

TEACHER'S GUIDE

Grades 3 to 6

Cheyenne: Indians of the Plains

Great Native American Nations Series

Subject Areas: Social Studies, U.S. History, Native American Studies, Multicultural Studies

Synopsis: Examines the culture of the Cheyenne Indians and their struggle to maintain their freedom and way of life during the tide of westward expansion. Discusses the leadership of Chief Black Kettle and his efforts to live peacefully with white settlers in the face of hostility from the U.S. Army. Documents the tragic loss experienced by the Cheyenne in the Sand Creek Massacre and the further decline of their culture as their land was opened up for settlement and they were forced to move to reservations.

Learning Objectives:

Objective 1) Students will be able to describe Cheyenne life before westward expansion, including their villages, warrior societies, ceremonies, religious beliefs, and dependence on the Bison.

Objective 2) Students will be able to discuss the encroachment of white settlers on Cheyenne land following the Civil War and the establishment of the Colorado territory.

Objective 3) Students will be able to describe the war led by John Evans and Col. John Shivington against the Cheyenne and Cheyenne Chief Black Kettle's peaceful reaction to it.

Objective 4) Students will be able to summarize the events of the Sand Creek Massacre in 1864 as well as the reactions of both Native Americans and the American public.

Objective 5) Students will be able to discuss the war that followed the Sand Creek Massacre which ended in an attack on Black Kettle's settlement and the relocation of the Cheyenne to a reservation in Western Indian territory.

Objective 6) Students will learn about the life of George Catlin and be able to discuss how he preserved Native American culture in his paintings.

Pre-Viewing Activities:

- 1) Define: plains, teepee, bison, hides, supernatural, ceremonies, rites, potters, raiding, warriors, ritual, settlement, submission, reservation, massacre, ravaged, settlers, alliance, settlement, territory, peaceful resistance.
- 2) Discuss the physical features and climate of the high plains.

Post-Viewing Discussion:

- 1) Describe Cheyenne life before westward expansion. In what specific ways did life change for the Cheyenne when White settlers arrived?
- 2) What was the special significance of the bison in Cheyenne culture and religion? What happened to the buffalo population when White settlers moved to the Plains area? Compare the Cheyenne tribe's use of the buffalo with that of the settlers. How did the over-hunting of buffalo affect the Cheyenne way of life?
- 3) What did the U.S. government want to do with the land held by the Cheyenne? How did the government plan to open the land up for settlement?

- 4) How would you characterize Black Kettle's perception of the United States and White settlers? How would you characterize Col. John Shivington's view of Native Americans? What events could have shaped these leaders' opinions of their neighboring cultures?
- 5) What was the Sand Creek Massacre? Under what conditions did Black Kettle lead his people to Sand Creek? What was the response of the American public to the massacre? The Native American response? How did the actions of the Indian alliance over the three years following the massacre influence White Americans' perception of Native Americans?
- 6) What is peaceful resistance? How did Black Kettle demonstrate peaceful resistance in his interactions with the U.S. government? Was Black Kettle's use of peaceful resistance successful? Why or why not?
- 7) After Col. George A. Custer attacked Black Kettle's settlement, where were the Cheyenne taken? In what ways do you think Cheyenne life changed when they moved to a reservation?

Additional Activities:

- 1) Visit http://artcyclopedia.com/artists/catlin_george.html, which contains links to various gallery websites with George Catlin's paintings. Discuss Catlin's paintings as a class and guide students through a discussion of how his work has preserved Native American cultures.
- 2) Investigate the grassland biome or the High Plains by studying the plants and animals of the area. Assign individuals to research a particular species and report their findings about their species' link in the food chain. As a class, chart a food web that shows how each species is linked. Also discuss the niche of both the American Bison and the Native Americans in the area before westward expansion. The following website contains helpful information about biomes: <http://mbgnet.mobot.org>.

