

Shifting Power on the Plains Workshop, July 2010

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Lesson Plan- Grade Five

Integration of Learning into Social Studies, Reading and Writer's Workshop Plans

Overall themes of learning:

- ~Changes occurring on the Western Plains between 1850 and 1900.
- ~Groups of people who inhabited the Plains Region and their actions to adjust to and persevere.
- ~Effects of land, resources, and climate for Plains dwellers.
- ~Conflicts, events, and negotiations for control of land and resources.
- ~Understanding effects of historic events and policies for tribal peoples today.

Social Studies Standards:

Understand : Impact of Geography on the Development of America.
 Who are the People of America?
 Events and Causes of Growth and Change in America.

Skills:

Use primary documents to interpret information. Use geographic skills to interpret maps and globes. Use timelines, other sources to understand chronology of events.

Language Arts Skills:

Read varied genre with understanding. Research using non-fiction and historical materials to develop understanding of a topic. Show understanding of a topic by preparing a factual presentation using written and visual work. Present project.

Current Curriculum on this theme:

Reading: Theme Five, One Land Many Trails, [A Boy Called Slow](#). The biographical story of Sitting Bull's youth and his rise to become tribal leader for the Lakota people. Share more accuracy about "Sioux" Nation of many tribes. Intertribal relations and struggles for power/agreements. Naming customs, perseverance.

Social Studies: Chapter 2, Native American (Regional) groups. Chapter 13-Post Civil War America, Western Conflicts after Reconstruction Ends.

Purpose: Currently, only one Reading anthology story, and two brief lessons in Social Studies address the Plains Indian people in a very general way. Addition of specific information and activities give students a greater understanding of people and events from the Western Plains, 1850-1890.

Students will view several historic maps of Nebraska and Western Plains to see changes in both land divisions and labeled areas of tribal residence. Note diversity of tribal groups and territorial divisions. Discuss changes in regions and groups listed as time period changes.

Resources: NSHS maps, Shifting Power cd-maps file.

Students create: note /sketch sheets to add text and visual information as they learn about different people and tribes.

Students study Winter Counts on rawhide, Ledger Book artwork, charcoal, paint, and colored pencil art. Discuss: What did artists depict/why? Important events, both for recording information and expression. Note changes in depiction of groups as artwork moves from 1850 toward 1900. Why were hides, rock, ledger books used? Natural and created mediums.

Resources: HM anthology, pp. 488-491, Drawn from History lesson.

Running Water Winter Count poster and text.

Smithsonian site: http://wintercounts.si.edu/html_version/html/index.html

<http://nmai.si.edu/subpage.cfm?subpage=education&second=dc&third=general>

Students create either a timeline or winter count of most important life events with a chronological understanding.

Study of important events:

Lewis and Clark/ Corps of Discovery -documenting western land, people, wildlife.

Homestead Act of 1862. Travel of Pioneers and settlers. Include Guernsey Ruts and Register Cliffs photos and facts. Archaeological information.

Battle of Little Bighorn, 1876.

1880- Shift of majority of Plains Indians, living on reservations.

Use of forts as trading posts and protection-include Fort Laramie photos and text.

Treaties and effects of unfulfilled agreements.

Indian Removal Act and Indian Wars. Sitting Bull, Red Cloud, Crazy Horse and Spotted Tail. Fort Robinson and Little Bighorn information, documents, and photos. Ghost Dance and Wounded Knee.

Recognize effects of multiple groups sharing land, cultural exchange, resistance and conflict. SS text:

Students use primary documents to read about descriptions of events and conflicts between tribal leaders and military personnel.

Resources: www.archives.gov/education/

NSHS- Ghost Dance and Wounded Knee documents. Fort Robinson documents, NSHS Historic Nebraska document collection.

#27-Petition from Settlers asking for Protection from Yankton Sioux. 1864.

#28- Letter from Commander of Pawnee Scouts, 1876.

#29- Letter from Omaha Indian Agent describing very serious need for winter supplies not delivered from government.

Study photos and personal letters, depicting actions of Indian, US government, and homesteading people living in Nebraska, 1850-1900. Discuss issues and differences in perception. Reading skills: author's purpose and perspective, propaganda, making judgments, and evaluating accuracy of source-collaboration.

HM T. Guide: R10/11 and R12/13.

Genre: letter, formal correspondence, descriptive text, documentation.

Writer's Workshop activities:

Study changes in resources on Plains as more groups arrived and used land and natural resources. Multiple Perspective from experiences of Indian tribes, fur traders, military personnel, and homesteaders from both Europe and Eastern or Southern America. Include effects of gold miners, Black Hills and Western U.S.

Progression from living within a large area of land and utilizing resources to living on a reservation with allotment supplies and restriction of movement.

Efforts to establish control and laws over a very diverse population.

Write character descriptions and goals or biography of a person from this time period. Resource:

<http://www.pbs.org/weta/thewest/people/> Ken Burns , The West, Biographies

Additional activities if time permits:

Photo collection of Indian and immigrating children.

Study of photo and power point visit of National Museum of the American Indian.

Focus: Diversity of hundreds of tribes of native Americans and their interaction with land, other peoples, and uniqueness of individual cultures.

Online Resources:

<http://history.denverlibrary.org/images/index.html>

Large collection of photographs and primary source materials.

<http://www.pbs.org/weta/thewest/people/>

Ken Burns , The West, Biographies of numerous people

<http://nmai.si.edu/subpage.cfm?subpage=education&second=dc&third=general>

National Museum of the American Indian, education site-wealth of topics, activities, and primary source materials and lessons.

http://www.besthistorysites.net/USHistory_WestwardExpansion.shtml

Numerous educational websites, Western Expansion topics.

<http://americanhistory.si.edu/militaryhistory/printable/section.asp?id=6>

Smithsonian, Western Indian Wars, text and photos.