

Activity

Annotate and express emotions of a narrator through questions, answers and art.

Grades

1-8

Content Areas

Art
Social Studies

Skills

- Empathy
- Formulate and answer questions
- Convey emotions and actions in art

Understandings

1. Primary sources can be used to better understand living conditions of people in the past.

Procedure

1. Assign students to an area of the exhibit and allow them to choose a Lakota narrator from that section. (Alternatively you can allow students to choose any narrator from the overall exhibit.) Instead of looking at multiple narrators, students will choose one and identify all the quotes from that person included in *Takuwe*. The idea is to help student dive deeper into the experience of one person. Encourage students to choose a range of people in order to cover more material as a class.
2. Students will draw and reflect on their selected person using a character map. This is a similar concept to the character charts, but focuses more on the emotional experience of a narrator as opposed to solely looking at concrete actions. Students will draw their narrator and then annotate their drawing by answering questions about the narrator's thoughts, experience, actions, choices, etc. For more information about character maps, along with a printable handout, please go to <https://www.facinghistory.org/resource-library/teaching-strategies/character-maps>.
3. After students have completed their maps, hang the maps around the class and give students time to read others' work and perspectives. Alternatively, students can present their maps in front of class, explaining their reasoning behind their drawings and annotations.