

Teacher: Dolores Ballejo	
Title: Timeline	Subject: U. S. History 2
Topics: Sitting Bull	Grade: 9-12
Lesson Duration:	School: Century
Education Designs Lesson/ Unit Plan	
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	The students will analyze a timeline and understand the chronological events that lead to the importance of Sitting Bull. The student will be able to answer the question, "Why Sitting Bull was an important figure in the Southwest?"
National Standards for History Era: Link	<p>Era 6 The Development of the Industrial United States (1870-1900)</p> <p style="text-align: center;">STANDARD 4</p> <p>Federal Indian policy and United States foreign policy after the Civil War.</p> <p>Standard 4A The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.</p> <p style="text-align: center;">7-12</p> <p>Identify and compare the attitudes and policies toward Native Americans by government officials, the U.S. Army, missionaries, and settlers. [Interrogate historical data]</p> <p style="text-align: center;">7-12</p> <p>Evaluate the legacy of 19th-century federal Indian policy. [Hypothesize the influence of the past]</p>
Standard(s): <i>State, Local or National</i>	<p>1.1 Students know the general chronological order of events and people in history. As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p> <ul style="list-style-type: none"> • Identifying events and people that characterize each of the major eras in United States <p>1.2 Students use chronology to organize historical events and people. As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p> <ul style="list-style-type: none"> • Reconstructing the time structure and identifying connections found in historical narratives; • Using timelines to organize large quantities of historical

	<p>information, compare different time periods and places, and answer historical questions; and</p> <ul style="list-style-type: none"> • Describing how history can be organized, using various criteria (<i>for example, thematically, chronologically, geographically</i>) to group people and events. <p>1.3 Students use chronology to examine and explain historical relationships. As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p> <ul style="list-style-type: none"> • Distinguishing between cause-and-effect relationships and events that happen or occur concurrently or sequentially <p>3.2 Students understand the history of social organization in various societies.</p> <ul style="list-style-type: none"> • Describing how societies have become increasingly complex in responding to the fundamental issues of social organization 		
Themes/Concept:	Using primary and secondary sources to analyze the causes and outcomes the battle of the Little Big Horn develops analytic and interpretation skills.		
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ol style="list-style-type: none"> 1. Who was Sitting Bull? 2. Why was Sitting Bull important to the Lakota? 3. Why was Sitting Bull important to the U.S. Government? 		
Elements <i>(What you want the students to understand)</i>	The student will understand the importance of chronological order of events and Sitting Bull's importance to the United States		
Launch Activity (Hook)	The students will make a timeline of their lives and an explanation why the event is important to them. The students will use a poster board to create a "road" of their lives, with all the landmarks to highlight important events, using pictures and art to illustrate their timeline.		
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	<u>Vocabulary</u> Lakota Sioux Medicine man Sun dance Tatanka Yotanka Count coup Fort Walsh Crow Little Big Horn General Custer Buffalo Bill Cody		<u>Skills</u> Assess the importance of the individual in history

Lesson Methodology (*How will you conduct the lesson; activities...?*)

Hook Activity, the students will write a reaction paper of their timelines.

Activity 1

The students will get pictures of Sitting Bull (the slideshow is attach (<http://news.webshots.com/album/61479908AdmJfR>), and the teacher will download the pictures and give to students). The students will get in groups of two and decide which picture came first and so on.

Activity 2

The student will get the timeline of Sitting Bull and decide where the pictures will go on the timeline. The teacher will have the dates 1831-1890 throughout the room. Each group will have the opportunity to place the picture on the timeline.

Activity 3

The student will write or give an oral report of the activities concerning sitting bull

Assessment Evidence: *What evidence will show that students met the learning goal?*

Multiple-choice quiz written in A, B, C, D choices with questions worded much like those used on standardized tests.

Portfolio Assessment

Students will create a chronology of world events during Sitting Bull's timeline using the internet and resource books.

Authentic Assessment (*Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,*)

The student will write a letter as Sitting Bull asking the government about the Native American land and then the student will write a letter back to Sitting Bull as the President of the U.S.

Student Self-Assessment

The student will produce a reflection log written or oral to the teacher concerning what the student learned; what the student was confused in the lesson; and what the student would change in the lesson.

Differentiation Associated with this unit

The students will have the opportunity to watch the movie [Bury My Heart at Wounded Knee](#) and discuss the impact Sitting Bull had on the Lakota in groups of four. Each group will give two important facts from the movie.

Resources and instructional tools: (*Including Video Sources, Text Resources, Research Strategy*)

Internet, textbooks, primary and secondary resources



sitting bull timeline.htm



Sitting Bull pictures from history photos on webshots.htm



Slideshow of pictures, photos, and videos, from webshots.htm