

Wright State University

CORE Scholar

Gateway to Dayton Teaching American History:
Citizenship, Creativity, and Invention

Local and Regional Organizations

2005

Dayton Public Schools 5th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 3: Native Americans

Dayton Public Schools

Follow this and additional works at: <https://corescholar.libraries.wright.edu/dtah>

Repository Citation

(2005). Dayton Public Schools 5th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 3: Native Americans. .
<https://corescholar.libraries.wright.edu/dtah/8>

This Book Chapter is brought to you for free and open access by the Local and Regional Organizations at CORE Scholar. It has been accepted for inclusion in Gateway to Dayton Teaching American History: Citizenship, Creativity, and Invention by an authorized administrator of CORE Scholar. For more information, please contact library-corescholar@wright.edu.

Table of Contents

Grade 5

Introduction

- Acknowledgements 1
- How to Use This Guide 2-5
- Primary and Secondary Sources 6-7

Units

- Unit 1: Social Studies Skills and Methods 8
- Unit 2: Geography 23
- **Unit 3: Native Americans** 67
- Unit 4: Exploration 90
- Unit 5: Colonization 100
- Unit 6: American Revolution 128
- Unit 7: Government and Citizenship 141
- Unit 8: 1850-1930 Issues 166
- Unit 9: Modern Issues 198



INTRODUCTORY LESSON
Not “Indians,” Many Tribes:
Native American Diversity (5 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North American today as a result of exploration, colonization and conflict:</p> <p>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</p> <p>Social Studies Skills & Methods:</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</p> <p>3. Differentiate between primary and secondary sources.</p>	<p>Core Activity</p> <p>In this unit, students will heighten their awareness of Native American diversity as they learn about three vastly different Native groups in a game-like activity using archival documents such as vintage photographs, traditional stories, photos of artifacts, and recipes. Help you students study the interaction between environment and culture.</p> <p>Find the entire lesson on the Web site: http://edsitement.neh.gov/view_lesson_plan.asp?id=324</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>Abenaki, Hopi, Kwakiutl</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1 B:3 C:7</p> <p>Informational, Technical, and Persuasive Text: C:3</p>		

Differentiated Learning

Enrichment Activity:

- Try some recipes from the Native Way Cookbook, <http://www.wisdomkeepers.org/nativeway/> which features recipes from many tribes indexed by tribe, type of dish, and traditional or contemporary recipes. Examples include *Mikodissimin Opinabo*, a traditional Abenaki bean/pea soup, and *Pueblo Bread, Santa Ana*, a simple, contemporary recipe. There are many others available on <http://www.nativeweb.org/>.

Additional Instruction:

- Because many of the items to discuss are Native American stories, the understanding level is easy. Items can be read as oral traditions.

Additional Resources

Supplemental Texts:

- Bruchac, Joseph. *The Heart of a Chief*. Dial Books for Young Readers, 1998. Hardcover, 176 pages. ISBN: 0803722761. Reading level: Ages 9-12.

Informal Assessment

- Assessments can be found after each lesson as discussion questions. These prompts can be used for written or spoken response.



Indians of the Pacific Northwest (3-5 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</p> <p>Social Studies Skills and Methods:</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</p> <p>2. Locate information in a variety of sources using key words, related articles and cross-references</p> <p>People in Societies:</p> <p>A. Compare practices and products of North American cultural groups:</p> <p>1. Compare the cultural practices and products of divers groups in North America including:</p> <p>d. Food.</p>	<p>Core Activity</p> <p>The purpose of this lesson is to introduce students to Native Americans living in ocean and river environments in the Pacific Northwest and to elicit comparisons with other native cultures.</p> <p>Find the entire lesson on the Web site: http://www2.hawaii.edu/hga/Lessons/PNW/indiansPNW.html</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p> <p>Art</p>	<p>elicit, colonization, Pacific Northwest</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1,6 B:5</p> <p>Reaserch: B:2 C:3,4 E:6 D:8</p>		

Differentiated Learning

Enrichment Activity:

- If the class has sufficient access to technology, students can research other Native groups appropriate to their course of study. Begin by gathering data about the Native group's location. Then use the sites listed in the Resource Links - <http://edsitement.neh.gov/SELECTED> - section, most of which offer a search function.

Students can research how European presence altered the environment (e.g., near extinction of the buffalo, removal of tribes to distant locations) and thus the lifestyle of particular Native groups.

