

Cindy Renner Lesson Plan for Ft. Robinson workshop "Shifting Power on the Plains"

I chose to incorporate what I learned from Ft Rob into a lesson on the role of human migrations in shaping the context and course of power shifts on the plains. I developed a lesson based on this objective to allow students a more in-depth and creative way to experience westward expansion and what that meant for Plains Indians. This is to supplement what is most frequently covered in mainstream history, which is the point of view of the settler. It also covers a wide range of age groups, with Hattie Campbell being 13 and some of the trail travelers over 40.

The lesson is designed for a high school US History or NA Studies class or I would use this in Washington in our 7th grade Pacific Northwest History class when we talk about the Oregon trail, giving more background to the start and middle of that trail and what that all included.

I included several options for primary resources. They can be either be found on the resource CD that was provided for us at the workshop, the groups' pictures, or by googling the title and author on the internet. The teacher can choose what they would like to use, based on the background of the students and what has been covered so far in class. I chose a creative assessment to allow students to display their understanding of the topic by putting themselves "as witnesses to history" at the time the events took place.

When we visited the Guernsey Ruts and Register Cliffs at the workshop, I was completely astonished to see the trails running through such inclines on ROCK! First of all, I'm from Nebraska, and I thought Nebraska and Wyoming were mostly soil, sand, and some limestone. This was the first time I had really been in the buttes to see and feel the geography of the region, so I immediately thought "I feel bad for all the oxen that had to pull those wagons up these rocks in the snow. Now I know why they died so fast in my Oregon Trail game."

I know it sounds silly, but the reality is many of my students in Seattle have no idea what the land looks like on the other side of the Cascade Mountains, as I had no idea what the land west of Ogallala looked like. I was there to experience it, and take pictures of all those names on the wall. I thought about all the trials and tribulations that meant, and all that lied ahead of them on the way to Oregon and California. I wanted my students to try to see and feel that through primary sources and myself as a secondary source and help them understand even more how this migration really did have a dramatic change for the people who had been living on this land for years.

Title: “Stuck in a Rut?”

Class: 11th grade US History, Native American History, 7th grade Pacific NW History
Unit: US Expansion, Shifting Power on the Plains in Westward Movement

Content objective: Students will analyze how the migration of white settlers led to the encroachment and increased conflict on newly ‘acquired’ Native land.

Rationale: Students will investigate the scene using primary documents, both written and visual, to begin understanding the effect this migration had on the Plains’ Indians tribes.

Time: 120-150 minutes

Materials/Resources:

- Primary Documents located on Ft. Robinson Resource CD (NWU)
- John Gast picture of “Manifest Destiny”
- Personal pictures from Guernsey Ruts and Register Cliff
- “Across the wide and lonesome prairie: An Oregon Trail Diary of Hattie Campbell, 1847” Dear America Series
- Construction paper
- Glue, scissors, rulers, tape, markers, colored pencils, crayons
- Interactive Student Notebook
- Separate lined paper (or a computer with word processing/publishing software)

Background: Students have been studying about US History in the early to mid 19th century: the ‘purchase’ of land west of Mississippi, Jeffersonian politics of agrarian culture, the diseases that are affecting Native peoples from first contact to present, the beginnings of Indian Removal (Cherokee trail of tears and Ponca trail of tears)

Adaptations/Extensions:

Students needing accommodations can utilize extended work time, shortened ‘publishing’ assignment, assistance reading primary documents. Students wanting additional credit can extend the length of their writing or utilize more primary sources than what is required for the assignment.

Assessment: Students will create a journal of writing from different points of view and have their articles ‘published’ to show others their learning. A grading rubric will be provided for final score.

Cross-curricular connections: Students may also relate this to reading first person narrative in language arts or writing assignments in language arts. Partner with your teammate to determine any connections, assignments or standards that can be combined.

(SAMPLE) Activity Day 1:

1. Have students complete a visual discovery of a picture of “Manifest Destiny” by John Gast in their interactive notebooks. (This follows the TCI visual discovery module)
2. Explain the lesson objective for the next 2 ½-3 days including assessment.
3. Have students get into groups of 4-5. Each student is now a reporter on a newspaper team trying to cover this story of migration from each point of view.
4. They will then circulate each of the primary sources you choose to provide to each group and talking about the content objective and what you want them to focus on to be able to write their reports.

Day 2 and 3:

Students will be drafting their reports and ‘publishing’ them to you or to the class.