

America Expands West: Development or Intrusion?

Should we study America's initial expansion in the West as development or intrusion?

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Course Topic

American History

Grade Level

8th

Number of Students

20

Duration

2-70 minute class periods (or 140 minutes)

Location

Traditional classroom with capability of accessing the virtual classroom online and encouragement to take the classroom to the students' home

Key Vocabulary

- » General: culture, nomadic, assimilate, respect, injustice, development, intrusion
- » Specific: Americanization, Bureau of Indian Affairs, Dawes Act

Instructional Materials

- » Computer and LCD projector
- » PowerPoints for guided, interactive lectures
- » Ghost Dance video (<http://memory.loc.gov/mbrs/edmp/4024.mpg>)
- » Stopwatch/Timer to facilitate timed pair shares (and to stay keen on lesson timing)
- » Primary source analysis worksheets
- » Sticky note discussion materials: post-it notes, signs for posting areas, facilitating PowerPoint, graphic organizers
- » Index cards for quick exit assessments
- » Lesson assessments on diary creation

Importance and Rationale

This lesson was designed to instill in students a better ability to critically think about the past through the lens of treatment of the Native Americans in the American West. These activities and content force students to examine the time period and happenings of the mid to late 1800s in western Indian-settled territory from different perspectives. It is within these perspectives that students are able to form their own critical opinion about our country's actions, altogether enhancing their ability to be independent thinkers and life-long learners.

This lesson plan accommodates many types of learners in that learning occurs in many different facets. Auditory learners will hear the material through guided lecture and reading of sources. Visual learners will meet the material on PowerPoints and guided instructional activity sheets. Kinesthetic learners will be able to experience the material in a physical way as there are times in which students are moving, be it individually or as a group; a prime example is the sticky note discussion. Together, the skills and information are presented in several different ways; some main examples are: activities, sources, graphic organizers, quick checks, media, and both informal and formal assessments.

Enduring Understanding

One of the best ways to make the study of history (social studies) meaningful is to teach topics and time periods in a way that students can relate in some way, shape, or form. They need to feel a connection to the history, which in turn allows them to see the role they play in making the history that will be studied by those who come after them. Having them connect this story with their personal history engages them so that the importance of both understanding what went on and being able to critically think about it are both emphasized and achieved. Today's world exhibits several forms of civil rights and cultural attacks that many students of different races, ethnicities, genders, orientations, and so forth can be either familiar with or have faced. A lesson and engagement like this allows those students to see they were and are not alone, while introducing them to an important period of time in our country's history. Additionally, this lesson also provides students an in-depth view into the skill of cause and effect, emphasizing that every action in our history was both caused by something and affected something else. This allows students to see how influential decisions and actions can be on entire cultures of people.

Essential Questions

- » Can we view America's expansion into the Native American-occupied land in the 1800s as both development and intrusion, or can the verdict only be one sided?
- » In what ways did the happenings of this expansion reflect or not reflect the ideas and philosophy of the United States of America? Given these things, how could this have happened?

Learning Objective

SWBAT discover the initial development of the American West at the expense of Native Americans.

National Standards

- » Era 4 – Expansion and Reform (1801-1861)
Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with Native Americans
- » Era 4 – Expansion and Reform (1801-1861)
Standard 2: How the westward movement changed the lives of Americans and led toward regional tensions
- » Thinking Standard 3 – Historical Analysis and Interpretation
Standard C: Analyze cause-and-effect relationships and multiple causation.
- » Thinking Standard 5 – Historical Issues-Analysis and Decision-Making
Standard E: Formulate a position or course of action on an issue.

Background

Teachers and students should be aware that the United States government has consistently treated Native Americans in a more negative manner than not since the beginning of European involvement in the country. They should also be aware of concrete ways the government and new settlers have shown this dislike throughout history.

Suggested Procedure

Preparation

1. Write objective and prepare Chalk Talk and Crank Up! on the board.
2. Set up projector and computer to be accessible.
3. Have Ghost Dance video, PowerPoint, and primary source analysis worksheet ready to access on the computer taskbar.
4. Have primary source analysis worksheets and index cards for closure ready to hand out.

