

Native Americans: Customs and Conflicts

Grade Level or Special Area: 5th Grade

Written by: Mrs. Leah R. Gerig, Academy of Charter Schools, Denver, CO

Length of Unit: Eight lessons (10 fifty-minute class periods, one class period for each, and the pre and post assessments)

I. ABSTRACT

Come explore the frontier of North America and discover the many cultures of the Native Americans. You will encounter the tribes of the Great Basin Region, the Northern and Southern Plateau, the tribes of the Plains and of the Pacific Northwest. In addition, witness the Ghost Dance, be a part of the Indian Wars and the settling of the United States.

II. OVERVIEW

A. Concept Objectives

1. Students will understand that societies are diverse and have changed over time. (Adams 12 District Standards for Social Studies, Standard 3)
2. Students will understand political institutions and theories that have developed and changed over time. (Adams 12 District Standards for Social Studies, Standard 5)
3. Students will understand that religious and philosophical ideas have been powerful forces through out history. (Adams 12 District Standards for Social Studies, Standard 6)

B. Content from the *Core Knowledge Sequence*

1. Fifth Grade History and Geography: American History and Geography (pp. 117-118)
 - a. Native Americans: Cultures and Conflicts
 - i. Culture and Life
 - a) Great Basin and Plateau (for example, Shoshone, Ute, Nez Perce)
 - b) Northern and Southern Plains (for example, Arapaho, Cheyenne, Lakota [Sioux], Shoshone, Blackfoot, Crow)
 - i) Extermination of the buffalo (review from grade 2)
 - c) Pacific Northwest (for example, Chinook, Kwakiutl, Yakima)
 - ii. American Government Policies
 - a) Bureau of Indian Affairs
 - b) Forced removal to reservations
 - c) Attempts to break down tribal life, assimilation policies, Carlisle School
 - iii. Conflicts
 - a) Sand Creek Massacre
 - b) Little Big Horn: Crazy Horse, Sitting Bull, Custer's Last Stand
 - c) Wounded Knee
 - i) Ghost Dance

C. Skill Objectives

1. Students will complete a custom map with desired information.
2. Students will locate and label the Great Basin.

3. Students will complete a chart categorizing information about the daily life of the Native Americans of the Great Basin Region.
4. Students will locate and label the Plateau region.
5. Students will complete a chart categorizing information about the daily life of the Native Americans of the Plateau region.
6. Students will locate and label the Plains region.
7. Students will complete a chart categorizing information about the daily life of the Native Americans of the Plains region.
8. Students will locate and label the Pacific Northwest region.
9. Students will complete a chart categorizing information about the daily life of the Native Americans of the Pacific Northwest region.
10. Students will understand the U.S. territorial expansion and how it affected relations with Native Americans and external powers.
11. Students will understand the causes for movement of large groups of people into and within the United States.
12. Students will understand the people, events, problems, and ideas that were significant in the expansion of the United States.
13. Students will summarize sections of text to be shared with the class.
14. Students will locate and label the Trail of Tears.
15. Students will locate and label the location of the Sand Creek Massacre.
16. Students will be aware of the concept of Invisible guns and explain its meaning.
17. Students will be able to summarize the events of the Sand Creek Massacre.
18. Students will locate and label the Battle of Little Bighorn.
19. Students will understand the roles Chief Sitting Bull, Lt. Col. George Custer, Chief Joseph, Crazy Horse, Geronimo, and others played in the Indian Wars.
20. Students will describe the Ghost Dance and its impact on U.S.-Native American relations.
21. Students will summarize the events of the Battle of Wounded Knee.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Pearson Learning Core Knowledge History and Geography: Level Five, pp. 321-351, by Pearson Education, Inc.
 2. Griffin-Pierce, T. *The Encyclopedia of Native America*.
 3. Hakim, J. *A History of Us: The First Americans*.
- B. For Students
 1. Third Grade History and Geography: American History and Geography: The Earliest Americans: Native Americans: In the Southwest

IV. RESOURCES

- A. Pearson Learning Core Knowledge History and Geography, by Pearson Education, Inc. (Lessons One- Nine)
- B. *The Encyclopedia of Native America*, by Trudy Griffin-Pierce (Lesson Four)
- C. *A History of Us: The First Americans*, by Joy Hakim (Lesson Four)
- D. The Trail of Tears in the Southeast Missouri Region, <http://www.rosecity.net/tears/trail/map.html> (Lesson Six)

V. LESSONS

Lesson One: Native Americans of the Great Basin Region (one-two 50 minute class periods)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. Culture and Life
 - i. Great Basin
3. Skill Objective(s)
 - a. Students will complete a custom map with desired information.
 - b. Students will locate and label the Great Basin.
 - c. Students will complete a chart categorizing information about the daily life of the Native Americans of the Great Basin Region.

B. Materials

1. Native American Pre-Assessment- one for each student (Appendix A)
2. Pencil-one for each student
3. *Pearson Learning Core Knowledge History and Geography: Level Five*, by Pearson Learning – one copy per student
4. Colored pencils for each student
5. Blank map of North America-one copy per student (Appendix B)
6. Blank Native American chart-one copy per student (Appendix C)
7. United States wall map, physical or political

C. Key Vocabulary

1. *Culture* is the attitudes, customs, and beliefs of a group of people.
2. A *myth* is a story that expresses basic ideas about human values that are held by the people of a certain culture.
3. In Native American cultures a *shaman* is a person believed to be gifted with the ability to communicate with the spirit world.
4. A *corral* is an area enclosed on three sides, open at one end used to contain animals.

