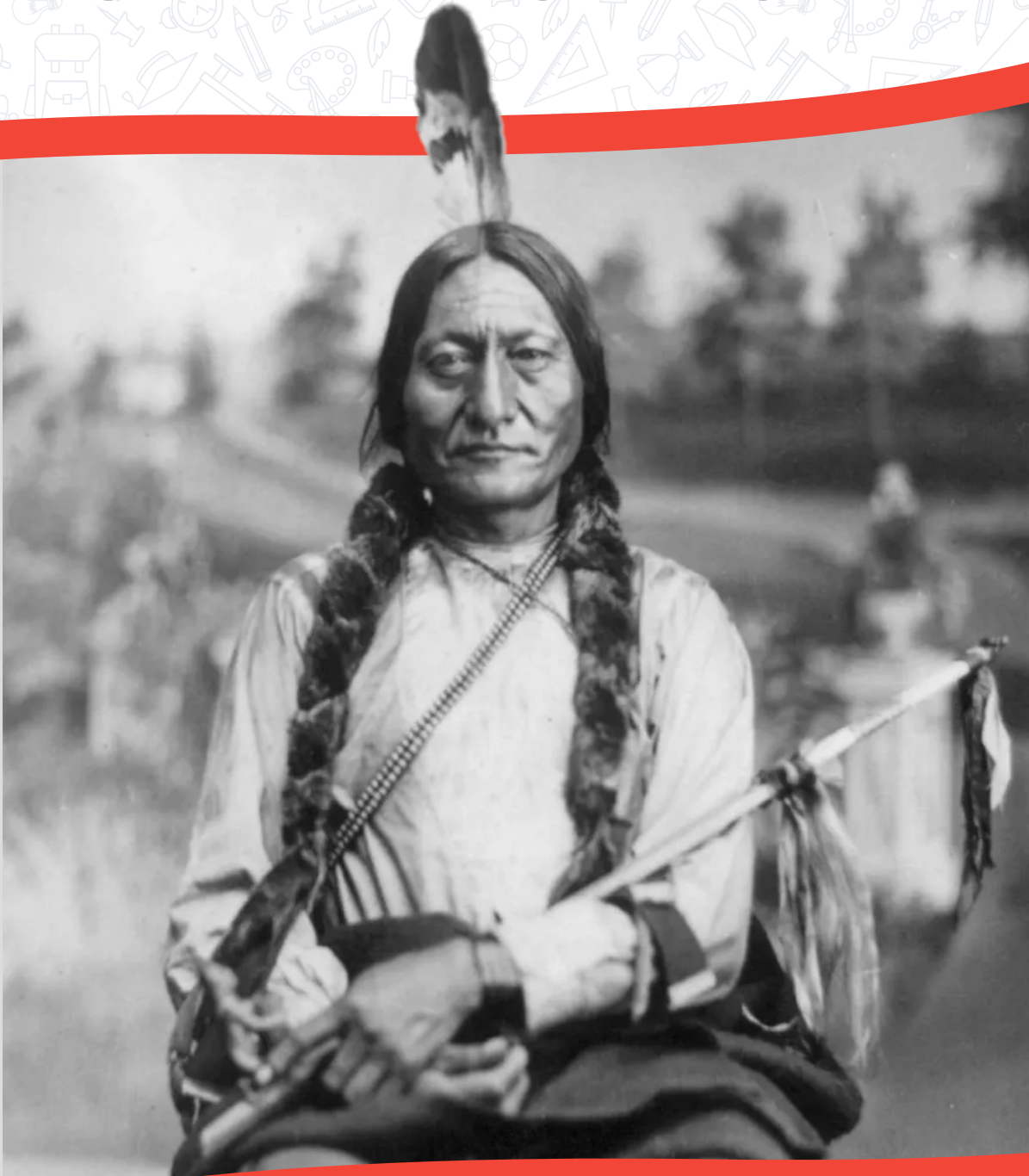


Learn
BRIGHT

SITTING BULL



GRADE 3-6

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- Instructional Pages ▶ pages 3 – 6
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Classroom Procedure:

