

1875 – 1899

TRIAL OF STANDING BEAR ACTIVITIES

*Created by Michael Young,
former History Department Chair, Omaha Burke High School*

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ACTIVITIES**1875 - 1899****THE TRIAL OF STANDING BEAR****1 of 5****BACKGROUND****Activity 1: Who Was Standing Bear?****Activity Grade Level:**4th - 8th Grades**Activity: Essay**

Have students read the section on The Trial of Standing Bear in the 1875 – 1899 timeline of Nebraska Studies.

http://nebraskastudies.org/0600/stories/0601_0100.html

Then, have students write an essay explaining who Standing Bear was, and why he and his people had to move to Indian Territory.

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.5. By the end of fourth grade, students will describe Nebraska's history, including geographic factors, from European contact to statehood.

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 8.1.5. By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Nebraska State READING & WRITING Standards

Standard 4.2.4. By the end of the fourth grade, students will use a variety of forms to write for different audiences and purposes.

Standard 8.2.4. By the end of the eighth grade, students will use a variety of forms to write for different audiences and purposes.

Activity 2: Where Was Indian Territory?

Activity Grade Level:
4th - 8th Grades

Activity: Map Analysis

Have students read the Ponca Trail of Tears page and examine the map there.

http://nebraskastudies.org/0600/stories/0601_0103.html

Then, have them discuss these questions:

- Where was Indian Territory located?
- Why do you think the U.S. Government selected this area?

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.5. By the end of fourth grade, students will describe Nebraska's history, including geographic factors, from European contact to statehood.

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 4.1.12. By the end of fourth grade, students will identify the **geographic** and human characteristics of the regions of the United States and Nebraska.

Standard 8.1.5. By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.

Standard 8.1.7. By the end of eighth grade, students will explain **post Civil War changes** in the United States, and the role of the United States in world affairs through **World War I**.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Standard 8.4.6. By the end of eighth grade, students will improve their skills in historical research and geographical analysis.

Activity 3: Why Were the Ponca Willing to Move?

Activity Grade Level:
8th Grade

Activity: Discussion

Have students discuss:

Why might the Ponca be willing to move from their homelands in Nebraska in the mid-19th century?

Nebraska State SOCIAL STUDIES Standards

Standard 8.1.5. By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.

Standard 8.1.7. By the end of eighth grade, students will explain **post Civil War changes** in the United States, and the role of the United States in world affairs through **World War I**.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Standard 8.4.6. By the end of eighth grade, students will improve their skills in historical research and geographical analysis.

Activity 4: Follow the Ponca Trail of Tears

Activity Grade Level:
12th Grade

Activity: Map Analysis

Have students research an Atlas of the United States to accomplish the following:

1. Determine the distance (using both the metric and standard units of measure) by automobile from the town of Niobrara, Nebraska to Arkansas City, Arkansas.
2. Indicate the highways and interstate systems you would travel to reach your destination.
3. Estimate how long the journey would take today, and compare/contrast that to the journeys Standing Bear made from his reservation in Nebraska to the Indian Territory.

To find this information, you can look at any standard Atlas and math book.

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.4. By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Nebraska State MATHEMATICS Standards

Standard 12.3.1. By the end of twelfth grade, students will select and use measuring units, tools, and/or technology and explain the degree of accuracy and precision of measurements.

Standard 12.3.2. By the end of twelfth grade, students will convert between metric and standard units of measurement, given conversion factors.

Activity 5: Standing Bear Photos

Activity Grade Level:
12th Grade

Activity: Photograph Analysis

Have students use the National Archives *Photograph Analysis* Worksheet in the Resources section at the end of this document as a guide to analyze the photographs of Standing Bear in this section. Have students compare and contrast the photograph of Standing Bear outside a log cabin on the Story of the Ponca page:

http://nebraskastudies.org/0600/stories/0601_0101.html

to the photograph of Standing Bear in his full regalia on The Trial page:

http://nebraskastudies.org/0600/stories/0601_0106.html.

