

NATIVE AMERICA



Teacher's Guide

NATIVE AMERICA: Conflict

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NATIVE AMERICA CONFLICT

Teacher's Guide
Grades 5-8

INTRODUCTION AND SUMMARY

This program gives students a look at various conflicts that occurred between white settlers and Native Americans - including the Black Hawk War, the Whitman Massacre, and the Steptoe Disaster - as the United States government expanded its territory in the 1800s.

CURRICULUM STANDARDS

The design for this program was guided by United States history standards. In accordance with these standards we have attempted to help students:

1. Understand United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.
2. Understand interaction between Native Americans and white society
3. Understand interaction between Native Americans and missionaries.
4. Understand the attitudes and policies of United States government officials.
5. Understand the attitudes and policies of the United States Army.
6. Understand the Native American response to increased white settlement.
7. Understand how early state and federal policy influenced various Native American tribes.
8. Learn about the survival strategies of Native Americans.
9. Learn about the Black Hawk War and removal policies.

TEACHER PREPARATION/INSTRUCTIONAL NOTES

1. Before presenting this lesson to your students, we suggest that you review history and cultural anthropology

books about Native Americans in general, and Native American communities in your region specifically. Native Americans as a whole have a shared history concerning land conflicts, but the various nations, tribes, and cultures are as diverse as the regions they once inhabited. We also advise you to preview the video and review the guide and accompanying blackline masters in order to familiarize yourself with their content. As you review the materials presented in this guide, you may find it necessary to make some changes, additions, or deletions to meet the specific needs of your class. We encourage you to do so, for only in tailoring this program for your class will they obtain the maximum instructional benefits afforded by the materials.

It is also suggested that the video presentation take place before the entire group under your supervision. The lesson activities grow out of the context of the video; therefore, the presentation should be a common experience for all students.

You should also duplicate selected hand-out materials from the blackline masters included in this guide.

2. Set up a “Learning Center” with maps of North America and historical pictures of native people, President Jefferson, Lewis and Clark, Dr. Marcus and Narcissa Whitman, Black Hawk, and Chief Joseph, and other relevant materials that may be available to you.

STUDENT PREPARATION

Before viewing **NATIVE AMERICA: CONFLICT**,

1. Have students explore the “Learning Center.”
2. Introduce or review with your students the meaning of any words from **Blackline Masters #3a-c: Vocabulary** with which they may need help understanding.

PRE-TEST

An optional Pre-Test is provided on **Blackline Master #2**. This test will help you determine the level of student comprehension prior to participating in this lesson. An Answer Key appears on pages 6-8 of this Teacher's Guide.

STUDENT OBJECTIVES

After viewing the video and participating in the follow up activities, students should be able to:

1. Describe United States federal Indian policy.
2. Describe the interaction between Native Americans and white society in the early 1800s.
3. Describe the attitudes and policies of government officials in the 1800s.
4. Describe the attitudes and policies of the United States Army regarding Native Americans in the 1800s.
5. Describe Native American response to increased white settlement.
6. Explain how the United States territorial expansion between 1801 and 1861 affected relations with external powers and Native Americans.
7. Describe how early state and federal policy influenced various Native American tribes.
8. Describe survival strategies of Native Americans.
9. Explain the events that occurred in the Black Hawk War and the removal policies of the United States government.

INTRODUCING THE VIDEO

1. Using a large map North America, point out the growth of the United States in the east and following the Wisconsin River, the Mississippi River, the Missouri River, and the Lewis and Clark route the Northwest Territory.
2. Using a large map of North America, point out the states of Missouri, Wisconsin, Oregon, and Washington.

Hand out **Blackline Master # 1: Video Quiz**, **Blackline Master#5: Crossword Puzzle**, and **Blackline Masters #7a: Growth Map Of The United States**, **#7b: Route of the Lewis and Clark Expedition**, **#7c(1) and #7c (2): Black Hawk War Routes**, **#7d: Location of the Whitman Mission**, and **#7e: The Oregon Trail**.

VIEW THE VIDEO

Running time of the program is 14:00 minutes long followed by an optional Video Quiz.

FOLLOW-UP ACTIVITIES

DISCUSSION QUESTIONS

1. Lead a class discussion about expansion, President Jefferson, and the Lewis and Clark Expedition.
2. Discuss Native American views toward land and the resources on and in the land.
3. Discuss American settlers' view toward land ownership.
4. Discuss the Native American response to settlers who ignored their treaty boundaries and tried to settle on their land.
5. Discuss how difficult it was for military soldiers in the 1800s to defend Native American territory boundaries established by treaties.
6. Discuss why the Black Hawk War was not really a war.
7. Discuss how forcible removal of Native Americans from homelands and restricted life on reservations affected their culture.