D. Procedures/Activities

1. Instruct students to clear their desks of all but a sharpened pencil.
2. Pass out the Native American Pre/Post-assessment. See Appendix A.
3. Instruct students to complete the pre-assessment following classroom test taking procedures. Allow approximately 25 minutes for the pre-assessment.
4. Collect completed pre-assessments
5. Introduce today's lesson by telling students, "Today we will learn about Native Americans of the Great Basin region of the United States. At the end of today's lesson, you will be able to locate the Great Basin region in the United States and give basic details about their way of life."
6. While introducing the lesson, pass out the blank maps of North America (Appendix B) and the blank Native American charts (Appendix C).
7. Check to ensure that all students have the necessary materials. Say to the class, "Check your neighbor; do they have their social studies book, map, chart, and colored pencils?"
8. Once all students are prepared for the lesson, ask the class if anyone can locate the Great Basin region on the U.S. map. Allow for response and call for a volunteer to locate the Great Basin region on the map.

9. Ask students to open their Pearson History and Geography textbook to page 322 and then check the map at the bottom of the page to see if the Great Basin Region was correctly located by the student volunteer.
10. After verifying the location of the Great Basin region, have students locate and label the Great Basin Region on their own copy of the U.S. map in yellow.
11. Ask for student volunteers to read aloud pages 322- 324 of the Pearson History and Geography text. Students should follow along in their book as each volunteer reads.
12. As students come upon the vocabulary words *culture*, *myth*, *shaman* and *corral*, stop and check for understanding. A quick way to check for understanding is to have another student volunteer restate the definition of the vocabulary word in his or her own words. Allow three to four students to restate the definition of each vocabulary word in their own words.
13. Have students continue through the reading and as they come across information that will complete the chart, stop and discuss this information allowing students time to fill in the necessary information in their chart.
14. The first piece of information students are searching for in the reading is the location of the Great Basin region. (The Great Basin region encompasses what is now Nevada and parts of California, Idaho, Oregon, and Utah. The east border of the Basin is the Rocky Mountains and the west border of the Basin is the Sierra Nevada Mountains.)
15. The second piece of information students are searching for in the reading is the responsibilities of the Paiute men, women, and children. (Men hunted for large game and built corrals used for capturing small game. Women and children searched for edible plants, insects, and rodents. Everyone helped to collect pine nuts.)
16. The third piece of information students are searching for in the reading is the type of homes the Paiutes lived in. (This information is found on page 324. All that is stated is that they built simple shelters.)
17. The fourth piece of information students are searching for in the reading is the type of food the Paiutes ate. (The Paiutes ate small and large game and edible plants; however, their main food source was the pine nut.)
18. The fifth piece of information students are searching for in the reading is the religion of the Native Americans of the Great Basin region, particularly the Paiutes. (Their religion was based on myths that explained how to organize into families, gather food and live moral lives. The Paiutes also believed in shamans, who they believed communicated with spirits in the natural world.)
19. The sixth piece of information students are searching for in the reading is the landforms and climate of the Great Basin region. (The Great Basin is bordered by the Rocky and Sierra Nevada Mountains. In this region are Death Valley and the salt flats around the Great Salt Lake. The climate is desert with an extreme range of temperature.)
20. The seventh piece of information students are searching for in the reading is the quality of life of the Paiutes. Students must judge if life was harsh or easy for the Paiutes. (Life was harsh.)
21. The eighth piece of information students are searching for in the reading is the mobility of the people of the Great Basin Region. (The Paiutes were nomadic, migrating seasonally, following various food sources through the seasons.)
22. At the completion of the lesson, each student should have completed the Great Basin row of his or her Native American Chart.

- E. *Assessment/Evaluation*
1. Completion of the Native American Pre-assessment (Appendix A)
 2. Successful location and labeling of the Great Basin region on the student copy of the U.S. map. The completed map will be collected at the end of the unit and may be taken for a grade.
 3. Successful completion of the Great Basin row of the Native American chart. The completed chart will be collected at the end of the unit and may be taken for a grade.

Lesson Two: Native Americans of the Plateau (one 50-minute class period)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand that societies are diverse and have changed over time.
 2. Lesson Content
 - a. Culture and Life
 - i. Plateau
 3. Skill Objective(s)
 - a. Students will complete a custom map with desired information.
 - b. Students will locate and label the Plateau region.
 - c. Students will complete a chart categorizing information about the daily life of the Native Americans of the Plateau region.
- B. *Materials*
1. Pencil-one for each student
 2. *Pearson Learning Core Knowledge History and Geography: Level Five*, by Pearson Learning – one copy per student
 3. Colored pencils for each student
 4. Map of North America from previous lesson-one copy per student (Appendix B)
 5. Native American chart from previous lesson-one copy per student (Appendix C)
- C. *Key Vocabulary*
1. *Hunter-gatherers* are a group of people who belong to a culture that does not practice agriculture, but instead lives off the land by hunting, fishing, and finding edible plants.
- D. *Procedures/Activities*
1. Introduce today's lesson by telling students, "Today we will continue our study of Native Americans. Specifically, we will discuss Native Americans of the Plateau region. At the end of today's lesson you will be able to locate the Plateau region in the United States and Canada and also know basic details about the way of life of the Native Americans of the Plateau."
 2. Instruct students to get out their Pearson History and Geography textbook, U.S. map, Native American chart, and colored pencils.
 3. Check to ensure that all students have the necessary materials. Say to the class, "Check your neighbor; do they have their social studies book, map, chart, and colored pencils?"
 4. Once all students are prepared for the lesson, ask the class, "Does anyone know which two present day countries the Plateau region was located within?" Allow for response.
 5. Bring student's attention to the Plateau Indian Nations map on page 325 of the Pearson History and Geography textbook. After pointing out that the Plateau Indian Nations encompassed parts of the northwestern United States and western