Have students use these questions to initiate discussion:

- What is Standing Bear holding in each photo?
- What inferences can you make from the article he is holding?
- What is he wearing around his neck?
- What is different about the clothing he is wearing?
- What inferences might you make based on the background?

Nebraska State SOCIAL STUDIES Standards

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

PONCA DISLOCATED & ARRESTED
Activity 1: Who Were Prairie Flower, White Buffalo Girl,
& Bear Shield?

Activity Grade Level:
4th - 8th Grades

Activity: Write a Paragraph

Have students read these pages in the Nebraska Studies 1875-1899 timeline.

Ponca Trail of Tears

http://nebraskastudies.org/0600/stories/0601_0103.html

Arrested

http://nebraskastudies.org/0600/stories/0601_0104.html

Then have students pretend to be one of the following people and write a paragraph explaining where they would like to be buried and why.

- Who were Prairie Flower, White Buffalo Girl and Bear Shield?
- Where was each person buried?

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Standard 8.4.3. By the end of eighth grade, students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Nebraska State READING & WRITING Standards

Standard 4.1.4. By the end of the fourth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 4.1.8. By the end of the fourth grade, students will identify similar ideas across a variety of narratives and stories.

Standard 4.2.4. By the end of the fourth grade, students will use a variety of forms to write for different audiences and purposes.

Standard 8.2.4. By the end of the eighth grade, students will use a variety of forms to write for different audiences and purposes.

Activity 2: Standing Bear & Family

Activity Grade Level:
8th - 12th Grades

Activity: Photo Analysis

Have students use the National Archives *Photograph Analysis* Worksheet in the Resources section at the end of this document as a guide to analyze the photograph of Standing Bear, his wife, and his son on the following page:

Standing Bear Arrested

http://nebraskastudies.org/0600/stories/0601_0104.html

Have students describe all the objects they see in the photograph, including the clothing they are wearing.

Nebraska State SOCIAL STUDIES Standards

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Activity 3: Pre-Trial Questions

Activity Grade Level:
4th - 8th Grades

Activity: Discussion

Have students read these pages in the Nebraska Studies 1875-1899 timeline.

Military Response

http://nebraskastudies.org/0600/stories/0601_0105.html

The Trial

http://nebraskastudies.org/0600/stories/0601_0106.html

Then, have them discuss these questions about the events prior to the trial:

- Why were Standing Bear and his followers brought to Fort Omaha?
- Was General Crook sympathetic with Standing Bear's wish to return to his home along the Niobrara? Why or why not?
- Who was Thomas Tibbles? How did he try to help Standing Bear?

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Activity 4: Compare & Contrast Trails of Tears

Activity Grade Level:
12th Grade

Activity: Discussion

Have students read the following resources (as well as any they find on their own) in order to compare and contrast the Ponca Trail of Tears with the Cherokee Trail of Tears of 1837-1838.

Nebraska Studies Ponca Trail of Tears

http://nebraskastudies.org/0600/stories/0601_0103.html

PBS Judgment Day: Indian Removal

<http://www.pbs.org/wgbh/aia/part4/4p2959.html>

Nebraska State SOCIAL STUDIES Standards

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Activity 5: Standing Bear & Sergeant Rice

Activity Grade Level:
12th Grade

Activity: Discussion

Obtain a copy of the Spring 1996 Nebraska History magazine from the Nebraska State Historical Society, your school library, or your public library.

Nebraska State Historical Society: Nebraska History magazine

<http://nebraskahistory.org/publish/publicat/history/index.htm>

Have students read the article titled, "The Indian Who Never Got Home. The Burial of Sergeant John R. Rice" by William L. Hewitt. Also have students read about Standing Bear's son on the Arrested page of Nebraska Studies:

http://nebraskastudies.org/0600/stories/0601_0104.html

Then, have students answer the following questions:

1. What are the similarities and differences between the attempts to bury Standing Bear's son and the attempts to bury Sergeant Rice?
2. Where was Sergeant Rice eventually buried? What was President Truman's reaction to the refusal of the Sioux City, Iowa cemetery to allow Sergeant Rice to be buried in its cemetery?

