

HOMELAND

Program Segments:

Clip time: 2:25 thru 4:33 Total Time:2:08 (Janet Saiz/Dr. Wishart narratives)

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

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:

Geographic Literacy--analyzing and interpreting special purpose maps

Visual analysis of images

Comparison and Contrast

Classroom Objectives/Outcomes:

I can describe how culture unifies a group of people.

I can describe how the beliefs, values and behaviors of a group of people help the group meet its needs and solve problems.

Digital Learning Objective:

Q: What was/is "home" for the Poncas?

Vocabulary:

culture

Great Plains

earth lodge

semi-nomadic

Resources:

Plains Tribes (map)

Nomadic Tribal Movement (map)

1700 North America Tribal People (map)

Standing Bear Territory (map)

Missouri Migrations (map)

Pictures of the chalk bluffs (pictures)

Ponca earth lodge (pictures)

STANDING BEAR'S FOOTSTEPS

National Archives Photo Analysis worksheet
National Archives Map Analysis worksheet
Habits of Mind Matrix

Teacher Resources:

For more information, read “Ponca Tribe” (Howard) p. 30-39

Activities:

Analysis of Photographs

- Earth lodge photos 1-5
- Chalk Bluffs photo 6
- Missouri River with Niobrara River confluence photos 7-8

Map Concepts:

- 1700 North America Tribal People (map)
 - What does this map show?
 - What does it not show? (it doesn't show states, because it is 1700)
 - What Tribes live on the Great Plains?
 - What inferences can you make about this map?
 - How do these Tribes live peacefully together (or do they)?
- Nomadic Tribal Movement (map)
 - Use this map to define the word “nomadic.”
 - If the Poncas' are semi-nomadic, what does that mean?
 - How does this map differ than the 1700 North American Tribal People map?
- Plains Tribes (map)
 - What do you see on this map?
 - Can you predict how this map will change as expansion continues?
- Missouri Migrations (map)
 - What time period of migration does this map cover?
 - Who traveled with the Ponca in the early 1700s?
 - Examine the map legend. What do the solid dots represent?
 - What are the villages, trading posts and council sites all located on/around?
- Standing Bear Territory (map)
 - Locate the original Ponca Reservation in Nebraska and label it “A.”
 - Locate the Quapaw Reservation in Indian Territory and label it “B.”
 - Locate the Ponca Resettlement land.
 - In what ways is this resettlement similar to their Nebraska homeland?
 - If you had to walk from Point A to Point B, what things might you encounter?

Culture:

Define the vocabulary and how they play a part in Ponca culture.

Extension Activities:

Students can make a culture gram of the Ponca people throughout the movie.

(Ideas such as food, shelter, family, language, religion, music, arts, celebrations and/or beliefs).

Attached are pictures of earth lodge, chalk bluffs, tipi, etc.

Students can interview someone in their class or someone from a different generation within their family about the meaning of “home.”

They can present a “compare and contrast” chart demonstrating the similarities and differences between two or more cultural groups in the given categories.

Students can turn their chart into a short essay.

Assessment Tasks:

1. What is “home?” What part does “home” play in many Native narratives?
2. What did the Ponca live in?
3. What animals did the Ponca hunt?
4. Where were the ancestral graves for the Ponca people?
5. What does Wishart suggest about the power of place with Native people in contrast to Europeans?
“The history is written in the landscape.”
6. How have the Ponca, and other Native people, adapted since contact?
7. Explain what happened between the Lakota and Ponca, especially after the Treaty of 1868.

Answers:

1. Answers will vary. Answers may include sacred sites, medicine, food sources, family, buried relatives.
2. earth lodges and tipis
3. buffalo (and other smaller animals)
4. In the bluffs overlooking the villages.
5. When Native people are moved, you not only take away their home and their belongings, but you take away their ties to ancestors and their spiritual traditions.
6. Their populations have been decimated by disease. They have been moved several times, forcing them to find new medicines and healing. After losing many of their people to disease and conflict, they have to find new ways to survive.
7. Because the U.S. Government often did not discern between Tribes and sometimes land markings were overlooked, the Ponca’s land was ceded to the Lakota in the Treaty of 1868.



