

## Activity

Students create a tree diagram to represent underlying factors leading to Wounded Knee Massacre, the facts of the massacre itself, and the names of the victims.

## Grades

9-12

## Content Areas

Social Studies

## Skills

- Analysis of contributing factors and underlying motivations
- Reading aloud

## Understandings

1. The events at Wounded Knee on December 29, 1890 were not a battle, brief conflict or military skirmish. They were a massacre.
2. Children, women, men, elders—entire families—were killed that day.
3. The Wounded Knee Massacre was an event of great enormity and to this day it evokes strong feelings and emotions.

## Procedure

1. This activity is best done after students have become familiar with the earlier panels of *Takuwe*: Belief, Assassination and Trek. This will give students a deeper, more accurate and sensitive appreciation and context for the information contained in the Massacre section of this exhibit. At a minimum, students should be aware of the foundational understandings found at the beginning of this book, given texts of the earlier panels, and guided through the key concepts of each. Ideally, the class will have completed activities with each exhibit section as well. Suggested introduction activities include the Timeline Activity from Belief (1aP), the Reservation Conditions Activity from Assassination (2aP), and the Timeline Activity from Trek (3aD).
2. Over the course of this activity, students will create a Tree or Iceberg Diagram representing the Wounded Knee Massacre. Basic instructions are included here, but for more detailed instructions, handouts for students, and models of other useful diagrams, please go to Facing History's "Iceberg Diagrams" page at <https://www.facinghistory.org/resource-library/teaching-strategies/iceberg-diagrams>. A tree diagram is suggested for this activity; you'll find this in the "Variations" portion of the linked page.
3. Although it is possible for students to create individual diagrams, due to the amount of information they will be asked to include it may be easier to scale up, creating a communal tree diagram on poster or butcher paper. This will also allow students to share observations with their classmates and for the exercise to be more impactful as students write names of victims and consider the scale of loss. Either way, a tree with roots, trunk, and branches with space to write in or around each should be created. Visual examples from Presentation Process can be found at <https://www.presentation-process.com/powerpoint-tree.html>.
4. If students have already engaged with other *Takuwe* materials, ask them to do a review of what they've learned. They should go over the other texts they've read and timelines they've created, paying attention to the ways in which events discussed in earlier panels

led up to the massacre. If students have not had the opportunity to spend sufficient time with earlier panels, provide them with the sample timeline included in Activity 1AP, and be sure they are aware of the Ghost Dance, Sitting Bull's assassination, and the physical journey the people at Wounded Knee had just undergone.

5. Using the materials from Step 3, individually or in small groups, students create a distilled list of factors, events, and conditions that led up to December 29, 1890.
6. Each group reads aloud the list they've just written. As it does so, each group (or an assigned writer) writes these factors at the roots of the communal tree diagram.
7. If you haven't already done so, provide students with the text of the Massacre panel now. Give students time to read. Due to the difficult nature of this text, it may be best to have students read this silently. After reading, give students time to ask questions or debrief as needed.
8. Students will now record the facts and events of December 29, 1890 in the trunk of the tree diagram. Again, this can be done with one assigned writer as students dictate what should be listed. Important points to include are when the shooting started (morning) and when it ended (nightfall). This is significant because these accounts (from both soldiers and Lakotas) directly contradict the common narrative that this was a brief "heat of the moment" affair. Other key points include the temperature (it was not a blizzard), and the people involved: who was responsible for the killing (United States army) and who was killed (Lakota children, women, men and elders).
9. Finally, students will read aloud the names of identified victims of the Wounded Knee Massacre. These will then be written on the branches of the tree diagram. One way to accomplish this is to divide the number of names (185) by students in the class and give each student a few names. Each student should then read their assigned names aloud to the class and write them on the diagram. For a list of names, go to <http://thegreatworkplace.com/2281/185-names-from-wounded-knee-massacre-1890/>. Please note that it lists 185 names, not 300. These are the names of the victims who were eventually identified by Joseph Horn Cloud, a survivor of the massacre, years later—not a conclusive or total list of people killed that day. There were 146 people buried in the mass grave at Wounded Knee. When Joseph Horn Cloud erected the monument in 1903, he worked to identify 146 people he knew that had been killed, and those are the names inscribed on the marker. Later, with more research, this list expanded to 185 names. The exact number of unidentified victims is still unknown.
10. Debrief this activity with students. Look at Facing History's page for suggestions. Display this diagram in the classroom throughout remaining discussions or class engagement with *Takuwe*.