

Lesson Plan

This Standing Bear lesson plan is a combined lesson, bringing together parts of the Virtual Capitol Tour with pre-existing companion lessons and resources from nebraskastudies.org, and the Nebraska State Historical Society. They are designed to be taught together.

Big Idea

Public service: Native American Citizenship and advancing the rights of people.

Lesson Overview

During most of the 1800s, Native Americans (the First Americans) were not considered American citizens, even though they were born here. Instead, they were eventually confined to reservations and sometimes forcibly moved to other reservations in Oklahoma and other areas. When Standing Bear and some of his Ponca people tried to return to their homeland in Nebraska in 1879, they were arrested. Instead of resisting, Chief Standing Bear chose to take a nonviolent action that would start to change things for all Native Americans, even though actual citizenship would not be granted until 1924.

Purpose

When people think of Civil Rights in America, they may think of violence, protests, and riots, or of African-American leaders such as Malcolm X, Rosa Parks, or the non-violent Martin Luther King. But one of the earliest Civil Rights cases in history involved Chief Standing Bear of the Ponca and his non-violent actions through the legal or court system.

Essential Questions

1. What is a citizen?
2. Native Americans were not originally considered American citizens or even people. When, why, and how did that change?
3. What people and actions played important parts in that change?
4. Why did the Ponca call their forced move to Oklahoma their “Trail of Tears”?
5. Why are Standing Bear and Susette LaFlesche Tibbles in the Nebraska Hall of Fame?

Learning Objectives

The student will be able to:

1. Recognize and describe these historical Native American figures (Chief Standing Bear of the Ponca and Susette LaFlesche Tibbles of the Omaha)
2. Identify the main points of the Standing Bear story then place the events on a timeline
3. Compare the two Hall of Fame bust statues of Standing Bear and Susette LaFlesche Tibbles to their counterpart images in the nebraskastudies.org lessons and in the mural in the Nebraska Capitol's Memorial Chamber
4. Distinguish between different types of artwork including statue, bust, photograph, mosaic or mural
5. Analyze and describe Chief Standing Bear's and Judge Dundy's words to see how they impacted each other
6. Analyze and describe Standing Bear's and Susette LaFlesche Tibbles's places in history and in gaining legal rights for Native Americans

Connection to Standards

NE Social Studies Standards	NE Language Arts Standards	NE Fine Arts Standards
<p>SS4.4.2.a Students will describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era (e.g. Native Americans on the Plains: ...Omaha... Ponca...; Statehood: Standing Bear....)</p> <p>SS4.4.4.d Students will analyze and describe the cause and effect relationships among key events in history (e.g. ... Ponca Trail of Tears).</p>	<p>LA4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.</p> <p>LA4.1.6.e Determine main ideas and supporting details from informational text and/or media.</p>	<p>FA5.2.3 Identify and discuss purpose and function of different art forms (e.g., “Is this object a sculpture, bowl, or decoration [or other kind of art]?”)</p> <p>FA5.2.4.c Interpret the message communicated by a work of art, using knowledge of visual elements, subject matter, and mood.</p> <p>FA5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world.</p>

05: HALL OF FAME (part 1)

WHAT YOU NEED

SESSION 1: Hall of Fame - 20 minutes

Begin the session by telling students that Nebraska has a Hall of Fame. It is located in the foyer of the Nebraska State Capitol. Discuss the meaning of the words fame and famous.

1.1 Link with Discussion: Virtual Tour: Hall of Fame

<http://nebraskavirtualcapitol.org/panos/24>

- Pan the Hall of Fame to show several bust statues there, and ask students what kind of art is on display in that Nebraska Hall of Fame? (statue or bust statue)
- There are three Native American members in the Hall of Fame. Have the students find Standing Bear, Susette LaFlesche Tibbles and Red Cloud. Notice Standing Bear's bear claw necklace, and the different colors in Red Cloud's bust. Is Susette LaFlesche Tibbles dressed in native or American clothes?

1.2 Journal: Individually, in small groups, or as a class, have students study one (or both) of the two busts (Standing Bear and/or Susette LaFlesche Tibbles). In their journals, have them write a short description of the person, from what the students see and read. "Take notes to remind yourself of this person, so you will

know and remember this famous person if you see him/her again. Don't forget to make note of that person's name and also where you got the information."

