

SHANNON COUNTY SCHOOL DISTRICT
209 School Street – PO Box 109
Batesland, South Dakota 57716-0109

District Professional Development
4-12th Instructional Staff
Wolf Creek School

To strengthen the Lakota identity and values of students and to assure their overall well-being and academic success

November 12, 2009
Professional Development Results

Building not ready (no communication between school-administration); Professional development topic (writing prompt), "We already have writing prompts in place;" "Is this another add on?" "Are we changing the writing prompt for January?" Other local student experiences to consider: Wounded Knee Ride, Crazy Horse Ride, and/or Little Big Horn.

The "Big Question:" Teachers wanted an explanation as to why integration wasn't embedded all along.

Overall comments (Eileen Grinnell, Facilitator): I am excited about this; I am scared; there was a positive atmosphere. Question on the definition of "fidelity reading resources."

GRADE LEVEL EVALUATIONS: Constructive Criticism

7th Grade

- Be better organized
- If working w/ lesson plans, format should match county lesson plan format

Staff member signature list:

1. Lynn Stein
2. Jennifer Stover
3. Jeanine Metzger
4. Sandra Child
5. Porfirio M. Gomez

LESSON PLANS

I. Native American Warrior Lesson

Dewey Beard

A. Standards

- Epository and persuasive text of three paragraphs
- Revise organization
- Edit verb tense agreement
- Incorporate adjectives in writing process

B. Materials - laptop, notebook, pencil, dictionary, board game materials

C. Vocabulary - Tiospiye, Ikicita, Wasicu, Treaty, Sioux, Sunca Wakan, Battle of Little Big horn, Custer

D. Procedures

- Warm up game
- Introduction of Native American Life, Treaties, and the Battle of Little Big Horn
- Instructions on how to do research using websites and how to write a rough draft/final draft
- Instructions on how to write an expository paper

E. Assessment/Evaluation – Students will have a running record of their progress in the writing process (i.e. grammar, spelling, correct use of verb tense agreement, and adjectives, complete rough draft). Students will present their final papers to the class and turn them in for a final grade based on a writing/presentation rubric.

II. Culminating Activity – field trip to the site of the Battle of Little Big Horn

III. Hand Outs/Worksheets – Handout on instructions to writing an expository paper.
- Handout on instructions to give an effective presentation

IV. Bibliography

<http://legends.websitetoolbox.com/post?id=2455824>

<http://www.proteacher.com/cgi-bin/outside.cgi?id=6787&external=http://edweb.sdsu.edu/courses/edtec670/Cardboard/Board/1/indianlife.html&original=http://www.proteacher.com/090018.shtml&title=Indian%20Life>

Native American Writing lesson

Black Elk

- A. **Objective:** Compose an appropriately organized expository text with more than one paragraph.
- B. **Materials:** Laptop and/or access to library materials
- C. **Definitions, Key Vocabulary:** tiospaye, treaty, warrior,
- D. **Procedures/Activities:**
 - 1. Introduction of Black Elk
 - 2. Allow students to research basic life facts, ie. Birthdate, date of death, family members. May do this as a large group activity.
 - 3. Students will continue to research on their own. Allow one to two class periods.
 - 4. Organize information in outline form.
 - 5. Write opening paragraph, the body of the paper and the closing.
- E. **Assessment/Evaluation:** Peer correcting: Have students correct each others writing.
- F. **Culminating Activity:** Students will present their papers to the class.

Handouts/Worksheets:

Bibliography:

1868 Fort Laramie Treaty Lesson Plan

Objectives:

Students will write a persuasive text of three paragraphs about the 1868 Fort Laramie Treaty.

Students will then revise the organization of their paper.

Students will be able to edit verb tense to be in agreement throughout their paper.

Students will incorporate adjectives in the writing process of this persuasive text.

Material:

Laptop with Internet access, and access to library books and videos,

Definitions and Key Vocabulary: (Find the Lakota word for each English word)

Treaty	Tiospiye	Warrior Negotiations	Government	
Policy	telegram	attest	frontier	Laramie

Procedures/Activities:

Brainstorming

1. Before beginning document analysis, display the [picture of Spotted Tail](#) and ask students to comment. Students will use the [Photograph Analysis Worksheet](#). Ask them what they can infer from the photograph. Responses may include comments about his posture and the way he is dressed. They may infer that he must be a person of some importance or that he looks serious, almost regal in his posture. Explain to students that this is a picture of a Brulé Sioux chief named Spotted Tail. Ask students to speculate what his duties as chief might include. Responses should include ensuring the care and safety of his people, finding good hunting grounds, and signing treaties with the white man.

