

# **NATIVE AMERICA: Removal**

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# NATIVE AMERICA: Removal

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**NATIVE AMERICA  
REMOVAL  
Teacher's Guide  
Grades 5-8**

**INTRODUCTION AND SUMMARY**

This program gives students a look at an often-overlooked chapter in American history. We detail the Removal Act of 1830, the Trail of Tears, the 1855 Council in the Northwest, the differences in land use concepts, and how Native Americans responded to United States government policy.

**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 federal Indian policy.
2. Understand the interaction between Native Americans and white society.
3. Understand the attitudes and policy of government officials.
4. Understand the attitudes and policies of the United States Army.
5. Learn about the Native American response to increased white settlement.
6. Understand the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.
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. Native Americans as a whole have a shared history concerning removal 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 and other relevant materials that may be available to you.

### **STUDENT PREPARATION**

Before viewing **NATIVE AMERICA: REMOVAL**,

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** sheet 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. Explain federal Indian policy.
2. Describe the interaction between Native Americans and white society in the early 1800s.
3. Describe the attitudes and policy of government officials in the 1800s.
4. Describe the attitudes and policies of the United States Army.
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 removal policies of the United States government.

## **INTRODUCING THE VIDEO**

1. Using a large map of Europe and North America, point out all the land and territory inhabited by Native Americans east of the Mississippi River.
2. Using a large map of North America, point out the states of Georgia, Wisconsin, and Washington.

Hand out **Blackline Master # 1: Video Quiz**, **Blackline Master#4: Crossword Puzzle**, and **Blackline Masters # 7a: Map of the Early United States East of the Mississippi River and Indian Territory** and **#7b: Map of Locations of Removal Incidents**.

## 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 the rapid expansion of American in the early 1800s.
2. Discuss what it means to marginalize a group of people.
3. Discuss possible reasons why settlers would want to create conflicts with Native American people over land or resources.
4. Discuss the problems a young United States government would have upholding treaty agreements in “Indian Territory.”
5. Discuss how difficult it would be to defend Native American rights if you were a military soldier in the 1800s.
6. Discuss the Black Hawk War and how the Native Americans used the land versus how white settlers used the land.
7. Discuss the effects of forcible removal on Native American people, the loss of lives and their ability to survive as a people.

### 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-b** 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 #3c** is a **Vocabulary Activities Sheet** that challenges students to use some of the words from the vocabulary worksheet presented in this program.

(4.) **Blackline Masters #4a-c: 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 Masters #6a-c: Indian Problem and Native Americans** challenges students to think about the impact of United States Indian policy.

(7.) **Blackline Masters # 7a: Map of the Early United States East of the Mississippi River and Indian Territory** and **#7b: Map of Locations of Removal Incidents.**

1. Map #7a is a map showing the Growth of the United States.
2. Map #7 b is a map showing removal incidents, Trail of Tears, Black Hawk War, and the Treaty of 1855.

(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 Removal Act of 1830.
2. The Lewis and Clark expedition.
3. Military relations with Native Americans in the early 1800s.
4. The reasons and rationale for manifest destiny.
5. The Trail of Tears.
6. The Black Hawk War.

7. The history and legacy of the Cherokee.
8. The history and legacy of the Sauk.
9. Native American cultures and people of the Columbia River Basin.
10. The treaty of 1855.

B. Students could do a local history project and find out where the Native Americans that lived in your area were moved to and if those people and cultures survived western expansion.

C. As an art project, students could make relief maps indicating northeastern and southeastern Native American lands and the states that took over their lands and the location of those reservations west of the Mississippi.

D. In order to gain computer experience, students could scan the Internet and see what they can find out about the expansion of American Territory during the early 1800s. They can look up information on Native Americans in general and reservations in particular.

