



# 1875-1899

## Trial of Standing Bear

Activities and lesson plan created by Michael Young, former History Department Chair, Omaha Burke High School. Edited by Lonnie Moore & Karen Graff.

### activities

#### Background

		grade level	page
1	<b>ESSAY</b> Who Was Standing Bear?	4	4
2	<b>MAP ANALYSIS</b> Where Was Indian Territory?	4 8	5
3	<b>MAP ANALYSIS</b> Follow the Ponca Trail of Tears	HS	6
4	<b>PHOTO ANALYSIS</b> Standing Bear Photos	HS	7

#### Poncas Dislocated & Arrested

5	<b>WRITING</b> Who Were Prairie Flower, White Buffalo Girl, & Bear Shield?	4 8	8
6	<b>PHOTO ANALYSIS</b> Standing Bear & Family	8 HS	9



# 1875-1899

## Trial of Standing Bear

### activities

		grade level	page
7	<b>DISCUSSION</b> Pre-Trial Questions	8	10
<b>The Trial</b>			
8	<b>DISCUSSION</b> Identify Trial Participants	8	11
9	<b>ROLE PLAY</b> Trial Re-enactment	8	12
10	<b>WRITTEN DOCUMENT ANALYSIS</b> Judge Dundy	8	13
11	<b>WRITTEN DOCUMENT ANALYSIS</b> Standing Bear Farewell	HS	14



# 1875-1899

## Trial of Standing Bear

### activities

	grade level	page
<b>Decision &amp; Reaction</b>		
<b>12</b> WRITTEN DOCUMENT ANALYSIS Standing Bear's Release	<b>8</b>	15
<b>13</b> WRITTEN DOCUMENT ANALYSIS Standing Bear & Habeas Corpus	<b>12</b>	16
<b>14</b> DISCUSSION Who Was Henry Dawes?	<b>8</b>	17
<b>15</b> WRITTEN DOCUMENT ANALYSIS Heavy Blow or Vindications for an Oppressed People	<b>HS</b>	18
● Resources		19
● Nebraska Department of Education Content Area Standards		A1

## 1

### BACKGROUND

## Who Was Standing Bear?

Activity Grade Level

4



### ■ activity

## Essay

Have students read the following section on the Trail of Standing Bear in Nebraska Studies.

<http://nebraskastudies.org/1875-1899/the-trial-of-standing-bear/>

Then, have students write an essay explaining who Standing Bear was, and why he and his people had to move to Indian Territory.

### ■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 4.3.1](#); [SS 4.3.3](#); [SS 4.3.5](#); [SS 4.4.2](#); [SS 4.4.3](#)

Language Arts: [LA 4.1.6 Comprehension](#)

## 2

### BACKGROUND

## Where Was Indian Territory?

Activity Grade Level

4

8



### ■ activity

## Map Analysis

Have students read the Ponca Trail of Tears page and examine the map there.

<http://nebraskastudies.org/1875-1899/the-trial-of-standing-bear/the-ponca-trail-of-tears/>

Then, have them discuss these questions:

- Where was Indian Territory located?
- Why do you think the U.S. Government selected this area?
- Why might the Ponca have been willing to move from their homelands in Nebraska in the mid-19th century?

### ■ Nebraska Department of Education Content Area Standards

Social Studies **SS 4.3.1; SS 4.3.3; SS 4.3.5; SS 4.4.2; SS 4.4.3 | SS 8.3.3; SS 8.4.1; SS 8.4.4**

Language Arts: **LA 4.1.6 Comprehension**

## 3

### BACKGROUND

## Follow the Ponca Trail of Tears

Activity Grade Level

HS



### ■ activity

## Map Analysis

Have students research an atlas of the United States to accomplish the following:

1. Determine the distance (using both the metric and standard units of measure) by automobile from the town of Niobrara, Nebraska to Arkansas City, Arkansas.
2. Indicate the highways and interstate systems you would travel to reach your destination.
3. Estimate how long the journey would take today, and compare/contrast that to the journeys Standing Bear made from his reservation in Nebraska to the Indian Territory.

