

# 5 E's Lesson Plan Template

**Lesson: Ledger Art—Part 1**  
*The (Classroom Name) Album*  
*“Our Life in Pictures”*

Student Objective: To express themselves as they discover Lakota Ledger Art and revisit elements of art to create visual art.

This lesson sets the foundation for Part 2— *“The Old and the New—My Journal”* and Part 3— *“A Dream Story”*, although any of the three may be used as stand-alone lessons.

## Essential Question(s):

- What is significant about Ledger Art?
- How is Ledger Art like a narrative? How is it unlike a narrative?
- Why were ledgers chosen rather than other art medium?
- How has ledger art changed over the years?
- Ledger Art, what’s in it for you?

## Materials/Resources

**Teacher:**  
 Short version. Ledger art - Wikipedia  
[https://en.wikipedia.org/wiki/Ledger\\_art](https://en.wikipedia.org/wiki/Ledger_art)

More information/explanation *Ledger Art History*  
 video <https://plainsledgerart.org/history/> This source and the one above provide background, themes, artists and examples of the genre

The *Rosebud School Album*.  
<https://plainsledgerart.org/plates/view/485>

Provide a review of basic art elements (Example: Lines—drawing lines can be thick or thin; hard or soft; light or dark; expressive or constructive; implied or actual; choppy or smooth; barely there or strong and sharp; fast or very slow.) Many tutorials on YouTube or go to *Elements and Principles of Art* (14:20 minutes well spent)  
<https://www.youtube.com/watch?v=qIOfbozTIY8>

**Student:**  
 Pencils, ink fountain pens, crayons, and watercolor paints

## Essential Vocabulary

- Narrative
- Counter Narrative
- Ledger
- Genre
- Medium

## Learning Experience

### Standards and Practice:

OSEU: 5: Oral tradition and story

Anchor Standard 10: K-12.Cn. 10: Synthesize and relate knowledge and personal experiences to make art.

5.VA.Cn.10.1.a

6-8.VA.Cn.10.1

### Cultural Integration:



Ledger Drawing by Jaw  
Man in yellow on green horse, purple  
ink added

Ledger arts are counter narratives wherein artists “choose their own *words* to tell their own stories” through art. Counter narratives are not legends or myths instead they counter misinformation in history books that at times depict, as movies do, Indians as noble (or not so noble) savages. At the other end of the spectrum is early literature that tends to misrepresent by romantic idealization of American Indians. By contrast, ledger book artists provide alternative points of view that truly present culture and their own Indian realities. **From:** [Counter-Narrative - WordPress.com](http://Counter-Narrative - WordPress.com)

<https://centerforinterculturaldialogue.files.wordpress.com/2014/10/key-concept-counter-narrative.pdf>

The story told in a ledger art piece must be one that has been witnessed. That is, it must be “provable.” This is much like the songs that were sung after a battle when a warrior had been heroic; through song the warrior would be honored and the event would become known by all.

Some people believe there is not much history told from a Lakota point of view. Not true, there is much to be learned from ledger art. However, interpretations of the stories may not always be accurate, one can only make *educated* guesses.

### I Can Statement(s):



Black Hawk, Lakota Sioux (Sans Arc)

I can learn a lot about Lakota people and their culture from ledger art.

I can see an authentic picture of Lakota daily life—traditions and customs.

I can see values/beliefs in ledger art that increases knowledge of Lakota culture.

I can see how telling stories has value now and in the future, as it was in the past.

I can create ledger art to tell my own story.

Opposite. Showing two-page ledger art

### Engage: Activating Strategy/Hook:

Ethnographic Notes—Black Road is known to have originated an elite warrior society of the Sacred Bow. In this drawing and Plate 64 he depicts himself as leader, in protective red body paint with designs of lightning and dragonflies (Wissler, 1907: 52; & Blish, 1934: 182 & 186). Here, he is investing a horse painted in similar designs with mystical protection derived from various butterflies, other insects or spiders, a magpie, and an abino catfish. This specific painted design is attributed to Black Road in Blish,



1934: 186). "Ledger Art History." *Department of Ethnic Studies, University of California San Diego: Plains Indian Ledger Art Project. 2011*

In this image the artist has painted himself, while at other times an artist recounts someone else's story.

**Challenge Question:** What reasons are there to believe this image, Black Hawk's above, and Jaw's below, may depict *heyoka* concepts? (See *Heyoka—Dakota Clown*, OSEU lessons)

### Explore: Learning Experiences



After observing several ledger art works by the Lakota (Sioux) artists on the *American Indian Ledger Art* website, what would you say are the major themes/subject matter? What stories do the artists tell?

