

Cobblestone™

TRAGEDY AT WOUNDED KNEE

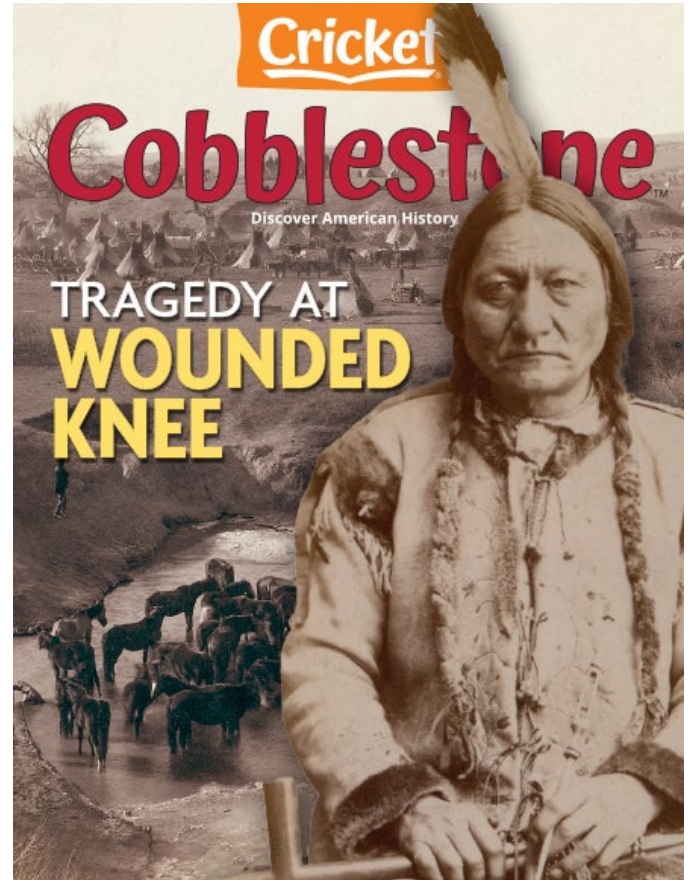
Use the articles, lessons, and activities in this Teacher Guide to help students understand the Wounded Knee Massacre of 1890 and what led to it.

CONVERSATION QUESTION

Why was the Wounded Knee Massacre representative of a turning point in American history?

TEACHING OBJECTIVES

- Students will explore perspectives of Indigenous Americans and settlers.
- Students will learn about Westward Expansion and its effect on Indigenous Americans.
- Students will examine how the events of the westward migration affected the resources of lands in Indigenous territories.
- Students will write a narrative.
- Students will understand the events that led up to the battle of Little Big Horn.
- Students will explore the aftermath of the battle for the U.S. Army and Indigenous Americans.
- Students will create a timeline.
- Students will explore the effects of journalists' stories on Indigenous Americans and the United States.
- Students will understand why negotiations between the two groups failed.
- Students will write a narrative of the events at Wounded Knee.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **False Promises**
Expository Nonfiction, 1100L
- **On the Little Bighorn**
Expository Nonfiction, 900L
- **What Happened at Wounded Knee?**
Expository Nonfiction, 920L

False Promises

pp. 2–4, Expository Nonfiction

Use this article about westward expansion to learn about the conflicts between settlers and Indigenous Americans.



RESOURCES

- Exploring Perspectives

OBJECTIVES

- Students will explore perspectives of Indigenous Americans and settlers.
- Students will learn about Westward Expansion and its effect on Indigenous Americans.
- Students will examine how the events of the westward migration affected the resources of lands in Indigenous territories.
- Students will create a map.

KEY VOCABULARY

- **Indigenous (p. 2)** people living in a land from the earliest times or from before the arrival of colonists
- **confederation (p. 3)** an association of persons, parties, or states for mutual help and protection
- **relocate (p. 3)** to move to a new place and establish a home or a business there

ENGAGE

Conversation Question: Why was the Wounded Knee Massacre representative of a turning point in American history?

Ask students how they would feel if new people came to their town and decided to live there. Would they be willing to welcome those new people and have them join the community? Now imagine that those new people decided to push you, your family, and your friends out of their town and take it over completely, and the government did not stop them. Would you leave, or would you fight to keep your home?

INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them practice using the words in a sentence. Finally, tell students to look for these words as they read the article.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. How did the Indigenous Americans react to the settlers?
2. How did the settlers view the Indigenous Americans?
3. Why did wagon trains have a negative impact on the land they crossed?
4. What was the impact of the discovery of gold?
5. What impacts did settlers have on the environment?

CONCEPT/SKILL FOCUS: Exploring Perspectives

INSTRUCT: Explain to students that this article describes the perspectives of both the Indigenous Americans and the settlers who both wanted to live in the same lands. Working in pairs, have students think about what each group wanted the land for, then fill in the *Classifying Information* graphic organizer listing the specific examples from the article.

ASSESS: Have students compare their organizer with the rest of the class and discuss any differences, especially how each student classified the information.

EXTEND

Language Arts: Invite students to use print and digital sources to research the lives of either the settlers or the Indigenous Americans, then write a paragraph from the point of view of one of them.