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?

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

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THE GREAT FATHER

Program Segments:

Clip Length: 3:15 (14:55 thru 15:50 / 16:50 thru 19:05)

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 6: Power, Authority and Governance p. 46-47

Theme 9: Global Connections p. 58-59

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 main ideas
note taking
problem solving

Classroom Objectives/Outcomes:

I can analyze power, authority and government between different groups and nations.

I can describe how nations with differing cultures, economic systems and political systems collaborate to address global problems.

Digital Learning Objective:

Q: How does the “Great Father” and the policies of the government affect the Poncas and other Tribal Nations?

Vocabulary:

sovereignty
delegate

Resources:

Summary of Indian Policy (graphic organizer)
PowerPoint of Policy summary

Teacher Resources:

For more background information, read “Native American Policy” p. 109-124.

STANDING
BEAR'S
FOOTSTEPS

Activities:

- View PowerPoint on Policy (possibly create a fill in the blank note guide)
- Make a flow chart or timeline of the different eras of Indian Policy.

Extension Activities:

Act as an advisor and come up with an Action Plan addressing the issue from the points of view of the Ponca and President Hayes. Consider strategies that can be used to facilitate peaceful relations.

Analyze the Marshall Trilogy cases as they pertain to Tribal sovereignty.

Investigation:

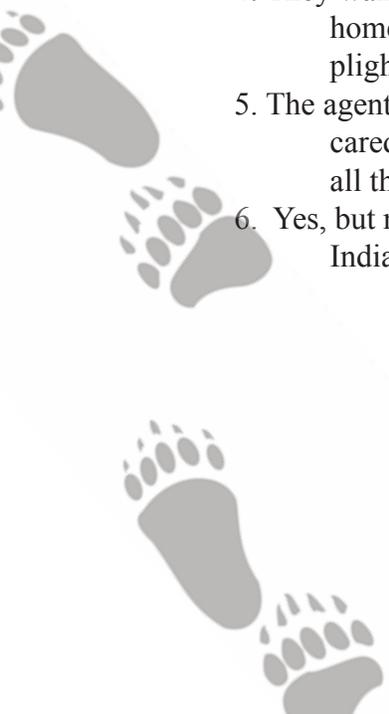
As sovereign nations today, what issues do Tribal nations face/deal with today? Use the National Congress of American Indians website at www.ncai.org to help identify these issues.

Assessment Tasks:

1. How does Katie's job impact Native people?
2. What does "sovereign" mean?
3. What is the difference between the "wards of the government" and "sovereign nations?"
4. What aspirations did the Ponca delegates have in their visit to Washington D.C. in November of 1877?
5. Why would the agent report that all was well?
6. Did Hayes make good on his promise? How?

Answers:

1. She is advocating for rights for Native people (land, hunting, fishing, water rights, etc).
2. Sovereign means that a group of people have authority to make their own laws and enforce them.
3. A "ward of the government" in this sense meant the Tribes were unable to fully govern themselves in the eyes of the U.S. Government--they wanted the Tribes to consider the president their "Great Father." As sovereign nations, Tribes enjoy a direct government-to-government relationship with the U.S. government wherein no decisions about their lands and people are made without their consent.
4. They wanted to meet the "great father" and ask him for help to allow them to return to their homeland. They told them of the terrible conditions in Indian Territory and their plight.
5. The agent might have been under pressure to report positive things. He might not have cared enough to be honest, or maybe he was trying to protect his job by reporting that all things were well.
6. Yes, but not to return to Nebraska. He allowed the Poncas to pick out a new piece of land in Indian Territory.



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.

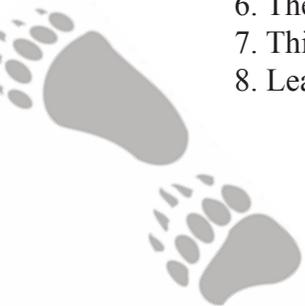
Investigate a current worldly issue that is similar to this situation and develop a modern-day news report of that event.