Nebraska State SOCIAL STUDIES Standards

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Nebraska State READING & WRITING Standards

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Activity 6: General Crook

Activity Grade Level:
12th Grade

Activity: Discussion

Have students read the Military Response page in Nebraska Studies:

http://nebraskastudies.org/0600/stories/0601_0105.html

Then, use the following questions with students to stimulate discussion:

- How did General Crook and the U.S. Government differ with reference to Indian policy?
- Should a person in the military always follow orders? If not, how do you decide when not to follow orders?

Nebraska State SOCIAL STUDIES Standards

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

THE TRIAL
Activity 1: Identify Participants

Activity Grade Level:
4th – 8th Grades

Activity: Discussion

Have students identify the following people and the roles they each played in the Trial of Standing Bear:

G. M. Lambertson,
Judge Elmer S. Dundy,
Thomas Tibbles,
A. J. Poppleton,
Jon L. Webster, and
Susette LaFlesche Tibbles

Use The Trial of Standing Bear section in the 1875-1899 timeline of Nebraska Studies as a resource.

http://nebraskastudies.org/0600/stories/0601_0100.html

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Nebraska State READING & WRITING Standards

Standard 4.1.4. By the end of the fourth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Activity 2: Trial Re-enactment**Activity Grade Level:**4th - 8th Grades**Activity: Role Play**

Have students play the roles of the following people who participated in the Trial of Standing Bear:

G. M. Lambertson,
Judge Elmer S. Dundy,
Thomas Tibbles,
A. J. Poppleton,
Jon L. Webster, and
Susette LaFlesche Tibbles

Each person should state his/her opinion as to why Standing Bear and his followers should or should not be allowed to return to their native homeland.

Use The Trial of Standing Bear section in the 1875-1899 timeline of Nebraska Studies as a resource.

http://nebraskastudies.org/0600/stories/0601_0100.html

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.6. By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Activity 3: Judge Dundy

Activity Grade Level:
4th - 8th Grades

Activity: Written Document Analysis

Have students read the May 13, 1879 issue of the *Omaha Herald* linked from the Decision page of Nebraska Studies:

http://nebraskastudies.org/0600/stories/0601_0108.html

What five key conclusions did Judge Dundy reach?

More advanced students may want to use the National Archives *Written Document Analysis* Worksheet in the Resources section at the end of this document as a guide to analyze this newspaper article.

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.6. By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Nebraska State READING & WRITING Standards

Standard 4.1.4. By the end of the fourth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Activity 4: Clothing Comparison

Activity Grade Level:
12th Grade

Activity: Photo Analysis

Compare and contrast the clothing worn by Tibbles, Webster, Poppleton, and Dundy on The Trial page of Nebraska Studies with the clothing worn by newspaper reporters, attorneys, and judges today.

http://nebraskastudies.org/0600/stories/0601_0106.html

Students may want to use the National Archives *Artifact Analysis* or *Photograph Analysis* Worksheet in the Resources section at the end of this document as guides for this analysis.

Nebraska State SOCIAL STUDIES Standards

- Standard 12.1.12.** By the end of twelfth grade, students will explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.
- Standard 12.1.13.** By the end of twelfth grade, students will develop skills for historical analysis.
- Standard 12.1.14.** By the end of twelfth grade, students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

Activity 5: Standing Bear's Farewell

Activity Grade Level:
12th Grade

Activity: Written Document Analysis

Have students read the article on Standing Bear's Farewell in the May 20, 1879 *Omaha Herald* newspaper linked from the bottom of the Reaction page of Nebraska Studies.

http://nebraskastudies.org/0600/stories/0601_0109.html

Then have students report on the conversation between Standing Bear and Mr. Webster, identifying two key points made by each speaker.

More advanced students may want to use the National Archives *Written Document Analysis* Worksheet in the Resources section at the end of this document as a guide to analyze this newspaper article.

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.13. By the end of twelfth grade, students will develop skills for historical analysis.

