

Project Archaeology



Investigating  
Fort Meade

A Curriculum Guide for Grades 3 through 5



### ***Project Archeology: Investigating Fort Meade***

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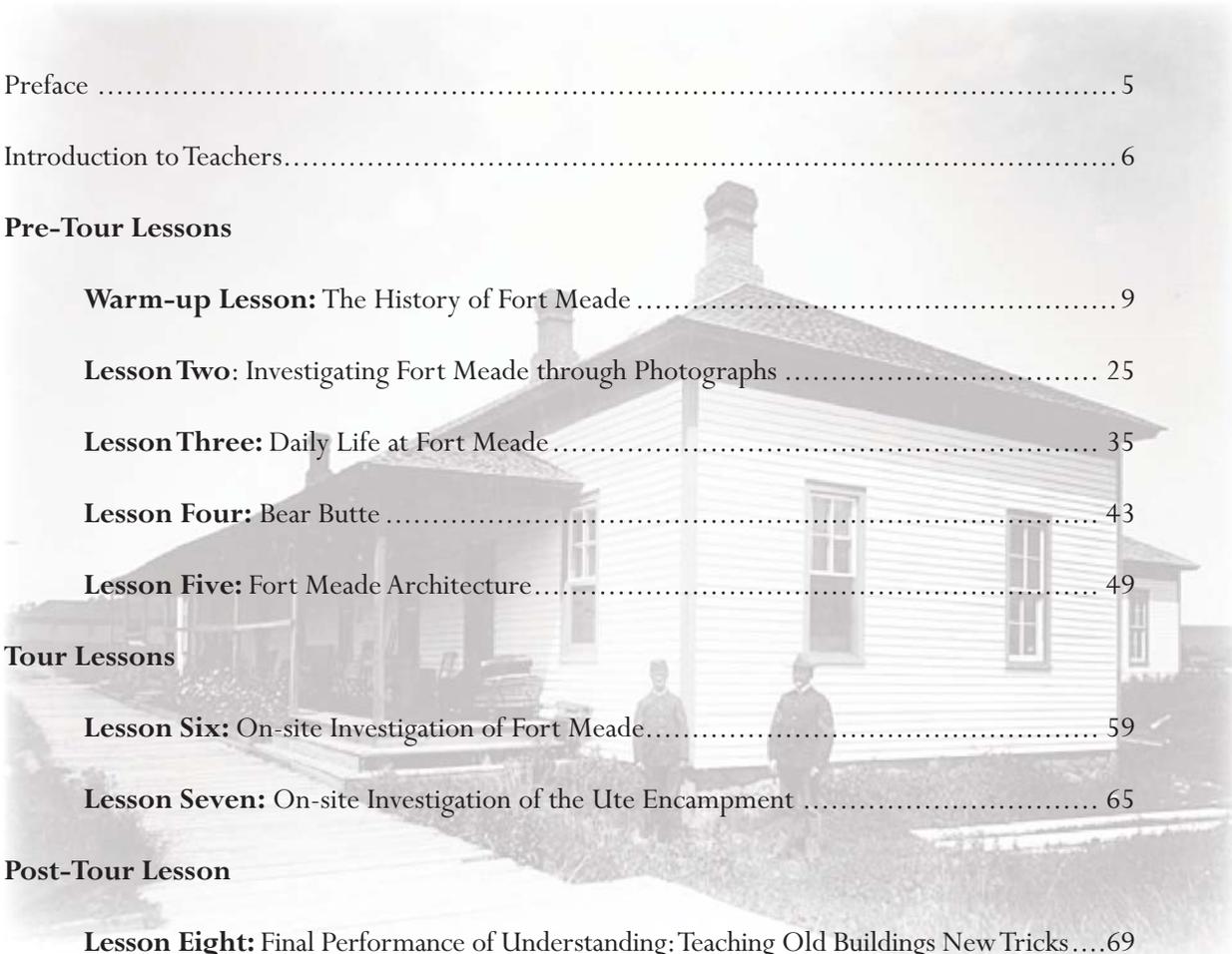
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# Preface

Project Archaeology is a national heritage education program for educators and their students. Project Archaeology uses archaeological and historical inquiry to foster understanding of past and present cultures; improve social studies, science, and literacy education; and enhance citizenship education to help preserve our archaeological legacy. We envision a world in which all people understand and appreciate their own culture and history and the culture and history of others.

Project Archaeology was developed in 1990 in Utah in response to widespread vandalism and looting of the state's archaeological treasures. Agency officials from the Bureau of Land Management (BLM), the U.S. Forest Service, the National Park Service, and the State of Utah, agreed that education was the best way to protect archaeological resources over the long term. These agencies partnered to develop and maintain a statewide education program known as the Intrigue of the Past Archaeology Education Program. In 1992 when the national Bureau of Land Management launched a comprehensive nationwide heritage education program, Intrigue of the Past was adopted as the classroom component and renamed Project Archaeology. In 2001, Project Archaeology transferred operations to Montana State University in Bozeman, Montana, to maintain and expand the program nationally.

Project Archaeology currently operates in thirty states and the District of Columbia and is developing in four additional states. Since its inception, more than 10,000 educators have participated in Project Archaeology workshops. These educators have used Project Archaeology materials to instruct an estimated 210,000 students of all ages annually.

A comprehensive archaeology and heritage education program, Project Archaeology is for anyone interested in learning and teaching about our nation's rich cultural legacy and protecting it for future generations to learn from and enjoy. Designed to appeal to a wide variety of interested groups and individuals, Project Archaeology may be successfully used, for example, by:

- upper elementary through secondary teachers and their students;
- museum docents, youth group leaders, heritage site interpreters; and
- parents and other citizens.