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

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HOM SKILLS

Questions

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TRIAL

Program Segments:

Clip Length: 30:57 thru 32:20= 1:23 and 35:03 thru 36:12= 1:15 Total= 2:38

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 6: Power, Authority and Governance p. 46-47

Theme 10: Civic Ideals and Practices p. 62-63

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:

Group interaction and role play

Rationalizing decision making (especially decisions that are not yours)

Identifying cause/effect

Classroom Objectives/Outcomes:

I can describe conflicts in principles and values of constitutional democracy when social issues are present.

I can describe how individual rights are protected within the context of majority rule.

Digital Learning Objective:

Q: What is the essential question of this trial?

Vocabulary:

habeas corpus

14th Amendment

verdict

Resources:

Waaxe's Law (for education use only-please contact the author for any replication or reproduction outside of this particular curriculum)

14th Amendment Link: <http://www.loc.gov/rr/program/bib/ourdocs/14thamendment.html>

Dred Scott v. Sanford Link: http://www.oyez.org/cases/1851-1900/1856/1856_0/

<http://www.loc.gov/rr/program/bib/ourdocs/DredScott.html>

Brown v. Board Link: <http://www.archives.gov/education/lessons/brown-v-board/>

Griswold v. Connecticut Link: http://www.pbs.org/wnet/supremecourt/rights/landmark_griswold.html

Roe v. Wade Link: http://www.pbs.org/wnet/supremecourt/rights/landmark_roe.html

Activities:

Role Playing:

- Enact a 5-10 minute scene from the play “Waaxe’s Law.”

For this chapter, some of the pages below

p. 56-57, 74-78, 92, 94-95

- Make a list of people in support of Standing Bear during his trial--and a list of people in support of the U.S. government position.

Vocabulary & Connections:

- Define verdict. What was the verdict in this case?

Extension Activities:

- Examine the 14th Amendment

Make a cause and effect chart for the 14th Amendment--time of passing, intended effect, and what still needed to be done to ensure equal rights under the law

*what other times in history were the rights of habeas corpus suspended?

- Examine similar cases to Standing Bear v. Crook

Dred Scott v. Sandford

Brown v. Board

Griswold v. Connecticut

Roe v. Wade

Assessment Tasks:

1. What was the purpose of this court case? What is “habeas corpus?”
2. Out of all U.S. people, who were the only ones to not have any rights under the law? How did the U.S. Government get away with this? (sovereignty, dual citizenship)
3. Who were the two top attorneys in Nebraska and why did they take this case for free?
4. What is a “council blanket?” Why is Standing Bear wearing this (what does it represent?)
5. At what cost did Standing Bear win his case?
6. At the end of the trial, Standing Bear addressed the court. What did he say? What was he essentially saying?

Answers:

1. The purpose of this court case was to establish that Native Americans had the right of habeas corpus, or that they were indeed people that deserved protection under the law (in this case, Standing Bear could not be arrested without trial). Ultimately were Indians persons within the meaning of the law.
2. African Americans had received rights with the 13th, 14th and 15th Amendments. Mexican Americans had citizenship under treaties between the U.S. and Spain. Other races/ ethnic groups were all covered under the 14th Amendment (1868) except Native Americans because they were not considered persons within the eyes of the law. Rather, they were considered citizens of their Tribes, not the U.S. government.
3. Andrew Poppleton & John Webster took on this case pro bono (free) because they believed in the case and the message it would send.
4. He wore the council blanket whenever he was speaking officially for his people.
5. Standing Bear won his case, but it meant he could not return to Indian Territory with the other Poncas. He had no home of his own (their old land had been given to the Lakota).
6. “My hand is not the same color as yours if I pierce it I shall feel pain if you pierce your hand, you too will feel pain. The blood tha flows will be the same color. I am a Man. The same God made us both.” He was essentially saying, “I’m a human being, respect me.”

CRUSADE

Program Segments:

Clip Length: 37:50 thru 38:04= :14 38:55 thru 41:17= 2:22 44:28 thru 44:50= :22
Total=2:58

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 5: Individuals, Groups and Institutions p. 42-43

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 change over time

Making predictions

21st Century Skills: Analyze and evaluate major alternative points of view

Classroom Objectives/Outcomes:

I can describe how individuals can influence individuals, groups and society.