Day One

1. Chalk Talk (5 minutes)
 - » Write and circle the word “culture” on the board.
 - » Have students, two or three at a time, go to the board to write thoughts, phrases, ideas, and comments about the word, passing the marker to another student after.
 - » While seated, students should be writing down things they see that interest them.
 - » At the end, mention a few responses and ask students to explain why they wrote what they did and what connection they made to culture.
2. Crank Up! (7 minutes)
 - » Have students answer the following question: If your entire way of living and culture came under attack, what would you do or resort to in order to save it? Name at least two concrete examples.
 - » Connect Chalk Talk ideas with Crank Up! answers out loud.
 - » Show Ghost Dance video online (link above) and explain how this was Native American technique to keep culture together.
3. Interactive Instruction/PowerPoint (13 minutes) [**see Instruction PowerPoint**]
 - » Connect Ghost Dance example to interactive lecture/PowerPoint on the clash of cultures between the Native Americans and the white settlers/U.S. government.
 - » Suggestions for interaction:
 - i. Have students take notes in 60-40 folded paper format (where 60% of their notes come straight from text given to them and 40% of their notes come from other things they hear you expand on). At points throughout, ask students to share things they put in their 40% section.
 - ii. Model using graphic organizers in notes. For example, use a Venn diagram or compare/contrast chart for the Indians vs. White Settlers notes.
 - iii. Check for understanding throughout the lesson using quick informal assessments like a “thumbs up/thumbs down” response to questions.
4. 60-45-30-15-5 Pair Share → Overall Discussion (10 minutes)
 - » In pre-determined pairs, break up students to pair share with each other on their reactions to what was just taught and how the Native Americans were treated.
 - » You can have them reflect on the material, ask specific questions about the actions of the white settlers and U.S. government, and/or have students connect their lives to what the Native Americans went through.
 - » Facilitate timing: the person going first will have 60 seconds to comment while their partner *silently listens*; after 60 seconds, at your signal (“Switch!”), they will switch roles to give the partner 60 seconds to respond. The process is then repeated for the remaining times (45, 30, 15, 5).
 - » This should take you about 5 minutes; at the end, there should be silence and then you can facilitate a mini-discussion to pull out thoughts from pairs to the class.

5. Primary Source Analysis (30 minutes) [see pages 8-10]
 - » Quickly review the difference between an observation and inference and a primary source and secondary source.
 - » Have document on projector and go through major parts with students.
 - » Have students complete pre-observation questions individually.
 - » Then, in pre-determined pairs (different from last activity), have them complete the observation and inference questions together.
 - » Facilitate open sharing of observations and their connection to the inferences made at end, also having students point out key things on the picture while projected on the screen/wall.
 - » Finish further information and “taking it to the house” questions for homework; this requires them to bring what they have learned home and do something with it and also begins preparing them for day two content and material.
6. Closure – “Tell Mom/Dad” Card (5 minutes)
 - » Complete and collect a “Tell Mom/Dad” index card on the movement of Native Americans in which students write down what they would tell their mom or dad if he or she asked what they learned in class that day in 3-4 sentences.

Preparation

1. Write objective and prepare Crank Up! on the board.
2. Set up projector and computer to be accessible.
3. Have Chief Joseph surrender speech, both PowerPoints, graphic organizer for activity, and lesson assessment ready to access on the computer taskbar.
4. Hang up signs and sources for sticky note activity around classroom.
5. Have graphic organizer worksheets and lesson assessments ready to hand out.

Day Two

1. Crank Up! (7 minutes)
 - » Complete Crank Up! question: Read the following quote and interpret what you think Chief Joseph is saying in at least 2 sentences: "I am tired of fighting. Our chiefs are killed. It is cold, and we have no blankets. The little children are freezing to death. My heart is sick and sad. From where the sun now stands I will fight no more forever." What do you think this says about the position of the Natives at this point?
 - » Facilitate sharing and write down key words to connect with the lecture.
2. Interactive Instruction/PowerPoint (10 minutes) [see **Instruction PowerPoint**]
 - » Connect the state of the Native Americans to interactive lecture/PowerPoint on the Americanization of Native Americans by the government.
 - » See suggestions for interaction during lecture above.
3. Sticky Note Debate and Discussion (33 minutes) [see **pages 11-14 and Sticky Note PowerPoint**]
 - » Hand out a number (1, 2, or 3) to each student that will designate their role/mindset, a graphic organizer, and a set of post-it notes.
 - i. 1 – Government Official
 - ii. 2 – New Settler
 - iii. 3 – Native American

