

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.

