

Teachers' Guide for Cobblestone

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Tragedy at Wounded Knee

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Goal: To learn the causes and effects, both short and long term, of the Massacre at Wounded Knee

*Always have a parent or trusted adult help with web research.

Before Beginning:

- Study the images on the front cover and locate Wounded Knee on the map on pages 12-13. What do you think happened at Wounded Knee? What do you know about the man in the cover image?
- Refer to the map as you read each article to locate the tribal lands, reservations, and battles.

"False Promises" by Kathiann M. Kowalski (Pages 2-4)

Vocabulary: manifest destiny, sustenance, reservations, nomadic, rations

Comprehension:

1. What did the Northwest Ordinance of 1787 say about the treatment of Indians?
2. Why wasn't this followed?
3. How did the Indians react to the American settlers?
4. How did the settlers view the Indians?
5. What was the Treaty of Echota?
6. What were its results?
7. Why did wagon trains have a negative impact on the land they crossed?
8. What was the impact of the discovery of gold?
9. Why did the U.S. government sign the 1851 Treaty of Fort Laramie?
10. What was the result of this treaty?
11. How did native beliefs differ from those of settlers?
12. What impacts did settlers have on the environment?
13. How did the native leaders react?
14. What did the second Treaty of Fort Laramie provide?
15. Was the treaty enforced properly?

Art Activity: Look at the print and caption on page 2.

1. What arrives with America?
2. What leaves as they arrive?
3. Study the facial expressions of the people and animals. What emotions are depicted?
4. Do you think the artist believes in manifest destiny? Why or why not?

Research: Northwest Ordinance, Tecumseh, 1830 Indian Removal Act, President Andrew Jackson, Treaty of New Echota, Cherokee Trail of Tears, 1851 Treaty of Fort Laramie, Sioux, Northern Cheyenne, Cherokee, Shawnee, the Great Plains, 1868 Treaty of Fort Laramie

“About the Sioux” by Craig Gingold (Pages 6-7)

Vocabulary: confederation, dialects

Comprehension:

1. What groups made up the Sioux confederation?
2. What impact did French fur trappers have on the confederation?
3. What happened as the Sioux tribes moved west?
4. How did the horse impact the Sioux?
5. Why did the Sioux resist the arrival of settlers?

Research: Ojibwas, bison

“Road to Wounded Knee” by Kathiann M. Kowalski (Pages 8-9)

Vocabulary: sovereign, assimilation

Writing Activity: Select an event from the timeline. Write a report detailing the causes and effects of the event. How did the event impact both white settlers and native groups?

Research: Arapahos, Treaty of Fort Wise, Chief Little Crow, Sand Creek Massacre, Chief Red Cloud, Captain William J. Fetterman, Bozeman Trail, Medicine Lodge treaty, Indian Peace Commission, Great Sioux Reservation, Indian Appropriation Act, Battle of the Rosebud, Battle of the Little Bighorn, Dawes Act, Ghost Dance

“Sacred Ground” by Andrew Matthews (Pages 10-11)

Comprehension:

1. Why were the Black Hills important to the Sioux?
2. Why did the Army build Fort Randall?
3. Why do you think this alarmed the Sioux?
4. What impact did rumors of gold have?
5. How was the Great Sioux Reservation established?
6. What lands did it include?
7. What happened to invalidate the treaty?
8. How did the U.S. government react?
9. Why didn't the Sioux agree to a new treaty?
10. What gave the government an excuse to take the land?

Discussion Activity: Choose a side. Are you a Sioux leader or a representative of the U.S. government? Would you have agreed to a new treaty? Would you have agreed to the Treaty of Fort Laramie? Discuss the pros and cons of each treaty for each side.

Research: Crows, Black Hills, Lieutenant Colonel George A. Custer

“On the Little Bighorn” by Kenneth P. Czech (Pages 14-16)

“Settling on a Name” (Page 16)

Comprehension:

1. What did the federal government plan to do with the native groups in the West?
2. Why did many refuse to leave?
3. Why did Custer choose to attack the encampment on the Little Big Horn River?
4. What warnings did he receive?
5. What was the outcome?
6. What did the natives do after the battle?
7. What happened to the Sioux and Northern Cheyenne who fought Custer?
8. What happened to Crazy Horse and Sitting Bull?
9. What was the government’s response to the battle?
10. What happened to the bodies of those killed during the battle?
11. Why might the name have been changed and then changed back?

Math Activity:

1. If Custer divided his men equally, how many men were in each of his four divisions?
2. What percentage of the total U.S. force did Custer command in the battle?
3. By what percentage were his men outnumbered?

