

Frontier Grant Lesson Plan

Teacher: Lisa Dreadfulwater (ldreadfulwater@sd302.k12.id.us)

Topic: Effect of western migration on Indian tribes

Grade/Subject: 1st Grade/Social Studies

Lesson Duration: 1 – 3 Days (30 minutes per day) + (depending on components used)

Content Standards:

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Explain use of maps and directions of east and west and reservations

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Identify individuals who are helpful to people in their everyday lives.

Goal 1.5: Trace the role of exploration and expansion in the development of the United States

Objectives:

The students will be able to see the land in the Northwest was inhabited by Indians before the white settlers came. Furthermore, they will see how the Nez Perce Indians' land was reduced by the American Government by coloring in a map showing the reduction in reservation lines and participating in a simulation.

The students will be introduced to the idea of what a treaty is and if it was helpful or harmful to the Indians.

The students will develop an understanding of the purpose behind expansion in the development of the United States

Essential Questions:

Should Americans be allowed to live in areas that they have always lived and that are important or sacred to them?

Why would an important area be taken away and how would life change if that area is changed or taken away?

What level of trust do you have for someone when they don't follow through with what they agreed upon?

Learning Activities:

Give each child the special space page (see below) and ask them to draw about a special place that they enjoy going to or spending time at. It can be a place found at school inside or outside of the classroom or it can be a favorite place they enjoy visiting or a place that is meaningful to them around their home.

Students will then meet with their discussion groups to share their drawings and then discuss how they would feel if they weren't able to go to that special place or if part of that special place was no longer available to visit. Have students turn their papers over.

Give each student a circle of approximately 25 plastic colored C-links (found in math manipulative section) or any individual items such as paper clips, wooden blocks, 1-inch pieces of yarn or pipe cleaners that can be placed side by side to form a circle on an 8 ½ x 11 sheet of paper, and can easily be gathered. They are to place the items side by side in a circular shape and draw around the outside of the links or items on the back of their special page paper. It just needs to be an approximate outline of a circle so if any items move it's okay.

Cut apart the slips of paper with "Governor Stevens," "settler," and "Indian child." In a basket or box to draw from put the governor, 2 settler slips, and enough Indian child slips for each child in the class to draw one. Have each child

select a role from a basket indicating whether they are a settler, Governor Stevens or an Indian child for the following simulation.

The governor and settlers will gather their links or items from their paper and place in a pile at the front of the room.

Each Indian child will keep their string of plastic links or items to start the simulation.

Give each settler a basket or box for collecting.

Give the governor a special hat to wear (can be made from construction paper).

Each time a question is asked by the governor, the Indians have to respond by giving away some of their links to the settlers who will be collecting them for the Governor. (see list of potential questions or make up new ones to fit your class dynamics.)

Partway through the simulation, have the students draw around their links or items again on their paper. Their circle or smaller shape should be drawn inside of the initial larger circle.

Ask more questions.

Put the remaining links or items inside the smaller circle and draw around one more time.

Have a discussion about how each group of students felt about the links being collected. Have them think about the perspective of the governor, settlers, and Indians.

Begin PowerPoint presentation:

Discuss fairness of sacred land being taken or reduced. Compare that to their special place they drew about at the beginning. Give examples and elicit discussion. Students will meet in small groups to discuss fairness. Record anecdotal notes to assess student understanding from small group discussions.

Students will color in a map of Nez Perce tribal land being reduced from 1855 to the 1863 boundaries. Check map for assessment.

Bring in key facts:

Treaties transferred the land from Indian to U.S. control

Between 1789 and 1871, 800 treaties had been negotiated.

Indians believed they were effective when signed but Congress had to approve them.

Fewer than 400 were actually agreed upon.

The government broke over 60 treaties it negotiated with the Pacific N. W. tribes

From the Indian viewpoint, land didn't need to be developed; it was to be used for survival.

With the reservation system:

Bands were often placed together and didn't get along

Didn't take into account the culture or territorial rights

Undesirable land was often the location

Didn't think about gathering food, hunting, fishing, or trading traditions

Possible extensions

Play game where students select a card and decide whether the idea is fair or unfair. Using index cards think of scenarios that are most likely to fit your classroom situation and ask the students to decide if the idea is fair or unfair. Students can be involved with creating the cards.

Examples: Recess should be shortened so we can have more time for learning. Fair or unfair?

You should always have the same partner in math discussions. Fair or unfair?

You are only allowed to play the same game during free choice time every day. Fair or unfair?

Students research additional treaties of other Indian tribes in Idaho.