The Cherokee tribe is a fruitful subject here. The Cherokee environment was changed by the U.S. government—after living primarily in southeast Georgia, the Cherokee people were removed to Indian Territory in the 1830s, a significant change in climate and terrain. How did this move affect the Cherokee lifestyle? Students should look at changes in food, shelter, clothing, hunting, celebration and other practices. An introduction to this incident may be found in America's Library of the Library of Congress, http://www.americaslibrary.gov/jb/nation/jb_nation_tears_1.html a link from the EDSITEment resource American Memory.

- Conduct research on Native Americans in contemporary society and the movement to preserve traditions. An intriguing starting point for such research might be the controversial Makah Indian whale hunt conducted in May 1999. The EDSITEment resource [NativeWeb](#) provides information on this subject.

Additional Instruction:

- Ask students to take the role of an Indian traveling across North America in 1491. Have each student create a journal entry of the Native Americans the students might meet. Encourage students to write in first person and include details of daily life of the Indian groups they encounter.

Additional Resources

Textbook:

Supplemental Texts:

- Landau, Elaine. *The Abenaki (First Books- Indians of the Americas Series)*. Franklin Watts, Inc., 1996. 64 pages. ISBN: 0531202275. Reading level: Ages 9-12.
- McCurdy, Michael (Illustrator). *An Algonquian Year: The Year According to the Full Moon*. Houghton Mifflin Co., 2000. Hardcover, 32 pages. ISBN: 0618007059. Reading level: Ages 4-8.
- Quiri, Patricia Ryon. *The Algonquians (Full-Color First Books)*. Franklin Watts, Inc., 1992. 64 pages. ISBN: 0531200655. Reading level: Ages 9-12.

Informal Assessment

Teachers can create their own assessments based on the lesson content.



The Plains Indians (Flexible)

Standard: Benchmark: Indicator	Suggested Activity/Lesson	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</p> <p>People in Societies:</p> <p>A. Compare practices and products of North American cultural groups:</p> <p>1. Compare the cultural practices and products of diverse groups in North America including:</p> <p>a. Artistic expressions; b. Religion; c. Language; d. Food; e. Clothing; f. Shelter.</p>	<p>Core Activity</p> <p>The Paleoindian, Archaic, Woodland, and Hopewell Indians were the earliest people to live in the region we know today as Ohio. These were among the later tribes to live here. Have students compare and contrast the different tribes using the information on the Web site.</p> <p>Find information on these tribes from these Web sites:</p> <p>Shawnee http://www.ohiohistorycentral.org/ohc/history/h_indean/tribes/shawnee.shtml</p> <p>Miami http://www.ohiohistorycentral.org/ohc/history/h_indean/tribes/miami.shtml</p> <p>Wyandot http://www.ohiohistorycentral.org/ohc/history/h_indean/tribes/wyandot.shtml</p> <p>Ottawa http://www.ohiohistorycentral.org/ohc/history/h_indean/tribes/ottawa.shtml</p>	<p>region, archaic, Shawnee, Miami, Wyandot, Ottawa</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1 B:3</p> <p>Informational, Technical, and Persuasive Text: C:3</p>	<p>Interdisciplinary Connections</p> <p>Anthropology</p>	

Differentiated Learning

Enrichment Activity:

- Divide the class into groups and assign each group one native American culture. Without revealing its identity, each group should present a pantomime or dialogue to illustrate an activity of its people. For example, the Shawnee could act fierce, and act out a battle or take on the role of Tecumseh. Have other groups identify the people portrayed. As a class, discuss the interaction of people with their environment.

Additional Instruction:

- Make a chart and include all the Indian groups listed above with the students. Put the Indian groups at the side of the chart. Now, across the top of the chart, list food, clothing shelter, religion, language, artistic expressions. You should put this chart on the board. Either go back through the Internet resources, or look through your text. Fill in the chart. You may either do this as a class, or you may have the students do this on their own first, and then the class goes over it together.

Informal Assessment

Clearly marked assessment on the Web site.



Tracking the Buffalo (3-5 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</p> <p>Social Studies Skills and Methods:</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</p> <p>3. Differentiate between primary and secondary sources.</p> <p>People in Societies:</p> <p>A. Compare practices and products of North American cultural groups:</p> <p>1. Compare the cultural practices and products of diverse groups in North America including:</p> <p>d. Food.</p>	<p>Core Activity</p> <p>Explore the role of the buffalo in the lives of the American Indians of the northern plains.</p> <p>Find the entire activity on the Web site: http://americanhistory.si.edu/hohr/buffalo/index.html</p> <p>Interdisciplinary Connections</p> <p>Biology</p> <p>Environmental Science</p>	<p>plains, buffalo</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Research: C:4</p>		

Differentiated Learning

Enrichment Activity:

- Create a buffalo hide painting:
Print and copy "Make your own hide painting" for individual students at the Web site http://americanhistory.si.edu/hohr/buffalo/mypainting_frmset.html. Or, cut a large, hide-shaped piece of brown paper for the entire class. Students may wish to follow one of the styles in "More about buffalo hide painting" at http://americanhistory.si.edu/hohr/buffalo/abouthides_frmset.html.

