

Domain-Based Unit Overview

Title of Domain: Native Americans: Cultures and Conflicts

Big Idea

Native American cultures were disrupted, displaced, and profoundly altered by westward expansion and the American government’s policies in the 1800s.

What Students Need to Learn

- I. Culture and Life
 - A. Great Basin and Plateau (for example, Shoshone, Utes, Nez Perce)
 - B. Northern and Southern Plains (for example, Arapaho, Cheyenne, Lakota [Sioux], Shoshone, Blackfoot, Crow)
 - C. Near extermination of bison
 - D. Pacific Northwest (for example, Chinook, Kwakwaka’wakw, Makima)
- 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 Sand Creek Massacre
 - A. Battle of Little Bighorn;
 - B. Crazy Horse, Sitting Bull, Custer’s Last Stand
 - C. Wounded Knee - Ghost Dance

MN Academic Standards

- 5.1.4.7.1
- 5.3.1.1.1
- 5.3.2.3.1
- 5.3.4.10.1
- 5.4.1.2.1
- 5.4.1.2.2
- 5.4.4.16.4
- 5.4.4.17.1

Pre-Assessment

- 1) Students should have prior knowledge on the history of Native Americans as they studied the topic in CKLA earlier in the year.
- 2) Students will take a pre-test of the first page of the final test for this unit and the vocabulary section of the test.

Domain Chapter 1	Native Americans of the Great Basin
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ Describe the geography of the Great Basin. ✓ Explain how Native Americans, such as the Shoshone and Utes, adapted to the environment in the Great Basin. ✓ Describe the myths of the Great Basin peoples.
Vocabulary	nation, tribe, myth, moral, shaman, irrigate, and corral
Procedure	<ol style="list-style-type: none"> 1) Display and have students take out individual student copies of Map of Native American Cultural Groups and Regions and Native Americans of the Great Basin Chart (1.1 and 1.2) . Display the image card of Columbus’s voyages. Introduce and initiate a conversation about the presence of cultures of Native Americans before 1500. Invite volunteers to name any Native American groups they recall from previous units. Ask students if they remember the locations of some tribes. 2) Lead students to the Great Basin, the location of this first chapter. Have students color the location and key in blue. 3) Ask Big Question: How did the climate and physical landscape of the Great Basin shape life for the Native Americans who lived there? 4) Identify the lesson’s vocabulary words on the day’s slideshow. 5) Teacher reads chapter 1, while pausing and asking comprehension questions along the way. 6) After reading, group 2-3 students together and give the students 10 minutes to complete the chart. Invite the class to share their findings to end class.

Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 2	Native Americans of the Plateau
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ Describe the environment of the Plateau. ✓ Summarize how Plateau Native Americans, such as the Nez Perce, lived in each season.
Vocabulary	hunter-gatherers, snowshoe, harpoon, bitterroot, and coyote.
Procedure	<ol style="list-style-type: none"> 1) Display a picture of caribou to introduce this lesson's region. Ask students if they know where this animal might live. ON the students' map of Native American Cultural Groups and Regions (1.1) Students should locate and color the region and key green. Explain this is the region of the people of the Plateau. 2) Ask Big Question: What does "living by the seasons" reveal about life in the Plateau region for Native Americans? 3) Review the vocabulary words and definitions for this chapter. 4) Students will popcorn read chapter 2, the teacher will ask comprehension questions as they read, and class will complete chart (2.1) as the lesson continues. 5) Students will answer the big question: "What does 'living by the seasons' reveal about life in the Plateau region for Native Americans? on postit notes at the end of class.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 3	Native Americans of the Plains
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<p>✓ Summarize how Plains peoples, such as the Arapaho and Cheyenne, lived before 1750.</p> <p>✓ Describe the effects of the horse on the lives of Native Americans of the Plains.</p> <p>✓ Explain the importance of bison to Plains people</p>
Vocabulary	tepee, moccasin, quiver, awl, and fortitude; and of the phrase “initiation rite.”
Procedure	<ol style="list-style-type: none"> 1) Display picture of bison. Ask students if they recognize this and mail and perhaps some students have seen one on a trip to South Dakota. Students should take out their Map of Native American Cultural Groups and Regions (1.1) and color the region and key in yellow. Explain this the region for today’s study: the Plains 2) Review vocabulary. 3) Ask The Big Question: What impact did the introduction of the horse have on the way of life for the people of the Plains? 4) Students will group into smaller groups. If some students choose to read independently, they can. Those wanting to read in pairs or small groups will share their reading talents. 5) When students are done reading they will work on the lesson’s chart (3.1) 6) Class will come back together as a group and share their findings. 7) Have students choose a vocabulary word to write a sentence using great details to close the class.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 4	Native Americans of the Pacific Northwest
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MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ <i>Explain how geography influenced the lives of Native Americans of the Pacific Northwest, such as the Tlingits and Kwakwaka'wakw.</i> ✓ <i>Describe a potlatch.</i> ✓ <i>Explain the roles of totems in Native American culture.</i>
Vocabulary	totem, clan, emblem, ancestry, and copper
Procedure	<ol style="list-style-type: none"> 1) Display a raven. Ask students if they recognize this animal. Explain that this animal and many others found in the Pacific Northwest are important to the Native American tribes. 2) Students should take out their Map of Native American Cultural Groups and Regions (1.1) and color the region and key in purple. Explain this is the region for today's study: the Pacific Northwest. 3) Go over the vocabulary words, definitions, and tribe names (taking care to pronounce them correctly.) 4) Ask The Big Question, making sure students think about this as they read: How would you describe life for the Native Americans of the Pacific Northwest? 5) Popcorn read chapter and pausing while asking comprehension questions throughout the lesson. 6) At the end of reading, have students group up and filling out chart (4.1) 7) Students will be invited to share their findings as a large group.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 5	Broken Promises
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>