To find this information, you can look at any standard atlas and math book.

### ■ Nebraska Department of Education Content Area Standards

Social Studies: [SS HS.1.1](#); [SS HS.3.4](#); [SS HS.3.5](#); [SS HS.4.4](#); [SS HS.4.5](#)

Math: [MA 12.3.3](#)

## 4

## BACKGROUND

## Standing Bear Photos

Activity Grade Level

HS



## ■ activity

## Photograph Analysis

Have students use the National Archives Photo Analysis Worksheet in the Resources section at the end of this document to analyze the photographs of Standing Bear in this section. Have students compare and contrast the photograph of Standing Bear outside a log cabin on the Story of the Ponca page, to the photograph of Standing Bear in his full regalia on The Trial page:

<http://nebraskastudies.org/1875-1899/the-trial-of-standing-bear/the-story-of-the-ponca/>

<http://nebraskastudies.org/1875-1899/the-trial-of-standing-bear/>

Have students use these questions to initiate discussion:

1. What is Standing Bear holding in each photo?
2. What inferences can you make from the article he is holding?
3. What is he wearing around his neck?
4. What is different about the clothing he is wearing?
5. What inferences might you make based on the background?

## ■ Nebraska Department of Education Content Area Standards

Social Studies: **SS HS.1.1**; **SS HS.3.4**; **SS HS.3.5**; **SS HS.4.4**; **SS HS.4.5**

## 5

PONCAS DISLOCATED & ARRESTED

### Who Were Prairie Flower, White Buffalo Girl, & Bear Shield?

Activity Grade Level

4 8



#### ■ activity Writing

Have students read these pages in the Nebraska Studies 1875-1899 timeline, and watch the accompanying video clips.

<http://nebraskastudies.org/1875-1899/the-trial-of-standing-bear/the-ponca-trail-of-tears/>

Then view the video on the following page:

<http://netnebraska.org/interactive-multimedia/television/nebraska-stories-promise-kept-302>

Next, read "Standing Bear Arrested" at

<http://www.nebraskastudies.org/1875-1899/the-trial-of-standing-bear/standing-bear-arrested>

Follow up with these discussion questions:

1. Why do you think the people of Neligh, Nebraska have been so faithful about tending to White Buffalo Girl's grave?
2. Why do you think it was so important to Bear Shield to be buried on the Ponca homeland?

#### ■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 4.3.1](#); [SS 4.3.3](#); [SS 4.3.5](#); [SS 4.4.2](#); [SS 4.4.3](#) | [SS 8.3.3](#); [SS 8.4.1](#); [SS 8.4.4](#)

Language Arts: [LA 4.1.6 Comprehension](#); [LA 4.2.2 Writing Modes](#); [LA 4.4.1 Information Fluency](#) | [LA 8.2.2 Writing](#)

Modes



## 6

PONCAS DISLOCATED & ARRESTED

## Standing Bear & Family

Activity Grade Level

8 HS



### ■ activity

## Photograph Analysis

Have students use the National Archives Photo Analysis Worksheet in the Resources section at the end of this document to analyze the photograph of Standing Bear, his wife, and his son on the following page:

<http://nebraskastudies.org/1875-1899/the-trial-of-standing-bear/standing-bear-arrested/>

Have students describe all of the objects they see in the photograph, including the clothing they are wearing.

### ■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 8.3.3](#); [SS 8.4.1](#); [SS 8.4.4](#) | [SS HS.1.1](#); [SS HS.3.4](#); [SS HS.3.5](#); [SS HS.4.4](#); [SS HS.4.5](#)



#### ■ activity

### Discussion

Have students read these pages in the Nebraska Studies 1875-1899 timeline.

<http://nebraskastudies.org/1875-1899/the-trial-of-standing-bear/standing-bear-arrested/>

<http://www.nebraskastudies.org/1875-1899/the-trial-of-standing-bear/the-trial/>

Then, have them discuss these questions about the events prior to the trial:

1. Why were Standing Bear and his followers brought to Fort Omaha?
2. Was General Crook sympathetic with Standing Bear's wish to return to his home along the Niobrara? Why or why not?
3. Who was Thomas Tibbles? How did he try to help Standing Bear?