Project Archaeology includes publications, professional development for educators, networking opportunities, and continuing support for participants. Using an innovative hands-on approach to history education, Project Archaeology teaches scientific inquiry, citizenship, personal ethics and character, and cultural understanding. This publication and project were produced with funding from the Bureau of Land Management Montana/Dakotas.

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# Introduction to Teachers

Historic places are valuable teaching tools. Students learn best when they can make tangible, “real-life” connections with the subject they are studying. Unlike most of our history, historic places can be seen, touched, and experienced by students first hand. Moreover, a wide range of subjects can be explored through studying historic places because buildings are products of the social, economic, political, cultural, and technological trends of the societies that constructed them.

## History of Fort Meade

Fort George G. Meade was established in 1878 as a cavalry fort. Several stage and freighting routes including the Bismarck, Fort Pierre, and Sidney Trails to the gold fields passed through Fort Meade on the route to Deadwood.

In the early years of its existence, notable events at Fort Meade include the dishonorable discharge of Major Marcus Reno in 1880 and the official sanctioning of the “Star Spangled Banner” in 1892, which eventually culminated in its designation as the National Anthem. Troops stationed at Fort Meade were involved in events leading up to the Wounded Knee Massacre in 1890. The post served as a home to the White River Utes involved in the Ute Uprising of 1906–1908.

For a majority of the past 120 years there has been a military presence at Fort Meade. Many cavalry and infantry units were stationed at the post including the Seventh Cavalry after the Battle of the Little Bighorn and the Fourth Cavalry. The Fourth Cavalry witnessed the transition from horses to mechanization. Fort Meade still serves as a training site for the South Dakota National Guard and an Army National Guard Officer Candidate School.

A variety of structures that date back to 1878 are still present on the Fort Meade parade ground. Some examples of Fort Meade’s history that remains on the military reservation, now the Fort Meade Recreation Area (administered by the Bureau of Land Management [BLM]), include Curley Grime’s grave site, stone cavalry jumps, rock carvings, the Fort Meade Post Cemetery, a Ute Indian campsite, and Camp Fechner—an old Civilian Conservation Corps camp and World War II Prisoner of War camp. The ruts of several historic trails, used for transportation of passengers and freight, are still visible in some places.

Fort Meade served as a military reservation until 1944 when jurisdiction was transferred to the Veterans Administration. The Fort served as a hospital for World War II veterans and was nominated to the National Register of Historic Places in 1971.

## An Interdisciplinary Approach to the History of Fort Meade

This curriculum, *Investigating Fort Meade*, uses Fort Meade as a tool for teaching about South Dakota’s rich history. Using the Fort as their springboard, students explore the lives and lifestyles of those living at Fort Meade in the late nineteenth and early twentieth century. Students also learn that South Dakota’s historic places are an excellent source of information about our past and that these landmarks continue to benefit our communities in many ways. In addition, the lessons introduce students to basic concepts in primary sources, research, writing, and architectural design.

This guide includes one warm up lesson and eight lessons. Lessons One through Five are pre-tour lessons, Lesson Six is the Fort Meade on-site investigation lesson, and Lesson Seven is the Ute encampment on-site investigation. Lesson Eight is the post-tour lesson, and the Final Performance of Understanding. The pre-tour lessons introduce information, concepts, and skills students will use during their on-site investigation of Fort Meade and the Ute encampment, including the history of the fort, how to “read” a building, and the identification of architectural styles. The post-tour lesson builds upon this knowledge and relates Fort Meade to the importance of historic preservation.

The lessons support the South Dakota Department of Education Content Standards. They are keyed to the third through fifth grade social studies standards, but can easily be adapted for other grade levels. The lessons emphasize social studies process skills (like researching and utilizing primary documents) as well as problem solving and critical thinking. The lessons are inquiry based and fulfill content standards in other subject areas. Many lessons require students to utilize math and language art skills during the activities. The key box in each lesson shows the third through fifth grade content standards found at the following link ([http://doe.sd.gov/contentstandards/social/docs/3-5\\_05-15-06.pdf](http://doe.sd.gov/contentstandards/social/docs/3-5_05-15-06.pdf)).

*Investigating Fort Meade* was developed using Understanding by Design, a backwards design model by Grant Wiggins and Jay McTighe (1998, 1999, and 2005). This model emphasizes teaching for deep understanding of big ideas or broad concepts rather than acquisition of isolated facts. For Wiggins and McTighe (1998, 10), enduring understandings are, “...the big ideas, the important understandings, that we want students to ‘get inside of’ and retain after they’ve forgotten many of the details.” *Investigating Fort Meade* teaches nine enduring understandings (Fort Meade Interactive Board, Pages 6-7).

Essential questions facilitate thinking by engaging students in uncovering the enduring understandings at the heart of each lesson (Wiggins and McTighe 2005; Erickson 2001). Rather than simply covering content, students uncover big ideas through asking and investigating important questions—questions that cannot be answered with a yes or no or a single sentence. In this unit, essential questions guide each phase of learning.

Assessment is an integral part of each instructional event and the unit as a whole. Assessments are designed to determine if students have grasped the enduring understandings (Wiggins and McTighe 1998, 63), and all learning activities are designed to enable students to complete the assessment successfully. In most cases, assessments are authentic—simulations of problems, issues, or challenges “... relate learning to real-life contexts and situations” (Erickson 2001, 160). Assessment in this unit is primarily formative, to check and refine understanding as learning progresses, and a summative assessment (the Final Performance of Understanding) allows students to demonstrate their understanding of the entire unit.

