people and was famous for his bravery. His goal was to protect his people and their lands from the “whites” who were moving into his land and killing off the bison and forcing Native Americans to live in reservations. He gathered together many Lakota people at a village on the Little Bighorn River in Montana. In 1876, army troops led by George Custer from Fort Abraham Lincoln attacked the village, but did not know the size of Sitting Bull’s village (10,000 people). The Lakota warriors defeated Custer’s Army. The Battle of Little Big Horn became one of the biggest victories for Native American’s against American Armies.

3. Although the Battle of Little Big Horn was a great victory, soon more United States troops arrived in South Dakota. Sitting Bull's army had split up and soon he was forced to retreat to Canada. In 1881, Sitting Bull returned and surrendered to the United States. He was forced to live on the Standing Rock Reservation. He was allowed to travel some and he soon became a member of Buffalo Bill’s Wild West Show. (A group of people that travelled and performed made-up show about the frontier life including cowboys, buffalo, and battles.) Sitting Bull earned money and gave it all away to his people in need.

4. When Sitting Bull returned to the reservation, he found that a new religion started called the Ghost Dance. Ghost Dancers prayed that the “white” people would disappear and the bison would return. When Sitting Bull got involved with the Ghost Dance, the U.S. government decided to arrest him. On December 15, 1890, a gunfight occurred between the police and Sitting Bull's supporters who were trying to protect him from being arrested. Sitting Bull did not fight back, but was killed in the fight. Sitting Bull’s gravesite is marked at Fort Yates, North Dakota.