

Standing Bear: Tributes

Nebraska Social Studies Standards

SS 5.4.4 Students will analyze past and current events, issues, and problems.

SS 5.4.4.c Identify how decisions affected events in the United States

SS 5.4.5 Students will develop historical research skills.

SS 5.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources

SS 5.4.5.c Gather historical information about the United States

SS 5.4.5.d Present historical information about the United States

Nebraska Language Arts Standards

LA 5.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 5.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 5.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 5.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 5.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 5.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 5.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

Overview

Students will learn additional information about the tributes to Chief Standing Bear described on pages 35-37 of *Standing Bear of the Ponca*. They will then use information from the text to write a persuasive letter intended for the United States Postal Service to campaign for a new postage stamp to honor Chief Standing Bear nationally.

Key Vocabulary

Tribute- an act, statement, or gift that is intended to show gratitude, respect, or admiration

Materials

**Standing Bear of the Ponca* by Virginia Driving Hawk Sneve

* Nebraska Department of Education Scoring Guide for Persuasive Writing

Procedures

1. Discuss the definition of the word “tribute” and types of tributes such as holidays, statues, memorials, scholarships, etc. Ask students to name historical figures who have been honored with such tributes (e.g., presidents and other statesmen, authors, inventors, scientists). Refer to pages 35-37 in *Standing Bear of the Ponca*. Share information about some of the tributes that have been established to honor Chief Standing Bear (see Sources below). Present the information to students or provide source citations and have groups of students share what they read.

2. Students should note that all of the tributes for Chief Standing Bear are in the Midwest, most in Nebraska and Oklahoma. One failed attempt to gain national recognition was in 2003-2005 when the state quarter designs were proposed (<http://www.sos.ne.gov/symbols/quarter.htm>). Another possible way to honor Chief Standing Bear nationally would be to feature him on a U.S. postage stamp. Display the list of stamps that have been issued to recognize Native Americans and their culture (<http://about.usps.com/who-we-are/postal-history/american-indian-stamp-subjects.htm>). Share the information about procedures for selecting subjects for stamps (<https://about.usps.com/who-we-are/csac/welcome.htm> and <https://about.usps.com/who-we-are/csac/criteria.htm>). Students should read the criteria to determine if Chief Standing Bear qualifies (he does) and the procedures for suggesting a subject. Note the statement, "The Postal Service welcomes written suggestions for stamp subjects that help portray the diversity of the American experience for a worldwide audience" (<https://about.usps.com/who-we-are/csac/process.htm>).
3. Tell students that they will use the writing process to create a persuasive letter of recommendation to the United States Postal Service to honor Chief Standing Bear. The intent of this activity is to apply knowledge of Chief Standing Bear in the writing process. (Whether letters are actually submitted is a decision teachers will make based on district policy.) Review the writing process you use in your classroom and assign the task in persuasive essay or letter format.
4. The Nebraska Department of Education Scoring Guide for Persuasive Writing is included in this lesson. Note that it is identified for grade 11 since that is the grade at which the persuasive essay is assessed at the state level. However, the criteria for the traits of organization and sentence fluency/conventions are the same as they appear in the Nebraska Department of Education Scoring Guide for Narrative Writing for grade 4. The traits of Ideas/Content and Voice/Word Choice are modified to fit the persuasive mode. So, it is acceptable to use this rubric for grade 5.

Assessment

If students have written in the persuasive mode, the final essay/letter may be scored as a summative assessment. However, teachers should score the students' work throughout the writing process using your district's expectations.

Extensions

1. Provide students with the postage stamp template and have them create a suggested design. Note that the United States Postal Service does not accept design submissions, however.
2. Encourage students to suggest other tributes for Chief Standing Bear and consider how they might make them a reality. For example, Nebraska license plates with an image of Chief Standing Bear could be issued. Students could investigate the selection processes.
3. Read the Lincoln Journal Star article "Standing Bear sculpture eyed for Centennial Mall" by Zach Pluhacek. Ask students to make recommendations about the plaques mentioned in the article or other features that would make an appropriate tribute.
4. The process is underway to designate the Standing Bear Trail as a National Historic Trail. Donations and volunteers are welcome. Students may want to participate individually or as a class/school.

<http://www.chiefstandingbear.org/documenting-progress-on-chief-standing-bear-trail-blue-springs-trailhead/>

5. The Ponca tribe held a gathering to formally thank the people of Neligh, Nebraska, for their care of White Buffalo Girl's grave over the years. These two video clips provide historical background and show portions of the ceremony.

<http://netnebraska.org/interactive-multimedia/television/nebraska-stories-white-buffalo-girl-103> 5:29

<http://netnebraska.org/interactive-multimedia/television/nebraska-stories-promise-kept-302> 4:30

Sources/Resources

<https://about.usps.com/who-we-are/csac/welcome.htm> (Screen shot also provided)

<https://about.usps.com/who-we-are/csac/criteria.htm> (Screen shot also provided)

<https://about.usps.com/who-we-are/csac/process.htm> (Screen shot also provided)

American Indian subjects on U.S. postage stamps

<http://about.usps.com/who-we-are/postal-history/american-indian-stamp-subjects.htm>

<http://stamps.org/Who-Decides>

Tributes/Proposed Tributes

*Screen shot in addition to link

*Roman L. Hruska Federal Courthouse display <http://www.ned.uscourts.gov/public/standing-bear-display>

*Statue of Standing Bear in Ponca City, Oklahoma <http://www.standingbearpark.com>

*Chief Standing Bear Memorial Bridge <https://www.nps.gov/mnrr/learn/historyculture/standingbear.htm>

*Chief Standing Bear Memorial Bridge <http://mri.usd.edu/watertrail/culturalsites/standingbear.html>

Chief Standing Bear Trail <http://www.chiefstandingbear.org/trail-map/>

Chief Standing Bear Trail <http://www.chiefstandingbear.org/visiting-the-chief-standing-bear-trail/>

*Nebraska Hall of Fame (Bust of Standing Bear) http://www.nebraskahistory.org/admin/hall_of_fame/bluebook.pdf

Standing Bear: A Ponca Indian Cantata

<http://d1vmz9r13e2j4x.cloudfront.net/NET/misc/StandingBearCantataProgram-3114.pdf>

Proposed state quarter design <http://www.sos.ne.gov/symbols/quarter.htm>

*Proposed statue of Chief Standing Bear for Centennial Mall

journalstar.com/news/local/standing-bear-sculpture-eyed-for-centennial-mall/article_3e638e64-0509-509b-9e6e-c1834b7d1f80.html