



## Title: Standing Bear and Native American Citizenship (1<sup>st</sup> draft)

Author	Jean Lukesh
Grade Level	4th
Class Period(s)	2 - 4

Adapted from: Area 5: EAST FACADE Human Rights

This Standing Bear lesson plan primarily brings together parts of Nebraska's new Virtual Capitol Tour with pre-existing companion lessons and resources from [nebraskastudies.org](http://nebraskastudies.org), the Nebraska Educational Television Network, and the Nebraska State Historical Society.

### Nebraska Social Studies Standards

**SS 4.4.1** Investigate patterns of continuity and change over time in Nebraska.

**SS 4.4.1.a** Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.

**SS 4.4.2.b** Identify and describe how various sources relate their perspectives of Nebraska history.

**SS 4.4.3** Analyze past and current events throughout Nebraska history.

### Nebraska Math Standards

### Nebraska Language Arts Standards

**LA 4.1.5.a** Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., ... base and root words).

**LA 4.1.5.b** Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.

**LA 4.1.6.e** Determine main ideas and supporting details from informational text and/or media.

### Nebraska Fine and Performing Art Standards

**FA 5.2.4** Students will examine contemporary, historical, and cultural context in art and life.

**FA 5.2.4.b** Compare and contrast works of art from a variety of contemporary, historical, and cultural contexts.

**FA 5.2.4.c** 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]?")

**FA 5.2.4.d** Explore how images and objects are used to convey a story, familiar experience, or connection to the world.

**SS 4.4.3.a** Analyze key sources in Nebraska history to determine credibility and context.

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**SS 4.4.4.c** Gather, analyze, and communicate historical information about Nebraska.

**LA 4.1.6.h** Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.

**LA 4.2.1.d** Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.

## 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 that actual citizenship would not be granted until 1924.

## Big Idea or Theme:

Native American Citizenship Through Non-Violent and Legal Actions

## Essential Question/s:

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

## Purpose/Rationale

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.

## Key Concepts/Vocabulary

- 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 or outcome 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.
- 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

## Materials

- Computer and internet access to websites used in the lessons
- Wordprocessing software
- (optional) Some kind of storyboarding/brainstorming/mind-mapping program for developing a beginning/middle/end story product
- Whiteboard, smartboard, overhead/screen, or LCD/screen display connection to the computer hooked up to the websites
- *The Virtual Capitol Tour*, available at ???
- *The Trial of Standing Bear* lesson, available at [www.nebraskastudies.org](http://www.nebraskastudies.org)
- Access to Standing Bear's speech available at [http://library.timelesstruths.org/texts/Stories\\_Worth\\_Rereading/Standing\\_Bears\\_Speech/](http://library.timelesstruths.org/texts/Stories_Worth_Rereading/Standing_Bears_Speech/)
- Possibly a Tourist map of Omaha (Nebraska) area, showing Omaha, Fort Omaha, the Crook House, Omaha Indian Reservation

## 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—in art and history, and possibly in literature.
2. Plot or put the main points of the Standing Bear story in order—beginning, middle, and end.
3. Compare the two Hall of Fame bust statues of Standing Bear and Susette LaFlesche Tibbles to their counterpart images in the [nebraskastudies.org](http://www.nebraskastudies.org) lessons (photographs) and in the mural in the Nebraska Capitol's Memorial Chamber, and will also know the name of the type of artworks or images used (statue, photograph, mural).
4. Analyze and describe Chief Standing Bear's and Judge Dundy's words to see how they impacted each other.
5. Analyze and describe Standing Bear's and Susette LaFlesche Tibbles's places in history and in gaining (or perhaps bringing to light) legal rights for Native Americans.

## Procedures

### SESSION ONE

1. Begin the lesson by telling students that Nebraska has a Hall of Fame (in the foyer of the Nebraska state capitol). Discuss the meaning of the words fame and famous.

