### Background

<table>
<thead>
<tr>
<th></th>
<th>grade level</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Essay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who Was Standing Bear?</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>grade level</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Map Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where Was Indian Territory?</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>grade level</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>HS</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Map Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow the Ponca Trail of Tears</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>grade level</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>HS</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Photo Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standing Bear Photos</td>
<td>7</td>
</tr>
</tbody>
</table>

### Poncas Dislocated & Arrested

<table>
<thead>
<tr>
<th></th>
<th>grade level</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who Were Prairie Flower, White Buffalo Girl, &amp; Bear Shield?</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>grade level</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>8</td>
<td>HS</td>
</tr>
<tr>
<td></td>
<td>Photo Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standing Bear &amp; Family</td>
<td>9</td>
</tr>
</tbody>
</table>
# 1875-1899

## Trial of Standing Bear

### activities

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>HS</td>
<td>14</td>
</tr>
</tbody>
</table>

## The Trial

7. **DISCUSSION**
   Pre-Trial Questions

8. **DISCUSSION**
   Identify Trial Participants

9. **ROLE PLAY**
   Trial Re-enactment

10. **WRITTEN DOCUMENT ANALYSIS**
    Judge Dundy

11. **WRITTEN DOCUMENT ANALYSIS**
    Standing Bear Farewell

[nebraska studies.org](http://nebraska.studies.org)
1875-1899
Trial of Standing Bear

activities

Decision & Reaction

12 WRITTEN DOCUMENT ANALYSIS
Standing Bear’s Release

13 WRITTEN DOCUMENT ANALYSIS
Standing Bear & Habeas Corpus

14 DISCUSSION
Who Was Henry Dawes?

15 WRITTEN DOCUMENT ANALYSIS
Heavy Blow or Vindications for an Oppressed People

Resources

Nebraska Department of Education
Content Area Standards

nebraska studies.org
1875-1899 The Trial of Standing Bear

BACKGROUND
Who Was Standing Bear?

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
Where Was Indian Territory?

**activity**

**Map Analysis**

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


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?
Follow the Ponca Trail of Tears

**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
**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/

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
activity

Writing

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


Then view the video on the following page:


Next, read “Standing Bear Arrested” at


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
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:


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
1875-1899 The Trial of Standing Bear

PONCA DISLOCATED & ARRESTED

Pre-Trial Questions

activity

Discussion

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


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
Identify Participants

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,
- 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
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
**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
Standing Bear's Farewell

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
DECISION & REACTION

Standing Bear's Release

**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
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
Who Was Henry L. Dawes?

**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
Heavy Blower or Vindication of an Oppressed People?

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

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

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


nebraskastudies.org
### 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.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>

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?
Meet the document.

Type (check all that apply):
- Letter
- Speech
- Chart
- Newspaper
- Report
- Email
- Congressional document
- Patent
- Telegram
- Court document
- Advertisement
- Press Release
- Memorandum
- Identification document
- Memorandum
- 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?
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.
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
LA 8.2.2 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.
Mathematics Standards

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