### **ANSWER KEY**

#### **Blackline Master #1: Video Quiz**

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

### **Blackline Master # 2: Pre-Test**

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

### **Blackline Master #3c: Vocabulary Activities Sheet**

#### Fill-in-the-Blanks

1. paternalism
2. settler
3. treaty
4. policy
5. savage

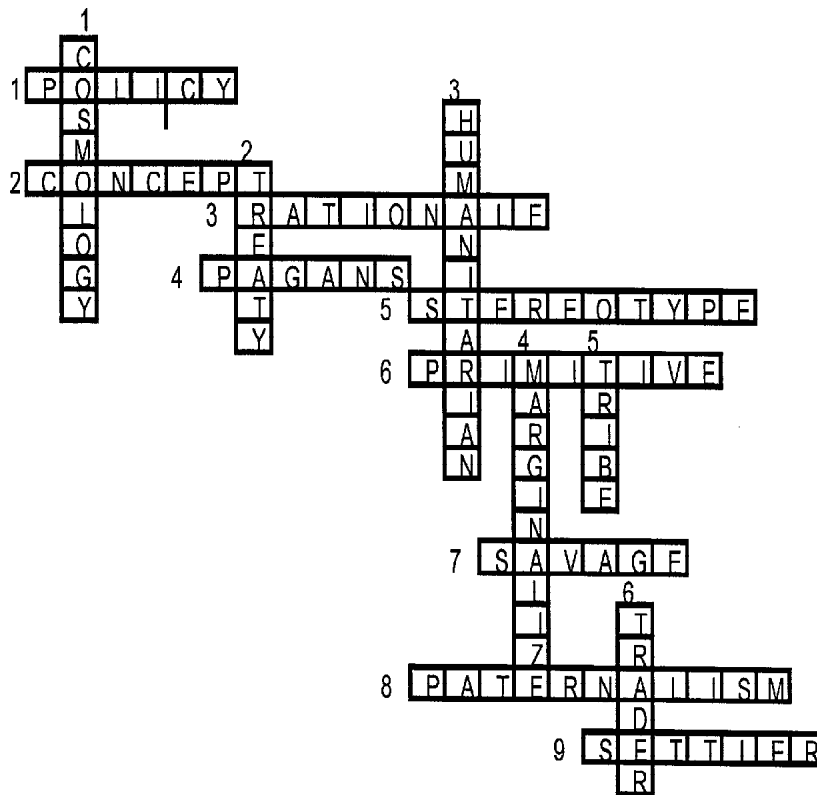
#### Answer the Following

6. Authorized President Andrew Jackson to lands west of the Mississippi River for lands held by Native Americans east of the Mississippi River.
7. The belief in the early 1800s that the citizens of the United States had a God-given right to develop land and exploit resources as it began to expand across the continent.
8. It began when Black Hawk crossed the Mississippi River to reclaim his homeland in Illinois. It ended with the massacre of all but 150 of his people at the mouth of the Bad Axe River.

#### Use the vocabulary list to find the following

9. pagans, savage, primitive
10. Cherokee, Sauk, Winnebago, Yakima.

**Blackline Master #5 Crossword Puzzle**



**Blackline Master #8: Post-Test**

Fill-in-the-Blanks

1. Native Americans
2. savages, primitives and pagans.
3. manifest destiny
4. Removal Act
5. reservations

True or False

6. F
7. F
8. T
9. F
10. T
11. F

## **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

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

## **Native America: Removal Script of Narration**

**NARRATOR:**

Imagine one day you were told by a foreign government that you could no longer live in your home, a home your family lived on for thousands of years. After welcoming strangers and trading with them, many of your people were killed by diseases they couldn't fight. That's exactly what happened to Native Americans in the early history of the United States. It is called removal.

When the United States of America became a nation in 1776, Native Americans were not considered part of it. In many ways they were considered separate nations, not unlike England or France. It was seen as a way to deal with what many saw as the "Indian problem."

**BILL LANG:**

Just the terminology the "Indian problem" tells you a great deal how the government and ordinary settlers saw Indian people. The key thing I think is that they are marginalizing the people.

**NARRATOR:**

Between the Revolutionary War and the Civil War the United States grew rapidly. But this rapid expansion led to conflicts between whites, who were settling the land, and the Native Americans who lived on the land the whites wanted. The policy of the United States was based on the assumption that white settlers should advance and the Indians should withdraw.

**DAVID WRONE:**

As one Winnebago said, the white man, they are like the blades of grass on the prairie, without number. The problem is, how to survive as a tribe.

**NARRATOR:**

Native American lives changed quickly with the arrival of Europeans. Once thought of as traders passing through, Europeans were soon seen as settlers who wanted Native American land.

**DAVID WRONE:**

A dominant European ethnic group the Americans basically English and Western European. They had a concept of the Indian as savages, primitives, pagans, pre-Christian living in a wilderness in a rudimentary form of life. And this is a terrible misconception. The cosmology of these tribes for example are beautiful to behold, exceptionally intricate. And their language is complex. Their social relations very nicely thought out. Their political structures worked beautifully. They knew their land solidly. And they were very, very civilized.

**MARK KNIPPING:**

Oh, kind of a national movement, a Manifest Destiny, call it what you will, where white people were going to take over this vast wilderness. They didn't recognize the native people as people, basically. That they had a culture and a way of life of their own. And they just moved in and took it over.

**NARRATOR:**

How to take the land was the problem for the young United States. Attitudes of white early Americans basically fell into two groups. One favored exterminating Native Americans. The other wanted to treat Indians honorably. They believed Native Americans would eventually adopt a new "American" way of life. This attitude is called paternalism, the idea that the United States should do what is best for Indians according to white norms. Settlers not only wanted Indian land for new homes and farms; they wanted the riches the resources of the land offered timber, gold, and lead. Henry Dodge was once such settler who simply bullied his way onto lead mines owned and operated by Winnebegos in Wisconsin.

**MARK KNIPPING:**

Dodge was still in Missouri. He was elected sheriff of St. Genevieve County, and was indicted by a grand jury for some malfeasance, and his response to this was to beat up the members of the grand jury, so that they would drop the charges and not pursue it. That is how he got along in life.

