

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
FOOTSTEPS

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?