

Lesson 1: Native American Diversity

Time Estimated: 1 day

Objectives:

Students will:

1. Recall prior knowledge about Native American culture, specifically what they remember about the tribes of the Great Plains.
2. Explore aspects of the diverse cultures by examining informational handouts.
3. Work in groups to create presentations about their aspect of tribal culture.
4. Present the most important characteristics orally to the class.
5. Examine the loss of identity by reading *The Buffalo Go* and the relationship between this loss and the movement of settlers westward.

Materials:

- Handouts from www.saskschools.ca/~gregory/firstnations/index.html
- *The Buffalo Go* by Old Lady Horse (attached)

Strategies:

1. **Hook:** Think-Pair-Share: Make a list of what you remember about Native American culture from our previous study and what you remember specifically about those cultures on the Great Plains.
2. Students will work in small groups to explore Native American culture on the plains by examining one of the following aspects:
 - Beliefs
 - Food
 - Bison (buffalo)
 - Clothing
 - Decoration
 - Tipis
 - Family and duties
 - The Winter Count
 - Tools
 - Transportation

3. Once students have had time to process through the informational handouts, they will present the information to the class.
4. Once students have finished with presentations, they will be given a reading from *Native American Testimony: Chronicle of Indian – White Relations from Prophecy to the Present, 1492 – 2000* by Peter Nabokov. I chose an excerpt by Old Lady Horse found on pages 174 – 175 of the revised and updated edition. As they begin to read, I will challenge them with the following thought provoker – her words and how she combines them provide equal insight into her culture.
5. **Discussion:** What does she tell us with her words and what does she tell us by how she puts the words together?
6. **Closure:** How closely connected is she to nature and her surroundings? Is her connection indicative of the tribes on the Great Plains?

Differentiation:

I place students in diverse groups to ensure that all students will be able to answer the questions and I go over all of the information to ensure all students understand the information.

Lesson 2: At What Cost Will the West Be Won?

Time Estimated: 1 day

Objectives:

Students will:

1. Recall prior knowledge about the movement westward.
2. List various motivations that led many into the West and what they hoped to find once they arrived.
3. Examine the relationship between the loss of Native American land, culture, and identity with the movement westward.
4. Explore the realities of living in a dangerous land.
5. Extrapolate why the settlers were so given in to violence.

Materials:

- Handout – At What Cost Will the West Be Won? (attached)
- Excerpts (attached)

Strategies:

1. **Hook:** Have students pick up the handout, examine group assignments, and begin working on section one.
2. Once students have answered the questions, I will write up what they tell me on the board so that everyone has a chance to see what everyone else wrote down.
3. **Lecture:** The Move West: An American Experience. The lecture was created from the SOL content and the sources that are listed in the unit.
4. Excerpts from the Daily Rocky Mountain News and the Weekly Rocky Mountain News will be given to students and they will read over the excerpts independently. Excerpts are taken from 1864 editions published on July 5th and August 10th (Daily Rocky Mountain News), and June 29th, July 20th, July 27th, and August 10th (Weekly Rocky Mountain News) found at <http://coloradohistoricnewspapers.org/>.
5. Once they have had a chance to read over the excerpts, they will work in the same groups to answer the questions in section two of the handout.
6. **Discussion:** What would lead the settlers in the west to react so violently?
7. If time permits and if relevant, I will read the article from the Longmont Newspaper regarding the renaming of Chivington Avenue and the abandonment of a plaque in his honor at the head of the street.

Differentiation:

I place students in diverse groups to ensure that all students will be able to answer the questions and I go over all of the information to ensure all students understand the information.

Lesson 3: The Eastern Viewpoint

Time Estimated: 1 day

Objectives:

Students will:

1. Examine the feelings and views of the federal soldiers whose job it was to do the bidding of the politicians in the East.
2. Compare the points of view of those at Sand Creek and the politicians in Congress conducting the hearings.
3. Explore the motivations of the politicians in the East by examining the historical events happening at the same time in the East.