True understanding is multi-dimensional. Wiggins and McTighe define six facets of understanding: explanation, application, interpretation, perspective, empathy, and self-knowledge (1998, 44-45 in Appendix 1). To achieve mature understanding, students need to master all six facets of understanding.

Benjamin Bloom (1956) developed a classification of levels of intellectual behavior important in learning; the classification is now commonly known as “Bloom’s Taxonomy.” The taxonomy was revised in 2001 (Anderson and Krathwohl 2001) and is described in Appendix 2. Lessons in this curriculum address one or more of the levels.

## The Project Archaeology Learning Cycle

Following constructivist theory (Brooks and Brooks 1993), lessons are designed using a learning cycle: Uncover Prior Knowledge, Discover New Knowledge, Reflect on New Knowledge, and Assessment (Figure 1). Not only is the cycle of learning important in and of itself for student learning, but students also need to understand where they are in the learning process and what each step means. Research shows that teaching students the purpose for each element of the cycle of learning helps them become independent learners who are more able to direct their own learning processes.

- When students UNCOVER PRIOR KNOWLEDGE, they understand that you are checking in to see what they might already know about the content of the lesson, and that they are not expected to know the answers. They understand that they are preparing to learn more.
- When students DISCOVER NEW KNOWLEDGE, they understand that they are learning new concepts and understandings.
- When students REFLECT ON NEW KNOWLEDGE, they understand that they are thinking about how and what they learned and how it connects to others things they know. They understand that this part of the learning cycle helps them to more firmly grasp the enduring understanding and retain it.
- When students perform the ASSESSMENT, they understand that they are showing themselves and their teacher their mastery of the enduring understanding. In some lessons, Reflect on New Knowledge and the Assessment may be reversed if the Assessment advances instruction and contributes to uncovering the Enduring Understanding.

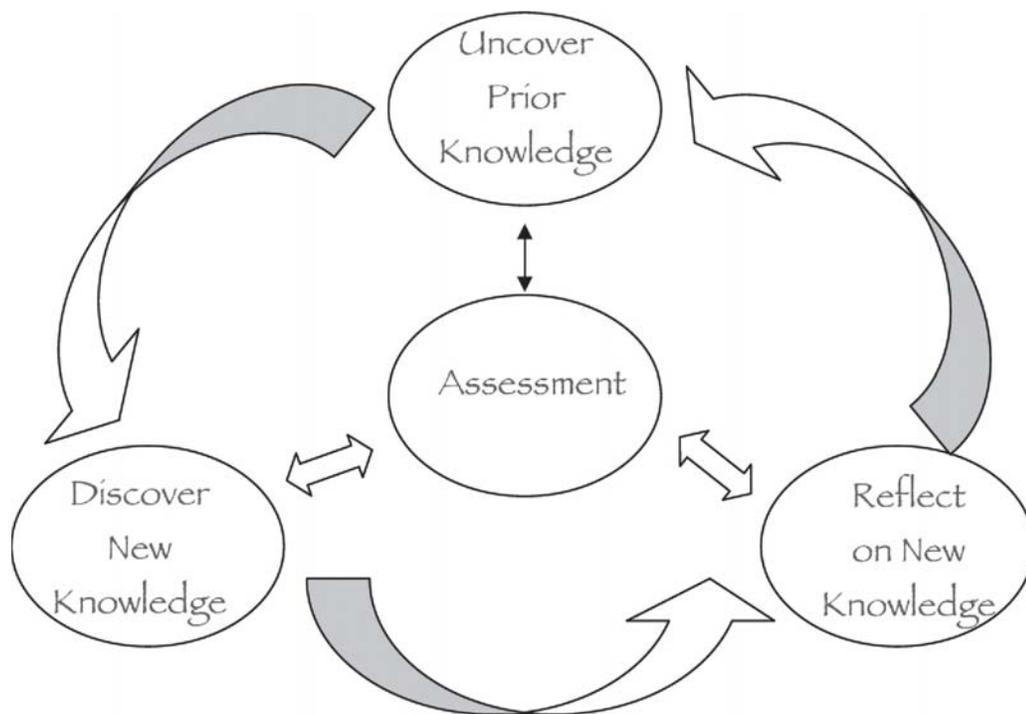


Figure 1. The Project Archaeology: Investigating Shelter Learning Cycle

## Lesson Organization

Each lesson is organized into two main parts: (1) information for the teacher to prepare and teach the lesson, and (2) the cycle of learning. Lessons contain some or all of the following key components.

## Teacher Preparation

*Enduring Understanding*—The key idea that students will acquire.

*Essential Question(s)*—The questions that guide the lesson.

*What Students Will Learn*—A list of concepts and skills that students will learn.

*What Students Will Do*—A list of activities students will engage in to learn the concepts and grasp the enduring understandings.

*Assessment*—Method for students to demonstrate their grasp of the concepts and enduring understandings. The assessment is described at the beginning of the lesson so you will know how the students will demonstrate their comprehension of the content and the enduring understanding.

*Key Box*—A brief description of the facets of understandings from Understanding by Design, skills from “Bloom’s Taxonomy,” strategies for instruction, approximate duration of the lesson, and appropriate class size.

*Materials*—Items needed to complete the lesson; divided into items needed for each student, for the class as a whole, and for teacher-led instruction. Most materials are provided in this book. Other materials are inexpensive and easy to find and prepare.

*Background Information* – Information on the direction of the lesson, how to plan for it, and content to be shared with students.

*Preparing to Teach* – Step-by-step procedures to prepare to teach the lesson and all activities. In some cases, materials need to be prepared or student assignments made a few days in advance of actually teaching the lesson.

*Word Bank* – A place for students to collect vocabulary words for reference and use in writing assignments.