Digital Learning Objective:

Q: Why was there a need for the crusade to the east?

Vocabulary:

crusade

advocate/activist

ethnocentrism

Resources:

Graphic Organizers and chart paper

Surette LaFlesche's autograph book (typed)

PBS Video Clip "We Shall Remain: Part 5 Wounded Knee"

Access to <http://battleforwhiteclay.org/> Movie is on YouTube

Activities:

As a class, brainstorm the following prompts. Chart them together.

- Create a graphic organizer about each person who went on the crusade, and what point of view and expertise they brought to the crusade.

- Create a list of attributes/experiences that Standing Bear portrayed that continued to

display forward thinking, adaptation, survival, etc.

- Predict outcomes of the crusade.

Document Analysis:

Suzette LaFlesche's Autograph book (excerpts or scanned copy-file quite large)

- Find three signatures that you like and write a reflection about them.

Extension Activities:

Discuss why the government would prefer to let the whole thing drop and not appeal to the Supreme Court?

Examine historical instances of ethnocentrism and the damages that it has done to other groups. Are there still instances today where beliefs systems have caused individuals harm or the inability to express themselves freely? How?

Examine the Occupation of Alcatraz and Wounded Knee during the Red Power and AIM Movements.

Current Events: Examine the Battle for Whiteclay. What are activists fighting for here?

Assessment Tasks:

1. Why were white people in the West worried about the verdict of the case?
2. What are some "conditions of civilization?"
3. What does "Standing Bear jumped ship" mean, from her perspective?
4. Why would a trip to the East been a good choice at that time?
5. Who went on this crusade?
6. Why was Big Snake not able to do the same thing his brother could do? (leave the Reservation)
7. Where did Standing Bear live on his return to Nebraska after the crusade was over?

Answers:

1. Many White people still feared and worried that Natives would leave their Reservations.
2. That Indians could live off the Reservations if they agreed to give up their traditional ways and follow the laws of whites.
3. She might have meant that he broke away from his people and because of the court's verdict--that he would no longer be under the influence of the tribe, he couldn't return to Indian Territory. He alienated his family and extended kin. That he left his Indian ways to be a white person.
4. At this time, people out East had a more sympathetic view towards Natives.
5. Thomas Tibbles, Chief Standing Bear, Suzette La Flesche and her brother Francis La Flesche
6. Judge Dundy's decision only applied to those who had given up their rights as Indians.
7. Initially on an island in the middle of the Niobrara River. Then, 11 years after the trial land was over, he received an allotment of land.



JOURNEYS

Program Segments:

Clip Length: 48:35 thru 50:00= 1:25 50:36 thru 52:40= 2:04 Total:3:39

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 2: Time, Continuity and Change p. 30-31

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:

Sequencing
Using timelines
Compare/Contrast
Putting dates into centuries, eras or ages (contextualization)

Classroom Objectives/Outcomes:

I can describe what role time and place plays in the development and change of cultures.

Digital Learning Objective:

Q: Since Standing Bear's death, how are the journeys of the Ponca people still evolving?

Vocabulary:

termination
restoration

Resources:

National Archives Document Analysis worksheet
National Archives Photo Analysis worksheet
Habits of Mind Matrix
Standing Bear Bridge (photos 1-2)
Northern Ponca Buffalo Herd (photo 3)
Standing Bear Memorial (photo 4)
Buffalo Skulls (photos 5-8)
Teddy Roosevelt defends the Dawes Act (document)
Indian Lands for Sale (document)
Luther Standing Bear (document)

STANDING
BEAR'S
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Activities:

Documents

- Read Teddy Roosevelt's defending the Dawes Act.
What are his main points?
To whom might the President have been speaking?
What impact did the Dawes Act have on Tribal Nations?

Documents and Photographs

- Read Luther Standing Bear's "The Plains were covered with dead bison" and examine the four buffalo hunting images (photos 5-8)
- What impact does Luther Standing Bear say the disappearance of the bison have on nomadic and semi-nomadic people?
- What do you see in the images?

