

Native American History Unit 1: American Indians and the New Nation 1800-1840

Content Area: **Social Studies**
Course(s): **History**
Time Period: **Semester 1 & 2**
Length: **2-3 weeks**
Status: **Published**

Standards

****The Curriculum is based on the textbook *First Peoples: A Documentary Survey of American Indian History* by Colin Calloway**

WHST 11-12.1 a,b,c,d,e

WHST 11-12.2 a,b,c,d,e

WHST 11-12.4

WHST 11-12.5

WHST 11-12.6

WHST 11-12.7

WHST 11-12.8

WHST 11-12.9

WHST 11-12.10

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.D.11.c - Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

TECH.8.1.12.D.1

Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

TECH.8.1.12.D.CS1

Advocate and practice safe, legal, and responsible use of information and technology.

Enduring Understandings

Students will learn the ways in which Indians responded to the economic, social, and cultural influences of the U.S. government from 1800-1840.

- The Indian Removal Act led to the removal of Indians west of the Mississippi River
- Cherokee Nation v. State of Georgia defined the relationship between the Cherokee and the United States
- The Cherokee adopted mainstream American ways and were still forcibly removed in the Trail of Tears
- The journey of Lewis and Clark in Indian Country is a symbol of efforts to gain American sovereignty. Lewis and Clark had to learn Indian politics and customs in order to embark on a successful journey.
- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

- How did Indians respond to the economic, social, and cultural influences of the U.S. Government?
- How did the journey of Lewis and Clark impact Indians west of the Mississippi River?
- How did the U.S. Government justify removal policies?
- How did Indian groups resist removal policies?
- Why did some Indians support removal policies?

Knowledge and Skills

SWBAT examine the ways in which Indian groups resisted removal policies.

SWBAT analyze the causes and effects of the Indian Removal Act.

SWBAT explore the impact of Removal on the Cherokee and the formation of three distinct Cherokee bands.

Resources

First Peoples: A Documentary Survey of American Indian History by Dr. Colin Calloway

Cherokee Women Oppose Land Sales and Removals

Cherokee Nation v. State of Georgia (1831)

Transfer Goals

Students should be able to independently demonstrate an appreciation for Indian oral history by telling the story of the interaction between Lewis and Clark and American Indians from the perspective of an American Indian by incorporating elements of Indian oral history. (i.e. Blackfeet, Mandan, or Lakota encounter)

Students should be able to independently develop an appreciation for Cherokee culture by discussing efforts to resist and efforts to support Cherokee Removal.

Overarching Transfer Goals for the course:

Students should be able to independently gain an appreciation for the often untold historical narratives involving American Indians. Students will view American Indians and American Indian Nations as key players who both influenced US History and were influenced by US History. Students should be able to independently discover connections between historical events and modern day issues and controversies involving American Indians.