Objectives	<ul style="list-style-type: none"> ✓ Summarize the U.S. government’s policy toward Native Americans. ✓ Describe the U.S. government’s attempts to assimilate Native Americans, including establishing such schools as the Carlisle School. ✓ Describe Native American reactions to broken promises.
Vocabulary	diplomacy, treaty, commerce, assimilate, and stockades.
Procedure	<ol style="list-style-type: none"> 1) Display the Map of Native American Cultural Groups and Regions (1.1), and review the areas students have read about so far: the Pacific Northwest, the Plains, the Plateau, and the Great Basin. Point out that in the early 1700s, Native American groups lived not just in these areas, but throughout North America. There were no borders of states or countries like Canada, the United States, and Mexico. 2) Go over vocabulary and ask students to think about the big question: “What challenges did Native Americans face as America developed and expanded?” 3) Teacher will read the chapter and pause to ask comprehension questions. 4) Have students write a short paragraph (3 sentences) answering the big question and making sure students use the vocabulary word assimilate. 5) For homework, have students complete 5.1
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 6	Tensions Mount
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	✓ Describe the effects of smallpox and the loss of bison on Native American nations.

	<p>✓ Summarize the growth of the United States during the 1800s.</p> <p>✓ Describe the Sand Creek massacre.</p>
Vocabulary	smallpox, annex, homestead, massacre, and office; and of the phrase “49th parallel.”
Procedure	<ol style="list-style-type: none"> 1) Display copy of Native American Conflicts and Reservations, 1890 and keep up as the lesson precedes. 2) Go over vocabulary and definitions 3) Ask students the big question: What factors made it increasingly difficult for Native Americans to live according to their own traditions? 4) Have students choose between reading independently, in pairs, or small groups. 5) For an exit ticket; have students list three factors that made it increasingly difficult for Native Americans to live according to their own traditions?
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 7	The Indian Wars
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<p>✓ Summarize the Indian Wars.</p> <p>✓ Explain what happened to the Plains Sioux nation, led by Chief Sitting Bull and Chief Crazy Horse.</p> <p>✓ Describe the Battle of Little Bighorn and Custer’s Last Stand.</p>
Vocabulary	prospector, regiment, amnesty, and ration
Procedure	<ol style="list-style-type: none"> 1) Ask students to share some thoughts and review the previous lesson about reminding students that tensions increased between settlers and Native Americans as more settlers arrived, taking

	<p>land and shooting bison for sport. And Native American resistance increased</p> <ol style="list-style-type: none"> 2) Go over vocabulary and ask students to think about the big question: What factors made it increasingly impossible for Native Americans to resist the settlement of their land? 3) Popcorn read with students and ask the class comprehension questions. 4) After reading and reviewing the answer to the big question, have students write at least three sentences on one of the Indian Wars making sure they mention one of the Native American leaders.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 8	The Ghost Dance
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<p>✓ <i>Explain the development of the Ghost Dance and its importance to Native Americans.</i></p> <p>✓ <i>Explain the U.S. policy toward the Ghost Dance.</i></p> <p>✓ <i>Describe the Battle at Wounded Knee.</i></p>
Vocabulary	inhospitable, subsistence, spirituality, and vision.
Procedure	<ol style="list-style-type: none"> 1) Start the day's lesson with viewing <i>American Story of Us: The Last of the Sioux</i>. Pause before the Battle is described as they will read about it. 2) Go over vocabulary and ask the big question: How did the Ghost Dance come about, and what did it represent for Native Americans?

	<p>3) Popcorn read chapter and pausing while asking comprehension questions throughout the lesson. Show Ghost Dance video at the part where students read it.</p> <p>4) Continue reading and at the end continue with the end of the video class was started with.</p> <p>5) To ignite community, pair students up at the end of the lesson and have them share the answer to the big question.</p> <p>6) Home work will be the crossword puzzle 8.1 to practice vocabulary.</p>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

<u>Cross-Curricular Connections</u>	
Art	•
Media	•
Music	•
P.E.	•