BLACKLINE MASTERS

- (1.) **Blackline Master #1: Video Quiz** is a printed version of the questions that appear at the end of this program.
- (2.) **Blackline Master #2:** is a **Pre-Test** that, when compared to the results of the of **Blackline Master #8: Post-Test**, will help you gauge student progress.
- (3.) **Blackline Masters #3a-c** are **Vocabulary Worksheets** that will introduce students to unfamiliar words used in the program, or words pertaining to the subject of the program they may encounter in outside reading. **Blackline Master #3d** is a **Vocabu-**

lary Activities Sheet that challenges students to use some of the words from the vocabulary worksheet presented in this program.

(4.) **Blackline Masters #4a-b: Timeline** delineates some of the important events and figures of the period.

(5.) **Blackline Master # 5** is a **Crossword Puzzle** that challenges students to use some of the words from the vocabulary worksheet presented in this program.

(6.) **Blackline Master #6a: Lewis and Clark, #6b: Conflict, #6c: Collisions Over Land, and 6d: Native Americans and Missionaries** offer students some additional information on the sources of conflict between American settlers and Native Americans, and ask them to consider their own feelings if placed in similar situations.

(7.) **Blackline Masters #7a: Growth Map Of The United States, #7b: Route of the Lewis and Clark Expedition, #7c(1) and #7c (2): Black Hawk War Routes, #7d: Location of the Whitman Mission, and #7e: The Oregon Trail.**

1. Map #7a is a map showing the growth of the United States.

2. Map #7b is a map of the route of the Lewis and Clark Expedition

3. Maps # 7c (1) and (2) show Black Hawk War Routes: (1) Black Hawk route to Illinois and after Stillman's Run, and (2) Down the Wisconsin River and over land to the Bad Axe River and the Mississippi River

4. Map #7d shows the location of the Whitman Mission

5. Map #7e is a map of the Oregon Trail

(8.) **Blackline Master #8: Post-Test** is an assessment tool to be administered after the entire lesson is complete. Contrasting students' results with those of **Blackline Master #2: Pre-Test** should help you gauge overall comprehension of the Student Objectives.

EXTENDED LEARNING ACTIVITIES

A. In order to express and communicate ideas, papers or oral reports could be prepared on the following subjects:

1. The Louisiana Purchase and American territorial expansion
2. Thomas Jefferson
3. The Lewis and Clark Expedition
4. The Removal Act of 1830

5. Native American cultural views toward the land
6. The Black Hawk War.
7. Native American response to white settlement on their land
8. The history and legacy of the Sauk
9. The Oregon and Santa Fe Trail
10. The Whitman Mission and its effects on the Cayuse and Nez Perce
11. The Treaty of 1855
12. The Steptoe Disaster
13. The Nez Perce and Chief Joseph

B. Students could do a local history project to find out what conflicts over land and resources local Native Americans have had and or still have with state and federal governments.

C. As an art project, students could draw pictures to make storyboards recreating incidents that occurred in the Black Hawk War, the massacre at Bad Axe, the Whitman Massacre, or the Steptoe Disaster.

D. In order to gain computer experience, students could surf the Internet to learn about the Lewis and Clark Expedition, Thomas Jefferson, Native Americans, Whitman Mission, the Oregon Trail, Black Hawk, Chief Joseph, and other related topics concerning expansion in the 1800s.

ANSWER KEY

Blackline Master #1: Video Quiz

1. T
2. T
3. F
4. F
5. T
6. F
7. T
8. F
9. F
10. T

Blackline Master # 2: Pre-Test

1. T
2. T
3. T
4. F
5. T
6. T
7. T
8. F

Blackline Master #3d: Vocabulary Activity

1. Louisiana Purchase
2. Lewis and Clark
3. Removal Act
4. British
5. Narcissa Whitman
6. Steptoe Disaster
7. He wanted to see if there was a direct trade route to China.
8. The Removal Act made it legal for the United States to move Native Americans off of their land east of the Mississippi to land west of the Mississippi.
9. It began when Black Hawk crossed the Mississippi River to reclaim his homeland in Illinois. It ends with the massacre of all but 150 of his people at the mouth of the Bad Axe River.
10. They thought he was infecting them with disease so white settlers could have their land.
11. He wanted to move them to reservations and open Washington Territory to white settlement.
12. War of 1812, Black Hawk , American Civil War
13. Cayuse, Sauk, Winnebago, Nez Perce
14. Mississippi, Columbia, Snake

Blackline Master #5 Crossword Puzzle

1 I N C E S T O R
 2 C L A R K
 3 W I S C O N S I N
 4 B I T
 5 S H R I S T
 6 L E W I S
 7 T R E A T Y
 8 M I S S I L I T I A
 9 N A R Y
 10 G
 11 O W A U K
 12 S E T T L E R
 13 J E N S
 14 S T E V E
 15 C H I N A
 16 A R G I N A
 17 L I Z I N G