- Canada, have students locate and label the Plateau region on their own copy of the U.S. map.
6. Students should label the Plateau region in purple.
 7. Ask for student volunteers to read aloud pages 325- 327 of the Pearson History and Geography textbook. Students should follow along in their book as each volunteer reads.
 8. As students come upon the vocabulary word *hunter-gatherers*, stop and check for understanding. A quick way to check for understanding is to have another student volunteer restate the definition of the vocabulary word in his or her own words. Allow three to four students to restate the definition of each vocabulary word in their own words.
 9. Have students continue through the reading and as they come across information that will complete the chart, stop and discuss this information allowing students time to fill in the necessary information in their chart.
 10. The first piece of information students are searching for is the location of the Plateau region. This information is not in the text, students must use the map on the bottom of page 325 for this information. (The Plateau region encompasses what is now part of northern California, Idaho, Oregon, and western Canada.
 11. The second piece of information students are searching for in the reading is the responsibilities of the Plateau men, women, and children particularly of the Nez Percés tribe. (Men went on hunting and trading journeys. Women had the primary responsibility to find, harvest and preserve edible plants. Children gathered huckleberries and blueberries.
 12. The third piece of information students are searching for in the reading is the type of homes the Nez Percés lived in. (They dig a pit in the ground as deep as the height of a man that is 10 to 40 feet in diameter. Next, they build a cone shaped frame above the pit. This frame is covered in earth and brush. A hole at the top of the cone allows for entrance and exit and also allows smoke from a cook fire to escape.)
 13. The fourth piece of information students are searching for in the reading is the type of food the Nez Percés ate. (The Nez Percés ate game, edible plants, and various types of berries; however, their main food source was salmon.)
 14. The fifth piece of information students are searching for in the reading is the religion of the Native Americans of the Plateau region particularly the Nez Percés. (Their religion was based on myths that explained how to organize into families, gather food and live moral lives. One popular character was the Coyote. The Nez Percés also believed in shamans, who they believed communicated with spirits in the natural world.)
 15. The sixth piece of information students are searching for in the reading is the landforms and climate of the Plateau region. (The climate of the Plateau region is similar to that of the Great Basin region however, water, along with plant and animal life is much more abundant.)
 16. The seventh piece of information students are searching for in the reading is the quality of life of the Nez Percés. Students must judge if life was harsh or easy for the Nez Percés. (Life was much easier than that of the Paiutes because of the more abundant food sources and more abundant water.)
 17. The eighth piece of information students are searching for in the reading is the mobility of the people of the Plateau region. (The Nez Percés were nomadic, migrating seasonally, following various food sources through the seasons.)
 18. At the completion of the lesson, each student should have completed the Plateau row of his or her Native American Chart.

- E. *Assessment/Evaluation*
1. Successful location and labeling of the Plateau region on the student copy of the U.S. map.
 2. Successful completion of the Plateau row of the Native American chart.

Lesson Three: Native Americans of the Plains (one 50-minute class period)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand that societies are diverse and have changed over time.
 2. Lesson Content
 - a. Culture and Life
 - i. Northern and Southern Plains (for example Arapaho, Cheyenne, Lakota [Sioux], Shoshone, Blackfoot, Crow)
 3. Skill Objective(s)
 - a. Students will complete a custom map with desired information.
 - b. Students will locate and label the Plains region.
 - c. Students will complete a chart categorizing information about the daily life of the Native Americans of the Plains region.
- B. *Materials*
1. Pencil-one for each student
 2. *Pearson Learning Core Knowledge History and Geography: Level Five*, by Pearson Learning – one copy per student
 3. Colored pencils for each student
 4. Map of North America from previous lesson-one copy per student (Appendix B)
 5. Native American chart from previous lesson-one copy per student (Appendix C)
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Introduce today’s lesson by telling students, “Today we will continue our study of Native Americans. Specifically, we will discuss Native Americans of the Plains region. At the end of today’s lesson you will be able to locate the Plains region in the United States and Canada and also know basic details about the way of life of the Native Americans of the Plains.”
 2. Instruct students to get out their Pearson History and Geography textbook, U.S. map, Native American chart, and colored pencils.
 2. Check to ensure that all students have the necessary materials. Say to the class, “Check your neighbor; do they have their social studies book, map, chart, and colored pencils?”
 3. Once all students are prepared for the lesson, ask the class, “A new animal was introduced to the Native Americans of the Plains that changed their way of life. Does anyone have an idea of what this animal could be?” Allow for response. (The animal that changed their way of life was the horse. Spaniards brought horses with them when they invaded Mexico in the 1500s.)
 4. Next, bring student’s attention to the Plains Indian Nations map on page 328 of the Pearson History and Geography textbook. After pointing out that the Plains Indian Nations encompassed central Canada in the north, through present-day central Texas in the south and extended from the Mississippi River east to the Rocky Mountains. Have students locate and label the Plains region on their own copy of the U.S. map.
 5. Students should label the Plains region in orange.