#### ■ Nebraska Department of Education Content Area Standards

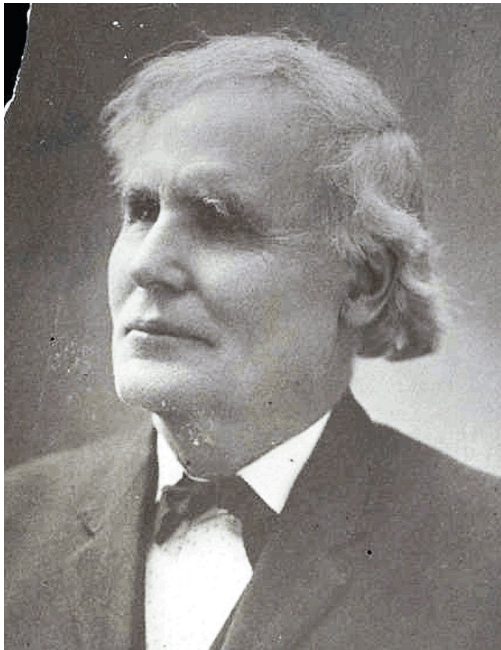
Social Studies: [SS 8.3.3](#); [SS 8.4.1](#); [SS 8.4.4](#)

## 8

### THE TRIAL Identify Participants

Activity Grade Level

8



### ■ activity Discussion

Have students identify the following people and the roles they each played in the Trial of Standing Bear:

G.M. Lambertson,  
Judge Elmer S. Dundy,  
Thomas Tibbles,  
A.J. Poppleton,  
Jon L. Webster, and  
Susette LaFlesche Tibbles

Use The Trial of Standing Bear section in the 1875-1899 timeline of Nebraska Studies as a resource.

<http://nebraskastudies.org/1875-1899/the-trial-of-standing-bear/>

### ■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 8.3.3](#); [SS 8.4.1](#); [SS 8.4.4](#)

Language Arts: [LA 8.4.1 Information Fluency](#)

## 9

### THE TRIAL Trial Re-enactment

Activity Grade Level

8



#### ■ activity Role Play

Have students play the roles of the following people who participated in the Trial of Standing Bear:

G.M. Lambertson,  
Judge Elmer S. Dundy,  
Thomas Tibbles,  
A.J. Poppleton,  
Jon L. Webster, and  
Susette LaFlesche Tibbles

Each person should state his/her opinion as to why Standing Bear and his followers should or should not be allowed to return to their native homeland.

Use The Trial of Standing Bear section in the 1875-1899 timeline of Nebraska Studies as a resource.

<http://nebraskastudies.org/1875-1899/the-trial-of-standing-bear/>

#### ■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 8.3.3](#); [SS 8.4.1](#); [SS 8.4.4](#)

# 10

## THE TRIAL Judge Dundy

Activity Grade Level

8



### ■ activity Written Document Analysis

Have students read the May 13, 1879 issue of the *Omaha Herald* linked from The Decision page of Nebraska Studies:

<http://www.nebraskastudies.org/1875-1899/the-trial-of-standing-bear/the-decision/>

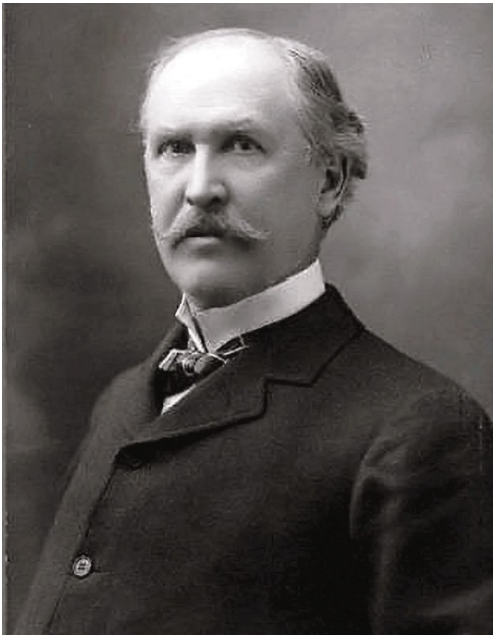
What five key conclusions did Judge Dundy reach?