- Research creation stories:
Print and copy Origin stories of Plains Indians at <http://americanhistory.si.edu/hohr/buffalo/origin.html>. Students compare and contrast these creation stories. Students research the creation stories of other American Indians. Students relate one of the stories using pictures.
- Use buffalo hunt scenes from *Dances with Wolves* as a secondary source:
This 1990 Hollywood film depicts a buffalo hunt by Sioux Indians of the northern plains, including pre-hunt rituals and post-hunt practices. Compare the film with the information about hunting, using, and honoring the buffalo gathered in "You Be the Historian." How are they the same or different? How are non-Indian buffalo hunters depicted?

Additional Instruction:

- Students re-read the resources from the lesson website. Have students create a crossword puzzle with the readings. Make sure they are using key words or phrases about the importance of the buffalo.

Additional Resources

Video:

- *Dances with Wolves*, DVD, directed by Kevin Costner (Burbank CA: Orion Pictures, 1990).



Sioux Tipi Art (3-5 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</p> <p>People in Societies:</p> <p>A. Compare practices and products of North American cultural groups:</p> <p>1. Compare the cultural practices and products of diverse groups in North America including:</p> <p>f. Shelter.</p>	<p>Core Activity</p> <p>Draw your own picture story on a blank tipi.</p> <p>Find the entire activity on the Web site: http://education.boisestate.edu/compass/dahohistory/Chapter%203/Mod2Ch3kids.htm</p> <p>Interdisciplinary Connections</p> <p>Art</p>	tipi
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Informational Technical and Persuasive Text</p> <p>A:5</p>		

Differentiated Learning

Enrichment Activity:

- You have been assigned to create a poster promoting an exhibit on different styles of Native American dwellings. Use the information in this chapter to create an original poster that will Make people want to attend the exhibit. (Types of dwellings: Long house, tepee, pueblo.)

Additional Instruction:

- Play a class game in which answers are provided, but students must give the correct questions. Choose several students to state facts about the Native Americans and their shelter.



The First Americans Today (3-5 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>People in Societies</p> <p>A. Compare practices and products of North American cultural groups:</p> <p>1. Compare the cultural practices and products of diverse groups in North America including:</p> <p>b. Religion.</p> <p>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</p> <p>2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.</p>	<p>Core Activity</p> <p>The goal is to begin the process of helping students visualize the Native American culture as a very important part of their everyday existence.</p> <p>Find the entire lesson on the Web site: http://atozteacherstuff.com/lessons/FirstAmericans.shtml</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>existence, visualize, values, beliefs</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1</p> <p>Communication: A:1,2</p>		

Differentiated Learning

Enrichment Activity:

- The teacher will assign students to read books from the above list (materials section) and make entries in their literature logs. Also, the students can create a book or a diorama on the subject, "A Day In the Life of..." Another activity would be to take the students on a field trip to the Dayton Art Institute to view Native American art and culture". Or a tour to Sun Watch Village in Dayton.

Additional Instruction:

- Watch a video on Native Americans and learn about the values and beliefs, celebrations, daily activities, and other things the Native Americans did. Then have the students write one paragraph about what they learned from the video.

Informal Assessment

Clearly-marked assessment in the lesson.



Famous Ohio Native Americans (Flexible)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</p> <p>People in Societies:</p> <p>A. Compare practices and products of North American cultural groups:</p> <p>1. Compare the cultural practices and products of diverse groups in North America including:</p> <p>a. Artistic expressions; b. Religion; c. Language; d. Food; e. Clothing; f. Shelter.</p>	<p>Core Activity</p> <p>Biographical information on: Blue Jacket, Chief Pontiac, Cornstalk, Little Turtle, Logan, Tarhe, Tecumseh, The Prophet, found at Ohio Indian Learning Links. Have students play the game and compare and contrast the Ohio Native Americans.</p> <p>Find the information on the Web site: http://new.oplin.org/famousohioans/indians/puzzler.html</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>biographical, The Prophet, Little Turtle, Blue Jacket, Cornstalk, Logan, Pontiac, Tarhe, Tecumseh</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1 C:7</p>		

Differentiated Learning

Enrichment Activity:

- Organize the class into small groups and assign each group one of the Native American peoples. Have groups research the types of clothing their assigned people wore and the materials and method used to make them. Groups should also research how the environment affected their food, clothing and shelter. Have the groups present this in the form of illustrations.