1. Introduce the lesson by reminding students long before European settlers came to the Americas, the continent was inhabited by indigenous Indian tribes. The indigenous people did not believe others could own property. They had their own language, customs, and religious beliefs. This dramatically changed as settlers moved further west and inland. Today you will learn about how one person tried to protect his people from encroachment from settlers moving west.
2. Distribute *Sitting Bull* content pages. Read and review with students. Ask students to comment on if they think the government treated the native tribes fairly.
3. Distribute the Activity Page. Assist students with locating and drawing the boundaries of the tribes living on the continent. The purpose of the Activity is to have students understand how widespread Native Americans were and how quickly they lost their land rights to western moving settlers.
4. Distribute the Practice Page. Read the quote. Ask students to think about how the words we use reflect who we are. You may want to have students read some short biographical material on General Custer and supplement additional biographical material for Sitting Bull. Understanding the life and times of historic figures helps to comprehend the history and prevailing attitudes of their lives.
5. Distribute the Homework Page. Review with students. Create anchor charts using the Activity Page map and the table from the Homework.
6. In closing, ask students: How did the government facilitate the movement of the settlers west? What was the impact of settlers moving west on the native tribes that resided in the area? Was there a compromise position between the need for westward expansion and the recognition of the rights of Native American tribes? Finally, what did you learn about people's attitudes and how they portrayed Native Americans in the 1800s?

Lesson Title: **Sitting Bull**

Subject: **Social Studies**

Approximate Grade Level: **3 - 6**

Objectives: Students will use information about individuals and groups to analyze why they are seen as historically significant. Students will use information about individuals to explore, explain, and better understand the times in which people live. Finally, students will compare the ideas, culture, and perspectives of individuals to explain present-day events.

State Educational Standards*

NCSS.D2.HIS.4.6-8, NCSS.D2.HIS.3.6-8, & NSSS.D2.HIS.14.3-5

Class Sessions (45 minutes):

3 Class Sessions.

Teaching Materials/Worksheets:

Content Pages (3), Activity Page (1), Practice Pages (2), Homework Pages (2)

Student Supplies: Pencils, pens, highlighters

Prepare Ahead of Time: Copies of worksheets

Options for Lesson:

Introduce or close the lesson by watching this film clip, *Sitting Bull's Great Grandson Tells Oral History* Film Clip <https://www.youtube.com/watch?v=RnPnWg-B2QY>. Ernie LaPointe is Sitting Bull's lineal great-grandson. In this video clip, he tells his great grandfather's oral history. Another great resource available to teachers and parents is on the Epic website, at <https://www.getepic.com/book/79424281/sitting-bull-in-his-own-words>. Here you can find the book *Sitting Bull in His Own Words* to read as a class. The book is an introductory biography containing direct quotes, pictures, and cultural history that helps students better understand the life and times of Sitting Bull. The read time for the book is less than an hour.



*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.



Teacher Notes

Biographies are a great way to learn about the history of a particular time period. However, a person's life story is not separate from the society in which they live. The lesson teaches students about Sitting Bull, his efforts to protect his people from settlers moving west, and his struggle to understand a culture that was different from his own. Students will be challenged to think about their own cultural attitudes and their impact on others.

Sitting Bull

Early years.....

It is 1831. The United States had grown to twenty-four states, Andrew Jackson was President, and the entire country had just shy of thirteen million people. Two million people were slaves. **Manifest Destiny**, or the ideology that Americans were destined to extend their nation across the continent, motivated settlers to move west.

As settlers pushed further west, the demand for land increased. As a result, efforts to force native tribes from land they had occupied (sometimes for generations) increased. On May 30, 1830, President Jackson signed the **Indian Removal Act**. The Indian Removal Act authorized the government to relocate by force, if necessary, all American Indians living in existing states and territories to unsettled land in the west.

The area where Sitting Bull was born had only been part of the United States for twenty-seven years. It was land acquired from France in the Louisiana Purchase. Much later, the territory will become the state of South Dakota (1889). In 1804, Lewis and Clark established a permanent settlement at Fort Pierre. Clashes with Native American Indian tribes were frequent as the settlers moved onto land traditionally occupied by Sioux Indians.



The climate of Dakotas can be extreme. The temperatures are frequently below freezing in the winter, with wind chills of sometimes as low as -10°F . Conversely, summers can have excessive heat with temperatures being above 100°F . The land is mostly rolling plains and wide-open grasslands. It was in this environment that Sitting Bull was born in 1831.