2. Pan the Hall of Fame to show several bust statues there, and ask students what kind of art is on display there in that Nebraska Hall of Fame? (statue or bust statue)
3. Use the Virtual Capitol Tour's Hall of Fame to view the busts of Standing Bear and Susette LaFlesche Tibbles individually and to read the information about those two Native Americans.
4. Individually, in small groups, or as a class, have students study one (or both) of those two bust statues of real people and describe 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." Discuss the notes. (Notes could be taken on paper, computer, or in/on other media. If students had cell phones or cameras, pictures might also be taken of some of the artwork—but only IF the facility allows.)
5. Go to [www.nebraskastudies.org](http://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?"
6. EITHER do the [www.nebraskastudies.org](http://www.nebraskastudies.org) lessons straight through from pages 1-11 OR use the following steps from step 7 on, as desired.
7. [Note: Each [www.nebraskastudies.org](http://www.nebraskastudies.org) page has click boxes at the bottom, so you can quickly move to "previous" page or "next" page.] Go to page 2 on this site for another photo and more information about Standing Bear and/or p. 8 for Susette LaFlesche Tibbles. If desired, have students take down more information about them and tell the source.
8. **Use that page 2 site to click on "The Ponca Story" interactive map (and work through it by clicking on EACH date section) and read the text paragraphs to find out the history and relationship of the Ponca and the Omaha tribes. (Prompts: "How are the Ponca and the Omaha tribes related?" "If the Ponca and the Omaha are related, what do we probably know about their**

- customs, their way of life, and their language?”)  
(Answer: They are similar.)
9. Go to page 3 of the [nebraskastudies.org](http://nebraskastudies.org) *Trial of Standing Bear* site. Click on the interactive *Ponca Reservation Lands* map to see where the Ponca reservation was and read the white font caption below it. Go back to page 3. Define the word treaty and read about the Ponca treaties.
  10. Go back to page 1 of the same site and read the text. Discuss why the Ponca might have called that move to Oklahoma “The Trail of Tears.”
  11. Go to page 4, read the first block of text, then look at each of the **FIRST TWO time sections (only)** on the interactive map; afterwards, read the rest of the text.
  12. On page 4, watch the video about White Buffalo Girl and/or look up the Nebraska State Historical Society’s website and have students read about White Buffalo Girl’s Ponca Trail of at Neligh at [http://www.nebraskahistory.org/publish/publicat/timeline/white\\_buffalo\\_girl.htm](http://www.nebraskahistory.org/publish/publicat/timeline/white_buffalo_girl.htm). (Prompts: What does White Buffalo Girl have to do with the Trail of Tears? Or. What was her story?)
  13. Go back to page 4 of the [nebraskastudies.org](http://nebraskastudies.org) website, click the map, and go to the 1879 date. Ask why it was called the Trail of Tears. (Prompts: What happened to the Ponca lands? What was the weather like on the trail? What happened to Bear Shield, Prairie Flower, and White Buffalo Child [who were also mentioned in the text]? What was it like on the Oklahoma reservation? Why did Standing Bear go back to Nebraska? What happened when Standing Bear went back?)
  14. At the top of the classroom’s whiteboard (or displayed computer screen), write “The Standing Bear Story—Plot Lines” then ask students (individually or in groups) to come up with phrases that help tell the story (such as: Omaha and Ponca are related. Ponca Reservation on the Niobrara River. Standing Bear is a Ponca chief. Poncas lose their reservation. Poncas must leave Nebraska for reservation in Oklahoma. Trail of Tears begins. Standing Bear returns and is arrested.) Prompt as needed. (Later have students put these all in order by numbering or redoing.)
  15. Exit strategies: Define a given vocabulary term used today. (This could also be an assessment piece before or after the lesson, with students defining such vocabulary terms as fame, famous, citizen, citizenship, etc. for LA 4.1.5.a & b, with 80% accuracy passing.) Or, Give the name of one person, place, or thing from this history lesson and tell what it was. Or, Predict what will happen to Standing Bear next.
  16. Discuss the words citizen, citizenship, and rights.
  17. Brainstorm some of the rights of citizens.
  18. 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.
  19. Go to the [nebraskastudies.org](http://nebraskastudies.org) “Trial of Standing Bear” lesson, and do pages 5 and 6. (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?”)
  20. Read page 7. (Prompt: What did Thomas Tibbles do for Standing Bear?)
  21. Read Standing Bear’s speech online at [http://library.timelesstruths.org/texts/Stories\\_Worth\\_Rereading/Standing\\_Bears\\_Speech/](http://library.timelesstruths.org/texts/Stories_Worth_Rereading/Standing_Bears_Speech/) **but do not read the end.**
  22. Assessment: Exercise a citizen’s right: In private and on a sheet of paper, have students VOTE on paper, yes (for) or no (against) Standing Bear’s request and write a paragraph of at least three complete sentences (on paper or on the computer) about why you feel the way you do. Hand in and/or revise later after discussion, for a grade. (See also #24)
  23. Ask students to pretend to be the judge and discuss how they would have ruled in this case and why.
  24. Let students write a new “judging” paragraph if they want to revise, add anything, or change their minds. Then hand in the paragraph for a grade. Assessment (Language Arts grade LA 4.2.1.d., rubric for paragraph writing).
  25. Finish reading Standing Bear’s speech article at [http://library.timelesstruths.org/texts/Stories\\_Worth\\_Rereading/Standing\\_Bears\\_Speech/](http://library.timelesstruths.org/texts/Stories_Worth_Rereading/Standing_Bears_Speech/) and/or go to [www.nebraskastudies.org](http://www.nebraskastudies.org) “The Trial of Standing Bear” page 9 to see how Judge Dundy ruled.
  26. 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?)
  27. Read page 10 of the [www.nebraskastudies.org](http://www.nebraskastudies.org) “Trial of Standing Bear” site to see what other people thought of the decision and to find out what happened to Standing Bear. 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

