

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?