

**Native American Studies**  
Dakota Ridge HS  
Littleton, CO  
Traci Nemechek – Instructor

***Lesson Plan: Tribal Leadership in the fight against Manifest Destiny***  
**Social Studies elective (11-12<sup>th</sup> grade)**

**1. Desired Results:**

**a. Lesson Overview:**

- i. Introduction Discussion
  1. Characteristics of American Indian Leadership
  2. Factionalism within Tribes
  3. Review ever-changing Federal Indian Policy of 1800s
- ii. Assign groups of three to research & create Tribal Leadership POWER POINT analyzing various tribes, their leaders & actions from the 1825-1900.
- iii. Groups choose Tribal leader
- iv. Discuss project requirements, organizational tools & historical inquiry resources (primary & secondary)

**b. Goals (Jeffco Standards/Benchmarks)**

- i. S1: Students understand the chronological organization of history & how to organize events & people into major eras to identify & explain historical relationships.
- ii. S2: Students know how to use the processes & resources of historical inquiry.
- iii. S5: Students understand political institutions & theories that have developed & changed over time.
- iv. S6.2: Students will understand & explain how individuals, throughout history, have acted from their religious or philosophical beliefs.

**c. Students will understand that...**

- i. People and nations make choices to promote their adaptation, persistence & preservation.
- ii. Imperialism (Manifest Destiny) was a tool of government policy used to expand power.

**d. Essential Questions:**

- i. How does leadership impact the direction a society takes?
- ii. How do opposing sides negotiate if they have different cultural views of leadership?
- iii. What drives a nation to compete for power & who defines power?
- iv. When is it within the interest of a nation to go to war?
- v. How do social roles shift during times of war?

## 2. **Assessment Evidence**

### a. **Performance Tasks:**

#### i. **Students will be able to...**

1. Explain the significance of key tribal leaders & events of the era
2. Analyze how factionalism influenced & altered outcomes.
3. Use historical narratives to:
  - a. Create timelines
  - b. Compare & contrast different time periods
  - c. Answer questions & make connections
  - d. Distinguish between cause & effect
4. Use the process of historical inquiry to:
  - a. Gather, analyze & reconcile historical information, including documents from differing points of view to test historical hypotheses.
  - b. Evaluate documents within the context they were created & identify bias/reliability.
  - c. Evaluate decisions or policies using historical thinking
5. Explain the methods used by tribal leaders to deal with Federal Indian Policy & Manifest Destiny.
6. Compare & contrast the different views of Indian leaders' actions in dealing with U.S. government
7. Trace the historical factors that lead to the Shifting Powers in Indian Country from 1825-1900.

### b. **Performance Criteria:**

#### i. **Power Point must include:**

1. Leader & Photo
2. Tribe, band, traditional homeland
3. Indian Agency & Indian Agent
4. Negotiations & consequences
5. Treaties signed or not signed & WHY?
6. Reactions to Federal Indian Policy
7. Adaptations & persistence to shifting power
8. Disagreements with other tribal leaders & reasons why?
9. 5-10 minute presentations
10. Creativity counts

### 3. Active Learning Plan

- a. INTRODUCTION
  - i. Introduce Lesson with discussion about Federal Indian Policy (previously done in class).
  - ii. Introduce Characteristics of Traditional American Indian Leadership (<http://www.airpi.org/research/tdlead.html>)
  - iii. Discuss factionalism leadership within tribes as it relates to negotiating with the U.S. government throughout American Indian history.
- b. Assign Tribal Leadership groups (2-3 students/group)
- c. Choose Tribal Leaders (See list)
  - i. Lakota (Crazy Horse, Sitting Bull, Red Cloud, Spotted Tail)
  - ii. Cheyenne ( Black Kettle, Dull Knife, Little Wolf)
  - iii. Apache (Cochise, Mangus Colorado, Geronimo, Victorio)
  - iv. Navajo (Manuelito, Barboncito)
  - v. Santee (Little Crow)
  - vi. Ponca (Standing Bear)
  - vii. Cherokee (John Ross, Major Ridge, Elias Boudinot, Stan Watie)
- d. Research (2 days in computer lab & on own)
- e. Project Due: 2 weeks after assigned
- f. Answer the ESSENTIAL QUESTIONS!
- g. RESOURCES:
  - i. Books:
    1. Colin Calloway, "First Peoples: A Documentary Survey of American Indian History," 2008.
    2. Alan Axelrod, "Chronicle of the Indian Wars: From Colonial Times to Wounded Knee," 1993.
    3. Carl Waldman, "Atlas of North American Indian," 2000.
  - ii. Websites:
    1. American Indian Treaties, Laws Court Cases
      - a. <http://digital.library.okstate.edu/kappler/index.htm>
      - b. [http://avalon.law.yale.edu/subject\\_menus/ntreaty.asp](http://avalon.law.yale.edu/subject_menus/ntreaty.asp)
      - c. [www.academicinfonet/nativeandllegal.html](http://www.academicinfonet/nativeandllegal.html)
    2. American Indian, history & tribal information
      - a. <http://www.hanksville.org/NAresources/>
      - b. [www.nativeweb.org](http://www.nativeweb.org)
      - c. [www.cyndislist.com/native.htm](http://www.cyndislist.com/native.htm)
      - d. [www.indians.org/welker/leaders.htm](http://www.indians.org/welker/leaders.htm)
      - e. [www.accessgeneology.com/native/tribes/indianchiefs.htm](http://www.accessgeneology.com/native/tribes/indianchiefs.htm)
- h. After power point presentations, a CLASS DISCUSSION on:
  - i. Comparing & contrasting various tribal leaders' decision making (categories)
  - ii. Introduce new concept: Colonialism (American Indian nations) vs. Imperialism (U.S. government)
  - iii. Application to 20<sup>th</sup> century U.S. history: Manifest Destiny ->Annexation of Hawaii (the U.S. government learns from its past mistakes & uses what works in the near future).