Iroquois: Indians of the Northeast

Great Native American Nations Series

Subject Areas: Social Studies, U.S. History, Native American Studies, Multicultural Studies

Synopsis: Tells the story of how five warring Native American tribes: Mohawk, Oneida, Onondaga, Cayuga, and Seneca, came together to create the great Iroquois Confederation. Shows how the Confederation was affected by the arrival of European settlers and was divided when the tribes fought against one another in the American Revolutionary War.

Learning Objectives:

- Objective 1)** Students will be able to trace the formation of the Iroquois Confederation and the Iroquois Law of Peace.
- Objective 2)** Students will be able to describe the culture of the Iroquois people, namely their social structure, government, and religion.
- Objective 3)** Students will be able to identify how the arrival of European settlers changed Iroquois life.
- Objective 4)** Students will be able to discuss Iroquois involvement in the American Revolution.
- Objective 5)** Students will be able to document the division of the Iroquois Confederacy during the Revolutionary War as well as the relocation of the tribe by the United States government following the war.
- Objective 6)** Students will be able to discuss the legacy of the Iroquois nation, noting how they have contributed to American government and culture.

Pre-Viewing Activities:

- 1) Define: tribe, chief, wampum, wampum belts, confederacy, legacy, council fire, unity, chieftans, clan, clan mothers, matrilineal, vision, peaceful resistance, heritage, democracy
- 2) Ask students to describe Native American life and communities before the arrival of Europeans. Ask their impressions of how Native American life changed after the arrival of settlers.
- 3) The Iroquois collectively call themselves the *Haudenosaunee*, or “People of the Longhouse.” Show students pictures of the long houses built by the Iroquois. Illustrations of the longhouses are available at <http://www.nysm.nysed.gov/IroquoisVillage/> along with additional information about their size and construction.

Post-Viewing Discussion:

- 1) Which tribes formed the original Iroquois Confederation? Why did they form the confederation? Who initiated this alliance? Who became the leader of the Iroquois Confederation and why? How did being a part of a unified group affect the tribes?
- 2) Discuss the influence of Iroquois women. What special roles did they have in Iroquois life and in tribal leadership? How did the female role in Iroquois culture differ from the female role in European culture during the 18th century?
- 3) How did the arrival of European settlers impact the Iroquois? How did trade, relations with neighboring tribes, the Confederation, and social and health issues change with the arrival of the settlers? Why did the Tuscarora tribe join the Confederation?
- 4) How did the Revolutionary War impact the Iroquois? Would the fate of the Iroquois have been different if they had remained unified during the Revolutionary War? If they had remained neutral to the war? If the entire confederation had fought with the colonists?
- 5) How did the Longhouse religion originate? What activities did the three messengers in Handsome Lake’s vision condemn? What did the messengers of the vision call for?
- 6) In what ways have the Iroquois people contributed to American life and culture? What specific cultural exchanges took place between the Iroquois and the European settlers?

How did individuals such as Eli S. Parker serve both the United States and their Native American nations?

Additional Activities:

- 1) Divide the class into five groups, and assign each to one of the individual tribes in the Iroquois nation. Have the students research the meaning of their tribal names, original land inhabited by their tribe, language, government, and religion. In oral presentations, have groups present information about their tribes and identify where each tribe was located on a map. As a class, discuss the boundaries that the tribes had to overcome to become a unified nation, such as differences in language, and culture. Think of how the tribes influenced one another and benefited from the confederation. How does this relate to multiculturalism today in the United States? How do we benefit from exposure to people of different cultures?
- 2) Visit <http://www.nmai.si.edu/exhibits/images/Across%20Borders.pdf>, a website that offers examples of Iroquois beadwork and traces the history of it. Discuss the original purpose of Iroquois beadwork and the purposes it serves today. How has the beadwork changed over the last 400 hundred years? What events have caused these changes in the ancient art form?
- 3) Have students research Iroquois longhouses in the library and on the internet. <http://www.nysm.nysed.gov/IroquoisVillage/> contains valuable information about the history and structure of the houses as well as illustrations of their exterior and interior. After thoroughly researching the houses, have students build dioramas of an Iroquois longhouse. Discuss the symbolic significance of the longhouse to the Iroquois League.