- » Part I: Present each of the primary sources that reference to the three things on the graphic organizers. After going through each one, students will rotate in responding to each of them based on their role using their post-it notes. After writing their response and filling in their graphic organizer, they will go to the place where that source is and post their sticky note under the positive or negative column. Rotate through all three sources for all three roles.
 - » Part II: Using the same rotation technique, students will now rotate to the various sections at your command (using the PowerPoint) to read their fellow students' post-it notes from the other perspectives. After reading them, they will fill in the remaining boxes of their graphic organizer. They must also use their additional post-it notes to respond to points they agree or disagree with. Again, rotate through all three sources for all three roles.
4. Lesson Assessment (20 minutes) **[see pages 15-16]**
- » Hand out diary format sheets for students to write a diary entry from the perspective of a Native American, their choice of whether it be an adult or a child.
 - » Explain to students that they should include emotional, social, and historical aspects in their diary entry and that it should be written as a normal diary would.
 - » If extra time remains, students may include a small drawing with their entry.

Evaluations and Assessments Used

- » Formative Assessments to check for understanding: Note Checks for 60-40 split, Thumbs Up/Thumbs Down, Pair Shares, Tell Mom/Dad Card
- » Daily Activities interwoven in lesson: Primary source analysis, Sticky note debate/discussion and graphic organizer
- » Lesson Assessment to close the lesson: Creating a diary entry

Extensions

- » Students could complete a perspectives idea web on the different views of those involved in the happenings.
- » Students could complete other informal assessments of learning throughout the lesson: 3-2-1 cards, Fib cards, Key item card, Exit (class) tolls.
- » Students could create their own character profiles – one of a Native American before Americanization and one of a Native American after Americanization.
- » Students could do a mini-research report on the other major Indian battles.
- » Students could further debate the idea of development vs. intrusion in a formal class debate with a guided structure and sheet.

Resources

Primary Sources from the Library of Congress American Memory Collection

(<http://memory.loc.gov>)

- » Ghost Dance Video: “Sioux Ghost Dance” (Thomas A. Edison, Inc.; producer, W.K.L. Dickson) from Library of Congress Motion Picture
- » Indians Before/After Double Picture: “Carlisle Indian Industrial School” from Scholastic Magazine of National Museum of Natural History
- » Chief Joseph Surrender Speech: “The Surrender of Joseph” (Harpers Weekly, November 17, 1877, Vol. 21, No. 1090, p. 906) from University of Washington Libraries

- » Buffalo Song: “Hunt the buffalo, or, the banks of the pleasant ohio.” (Andrews, Printer. 38 Chatham Street, N. Y. [n. d.]) from *America Singing: Nineteenth-Century Song Sheets*
- » Battle of Little Bighorn Picture: “Capture of flag” in *History of the American West* from Photographs from the Collection of the Denver Public Library
- » Dawes Act Excerpt: “Dawes Act (1887)” from OurDocuments.gov

**Indians Before and After the Carlisle Indian Industrial School
Pennsylvania, 1877**



Primary Source Analysis
Photo

Pre-Observation

1. What is the title of the photograph?
2. Is the photograph dated? If so, what is the date? If not, is there anything in the photo could help you guess when it was taken?

Observation

1. Study the photograph for 3 minutes. Form an overall impression of the photograph and then examine individual items. Then divide the photo into quadrants and study each section to see what new details become available.
2. Use the chart below to list your observations – people, objects, activities.

People	Objects	Activities

Inference

1. Based on what you have observed above, list three things you might infer from this photograph.




Further Information

1. Why do you think the photographer took this photo?
2. What questions does this photograph raise in your mind?
3. Where could you find answers to those questions?

