

# Sitting Bull

## The Life of a Lakota Sioux Chief

### GRAPHIC NONFICTION

#### READING FOR INFORMATION:

- **Distinguishing Fact from Opinion (oral, written, graphic):** After reading the book, hold a class discussion about how historical events can be explored from more than one point of view. Talk about the difference between a fact and an opinion. Label a chart with the headings *General Custer, The United States Military, and Settlers*. Label another with the headings *Sitting Bull and Native Americans*. Discuss how each group might have viewed the Battle of the Little Bighorn differently. Write students' responses on the appropriate chart under the appropriate heading. After the discussion, review the charts with the class, and have them underline all facts with a red marker. Divide the class into two groups. Assign partners in each group. Have one group's pairs use the factual information on the charts to design two graphic nonfiction pages that depict the Battle of the Little Bighorn from Custer's point of view. The other group's pairs should design two pages that depict the battle from Sitting Bull's point of view. Encourage students to do additional research. Tell them they may use the format of the book as a model or create their own graphic nonfiction format that includes graphics, text, speech bubbles, and captions. Display the completed pages in the Social Studies or Language Arts Center.

#### WRITING ABOUT HISTORY:

- **Drawing Conclusions (oral, written, graphic):** Ask students to take a picture walk through the book and select a favorite cartoon panel. Direct students to review the panel they chose and read the accompanying text. Allow them to discuss their choice and reaction to it in small groups. Ask them to write a response paragraph that answers the following questions: *What strategies did the author use to make the text both informative and representative of the graphic? What strategies did the illustrator use to create a visual image that complements the text?* Have students rejoin their small discussion groups to share their paragraphs. As a follow-up activity, ask students to write a journal entry explaining which made a stronger impression on them—the text or the pictures in this book. Ask them to explain the reasons for their opinion.

#### RESEARCH ACTIVITIES:

- **Making Judgments (oral, written, graphic):** After reading the book, review and discuss the Lakota lifestyle before and after the settlers and the U.S. Army moved onto their lands. Have students independently research the westward movement during the 1800s and its effects on the Lakota. Next, have them meet in small groups to discuss and make judgments based on the information. Prepare a two-column worksheet labeled *Sioux Before Westward Expansion* and *Sioux After Westward Expansion*. Along the left-hand margin, list these categories: *food, clothing, crops, homes, rituals, government*. Distribute worksheets for students to complete while doing their research. Guide them with finding multiple sources of information and making a bibliography. Divide the class into small groups to share and discuss the information.
- Ask groups to form an opinion and choose two areas they feel show the greatest lifestyle change of the Lakota by the end of the 1800s. Give each group a large sheet of poster board and have them prepare an instructional poster on the areas they chose. Ask each group to use their poster as a visual to make a class presentation. Display the posters in the school hallway.

#### ADDITIONAL RESOURCES:

##### Books:

- January, Brendan. *Little Bighorn: June 25, 1876*. New York: Enchanted Lion Books, 2004.
- McLeese, Don. *Sitting Bull*. Vero Beach, FL: Rourke Publishing, LLC, 2004.

##### Web Sites:

- Due to the changing nature of Internet links, the Rosen Publishing Group, Inc., has developed an online list of Web sites related to the subject of this book. This site is updated regularly. Please use this link to access the list: <http://www.rosenlinks.com/gnf/bull>

#### CONTENT:

- Sitting Bull was born around 1834 in what is now South Dakota. His father named him Tatanka-Tyoyanka, or Sitting Bull, when he was 14, to honor his bravery in battle with the Crow. The Lakota respected Sitting Bull for his bravery and his powers as a shaman, and he became a leader of his people. He tried to preserve their lands and way of life. The struggle between Sitting Bull, the settlers, and the U.S. military resulted in the loss of many lives. At the Battle of the Little Bighorn in 1876, the Lakota and their allies defeated U.S. General George Custer. The anger over Custer's death led the military to increase their efforts to pursue Sitting Bull and the Lakota. Soldiers drove them north into Canada. Sitting Bull hoped his people would then be free to pursue their way of life. However, lack of food caused the Lakota to return to living on reservations. Sitting Bull eventually gave himself up and joined other Native Americans on a reservation. He traveled the country as one of the main attractions in *Buffalo Bill's Wild West* in 1885. Sitting Bull was killed in 1890 while defending the rights of his people.

#### OBJECTIVES:

- Design two graphic nonfiction pages that depict the Battle of the Little Bighorn from the perspective of General Custer or Sitting Bull.
- Write a paragraph explaining the strategies used in writing and illustrating a chosen cartoon panel in this book. Write a journal entry explaining whether the illustrations or the text in this book made a stronger impression on them.
- Research and give a presentation about the lifestyle of the Lakota Sioux before and after the westward expansion in the 1800s.

NAME: \_\_\_\_\_

## Sitting Bull: The Life of a Lakota Sioux Chief

The drawings shown here depict a dream Sitting Bull had. This dream came at a time when white people were trying to force Sitting Bull and his people off the land they had lived on for many years and onto reservations. Read Sitting Bull's description of his dream. Then draw your own version of his dream on a separate sheet of paper. Here are some questions to think about as you draw: *What do you think the white cloud stands for? What do you think the dust storm stands for? What do you think the lightning represents?*