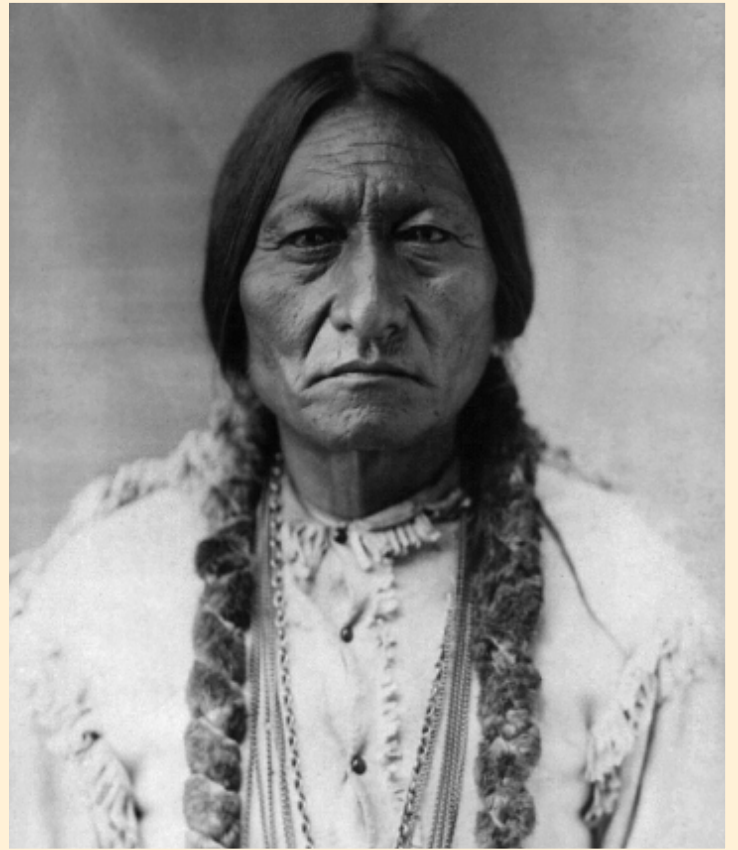
Sitting Bull was the son of a famous Sioux warrior, Returns-Again. Sitting Bull was not always named Sitting Bull. Being the son of a highly respected warrior, he was expected to follow in his father's footsteps. In his early years, Sitting Bull was called "Slow" because he had not yet demonstrated a warrior's skill and earned a warrior's name. At the young age of 14, during a skirmish with a rival tribe, the Crow, he touched a Crow warrior with a **coup stick** and earned his name of "Tatanka Yotanka," or Sitting Bull. When a warrior struck a blow against an enemy, they were awarded a coup or notches and feathers for bravery on the coup stick.

Shortly afterward, and because of his repeated acts of courage and bravery, Sitting Bull became the Sioux Tribe and Lakota Nation leader. Sitting Bull remained their leader until he died in 1890.



Life changes for the Lakota Sioux Tribes

Although life was anything but easy for the Lakota Sioux tribes, under the leadership of Sitting Bull, the tribes managed to avoid too many conflicts with the settlers coming west. Peace would come to an end in 1874 when gold was discovered in the Black Hills of the Dakota territory. Even though the Sioux had a treaty giving them the land the tribe resided on, prospectors by thousands came in droves. Daily more conflicts occurred between the settlers and tribes.



In 1876, the tribes were ordered to reservations. The United States government used the military and soldiers to force the tribes from the land given to them by treaty and onto the reservations. Sitting Bull resisted, fighting the United States government and soldiers.

The Battle at Little Bighorn



George Custer was a well-known soldier who had earned a reputation of being a daring and fearless fighter during the Civil War. After the Civil War, Custer moved west to continue his military career. He became more famous for his battles with the Native American tribes and his swashbuckling style. Custer's brash and arrogant attitude frequently clashed with the troops under his command. In 1875, President Grant ordered the Sioux to leave the Black Hills, breaking the Treaty of Fort Laramie, which gave the Sioux the Black Hills as their home. Ironically it was an expedition led by Custer that had discovered gold in the Black Hills region in 1874. It was Custer who would lead the 7th Regiment on behalf of Grant against the Sioux and other Native American tribes.



On June 25, 1876, Scouts for Custer located the camp with Sitting Bull, Crazy Horse, and about 2000 members of the Lakota, Sioux, Cheyenne, and Arapaho tribes were meeting. Rather than wait for reinforcements, Custer split up his more than 600 troops into four groups and ordered them to attack the camp. Crazy Horse swiftly organized the tribes to confront Custer. At the same time, the elder Sitting Bull protected the women and children in the camp. Within an hour, Custer and the troops he had under command lay dead on the battlefield. Historians believe more than 260 soldiers and Custer were killed in the battle that day. Thirty-one warriors died as well. The battle is considered the worst defeat for the U.S. military in their campaigns to rid the west of Native American tribes. Sitting Bull would move his tribe to Canada until 1881, when he returned to the Dakota territory. He would remain a prisoner confined to the reservation until 1883.