Materials:

- Photograph of Black Kettle et.al. The photograph can be found at <http://www.pbs.org/weta/thewest/>
- Congressional Hearings Transcripts (attached)
 - Full Testimony of Colonel J.M. Chivington, April 26, 1865
 - Full Congressional Testimony of Mr. John S. Smith, March 14, 1865
- Close Reading of Testimonies and Questions... (attached)
- Question Sheet – The East Reacts to the West (attached)

Strategies:

1. **Hook:** Think-Pair-Share: Examine the photograph of Black Kettle and other Cheyenne chiefs after they had concluded a successful peace treaty in September of 1864; what does the photograph tell you about how Black Kettle and the other Cheyenne chiefs were viewed by the east (or at least the agents of the east, the military)? The photograph can be found at <http://www.pbs.org/weta/thewest/>.
2. Examine the excerpts from the Congressional Hearings of both John S. Smith and John M. Chivington found at <http://www.pbs.org/weta/thewest/>. Students have both complete transcripts.
3. Students will answer the first question on the chart – the background of each man. I will read several excerpts so that we can answer questions two and three. Students will then work in small groups to answer the fourth question.
4. Students will be asked to think back to the photograph and determine how they think the easterners will view the events in Colorado.
5. **Lecture:** Eastern Motivations and Concerns based on readings that includes the outcomes of the Congressional Hearings and examines the tenuous relationship between the East and the West during the conflict between North and South.
6. Close examination of the testimonies with questioning. (questions found with supporting documents).
7. **Closure:** Thought Provoker – Are you surprised that the easterners reacted in the way they did?

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

Differentiation:

The primary documents for this lesson are rather difficult at times. I will check student comprehension after the first question. If a few students do not understand or

find it hard to comprehend the language, I will spend more time with them as I circulate. If a number of students find it difficult, we will process through the information as a group with my thoughts and conclusions serving as a model.

Lesson 4: Crisis in America: The Clash of Cultures

Time Estimated: 1 day

Objectives:

Students will:

1. Watch a dramatization of the events surrounding the massacre at Sand Creek.
2. Create a timeline of the events leading up to and including Sand Creek.
3. Explore the connection to episodes of violence with the advanced technology that made it easier, safer, and cheaper to move west.

Materials:

- TV/VCR/DVD
- Projector* and/or TV
- Into the West (DVD #2, Episode #3) – (11:07 – 38:14)

Strategies:

1. **Hook:** Directions – Move seats to see the screen, take out a sheet of paper, and during the film jot down a timeline of important events.
2. The clip starts in Denver, transitions to Fort Lyon, and then finishes with Chivington's attack on the Cheyenne under the leadership of Black Kettle.
3. When the clip is over, students will be given an opportunity to work in groups to examine timelines and then one timeline will be created on the board.
4. Lecture: Technology Saves the Day developed from the SOLs and the included sources.
5. **Closure:** How did this rapid movement westward due to new technology lead to the massacre?

*I used an LCD projector to show the clip on a bigger screen to provide a greater impact.

Differentiation:

Questioning during the film excerpt if students seem confused or off-task.

Lesson 5: Telling the Story

Time Estimated: 1 day

Objectives:

Students will:

1. Synthesize what they have learned to create a list of most important topics.
2. Work as a class to create a story line and then a storyboard.
3. Create a two-page layout in groups.
4. Examine the different perspectives of the groups involved in Sand Creek and its aftermath.
5. Analyze the growing disparity between the East and the West, especially in terms of attitude towards and beliefs about Native Americans.

Materials:

- Transparency Sheets*
- Colored Pencils and Crayons
- Butcher Paper
- Poster Board*
- Markers

*Our final book will be on poster board that is then laminated. Student writing will be on transparency sheets so that they might place it surrounding their artwork or contour around the images without losing any of the artwork.

Strategies:

1. **Hook:** Think-Pair-Share: Brainstorm a list of topics from our study of Sand Creek that should be included in the story.
2. As each group shares their list, they will be scribed on the board.
3. Students will examine the list and then create from that list a story that (a) flows and (b) includes the viewpoint of the Cheyenne, the settlers, and the easterners.
4. The butcher paper will be used to create a storyboard. The story line will be organized so that the pages can be assigned.
5. Students will work in rearranged groups to develop their two-page layout. The final product will tell the story both in words and in picture.
6. As each group creates their layout, they must have it approved to transfer what they sketched out on butcher paper to the poster board. The transition to poster board must happen before the end of the first day.
7. Each group will present their work as the entire story is told.
8. **Closure:** What difficulty did you have in either the word or the pictures in telling this story? How can you relate your difficulty to the lack of much of this information from textbooks?

Differentiation:

There is no differentiation for this lesson in that the elements of the activity are differentiated. Each student in the group must take on a task including drawing, coloring in, or writing.