

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.