## The Cycle of Learning

*Uncover Prior Knowledge*—A brief activity to discover what students already know about the concept(s) to be taught.

*Discover New Knowledge*—An activity or activities designed to teach new concepts and understandings.

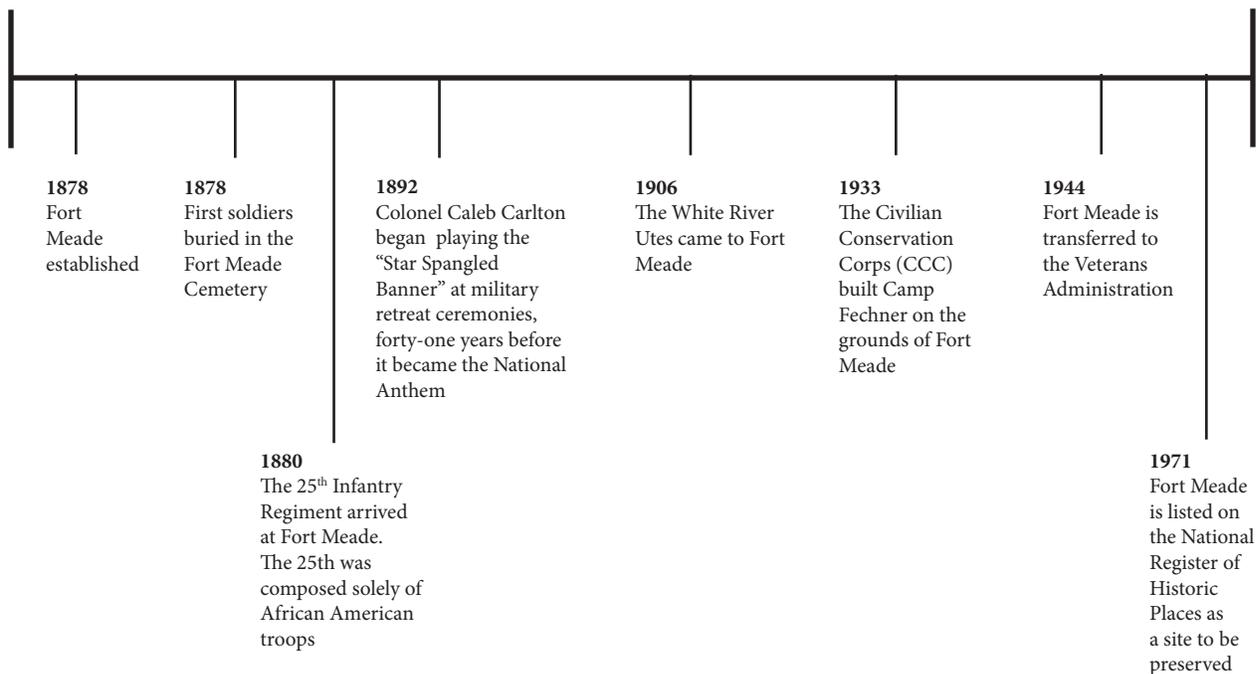
*Reflect on New Knowledge*—Reflection on the content and concepts taught to reinforce the new knowledge.

*Assessment*—Method for students to demonstrate their grasp of the concepts and enduring understandings. The assessment is also part of the learning process because students are required to apply information to a new situation, synthesize information and concepts into a new whole, or use knowledge to solve new problems.

## Timeline

Throughout this unit, students will be asked to document historical items on a timeline. Create a timeline in your classroom, either on butcher paper or on a bulletin board where they can post their historical events with index cards or sticky notes. Each time a student, or the class as a whole, learns the date of a historical event they can post it to the timeline. The timeline example below shows only the basic historical information. You may include many more historical events on your classroom timeline.

### Timeline Example:



## Fort Meade Interactive Board

The graphic organizer below is a template for documenting the essential questions and the conclusions the students will develop in each lesson. Recreate this organizer on a large scale with butcher paper or on a bulletin board. Write in the essential questions as shown below, but leave the area under “conclusions” blank. The students will fill in the conclusions at the end of each lesson. The blank area between the enduring understandings/essential questions and the conclusions can be used to post any information the students/teacher would like to have available for viewing over the course of the unit.

## Fort Meade Interactive Board

Warm Up Lesson	Lesson One	Lesson Two	Lesson Three	Lesson Four
<p><b>Enduring Understanding</b> The history of Bear Butte and Fort Meade are important for understanding the Black Hills region today.</p> <p><b>Essential Question</b> How can historical knowledge help us understand Bear Butte and Fort Meade today?</p>	<p><b>Enduring Understanding</b> We can learn about people by exploring how they use buildings.</p> <p><b>Essential Question</b> How can we learn about people by exploring how they use buildings?</p>	<p><b>Enduring Understanding</b> We can use historic photographs to study the past.</p> <p><b>Essential Question</b> How can we use historic photographs to study the past?</p>	<p><b>Enduring Understanding</b> We can use primary documents to learn about the past.</p> <p><b>Essential Question</b> How can primary documents help us learn about the past?</p>	<p><b>Enduring Understanding</b> Bear Butte played an important role in the history of Fort Meade</p> <p><b>Essential Question</b> Why is Bear Butte important to the history of Fort Meade?</p>
<p><b>Conclusion</b> The history of Bear Butte and Fort Meade are important for understanding the Black Hills region today.</p>	<p><b>Conclusion</b> Using the tools of historical inquiry (observation, inference and evidence), historians study places to learn about the people who lived in them.</p>	<p><b>Conclusion</b> Historians study photographs to learn about people and places from the past.</p>	<p><b>Conclusion</b> Primary documents can tell us how people lived from day to day at Fort Meade.</p>	<p><b>Conclusion</b> The placement of Fort Meade near Bear Butte was due to the importance of this place to the American Indians in the area.</p>