Standard 12.1.14. By the end of twelfth grade, students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

DECISION & REACTION

Activity 1: Standing Bear's Release

Activity Grade Level:
4th - 8th Grades

Activity: Written Document Analysis

Have students read the *Omaha Herald* May 15, 1879 newspaper article, *Standing Bear's Release – A Call Upon Friends of Justice*, linked from the Decision page in Nebraska Studies.
http://nebraskastudies.org/0600/stories/0601_0108.html

Then, have students discuss the following questions:

1. Who is Joseph La Flesche?
2. What did La Flesche want to do for Standing Bear?
3. Were there injustices that the U.S. Government committed against Standing Bear? If so, what were they?

More advanced students may want to use the National Archives *Written Document Analysis* Worksheet in the Resources section at the end of this document as a guide to analyze this newspaper article.

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.6. By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Nebraska State READING & WRITING Standards

Standard 4.1.4. By the end of the fourth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Activity 2: Standing Bear & Habeas Corpus

Activity Grade Level:
12th Grade

Activity: Written Document Analysis

Have students read the article titled, *Judge Dundy's Decision*, in the May 18, 1879 issue of the *Omaha Herald* linked from the Reaction page of Nebraska Studies.

http://nebraskastudies.org/0600/stories/0601_0109.html

Have students use these questions for discussion:

1. In what context does the author of the article refer to the terms, Negroes and *habeas corpus*?
2. What does the author seem to suggest should be the ultimate goal of U.S. governmental Indian policy?

More advanced students may want to use the National Archives *Written Document Analysis* Worksheet in the Resources section at the end of this document as a guide to analyze this newspaper article.

Nebraska State SOCIAL STUDIES Standards

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Nebraska State READING & WRITING Standards

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Activity 3: Who Was Henry L. Dawes?

Activity Grade Level:4th - 8th Grades**Activity: Discussion**

Have students read the section on the Dawes Act in Nebraska Studies:

http://nebraskastudies.org/0600/stories/0601_0200.html

Then, have students discuss who Henry L. Dawes was. Also have them explain the strengths and weaknesses of the Dawes Act.

More advanced students may want to use the National Archives *Written Document Analysis* Worksheet in the Resources section at the end of this document as a guide to analyze the full text of the Dawes Act.

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.2. By the end of fourth grade, students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Standard 4.1.6. By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Nebraska State READING & WRITING Standards

Standard 4.1.4. By the end of the fourth grade, students will locate, access, and evaluate resources to identify appropriate information.

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Activity 4: Heavy Blow or Vindication of an Oppressed People?

Activity Grade Level:
12th Grade

Activity: Written Document Analysis

Have students read the following two articles with opposing opinions from May 15, 1879 issue of the *Omaha Herald* linked from the Reaction page in Nebraska Studies:

Standing Bear

http://nebraskastudies.org/0600/stories/0601_0109_01.html

A Perturbation in the Indian Ring

http://nebraskastudies.org/0600/media/0601_0109_05.pdf

Have students use the National Archives *Written Document Analysis* Worksheet in the Resources section at the end of this document as a guide to evaluate the preceding two articles.

Nebraska State SOCIAL STUDIES Standards

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Nebraska State READING & WRITING Standards

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.



1875 – 1899

TRIAL OF STANDING BEAR

RESOURCES

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Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

RESOURCES**National Archives
Artifact Analysis Worksheet****1. PHYSICAL QUALITIES OF THE ARTIFACT**

Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, wood, plastic, other material.

2. SPECIAL QUALITIES OF THE ARTIFACT

Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.

3. USES OF THE ARTIFACT

- A. What might it have been used for? _____
- B. Who might have used it? _____
- C. Where might it have been used? _____
- D. When might it have been used? _____

4. WHAT DOES THE ARTIFACT TELL US

- A. What does it tell us about technology of the time in which it was made and used?

- B. What does it tell us about the life and times of the people who made it and used it?

- C. Can you name a similar item today?

5. BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.

Designed and developed by the Education Staff
National Archives and Records Administration, Washington, DC 20408
<http://www.archives.gov>

RESOURCES

National Archives Photograph Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE

OBJECTS

ACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

RESOURCES

National Archives Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