Blackline Master #8: Post-Test

Fill-in-the-Blanks

1. Louisiana Purchase
2. conflicts land
3. Black Hawk
4. Mississippi River
5. Bad Axe
6. Oregon Trail
7. Steptoe Disaster

True or False

8. T
9. T
10. F
11. T
12. F
13. T

REFERENCE SUGGESTIONS

The Anthropology Outreach Office offers bibliography sources and culturally sensitive advice for teachers on the Web site:

<http://nmnhwww.si.edu/anthro/outreach/Indbibl/bibgen.html>

They offer a free Teacher's Packet on North American Indians: NHB MRC 112, Smithsonian Institution, Washington D.C. 20560

Herb, Angela M., Beyond the Mississippi: Early Westward Expansion of the United States, 1996, Lodestar Books. ISBN 0-525-67503-5

Petra Press, A Multicultural Portrait of The Move West, 1994, Marshall Cavendish Corporation. ISBN 1-85435-658-5

Viola, Harman J., The Smithsonian Chronicle of the North American Indians, 1990, Orion Books. ISBN 0-517-58108-6

NATIVE AMERICA: CONFLICT

Script of Narration

Eddie Benton Benai

He said, “I don’t know what you people in the American Indian Movement are so all fired up for, he said, you know he said we took your land, we stole it fair and square.”

Narrator:

The young United States of America was anxious to expand. In 1803, the United States bought a large parcel of land from France, known as the “Louisiana Purchase.” The following year, President Thomas Jefferson sent his personal secretary, Merriweather Lewis, and Lewis’s Army friend, William Clark, to explore the northwest from the Mississippi River to the Pacific Ocean. Jefferson hoped that the Missouri River easily connected with the Columbia River and would open a passage from St. Louis to China.

Bill Lang:

The people are interesting to Jefferson—very interesting. He wants to know everything that Lewis and Clark can possibly find out about Native Americans. But if you look at the list that he includes in his famous letter of instructions to Lewis, it is the Native Americans’ relationship to each other for the benefit of trade and the potential for that relationship with Americans that seems to drive it hardest.

Narrator:

The Lewis and Clark Expedition helped the United States lay claim to even more land. But this rapid expansion would soon lead to conflicts between new Americans who wanted land to settle and the Native Americans who already lived there. Conflicts fueled by two opposing views of land.

Mark Knipping:

Native people looked on land or real estate as belonging to everyone. And you were free to do what you will. The whole notion of buying and selling land, owning a piece of land, buying a piece of property in your own right was, I think, in the early days, quite foreign to the native people.

Narrator:

In 1830, the United States passed the Removal Act, a law that made it legal to remove all Native Americans living east of the Mississippi River to land west of the Mississippi. Many Native Americans were moved to reservations. This move upset every aspect of Native American life. It was difficult to understand, especially for the 65-year-old Sauk leader, Black Hawk. “My reason teaches me,” he wrote, “that land cannot be sold. The Great Spirit gave it to his children to live upon; so long as they occupy and cultivate it. They have the right to the soil. Nothing can be sold. But such things as can be carried away.”

Donna Stehling:

And even though they weren't suppose to return, they begged Black Hawk, and he brought his people back. And he brought his people back and came to the village, and when he came back to the village he found that the squatters had plowed the burials, and the bones of his ancestors were on the ground.

Narrator:

Black Hawk was infuriated and became determined to reclaim his people's homeland. He sought help from the British, who he fought for in the War of 1812, and believed other displaced Native Americans would join the fight. Black Hawk and close to a thousand of his followers crossed the Mississippi and headed east. The news sent a wave of fear among white settlers throughout the territory.

Mark Knipping:

Black Hawk was attacked numerous times, and when he would fight back, that was evidence that a bloodthirsty Indian was on the loose.

Narrator:

Settlers' fear of Black Hawk mobilized the militia, and the chase known as the "Black Hawk War" began. Black Hawk soon learned he had no allies; if he decided to fight, he would fight alone. With the military strengthening, his people starving, Black Hawk decided to surrender to Major Stillman in Illinois. What followed one author wrote was a monument to human stupidity and error.

Dave Gjeston:

His troops had been drinking all night. They were full of whiskey, and Black Hawk's emissaries arrive under a flag of truce, three of them. But Black Hawk was unsure of their reception, so he sent five scouts to stay on the horizon, to keep an eye on things, to see what was going to transpire.

Narrator:

The militia attacked Black Hawk's peace emissaries and killed two. There would be no surrender. Black Hawk struck back, and this time, the drunken militia turned and ran. When they stopped, the panicked soldiers spread a story of a massacre by thousands of Sauk warriors.