Exploring Perspectives

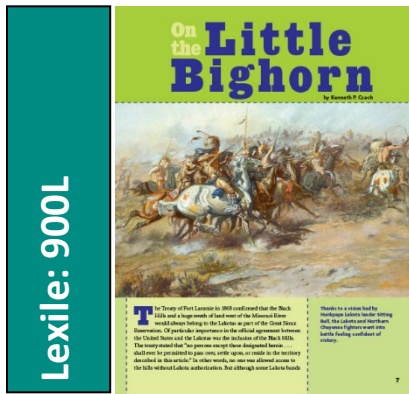
Understanding the perspectives of the people involved often helps one to see how a historical event develops from a single incident or circumstances. The Massacre at Wounded Knee happened because of the perspectives of the settlers, the government, and the Indigenous Americans, who all wanted to live on the same lands. In each column, list some of the reasons why each group wanted to live on the lands in the western United States.

| Settlers | Indigenous Americans |
|----------|----------------------|
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On the Little Bighorn

pp. 7–9, Expository Nonfiction

Use this article about Little Big Horn to learn about the worsening conflicts between the Lakota and the U.S. Army.



OBJECTIVES

- Students will understand the events that led up to the battle of Little Big Horn.
- Students will explore the aftermath of the battle for the U.S. Army and Indigenous Americans.
- Students will create a timeline.

KEY VOCABULARY

- **treaty (p. 7)** a written agreement between two or more countries, formally approved and signed by their leaders
- **defiant (p. 8)** showing no respect for authority or refusing to obey
- **negotiate (p. 8)** to have formal discussions with someone in order to reach an agreement

ENGAGE

Conversation Question: Why was the Wounded Knee Massacre representative of a turning point in American history?

Ask students if they ever had someone promise them something and then change their mind. How did it make them feel? Did it change how they felt about that person? Now think about the Lakota and their treaty with the United States. How did the failure of the treaty lead to what happened between the Lakota and the United States after that?

INTRODUCE VOCABULARY

Define each word with students. Then, have each student create a word search puzzle using all three vocabulary words and at least three additional words that were used in the article. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. What did the federal government plan to do with the native groups in the West?
2. Why did Custer choose to attack the encampment on the Little Big Horn River?
3. What warnings did Custer receive?
4. What happened to the Sioux and Northern Cheyenne who fought Custer?

CONCEPT/SKILL FOCUS: Sequencing

INSTRUCT: Explain that this article describes the sequence of events leading up to Little Big Horn and ultimately to Wounded Knee. Have each student create their own timeline, in any style they want, of the events in the article. Encourage students to be creative in the presentation of their timeline.

ASSESS: Have students compare their timeline with the rest of the class and discuss any differences, especially how each student arranged the information.

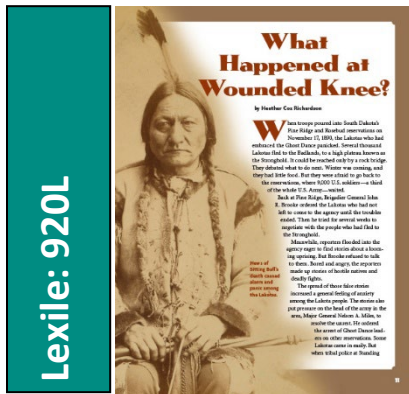
EXTEND

Art: The Black Hills were the Lakota's sacred homeland. Invite students to use print and digital sources to research the Black Hills. Then have them create a poster showing different features of the Black Hills.

What Happened at Wounded Knee?

pp. 11–13, Expository Nonfiction

Use this article about the Wounded Knee Massacre to understand the cause of the event and how it affected American settlers' view of Indigenous Americans.



OBJECTIVES

- Students will explore the effects of journalists' stories on Indigenous Americans and the United States.
- Students will understand why negotiations between the two groups failed.
- Students will write a narrative of the events at Wounded Knee.

KEY VOCABULARY

- **looming** (p. 11) something unwanted or unpleasant about to happen soon and causing worry
- **skirmish** (p. 12) a fight between a small number of soldiers that is usually short and not planned, and happens away from the main area of fighting in a war
- **intercept** (p. 12) to stop and catch something or someone before that thing or person is able to reach a particular place

ENGAGE

Conversation Question: Why was the Wounded Knee Massacre representative of a turning point in American history?

Ask students what they know about journalism. Are stories in newspapers, on social media, or on television always told from the same point of view? Why or why not? What do you think happens to the public when they only watch things with a certain viewpoint? Do they have an accurate view of an event or a situation? Are their viewpoints always honest? Then discuss with students that the journalists who wrote about the Lakotas were not necessarily being truthful, and this contributed to the situation becoming worse.

INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and provide each group with a thesaurus or dictionary. Challenge them to find as many synonyms for each vocabulary word as they can. Have each group share their words with the class, and discuss whether they are accurate.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. Why were the Ghost Dancers afraid to return to the reservations?
2. How did reporters create further conflict?
3. How did Sitting Bull's death impact the Lakota?
4. What were the American and Lakota reactions to the massacre?

CONCEPT/SKILL FOCUS: Write a Narrative

INSTRUCT: Explain to students that this article describes the events that led to Wounded Knee. Have students write a narrative of these events, citing specific details from the article.

ASSESS: Have students compare their narrative with another student's, and discuss any differences in perspectives.

EXTEND

Social Studies: Invite students to use print and digital sources to research one current event taking place in the news. Challenge them to find two different viewpoints about the same event, and if possible, also find a neutral viewpoint.