6. Ask for student volunteers to read aloud pages 328- 330 of the Pearson History and Geography textbook. Students should follow along in their book as each volunteer reads.
7. Have students continue through the reading and as they come across information that will complete the chart, stop and discuss this information allowing students time to fill in the necessary information in their chart.
8. The first piece of information students are searching for is the location of the Plains region. (The Plains region encompasses encompassed central Canada in the north, through present-day central Texas in the south and extended from the Mississippi River east to the Rocky Mountains.)
9. The second piece of information students are searching for in the reading is the responsibilities of the Plains men, women, and children. (Men were responsible for hunting bison. Women were responsible for processing bison hides into robes and tepees. They also gathered edible plants, cooked, sewed, and moved the camp during hunting season. Young boys accompanied their elders on bison hunts. Young girls worked with their mothers.)
10. The third piece of information students are searching for in the reading is the type of homes the Native Americans of the Plains lived in. (They lived in temporary structures called Tepees or Tipis made of lodge pole pines and covered with buffalo hides.)
11. The fourth piece of information students are searching for in the reading is the type of food the Native Americans of the Plains region ate. (The primary food source of The Native Americans of the Plains region was the bison. They also ate edible plants.)
12. The fifth piece of information students are searching for in the reading is the religion of the Native Americans of the Plains region. (Native Americans of the Plains region held ceremonies based on initiation rites and rituals to mark coming of age. Also held was an annual sun dance during which they believed they gained spiritual power by enduring pain.)
13. The sixth piece of information students are searching for in the reading is the landforms and climate of the Plains region. (The climate of the Plains region varies greatly depending on location. The major landform is the Plains, a large grassy region.)
14. The seventh piece of information students are searching for in the reading is the quality of life of the Native Americans of the Plains region. Students must judge if life was harsh or easy for them. (Life was considerably easier because of the more abundant food sources.)
15. The eighth piece of information students are searching for in the reading is the mobility of the people of the Plains region. (Some Native Americans of the Plains region were nomadic following the bison during hunting season. Other tribes were stationary, their lifestyles based on agriculture.)
16. At the completion of the lesson, each student should have completed the Plains row of his or her Native American Chart.

E. *Assessment/Evaluation*

1. Successful location and labeling of the Plains region on the student copy of the U.S. map.
2. Successful completion of the Plains row of the Native American chart.

Lesson Four: Native Americans of the Pacific Northwest (one 50-minute class period)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand that societies are diverse and have changed over time.
2. Lesson Content
 - a. Culture and Life
 - i. Pacific Northwest (for example, Chinook, Kwakiutl, Yakima)
3. Skill Objective(s)
 - a. Students will complete a custom map with desired information.
 - b. Students will locate and label the Pacific Northwest region.
 - c. Students will complete a chart categorizing information about the daily life of the Native Americans of the Pacific Northwest region.

B. *Materials*

1. Pencil-one for each student
2. *Pearson Learning Core Knowledge History and Geography: Level Five*, by Pearson Learning – one copy per student
3. Colored pencils for each student
4. Map of North America from previous lesson-one copy per student (Appendix B)
5. Native American chart from previous lesson-one copy per student (Appendix C)

C. *Key Vocabulary*

1. *Potlatches* were great ceremonies held by the Native Americans of the Pacific Northwest. The purpose of a *potlatch* was to strengthen the bond of the Northwest Coast Indian society.
2. A *totem pole* is a carved tree trunk that tells the story of the family giving the potlatch using pictures and symbols.

D. *Procedures/Activities*

1. Introduce today's lesson by telling students, "Today we will continue our study of Native Americans. Specifically, we will discuss Native Americans of the Pacific Northwest. At the end of today's lesson, you will be able to locate the Pacific Northwest region in the United States and Canada through parts of present day Alaska. You will also know basic details about the way of life of the Native Americans of the Pacific Northwest."
2. Instruct students to get out their Pearson History and Geography textbook, U.S. map, Native American chart, and colored pencils.
3. Check to ensure that all students have the necessary materials. Say to the class, "Check your neighbor; do they have their social studies book, map, chart, and colored pencils?"
4. Once all students are prepared for the lesson, ask the class, "How many of you are familiar with the Totem pole?" Allow for response, then tell students, "Today while learning about the Native Americans of the Pacific Northwest region, we will explore the significance and meaning behind the Totem pole."
5. Bring student's attention to the map on page 322 of the Pearson History and Geography textbook. After pointing out the location of the Native Americans of the Pacific Northwest region, have students locate and label the Pacific Northwest region on their own copy of the U.S. map.
6. Students should label the Pacific Northwest region in red.
7. Ask for student volunteers to read aloud pages 331- 334 of the Pearson History and Geography textbook. Students should follow along in their book as each volunteer reads.

8. As students come upon the vocabulary word *potlatch* and *totem pole*, stop and check for understanding. A quick way to check for understanding is to have another student volunteer restate the definition of the vocabulary word in his or her own words. Allow three to four students to restate the definition of each vocabulary word in their own words.
9. Have students continue through the reading and as they come across information that will complete the chart stop and discuss this information allowing students time to fill in the necessary information in their chart.
10. The first piece of information students are searching for is the location of the Pacific Northwest region. (The Pacific Northwest region extends from southern Alaska, along the Canadian coastline to present day Washington, Oregon, and northern California.
11. The second piece of information students are searching for in the reading is the responsibilities of the men, women and children of the Pacific Northwest tribes. (This information is not in the text have students give details of the social structure of the tribes. The tribes were divided into chiefs, nobles, ordinary people and slaves.)
12. The third piece of information students are searching for in the reading is the type of homes the tribes of the Pacific Northwest lived in. (Native Americans of the Pacific Northwest lived in long houses built of cedar planks.)
13. The fourth piece of information students are searching for in the reading is the type of food the Native Americans of the Pacific Northwest region ate. (The text is not specific and states that their food came from the environment. This would include fish and game, edible plants, various fruits and berries.)
14. The fifth piece of information students are searching for in the reading is the religion of the Native Americans of the Pacific Northwest region. (Again, the text is not specific and describes the symbolism of the totem pole.)
15. The sixth piece of information students are searching for in the reading is the landforms and climate of the Pacific Northwest region. (The climate of the Pacific Northwest region is mild with little variation in temperature, moist with lush vegetation. The major landform is rugged coastline.)
16. The seventh piece of information students are searching for in the reading is the quality of life of the tribes of the Pacific Northwest. Students must judge if life was harsh or easy for the tribes of the Pacific Northwest. (Quality of live over all was easy as compared to other regions however; quality of life was greatly impacted by social status within the tribe.)
17. The eighth piece of information students are searching for in the reading is the mobility of the people of the Pacific Northwest region. (The text is not specific; however, it is clear that tribes of the Pacific Northwest lived off the land. Their housing structures (cedar cabins) indicate that these people were not nomadic but lived in one place for a great length of time.)
18. At the completion of the lesson, each student should have completed the Pacific Northwest row of his or her Native American Chart.
19. As an additional activity, have students create and build a model or a drawing of their own Totem pole. Students must include a written explanation of the symbols on their Totem pole and the meaning behind them.

