



American Indians in a Changing World

BY MARY HUFFMAN

UNIT OVERVIEW

Students will examine and analyze photographs of, poems by, and documents about American Indians experiences as European Americans migrated across the United States. They will use the knowledge gained through their analysis to write their own songs, poems, and letters. While the unit is intended to take three class periods, it is possible to complete the material in a shorter time frame. For example, you can set up three document centers around the classroom. After being introduced to the necessary analytical skills, the students can be split into three groups and sent to a document center to complete the activities there, switching to a new document center after a designated period of time. This will shorten the three-day unit to two days.

UNIT OBJECTIVES

The students will be able to

- Analyze primary sources, including photographs, poems, and texts
- Complete activities that focus on higher-order thinking questions about the resources and the American Indians they portray
- Complete writing assignments based on the lessons

ESSENTIAL QUESTIONS

How is the relationship between American Indians and where and how they lived conveyed in their poetry?

How did westward expansion affect native cultures and freedom?

How did the changing relationship between the US government and American Indians influence American Indian lives?

NUMBER OF CLASS PERIODS: 3

COMMON CORE STATE STANDARDS

CCSS.ELA-Literacy.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-Literacy.RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-Literacy.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.W.5.1.B: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.5.2.B: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.SL.5.1.C: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

HISTORICAL BACKGROUND

Adapted from Elliott West, “American Indians,” History Now, and Elliott West, “The Indian Removal Act,” History Now 22 (Winter 2009), The Gilder Lehrman Institute of American History, gilderlehrman.org.

In 1492, in what is today the United States, there were by some estimates seven million people in North America north of Mexico and more than five hundred different peoples. These peoples supported themselves by a complex use of their environment. Those in the wooded East lived in permanent villages and practiced gardening, gathering, hunting, and fishing. Southwestern peoples like the Hopis and Zunis farmed using elaborate irrigation systems. In the Missouri River valley people living in villages of large earth lodges cultivated extensive gardens and hunted from huge herds of bison. Downstream on the lower Mississippi palisaded cities thrived, fed by great cornfields, fishing, and trade, while on the high plains other peoples lived semi-nomadically in small groups as hunters and gatherers. On the Pacific coast there was virtually no agriculture but dense populations supported themselves by gathering, hunting, and fishing.

The arrival of Europeans disrupted and decimated the hundreds of cultures in the New World. The greatest threat came from diseases—smallpox, typhus, influenza, measles, malaria, and others. With no earlier exposure, Indians had little resistance to them, and the toll was horrific. The terrible losses from diseases were followed by economic disruption, which brought hunger, social disarray, and further deaths. Europeans also brought domesticated animals and new technologies that radically changed native ways of life.

European governments and then the US government had agreed to treaties guaranteeing American Indians their land, yet the flood of settlement in the early nineteenth century seemed to demand opening that land to white newcomers. George Washington's answer, developed primarily by Thomas Jefferson, was twofold. With the help of missionaries, agents would transform American Indians to fit into the dominant national culture of language, religion, and making a living. Those who resisted or moved too slowly in this metamorphosis would be pushed to surrender their lands for others farther west. There the assimilation would continue, as American Indian children were forced to attend boarding schools where they learned English, were forbidden to speak their own languages, went to church, and had to dress and behave as white Americans did.

In the Indian Removal Act (1830), Congress authorized an aggressive effort to open Native American lands to whites. To receive the removed tribes, it created the Indian Territory, comprising present-day Oklahoma (minus its panhandle) and lands to the north up to the Platte River in Nebraska. As many as a hundred thousand American Indians were removed from east of the Mississippi. In 1845, as removal was winding down, Native America was on the cusp of momentous change. In the West Native American Indians rode a crest of power and affluence, while those in the East had lost out to a government determined to rule unchallenged in the nation's most desirable land. The official claim was that the new "permanent Indian frontier" along the western edge of the United States would usher in a long era of stability and peace. But the forces that had expelled the Cherokees, Shawnees, Chickasaws, Miamis, and others were already at work in the West.

LESSON 1

OVERVIEW

Students will be asked to examine and analyze several historical images of and a modern song about American Indians. The students will identify through observation what is explicitly stated, reflect on the information gathered, and demonstrate their understanding of American Indian experiences as portrayed in the sources by writing their own song.