## Fort Meade Interactive Board

Lesson Five	Lesson Six	Lesson Seven	Lesson Eight— Final Performance of Understanding
<p><b>Enduring Understanding</b> The architecture of buildings at Fort Meade can tell us about the people who lived there.</p> <p><b>Essential Question</b> What can architecture tell us about the people who lived at Fort Meade?</p>	<p><b>Enduring Understanding</b> We can learn about people who lived in the past by visiting historic places.</p> <p><b>Essential Question</b> What can you learn by visiting historic places?</p>	<p><b>Enduring Understanding</b> The Ute encampment shows that Fort Meade was important in the history of American Indians in the 20<sup>th</sup> Century.</p> <p><b>Essential Question</b> Why is the Ute encampment an important part of Fort Meade’s history and the history of American Indians in the 20<sup>th</sup> Century?</p>	<p><b>Enduring Understanding</b> Historic buildings and places are an important part of our communities today and can be adapted for modern uses.</p> <p><b>Essential Question</b> Why are historic buildings and places important to us today? Why should we reuse historic buildings?</p>
<p><b>Conclusion</b> The architecture of a place can tell us about the economy, social life, culture, and values of the people who lived there in the past.</p>	<p><b>Conclusion</b> The architecture and history of a place can tell you about the economy, social life, culture, and values of the people who lived there in the past.</p>	<p><b>Conclusion</b> Fort Meade is an integral part of South Dakota history and played an important role in the history of the nation. The Ute encampment is an example of an event at Fort Meade that affected history on a national level.</p>	<p><b>Conclusion</b> Historic places and buildings are an important part of our history and should be utilized, reused, and preserved as long as possible. Future generations can learn about people of the past by studying how they lived, and the buildings they called home.</p>

**Notes:**



# Warm-up Lesson

## *The History of Fort Meade*

### Enduring Understanding

The history of Bear Butte and Fort Meade are important for understanding the Black Hills region today.

### Essential Question

How can historical knowledge help us understand Bear Butte and Fort Meade today?

### What Students Will Learn

- The Black Hills are sacred to a number of American Indian tribes.
- Land is valued differently by different cultures.
- Fort Meade has an important place in the history of the Black Hills region.

### What Students Will Do

- Read and discuss the history data set.
- Classify the data into groups with common attributes.
- Identify and explore relationships of data.
- Make inferences based on classification of data.

### Assessment

- Students will record their classification findings on the History Data Set Report Out Sheet.

**SUBJECTS:** language arts, science, social studies, geography, geology, history

**SKILLS:**

- **Bloom's Taxonomy:**  
remember, understand, apply, analyze, evaluate, create
- **Facets of Understanding:**  
explanation, interpretation, application, perspective

**DURATION:** 60–90 minutes

**CLASS SIZE:** any

**SOUTH DAKOTA STANDARDS:**

3.W.1.1, 3.G.2.1, 3.LVS.1.2, 3.R.4.1,  
4.W.1.2, 4.G.2.1, 4.US.1.1, 4.US.1.2,  
4.US.2.1, 5.W.2.1, 5.R.4.1, 5.G.2.1  
(See Appendix 3, page 78)

### Materials

*For the Student*

- A copy of “History Data Set” (pages 12–14)
- A copy of “History Data Set Report Out Sheet” (page 15)

*For the Teacher*

- Read Aloud site selections
- Inductive Thinking (Appendix 4, page 83)

## Preparing to Teach

### Content

The links below provide background information on the history of Fort Meade and the surrounding Black Hills region. The information found within the links can serve the dual purpose of preparing teachers for instruction and providing Read Aloud material. Read Alouds provide students with information about the upcoming lesson (frontloading) and build the classroom community's body of knowledge. Read Alouds can be interspersed throughout the instructional day and provide an opportunity for making interdisciplinary connections.

### Multiple perspectives on the history of Bear Butte and Fort Meade can be found at:

- <http://fortmeademuseum.org/fmm/>
- <http://www.blackhillsbadlands.com/home/thingstodo/parksmonuments/stateparks/bearbuttestatepark>
- [http://www.blm.gov/mt/st/en/fo/south\\_dakota\\_field/ft\\_meade.html](http://www.blm.gov/mt/st/en/fo/south_dakota_field/ft_meade.html)
- <http://www.pbs.org/falconer/land/bearbutte.htm>
- <http://www.penryfamily.com/surveying/usgsbearbutte.html>
- <http://www.sacredland.org/black-hills/>
- <http://www.penryfamily.com/surveying/usgsbearbutte.html>

### Sites that develop a sense of place:

- <http://www.360cities.net/image/mato-paha-aka-bear-butte#486.63,-23.60,110.0>  
provides 360 degree views from Bear Butte as well as terrain and plant life
- <http://www.dakotagraph.com/search?updated-max=2012-02-26T13:06:00-06:00&max-results=7>  
The February 15, 2012 blog includes a photo of Bear Butte with an outline of the bear.
- <http://www.penryfamily.com/surveying/usgsbearbutte.html>

Information from the data set can be integrated within the timeline.

## Process

Familiarize yourself with the inductive thinking instructional strategy (Appendix \_\_\_). The history data set for *Investigating Fort Meade* was created with these categories in mind:

- geological
- sacred
- Fort Meade
- controversy
- state park/public use

However, other categories have and will surface as learners process the data. Examples of other category labels included but are not limited to:

- oral history
- local happenings
- other names for Bear Butte, and
- current problems with development

Data can be grouped with more than one attribute (e.g., geology and oral history). The intent of an inductive lesson is to promote interpreting the data. When classifying the data students will label the categories. The number of data within categories typically ranges from three to eight. If a grouping of data is sizeable, it provides an opportunity for further inquiry.