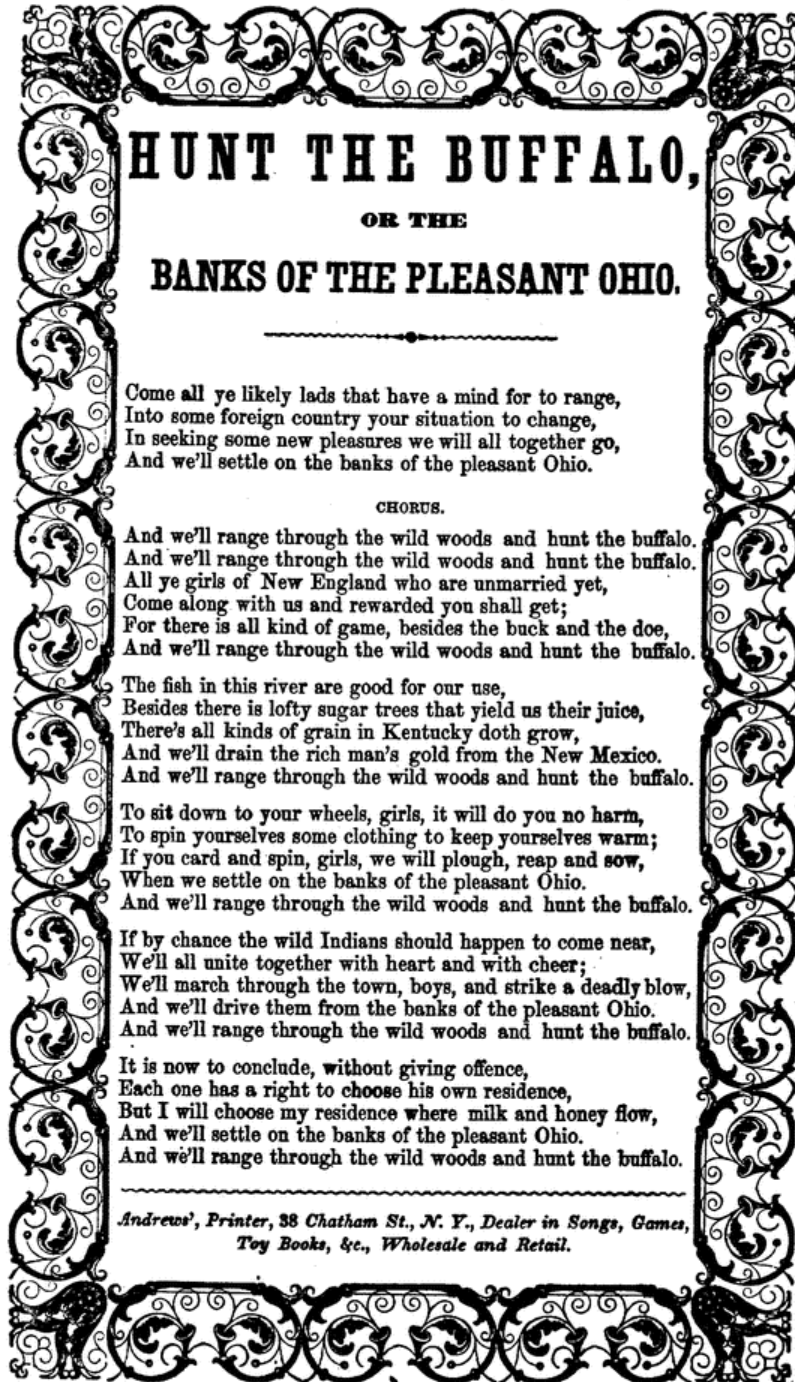
Taking it to the House

1. After briefly explaining to your mom or dad what you learned today, ask them what they think about the differences between the two pictures in the image on the first page. Write down two things they mentioned.
2. Fill in the gaps for them using what you have learned. Write down something they did not know about this part of history that surprised them.

The American West

	GOVERNMENT MEMBER 	NEW SETTLER 	NATIVE AMERICAN 
Law legalizing buffalo (Source #1)			
Battle of the Little Bighorn (Source #2)			
The Dawes Act (Source #3)			

Source #1
Buffalo Song
(last 2 paragraphs)



HUNT THE BUFFALO,
OR THE
BANKS OF THE PLEASANT OHIO.

Come all ye likely lads that have a mind for to range,
Into some foreign country your situation to change,
In seeking some new pleasures we will all together go,
And we'll settle on the banks of the pleasant Ohio.

CHORUS.

And we'll range through the wild woods and hunt the buffalo.
And we'll range through the wild woods and hunt the buffalo.
All ye girls of New England who are unmarried yet,
Come along with us and rewarded you shall get;
For there is all kind of game, besides the buck and the doe,
And we'll range through the wild woods and hunt the buffalo.

The fish in this river are good for our use,
Besides there is lofty sugar trees that yield us their juice,
There's all kinds of grain in Kentucky doth grow,
And we'll drain the rich man's gold from the New Mexico.
And we'll range through the wild woods and hunt the buffalo.

To sit down to your wheels, girls, it will do you no harm,
To spin yourselves some clothing to keep yourselves warm;
If you card and spin, girls, we will plough, reap and sow,
When we settle on the banks of the pleasant Ohio.
And we'll range through the wild woods and hunt the buffalo.

