

# NEWS INTERVIEWS OF HISTORICAL FIGURES DURING THE INDIAN WARS.

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JULY 2005



Lesson Overview: The students will gain knowledge of historical figures during a particular historical event using a news interviewing technique.

Objectives: The student will:

- Develop research techniques such as note taking, distinguishing between primary and secondary sources.
- Formulate appropriate questions to gain knowledge of the historical event and the people involved.
- Work cooperatively in small groups.
- Perform interviews with their group with the whole class as the audience.
- Demonstrate good listening and speaking skills.
- Reflect on their knowledge and performance.

Materials Needed: resource books, magazines, primary source documents, Internet access, student created visual aids (maps, charts etc), student created costumes and props.

Class Time: students should have approximately one to two weeks to research the event and historical figures, prepare interview questions, develop visual aids, costumes and props and present their interviews.

Activities: Students will be divided into groups of four or five. Each group will:



- Research a significant event during the Indian Wars as assigned by the teacher.  
Examples include :
  - Sand Creek Massacre
  - Fetterman Massacre
  - Wounded Knee
  - Little Big Horn

- Students will pay particular attention to the key figures involved in their event.
- As a group, the students will develop interview questions about the people involved and their role in the outcome of the event. For example: Captain Fetterman why did you disobey orders and persue the Indians beyond the ridge?
- The group will choose one person each to play the role of the interviewer and each significant figure of their event.
- The group will create visual aids, costumes and props to use for their performance.
- The group will create for the entire class, a ten point quiz about their event.
- The group will grade the class quizzes.
- Based on the scores of the quizzes the group will evaluate their portrayal of the event in a reflection paper.

Teacher Evaluation: The teacher will record the scores of the individual quizzes for each group presentation. The teacher will also use the following rubric to assess the group performance.

### **PERFORMANCE RUBRIC**

## **Historical Role Play : INDIAN WARS INTERVIEWS**

Teacher Name:

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

| CATEGORY            | 4  | 3   | 2  | 1   |
|---------------------|--|---|--|---|
| Historical Accuracy | All historical information appeared to be accurate and in chronological order.   | Almost all historical information appeared to be accurate and in chronological order.                   | Most of the historical information was accurate and in chronological order.                        | Very little of the historical information was accurate and/or in chronological order.         |
| Role                | Point-of-view, arguments, and solutions proposed were consistently in character.                                       | Point-of-view, arguments, and solutions proposed were often in character.                               | Point-of-view, arguments, and solutions proposed were sometimes in character.                      | Point-of-view, arguments, and solutions proposed were rarely in character.                    |
| Knowledge Gained    | Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly | Can clearly explain several ways in which his character "saw" things differently than other characters. | Can clearly explain one way in which his character "saw" things differently than other characters. | Cannot explain one way in which his character "saw" things differently than other characters. |

|                   |  |  |  |  |
|-------------------|--|--|--|--|
|                   | explain why.   |  |  |  |
| Required Elements | Student included more information than was required.   | Student included all information that was required.                                      | Student included most information that was required.       | Student included less information than was required.                         |
| Props/Costume     | Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better. | Student uses 1-2 props that accurately fit the period, and make the presentation better. | Student uses 1-2 props which make the presentation better. | The student uses no props OR the props chosen detract from the presentation. |

TOTAL SCORE

Extension: each group could create a time line of their event that could be displayed in the room.