

Native American History: Unit 2 Defending the West 1840-1890

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

Standards

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.

Enduring Understanding

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

Students will understand that the establishment of the reservation system changed the relationship between the U.S. Government and Indians and transformed the way of life for Indians, demonstrating how power impacts

culture.

The relationship between the U.S. Government and Indians became increasingly hostile as seen in the way that the Bureau of Indian Affairs was transferred to the War Department.

Many Lakota believe the Black Hills should be returned to them because General George Armstrong Custer violated the Treaty of Ft. Laramie by leading an expedition into the region to find gold, to which students should realize the importance of wealth vs. religion.

The Navajo endured hardships during the The Long Walk of the Navajo encouraging looking at human beings treatment of others.

The Plains Indians were defeated because of the systematic slaughter of the buffalo herds allowing students to examine how nature and environment can and do change over time.

- 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 the slaughter of the buffalo impact the Plains Indians?

Why did the U.S. Government establish the reservation system?

How did American Indians respond to American expansion and to the reservation system?

Knowledge and Skills

SWBAT explain the impact of the slaughter of the buffalo on the Plains Indians and determine whether or not the killing of the buffalo was an intentional U.S. Governmental policy to defeat the Plains Indians.

SWBAT evaluate the efforts of American Indian leaders such as Crazy Horse to resist the reservation system

SWBAT examine the impact of the reservation system on the way of life for American Indians

SWBAT analyze the origins of the Black Hills controversies

Custer's Last Stand, Wounded Knee, Sitting Bull, Ghost Dances

Major chiefs and tribal resistance to white expansion

Navajo Long March

Bureau of Indian Affairs

Role of government and presidents post-Civil War on Indian culture and land

Resources

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

Picture Essay: The Battle of the Little Bighorn in Myth and History (Pages 397-402 in *A Documentary Survey of American Indian History* by Colin Calloway)

The Frontier Army and the Destruction of the Buffalo by Dr. David Smits

Transfer Goals

Students should be able to independently understand multiple perspectives in the Black Hills Controversy and independently use their knowledge of the historical Lakota interactions with the US Government to evaluate current US Governmental policies towards National Landmarks on former Indian land.

Students should be able to independently evaluate the U.S. Governmental policies and practices aimed at "defeating" the Plains Indians and the establishment of the Reservation system.

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 discover connections between historical events and modern day issues and controversies involving American Indians.

Assessments

<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit?tab=t>

Modifications

<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0>