**NARRATOR:**

Henry Dodge arrived in the Wisconsin territory in 1827 with slaves to work the lead mines and armed men to muscle anyone who disagreed with his plan to mine Winnebago lead.

**MARK KNIPPING:**

Then the army showed up to say that you can't mine here. This is Winnebago land; you are going to have to leave. And Dodge basically defied them. He said that he had made his own treaty with the Winnebago by presenting them with trade goods. And he and his miners could whip any number of regulars they sent over from the fort at Prairie du Chien, and if they wanted to have a go-at-it, let's do it.

**BILL LANG**

And the government's method of handling it was to avoid conflict. And the settlers' way of handling it was to enjoin conflict. It's just the opposite of what most people think. Most people think that it's the military that's doing it, it's not the military. The military is trying to avoid it. But it's the settlers and the volunteers who are enjoining the conflict. Because they want to push the Indians on to the smallest portion of land they can possibly push them to. So that there is more land for them.

DAVID WRONE:

The Winnebagos were faced with ten thousand armed lead miners on their land, and two hundred and fifty warriors. And as the leader of the Winnebagos said, he said, our duty is to see that our children see tomorrow. If we make a stand here, we will be eliminated as a tribe, so we must cede. It is under duress.

NARRATOR:

Hunger for new land pressured the United States government to develop a policy to claim all Native American land east of the Mississippi River.

DAVID WRONE:

The Americans, basically English and Western European, they had a concept of the Indian as savages, primitives, pagans, pre-Christians living in a wilderness, in a rudimentary form of life. And this is a terrible misconception.

NARRATOR:

On May 26th, former Indian fighter, then President Andrew Jackson, signed the Removal Act of 1830. It was now legal for the United States to remove Native Americans from their homelands.

DAVID WRONE:

We don't look upon that as wrong. We look on that as humanitarian, because shouldn't these people have a good life, as savages out there hunting game and so forth? So let them go hunt game, and we'll take their land.

NARRATOR:

Removal was by treaty. The United States paid for the land and asked experienced fur traders to help negotiate the treaties. Since the fur trade began, traders used credit to do business. It was common for traders to pay Native Americans with goods in the fall and wait to be paid with furs in the spring. It seldom failed. To speed up removal, the government guaranteed all debts owed by Native Americans to the traders would be paid. Traders immediately inflated these debts lying about how much the Native Americans actually owed. As treaties were signed, the government paid traders. Many traders made a fortune at the treaty table. Government got the land. And Native Americans were removed from their homes.

DAVID WRONE:

And yet we misconceived it. We misconceived it. We came in with our stereotypes, our prejudice. And these were formed by the history of the United States. It also connected with the seizure of the lands of these tribes. You know it's a pretty dreadful thing to take from the Menominee, to take 15 million acres of land and leave them with 250 thousand acres of the worst part of it. And you have to have some sort of rationale for doing that.

**NARRATOR:**

With removal now an official policy of the United States government, the journey of thousands of Native Americans east to west continued throughout the 1830s. Not everyone left peacefully. Disappointed with his tribe's removal to Iowa, Sauk Chief Black Hawk recrossed the Mississippi in 1832, hopeful he could reclaim his people's homeland. What followed was called the Black Hawk War. It was more chase than war as troops chased Black Hawk and his people up through Illinois, through Wisconsin, down the Wisconsin River to the Mississippi. Black Hawk left the group to find allies to join his fight. At the mouth of the Bad Axe River Black Hawk's people, many elders, women and children were massacred trying to surrender. In 1838, 14,000 Cherokees in Georgia and Tennessee were forcibly removed from their lands by 7,000 US soldiers and sent to what is today Oklahoma. All they took is what they could carry. It was called the Trail of Tears. Four thousand Cherokees died along the trail and as many as a thousand escaped. Seven million acres of land that used to belong to the Cherokees now belonged to white settlers. Yet white settlement was not confined east of the Mississippi. The United States was expanding west. Settlers soon began traveling routes like the Oregon Trail to places west of the Mississippi, lands that had been designated as Indian lands. Now there was competition for these lands too.

**BILL LANG:**

You've got to always remember that the Native American people has already suffered some very significant and traumatic, culturally traumatic episodes, and now they faced the realization that their ability to not only use the resources of the land but to literally live where they had lived before, physically, was going to be compromised.

**NARRATOR:**

When Washington became a territory in 1853, the governor proposed moving the Native Americans who lived there onto reservations. Not everyone agreed with the governor's plans. Among the doubters of the treaty was Yakima chief Kamaikin. Yakima tradition tells of how Governor Stevens brought Kamaikin to a late night private session and tells him, "If you do not accept the terms offered and sign this paper, you will walk knee deep in blood." Kamaikin signed what was called the Treaty of 1855 with an X and bit his lip until it bled.

**EDDIE BENTON BENAI:**

It is a part of Americana. It is part of American history that the intent was to annihilate the Native original people of this part of the world. But that has failed. We are still here.



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