E. *Assessment/Evaluation*

1. Successful location and labeling of the Pacific Northwestern region on the student copy of the U.S. map.
2. Successful completion of the Pacific Northwest row of the Native American chart.

3. Successful completion of a drawing or a model of the student's totem pole along with a written explanation of the meaning behind the symbols on the totem pole.

Lesson Five: U.S. Policies: Assimilation or Reservation (one 50-minute class period)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand political institutions and theories that have developed and changed over time.
2. Lesson Content
 - a. American Government Policies
 - i. Bureau of Indian Affairs
 - ii. Forced removal to reservations
 - iii. Attempts to break down tribal life, assimilation policies, Carlisle School
3. Skill Objective(s)
 - a. Students will understand the U.S. territorial expansion and how it affected relations with Native Americans and external powers.
 - b. Students will understand the causes for movement of large groups of people into and within the United States.
 - c. Students will understand the people, events, problems, and ideas that were significant in the expansion of the United States.
 - d. Students will summarize sections of text to be shared with the class.
 - e. Students will locate and label the Trail of Tears.

B. *Materials*

1. Pencil-one for each student
2. *Pearson Learning Core Knowledge History and Geography: Level Five*, by Pearson Learning – one copy per student
3. Colored pencils for each student
4. Map of North America from previous lesson-one copy per student (Appendix B)
5. Four sheets of notebook paper, one for each group
6. Copies of the Trail of Tears Map-one for each student (Appendix E)

C. *Key Vocabulary*

1. *Diplomacy* is the management of relations between nations.
2. To *assimilate* means to become like the people of a differing nation in customs, values, and viewpoint.

D. *Procedures/Activities*

1. Introduce today's lesson by telling students, "Today we will explore the concepts of diplomacy and assimilation. You will travel the Trail of Tears with the Cherokees and be a student at the Carlisle Indian School."
2. While introducing the lesson, pass out the Trail of Tears Map, one copy for each student.
3. Instruct students to get out their Pearson History and Geography textbook, U.S. map, and colored pencils.
4. Check to ensure that all students have the necessary materials. Say to the class, "Check your neighbor; do they have their social studies book, maps, and colored pencils?"
5. Once all students are prepared for the lesson, instruct students to break into four groups following classroom procedure.
6. Assign each of the four groups one of the following sections to read in their *Pearson Learning Core Knowledge History and Geography: Level Five*; First Group: Diplomacy Fails on pages 335 and 336, Second Group: The Growth of a

Country on pages 336 and 337, Third Group: Removal and Assimilation on page 337 as well as The Trail Where They Cried on page 338, Fourth Group: Removal and Assimilation on page 337 as well as The Carlisle Indian School on pages 338 and 339.

7. Students should spend approximately five-seven minutes reading their assigned section.
8. Once students have finished reading their assigned section they should spend approximately five minutes discussing their reactions to or opinions about the reading within their group.
9. Go around to each group and assign a scribe and give each group one sheet of blank notebook paper.
10. Call the students to attention. Explain that working with their group they should summarize the section they have read. The scribe will record a one paragraph summary of the reading and reactions that will be read to the class.
11. Allow about 10 minutes for the scribes to gather ideas from the group and write the one paragraph summary.
12. Each group should choose a speaker who will share their summation with the class.
13. After each speaker shares their groups, summation students should be encouraged to ask questions to clarify meaning.
14. After each group has shared their summation paragraph with the class, the instructor should guide a class discussion. (See Appendix D.)
15. Guide the students through a discussion of the topics located in Appendix D. Allow students to explore topics but keep it focused. This discussion should take 15- 20 minutes.
16. As a wrap up activity, have students plot the trail of tears on their U.S. map.
17. Collect the student paragraphs.
18. Say to students, “as an additional activity, you may choose to write a letter to a friend persuading or dissuading them to allow their child to attend the Carlisle School or you may write a journal entry from the perspective of a Cherokee as they travel the Trail of Tears.

E. *Assessment/Evaluation*

1. Successful location and labeling of the Trail of Tears on the student copy of the U.S. map.
2. Successful completion of and participation in the reading summation paragraph.
3. Letter persuading or dissuading a friend to allow their child to attend the Carlisle School or the journal entry from the perspective of a Cherokee as they travel the Trail of Tears.

Lesson Six: Sand Creek Massacre (one 50-minute class period)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand political institutions and theories that have developed and changed over time.
2. Lesson Content
 - a. Conflicts
 - i. Sand Creek Massacre
3. Skill Objective(s)
 - a. Students will understand the U.S. territorial expansion and how it affected relations with Native Americans and external powers.

- b. Students will understand the causes for movement of large groups of people into and within the United States.
- c. Students will understand the people, events, problems, and ideas that were significant in the expansion of the United States.
- d. Students will locate and label the location of the Sand Creek Massacre.
- e. Students will be aware of the concept of Invisible guns and explain its meaning.
- f. Students will be able to summarize the events of the Sand Creek Massacre.

B. *Materials*

- 1. Pencil-one for each student
- 2. *Pearson Learning Core Knowledge History and Geography: Level Five*, by Pearson Learning – one copy per student
- 3. Colored pencils for each student
- 4. Map of North America from previous lesson-one copy per student (Appendix B)

C. *Key Vocabulary*

- 1. A *massacre* is the cruel and violent killing of a large number of people.