## SESSION TWO

- said goodbye. Also read the newspaper accounts listed at the bottom.
28. Have students take their notes (of the Hall of Fame busts) to the Standing Bear panel in the Virtual Capitol Tour's Memorial Chamber. Explain that this is a mural or a painting applied directly to a wall.
  29. Have the students identify the major people in the panel (Standing Bear, Susette LaFlesche Tibbles, General Crook) and tell how they recognize them. Compare the different depictions of Standing Bear or of Susette LaFlesche Tibbles through discussion or have students write sentences telling how the three kinds of artworks of Standing Bear (or Susette LaFlesche Tibbles) are the same and how they are different, and what kind of artwork each one is (statue, photograph, or mural). (Assessment: FA 5.2.4.c and LA 4.2.1.d writing assessment rubric)
  30. Have the class go back to the whiteboard and finish plotting the story of Standing Bear, deleting or regrouping less important fragments, reorganizing all the parts into a beginning, middle, and end. Use the fragments to form complete sentences to retell the story. Print it out and post it on the wall.
  31. Read the elementary-level book *Standing Bear of the Ponca* by Virginia Driving-Hawk Sneve (rhymes with navy, a Lakota-Ponca author who writes about the Ponca culture). Have students look/listen and take note of perhaps 5 things they did not know or that seemed a bit different from the rest of the lesson. Give them time write one or more well-written sentence for each of those items and hand in for grades: LA 4.1.6.e & h and SS 4.4.2.a, with 20 points possible for each of the 5 points, and 80% passing.
  32. Have students create artworks or stories or awards of their own to recognize a person or concept in this story.

## Assessment

For the "Judging" writing assessment: Students will receive a 4 or higher on the 6 Traits Writing Rubric in the area of Ideas and Organization.

\*\*\*[I have some assessments embedded in the procedures section, but I'm still working on the assessment pieces.]

## Extensions

Use any of the many teacher activities accessible at the bottom of each page of [www.nebraskastudies.org](http://www.nebraskastudies.org)'s "The Trial of Standing Bear" pages.

Read and discuss Standing Bear's speech and what it says and means and/or read headlines of the Standing Bear trial from Nebraska newspapers or other newspapers on the [www.nebraskastudies.org](http://www.nebraskastudies.org) or nebraskahistory

Use a Nebraska map or atlas and look up places (cities/towns, counties, lakes, bridges, parks, etc.) in our state that have names relating to the main people or groups of people—Standing Bear, General Crook, Susette LaFlesche Tibbles, Judge Elmer Dundy, Omaha tribe, Ponca tribe, and others.

Research and/or tour the Crook House and Fort Crook in Omaha. Locate these places on an Omaha tourism map and take a virtual tour of the Crook House  
<http://www.historicflorence.org/Attractions/crook.php>

Go to  
<http://www.historicflorence.org/HistoricMarkers/FortOmahaStandingBear.php> to read the history of Standing Bear and Fort Omaha.

