

Activity

Students use vocabulary to evoke emotional reaction to Wounded Knee Massacre.

Grades

1-12

Content Areas

English Language Arts

Social Studies

Skills

- Analysis of language and emotions when tied to research of historical event

Understandings

1. Students use vocabulary to look at how language can evoke feelings.
2. Students practice expressing emotions using first-hand accounts of a historical event.

Procedure

1. As students read through the exhibit, they should list words, lines from poems, or quotes that stand out to them. After they assemble their list, ask them to choose just one word, line, or quote that is the most striking or powerful to them.
2. Students then share this in a “Wraparound” activity. In a Wraparound, students sit in a circle and one by one share the item they selected. It is fine if students have some repetition; it will reinforce the shared experience. There doesn’t need to be response or feedback as students share; the circle can move relatively fast. For more information on how best to structure a Wraparound, and for ideas of what to do afterwards, please go to <https://www.facinghistory.org/resource-library/teaching-strategies/wraparound-whiparound>.
3. A debrief activity can be scaled for the different age levels and needs of the class. It can also be used with different sections of *Takuwe* or the exhibit as a whole. Change the prompt to fit the situation. An alternate version may be to have students briefly share their main takeaway after viewing the exhibit, or try to encapsulate their own emotional response in a word or two. In this case, students should be given the option to pass if they choose. Again, there shouldn’t be discussion or feedback after each response. Only after everyone has had a chance to speak should the class discuss patterns or similarities in responses. This activity can also be done with students writing their responses down and turning them in to later be read anonymously.