D. *Procedures/Activities*

- 1. Introduce today’s lesson by telling students, “Today we will discuss Invisible guns as well as the Sand Creek Massacre and the resulting investigation. At the end of today’s lesson, you will be able to explain the term invisible guns and provide examples. You will also be able to summarize the results of the Sand Creek Massacre.”
- 2. Instruct students to get out their Pearson History and Geography textbook, U.S. map, and colored pencils.
- 3. Check to ensure that all students have the necessary materials. Say to the class, “Check your neighbor, do they have their social studies book, maps, and colored pencils?”
- 4. Once all students are prepared for the lesson, instruct students to break into four groups following classroom procedure.
- 5. Assign each of the three groups one of the following sections to read in their *Pearson Learning Core Knowledge History and Geography: Level Five*; First Group: Invisible Guns on page 340, Second Group: Wars in the West and The Sand Creek Massacre on page 342, Third Group: The Investigation on pages 342, 343. Students should spend approximately five-seven minutes reading their assigned section.
- 6. Once students have finished reading their assigned section they should spend approximately five minutes discussing their reactions to or opinions about the reading within their group.
- 7. Go around to each group and assign a scribe and give each group one sheet of blank notebook paper.
- 8. Call the students to attention. Explain that working with their group they should summarize the section they have read. The scribe will record a one paragraph summary of the reading and reactions that will be read to the class.
- 9. Allow about 10 minutes for the scribes to gather ideas from the group and write the one paragraph summary.
- 10. Each group should choose a speaker who will share their summation with the class.
- 11. After each speaker shares their group’s summation students should be encouraged to ask questions to clarify meaning.

12. After each group has shared their summation paragraph with the class, the instructor should guide a class discussion. See Appendix F.
 13. Guide the students through a discussion of the topics in Appendix F. Allow students to explore topics but keep it focused. This discussion should take 15- 20 minutes.
 14. As a wrap up activity, have students plot the location of the Sand Creek Massacre on their U.S. map.
 15. Collect the student paragraphs.
 16. Say to students, “As an additional activity write a persuasive paragraph defending the actions of Colonel Chivington or supporting the findings of the investigation of the Sand Creek Massacre.”
- E. *Assessment/Evaluation*
1. Successful location and labeling of the Trail of Tears on the student copy of the U.S. map.
 2. Successful completion of and participation in the reading summation paragraph.
 3. Persuasive paragraph defending the actions of Colonel Chivington or supporting the findings of the investigation of the Sand Creek Massacre.

Lesson Seven: Indian Wars (one lesson, two 50-minute class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand that religious and philosophical ideas have been powerful forces through out history.
 2. Lesson Content
 - a. Conflicts
 - i. Little Big Horn: Crazy Horse, Sitting Bull, Custer’s Last Stand
 3. Skill Objective(s)
 - a. Students will understand the U.S. territorial expansion and how it affected relations with Native Americans and external powers.
 - b. Students will understand the people, events, problems, and ideas that were significant in the expansion of the United States.
 - c. Students will locate and label the Battle of Little Bighorn.
 - d. Students will understand the roles Chief Sitting Bull, Lt. Col. George Custer, Chief Joseph, Crazy Horse, Geronimo, and others played in the Indian Wars.
- B. *Materials*
1. Pencil-one for each student
 2. *Pearson Learning Core Knowledge History and Geography: Level Five*, by Pearson Learning – one copy per student
 3. Colored pencils for each student
 4. Map of North America from previous lesson-one copy per student (Appendix B)
 5. Notebook paper
 6. Construction paper-one sheet per student
 7. Copy paper-one sheet per student
- C. *Key Vocabulary*
1. *Amnesty* is a pardon for political offenses against the government.
 2. A *ration* is a fixed share or portion, especially of food.
- D. *Procedures/Activities*
1. Introduce the lesson by telling students, “Today you will explore the many battles of the Indian wars and discover key figures of these battles. Specifically we will investigate the battle of Little Bighorn. At the end of today’s lesson, you

will choose one key figure in the Indian Wars to investigate further. You will compile biographical information as well as write a paragraph discussing the role this figure played in the Indian Wars. You will also need to include a sketch of the person you have chosen; you may trace a sketch from a picture. Potential subjects include; Lt. Col. George Custer, Chief Joseph, Crazy Horse, Geronimo, Chief Sitting Bull, Jack Wilson/ Wovoka, Chief Big Foot, and the horse Comanche.”

2. Let students know that they will have two class periods to complete the Key Figure project.
 3. Instruct students that they will need a cover page with the name of their key figure as the title on construction paper. Their drawing needs to be on copy paper.
 4. Instruct students to read pages 344 through 347 in their *Pearson Learning Core Knowledge History and Geography: Level Five*.
 5. After reading the selection, instruct students to locate and label the Battle of Little Bighorn and the Battle of Wounded Knee on their map.
 6. Next, ask students to inform you of the key figure they have chosen. After informing you of their selection, students may begin working on their key figure presentation.
 7. After allowing necessary time to complete the project (approximately 45 minutes to one hour) ask for student volunteers to present their key figures.
 8. During the presentations of the key figures, students will need to take notes about each historical figure presented.
 9. At the end of the presentations, collect the key figure projects.
- E. *Assessment/Evaluation*
1. Successful completion of the key figure project, including biographical information, the paragraph about the role this figure played in the Indian Wars, and the picture or sketch. (See Appendix G for Rubric)