1.3 Link: Go to www.nebraskastudies.org (search for Standing Bear or open the 1875-1899 timeline to "The Trial of Standing Bear" section). At the bottom of page 1, click on "Hall of Fame" and scroll down to Standing Bear and Susette LaFlesche. Have students compare their own previous notes from the Hall of Fame to what they see there. Discuss what more they know about each person and if desired, have them add notes and the resource name and page number. Also ask: "What kind of artwork is used to show these people on this resource? What is similar in the photo and the statue of Standing Bear? What is similar in the photo and the statue of Susette LaFlesche Tibbles?"

05: HALL OF FAME (part 1)

SESSION 2: Honoring Our Citizens- 40 minutes

Students will discuss the way outstanding citizens are honored using commemorative artwork or monuments by comparing a bust statue and a mural.

2.1 Teaching Poster: The Nebraska Hall of Fame

Note: one side only. Recommend printing Tabloid size (11 x 17).

If not possible, project only or print legal size.

2.2 Photo: “Ideal of Freedom” by Stephen Cornelius Roberts.

2.3 Discussion Questions:

Give students five minutes to write about the following questions:

- How are the two pieces of artwork the same? different?
- How is each work of art depicting Standing Bear and Susette LaFlesche Tibbles?
- Why do you think the artwork was created?
- Where is the artwork placed within the capitol?
- Explain that throughout history, communities of people have created commemorative artwork or monuments to honor important individuals, events, and ideas. Just as monuments were created to honor Chief Standing Bear’s role in the Laws of Nebraska and Native Americans and Abraham Lincoln’s role in fighting for equality for all (see Extension Lesson 03_ Civic Impact) Nebraska has created a Hall of Fame and erected monuments to honor individuals perceived to be important to the history of the state.

05: HALL OF FAME (part 1)

SESSION 3: Art Activity - 40 minutes

3.1 Make Your Own Monument

1. Introduce students to the assignment that they are going to examine the bust of Standing Bear and and Susette LaFlesche Tibbles and contemplate how the artists used the medium of sculpture to portray their characteristics. This activity will encourage students to think about the role of commemorative artwork in the Nebraska State Capitol as they reflect, share, and honor an important individual, event, or idea in their lives. Students will begin by describing a person, event, or idea that is important to them. Then students will design and create a sketch of a monument for this person.
2. Procedure: Provide students with art materials so they can create drafts and drawings of their monument. Encourage them to think carefully about how their choices represent what they respect about this person, event, or idea. After student have finished designing their monument, encourage them to create a name for their monument to be displayed on its placard.

SHOW WHAT YOU KNOW

SESSION 4: Assessment - 20 minutes

4.1 Celebration: Students will share and display their artwork.

Note to Teachers: Next, use the companion lesson (following) depicting the Standing Bear Trial in the mural “The Ideal of Freedom” found in the Memorial Chamber (Chapter 9). This lesson extends students’ learning about the way important events, people or ideas are commemorated using monumental artwork.

09: MEMORIAL CHAMBER (part 2)

SESSION 1: Citizenship & Public Service - 30 minutes

Note to Teachers: This is the companion lesson to Chapter 5, Hall of Fame. Here Standing Bear is depicted in the mural “The Ideal of Freedom”. This lesson extends students’ learning about the way important events, people or ideas are commemorated using monumental artwork.

1.1 Teaching Poster: Standing Bear: The Ideal of Freedom

Recommend printing Tabloid size (11 x 17). If not possible, project on wall or print legal size (8.5 x 14).

Have students use their notes from the Hall of Fame lesson on monumental artwork as they look at the Image of Freedom mural on the Poster. Explain that this is a mural or a painting applied directly to a wall. Have students look over the content on the poster and study the images and captions. They may add information to their journal if desired.

This is the introduction to the Trial of Standing Bear and the Trail of Tears.

1.2 Discussion: Using the poster, discuss the words citizen, citizenship, public servant and rights. Brainstorm some of the rights of citizens. Talk about how Native Americans were generally born in America, yet until the late 1800s, they were not even considered people or citizens, and that they had few if any rights.

Next, identify the major people represented in the mural “The Ideal of Freedom” i.e., Standing Bear, Susetta LaFlesche Tibbles, General Crook, and tell how they recognize them. In addition, discuss the following questions:

- What is a mural? (a painting executed directly on a wall)
- Who was Standing Bear?
- What was the Trail of Tears?
- What is the correct terminology for Native people?