OBJECTIVES

The students will be able to

- Observe and analyze historical images
- Listen to and read, and then analyze lyrics to a song
- Write a song based on their understanding of the primary and secondary sources examined

MATERIALS

- Primary Sources: Images from the Gilder Lehrman Institute
 - o “Wat-Che-Mon-Ne, an Ioway Chief,” wearing a peace medal, lithograph published by D. Rice & A. N. Hart, Philadelphia, ca. 1855, The Gilder Lehrman Institute of American History, GLC01993.04
 - o Unidentified American Indian youth, ca. 1870, The Gilder Lehrman Institute of American History, GLC01363
 - o Group of five American Indian women with young girl and baby, photograph by William H. Jackson, Washington DC, 1871, The Gilder Lehrman Institute of American History, GLC03095.95
 - o Crow Indian prisoners Crazy Head, Knows His Coos, Jeff Bull, The Bank, Looks with His Ears, Big Hail, Carries His Food, and The Rock after an uprising, guarded by soldiers with rifles, photograph by W. B. Finch, Montana, 1887, The Gilder Lehrman Institute of American History, GLC04591
- Activity Sheets
 - o Image Analysis
 - o Song Analysis
 - o Original Song

- “American Indian Rap” by Smart Songs
 - o Video on youtube.com
 - o Lyrics from Genius.com
- Overhead projector, Elmo projector, or similar device
- Optional: Magnifying glass

PROCEDURE

1. Hand out the magnifying glasses if you are using them, and tell the students that they are now archivists about to study historical images. Using the magnifying glasses, they will be able to closely examine and gather information from the images provided.
2. Distribute the photographs and the Image Analysis and activity sheets. Each student should get two copies of the Analysis page as they will be looking at two images.
3. NOTE: Many photographs from this period were staged. It was common for photographers to mix costumes and props with no regard for the cultural origins of the people or the objects. As a result, such photographs provide at least as much information about the point of view of the photographer and the audience as they do about the people being photographed.
4. Model the image analysis activity with one of the photographs of American Indians. Display the photograph for the whole class to see and have the Image Analysis worksheet available for display as well. As you fill in the answers to the first section, refer back to the photograph and describe each step in your thought process out loud.
5. Complete the second section with the help of the students. Make sure that the students point out where they found the evidence to support their answers. They will fill in their own copies of the worksheet during this activity.
6. The students will analyze the second image individually or in groups. You may choose the images they work on or allow them to choose one. Each student must complete their own activity sheet.
7. Once the students have completed the activity, play “American Indian Rap.” This video is meant to be an early learning tool about American Indian cultures, not a comprehensive statement on the complicated American Indian experience.
8. Distribute the Song Analysis and Original Song activity sheets and the lyrics to “American Indian Rap.” Have the students read the questions to themselves before you play the song again.
9. Students will complete the activity sheet based on the video and the lyrics.
10. You may assign the original song activity for homework. The students will use the information they learned from the two photographs they analyzed to write their own lyrics for an original song.
11. You may choose to collect all the activity sheets to use for formative assessments.
12. Wrap Up: As an exit ticket, have the students write a brief paragraph identifying something new they learned about American Indian cultures from either the images or the song.

LESSON 2

OVERVIEW

Students will be asked to read and analyze a selection of American Indian poems. Through reading and analyzing the poems and writing their own poems, students will demonstrate their understanding of American Indian history and culture as expressed by the poets.

OBJECTIVE

The students will be able to

- Read and analyze American Indian proverbs and poems
- Write their own proverb or poem based on what they learned

MATERIALS

- Excerpts from Native American poems
 - o A Navajo Proverb from Guy A. Zona, *The Soul Would Have No Rainbow If the Eyes Had No Tears and Other Native American Proverbs* (New York: Simon & Schuster, 1994), 40.
 - o “The Song of the Stars” in Charles G. Leland, *The Algonquin Legends of New England or Myths and Folk Lore of the Micmac, Passamaquoddy, and Penobscot Tribes* (Boston: Houghton, Mifflin and Co., 1884), 379.
 - o Excerpt from “Long Division: A Tribal History” by Wendy Rose (Hopi/Miwok), in Wendy Rose, *Long Division: A Tribal History, Poems* (New York: Strawberry Press, 1976), [5].
 - o Excerpt from “Calling Myself Home” (1978) by Linda Hogan (Chickasaw), published in Linda Hogan, *Dark. Sweet. New & Selected Poems* (Minneapolis: Coffee House Press, 2014), 7.
 - o Excerpt from “The Blanket around Her” by Joy Harjo (Creek), in Joy Harjo, *What Moon Drove Me to This?* (New York: I. Reed Books, 1979), 10.
 - o Excerpt from “The Makahs,” by Sandra Johnson Osawa (Makah), published in Andrea Lerner, ed., *Dancing on the Rim of the World: An Anthology of Contemporary Northwest Native American Writing* (Tucson: University of Arizona Press, 1990), 159.
- Poetry Analysis activity sheet
- Overhead projector, Elmo projector, or similar device