Additional Instruction:

- Have students match each Indian with the tribe they are in. You can list on the board, do it orally with the class, or have it on paper for the students to do individually. Next, have the students write two-three sentences about each Famous Native American listed above. Share these with the class when finished.



Eastern Woodland Indians (1-2 Days)

Standard: Benchmark : Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</p> <p>People in Societies:</p> <p>A. Compare practices and products of North American cultural groups:</p> <p>1. Compare the cultural practices and products of diverse groups in North America including:</p> <ul style="list-style-type: none"> a. Artistic expressions; b. Religion; c. Language; d. Food; e. Clothing; f. Shelter. 	<p>Core Activity</p> <p>Students will study Iroquois, Cherokee and Mound Builders.</p> <p>Find the entire resource on the Web site: http://www.germantown.k12.il.us/indians/woodland2.html</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>Mound builders, Cherokee, Tuscarora</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1</p>		

Differentiated Learning

Enrichment Activity:

- Students should research the Tuscarora to discover how the League of Nations became the League of Six Nations. (In 1712, Europeans drove the Tuscarora, an Iroquois people, out of North Carolina. When the Tuscarora came north looking for a new home, the Iroquois welcomed them, saying "They were one of us and went from us long ago." The Great League gave them land and a council seat. Thus, the League of Five Nations, became the League of Six Nations).

Additional Instruction:

- Students will come up with twenty facts they find from the reading. With these facts they will make a true/ false game they will play with their partners. Each partner should switch “games” so that the other person can take their quiz. When all groups are finished, collect the games from all students and begin going over the facts the students recorded.



Southwest Culture (1-2 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</p> <p>People in Societies:</p> <p>A. Compare practices and products of North American cultural groups:</p> <p>1. Compare the cultural practices and products of diverse groups in North America including:</p> <ul style="list-style-type: none"> a. Artistic expressions; b. Religion; c. Language; d. Food; e. Clothing; f. Shelter. 	<p>Core Activity</p> <p>Anasazi, Pueblo, and Hopi Indians are featured on this site to research and compared with Indians from other regions.</p> <p>Find the entire resource on the Web site: http://www.germantown.k12.il.us/indians/southwest.html</p> <p>Interdisciplinary Connections</p> <p>Architecture</p> <p>Language Arts</p>	<p>interact, Anasazi, Pueblo, Hopi, "kachina"</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process:</p> <p>A:1</p>		

Differentiated Learning

Enrichment Activity:

- Point out that the Hopi are a Pueblo group. The Hopi hold kachina ceremonies for different purposes at various times of year. Have groups research various Hopi ceremonies such as the winter solstice ceremony, The Bean Dance, or the Home Dance. Tell students to research and illustrate the kachinas related to the ceremony they are researching. Groups should present an oral report that identifies the ceremony, its purpose, and the time of year it is held. The kachina illustrations should be shown to aid in explaining the symbols and designs used.

Additional Instruction:

- Students should make a chart to compare and contrast the Hopi, the Pueblo, and the Anasazi.



Sacagawea (3-5 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History:</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</p> <p>C. Explain how new developments led to the growth of the United States</p> <p>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</p>	<p>Core Activity</p> <p>Often overlooked in the celebration of the Lewis and Clark expedition are the invaluable contributions of the Native Americans that were encountered along the way. Though her presence is recognized, the role of Sacagawea is often misrepresented in history books. This lesson specifically aims at the contributions of Sacagawea and her relatives to the success of the Expedition.</p> <p>Find the entire lesson on the Web site: http://www.idahoptv.org/ntti/nttilessons/lessons2001/higgins.html</p> <p>Interdisciplinary Connections</p>	<p>overlook, invaluable, misrepresent, Sacagawea, Lewis & Clark</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:2 C:7</p> <p>Writing Applications: A:1 B:5</p> <p>Reasearch: B:2 C:3,4 E:6</p> <p>Communication: A:1,2 D:8</p>	<p>Language Arts</p> <p>Environmental Science</p> <p>Art</p>	

Differentiated Learning

Enrichment Activity:

- There is controversy over Sacagawea's death. Some sources say she died young and others say she lived to be nearly 100 years old. The truth is unknown. Have students research this. Students can become news reporters and take their own stand explaining the "truth" about Sacagawea's death.
- Research and develop an "expedition" through your town or state. Where are you going to encounter dangers? Where will you get your supplies? Who will be your "friends", who help you through your journey, and who will be your "enemies?" Who will try to stop you from success? Draw maps and create journals to document your journey.