What story is told in this drawing?

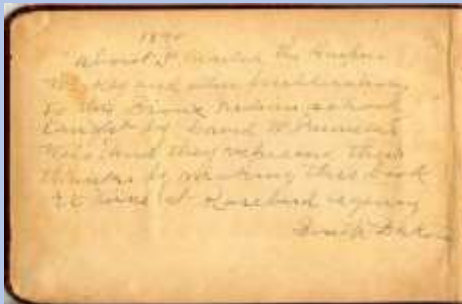
Why do you think the artist chose this story to tell?

How can you relate to this piece of ledger art? (Where do you find your power?)

Go to <https://plainsledgerart.org/history/> to enlarge Ledger Drawing by Jaw

Horse in transformation to buffalo with spirit lines connecting to hail and stars through the thunderbird above

### Explain: Learning Experiences



**Activity: Class Ledger Book, based on the *Rosebud School Album***

**Students:** View the ledger. See Sidebar for URL (under drawing) and make some notes. Then, answer the following questions and be prepared to share your responses with your class:

- What would you say if you had to tell someone about the ledger (contents, what did the ledger look like, etc.)?
- How did you feel as you were viewing the ledger?
- What questions did you have as you viewed the ledger?

**Teacher:** Divide the class into groups of three and let each group choose two-three of the drawings from the *Rosebud School Album*. Make sure that all eleven drawings have been chosen. Groups will discuss, describe, explain and give each drawing a title. Each group will keep a record of their work for sharing with the whole class.



Provide a brief overview of the elements of art and allow time for students to do Pre-Drawings to experiment and get creative!

**Students:** As a class, discuss how you will make your class album. What size will it be? Do you want to use the same content (e. g., dancers, etc.) that will tell someone in 2030 about your life in 2018? What other categories would you include instead of or in addition to those in the *Rosebud School Album*? Other considerations: Will you choose to use a ledger book or what? Each of you will need at least three Pre-Drawings prior to creating one drawing for inclusion in the class album. Will you use watercolors, markers, pencils or

...sketchbook of ledger drawings was sent in 1890 to Dwight or Daniel Pierson, brothers who lived in LeRoy, NY, by Reverend William Saul...It has 27 pgs., including eleven ledger drawings. <https://plainsledgerart.org/plates/view/485>

colored pencils? Will you write handwritten notes and signature? What else do you need to think about?

**Elaborate: Extending & Defining**



*This is not your Great-Great-Great Grandfather's Ledger.*

Accounting ledger books were used by Lakota artists in the late 1800s to continue depicting people and recording events of importance. Now, War Ration, Food Coupon books and other documents are used for ledger art genre. Paper changed and different styles communicate messages, yet some things remain the same.

- What can you see in in the ledger art at the left that is the same? Different?
- What does this say about art?
- Why do you think ledger art was revived within the last 10-20 years?
- What changes could you expect to see in the future?

At Left: *Caddolac Warriors 2'* by Dolores Purdy Corcoran featured in an article for *Indian Country Today*, 10/25/2013

**Evaluate: Summarizing Strategy**



How can ledger art be beneficial today? Can you suggest some answers to that question using clues from the image in the left column?

People seem to agree that ledger art is similar to the “Winter Count”, in that it was a record of events. What could ledger art be today? (Possible answer: It could be like photographs today—just for enjoyment)

Ledger Art is beneficial if *the goal of intercultural dialogue is to reach better levels of mutual understanding, participants need to hear the points of view of communities typically ignored.* **From:** [Counter-Narrative - WordPress.com](http://Counter-Narrative - WordPress.com)  
<https://centerforinterculturaldialogue.files.wordpress.com/2014/10/key-concept-counter-narrative.pdf>

**Differentiation Strategies**

Extension	Intervention	Language Development
See (OSEU) Ledger Art Lesson Part 2 and Ledger Art Lesson Part 3	Student will draw a ledger art page with teacher guidance: Step-by-step Strategy	

**Assessment(s)**

Formative	Summative
<p><b>The Three Minute Pause</b> provides a chance for students to stop and reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. Examples:</p> <p>I felt...</p> <p>I related to...</p> <p>I became more aware of...</p>	<p><b>Performance Task</b></p> <p>Teacher: Determine what specific set of skill and/or abilities do you want to test? (See textbook for skills?)</p> <p>Determine what students know and are capable of doing from previous data or observations. Determine student success using a checklist or rubric with a scoring guide.</p>
<p><b>Teacher Reflection:</b> (Next steps?)</p>	