

Cindy Breen
Shifting Power On the Plains

One of the themes I gained from taking this workshop was the story behind the names. We learned about Red Cloud, Crazy Horse, Standing Bear, Sitting Bull and many more. Each one had a significant impact on the history of the Great Plains. It's not hard to find the story from the white American viewpoint, but to tell the story from the Native Americans takes more than picking up a textbook that's part of our school's curriculum. As we went to the different places during the workshop I picked up storybooks of Native Americans that were written by Natives. One that I found is called *A Boy Called Slow A True Story of Sitting Bull*.

I'm going to use this story of Sitting Bull during Theme 5 of Houghton Mifflin's focus on biographies. I will use this as the Read Aloud to kick off the Theme and practice the strategy of summarizing. The students will be able to follow the sequence of the story and list the main events of Sitting Bull's early life. This is a great way for students to relate to a well-known Native American as a child and learn of Slow's struggles.

The lesson follows these objectives:

Social Studies 3.2.2. People and events shape history.

Character Education Goal 4: Students will recognized and accept cultural and individual differences.

This lesson will give my students a different perspective of the Great Plains, which is the area where we live. Most of them know about the pioneers coming across, but few know of the stories behind the Native Americans that shaped the history of this area just as much as the early white settlers.

Another objective that will come from reading this story is the realization that we all have differences whether it is in our learning styles, character, personalities, and features. At the end of the lesson students will create a new name for themselves bases on something about their character or abilities.

Resource for lesson:

Bruchac, Joseph. *A Boy Called Slow A True Story of Sitting Bull*. Putnam and Grosset Group 1998.

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Lesson for Shifting Power on the Plains

Materials: *A Boy Called Slow* by Joseph Bruchac, student journals.

This lesson will be presented during Theme 5 of our reading curriculum when we focus on biographies. Students will practice the strategy of summarize and also do some journaling. After reading the story students will do a couple of skills on their own and also share with the large group. A possible future lesson would be to research Sitting Bull's life and what he became as an adult.

Lesson: A Story Behind the Name.

1. Read the story of Sitting Bull as a child when he was called Slow.
2. Stop and ask questions to monitor and clarify. Discuss why he was named Slow.
3. Discuss what event caused his name to be changed to Sitting Bull.

After reading:

1. Ask the students to think about the story and in their journals summarize the main events of the story. Students need to sequence the story in order of events.
2. Students will share their summaries with a partner.
3. As a whole group students will discuss what differences Slow had from some of the other characters named in the book, as in cousins, father, grandfather.
4. In their journals students will give themselves a new name based on qualities they have. Share with the large group.