Lakota Sioux: Indians of the Plains

Great Native American Nations Series

Subject Areas: Social Studies, U.S. History, Native American Studies, Multicultural Studies

Synopsis: Chronicles the Lakota Sioux's long struggle to preserve their sacred land and way of life, including Red Cloud's fight to keep the Bozeman trail out of Lakota hunting grounds. Depicts the leadership of Sitting Bull and Crazy Horse in the Battle of the Little Bighorn. Also discusses the rise of the Ghost Dance religion and the Wounded Knee Massacre.

Learning Objectives:

- Objective 1)** Students will be able to describe the culture and lifestyle of the Lakota Sioux before westward expansion, including their religious beliefs and their strong ties to the Black Hills.
- Objective 2)** Students will be able to document the Lakota Sioux tribe's conflicts with the United States over land rights, as well as the various treaties in which the Lakota Sioux lost their land.
- Objective 3)** Students will be able to discuss the significance of the Bozeman trail, built by the U.S. government through Lakota hunting grounds, and the Lakota attacks on anyone on the trail over the following two years.
- Objective 4)** Students will be able to identify the treaty signed by Red Cloud and William Tecumseh Sherman that declared Powder River and the Black Hills unceded Indian territory.

Students will also learn how prospectors in search of gold in the Black Hills disregarded the treaty.

Objective 5) Students will be able to summarize the Battle of the Little Bighorn and the events that followed for the Lakota Sioux.

Objective 6) Students will be able to discuss the rise of the Ghost Dance religion on western Indian reservations and outline the teachings of the prophet Wavoka. Students will also be able to describe the U.S. government's efforts to suppress the movement, which culminated in the Wounded Knee Massacre.

Pre-Viewing Activities:

- 1) Define: westward expansion, conquered, woodlands, plains, migrate, lifestyle, supernatural, visions, Great Spirit, treaty, reservation, expedition, disregard, sacred, violated, surrender, war crimes, uprising, skeptical and legend.
- 2) Discuss the physical features and climate of the high plains.

Post-Viewing Discussion:

- 1) When did the Lakota Sioux settle in the Great Plains? How did the tribe adapt to life in this location? What was the special significance of the bison in Lakota life and religion? What was the significance of the Black Hills?
- 2) What was Red Cloud's response to the U.S. government's request for permission to build the Bozeman Trail through Lakota hunting grounds? Why did the United States want to build the road? Did the United States honor Red Cloud's decision? How did the Lakota respond to this?
- 3) Under what conditions did Red Cloud agree to make a treaty with William Tecumseh Sherman? What agreements were made in this treaty? In what specific ways did both the United States and the Lakota Sioux break the agreements of this treaty?
- 4) Who participated in the Battle of the Little Bighorn? Who won the battle? What happened to the Lakota Sioux after the battle? What happened to Crazy Horse after the battle? Where did Sitting Bull lead his followers? Why did they eventually return?
- 5) What were the basic beliefs of the Ghost Dance Religion? What was the purpose of the Ghostdancers' ghost shirts? Why do you think the Ghost Dance Religion spread so rapidly? Why was the United States government concerned about the movement? What actions were taken by the United States government to prevent an uprising associated with the Ghost Dancers?
- 6) What happened at the Wounded Knee Massacre? How did this impact the followers of the Ghost Dance religion? How did this impact the Lakota Sioux tribe as a whole?

Additional Activities:

- 1) Have students write the story of the Battle of the Little Bighorn from the point of view of Crazy Horse, Sitting Bull or George Armstrong Custer. Guide students to relate their feelings and expectations before and after the battle.
- 2) Hold a debate on whether the Black Hills Mountains should have been opened for mining or left alone because it is a sacred site to the Lakota Sioux. Divide the class into two,

assigning each half to a position on the debate. After groups have brainstormed arguments to support their positions, give both groups an opportunity to present their ideas.