More advanced students may want to use the National Archives Written Document Analysis Worksheet in the Resources section at the end of this document as a guide to analyze this newspaper article.

### ■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 8.3.3](#); [SS 8.4.1](#); [SS 8.4.4](#)

Language Arts: [LA 8.4.1 Information Fluency](#)



#### ■ activity

### Written Document Analysis

Have students read the article on Standing Bear's Farewell in the May 20, 1879 *Omaha Herald* newspaper linked from the bottom of the Reaction page of Nebraska Studies.

<http://www.nebraskastudies.org/1875-1899/the-trial-of-standing-bear/the-decision/>

Then have students report on the conversation between Standing Bear and Mr. Webster, identifying two key points made by each speaker.

More advanced students may want to use the National Archives Written Document Analysis Worksheet in the Resources section at the end of this document as a guide to analyze this newspaper article.

#### ■ Nebraska Department of Education Content Area Standards

Social Studies: **SS HS.1.1**; **SS HS.3.4**; **SS HS.3.5**; **SS HS.4.4**; **SS HS.4.5**

# 12

DECISION & REACTION

## Standing Bear's Release

Activity Grade Level

8



### ■ activity

## Written Document Analysis

Have students read the *Omaha Herald* May 15, 1879 newspaper article, "Standing Bear's Release - A Call Upon Friends of Justice," linked in the Decision page in Nebraska Studies.

<http://www.nebraskastudies.org/1875-1899/the-trial-of-standing-bear/the-decision/>

Then have students discuss the following questions:

1. Who is Joseph La Flesche?
2. What did La Flesche want to do for Standing Bear?
3. Were there injustices that the U.S. Government committed against Standing Bear? If so, what were they?

More advanced students may want to use the National Archives Written Document Analysis Worksheet in the Resources section at the end of this document as a guide to analyze this newspaper article.

### ■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 8.3.3](#); [SS 8.4.1](#); [SS 8.4.4](#)

Language Arts: [LA 8.4.1 Information Fluency](#)

# 13

DECISION & REACTION

## Standing Bear & Habeas Corpus

Activity Grade Level

HS



### ■ activity

## Written Document Analysis

Have students read the article titled "Judged Dundy's Decision" in the May 18, 1879 issue of the *Omaha Herald* linked from the Reaction section in Nebraska Studies.

<http://www.nebraskastudies.org/1875-1899/the-trial-of-standing-bear/the-decision/>

Then have students discuss the following questions:

1. In what context does the author of the article refer to the terms, "Negroes," and habeas corpus?
2. What does the author seem to suggest should be the ultimate goal of U.S. governmental Indian policy?

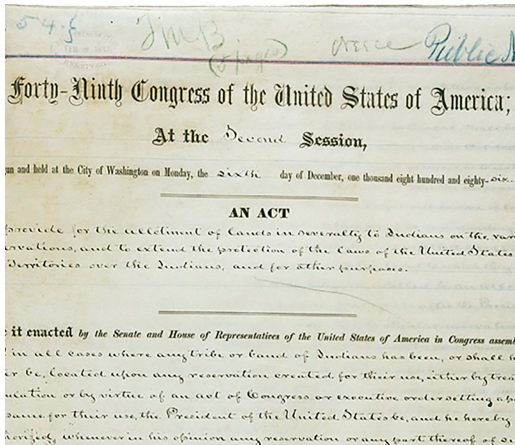
More advanced students may want to use the National Archives Written Document Analysis Worksheet in the Resources section at the end of this document as a guide to analyze this newspaper article.

### ■ Nebraska Department of Education Content Area Standards

Social Studies: **SS HS.1.1; SS HS.3.4; SS HS.3.5; SS HS.4.4; SS HS.4.5**

Language Arts: **LA 12.1.6 Comprehension**





## ■ activity

### Written Document Analysis

Have students read the Dawes Act section in Nebraska Studies:

<http://nebraskastudies.org/1875-1899/the-dawes-act/>

Then have students discuss who Henry L. Dawes was. Also, have them explain the strengths and weaknesses of the Dawes Act.