If by chance the wild Indians should happen to come near,
We'll all unite together with heart and with cheer;
We'll march through the town, boys, and strike a deadly blow,
And we'll drive them from the banks of the pleasant Ohio.
And we'll range through the wild woods and hunt the buffalo.

It is now to conclude, without giving offence,
Each one has a right to choose his own residence,
But I will choose my residence where milk and honey flow,
And we'll settle on the banks of the pleasant Ohio.
And we'll range through the wild woods and hunt the buffalo.

*Andrews', Printer, 38 Chatham St., N. Y., Dealer in Songs, Games,
Toy Books, &c., Wholesale and Retail.*

From American Songs and Ballads, Series 2, Volume 2

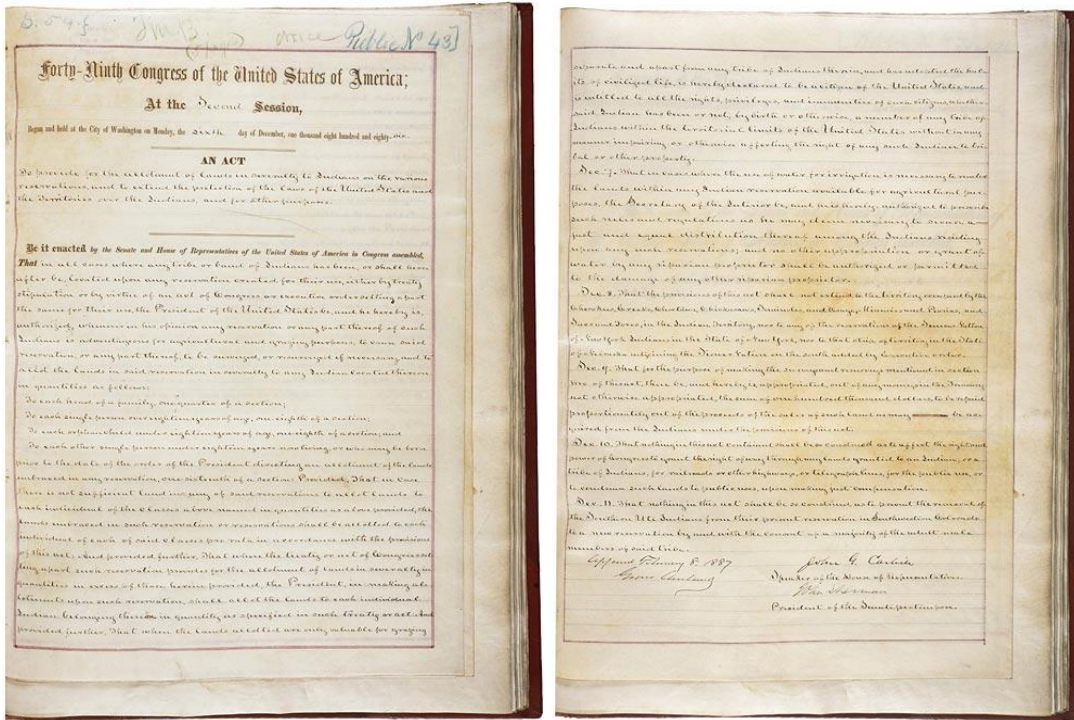
Source #2
Battle of Little Bighorn Picture

Capture of the United States Flag



Native American men on horseback capture a U.S. flag from soldiers in uniform leading to their eventual victory over the U.S. troops. The Crow men carry revolvers and rifles and wear moccasins, leggings, and war bonnet feather headdresses.

Dawes Act (1887) Excerpt



Excerpt from Section 7:

“That in cases where the use of water for irrigation is necessary to render the lands within any Indian reservation *available for agricultural purposes*, the Secretary of the Interior be, and he is hereby, authorized to prescribe such rules and regulations as he may deem necessary to secure a *just and equal distribution* thereof among the Indians residing upon any such reservation.”

Lesson Assessment

Jump back into the 1800s... Life is quite different, isn't it? How will people know about that life unless you write it down for future generations?!

Your job is to write a diary entry from the perspective of a Native American during this time of turmoil. What is going on? What is happening to your family and friends? What caused all of this? What are you doing about it? How is everything that is going on affecting you and how is it making you feel? Does this seem right? Does this seem like the American dream?

You may write it either as an adult or a child, but you must include references to the historical aspects you learned about during this lesson. To be sure you are expanding on that history and making it meaningful, also invoke the social situation you find yourself in and your emotional state.

Take on this perspective and be creative! As always, be sure to use complete sentences, proper spelling and grammar, and be thorough.