Engage in a conversation about the data group. Encourage learners to think about attributes.

Possible prompts from the teacher:

- What is/are the common attribute(s) within this group?
- Is there a possibility of creating another group with similar yet different attributes?
- When you are rereading and thinking about the data in the group, does an additional attribute surface?
- What causes these items to be in a group?

## Preparing to Teach

1. Make a copy of the “Fort Meade Data Set” for each student.
2. Make a copy of the “History Data Set Report-Out Sheet” for each student.
3. Create a graphic organizer on a white board or butcher paper to record students’ responses and questions.
4. Read Appendix 3, page 72 and prepare for instruction.

## Inductive Thinking Lesson

Divide students into teams of two.

## Uncover Prior Knowledge

Ask students: What can you tell me about the history of Bear Butte? Fort Meade? Record student responses and questions on whiteboard, butcher paper, or graphic organizer for future reference.

## Discover New Knowledge

### Why is it important to use a variety of perspectives when studying history?

Inform students that this question will guide their learning. Indicate the Word Bank words (data, laccolith, intrusions, and interpretation) and inform students that they will use these words as tools and define them during the lesson.

1. Distribute the Fort Meade Data Set to students. Copies of the data set can be kept as a whole page or cut into individual data pieces.
2. Phase One—Students record data and label groups on the “History Data Set Report-Out Sheet.”

## Reflect on New Knowledge

Revisit the graphic organizer with recorded information and questions about Bear Butte and Fort Meade. Ask students to add additional information to the graphic organizer. What questions do students have about Bear Butte? How might we answer them?

## Investigating Fort Meade Data Set

1. Fort Meade was established during the winter of 1878–1879. The mission of this ten-company post (a company is a group of 50 to 100 soldiers led by a captain) was to provide military protection for the gold seekers and settlers who had invaded the region both before and after the Black Hills Treaty of 1877.
2. Two trails were created to help with different uses of Bear Butte State Park; one trail is for hikers and one trail is for native religious practitioners. The trail for native religious practitioners leads people to a designated ceremonial area. Although both trails are open to the public, non-native users are requested to stay on the trail and not disturb prayer bundles or individuals in ceremony.
3. Bear Butte was formed during a time of massive earthquakes and volcanic activity. The pressures created deep within the earth forced hot, liquid rock toward the surface. As it neared the surface, the pressures increased and the material pushed up through cracks and crevices in the earth's surface forming laccoliths.
4. Bear Butte was selected as a National Historic Landmark in 1965. Bear Butte is the most sacred site to the Lakota people, who know it as a powerful butte on the northern Great Plains and a historic site for vision quests.
5. Bear Butte is a site sacred to many Native American tribes. Various religious ceremonies occur throughout the year at Bear Butte; it is a place of prayer, meditation, and peace. Artifacts dating back 10,000 years have been found near Bear Butte.
6. Rick Two-Dogs, an Oglala Lakota medicine man explains: "All of our origin stories go back to this place. We have a spiritual connection to the Black Hills that can't be sold. I don't think I could face the Creator with an open heart if I ever took money for it."
7. Geologists call Bear Butte a laccolith, or a bubble of magma that did not become a complete volcano. They say this happened millions of years ago. The Oglala Lakota (Sioux) people call this place Groaning Bear.
8. There has been some military presence at Fort Meade for most of the time since it was established in the winter of 1878-79. Cavalry and infantry units, including the 7th Cavalry after the Battle of the Little Bighorn and the Buffalo soldiers of the 10th Cavalry, were stationed at Fort Meade. The Fort still serves as a training site for the South Dakota National Guard and an Army National Guard Officer Candidate School.
9. Cheyenne bands migrated westward from Minnesota in the 1700s. As the Cheyenne migrated, some bands acquired horses and adopted buffalo hunting, which helped invent the tipi-dwelling, nomadic way of life known to students of American Indians. During that time many different Cheyenne bands lived east of the Black Hills of South Dakota. It was in the Black Hills that the prophet Sweet Medicine entered a cave in the mountain called Nowahwus, known to English-speakers as Bear Butte, and received the four sacred arrows that are still revered by the Cheyenne today.
10. Standing 1,253 feet above the surrounding prairie, Bear Butte is a landmark for travelers.
11. The South Dakota Park Service is hoping to add Lakota members to their staff at Bear Butte. Lakota members would educate the public on the sacred aspects of the site.



12. The City of Sturgis, South Dakota, with support from a group of private investors, plans to build a sports complex and shooting range only four miles north of Bear Butte, a landmark sacred to many Native American tribes. The Native American community is concerned that the shooting range will belittle and degrade the land and its spiritual qualities. It is estimated that 10,000 rounds will be fired every day from rifles and handguns, affecting the quiet and serenity of the members of the 60 different tribes that come to pray at Bear Butte—as well as the non-tribal people who enjoy the park.
13. It is known by many names by many different groups—including the Lakota, Cheyenne, Kiowa, Mandan, Arapahoe, and white settlers. The names include *Mato Paha*, *Noawvuhus*, Thunder Mountain, and Bear Butte.
14. It was in the fall of 1857 when fifteen-year-old Curly underwent a purification ceremony with his father on Bear Butte. A summer council which brought together between 5,000 and 7,500 Native Americans was near its end. Curly's father interpreted one of his son's visions to mean that his son would become a great warrior. His father cautioned his son to always go into battle dressed as the warrior from his vision. Then the father gave his son his own name—Crazy Horse.
15. Most forts in South Dakota closed in the 1890s. Fort Meade, with its location on the railroad line and with good routes to reservations, continued to operate as a fort until 1944. During World War II Fort Meade was used for military training and as a prisoner of war camp.
16. Bear Butte is so important to the Lakota that when the Lakota met with the United States' government in 1868 to discuss treaties, the Lakota demanded the control and ownership of the Black Hills, or *Paha Sapa*, forever. The treaty that they signed would later be called the Fort Laramie Treaty of 1868. The treaty spelled out the agreement in very clear, unmistakable language so that the Black Hills would be:

