

Activity

Using a timeline, close reading strategies, and character charts, students will become “experts” on Sitting Bull’s assassination and present their knowledge to classmates.

Grades

7-12

Content Areas

Social Studies

Skills

- Condense different sources of information into a cohesive narrative
- Present newly learned ideas to classmates
- Identify and cite evidence to support an evaluation of historical figures

Understandings

1. Sitting Bull’s assassination fits into a larger historical context.
2. Students are more familiar with the people involved in Sitting Bull’s assassination and the roles they played.

Procedure

1. Provide students with a character chart. A handout for students along with more information about instructions for character charts can be found at <https://www.facinghistory.org/resource-library/teaching-strategies/character-charts>.
2. Give students a copy of the *Takuwe* Assassination panel text. Using their character charts to keep track of the different narrators and their quotations, students should read and annotate the text.
3. Provide students with a timeline of relevant events, and a list of or link to Sitting Bull quotes. A potential list can be found at https://en.wikiquote.org/wiki/Sitting_Bull. See the sample timeline below. Alternatively, students can use the timeline they created in the Belief timeline activity.
4. Based on questions they have about Sitting Bull, events on the provided timeline, or other gaps in their knowledge of the assassination, students should find two additional resources. This can be done individually or in pairs. These additional resources should be reliable and cited correctly.
5. Put students in groups of two. Using a Jigsaw instructional strategy, students evaluate their timelines, character charts, Sitting Bull quotations, and additional sources to become “experts.” For more information on Jigsaw along with a detailed procedure, go to <https://www.facinghistory.org/resource-library/teaching-strategies/jigsaw-developing-community-and-disseminating-knowledge>.
6. Students share their expertise with the class.

Timeline Example

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| 1822 | Red Cloud is born |
| 1826 | Big Foot, also known as Spotted Elk, is born |
| 1831 | Sitting Bull is born |
| 1840 | Crazy Horse is born |

- 1851 Fort Laramie Treaty
- 1854 Grattan Fight
- 1855 Blue Water/Ash Hollow Massacre
- 1866 Fetterman Fight
- 1868 Fort Laramie Treaty creates a large Lakota Reservation, Lakota Unceded Lands, and Lakota Hunting Territory
- 1871 Treaties with American Indian tribes prohibited
- 1874 Custer expedition into Black Hills finds gold
- 1876 Little Bighorn Battle
- 1877 Sitting Bull and his followers go to Canada
- 1877 U.S. takes over 30 million acres from Lakotas' Fort Laramie Treaty lands, leaving a reduced Lakota Reservation
- 1877 Crazy Horse is killed
- 1881 Sitting Bull returns to the U.S., surrenders at Fort Buford and is imprisoned at Fort Randall
- 1882 Last buffalo hunt
- 1883 Sitting Bull returns to Standing Rock Agency
- 1883 American Indian religions prohibited
- 1885 Major Crimes Act
- 1887 Carlisle Indian Boarding School opens
- 1888 Holy Rosary Mission School opens
- 1889 Lakota Reservation reduced again, and organized into five Lakota Reservations
- 1889 South Dakota and North Dakota become states
- 1889 A group of Lakotas travel to Nevada to meet Wovoka and learn about the Ghost Dance
- 1890 The group of Lakotas return to their reservations from Nevada
- 1890 Sitting Bull is killed
- 1890 Wounded Knee Massacre