

The Voice of Standing Bear

Nebraska Social Studies Standards

SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.

SS 5.3.4.c Compare and contrast historical and present day migrations to and within the United States

SS 5.4.3 Students will describe and explain multiple perspectives of historical events.

SS 5.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history

SS 5.4.5 Students will develop historical research skills.

SS 5.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources

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 5.2.2 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

After reading *Standing Bear of the Ponca*, students will use a graphic organizer to compare Chief Standing Bear and Martin Luther King Jr. with regard to their goals and achievements. The final product of their reading and research will be a poem for two voices.

Key Vocabulary

Compare-note similar characteristics in two or more objects, events, or people

Contrast-note differences in two or more objects, events, or people

Materials

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

*online or print resources about Martin Luther King Jr. (See Sources /Resources below for suggested web sites.)

*Sample poem "Opposites Attract"

*Poem for two voices instructions

*Venn diagram

*Poem for two voices template

Procedures

1. If students are not familiar with two-voice poetry, explain the style and share examples (such as “Opposites Attract”). Discuss the format so students note the comparing and contrasting, and allow students to read a few examples with a partner after modeling the procedure. If you have time and Internet access, watch all or part of this video (19:50) of two readers sharing *Joyful Noise-A Poem for Two Voices* by Paul Fleischman. The poem “Honeybees” (Nebraska’s state insect) can be found at 11:54 and is an especially good example of contrasting points of view. “Fireflies,” which immediately follows, is a good example of similarities.

<https://www.youtube.com/watch?v=pGDo8ebZKwU>

2. Use the template to guide students through the process of creating a Venn diagram and using the notes as a basis for their poem. Select a topic that is very familiar to students (perhaps comparing two characters in a book) for guided practice.

3. Pair students to create notes on their Venn diagrams comparing Standing Bear and Martin Luther King Jr. At this point, they should share ideas rather than selecting a role. Allow them to continue the writing process as your schedule allows.

4. When the writing process is complete, allow students time to practice and present their poems.

Assessment

This is likely a new writing mode for students so summative assessment of writing standards may not be appropriate. Students’ prior student knowledge and research experience will vary so use professional judgment when assessing social studies standards.

Sources/Resources

http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html

<http://www.history.com/topics/black-history/martin-luther-king-jr>

<https://kinginstitute.stanford.edu/king-resources/major-king-events-chronology-1929-1968>

<https://www.youtube.com/watch?v=pGDo8ebZKwU>

Joyful Noise-A Poem for Two Voices by Paul Fleischman
I Am Phoenix: Poems for Two Voices by Paul Fleischman