PROCEDURE

1. Model the poetry analysis activity with the excerpt from one of the American Indian proverbs or poems. Distribute two copies of the Poetry Analysis activity sheet to each student. Display the poem you have chosen for the whole class to see and have the Poetry Analysis activity sheet available for display as well. As you fill in the worksheet, refer back to the proverb or poem and describe each step in your thought process out loud.
3. Students may now work individually or in pairs. Each student or pair will choose one of the remaining poems to analyze. Students must complete their own worksheets.
4. After reading and analyzing the two excerpts from American Indian proverbs or poems, the students will write their own original one-stanza, six- to eight-line poem based on the same theme as the poem they just analyzed, but changing the tone or perspective. Ask the students to include the name of the proverb or poem they are basing their work on.
5. You may collect the activity sheets and student poems to use for formative assessments.
6. Wrap Up: As an exit ticket, have the students explain something new that they learned from the poems about American Indian culture.

LESSON 3

OVERVIEW

Students will be asked to analyze two historical documents on the same topic from two different time periods. By reading and analyzing the primary sources, students will learn about some of the social and economic effects westward expansion had on American Indians, including displacement, armed conflict, and assimilation. To demonstrate their understanding of the documents, they will complete an activity and write a short letter in response to one of the texts.

OBJECTIVES

Students will be able to

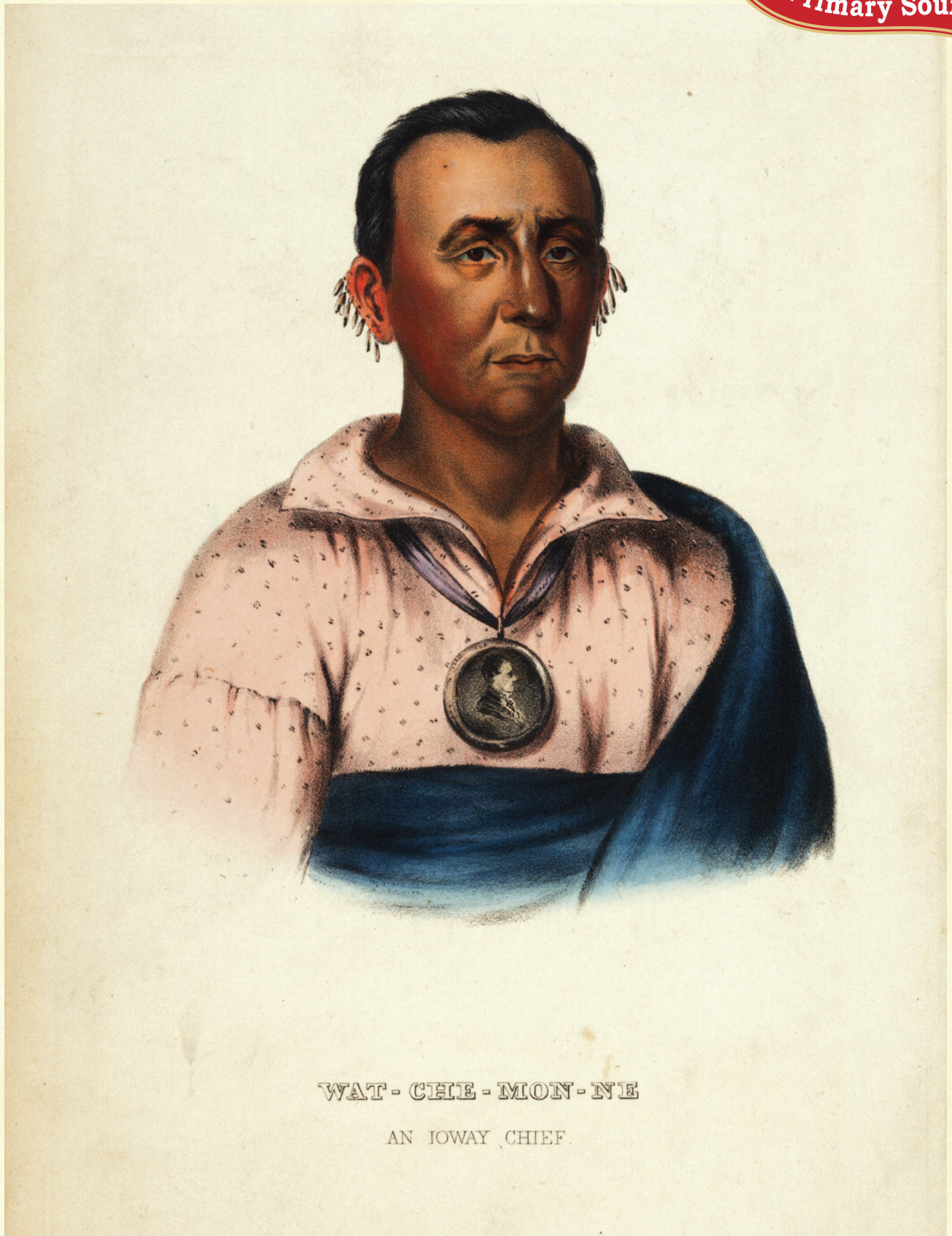
- Read and summarize primary source texts
- Write a letter in response to the primary source