1. Why might Congressman Henry Dawes have wanted Indians to "blend in" with American society? Do you think expecting them to "blend in" was a good idea? Why or why not?
2. Do Americans today expect immigrants to blend in, or do we encourage them to keep some of their culture? Give examples to support your answer.

More advanced students may want to use the National Archives Written Document Analysis Worksheet in the Resources section at the end of this document to analyze the full text of the Dawes Act.

## ■ Nebraska Department of Education Content Area Standards

Social Studies: [SS 8.3.3](#); [SS 8.4.1](#); [SS 8.4.4](#)

Language Arts: [LA 8.4.1 Information Fluency](#)

# 15

DECISION & REACTION

## Heavy Blower or Vindication of an Oppressed People?

Activity Grade Level

HS



### ■ activity

## Written Document Analysis

Have students read the following two articles with opposing opinions from May 15, 1879 issue of the *Omaha Herald* linked from the Reaction section in Nebraska Studies:

*Standing Bear & A Perturbation in the Indian Ring:*  
<http://nebraskastudies.org/1875-1899/the-dawes-act/>

Have students use the National Archives Written Document Analysis Worksheet in the Resources section at the end of this document as a guide to evaluate the preceding two articles.

### ■ Nebraska Department of Education Content Area Standards

Social Studies: [SS HS.1.1](#); [SS HS.3.4](#); [SS HS.3.5](#); [SS HS.4.4](#); [SS HS.4.5](#)

Language Arts: [LA 12.1.6 Comprehension](#)



# 1875-1899

## Trial of Standing Bear

### resources

	page
Photograph Analysis Worksheet	20
Written Document Analysis Worksheet	21

Nebraska Department of Education Academic Standards  
<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies Standards  
<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

National Archives <http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans <http://www.loc.gov/teachers/index.html>

# Analyze a Photograph

## Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- Portrait       Landscape       Aerial/Satellite       Action       Architectural  
 Event       Family       Panoramic       Posed       Candid  
 Documentary       Selfie       Other

Is there a caption?  yes  no

## Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

## Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

## Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



# Analyze a Written Document

## Meet the document.

Type (check all that apply):

- |   |                                    |  |  |  |
|---|------------------------------------|--|--|--|
| <input type="checkbox"/> Letter                 | <input type="checkbox"/> Speech    | <input type="checkbox"/> Patent                  | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Court document        |
| <input type="checkbox"/> Chart                  | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement           | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum            |
| <input type="checkbox"/> Report                 | <input type="checkbox"/> Email     | <input type="checkbox"/> Identification document |  | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document |                                    | <input type="checkbox"/> Other                   |  |  |

Describe it as if you were explaining to someone who can't see it.

*Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?*

## Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

## Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

## Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



## Nebraska Department of Education Content Area Standards

### ■ Social Studies Standards

4

**SS 4.3.1** Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

**SS 4.3.3** Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

**SS 4.3.5** Use geographic skills to make connections to issues and events.

**SS 4.4.2** Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

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

8

**SS 8.3.3** Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

**SS 8.4.1** Analyze patterns of continuity and change over time in the United States history.

**SS 8.4.4** Evaluate and interpret sources for perspective and historical context.

HS

**SS HS.1.1** Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

**SS HS.3.4** Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

**SS HS.3.5** Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

**SS HS.4.4** Evaluate sources for perspective, limitations, accuracy, and historical context.

**SS HS.4.5** Apply the inquiry process to construct and answer historical questions.

## Nebraska Department of Education Content Area Standards

### ■ Language Arts Standards

4

**LA 4.1.6** Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

**LA 4.2.2** Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

**LA 4.4.1** Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

8

**LA8.2.2** Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

**LA 8.4.1** Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

12

**LA 12.1.6** Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

Nebraska Department of Education  
Content Area Standards

■ Mathematics Standards

12

**SC 12.3.3** Measurement:  
Students will perform and  
compare measurements and  
apply formulas.