Later life...

When Sitting Bull returned to the Dakotas, things were quite different than when he was forced to migrate to Canada. No longer was he allowed to roam free across the plains. In 1884, Sitting Bull was given permission to travel. While on his journey, he met Annie Oakley, who introduced him to Buffalo Bill Cody. Cody was managing a wild west show, a popular traveling show that included sharpshooting, storytelling, and other types of entertainment. Sitting Bull was added to the show as an attraction. Unfortunately, life on the road was not kind to the proud chief. Crowds often heckled him, called him names, and in one case, the brother of a soldier killed at Little Big Horn attacked him. At the end of the fall run of the show, Sitting Bull returned home. He was not given permission to travel after his return home in 1886.



The Ghost Dance Movement

After returning to the reservation, a mystic named Wovoka began having visions. In the dreams, Wovoka claimed that the white man would disappear if the Indians performed **Ghost Dances**. Ghost Dances were a spiritual movement that had a long history in the culture of the western tribes. The movement rapidly spread across the tribes confined to the reservations, and Sitting Bull was an eager participant.



The United States government sent agents to watch the dance and to report back about what they observed. After observing the ritual, the Bureau of Indian Affairs banned the dance from the reservations. They believed the Ghost Dance Movement would cause the tribes to violently revolt against the government.

Blaming Sitting Bull for encouraging the movement, on December 15, 1890, the Indian Police went to arrest him. However, sitting Bull refused to leave quietly. A crowd began to gather, and a gunshot was fired, striking a member of the Indian Police. In the ensuing chaos, several shots were fired by the Indian Police, two hitting Sitting Bull in the chest and head. Sitting Bull was dead. A few weeks later, more than 150 Sioux Indians would be massacred at Wounded Knee by the military. Many believed this was the direct result of the death of Sitting Bull at the hands of the United States government.