Dave Gjeston:

In truth, only eleven whites were killed in that battle. But that was his first attempt to actually give up and go back to Iowa. He made a mistake. He had all his elders and women and children with him. He was not prepared for battle, and he knew there were a number of troops in pursuit. It was time to quit.

Narrator:

Black Hawk escaped north into Wisconsin. His starving people ate grass, bark, and pack horses to stay alive. The militia continued the chase. Black Hawk thought if he could make it to the Mississippi River, his people could escape to their reservation. The military chased Black Hawk down the Wisconsin, northwest over land to the Bad Ax River. At Bad Ax, Black Hawk believed his people could safely cross the Mississippi. Assured of their safety, Black Hawk left the group to look for Native American allies. But the militia pursued. An American ship opened fire and killed most of Black Hawk's followers in the river as they were trying to surrender. On April 6th, 1832, Black Hawk and his thousand followers crossed the Mississippi, confident they could reclaim their homeland. On August 2nd, only 150 Sauk survived the massacre at Bad Ax. Black Hawk surrendered.

Donna Stehling:

This opened up the Northwest Territory. They surveyed it, cut it up, parceled it off, land office claims, there was a big land rush. Indians were pushed off the lands relegated to reservations, treaty after treaty were ignored. And the damage to their culture and tradition, and the beginning of the westward expansion. So the Black Hawk War is the demise of the Indian life and the beginning of the development of this country, as we know it now. It's somewhat tragic when you take a look at it.

Narrator:

In 1836, Narcissa Whitman was among the first white women to cross the Rocky Mountains. She and her husband, Marcus, established a mission in what today is southeast Washington. Their goal was to convert Native Americans to Christianity. The Whitmans' success of crossing the Rockies attracted others. Three hundred and fifty thousand white settlers would follow what became known as the "Oregon Trail" over the next three decades. The Whitmans had little success converting Native Americans to Christianity. Their mission became a resting place for weary Oregon Trail travelers. By November of 1847, 69 white settlers lived at the Whitman Mission. Many Native Americans resented this growing white population. And many Native Americans were dying of small pox and measles, diseases carried by the whites. Some Cayuse believed Whitman was intentionally infecting them with small pox. On November 29th, 60 Cayuse warriors attacked the mission. Marcus was killed with a hatchet that split his skull. Narcissa was shot, dragged out of the house and beaten to death. News of the Whitman Massacre panicked other white settlers in the region and a series of conflicts between Native Americans and white settlers erupted.

Armond Minthorn:

You know a lot of people called it a massacre, but it wasn't a massacre. What should have termed a massacre was the diseases that massacred our people.

But they don't call that a massacre. What we did was protecting our remaining families and tribe and peoples—that's what we were doing. And that's why Whitman was killed.

Narrator:

In 1853, the United States Congress created the Washington territory and President Franklin Pierce appointed Isaac Ingells Stevens as territorial governor. Stevens told the president he would do two things: Survey a northern route for a transcontinental railroad and make contact with Native Americans. His purpose he wrote the president was to "extinguish title to their lands." Stevens invited Native American delegations to a treaty council in May of 1855. The governor proposed moving all Native Americans in the territory onto reservations. Not all the leaders of the assembled nations agreed with the governor.

Bill Lang:

And it divided the Indian groups within themselves. Because there were some who recognized that the only way to survive and to have any control over their future was to strike an arrangement with these powerful people who had come and had claimed their land, without their approval of course.

Narrator:

Despite the protests, the Treaty of 1855 was signed. Shortly after the signing, gold prospectors invaded Yakima land. The Yakima fought back and killed six miners and an Indian agent. Battles between the settlers and natives of the Washington territory threatened all out war.

Bill Lang:

But it's the settlers and the volunteers who are enjoining the conflict because they want to push the Indians on the smallest portion of land they could possibly push them on so that there's more land for them.

Narrator:

The United States government wanted to avoid conflict between settlers and Native Americans. U.S. Army General John Wool closed a region of Indian land to settlement and ordered white settlers to leave. But when two miners were killed in Washington Territory, a Lieutenant Colonel Edward Steptoe led 159 soldiers onto Native American lands. Steptoe's trespass triggered more violence and what became known as the "Steptoe Disaster" pressured the United States government to change its policy on settlement. United States government agents who were sympathetic to Indian needs and demands were dismissed. The land General Wool closed to white settlers reopened.

Bill Lang

What we see is a very very quick movement toward in some way marginalizing Indian political power, marginalizing the people themselves and incarcerating them. There's no other way to put it

Narrator:

White settlement of Native American lands was unstoppable. Conflicts continued in the Northwest until 1877 when famed Nez Perce warrior Chief Joseph surrendered for the last time. “From where the sun now stands,” Chief Joseph told his starving, defeated people, “I will fight no more—forever.”



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