For more information on Standing Bear, go to: *From Standing Bear Trial to Standing Bear Trail*.  
<http://www.netnebraska.org/article/culture/972279/standing-bear-trial-standing-bear-trail>, 1988.

*Ron Hull Remembers:*  
<http://www.netnebraska.org/interactive-multimedia/television/ron-hull-remembers-chief-standing-bear>, 2015.

*Standing Bear's Footsteps (PBS).*  
<http://www.netnebraska.org/interactive-multimedia/none/standing-bears-footsteps-pbs-version>

*Trial: Trial.* <http://www.netnebraska.org/interactive-multimedia/none/trial-trial>, 2012.

NET Television.  
<http://www.netnebraska.org/search/site/trial%20of%20standing%20bear>.

Read the elementary-level book *Standing Bear of the Ponca* by Virginia Driving-Hawk Sneve (rhymes with navy, a Lakota-Ponca author), published by

University of Nebraska Press, 2013, or the book *The Trial of Standing Bear* by Frank Keating, published by Oklahoma Heritage Association, 2008. You may wish to compare and contrast the information in the two books.

For more adult readers: Read the award-winning adult-level book *"I Am a Man": Chief Standing Bear's Journey for Justice*, by Joe Starita, published by University of Nebraska Press, 2012. Or read *Standing Bear Is a Person: The True Story of a Native American's Quest for Justice* by Stephen Dando-Collins, published by Da Capo Press, 2005.

Judge Dundy never specifically said Standing Bear or other Native Americans were actually "citizens" of the United States, but he did recognize Standing Bear "as a person in the eyes of the law" and extended certain rights to Native Americans, such as the right to sue and other rights as listed in the primary documents. Have Upper Grade or Higher Ability students note the dates when the 14<sup>th</sup> amendment and the Standing Bear ruling happened. Compare Judge Dundy's words and ruling to the 14<sup>th</sup> amendment. Debate whether Native Americans already had the right of citizenship or not because of the 14<sup>th</sup> amendment. What specific phrase by Judge Dundy seems to validate that citizenship? Look up the 1924 Citizenship Act to see what it said and did in regard to Native Americans.

Watch either or both of the NET videos *The Trial of Standing Bear* or *Standing Bear's Footsteps*. Go to the NET website [www.netnebraska.org](http://www.netnebraska.org) for the videos and for additional activities.

For other activities for "The Trial of Standing Bear" (mostly upper grades but some 4<sup>th</sup> grade too), go to <http://score.rims.k12.ca.us/activity/standingbear/>

Have Upper Grade or High-Ability younger students compare any of the following:

- Standing Bear's speech or Judge Dundy's verdict to either Abraham Lincoln's Emancipation Proclamation or the 14<sup>th</sup> Amendment
- Standing Bear to Martin Luther King

Research the Dawes Act and the Indian Citizen Act of 1924 and see how they extend the Standing Bear decision.

Research and discuss the rights of new American citizens and/or what non-citizens have to do to become citizens in the U.S. (Some students may know some of this from what their families have already done. Others may want to know this for their families, or to see how difficult it is to become a citizen if you are not born in the United States.)

For more in-depth reading or researching, check the Bibliography of Standing Bear Resources at <http://standingbearscrook.weebly.com/annotated-bibliography.html>

## Sources

[wwwhttp://www.historicflorence.org/Attractions/crook.php.historicflorence.org](http://www.historicflorence.org/Attractions/crook.php.historicflorence.org)

[http://library.timelesstruths.org/texts/Stories\\_Worth\\_Rereading/Standing\\_Bears\\_Speech/](http://library.timelesstruths.org/texts/Stories_Worth_Rereading/Standing_Bears_Speech/)

[http://www.nebraskahistory.org/publish/publicat/time/ine/white\\_buffalo\\_girl.htm](http://www.nebraskahistory.org/publish/publicat/time/ine/white_buffalo_girl.htm).  
[www.nebraskastudies.org](http://www.nebraskastudies.org)

NET Nebraska Educational Television.  
[www.netnebraska.org](http://www.netnebraska.org)

<http://score.rims.k12.ca.us/activity/standingbear/>

<http://standingbearscrook.weebly.com/annotated-bibliography.html>

Virtual Capitol Tour, especially Area9 P7 and Area7 P73(01 and 04)

Vocabulary.com