

Activity

Students closely analyze quotations from the Assassination panel and support the conclusions they draw in a logical manner.

Grades

7-12

Content Areas

Social Studies

Skills

- Close Reading Strategies
- Justifying conclusions

Understandings

1. Examining different perspectives can provide clarity and depth in the study of historical events.

Procedure

1. Provide students with a copy of the *Takuwe* Assassination panel text. Students will take time to read all of the quotations on the panel.
2. Provide students with a Perspective Examination chart like the one below. Actual handouts should include more statements from the Assassination panel. Model expectations for this chart for students. Students may complete such a chart with other panels as well.

Statement by Person	My Inferred Perspective of that Person	Reasoning or Logic for my Inferred Perspective
<p>“We were called to take a final action to suppress this ghost dance which was becoming a menace to the Tribe.” – John Lone Man</p>	<p>John Lone Man was not a supporter of Sitting Bull. Perhaps he was one of the Indian policemen.</p>	<p>If John Lone Man was a policeman, then he is working for the government and would not like Sitting Bull. His statement tells me that he, along with others, were ordered to take action and suppress the ghost dance and he thinks the ghost dance and Sitting Bull are bad for the tribe.</p>