

Standing Bear: An Artifact Display

Nebraska Social Studies Standards

SS 5.4.5 Students will develop historical research skills.

- SS 5.4.5.c Gather historical information about the United States
- SS 5.4.5.d Present historical information about the United States

Nebraska Language Arts Standards

LA 5.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 5.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

- LA 5.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.

LA 5.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 5.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 5.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.

LA 5.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 5.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 5.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

Overview

Students will review the text, *Standing Bear of the Ponca*, and note possessions that represent events in his life. They will record information on the significance of the artifacts and create a museum “display.”

Key Vocabulary

Artifact- An object made by a human being, typically an item of cultural or historical interest

<https://en.oxforddictionaries.com/definition/us/artifact>

Materials

**Standing Bear of the Ponca* by Virginia Driving Hawk Sneve

*Excerpts from “Looking at Artifacts, Thinking About History” by Steven Lubar and Kathleen Kendrick

*square paper to make triangular pyramids

Procedures

1. Discuss the definition of the word “artifact.” Identify (or ask students to identify) types of artifacts found in museums. Examples might include clothing, jewelry, tools, toys, cooking utensils, or money. Share a memory of a particular artifact you’ve seen and explain why it had such an impact. Invite students to share similar experiences.
2. Describe (or bring) an example of an artifact from your life that could tell future generations about your culture or values. Then in small groups, allow students to discuss a possession that might represent their culture or an important event. In a follow-up class discussion, record several “artifacts” suggested by students.
3. In “Looking at Artifacts, Thinking About History”, Steven Lubar and Kathleen Kendrick suggest five ways to think about artifacts. A summary (see Materials) is presented for you to share with students. Reflect on the list of suggested artifacts and discuss how/what future generations might think about them.
4. Introduce the activity. Tell students they will now think like historians to identify artifacts that could be used in a museum display about Chief Standing Bear. They should skim *Standing Bear of the Ponca* and record notes about possible artifacts for their display. Minimally, student notes will respond to some of the basic questions,
 - What is it?
 - When was it made?
 - Where is it from?
 - What is it made of?
 - Who made it?
 - How was it used?

Encourage students to go beyond these questions to the second and third points suggested by Lubar and Kendrick,

- Artifacts connect people (meaning and relationships)
- Artifacts mean many things (values, significance, emotions)

Assign a predetermined number of artifacts to be identified by each student or group.

Possible choices of artifacts and page numbers for information:

Amulet bag p. 1
Lock of hair p. 2
Medicine bag p. 4
Sun dance pole p. 5
Earth lodge p. 6
Treaties pp. 8, 10
Newspaper articles p. 24
Letter from Commissioner Ezra Hayt p. 26
Red blanket p. 27
Eagle feather p. 27
Jefferson peace medal p. 27
Beaded leggings p. 31
Tomahawk p. 31
Headdress p. 31
Bear claw necklace p. 31

5. The presentation can take many forms. One suggestion is for students to make a triangular pyramid with the name of the artifact on one side, the description (brief paragraph) on another, and an illustration on the third (see Sources for directions). Instead, students might make posters or even create models of the objects with museum plaques (brief paragraphs) describing the artifacts.

6. Share the article “Ponca Tribe Restores History With Museum, New Trail” by Natasha Rausch (see Sources/Resources) so students know about the Ponca tribal museum and its quest for artifacts.

Assessment

Assess artifact descriptions based on your standards for paragraph writing. Social studies standard 5.4.5 and indicators 5.4.5.c and 5.4.5.d are not assessed summatively in this activity.

Extensions

Students might research additional information about the artifacts to create more extensive descriptions.

Sources/Resources

<http://www.smithsonianeducation.org/idealabs/ap/essays/looking.htm>

<http://www.chiefstandingbear.org/ponca-tribe-restores-history-with-museum-new-trail/>

Directions for Folding a Triangular Pyramid