

ARRESTED

Program Segments:

Clip Length: 19:33 thru 22:30= 3:00

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 4: Individual Development and Identity p. 38-39

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:

Identifying point of view
Recognizing bias
Charting character change and development

Classroom Objectives/Outcomes:

I can describe how the choices that individuals make impact who they are now and who they can become.
I can describe factors of influence in how individuals perceive others, and how they are perceived by others.

Digital Learning Objective:

Q: How is General Crook conflicted in the arrest of the Poncas?

Vocabulary:

press/media
bias

Resources:

Six newspaper articles discussing the case
Habits of Mind Matrix
<http://www.nps.gov/mnrr/historyculture/standingbear.html>
<http://www.tolerance.org/activity/land-ours>

Activities:

Document Analysis:
- Analyze newspaper articles about this event from various national newspapers.
Is there bias evident in any of these articles? If so, how?

- Make a perspective chart from three of these six newspapers.

Extension Activities:

Make a character sketch of Thomas Tibbles & George Crook.

*Consider Crook's role in Cheyenne Outbreak of January 1879.

*Consider traits about Chief Standing Bear that make many come to his aid.

Write your own headline and a brief summary of the story Tibbles might have published.

Write a journal entry from General Crook describing his decision to not follow orders, but to take the story to Tibbles.

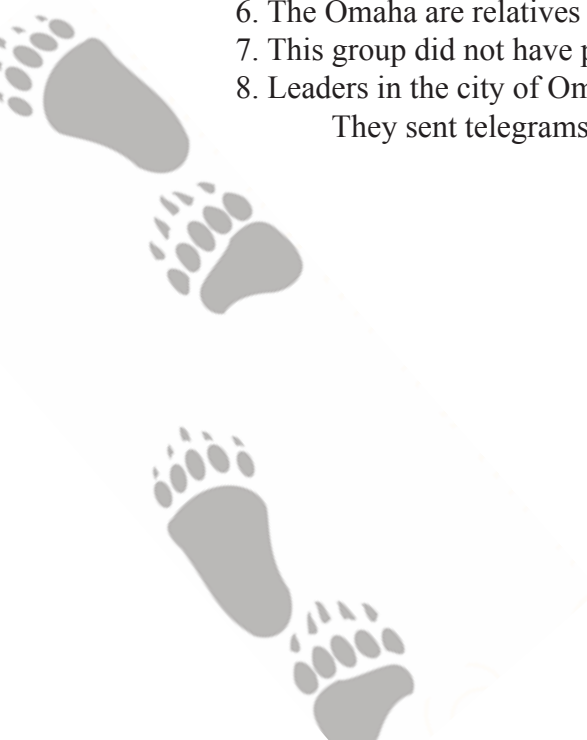
Investigate a current worldly issue that is similar to this situation and develop a modern-day news report of that event.

Assessment Tasks:

1. Who was Thomas Tibbles?
2. Who was General George Crook?
3. Why did Crook go to Tibbles?
4. What was the promise that Standing Bear made to Bear Shield, his son, who died from malaria?
5. Why did these 29 Ponca leave Indian Territory?
6. Why did the Ponca go to the Omaha?
7. Why was this group of Ponca arrested?
8. How was the power of the press influential in this issue?

Answers:

1. Thomas Tibbles was a reporter for the Omaha Herald.
2. General George Crook was part of the US Army in dealings with the Native people out west.
3. Crook went to Tibbles in an effort to publish the story of this group of Poncas and solicit help from the American public.
4. He promised he would bury his son in the bluffs of Niobrara with his ancestors.
5. They were honoring the promise that Standing Bear made to his son. And wanted to go back to their homeland themselves.
6. The Omaha are relatives of the Ponca (two bands that used to be one)
7. This group did not have permission to leave their agency in Oklahoma.
8. Leaders in the city of Omaha used the press to get the story of the Poncas out to others. They sent telegrams to the President asking him to release the Ponca.



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?