*set apart for the absolute and undisturbed use and occupation of the Indians herein named...and the United States now solemnly agrees that no persons...shall ever be permitted to pass over, settle upon, or reside in the territory described in this article.*
17. The Lakota call Bear Butte *Mato Paha*, or Bear Mountain, and believe Bear Butte to be the most powerful land mass in their religion. They consider Bear Butte sacred for its location near the Black Hills and because the seven sacred elements—land, air, water, rocks, animals, plants, and fire—are found in the immediate area surrounding Bear Butte.
18. Oral traditions from several Native American tribes connect the bear shape of Bear Butte with a legend about a huge bear attacking a group of people who had climbed nearby Devil's Tower. Scratching the sides of Devil's Tower to the point of exhaustion, the bear wandered away to lie down and die.
19. During your visit you will see colorful pieces of cloth and small bundles or pouches hanging from the trees. These prayer cloths and tobacco ties represent the prayers offered by individuals during their worship. Please respect these offerings and leave them undisturbed.

20. While seeking a site to establish a military post in the Black Hills during the summer of 1874, a military scouting expedition sent back information about what they learned about agricultural and mineral resources in the Black Hills. The expedition camped near Bear Butte on August 14–15, 1874. Detailed reports from the expedition focused on the gold finds and did not mention a recommendation for a military post.
21. Bear Butte, near Sturgis, South Dakota, is a butte (a steep-sided hill) on the grassland prairie of the northern Great Plains. A trail from the bottom of the butte winds its way up to the top of the butte where the view is remarkable. A vast ocean of prairie grasses is visible to the north, east, and south; the Black Hills are visible to the west.
22. Much of the vegetation on Bear Butte was destroyed by a fire in 1996. New growth is springing up beneath the burned pine trees. The new vegetation is helping control erosion on the steep hillsides. It is extremely important to remain on the designated trail.
23. Bear Butte is located in the Black Hills of western South Dakota. Bear Butte has been visited as a spiritual place for centuries by the Lakota, Northern Cheyenne, Hidatsa, Crow, and other Native Americans. Thousands of American Indians visit this ceremonial area each year. Many tribes see the mountain as a place where the creator chose to communicate with them through visions and prayers. Visitors to the Bear Butte State Park often see colorful prayer cloths and offerings of tobacco hanging from trees on the mountain.
24. Strategically positioned on a main Indian trail to favorite hunting grounds of the Sioux, and near the heavily travelled Bismarck, Fort Pierre, and Sidney trails of the pioneers, Fort Meade was located near a natural gap in the ridge forming the Black Hills.
25. Bear Butte became a state park in 1961, but the use of this sacred site is still a point of controversy. In 1983, the Lakota and *Tsistsistas* (preferred term by Cheyenne who speak the Cheyenne language and follow their traditional culture) sued in federal court, claiming development of the park and construction of tourist facilities diminished the spiritual value of the park. The lawsuit failed, as did an appeal.
26. Tourist noises, traffic, and other interruptions interfere with the vision quest; noise interrupts and destroys the strength of the ceremony itself. Approximately 100,000 individuals visit Bear Butte each year, making it almost impossible to follow ceremonial rules that require seclusion from the world.
27. The administration at Bear Butte State Park is currently making an effort to cooperate with Native worshippers. The Park Service has built two hiking trails: one trail is for the exclusive use of worshippers, the other trail is for general public use.
28. Bear Butte—*Mato Paha* in Lakota—is not truly a flat-topped butte. It is the remains of ancient volcanic activity. Scientists believe Bear Butte was formed approximately 65 million years ago when magma (molten rock) from the earth's interior pushed up under the crust, but never reached the surface. The magma cooled and hardened. Over time, rock and topsoil covering the cone-shaped formation have been washed away.
29. Sweet Medicine heard a voice calling while he was wandering alone over the prairie, leading him to a beautiful dark-forested land of many hills. Standing apart from the others was a single mountain shaped like a huge tipi: the sacred mountain called Bear Butte.

### Warm-up Lesson: History Data Set Report Out Sheet

Name: \_\_\_\_\_

After reading, discussing, and classifying the data, record your categories in the spaces to the left (draw more shapes if needed). When recording your categories, please include a label. The label tells the common attribute(s) of the data.

What two or three pieces of data are the most important? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

As you have continued to read and learn about the history of Bear Butte and Fort Meade, are there additional pieces of data that would fit into your categories? If yes, what data would you add to the set? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# 1 Lesson One

## *Investigating a Classroom*

### **Enduring Understanding**

We can learn about people by exploring how they use buildings.

### **Essential Question**

How can we learn about people by exploring how they use buildings?

### **What Students Will Learn**

- Understand the difference between observation and inference.
- Understand how historians use data and evidence to answer their questions and make interpretations.

### **What Students Will Do**

- Conduct an investigation of a modern classroom to show their understanding of observation, inference, and evidence.
- Transfer the skills of investigating a classroom to other places.

### **Assessment**

Students will explain the importance of observation and inference in their Fort Meade Journals.