Lesson Eight: Ghost Dance and the Battle of Wounded Knee (one 50-minute class period)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand that religious and philosophical ideas have been powerful forces through out history.
 2. Lesson Content
 - a. Conflicts
 - i. Wounded Knee
 - a) Ghost Dance
 3. Skill Objective(s)
 - a. Students will understand the U.S. territorial expansion and how it affected relations with Native Americans and external powers.
 - b. Students will understand the people, events, problems, and ideas that were significant in the expansion of the United States.
 - c. Students will describe the Ghost Dance and its impact on U.S.-Native American relations.
 - d. Students will summarize the events of the Battle of Wounded Knee.
- B. *Materials*
1. Pencil-one for each student
 2. *Pearson Learning Core Knowledge History and Geography: Level Five*, by Pearson Learning – one copy per student

- C. *Key Vocabulary*
1. *Inhospitable* means not offering protection shelter, food, or other necessities.
 2. *Subsistence* is the least amount of food, clothing, or shelter needed to live.
- D. *Procedures/Activities*
1. Introduce the lesson by asking students, “How many of you love to dance?” Wait for response. Tell them, “Today we are going to discuss a dance that led to a battle. Can you imagine that? You may have heard about this dance, it is called the Ghost Dance. It led to the Battle of Wounded Knee. The Battle of Wounded Knee brought about the end of the Indian Wars.”
 2. Instruct students to get out their Pearson History and Geography textbook Ask students to open their Pearson History and Geography textbook to page 348.
 3. Ask for student volunteers to read aloud pages 348- 350 of the Pearson History and Geography text. Students should follow along in their book as each volunteer reads.
 4. As students come upon the vocabulary words; *inhospitable* and *subsistence* stop and check for understanding. A quick way to check for understanding is to have another student volunteer restate the definition of the vocabulary word in his or her own words. Allow three to four students to restate the definition of each vocabulary word in their own words.
 5. As students are reading, write the following on the board. Describe the Ghost Dance and the impact it had on U.S.-Native American relations. Summarize the events of the Battle of Wounded Knee and evaluate its impact.
 6. At the end of the lesson, have students respond to the prompts. “What was the Ghost Dance and how did the U.S. react to it?” Summarize the events of the Battle of Wounded Knee and evaluate its impact.
 7. Students should respond with one paragraph for each prompt. Allow approximately 20 minutes for written responses.
 8. Collect student paragraphs and share aloud a few responses as time allows.
- E. *Assessment/Evaluation*
2. Student responses to the following prompts; “What was the Ghost Dance and how did the U.S. react to it?” Summarize the events of the Battle of Wounded Knee and evaluate its impact.

VI. CULMINATING ACTIVITY

- A. Students will re-take the Native Americans Pre/Post-assessment. After scoring and returning the post-assessment, students should compare the results of the pre-assessment to their results on the post-assessment. After allowing students to compare their results, the instructor should go through the test question by question and review the correct answers with students. This allows students to have one more look at the material and gives students an opportunity to clarify any last questions.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Native American Pre/Post-Assessment with Key
- B. Appendix B: Blank Map of North America
- C. Appendix C: Blank Native American Chart with Key
- D. Appendix D: Lesson Five Discussion Notes
- E. Appendix E: Trail of Tears Map
- F. Appendix F: Lesson Six Discussion Notes

VIII. BIBLIOGRAPHY

- A. Griffin-Pierce, T. *The Encyclopedia of Native America*. New York: Penguin Books, 1995. 0-670-85104-3
- B. Hakim, J. *A History of Us: The First Americans*. New York: Oxford University Press, 1993. 0-19-512-751-X
- C. Pearson Education, Inc. *Pearson Learning Core Knowledge History and Geography: Level Five*. New Jersey: Pearson Learning Group, 2002. 0-7690-5026-3
- D. The Trail of Tears “Map of the Trail of Tears.” Available URL:
<http://www.rosecity.net/tears/trail/map.html>

Appendix A, page 1
Native American Pre/Post-Assessment

Part One: Vocabulary-Matching: Match the definition to the correct word. Place the letter in the blank in front of the number.

___ 1. shaman	a. measles, small pox, pneumonia
___ 2. assimilation	b. a place where Indians were assimilated
___ 3. ghost dance	c. men/women who are believed to be gifted with special abilities with spirits
___ 4. totems	d. becoming like the people of another culture
___ 5. potlatch	e. a special agency of the Federal Govt. assigned to protect the Indians
___ 6. reservation	f. cruel and violent killing of large groups of people
___ 7. The Invisible “Guns”	g. special places that Indians were moved to
___ 8. massacre	h. these tell a story in pictures about the potlatch giver
___ 9. Carlisle School	i. great ceremonies held by the Pacific Northwest Indians that took up to a year to prepare
___ 10. Bureau of Indian Affairs	j. Wovoka, a Paiute leader had a vision that showed the buffalo returning and the white men disappearing when this activity was done

Part Two: Multiple Choice: Circle the letter of the correct answer.

11. This group of Indians depended on the bison for almost everything.
- a. Great Basin Indians
 - b. Pacific Northwest Indians
 - c. Plains Indians
 - d. Plateau Indians

Appendix A, page 2

12. Which native American group mostly fished and traded along the Columbia River?
- a. Great Basin Indians
 - b. Pacific Northwest Indians
 - c. Plains Indians
 - d. Plateau Indians
13. Which group was lucky if they could eat a snake, rat or insects for dinner?
- a. Great Basin Indians
 - b. Pacific Northwest Indians
 - c. Plains Indians
 - d. Plateau Indians
14. Salmon and caribou were important foods to this group.
- a. Great Basin Indians
 - b. Pacific Northwest Indians
 - c. Plains Indians
 - d. Plateau Indians
15. _____ occurred when gold was discovered in the Black Hills, and the Sioux wanted to fight to keep their land. It was also called “Custer’s Last Stand.”
- a. Sand Creek Massacre
 - b. Little Bighorn
 - c. Wounded Knee
 - d. Red Cloud’s War
16. The battle in Colorado when white Soldiers ambushed Cheyenne and Arapahoe Indians who had put up both an American flag and a flag of truce is called_____.
- a. Sand Creek Massacre
 - b. Little Bighorn
 - c. Wounded Knee
 - d. Red Cloud’s War
17. This battle stopped the Ghost Dance religion and ended the Indian Wars.
- a. Sand Creek Massacre
 - b. Little Bighorn
 - c. Wounded Knee
 - d. Red Cloud’s War