<http://www.native-languages.org/idaho.htm>

Students research resources used by the Nez Perce.

http://www.bigorrin.org/nez_kids.htm

<http://www.nezperce.org/>

http://www.gonorthwest.com/NativeAmerican/Nez_Perce/nationalpark.htm

<http://l3.trailtribes.org/ShowOneObjectSiteID34ObjectID145ExpeditionID.html>

<http://www.ccrh.org/comm/river/fish.htm>

Students research how many Nez Perce tribal members there were prior to the white man's arrival.

http://serc.carleton.edu/research_education/nativelands/nezperce/culture.html

<http://www.rootsweb.ancestry.com/~idreserv/census.html>

Questions for the link game:

1. If you like picking fruit, take off 3 links.
2. If you hunt with someone in your family or with a friend, remove 4 links.
3. If you go fishing, take off 2 links.
4. The government built a dam, take off 1 link.
5. Too many buffalo were killed by white man, remove 3 links
6. If you have 5 or more people in your family, take off 2 links
7. If you get to spend time with your family over Thanksgiving, take off 1 link.
8. If you like to go to the market, take off 4 links.
9. If you would like to move to a newer house or new neighborhood, take off 1 link.

Name _____

Draw a picture of a special place in or out of the classroom, at your home, or another spot you have visited that you enjoy spending time in.

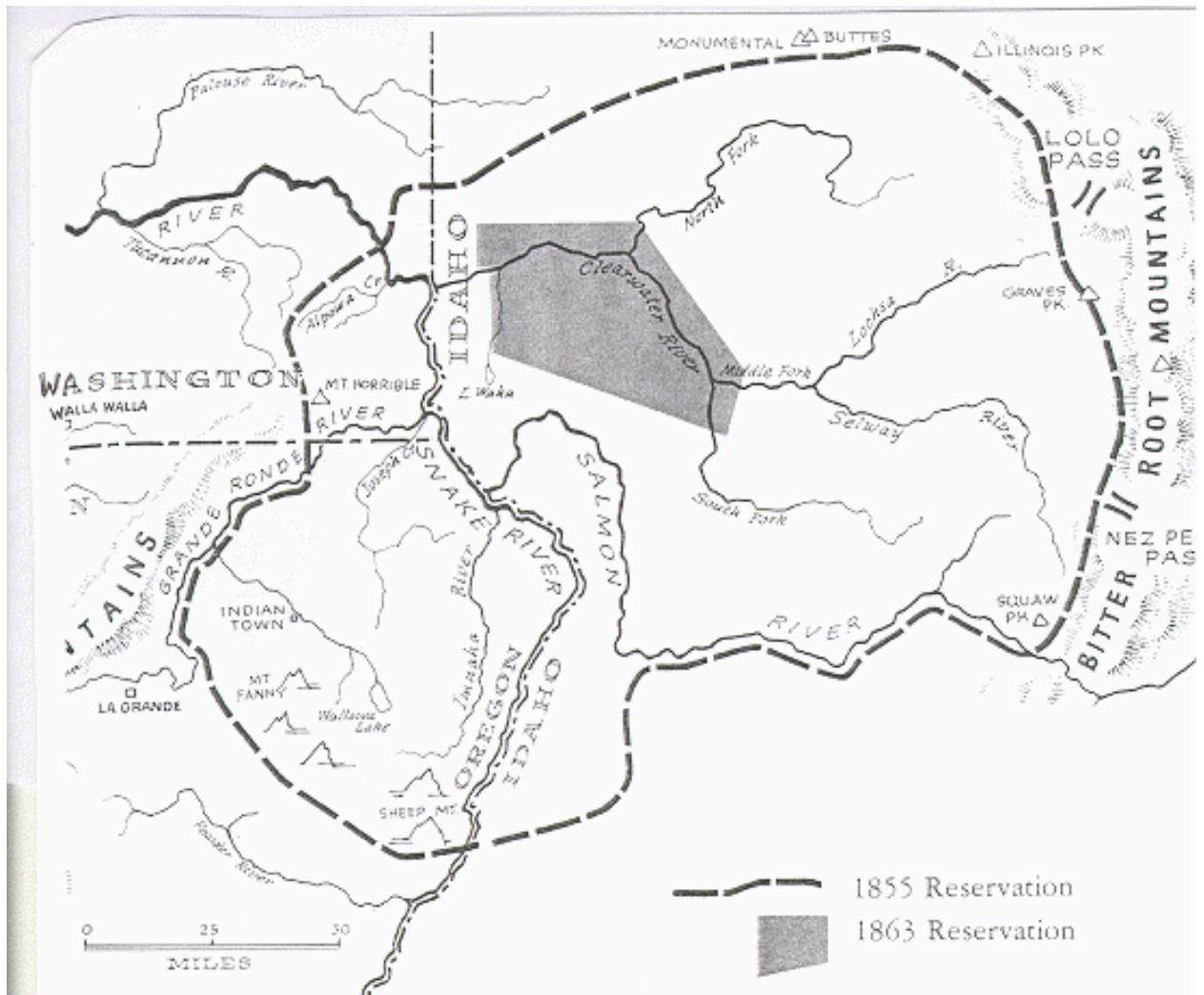
My Special Place

When you are finished with your picture, draw a circle around your special place.

Name _____

Nez Perce Reservation Map to Color

Color inside of the dashed line. Compare that with the shaded area.



Map found at <http://www.rootsweb.ancestry.com/~idreserv/npmap.html>