

## 5 E's Lesson Plan Template

### Lesson: Ledger Art Part 3

#### *"A Dream Story"*

Black Hawk, Chief Medicine Man of the Sioux, circa 1880-1881

Objective: To examine works of art that add to what we know about Lakota people and what they valued.  
To learn more about ourselves through art experience.

Ledger Art Part 1—*"Rosebud School Album"* sets the foundation for this lesson and for Lesson: Ledger Art Part 2—*"The Old and the New, My Journal"*, although any of the three parts can be stand-alone lessons.

### Essential Question(s):

How does art preserve aspects of life?  
How does art help us understand the lives of people of different times, places, and cultures?  
How does life imitate art or does art imitate life?  
How is art used to impact our views of modern day society?

### Materials/Resources

#### Teacher:

*Native American Artists, the Material Is the Message*  
<https://www.smithsonianmag.com/smithsonian-institution/these-native-american-artists-material-message-180958567/>

*"Girl with a Pearl Earring"*,  
Movie Trailer  
<https://www.youtube.com/watch?v=8awflTA4QYE>

#### Student:

Letter: Black Hawk Ledger  
Plates: 5, 6, and 22  
<https://plainsledgerart.org/plates/index/4>  
Participation Rubric, Attachment

### Essential Vocabulary

Ledger Art  
Performance Art

## Learning Experience

### Standards and Practice:

OSEU 5: Oral Traditions and Story

Anchor Standard 11.2: K-12. Cn.11.2: Relate artistic ideas and works with societal, historical, cultural, and personal context to deepen understanding.  
HSp.TH.Cn.11.2.1

## Cultural Integration:

The term “ledger art” has come to be interchangeable with “narrative art,”

<https://www.smithsonianmag.com/smithsonian-institution/these-native-american-artists-material-message-180958567/#hOsdR0SAH8oRXY5i.99>

*Nineteenth-century Plains Indian drawings have often been called “ledger” drawings because they were made with pencil, ink, and watercolor on pages of old ledger or account books.* From Keeping History: Plains Indian Ledger Drawings

“The stories that they are telling are either war deeds, horse-raiding scenes, ceremonial scenes, or courting,” says Emil Her Many Horses (Oglala Lakota)...Plains artists began using ledger paper from surplus government accounting notebook or ledger books which became widely available during the reservation era (1870–1920). As the U.S. government imposed policies aimed at assimilating Native Americans into the mainstream culture, and in many cases imprisoning the Plains Indians, the crafting of “ledger art” became a way for the warrior-artists to hold on to their heritage and document their experiences.” *From Keeping History: Plains Indian Ledger Drawings / NMAHuseum and “For These Native American Artists, the Material Is the Message”* By Alex Palmer SMITHSONIAN.COM

How can I hold on to my heritage and document my experiences?  
How can ledger art relate to me and my cultural background?

## I Can Statement(s):

- I can understand how art tells a story.
- I can express my ideas, thoughts, feelings, and experiences through performance arts.

## Engage: Activating Strategy/Hook:



**A Girl with a Pearl Earring**

Dutch: Meisje met de parel

- 1) Look at the painting, “The Girl with a Pearl Earring”. What do you see? Who painted the portrait? Look at the movie trailer.  
Girl with a Pearl Earring, Trailer <https://www.youtube.com/watch?v=8awflTA4QYE>
- 2) What influenced the artist to paint the portrait? What was he thinking? What was his purpose for painting the portrait?

**Note:** A book and movie were produced based on the painting.

## Explore: Learning Experiences



**Plate 22**

Black Hawk Ledger, Lakota  
(Sioux) Sans Arc  
Circa 1880-1881

<https://plainsledgerart.org/plates/index/4>

### *Big Idea: Art influences other media*

**Looking to Learn**—Students generate facts-only-information about what they see in a close observation of Black Hawk’s three ledger art drawings, shown in the side bars. Students take notes on the close observations.

**Sharing Information**—After “looking to learn,” students share their *facts* with the class.

**Cooperative Learning**—Students will be separated into three groups and assigned one of the drawings. They will think about and discuss the information generated from the close observations. They will add their own thoughts, opinions ask questions, such as: Who is in the picture? What can you say about their clothes? Why are the people dressed up in “Sunday clothes”? What is the artist saying? The drawings are circa 1880. What clues indicate that the drawings were created at that time?