Navajo: Indians of the Southwest

Great Native American Nations Series

Subject Areas: Social Studies, U.S. History, Native American Studies, Multicultural Studies

Synopsis: Explores the unique history and heritage of the Navajo people. Documents their struggle to keep their land and the forced 300-mile journey taken by 8,000 Navajo to the uninhabitable reservation, Bosque Redondo. Also explains how those who survived the Long Walk and the four-year internment at Bosque Redondo were able to return and re-establish themselves on their ancestral lands.

Learning Objectives:

- Objective 1)** Students will be able to discuss the history and culture of the Navajo people, including their deep spiritual and artistic heritage.
- Objective 2)** Students will be able to describe the Navajo people's interaction with the Spanish and Mexicans before the United States claimed ownership of their land following the Mexican-American War.
- Objective 3)** Students will be able to trace the events following the Mexican-American War, including the establishment of Fort Defiance in 1851 and the Navajo attack on the fort.
- Objective 4)** Students will be able to detail Kit Carson's war against the Navajo, which ended in the surrender of nearly all of the tribe.
- Objective 5)** Students will be able to recount the tragedy of the Long Walk, the forced 300-mile voyage to Bosque Redondo taken by 8,000 Navajo.
- Objective 6)** Students will be able to describe the horrific living conditions of Bosque Redondo, where the Navajo were kept for four years, known as the "fearing time".
- Objective 7)** Students will learn about the treaty that allowed the Navajo to return to their homeland.

Pre-Viewing Activities:

- 1) Define: desert, cliff dwellings, hogan, ceremonial, medicine man, sand paintings, and reservation
- 2) On a map, locate the Navajo reservation, located in northern Arizona and New Mexico. Also locate Bosque Redondo, the destination of the Long Walk.
- 3) Ask students for their impressions of Indian Reservations. If any students have visited a reservation, ask them to describe their experiences.

Post-Viewing Discussion:

- 1) Who inhabited the Navajo land before their arrival 700 years ago? Why did the Anasazi leave? Where did they go?
- 2) In what ways did the Navajo adapt to life in their desert environment? What spiritual significance does the land hold for the Navajo people? What plans did the U.S.

government have for the land inhabited by the Navajo? Compare and contrast the Navajo view of land with the European American view.

- 3) Give specific examples of how religion impacted daily life for the Navajo.
- 4) What interactions did the Navajo have with the Spanish? With the Mexicans? What were the Navajo tribe's expectations following the Mexican-American War? Were their expectations met? Why do you think the U.S. government gave citizenship to the Mexicans who inhabited the land and not to the Navajos?
- 5) Why was Kit Carson at first reluctant to fight the Navajos? Why might he have changed his mind? What was Kit Carson's strategy to win the war against the Navajos? How did he and his soldiers carry out this plan?
- 6) Describe conditions at Bosque Redondo. Why was this site chosen as a reservation? How did it differ from the Navajo tribe's native land?

Additional Activities:

- 1) Show students pictures of Navajo sand paintings and discuss the significance of the paintings as a part of ceremonial healing and as an art form. Have students create their own sand paintings that depict an aspect of Navajo culture or history using construction paper, colored sand, and glue. Students may want to focus on a specific event, such as the Long Walk or the Navajo internment at Bosque Redondo.
- 2) Assign groups to read different stories from Navajo folklore and perform dramatic reenactments of the stories for the class. Native American folk stories can be found at <http://www.ilhawaii.net/~stony/loreindx.html>. Navajo stories at this website include Spider Rock and At the Rainbow's End.

Seminoles: Indians of the Southeast

Great Native American Nations Series

Subject Areas: Social Studies, U.S. History, Native American Studies, Multicultural Studies

Synopsis: The Seminoles were a multicultural group of Native American and African American peoples who had fled into the Spanish territory of Florida. When the U.S. acquired Florida, Osceola and Billy Bowlegs led the fight to retain their lands. The Seminoles remain the only unconquered American Indian Nation in the United States.