Research

2. Provide students with background information about the Sioux and their lives in the Black Hills before 1868; or, as a homework assignment prior to this lesson, ask students to research the life and history of the Sioux and report their findings to the class.

Document Analysis

3. Divide students into small groups. Photocopy the Treaty with the Sioux at Fort Laramie in 1868, and provide one set to each group, with a copy of the Written [Document Analysis Worksheet](#) developed by the National Archives education staff. Ask students to complete the analysis and share their findings with the class. This activity can also be conducted in a computer lab where groups would locate the document and worksheet on line.
4. Ask students to read through the document again and then to identify the terms agreed to by the chiefs and headmen and the terms agreed to by the agents of the United States. Lead a class discussion using the following questions: What does each side gain or lose in this treaty? Ask them to compare the signatures of the U.S. government agents and the chiefs. What is the significance of the two names of each chief or headman? What might this suggest about cultural differences between the two parties? What types of problems could these differences create? Finally, ask students to speculate on what each party hoped to accomplish through this treaty.

Role Playing

5. Students may want to speculate how such treaty negotiations would be different today. Divide the class into small groups representing either the U.S. government agents or the Indian chiefs and headmen. Ask each group to decide five key points they would emphasize in their treaty negotiations, and then instruct groups to negotiate their treaties. Once the treaties are negotiated, written, and signed, display them around the classroom for students to view. Conclude with a class discussion on the process of treaty negotiations and the difficulties encountered.

Creative Writing

6. As a creative writing activity ask students to write the speech they think Spotted Tail would give to his people explaining the treaty signing and terms of agreement. Ask for volunteers to present their speeches to the rest of the class.
7. Write the following quote from Spotted Tail and the date on the board: "This war was brought upon us by the children of the Great Father who came to take our land from us without price." December 26, 1876. Ask a student to read the quote and the date of the quote to the class. Ask students to write a paragraph explaining what this quote might suggest as to what the future held for Spotted Tail, his people, and the other chiefs who signed the treaty in 1868.

Research and Analysis

8. Ask students to write an editorial for a newspaper following the Battle of Little Bighorn in 1876 taking the perspective of either the U.S. government or the Sioux.
9. Divide students into two groups. Assign one group to review Alfred Terry's telegram reporting on the Battle of Little Bighorn. Ask the other group to review the accounts of seven Sioux on the Battle of Little Bighorn. Each group should share their findings and then answer these questions: How are the accounts similar? How are they different? What do these reports say about General Custer's orders and his actions? Ask students to suggest reasons for the differences in the reports, determine which is more reliable, and consider what decisions they would have to make as historians when reviewing these documents.
10. In 1990 House bill H.R. 4660 proposed Custer Battlefield be renamed the Little Bighorn Battlefield National Monument and a memorial to the Indians be erected at the site. There was a hearing before the Subcommittee on

National Parks and Public Lands of the Committee on Interior and Insular Affairs. Congressman Ben Nighthorse Campbell of Colorado testified, as did representatives of the National Park Service and several people speaking on behalf of the Indian tribes and the Morning Star Foundation. The bill was approved on December 10, 1991, and became Public Law 102-201. Most of the major newspapers printed articles or editorials about this in 1991. They are a good source of the pro and con arguments on this change. You may want students to research this event and then create a readers' theater or a reenactment of the hearings. Students may also want to locate the [Little Bighorn Battlefield National Monument web page](#), which is part of the National Park Service's home page.

Assessment/Evaluation:

Student will present their written paper to their class with time for questions about their opinion.

Handouts/Worksheets:

[picture of Spotted Tail](#), [Photograph Analysis Worksheet](#); [Document Analysis Worksheet](#)

Bibliography:

1886 Fort Laramie treaty websites:

<http://www.archives.gov/education/lessons/sioux-treaty/index.html>

<http://www.buffalosoldier.net/FortLaramieTreatyof1868.htm>

http://www.puffin.creighton.edu/lakota/1868_la.html

Map of treaty area: <http://www.dickshovel.com/1868.html>