

## Activity

Students research and create weather maps relevant to the Wounded Knee Massacre and document that information in a visual presentation.

## Grades

7-12

## Content Areas

Social Studies

## Skills

- Historical research
- Using technology to create weather maps

## Understandings

1. The accuracy of data reporting can change interpretations.
2. Atmospheric data suggests that there are inconsistencies in the common presentations of the weather prior to, during, and after the Wounded Knee Massacre.

## Procedure

1. Have students briefly research non-*Takuwe* depictions of the Wounded Knee Massacre and the trek leading up to it. Students will likely encounter a common mind set: that the weather Big Foot and his band encountered throughout their trek was extremely cold, that there was snow on the ground during the massacre, and that a blizzard blew in the evening of the massacre.
2. Provide students with the atmospheric data for the relevant days from *Takuwe*. Point out, or allow students to uncover, that the temperatures were relatively mild for a South Dakota winter. Most notably, the temperature on the day of the massacre was 66 degrees Fahrenheit, a far cry from the blizzard that is so often referenced. Have students complete a Perspective Examination Matrix (see the model below based on [Peri's photocopy](#)) on the weather data for *Takuwe*. Ensure that students properly cite their sources.
3. Students create a scaled weather map using data from the Trek panel beginning Tuesday, December 16, 1890 through Sunday, December 28, 2018.  
<http://mapmaker.nationalgeographic.org>
4. Students research other examples of reporting weather relevant to historical events, focusing on the suggested bulleted items below. The research in this area is non-existent. There are historical events that were impacted by weather but little, if any, documentation of weather being inaccurately portrayed in relation to historical events.
  - a. Can inaccurate historical depiction of weather distort perception of an event? What historical events can you find that are also intertwined with reports of the weather?
  - b. What is the relevancy of historical accuracy to understanding?
  - c. Importance of historical data and facts
5. Break students into smaller groups to share and discuss what they've found about historical weather and the importance of accurate data.

6. Assess students based on the completeness of their Perspective Examination Matrices and using a rubric for weather map making.