### **Materials**

#### *For Each Student*

- “Investigating a Classroom: Data Collection Sheet” (page 20)
- “Investigating a Classroom: Interpreting the Data” (page 21)
- Word Bank (page 23, 1–2 copies)
- “Fort Meade Journal: Lesson One” (page 24)

**SUBJECTS:** social studies, language arts, science

**SKILLS:**

- **Bloom’s Taxonomy:** remember, understand, apply, analyze
- **Facets of Understanding:** explanation, interpretation, application, self-knowledge

**DURATION:** approximately 60 minutes

**CLASS SIZE:** any, groups of two

**SOUTH DAKOTA STANDARDS:**

3.US.2.1, 3.C.1.1, 3.LVS.1.2, 4.W.1.2  
(See Appendix 3, page 78)

### **Background Information**

Historical inquiry relies upon the skills of observation, inference, and data collection to answer questions. Any phenomenon being studied must first be observed, whether from a satellite or through a microscope or directly with the naked eye. An inference is a reason proposed to explain an observation, and it often raises questions for further inquiry. A single observation can produce many plausible inferences; the historian’s job is to determine which of the inferences best explains the observation. When historians have completed the process of observing, inferring, asking questions, and gathering data, they use evidence to answer their questions.

Historians use observation and inference to learn how people lived in the past. By observing objects (artifacts), they infer the behavior of the people who used the objects. A single observation might generate multiple inferences, each of which

could be possible. A historian's job is to examine all the data carefully to find out which inference is the best.

## Preparing to Teach

1. Post the enduring understanding in a prominent location in the classroom.
2. Construct a unit timeline (see example on page 5) and a bulletin board (see an example on pages 6 to 7).
3. Make a copy of the "Investigating a Classroom: Data Collection Sheet" for each student.
4. Make a copy of the "Investigating a Classroom: Interpreting the Data" sheet for each student.
5. Make 1–2 copies of the Word Bank for each student.
6. Make a copy of the "Fort Meade Journal: Lesson One" for each student.
7. Obtain access to a classroom unfamiliar to your students.

## Word Bank

**data:** facts and figures; information; especially information that can be analyzed

**evidence:** data which are used to answer questions

**inference:** a conclusion derived from observations

**observation:** recognizing or noting a fact or occurrence

### *For the Teacher*

- Classroom unfamiliar to your students
- Transparency or PowerPoint slide of Fort Meade and Bear Butte (page 27)

## Uncover Prior Knowledge

Ask students:

- If I walked into your bedroom, what would I know about you?
- Would I know if you were a boy or a girl?
- Would I know what your interests are?
- Would I know if you share your room?
- What evidence or data would tell me this?

## Discover New Knowledge

**How can we learn about people by exploring how they use buildings?** Inform students that this question will guide their learning. Indicate the Word Bank words (data, evidence, inference, and observation) and inform students that they will use these words as tools and define them during the lesson.

1. Take your students to a classroom with which they are not familiar. You can use your own classroom if another is not available, but an unfamiliar classroom will work better. Prior to the activity, ask the teacher in the unfamiliar classroom to provide answers to the questions on the "Investigating a Classroom: Interpreting the Data" for comparison with students' answers after they complete the activity.
2. Assign each student a partner. Tell students: Pretend that you are a team of investigators who have never seen this classroom. Your job is to discover all you can about the people who use the room by examining what the room looks like, how it is arranged, and what is found here.
3. Hand out the "Investigating a Classroom: Data Collection Sheet."
4. Introduce students to the Word Bank if they are not already familiar with the concept (see Introduction page 1) and distribute 1–2 copies of the Word Bank to each student.



Assist students with defining data, evidence, inference, and observation and adding them to their Word Banks.

5. **Observation:** Ask students: What do you notice about the classroom? Have them list five or more objects and observations on their data collection sheet.
6. **Inference:** Ask students: What inferences (conclusions) can we make about this place and the people who are in this classroom based on our observations? Have them write at least one inference for each observation.
7. **Questions:** If students have not written any questions under number 2 on the data collection sheet, encourage them to do so. They may add more questions at this time.
8. Students share their questions in their teams. Have students complete number 3. Assist students in improving their questions, if necessary.
9. Have students (individually or in groups) use the observations and inferences they collected to complete “Investigating a Classroom: Interpreting the Data.”
10. Project a transparency or PowerPoint slide of Fort Meade and Bear Butte. Explain to students that they will study the history of Fort Meade and Bear Butte. They will rely on primary documents including historic photographs, diaries, letters, and ledgers.
11. Indicate the unit’s enduring understandings and the bulletin board. Show students that they are currently engaged in Lesson One. Show students that each step of their learning will be guided by essential questions. Tell students that they will demonstrate their knowledge of

the enduring understanding through a Final Performance of Understanding at the close of the unit.

## Reflect on New Knowledge

As a class, go through each question on the “Investigating a Classroom: Interpreting the Data,” sharing evidence and conclusions.

## Assessment

1. Ask students:
  - Do you think every building contains evidence like our classroom does?
  - What are some things that buildings can tell us about the people who live or work in them? Examples could include lifestyle, working conditions, values, style preferences, pastimes, etc.
2. Have students explain the importance of observation and inference in their Fort Meade Journals.

## Investigating a Classroom: Data Collection Sheet

Name: \_\_\_\_\_

1. In the chart below, list some of the objects that you see and make an observation and an inference for each one.

<b>OBJECT/ EVIDENCE</b>	<b>OBSERVATION</b>	<b>INFERENCE</b>
<b>Example</b> Teacher's Desk	<b>Example</b> There is one teacher's desk in the room.	<b>Example</b> There was one teacher for this class.

2. What questions do you have as you observe the classroom? Write three or more questions.

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3. Think about what makes a good question. Choose your best question from above and write it below.

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