

Activity

Students read the *Takuwe* panels and answer factual, inferential, and universal questions.

Grades

1-8

Content Areas

English Language Arts

Social Studies

Mathematics

Skills

- Close reading
- Critical thinking
- Addition and subtraction

Understandings

1. Analyzing historical events through many lenses (math, science, philosophy, language, social studies, etc.) creates a richer picture of the past.

Procedure

1. When considering a text or historical event, there are different levels and approaches that may give a reader a richer understanding. This activity encourages students to consider *Takuwe* using factual questions (looking closely at the data and factual statements included in the panels) inferential questions (analyzing and interpreting statements to make connections) and finally, using universal questions, (more open-ended discussion of larger themes). For strategies on how to best distribute questions and for more information about leveled questioning, go to <https://www.facinghistory.org/resource-library/teaching-strategies/levels-questions>.
2. Provide students with copies of all panel texts. This may be best done as a take home assignment in order to give students an adequate amount of time to read and annotate all panels. Alternatively, break students into seven groups and assign each group the text of one panel. If groups are assigned to panel, assign questions accordingly in the next step.
3. Explain the different levels of questions to students (factual, inferential, universal). Assign questions to individual students or small groups. Have students write and discuss their answers. This activity can be adapted for different reading levels and age groups by changing the focus from factual to universal, or by strategically assigning higher level questions to more skilled readers. The suggested questions below are organized by panel, with a section of more general exhibit questions as well. Adapt these questions to best fit students. One strategy may be to use universal questions that tie into larger themes or lessons of the class.

Suggested Questions for Full Exhibit*Factual*

1. Use a dictionary to define the meaning of each section's title (Belief, Assassination, Trek, Massacre, Interval, Internment, and Proposal)
2. Have students calculate the hours and minutes of sunlight in each of the days of *Takuwe*. How much daylight would people have had to travel in during the trek? How long was the day of the massacre?

3. Research and draw the phase of the moon that was present on each night included in the exhibit.
4. When did the moon rise and set?
5. What were the weather conditions like on each day/night? Pay special attention to the temperature on the most significant dates.
6. Where did the trek start? Where did it end? Find these places on a map.
7. What is the belief system/practice that is discussed in the section Belief?

Inferential

1. Why were these specific words chosen as the titles in *Takuwe*? Why are these the seven sections that the curator decided to include in this story?
2. Given the weather conditions, what clothing was needed for this trek? Do you think the travelers had that clothing? Why or why not?
3. What can the amount of daylight tell us about this history? How does it inform or change your understanding of what happened?
4. How is Sitting Bull's assassination connected to the massacre at Wounded Knee?

Universal

1. Why might people decide to adopt a new belief in a time of stress?
2. What qualities make someone a respected leader?
3. What does it mean to a group of people when a leader dies?
4. Why is it important to remember events like the Wounded Knee Massacre?
5. How do people remember or honor people who died before them?

Suggested Questions by Panel

Belief

- F: Who did a delegation of Lakotas travel to see in order to learn about the Ghost Dance?
- I: What might have prompted Lakotas to seek this out in September of 1889?
- U: How can religious beliefs change a person's experience of what is going on around them?

Assassination

- F: Who was assassinated on December 15, 1890? Who assassinated this person?
- I: What did John Lone Man mean by "We were called to take final action to suppress this Ghost Dance which was becoming a menace to the Tribe."? How does this relate to the assassination?
- U: What is a civilian? Why is it important to mention if people were civilians or not when discussing events like massacres?

Trek

- F: What was the approximate path of this trek? Mark it on a map.
- I: How did Big Foot's pneumonia affect the group's journey?
- U: What does power have to do with fairness and justice?

Massacre

- F: When was the first shot fired? When did soldiers leave Wounded Knee? Is this consistent with accounts that suggest the massacre only lasted for a half hour?
- I: "I want my good friends to tell the good white people what they did to us here at Wounded Knee". What does this mean? Which good friends, which white people, and why?
- U: What is the definition of a massacre? What specific factors make this a massacre as opposed to a battle, conflict, event, etc.?

Interval

- F: How many people were found alive at Wounded Knee after the massacre?
- I: What is the significance of finding “eighty bodies of men who had been in the council”?
- U: What is community? What are an individual’s responsibilities to the community as well as the community’s responsibilities to an individual?

Interment

- F: How much was the contractor paid per body?
- I: Consider that “a group of civilians was hired to bury the Lakota bodies, that were piled into a mass grave...” Who would take this job and why? What does it mean to make a profit from such a task?
- U: Why does what we do with a person’s body matter?

Proposal

- F: What memorial to the Wounded Knee Massacre currently exists? Who designed and funded it?
- I: What does it mean that Luther Standing Bear “stood there in silence for several minutes, in reverence for the dead, and then turned and rode toward the agency.”? Why did he do this? Have you ever stood in silence for several minutes, in reverence for the dead? Do you know someone who has done this?
- U: What can be done to honor the site and create a place of healing for all people, but especially for Lakotas?