## Explain: Learning Experiences



Plate 5

Black Hawk Ledger, Lakota (Sioux) Sans Arc

<https://plainsledgerart.org/plates/index/4>

## Preparing for Performance Art—

1. In their groups, students will read the letter on the sidebar to learn how Black Hawk drawings came to be.  
<https://plainsledgerart.org/plates/index/4>
2. Student Question: How will we tell a serious story that honors the intent of the artist?
3. How will we tell someone else's story?
4. What is the hidden message for us in the drawing we were assigned? What was Black Hawk communicating? What meaning was he trying to express?
5. What can you say about people in the drawing? Will you have the "characters" talk or have a narrator talk for them in your performance art?
6. Will you "dress up" on performance day?
7. How will you open and close your performance? What life experiences (yours) will be incorporated into the performance?
8. Will you build in practice time?
9. See *Participation Rubric*, Attachment

## Elaborate: Extending & Defining



Plate 6

Black Hawk Ledger, Lakota (Sioux) Sans Arc

<https://plainsledgerart.org/plates/index/4>

## Performing Arts— 5-7 minutes in length

How will you present a performance, of your art scene? It will tell a story depicting aspects of Lakota culture influenced by your own thoughts and experiences?

- What will the title be?
- Script and Prompts (like TV prompts?)
- Introduction?
- What props will you need, if any?
- Music or sound effects?
- Set-up (Staging? Seating for the audience? Atmosphere?)
- Microphone for narrator or characters who talk?
- What else?

Individual Responses: How can I use art to learn about the culture of others, connect it to my own experiences, and express myself? How can I hold on to my heritage and document my own life-experiences?

## Evaluate: Summarizing Strategy

Progress Notes (e. g., observations)  
Scripts  
Practice performances

## Differentiation Strategies

Extension	Intervention	Language Development
Ledger Art Lesson 1 Ledger Art Lesson 2  Research to learn more about Black Hawk and his ledger art.	Ask additional probing questions: What are the people in the drawing looking at?  Ask: What would you like to know about the drawings, Lakota life, etc.?	
Assessment(s)		
Formative	Summative	
<p><b>Conga Line</b>—to share ideas with different partners; two lines of students face each other, one line moves with same question or a new one. Any questions in the <i>Elaborate: Extending &amp; Defining</i> or <i>Explain: Learning Experiences</i> sections of this lesson may be used for sharing ideas.</p> <p><b>Observation Grid</b>— Use a grid that contains all the names of the students in your class. As you observe different students, jot down information in their box on the grid. The grid allows you to see, at a glance, the names of the students who need assistance and you can see which students have not been observed. These students can then become the focus of your attention during the next class. You can also determine whether the class has a pattern of behaviors you observed so you can address them.</p>	See Rubric Attachment	
<p><b>Teacher Reflection:</b> (Next steps?)</p>		

Attachment

**Class Participation/Preparation Rubric:**

Consistent participation, preparation and a positive attitude are a vital part of learning. (Teacher: Adjust rubric as necessary.)

Category	Excellent A+/A (20-19)	Good B+/B (18.5-17.5)	Satisfactory C+ (17-16)	Needs Improvement C (15 and below)
<b>Contributions</b>	Routinely provides useful ideas when participating. A definite leader who contributes a lot of effort and who makes class and group discussions better.	Usually provides useful ideas when participating in discussions. A strong student who tries hard.	Sometimes provides useful ideas when participating in discussions. A satisfactory effort, does what is required.	Needs to increase participation by adding more ideas to the discussions and by participating consistently.
<b>Attitude</b>	Student is always respectful of self, others, and teacher. Has a positive attitude and does not criticize anyone else's ideas or work. Students feel safe participating in his/her presence.	Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect.	Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.	Can be critical of the work or ideas of others. Can improve working in a more respectful manner.
<b>Preparedness &amp; Focus</b>	Follows all project instructions and procedures, brings needed materials and is ready to work. Consistently stays focused on what needs to be done. Self-directed and highly motivated.	Almost always brings needed material to class, almost always follows project instructions and procedures, and is ready to work. Focuses on what needs to be done most of the time.	Often brings materials but sometimes needs to borrow. Usually follows procedures and ready to work. Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.	Needs to ask for classroom materials when he/she has none. To improve, concentrate and focus more on working, tasks and procedures.
<b>Quality of Work</b>	Provides work of the highest quality that reflects the student's best efforts.	Provides quality work that reflects effort from the student.	Provides work that meets the requirements, but more effort or time could have been given.	Needed to provide complete work that demonstrates effort.
<b>Behavior</b>	Student engaged in class on a daily basis. Student shows no disruptive behavior.	Student is engaged in class nearly every day, minimal distractions.	Student is working most of the time but has been distracting at times.	Student can be disengaged which adds to class disruption.