

Activity

Students create a “Human Timeline” to better understand the sequence of events and distance traveled during the journey detailed on the *Takuwe* Trek panel.

Grades

7-12

Content Areas

Social Studies

Math

Geography

Skills

- Use of geographic tools
- Calculating distance
- Locating and describing places and events

Understandings

1. Physical geography and spatial distribution of events contribute to our understandings of history.

Procedure

1. Provide students a map of South Dakota with the approximate location of Sitting Bull’s assassination and Wounded Knee marked. Depending on the desired focus of your lesson, you may want to have students create their own map with these features using Google Maps. Google has a variety of map making features that can be used to learn more about or analyze the geography of this journey. To create a map for students, or to have students create their own, go to <https://www.google.com/maps/about/mymaps/>.
2. Using the events and locations from the *Takuwe* Trek panel, students should mark out an approximate path that Sitting Bull’s followers took to Big Foot’s village, and then that this combined group took to Wounded Knee. Then, using map scales and rulers (or computers) students calculate the distance of this route. See a rough model of this created using Google Maps below.
3. Students mark the significant events from Trek on their maps, making note of when and where they occurred. Assign individuals, pairs or small groups of students an event. They should identify all the quotations from the Trek panel that give information on the event. Students will be responsible for having a strong understanding of not only the time and place of their events, but also its significance in the larger journey and will be asked to teach (or create the scene for) the rest of the class later in the activity. They should record the information they collect on a notecard.
4. Students now create a “Human Timeline”, one that represents both distance and time. For more detailed instructions on using human timelines, see Facing History’s page at <https://www.facinghistory.org/resource-library/teaching-strategies/human-timeline>. Students will “recreate” the panel journey using a scale of one foot to one mile (or slightly smaller, depending on available space). This can be done outside, in a gymnasium, or a hallway if necessary. Students should mark out the beginning and ending locations with regular intervals in between. Facing History suggests that the

timeline can also be created in a U-Shape so students may see each other in the next steps.

5. Students will now stand at the appropriate location of their assigned events on the timeline and present their information. Depending on the shape of the timeline, it may be easier to walk along the timeline as a class, stopping for presentations along the way. If you take this approach, do so after students have had a chance to place their notecards at the appropriate places.
6. Give students the opportunity to evaluate how their group worked together (if applicable). The Peer Assessment Collaborative Rubric developed by Intel Corporation is a general model for assessing group work. It assesses six collaboration skills: participation, leadership, listening, feedback, cooperation and time management. For more information and a handout for students, go to <https://www.intel.com/content/dam/www/program/education/us/en/documents/project-design/density/density-peer-rubric.pdf>.

