Native Americans: Mapping a Treaty Tragedy

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CIEP 475 Workshop: Teaching with Primary Sources

Title: Native Americans: A Treaty Tragedy

Overview:

The Trail of Tears marked the illegal, inhumane treatment and removal of Native Americans from their government allocated rich and fertile land; a journey that would decimate the population of many Native American tribes (i.e. Seminole, Cherokee, Choctaw, Creek and so on). Because of the relocation of Native Americans, the creation of reservation and treaty maps; these primary sources allowed the government to monitor the population and location of Native American tribes.

Objectives:

- Use prior-learned map skills to identify reservation boundaries and the tribe occupation.
- Identify the locations of Native Americans reservations on the map.
- View and reflect on Native American motion picture as a primary source.
- Document/write Native American tribes on worksheet.

Standards (American Association for School Library/AASL 21st Century Learning Standards) (Common Core/CC)

AASL: **1.1.2** Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

CC: RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Time Required:

Four class periods of 40 minutes

Recommended Grade Level:

Grade 5

Topic:

Language Arts/Reading, Library Information

Preparation

Materials Used

Primary Source Analysis: Motion Picture
http://www.loc.gov/teachers/primary-source-analysis-tool/index.php
Magnifying glasses
Things We Can Locate and Read, TWCR worksheet, Allen, J. (p. 18)
BKWLQ worksheet, Allen, J. (p. 100)
500 Nations -- Removal of Southeast Native Americans, Part 2
http://www.youtube.com/watch?v=bWCl9YfbKa4

Resources Used

Title: Indian land cessions in the United States comp.
URL: http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field%28NUMBER+@band%28g3701em+gct00002%29%29
Author: Charles C. Royce
Date: 1845-1923.

Procedure:

1. **First Session:** BKWLQ: Have students brainstorm what they know about the Native American tribes that inhabited early America (1800's), and the "Trail of Tears". (Where do you think Natives Americans lived in early America? What do the words "treaty", "reservations", "Bureau of Indian Affairs", "ancestral land", and "tribe" mean? What does the "Trail of Tears" mean?)
2. *Building Background Knowledg.* Show video 500 Nations -- Removal of Southeast Native Americans, Part 2. (Students jot down interesting facts and information from the video on note cards.)
3. Have students discuss their reflections and reactions to the video.
4. **Second Session**: Display/project a copy of the Indian Reservations map with LCD projector for students to become familiar. Discuss map key and skills to be used for activity, and TWCR worksheet for students to complete.
5. Distribute individual maps and TWCR worksheets, and have students work as tablemates to complete the activity. (Review and model completion of worksheet. This may take another class session.)
6. **Third Session:** Students should complete their activity. Discuss their TWCR (Appendix B) worksheets, reviewing the Native Americans and their reservations/treaty information. (Ask: Do you think the Native Americans were allowed to live on their ancestral and government granted land? Discussion.)

7. **Fourth Session:** Students will return to their maps and TWCR, and discuss the correlation to video passage to Oklahoma. Student will complete a reflective narrative of what they learned.

Extension Ideas

- This activity can be extended to having students research a select Native American tribe and report their contributions to American life in the 1800s and present day. Students can accomplish this with a 3-5 slide PPT presentation.
- Nonfiction movie critique of the video, observation and identification for primary source and secondary source

Evaluation

- Informal Assessment based on the completion of Appendix A and B
- Class participation: Students are engaged independently or as a team.