09: MEMORIAL CHAMBER (part 2)

SESSION 2: The Trial of Standing Bear - 60 minutes (or two 30 minute sessions)

Students will study all aspects of the Trial of Standing Bear.

2.1 Link: Go to the [nebraskastudies.org](http://www.nebraskastudies.org) “Trial of Standing Bear” lesson <http://www.nebraskastudies.org/0600/frameset.html> and read pages 5 and 6. Note: to navigate scroll to the bottom of the page and click “previous” or “next”. (Possible prompts: “How did General Crook feel about the Poncas and Standing Bear and how do you know that? Why did General Crook arrest Standing Bear? When General Crook asked Standing Bear why he came back, what did he say? Where have you heard the name Tibbles before?”)

2.2 Link: Standing Bear’s speech online at http://library.timelesstruths.org/texts/Stories_Worth_Rereading/Standing_Bears_Speech/

2.3 Link: Go to “The Trial of Standing Bear” page 9 to see how Judge Dundy ruled. <http://www.nebraskastudies.org/0600/frameset.html> Then ask students what they think of the ruling. (Possible prompts: Was it a good judgement? Why or why not? In what ways? What did the Ponca get from the trial? How did the

result affect all Native Americans?)

2.4 Link: Got to page 10 of the “Trial of Standing Bear” to see what other people thought of the decision and to find out what happened to Standing Bear. <http://www.nebraskastudies.org/0600/frameset.html>

Also read through the primary documents (newspaper stories of the times, at the bottom. Then read page 11 of that site to see how Standing Bear said good-bye.

<http://www.nebraskastudies.org/0600/frameset.html>

09: MEMORIAL CHAMBER (part 2)

SESSION 3: Art Activity: Commemorative Art - Two 40 minute sessions

Students will work create a commemorative work of art using a photograph of their choice and the grid method.

3.1 Art Activity: See Art Lesson with complete directions.

SHOW WHAT YOU KNOW

SESSION 4: Celebration - 20 minutes

4.1 Celebration: Celebrate the works of art your students have created by allowing time to share and talk about their photos/drawings. Following the celebration, display your students' drawings around your room.

Vocabulary

- **citizen** – a legal member of a country or nation
- **citizenship** – having the legal rights of a certain culture
- **famous** – well-known
- **fame** – the state of being well-known
- **hall of fame** – a place where famous people are honored
- **statue** – three-dimensional artwork, also called a sculpture
- **bust statue** – three-dimensional head and shoulders sculpture
- **treaty** – a legal agreement between countries, nations, or groups of people
- **predict** – guess, using information and prior knowledge
- **trial** – a court hearing to determine the legal result of a particular case.
- **advocate** – to support or encourage someone; or a person who does that
- **mural** – a painting applied directly to a wall
- **Ponca tribe** – northeastern Nebraska Native Americans from the Niobrara River area. The Ponca and the Omaha were related tribes with similar customs and languages.
- **Standing Bear** – one of the leaders or chiefs of the Ponca Tribe
- **Trail of Tears** – common name for the forced removal of Native American tribes from one reservation or area of the country to another
- **Omaha, Nebraska** – largest Nebraska city; named for the Omaha tribe north of the city.
- **Omaha tribe** – an eastern Nebraska Native American tribe. The Omaha tribe lived north of Omaha, Nebraska.
- **Joseph “Iron Eye(s)” LaFlesche** – Chief of the Omaha tribe
- **Susette LaFlesche (Tibbles)** – oldest daughter of Joseph LaFlesche. Susette went to school to learn the ways of white people —how to dress like them and how to read, write, and speak English. She translated and advocated for Chief Standing Bear and later married Thomas Tibbles.
- **General George Crook** – Army General and former “Indian Fighter” who had to arrest Standing Bear for being off the reservation
- **Fort Omaha** – military site in Omaha, containing the Crook House, the jail where Standing Bear was kept, and the courthouse where the trial was held
- **Thomas Tibbles** – Editor of an Omaha newspaper. He wrote about and advocated for Chief Standing Bear and later married Susette LaFlesche.
- **Elmer Dundy** – the federal judge in the Standing Bear trial; federal means on the national level