

## Activity

Students use close reading strategies, concept maps, and historical timelines to prepare for and write an analytical essay about the Ghost Dance.

## Grades

9-12

## Content Areas

Social Studies

English Language Arts

## Skills

- Close reading strategies
- Create a historically accurate timeline
- Cite primary and secondary sources appropriately
- Write an analytical essay about a historical event using primary and secondary sources

## Understandings

1. Historical events are not isolated in time.
2. Overly simplistic explanations of events, such as the Wounded Knee Massacre, prevent people from considering the more accurate, complex contexts in which those events occurred.
3. The Ghost Dance was a response to larger historical context.
4. Knowing about the Ghost Dance is a component of understanding the 1890 Wounded Knee Massacre.

## Procedure

1. Review with students how and why to cite different materials. Explain that the *Takuwe* materials they will read can be used as a resource and foundation for supporting their ideas and writing. To be used appropriately, the materials must be cited. A useful guide for students and teachers about citing museum exhibits in an MLA format can be found at <https://penandthepad.com/cite-museum-exhibit-mla-format-2882.html>. In general, *Takuwe* text citations should follow the following format:

Museum Curator's Last Name, First Name. Title of Placard (if any). Type of source. Title of Exhibit (in italics). Name of museum, city, state.

For example: Howe, Craig. Belief. Exhibit Panel. *Takuwe*. Center for American Indian Research and Native Studies, Martin, South Dakota.

For more general information on citing using MLA and APA styles, go to [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html).

2. Provide students with a list of historical events and their dates that are important in Lakota history. The idea is to create a broader context for the Ghost Dance and the events leading up to the 1890 Wounded Knee Massacre. Have students research events in the list they are unfamiliar with, making sure to keep track of and cite their sources. Event dates should be as specific as possible.
3. Have students organize these events into a timeline. This can be done individually, or as a class. Students may add dates and historical events that they deem relevant, but must explain their rationale and the significance of each historical event. More complete

instructions and rationale for building such a timeline can be found at <http://teachinghistory.org/teaching-materials/teaching-guides/24347>

4. Review close reading strategies with students. A guide from the Harvard College Writing Center suggests three key points of close reading: to read with a pencil in hand to annotate the text; to look for patterns in the text—repetitions, contradictions, similarities; and finally, to ask questions about the patterns noticed—especially how and why those patterns are present and significant. For more information on this model, go to <https://writingcenter.fas.harvard.edu/pages/how-do-close-reading>. Reviewing this with students will help them with the activities that follow.
5. Once students have created their “basic” timeline and reviewed close reading strategies, provide them with a copy of the *Takuwe* Belief panel text. Individually, students read and annotate the quotations and text using the strategies outlined in Step Four. Students can now add information about the Ghost Dance to their timeline, and consider what they read about the Ghost Dance in the broader context they’ve assembled.
6. Using their timeline and their now annotated Belief panel text, students individually create at least one “concept map” to organize their ideas. For example, students might use ‘Ghost Dance’ as the primary concept, putting it in the center of their organizer, and list Leaders and Followers, Historical Context, Beliefs, and Perceptions of the Ghost Dance as their subcategories. Then, under each subcategory, students should list quotations from the panel, events from their timeline, and any other information they’ve identified that supports their subcategories. They should list the sources for these quotes. More information and templates for concept maps can be found at [http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/tr\\_AllConcept.pdf](http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/tr_AllConcept.pdf) and [http://hyislong.blogspot.com/2006\\_09\\_01\\_archive.html](http://hyislong.blogspot.com/2006_09_01_archive.html). Care should be taken to help students notice the difference between the actual quotes from Wovoka and his followers and the interpretations by others of the Ghost Dance as “radical” or “crazed.” In this case, students must pay special attention to the viewpoint of the author. Students may make more than one concept map. A second model could use ‘Belief’ as the primary concept and list adjectives such as Radical, Crazed, Thoughtful, Hopeful, and Kind as the subcategories, and give supporting or negating quotes under each, again providing citations.
7. Students now use their completed concept maps and timeline to outline an analytical essay. Possible topics could include the historical context or beliefs of the Ghost Dance. The subcategories from their concept maps may serve as good starting points for the body paragraphs of their essay. Students may choose to find and include other materials that depict the Ghost Dance in terms of “The Messiah Craze” or other relevant perceptions.
8. Students write an analytical essay using citations from *Takuwe*, the sources on their timeline, and other supporting material. Essays should be evidenced base and focus on exploring a specific aspect of the Ghost Dance (perceptions, fundamental beliefs, context, etc.). Rigor and expectations can be scaled to grade level, but all essays should adhere to citation guidelines and basic grammar rules.

### **Timeline Example**

1822 Red Cloud is born

- 1826 Big Foot, also known as Spotted Elk, is born
- 1831 Sitting Bull is born
- 1840 Crazy Horse is born
- 1851 Fort Laramie Treaty
- 1854 Grattan Fight
- 1855 Blue Water/Ash Hollow Massacre
- 1866 Fetterman Fight
- 1868 Fort Laramie Treaty creates a large Lakota Reservation, Lakota Unceded Lands, and Lakota Hunting Territory
- 1871 Treaties with American Indian tribes prohibited
- 1874 Custer expedition into Black Hills finds gold
- 1876 Little Bighorn Battle
- 1877 Sitting Bull and his followers go to Canada
- 1877 U.S. takes over 30 million acres from Lakotas' Fort Laramie Treaty lands, leaving a reduced Lakota Reservation
- 1877 Crazy Horse is killed
- 1881 Sitting Bull returns to the U.S., surrenders at Fort Buford and is imprisoned at Fort Randall
- 1882 Last buffalo hunt
- 1883 Sitting Bull returns to Standing Rock Agency
- 1883 American Indian religions prohibited
- 1885 Major Crimes Act
- 1887 Carlisle Indian Boarding School opens
- 1888 Holy Rosary Mission School opens
- 1889 Lakota Reservation reduced again, and organized into five Lakota Reservations
- 1889 South Dakota and North Dakota become states
- 1889 A group of Lakotas travel to Nevada to meet Wovoka and learn about the Ghost Dance
- 1890 The group of Lakotas return to their reservations from Nevada
- 1890 Sitting Bull is killed
- 1890 Wounded Knee Massacre