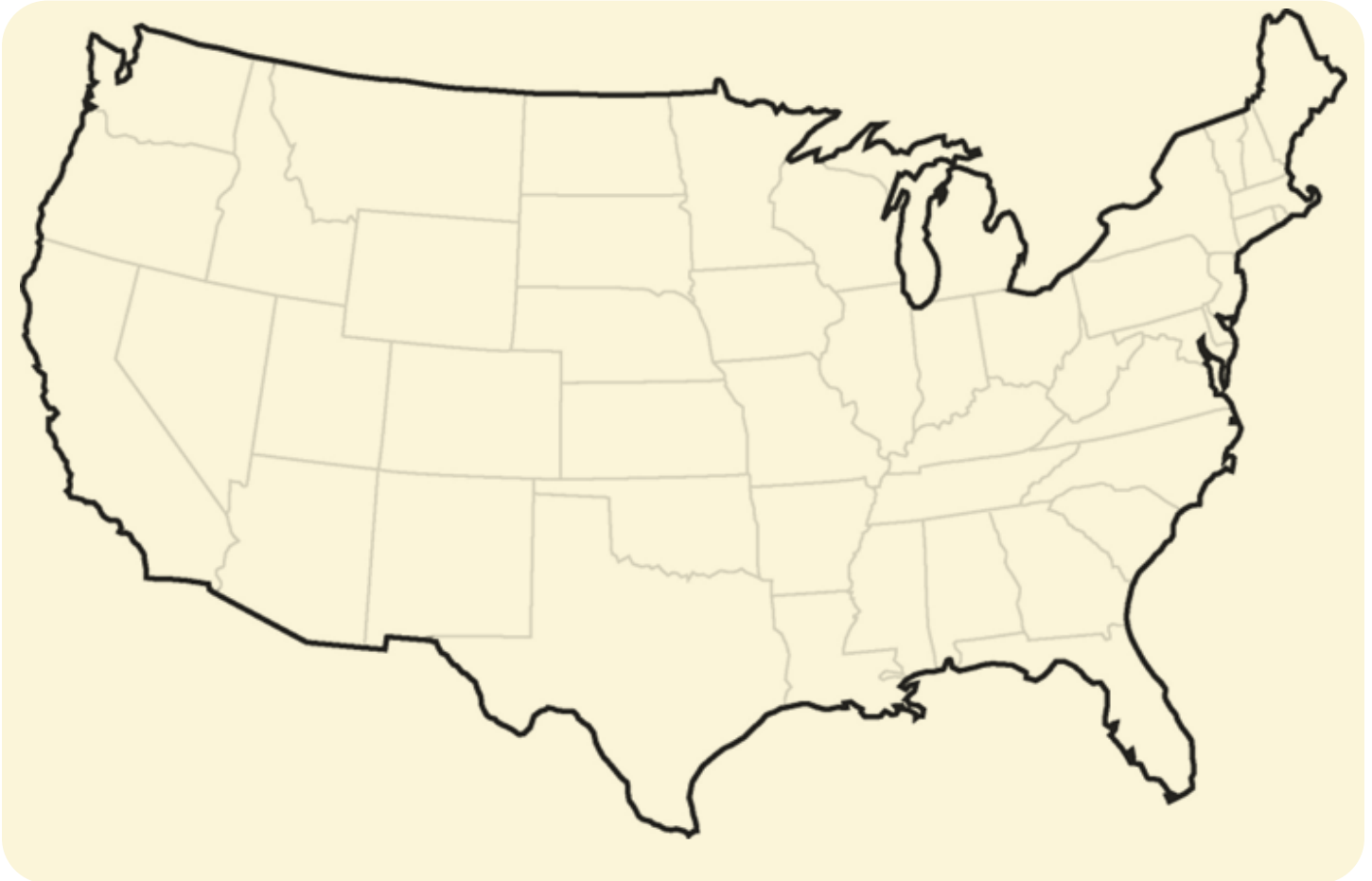


Sitting Bull was buried at Fort Yates Military Cemetery in North Dakota by the army. In 1953, family members reburied the bones near Mobridge, South Dakota, overlooking the Missouri River.





Instructions: Research the Native American tribes that lived on the Great Plains. On the map, shade and label by each tribe where each tribe lived.



What was the climate like on the Great Plains? _____

What were the homes made of on the Great Plains? _____

What were some of the beliefs and customs that the tribes living on the Great Plains had?



Instructions: Read the quotes. What do you learn about their personalities from reading the passages?

“The Seventh can handle anything it meets.”

“There are far more statues of soldiers out there than there are of civilians.”

General George Armstrong Custer

“For us, warriors are not what you think of as warriors. The warrior is not someone who fights, because no one has the right to take another life. The warrior, for us, is one who sacrifices himself for the good of others. His task is to take care of the elderly, the defenseless, those who can not provide for themselves, and above all, the children, the future of humanity.”

Sitting Bull

General Custer: _____

Sitting Bull: _____



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Sitting Bull

General Custer:

In the first statement, General Custer seems to believe the 7th Regiment is superior to every task. He is over confident. In the second statement, you can infer the General thinks more of his own personal glory and how he will be remembered in history than about his men’s safety.

Sitting Bull:

In this quote, you learn that Sitting Bull put the welfare of others before his interests. This is what makes him a great leader. He is the opposite of General Custer.



Homework

Name _____ Date _____



Instructions: Fill in the chart with information about these famous Native American leaders.

Name	Born/Died	Tribe	Interesting Fact
Black Kettle			
Blue Jacket			
Cochise			
Crazy Horse			
Geronimo			
Chief Joseph			
Tecumseh			



Instructions: Fill in the chart with information about these famous Native American leaders.
 Answers will vary. Share with the class!

Name	Born/Died	Tribe	Interesting Fact
Black Kettle	1803–1868	Cheyenne	Cheyenne chief fought against American settlement of the Kansas and Colorado territories during the 1860s.
Blue Jacket	1743 –1810	Shawnee	Fought in the American Revolution (allied with the British), trying to protect Shawnee land rights.
Cochise	1805–1874	Apache	Key war leader during the Apache Wars.
Crazy Horse	1840–1877	Lakota	Led the fight against the U.S. federal government and settlers on Native American territory. He was at the Battle of Little Big Horn.
Geronimo	1829–1909	Apache	A superb leader during the Apache - U.S. conflicts.
Chief Joseph	1840–1904	Nez Perce	Chief Joseph led his people on a 1700 mile trail to escape the U.S. army.
Tecumseh	1768–1813	Shawnee	Shawnee chief siding with Great Britain during the War of 1812.