- Students will read other books about Native Americans by Ken Thomasma. They will report information about Native American cultures both written and orally. Sources for books can be found at the Ken Thomasma Web Site. <http://www.horsefeathersranch.com/childbook.htm>

Additional Instruction:

- Students will travel on the expedition of Lewis and Clark to see for themselves how Sacagawea helped the two travel West. <http://www.nationalgeographic.com/features/97/west/main.html>

Additional Resources

Supplemental Texts:

- Thomasma, Ken. *The Truth About Sacajawea*.
- Thomasma, Ken. *Naya Nuki: The Shoshoni Girl Who Ran*.

Video:

- PBS, Ken Burns Series *Lewis & Clark: The Journey of the Corps of Discovery: A Documentary Film*, Part 1, 2, 3. 1997

Web Sites:

- Lewis and Clark Expedition
<http://www.nationalgeographic.com/features/97/west/main.html>
- Horse Feathers Ranch
<http://www.horsefeathersranch.com/childbook.htm>

Community Connections

- Contact a local Native American tribe and arrange for someone to come speak to the class about the Native American culture.
- Research the Native American tribe near your region. What tribe is it? How long have they been there? Was this before or after Sacagawea's time? Does the tribe have any connection to Sacagawea's tribe?
- Contact a local Native American museum. Arrange for a visit to discuss Native American traditions and ways of life. (Sun Watch Village in Dayton)

Informal Assessment

Teachers can create their own assessments based on the lesson content.



Trail of Tears (4 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>History</p> <p>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</p> <p>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</p> <p>Social Studies Skills and Methods</p> <p>B. Use a variety of sources organize information and draw inferences:</p> <p>5. Compare points of agreement and disagreement among sources.</p>	<p>Core Activity</p> <p>This country was formed on the premise “that all men are created equal...,” however one of the most brutal stories in history took place in this country.</p> <p>Find the entire activity on the Web site: http://www.lessonplanspage.com/SSLAMDTailOfTearsUnitIdeas68.htm</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>premise, brutal, Trail of Tears, Cherokees, Indian Removal Act</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1 C:7</p> <p>Writing Applications: A:1 B:2,5</p> <p>Research: B:2 E:6</p> <p>Communication: A:1 D:8</p>		

Differentiated Learning

Enrichment Activity:

- Compare and contrast the experience of settlers who moved west with the experience of Native Americans after the Indian Removal Act.
- Have students research some of the contributions made by the Cherokees. Students may respond that the Cherokee built New Echota, they started schools and businesses, and the Cherokee leader, Sequoyah, created a Cherokee writing system. They also started a newspaper that was printed in both English and Cherokee.

Additional Instruction:

- Work with students to help them fill in a chain of events that led to the Trail of Tears: American settlers desire for farmland -> Indian Removal Act → native American Resistance → Trail of Tears.

Show students a map of the Trail of Tears and help them estimate the length of it. (1000 miles) a rate of eight miles a day, how many days would it have taken the Cherokee to make their journey?

Ask students if this could happen today.

Additional Resources

Web Sites:

- The Trail of Tears
<http://ngeorgia.com/history/nghisttt.html>
- All Things Cherokee
http://www.allthingscherokee.com/Articles/hist_050101_trailoftears.html
- The Cherokee Nation
<http://www.cherokee.org/Culture/HistoryPage.asp?ID=2>
- Samuel Clouds memory of the Trail of Tears
<http://cherokeehistory.com/samuel.html>



Indian Policy (1-2 Days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p>People in Societies</p> <p>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</p> <p>2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.</p> <p>Social Studies Skills and Methods</p> <p>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</p> <p>3. Differentiate between primary and secondary sources.</p>	<p>Core Activity</p> <p>Primary Source documents demonstrate the feelings of White Americans about Indians and the goal of the Dawes Plan.</p> <p>Find the entire activity on the Web site: http://www.gliah.uh.edu/historyonline/us23.cfm</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p>	<p>Dawes Plan</p>
<p><u>LANGUAGE ARTS ALIGNMENT</u></p> <p>Reading Process: A:1 C:7</p>		

Differentiated Learning

Enrichment Activity:

- Have students work in pairs and investigate the life of American Indians on Reservations. They can draw illustrations or present it in their own words. If you would like, you could have them compare life on the reservations of the late 1800s to reservations today.

Additional Instruction:

- Students will take on the role of a Native American when the Dawes Act was being enforced. Have students write journal entries either a couple at a time or over the course two to three days. In their journal, they will write in first person what they are going through, how they are feeling, etc.