Research: Sitting Bull, Crazy Horse, 7th U.S. Cavalry, Sun Dance, Arikara, Captain Frederick Benteen, Major Marcus Reno,

“Destroying a Culture” by Pauline Bickford-Duane (Pages 17-19)

Comprehension:

1. What proposal did Senator Dawes make?
2. What did he hope it would accomplish?
3. What reason was the public given for the Dawes Act?
4. Why didn’t the act protect the rights in the way it claimed to?
5. How were children treated in the boarding schools?
6. What were the findings of the Meriam Report?
7. Why wasn’t the report acted upon?
8. What was the Indian Reorganization Act?
9. What were the results of the Act?

Discussion Activity: The opening of this article gives the impression the United States government worked hard to create an effective policy. Do you agree? What other steps could have been taken?

Writing Activity: Write a journal entry from the point of view of a student at an Indian Bureau school.

Research: Senator Henry L. Dawes, President Grover Cleveland, Dawes Act, Five Civilized Tribes, Bureau of Indian Affairs, Institute for Government Research, Meriam Report, Great Depression, Indian Reorganization Act, President Franklin D. Roosevelt

“A Time of Troubles” by Ruth Spencer Johnson (Pages 20-23)

Comprehension:

1. Who is referred to as “The Great Father”?
2. What hardships does the girl describe?
3. Why do some children feel like outsiders when they return to the reservation from school?
4. Why do some wish to become assimilated?

“Did You Know?” Illustrated by Chris Ware (Pages 24-25)

Research: “American Names” by Stephen Vincent Benet, Dee Brown, “Big Foot” by Johnny Cash, “Bury My Heart at Wounded Knee” by Buffy Sainte-Marie

“Message of Hope” by Andrew Matthews (Pages 26-27)

Vocabulary: decimated

Comprehension:

1. What events of 1889 made matters worse for the Sioux?
2. Why did Wovoka’s vision provide hope?
3. What were Ghost Dance ceremonies like?
4. Why were settlers concerned about them?
5. Why did many Sioux flee?
6. Who was supposed to be arrested?
7. Why was Sitting Bull targeted for arrest?
8. What was the result?

Research: Paiute, Wovoka, Ghost Dance movement, Pine Ridge Reservation, Rosebud Reservation, the Badlands

“What Happened at Wounded Knee?” by Heather Cox Richardson (Pages 28-31)

Vocabulary: futility

Comprehension:

1. Why were the Ghost Dancers afraid to return to the reservations?
2. What steps did General Brooke take to ensure peace?
3. How did reporters create further conflict?
4. How did Sitting Bull’s death impact his followers and other local Indians?
5. Where did Sitanka’s people go?
6. What were the concerns of the officers who located them?
7. Why did some Sioux men refuse to give up their arms?
8. What was the result?
9. What were the American and Indian reactions to the massacre?

Math Activity: How many soldiers were in the United States Army in 1890?

Research: Brigadier General John R. Brooke, Major General Nelson A. Miles, Sitanka, Colonel James W. Forsyth

“The Blame Game” by Heather Cox Richardson (Pages 32-33)

“Protest!” by Heather Cox Richardson (Page 34)

Vocabulary: commuted

Comprehension:

1. What steps did General Miles take to avoid war?
2. Who did Americans blame for the massacre?
3. How were the Sioux leaders who came to Washington, D.C. treated?
4. How did Buffalo Bill’s Wild West Show reinforce the stereotype of the Sioux?
5. Why were the Sioux better off raising cattle than farming?
6. What happened to Sioux ranches?
7. What has changed for the Sioux in the past 100 years?
8. Why did the American Indian Movement set up a protest at Wounded Knee, South Dakota?
9. What happened during this protest?
10. What were the results?

Research: President Benjamin Harrison, Buffalo Bill’s Wild West Show, American Indian Movement, Harlington Wood Jr.

“Facing the Future” by Kathiann M. Kowalski (Pages 35-37)

Vocabulary: regalia

Comprehension:

1. What are the biggest needs for the Sioux today?
2. Why do the Sioux want the government to return the land it took?
3. What is meant by “needs-based budget”?
4. Why might poverty make problems like addiction and crime worse?
5. Why are orphaned Sioux children often placed in the homes of nonnatives?
6. What are the environmental concerns expressed by Bryan Brewer?
7. What economic opportunities are being considered?
8. How is the U.S. government helping?
9. How do the people stay connected to their culture?

Science Activity: Research the proposed Keystone XL pipeline. What will the benefits of the pipeline be? What environmental impact might it have on the area? What contaminants are possible and could these impact the drinking water? Do you believe tribal leaders are right to oppose the pipeline? Can steps be taken to avoid environmental disaster while allowing the pipeline to go through?

Practical Experience: Visit a reservation in your area and learn about the tribe’s history and culture.

Research: Oglala Sioux Tribe

Activity for the Entire Issue

Writing Activity: Write an essay detailing whether you believe the Sioux still have a right to the Black Hills. Use the information in the issue and your knowledge of history to support your argument.