

EXILE

Program Segments:

Clip Length: 8:06 thru 10:02= 2:08 and 12:47 thru 13:47= 1:00 total of 3:08

National Standards and Themes:

Adler, Susan A. National Curriculum Standards for Social Studies: A Framework for Teaching, Learning and Assessment. Silver Spring, Md: National Council for the Social Studies, 2010. Print.

Theme 1: Culture p. 26-27

Theme 3: People, Places and Environments p. 34-35

Sources used for curriculum standards:

1. NCSS Standards for Social Studies (Teaching Social Studies Skills)
Adler, Susan A. National Curriculum Standards for Social Studies: A Framework for Teaching, Learning and Assessment. Silver Spring, Md: National Council for the Social Studies, 2010. Print.
2. Partnership for 21st Century Skills (Teaching Media Literacy) <http://www.p21.org/>

Skills:

Analyzing primary and secondary resources

Identifying point of view

Classroom Objectives/Outcomes:

I can describe what role geography, economics and politics plays in the development of cultures and cultural diffusion.

I can describe how changes in the use and distribution of resources affect peoples' lives.

Digital Learning Objective:

Q: Describe the relationship between Homeland and Exile.

Vocabulary:

exile

treaty

Reservation

Resources:

Removal policies of Andrew Jackson 1830 (document)

President Monroe on Removal 1825 (document)

Polk speech 1845 (document)

Letter from Jefferson to Adams (document)

Treaty with the Ponca (Ponca Agency) 1858, 1865 (document)

“Journal of the March” by James Howard (document)

White Buffalo Girl’s grave site (picture)

Poster: Indian Land for Sale (picture)

Nebraska Land Sessions 1850 (map)

STANDING BEAR'S FOOTSTEPS

Country Land Sessions (map)
Conflict 1854-1882 (map)
Railroads 1857 (map)
National Archives Written Document Analysis worksheet
National Archives Map Analysis worksheet
Habits of Mind Matrix

Activities:

Map Analysis:

- Examine the documents Country Land Cessions (map), Nebraska Land Sessions (map), Rates of Travel via RR in 1857 (map), Conflict 1854-1882 (map), Migrations to Indian Territory (map) and Indian Land for Sale (poster). Contextualize reasons for why the Ponca may have been forcibly removed. Brainstorm these reasons and chart them on large paper.
- Examine the Treaty(s) with the Ponca 1858 and 1865.
What do these treaties establish?
What happened to these treaties after the Fort Laramie Treaty of 1868?

Document Analysis:

- Examine the policies of President Jackson and President Monroe and President Polk on Removal. Examine a letter from Jefferson to Adams, describing the “preservation of race.”
How were the Presidents justifying the removal of the Indians, to reallocate the land to westward settlers?

Vocabulary & Connections:

- Define the word “exile.” Describe how that applies to the Ponca people in this story.
What other synonyms, antonyms or alternate words can you use to describe this removal?
- Read the “Journal of the March” by E. A. Howard
See picture of White Buffalo Girl’s Grave in Neleigh, NE.
- Make a T-chart about the lives of the Ponca people in Nebraska, on their removal trail, and when they were first living on the Quapaw Reservation.
- List push/pull factors for the migration of the Ponca. How is this different than other groups you have studied (or have prior knowledge about)?

Extension Activities:

Take on the role of someone involved with this forced migration. Write a diary entry about what you have experienced on this removal.

- Letter to mother/father, family member, an activist, a news reporter, the President.
- Include sensory details

Compare/Contrast the push and pull factors of migration for other Native people.

Examples: Lakota, Cherokee, Navajo (or regionally specific ethnic groups)

Summarization (big picture/context thinking)

What are the key themes in this story?

How many of them are “universal” themes? Identify and explain.

Assessment Tasks:

1. How do the Ponca people pass on their history in this film?
2. Below the first two speakers' names, it says "Southern Ponca." What might that suggest about the Tribe today?
3. How were the Ponca moved from their Homeland?
4. What does the burial of White Buffalo Girl suggest about the relationship between the Poncas and the members of this community? Have the people of Neleigh honored their promise?
5. What did many Ponca believe was the cause of the bad weather they encountered on their trip?
6. What was the land like when the Ponca got to Indian Territory? Did this allow them to continue the same way of life as they had in Nebraska? What was different?

Answers:

1. Ponca people pass on their history through stories and song.
2. It suggests that the Ponca Tribe remains split into two different Tribes, one in Nebraska and one in Oklahoma.
3. They were forcibly removed by the military and marched on foot.
4. It suggests that there was a peaceful understanding between the two groups. There is respect because the people in Neleigh have continued to honor that promise.
5. They thought the bad weather was a signal that the gods were angry with them.
6. The land was dry and many mosquitos and other bugs they could not protect themselves from. They didn't have the proper tools to plant anything in the land that year. They didn't have their native plants, so they needed to find different healing herbs and plants.



Habits of Mind Matrix for Primary Documents

What is the document title? _____

HOM SKILLS

Questions

Sourcing	Who wrote this document? When?	What might be the purpose of publishing this document?	Does there appear to be a bias? Why/why not?
Multiple Perspectives	Whose voice is heard?	Whose voice is left out?	What might be the purpose of writing from this perspective?
Contextualization	What time period is this event taking place?	What else is going on at this time that may have impacted this?	Would this event have impacted other events?
Corroboration	Do you have a theory surrounding the intent, bias or legitimacy of this document?	What evidence do you have to support your theory?	Could there be another theory about this document?