Photo Analysis

- Use the National Archives photo analysis worksheet to examine photos 1-4.
- How are these photos different/similar to those in Chapter 1: Home?

Vocabulary:

- Define Termination and Restoration.
In what years were Termination part of Federal Indian Policy?
What does that mean for a Tribe?
When were the Poncas restored?

Extension Activities:

Make a timeline of key events that took place within a specific time period of history for the Poncas. Make sure to include contextual evidence (what else was going on at that time that impacted the Ponca history?).

Analyze the identity shift that was forced upon/accepted by Chief Standing Bear.

- What did it mean when he said he was not a Chief?
- What did it mean when he said he was no longer Ponca?
- Did his court victory impact the identity of the Poncas?
- What did this case do for national Native identity?

Investigate and publish the recent impact of the flooding of the Missouri and Niobrara Rivers on the homeland of the Northern Ponca (current events 2011).

Assessment Tasks:

1. What is termination? What does that mean? Where does that fit into the chart of historical dealings between the U.S. government and Native people?
2. What affect did termination have on the ability of Native people, like Janet Saiz, to continue to adapt and survive?
3. How did "home" evolve over time for both the Northern and Southern Ponca?
*Elaborate on the power of place for Native people, past and present.
What things have affected the "power of place" for different Tribes?
Geography, economics, availability of resources, health, policy, etc.

Answers:

1. The federal government ends its official government to government relationship with a Tribal Nation. It means the federal government no longer recognizes that particular Tribe as a Tribe. Those members of that Tribe no longer have any rights or privileges they once had as members.
2. She “kinda drifted.” Didn’t have any connection to things.
3. The Ponca Tribe of Nebraska was restored in October 31, 1990. They do not have a Reservation, but rather service areas in cities high in Ponca enrollment. These service areas allows for Tribal members to attend council meetings, Tribal community events and receive healthcare benefits. The Northern Ponca agency grounds remain in Niobrara, where annual pow wows are a draw for the community. The Ponca Tribe of Oklahoma’s agency remains in the same place outside of White Eagle, OK. Although far away from their ancestors, they have adapted and maintained their cultures and self governance.



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?

“BRIGHT EYES” VIDEO

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 2: Time, Continuity and Change, p.30-31

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:

Synthesizing information and transferring it from one medium to another reflection
21st Century Skills of Communication/Collaboration

- Utilize multiple media and technologies
- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

Classroom Objectives/Outcomes:

I can make a connection between the past and the present.

Digital Learning Objective:

Q: What inspirational figures are present in your life? Answer: Answers will vary

Resources:

Bright Eyes video clip
Susette’s Autograph book (picture and typed)
Internet Access
Voki, Edmodo, ExtraNormal, iMovie, or other online publishing software

Activities:

Create a short imovie/extranormal/photobooth reflection on who has been an inspiration to you. How does this person portray the inspiration Bright Eyes had upon the author of the short movie?

Video Key Questions:

1. How is the author portraying Bright Eyes? What are some “Bright Eyes” of today? Why is Bright Eyes an inspiration to her?
2. How was Susette representing both sides during the trial/speaking tour?
3. How did her growth as a woman/activist speak to her name “Bright Eyes?”
4. What does the author wish to bring to Indian youth in order bring awareness and pride to their family, their Tribe and their communities?

5. Who is Dr. Susan La Flesche Picotte?

Answers:

1. The first female American Indian rights activist. Activist Wynona LaDuke, Filmmaker Valerie Red Horse, Attorney Danelle Smith and Police officer Darla Black. Bright Eyes was a member of the same Tribe as the author.
2. She and her family took in Standing Bear and his followers when they arrived at the Omaha Reservation after they left the Indian Territory in Oklahoma. She translated to and for Standing Bear. While Standing Bear wore his traditional clothing, Bright Eyes wore typical American clothing of the day.
3. She started out meek and timid but as she became more experienced at speaking before crowds she became more confident and passionate about the cause.
4. She wants them to see positive images of themselves in the media.
5. Bright Eyes' younger sister and the first American Indian female to earn a medical degree.