Appendix A, page 3

18. Careless, greedy actions of the white settlers, hunters, and businessmen caused the disappearance of the _____.
- a. black-footed ferret
 - b. caribou
 - c. buffalo
 - d. antelope
19. The Pacific Northwest Indians lived in this fragrant kind of home.
- a. tepee
 - b. pit covered with brush/earth
 - c. cedar longhouse
 - d. pueblo
20. This portable home was enjoyed by the Plains Indians
- a. tepee
 - b. pit covered with brush/earth
 - c. cedar longhouse
 - d. pueblo
21. Plateau Indians lived in this kind of home in the winter.
- a. tepee
 - b. pit covered with brush/earth
 - c. cedar longhouse
 - d. pueblo
22. Indians fought the whites for these two reasons:
- a. to keep their families and horses
 - b. to keep their land and way of life
 - c. to keep bison and horses
 - d. to keep their land and bison
23. This group of Indians lived from Canada and south to Mexico and the Midwest to the Rockies. This land area was basically flat.
- a. Plateau Indians
 - b. Great Basin Indians
 - c. Plains Indians
 - d. Pacific Northwest Indians

Appendix A, page 4

24. Parts of Nevada, Idaho, Oregon, Utah, and California were home to this group of American Indians. This land was very rocky.
- a. Plateau Indians
 - b. Great Basin Indians
 - c. Plains Indians
 - d. Pacific Northwest Indians
25. The Mandan, Cheyenne, Sioux, and Crow are tribes from which Indian group?
- a. Plateau Indians
 - b. Great Basin Indians
 - c. Plains Indians
 - d. Pacific Northwest Indians

Part Three: Paragraph: Select one topic from the list and write a paragraph on it.

- 1. Trail of Tears
- 2. Battle of Wounded Knee
- 3. “Kill the Indian and Save the Man”

Appendix A, page 5
**Native American Pre/Post-Assessment
Answer Key**

Part One: Vocabulary-Matching

1. c
2. d
3. j
4. h
5. i
6. g
7. a
8. f
9. b
10. e

Part Two: Multiple Choice

11. c
12. b
13. a
14. d
15. b
16. a
17. c
18. c
19. c
20. a
21. b
22. b
23. c
24. b
25. c

Part Three: Paragraph

1. **Trail of Tears**- The Trail of Tears occurred when the Native Americans were forced to move from their land by U.S. Soldiers. The Trail of Tears was a forced march over 800 miles long. Thousands died during the march due to harsh conditions.
2. **Battle of Wounded Knee**-The Battle of Wounded Knee brought about the end of the Indian Wars and the Ghost Dance. One Indian warrior refused to give up his gun and the soldiers began shooting, killing 300 Indians including women and children.
3. **“Kill the Indian and Save the Man”** – Pratt wanted to kill the Indian non-Christian lifestyle and “save” them as white men to hasten assimilation.

Appendix B
Blank Map of North America



Appendix C
(enlarge to fit 11"x17")

NATIVE AMERICAN CULTURES

Headings: ⇒ Groups:↓	Location	Jobs of Men, Women, Children	Homes	Food: Types, How Obtained, Tools	Religion	Landforms and Climate	Type of Life: Easy/ Harsh	Mobility
Great Basin								
Plateau								
Plains								
Pacific Northwest								

Appendix D
Lesson Five Discussion Notes

- I. Assimilation
 - a. Definition
 - b. Impact of assimilation on the Native American way of life
- II. Reservations
 - a. Definition and meaning
 - b. Impact of reservations on the Native American way of life
- III. Carlisle School
 - a. reasons to allow a child to attend
 - b. reasons to disallow a child to attend
- IV. Trail of Tears
 - a. conditions of travel

Appendix E
Trail of Tears Map

See website <http://www.rosecity.net/tears/trail/map.html> for Trail of Tears Map

Appendix F

Lesson Six Discussion Notes

- I. Invisible Guns
 - A. Definition
 - B. Examples:
 - 1. Small Pox
 - 2. Influenza
 - 3. Measles
 - 4. Pneumonia
 - 5. Dysentery
 - C. Impact on Native American civilization
- II. Sand Creek Massacre
 - A. Events
 - B. Investigation
 - C. Actions of Colonel Chivington

Appendix G
Key Figures Project Rubric

Student Name and Number _____

CATEGORY	4	3	2	1
Neatness and Organization	The project is exceptionally neat and all information is well organized.	The project is neat and most information is well organized.	The project is somewhat neat and organized.	The project is unorganized and the material is confusing to the reader.
Content - Accuracy	All necessary facts are present and accurate.	95% of the facts in the project are present and accurate.	85% of the facts in the project are present and accurate.	Fewer than 75% of the facts in the project are present and accurate.
Sketch	Sketch is exceptionally well done with color or shading and clearly identifies key figure.	Sketch is nicely done with color or shading and identifies key figure.	Sketch somewhat resembles key figure or lacks color or shading.	Sketch does not identify key figure and lacks color or shading.
Writing - Mechanics	There are no errors in capitalization or punctuation.	One-two errors in Capitalization and or punctuation.	There are three-six errors in capitalization and or punctuation.	There are more than six errors in capitalization and punctuation.

Points: /16 = _____ %