Dear Diary...

[illegible]



Expanding West: Development or Intrusion?

Setting the Stage for Conflict: Factors Leading to Battles

Culture Clash

Indians

- › Lived a nomadic lifestyle
 - › Traveled through the land following the buffalo
 - › Never established one home
- › Did not believe land should be bought or sold

White Settlers

- › Most were farmers or townspeople
 - › Saw Indian movement as grounds for taking their land
 - › Established one home and/or business
- › Believed land should be divided and given to people

Buffalo

- › Indians lived a buffalo-centered way of life
 - › Depended on them for movement, food, clothing, shelter, and supplies
- › US Army/government knew of the importance of buffalo and sought to destroy herds in order to force movement to the reservations
 - › Encouraged hunting them for sports and money
 - › Used to make belts and robes for whites
 - › Adopted governmental policy of killing buffalo

Battle of the Little Bighorn

- › Led by Sitting Bull, Indians refused to return to the reservation
 - › General George Custer led troops against 2,000 Indians at the Little Bighorn River but were quickly defeated
- › Marked a big but temporary victory for the Natives
 - › Made the US even more determined to take out the Natives

The Wounded Knee Massacre

- › US Army orders Sioux to give up rifles and war breaks out after a gun goes off
- › 300 Sioux Indians died
 - › Even shocked many Americans though some still glorified the actions
- › Marked the end of bloody conflict between the Plains Indians and the US Army
 - › Still remains a symbol of injustice toward the Native Americans

Americanization of Natives on Reservations

Americanization

- › Reservations helped the government “Americanize” the Natives
 - › Belief that Natives should abandon their culture entirely and adopt the culture of the whites
 - › Overall attack on Native American beliefs and practices
- › Government created Bureau of Indian Affairs (BIA) not to help the Natives but to enforce Americanization
 - › Built schools for Natives where students could only speak English and had to wear non-Indian clothes
 - › Discouraged Indian culture and rituals by imposing American ones

The Dawes Act

- › 1887 law that broke up reservations and made Natives individual property owners
 - › Attacked the tribal identity and culture of Indians
 - › 160 acres given to head of family; 80 acres given to single people over 18
- › Land given to Indians was usually less productive and unsuitable for farming, leaving little chance for success and growth

Discussion With Movement

- ✓ Classroom procedures still apply – RESPECT.
- ✓ Follow Mr. Kimberly's instruction at all times.
- ✓ Raise hand for any questions.

Part I

- Each assigned a role and mindset to take on:
 - 1 – Government Official
 - 2 – New Settler
 - 3 – Native American
- First task is to write on sticky note a short but well thought out response to a particular law/event given your role.
- Proceed to that area and stick it to the wall under either the positive or negative column.

Part I Recap

- Stay with your assigned role.
- First task is write response to a particular law/event given your role and post sticky note.
- Be sure to write who you are on the sticky note.

First Rotation

- Assigned Role → Law/Event Responding To
 - 1 – Government Official → Buffalo Song
 - 2 – New Settler → Battle Picture
 - 3 – Native American → Dawes Act

Second Rotation

- Assigned Role → Statement Responding to
 - 1 – Government Official → Battle Picture
 - 2 – New Settler → Dawes Act
 - 3 – Native American → Buffalo Song

Third Rotation

➤ Assigned Role → Statement Responding to

➤ 1 – Government Official → Dawes Act

➤ 2 – New Settler → Buffalo Song

➤ 3 – Native American → Battle Picture

Part II

- Using your graphic organizer, we will now rotate around the room to have you look at the other sticky notes underneath each law/event.
- Take notes in your chart and you may respond using extra sticky notes you have.

Discussion With Movement

- ✓ Classroom procedures still apply – RESPECT.
- ✓ Follow Mr. Kimberly's instruction at all times.
- ✓ Raise hand for any questions.

First Rotation

- Assigned Role → Statement Station
 - 1 – Government Official → Buffalo Song
 - 2 – New Settler → Battle Picture
 - 3 – Native American → Dawes Act

Second Rotation

➤ Assigned Role → Statement Station

➤ 1 – Government Official → Battle Picture

➤ 2 – New Settler → Dawes Act

➤ 3 – Native American → Buffalo Song

Third Rotation

- Assigned Role → Statement Station
 - 1 – Government Official → Dawes Act
 - 2 – New Settler → Buffalo Song
 - 3 – Native American → Battle Picture