MATERIALS

- Primary Sources from the Gilder Lehrman Institute
 - o Excerpts from a letter from Thomas Jefferson to William H. Harrison, February 27, 1803, The Gilder Lehrman Institute of American History, GLC07171
 - o Excerpts from a Treaty between the US and the Cherokee Nation, August 6, 1846, The Gilder Lehrman Institute of American History, GLC01233.05
- A Changing World: Critical Thinking Questions
- Overhead projector, Elmo projector, or similar device

PROCEDURE

1. Model the document analysis activity with Thomas Jefferson's letter outlining his policy toward American Indian tribes. Hand out copies of the document Critical Thinking Questions. Display the excerpts from the letter for the whole class to see and have the Critical Thinking Questions available for display as well.
2. "Share read" the document with the class. This is done by having the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Ask the class to join in with the reading after a few sentences while you continue to read aloud, still serving as the model for the class. This technique will support struggling readers as well as English language learners.
3. Model the answers to the Critical Thinking Questions with the class, asking them to talk through their answers to the questions as you did in the previous lessons.
4. Distribute the excerpts from the 1846 treaty and another copy of the Critical Thinking Questions. The students may work individually or in groups. All students must complete their own activity sheet.
5. The students will then write a letter in response to one of the documents. They should directly address the people, events, and conflicts/problems represented in the document. Tell the students to write the title of the document they are responding to on their papers.
6. You may collect the activity sheets and the students' letters to use for formative assessments.
10. Wrap Up: Have one or two of the students read their response to the class. They should express their emotions in their voice as they read their letter.



WAT - CHE - MON - NE

AN IOWAY CHIEF.

"Wat-Che-Mon-Ne, an Ioway Chief" wearing a peace medal, lithograph by D. Rice & A. N. Hart, Philadelphia, ca. 1855 (The Gilder Lehrman Institute, GLC01993.04)

Primary Source



Unidentified American Indian youth, ca. 1870 (The Gilder Lehrman Institute, GLC01363)

Primary Source



Crow Indian prisoners Crazy Head, Knows His Coos, Jeff Bull, The Bank, Looks with His Ears, Big Hail, Carries His Food, and The Rock after an uprising, guarded by soldiers with rifles, photograph by W. B. Finch, Montana, 1887 (The Gilder Lehman Institute, GLC04591)



Group of five American Indian women with young girl and baby, photograph by William Henry Jackson, Washington DC, 1871 (The Gilder Lehrman Institute, GLC03095.95 (The Gilder Lehrman Institute, GLC03095.95)

Image Analysis

Title of Image: _____

Author/Creator: _____ Date: _____

Describe the following in this image:

People: _____

Objects: _____

Setting: _____

Words: _____

Report what you have observed:

Why do you think this image was made? _____

What is taking place in this image? _____

Who was the audience for this image? _____

What can you learn about American Indians from this image? _____

Song Analysis

Title of Song: _____

Author/Creator: _____ Date: _____

Describe what you see, hear, and learn:

People: _____

Objects: _____

Setting: _____

Words: _____

Report what you have observed: _____

How did the writers collect information to write this song? _____

Why did they write this song? _____

Who is the audience for this song? _____

What can you learn about American Indians from this song? _____

Original Song

Write song lyrics for two stanzas of a new song based on details in the two photographs.

Your title: _____

Based on (source of rhythm or tune): _____

<p>Source of the ideas for this stanza:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>STANZA 1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Source of the ideas for this stanza:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>STANZA 2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

“American Indian Rap” by Smart Songs

These are the skies where the eagle flies
The coyote calls and the water falls
Listen to the wind and begin to feel within
The wisdom and the vision of American Indians

Before the Europeans settled these American lands
A People already lived here, do you understand?
They roamed the beautiful woodlands, and mountains, and sands
A span of thousands of years, and their legend still stands
Way back in the Ice Age, when glaciers froze
They crossed in through Alaska, that’s how the story goes

The tribes of the Northeast skillfully used
Bark from birch trees to build big canoes
Surviving from gifts within the lakes and land
Using spears to fish and planting corn by hand
Iroquois to Delaware, Hopewell to Fox
Just a few tribes from a region with lots

Down in the Southeast, with luscious and fertile soil
Tribes learned to farm, out in the sun they toiled
This led to complex societies with rulers so royal
There were builders and artisans, and knowledge of medicines
The Seminoles were proud, the Natchez played lacrosse
There was the Creek, Choctaw, Cherokee, and Chickasaw
The Crow, Blackfeet and Dakota home on the range
Nomadic tribes that roamed the Great Plains
In order to survive, they hunted the buffalo
Shot stone-tipped arrows at a distance with a bow

From buffalo skins they made teepees and canopies
And tribe warriors helped protect from enemies

In the Southwest were clay homes known as pueblos
The Zuni and the Hopi were the tribes who made those
They dressed in big masks and danced and performed
Asking the spirit beings kachinas for a harvest of corn
For beautifully woven patterns, we look to the Navajo
Apaches had the brave warrior Geronimo

From the High Plateau down through the Great Basin
Tribes like the Utes survived through migration
Preparing for cold winters, some were found
Building earth covered houses that were part underground
Horses and bows, skins and hemp were traded
With tribes from the Plains for robes decorated

To the rainy Northwest where the totem poles stood
These were memorials to ancestors, carved out of wood
Wealthy families had ways to show signs of success
Hosting lavish potlatches, giving gifts to their guests
They hunted large sea animals with nets and harpoons
And lived in long houses, which had one long room

Over time Europeans moved into Tribal regions
Sometimes they fought war, sometimes they formed allegiance
Then dark clouds rained down upon the Trail of Tears
Tribes were forced West from where they lived for years
This song is a tribute, to just reflect upon
Today, American Indians continue on.

American Indian Proverbs and Poems

A Navajo Proverb

I have been to the end of the earth.
I have been to the end of the waters.
I have been to the end of the sky.
I have been to the end of the mountains.
I have found none that are not my friends.

Excerpt from "The Song of the Stars" (Algonquin)

We are the stars which sing,
We sing with our light;
We are the birds of fire,
We fly over the sky.
Our light is a voice;
We make a road for spirits,
For the spirits to pass over.
Among us are three hunters
Who chase a bear;
There never was a time
When they were not hunting.
We look down on the mountains.
This is the Song of the Stars.

Excerpt from "Long Division: A Tribal History" (1976) by Wendy Rose, Hopi/Miwok

We are bought and divided
into clay pots; we die
on granite scaffolding
on the shape of the Sierras
and lie down with lips open
thrusting songs on the world.
Who are we and do we still live?

**Excerpt from "Calling Myself Home"
by Linda Hogan, Chickasaw (1978)**

This land is the house
we have always lived in.
The women,
their bones are holding up the earth.
The red tail of a hawk
cuts open the sky
and the sun
brings their faces back
with the new grass.