Learning Objectives:

- Objective 1)** Students should be able to give reasons why the Native and African Americans came together in northern Florida and describe their way of life, beliefs, and traditions during the early and mid-1700s.
- Objective 2)** Students should be able to understand the effects of the Revolutionary War on the Seminole population, land, and security.
- Objective 3)** Students should be able to detail the reasons for, and the results of, Andrew Jackson and his troops invading the Seminoles in 1817.

- Objective 4)** Students should be able to relate the events and circumstances of the Second Seminole War and appreciate the role of Osceola to his people throughout this conflict.
- Objective 5)** Students should be able to summarize the events and circumstances of the Third Seminole War, including details about Billy Bowlegs and his followers.
- Objective 6)** Students should be able to appreciate the qualities of the Seminoles as survivors throughout history, and the significance of them being the only Native American Nation never to have been conquered.

Pre-viewing Activities:

- 1) Define: fled, clan, climate, ambush, maize, reservation, swamp, water moccasin snake, livestock, plantation, confusion, treaty, massacre, multi-cultural, melting pot, and refugees.
- 2) Locate: Florida and its surrounding waters, the Florida Everglades, Spain, Great Britain, Georgia, Virginia, and Oklahoma. Show the route of the Seminoles from Georgia and Virginia to Florida.
- 3) Discuss the physical features and climate of the Florida Everglades. If any of the students have ever been to the Everglades, ask for their descriptions and impressions.

Post-viewing Activities:

- 1) Why did Native Americans and African Americans flee the American and British colonies in the early 1700s?
- 2) What does the Native American word “Simanoli” mean? Why was this a good name for the Native and African Americans that first settled in northern Florida? Describe the relationship between the Native and African Americans during this time. What was life like for these Seminole? What were some of their beliefs and traditions?
- 3) What changes took place in the Seminole Nation as a result of the Revolutionary War in 1776? What new people joined the Seminole? How was the control of their land and personal safety threatened?
- 4) Why were Andrew Jackson and his troops sent to Florida in 1817? What happened to the Seminole villages? How did the Seminoles react? After the fighting stopped, Spain sold Florida to the United States. Then what happened to the Seminoles? What was their life like now? How does this compare to life before the settlers and army troops came to their land?
- 5) Who was Osceola? Why is he so important to the Seminoles? How did he react when the government soldiers wanted him to sign a treaty to move his people west to Oklahoma? What was the result? How long did the Second Seminole War continue? How was Osceola finally captured? What were the circumstances of his death? How did the Seminole people respond when they learned Osceola was dead? When the war ended, how many Seminole remained deep in the Florida swamps? How did they survive there? Where were the rest of the Seminole forced to live?
- 6) Why did the Third Seminole War begin? What did soldiers do to Billy Bowlegs and his people? What did the Seminole do in return? How long did the Third Seminole War last?

Why did it finally end? What happened to Billy Bowlegs and most of his followers? Several hundred Seminole managed to evade the soldiers and go deep into the unexplored Everglades, never to be captured. What did these Seminoles never do that makes them different from all other Indian Nations in the United States?

- 7) What words or phrases would you use to describe the qualities of the Seminole and their leaders throughout history?

Additional Activities:

- 1) Discuss why the early Seminole people are like the multi-cultural melting pot that became America.
- 2) As you go through the Follow-up Questions, develop a chart to compare the First, Second, and Third Seminole Wars. Make five columns, and for each conflict list: 1) when it began, 2) its duration, 3) who was fighting the Seminole (include names of specific leaders for each side), 4) the reasons for the conflict, and 5) the outcomes. Then guide students in a discussion about the similarities and differences between these Wars, and ultimately lead them to draw conclusions and make generalizations about the shared reasons and motives for them. Encourage students to make connections between the Seminole Wars and other historical or current conflicts.
- 3) Divide the class into groups, each representing a Seminole clan. (If age appropriate, have students choose a Seminole clan family name, such as “maize” or “snake.”) Students should work together to choose different jobs and discuss why each one is important to the group. Have each “clan” report on their decisions and explanations through classroom discussion, a “clan” presentation, or by producing one written report with contributions from everyone in the group.