Credits

L.F.Bradford

Pietrasze, YouTube historical documentary

Appendix A

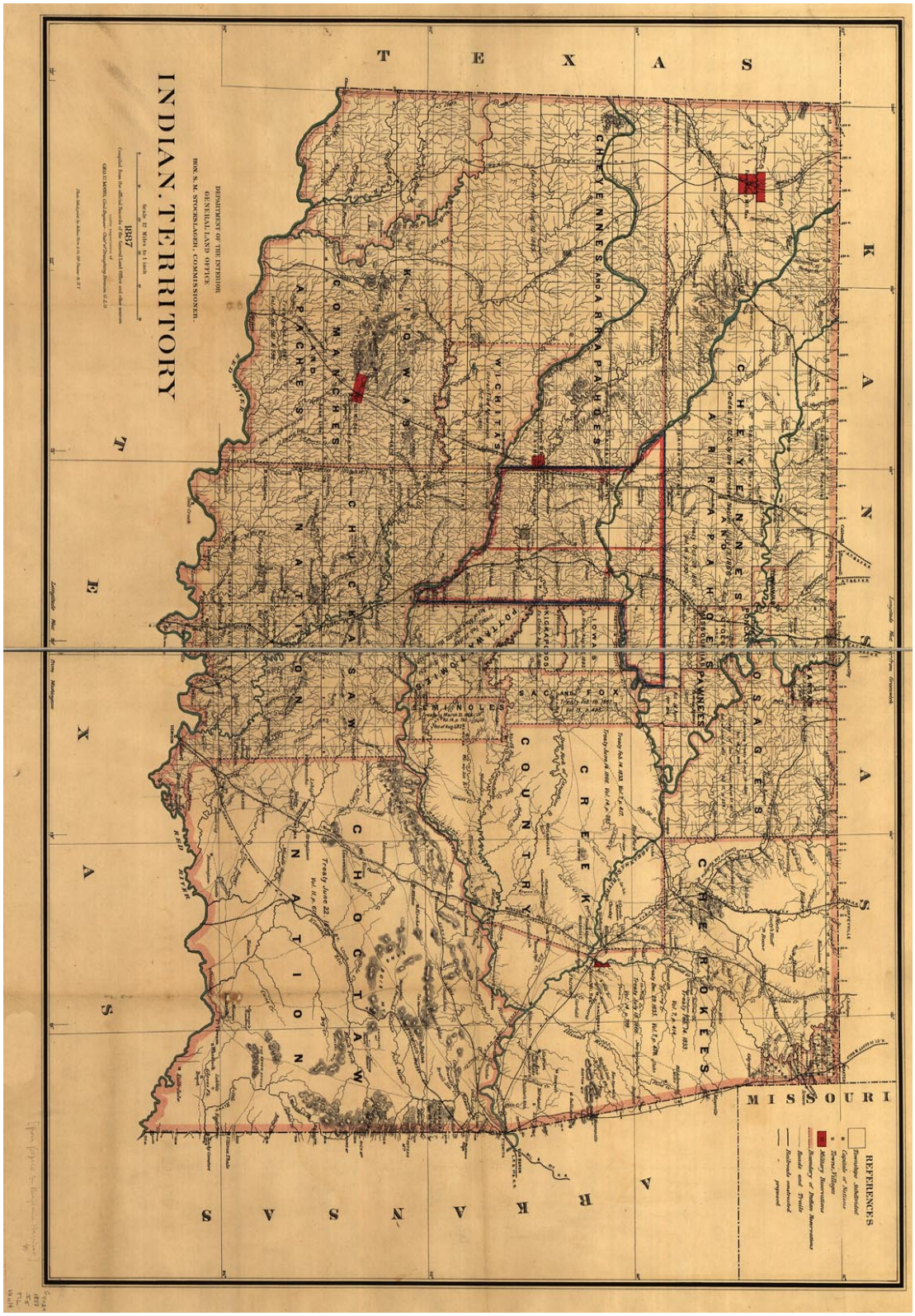
B ~ K ~ W ~ L ~ Q				
Build background!	**What do I know?**	**What do I want to know?**	**What did I learn?**	**What new questions do I have?**
Recreated: Allen, J. Improving Literacy				

Appendix B

Things We Can Read			
AB	CD	EF	GHI
JK	LM	NO	PQR
ST	UV	WX	YZ

As you study the Native American map, write the names of each tribe's name in the correct alphabetical box. Remember to write the treaty date next to the tribe's name.

Appendix C


INDIAN TERRITORY
DEPARTMENT OF THE INTERIOR
GENERAL LAND OFFICE
HON. S. M. STOCKSLAGER, COMMISSIONER.
1887
TEXAS
KANSAS
MISSOURI
ARKANSAS
CHEYENNES AND ARRAPAHOES
KIOWAS
COMANCHES AND APACHES
WICHITAS
CHICKASAW NATION
CHOCTAW NATION
CREEK COUNTRY
CHEROKEES
OSAGES
PAWNEES
SAC AND FOX
SEMINOLES
REFERENCES

Appendix D

This is a PDF, and cannot be copied to this page or included with documents. Document will be as a separate attachment.

(Primary Source Analysis Worksheet: Motion Picture)

http://www.youtube.com/watch?v=PkJaYe1T8l8

Format: Motion Pictures

Observe

What do you notice happening?

Reflect

What are your thoughts?

Question

What would you like to ask?

Further Investigation

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