**Excerpt from "The Blanket around Her"
by Joy Harjo, Creek (1980)**

maybe it is her birth
which she holds close to herself
or her death
which is just as inseparable
and the white wind
that encircles her is a part
just as
 the blue sky
hanging in turquoise from her neck

Poetry Analysis

Title of Poem: _____

Author/Creator: _____ Date: _____

Mood of the poem: _____

Point of view (first person: I; second person: you; third person: he/she/they)

Poet's purpose (inform, entertain, or persuade) _____

Theme of the poem: _____

Is there word repetition? _____ If so, which word? _____

Is there line repetition? _____ If so, which line? _____

Using your senses:

What can you see? _____

What can you hear? _____

What can you smell? _____

What can you taste? _____

What can you feel? _____

How does the poem make you feel and why?

Excerpts from a letter from President Thomas Jefferson to William Henry Harrison

Dear Sir

Washington Feb. 27. 1803.

. . . This letter being unofficial, & private, I may with safety give you a more extensive view of our policy respecting the Indians. . . . Our system is to live in perpetual peace with the Indians, to cultivate an affectionate attachment from them, by every thing just & liberal which we can do for them within the bounds of reason, and by giving them effectual protection against wrongs from our own people. The decrease of game rendering their subsistence by hunting insufficient, we wish to draw them to agriculture, to spinning & weaving. . . . When they withdraw themselves to the culture of a small piece of land, they will perceive how useless to them are their extensive forests, and will be willing to pare them off from time to time in exchange for necessaries for their farms & families. . . . In this way our settlements will gradually circumscribe & approach the Indians, & they will in time either incorporate with us as citizens of the US. or remove beyond the Missisipi. The former is certainly the termination of their history most happy for themselves, but in the whole course of this, it is essential to cultivate their love. As to their fear, we presume that our strength & their weakness is now so visible that they must see we have only to shut our hand to crush them, & that all our liberalities to them proceed from motives of pure humanity only. Should any tribe be fool-hardy enough to take up the hatchet at any time, the siezing the whole country of that tribe & driving them across the Missisipi, as the only condition of peace, would be an example to others, and a furtherance of our final consolidation. . . .

Th: Jefferson

Excerpts from a Treaty between the United States and the Cherokee, August 6, 1846

Whereas serious difficulties have for a considerable time past existed between the different . . . portions of the Cherokee people against the United States. Therefore, with a view to the final and amicable settlement of the difficulties and claims before mentioned, it is mutually agreed by the several parties to this Convention as follows:

Article 1st. That the lands now occupied by the Cherokee Nation, shall be secured to the whole Cherokee people for their common use and benefit [as stated in the Treaty of 1835] "To assure the tribe or nation with which the exchange is made, that the United States will forever secure and guarantee to them, and their heirs or successors the Country so exchanged with them . . . Provided Always, That such lands shall revert to the United States, if the Indians become extinct, or abandon the same."

Art. 2d. . . . Laws shall be passed for equal protection, and for the security of life, liberty and property, and full authority shall be given by law, to all or any portion of the Cherokee people peaceably to assemble and petition their own Government or the Government of the United States, for the redress of Grievances and to discuss their rights. . . .

Art. 4th. . . . It has been decided by the Board of Commissioners recently appointed by the President of the United States to examine and adjust the claims and difficulties existing against and between the Cherokee people and the United States, as well as between the Cherokees themselves. . . .

Art. 9th. The United States agree to make a fair and just settlement of all monies due to the Cherokees . . . and shall embrace all sums paid for improvements, fences, spoliations, removal and subsistence, and commutation therefor, debts and claims upon the Cherokee Nation of Indians for the additional quantity of land ceded to said Nation. . . .

Art. 11th. . . . The Cherokee Delegations contend that the amount expended for the one years subsistence after their arrival in the West . . . is not properly chargeable to the Treaty fund. It is hereby agreed that that question shall be submitted to the Senate of the United States for its decision. . . .

A Changing World
Critical Thinking Questions:

1. If you could give a new title to the document, what would it be and why?

2. Based on the evidence in the document, how did the writer(s) treat American Indians? (2 sentences)

3. Describe the effects of westward expansion on American Indians as represented in this document. (2 sentences)

4. Describe the effects of westward expansion on the United States as a whole as represented in this document. (2 sentences)