Shawnee: Indians of the Midwest

Great Native American Nations Series

Subject Areas: Social Studies, U.S. History, Native American Studies, Multicultural Studies

Synopsis: Tells the story the Shawnee and their great leader, Tecumseh, who unified many Native American tribes to resist westward expansion into their land. Chronicles the rise of Tecumseh and his brother Lalawithica, the setback of the battle of Tippecanoe, and Tecumseh’s death fighting with the British against the Americans in the War of 1812.

Learning Objectives:

- Objective 1)** Students will be able to describe the social and governmental structure of the Shawnee in the Ohio River Valley.
- Objective 2)** Students will learn about how the Shawnee were impacted by westward expansion and how their land was lost in treaties and sold by some Native American leaders.
- Objective 3)** Students will be able to discuss the role of Tecumseh in unifying Native American tribes to fight for their land and way of life.
- Objective 4)** Students will be able to recount the events of the battle of Tippecanoe, as well as the Battle of Thames, in which Tecumseh died fighting with the British against the Americans in the War of 1812.

Objective 5) Students will learn about the fate of Tecumseh's confederation following his death, as well as that of the Shawnee people, including their relocation to the Oklahoma territories in the 1830s.

Pre-Viewing Discussion and Activities:

- 1) Define: security, prophet, temperance, alcoholism, vow, clans, tribal, valley, treaty, reservation.
- 2) Discuss students' impressions of westward expansion. Why were settlers moving west? How did this impact Native Americans? How did the settlers and Native Americans relate to one another?

Post-Viewing Discussion and Activities:

- 1) Why were the Shawnee named "People of the South Wind"? Why did the Shawnee move to the Ohio River Valley? Describe life in the Ohio River Valley. How did the tribe's structure enable them to survive harsh winters? How did their structure also make them vulnerable to attack?
- 2) On a map, locate the Ohio River Valley, the Ohio River, Prophet's Town (Tippecanoe), Thames, and Oklahoma, discussing the significance of each area in Shawnee history.
- 3) Why was General Mad Anthony Wayne sent to the Ohio River Valley? Why did the U.S. Army engage in war with the Shawnee?
- 4) In what specific ways did the arrival of settlers change life for the Shawnee? How did the Shawnee respond to the encroachment of White settlers?
- 5) What was Tecumseh's purpose in uniting the Native American tribes? How did he motivate tribes to join the confederation? Why was it important that the Native Americans be unified? What happened to the confederation after Tecumseh's death?
- 6) What were the teachings of Tecumseh's brother, Lalawithica? How did Lalawithica help motivate Native Americans to unite and fight against American encroachment into their land? What was his role in the Battle of Tippecanoe? Why did Tecumseh exile him after the battle?
- 7) Why did the Shawnee align themselves with the British in the Revolutionary War and the War of 1812? What did they hope to gain from their involvement? If the British had been victorious in these wars, do you believe the fate of the Shawnee would have been different? Would the British have allowed Native Americans to keep their native lands?

Additional Activities:

- 1) The Native American Confederation fell apart after Tecumseh's death in the Battle of Thames in 1813. Have students write an alternative history of the Shawnee people assuming that Tecumseh did not die and the Confederation remained unified. Guide students to think about Tecumseh's objectives and hopes for the Confederation. How might the history of the Shawnee have been different?
- 2) Have students write journal entries as either a young member of the Shawnee or a young settler. Guide students to write about their feelings about their new neighbors, the raids and the battles, as well as their hopes for the future.

