PART I – PRIMARY SOURCE SET – enter the components of your topic-specific primary source set here.

1. **Teacher’s Guide** (title and introductory statement)

   Natives Americans encountering Westward expansion: Encountering cultural differences with the expansion westward for many families. How these cultures often clashed and what resulted from these conflicts: advantages and disadvantages.

2. **Historical Background** (brief background information about the topic of your primary source set)

   After the Louisiana Purchase our nation began to press out westward to expand its territories. To encourage this movement, the Homestead Act of 1862 gave adventurous settlers the advantage of starting with over 150 acres of land free, if they farmed the land in the new territory. Stories of great wealth and prosperity ignited the fires of many men, women and families with the hope of discovering gold in California in the late 1800s. Thirteen new states were added between 1845-1900 alone!

   As a consequence to this expansion, the Native Americans were impacted and often with negative results. These conflicts resulted with an ongoing animosity to the “white settlers” and bloody conflicts between these people groups. Family’s been often left devastated and destroyed in the wake of Tribal Wars with homesteading families or government troops. Native families were forced to leave or be assimilated into the American culture and give up their Native traditions and practices.

3. **Primary Sources** (complete the bibliographic organizer)

   **Title of Primary Source** – Use MLA citation style and record the Digital ID/Permanent URL

   **Annotations for instructional use – how will you use this primary source with your students?**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Flathead childhood (The North American Indian; v.07)</td>
<td>DIGITAL ID</td>
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<td>Image Description</td>
<td>URL</td>
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<td>Northwestern University Library, Edward S. Curtis's 'The North American Indian': the Photographic Images, 2001.</td>
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<td>Immigration: Destroying the Native American Cultures The Changing Face of America: Immigration - Presentation</td>
<td><a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities</a></td>
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<td>Chiricahua Apaches arrival at school</td>
<td><a href="http://cdm15330.contentdm.oclc.org/cdm/ref">http://cdm15330.contentdm.oclc.org/cdm/ref</a></td>
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George Catlin

*The manners and customs of the North American Indians*, 1841

American Art Portrait Gallery Rare Book

Smithsonian Institution [http://www.sil.si.edu](http://www.sil.si.edu).

Students will be able to view this massive gallery of over 400 paintings of the 8 years of travels through Northwestern tribes and their common customs and ways of life before settlers came. Students will be able to discuss what life was like for them in their own native environment.
PART II – STANDARDS AlIGNED LESSON PLAN – develop the following lesson components below.

1. **Lesson Plan Code** (create a code to identify your lesson, for example if your lesson is Social Studies for Grade 5, Period 3 create a code that might look like this: SS.5.3 or SocSt-Gr5-Pd3).

   **SocSt.-Gr2-3NA**

2. **Subject** - Native American Culture and Impact of Change

3. **Grade Level/Course** - Social Studies, Grade 2, Grade 2

4. **Title of Lesson** - Westward Expansion of the United States and the impact on Native Americans

5. **Teacher(s) name(s)** - Charlene Bell

6. **Alignments** (please use all relevant PA Academic and Common Core Standards for your specific subject, ELA, Math, Writing, and Speaking & Listening).

   - ELA C. C.1.4.2T Collaborating with peers in small/large groups
   - C.C.1.5.2C oral responses in group participations
   - C.C.1.4.2U use digital tools to produce writings

7. **Vocabulary**

   Reservation, Settlers, Immigration, Western Expansion, Villages, Teepees, Territories, Communities

8. **Objective(s) for Learning**

   Students will view pictures and writings that show Native Americans before the settlers came and how they lived in villages. Students will view resources of how Native American lives changed after the settlers had come to their territories.
9. ESSENTIAL QUESTIONS (INCLUDES GUIDING INVESTIGATIVE AND OTHER ESSENTIAL QUESTIONS)

After viewing the primary resources showing cultural changes for Native Americans, write a paragraph in which you compare Native American children before the settlers came and what direct changes had a lasting impact on their culture. Be sure to support your position with evidence from the texts.

10. DURATION

The entire unit will be 4 class periods (45 minutes each). The primary resources will be utilized throughout the unit.

11. MATERIALS

Library resource books:

Eyewitness and DK Multimedia books: Menominee, Chickasaw, Cherokee, Pueblo, Sioux, Little House On the Prairie: Laura Ingalls Wilder; Trail of Tears

Worksheet handouts: Native American Village; Teepees, Canoes, Pattern Strips; Native Children

Video: Discovery Education:

12. INSTRUCTIONAL STRATEGIES (INCLUDE THE WHERE TO AND STRIPLING MODEL OF INQUIRY AS YOU DESCRIBE YOUR INSTRUCTIONAL PROCEDURES)

Introduction: Students will look at picture of Native Americans and I will ask, “who are these people” and “are there Indians still living today?”
Lesson 1: Hook: Students will watch Discovery Education’s American History: Elementary Video Adventures: Native Americans
- Express: Students will color pictures and design patterns after discussing what types of articles Native American children used in their villages
- Reflect: Each group will discuss and design their village after viewing the video and looking at books.
- Reflect, Rethink: Students will share with each group what they discovered about their village life and how the Native American children participated in daily life.

Lesson 2: Hook: Students will listen to and examine resources of Journal Pages of settlers encounters with Native Americans.
- Organize: I will ask students, “what did the settlers think about the Native Americans” and “what kind of problems did they encounter.” “What can you say about how each group felt about each other?”
- Experience: We will read the final 3 chapters of Little House On the Prairie and discuss how the War between the Settlers and Indians forced Pa and the family from their home.
- Express: Students will color a map of the Western Territory where the settlers moved into and chart what tribes were already there.

Lesson 3: Students will look at pictures of Indian Reservations and settlement camps.
- Hook: We will read Trail of Tears and talk about how Native American families lost their lives, homes, territories in settlement cases.
- Reflect: Students will reflect on how they feel about the forced movements and what they think could be solutions or other ways the problems of wanting territory could be solved.

Lesson 4: Hook: Students will view pictures of Native Americans in established schools, Reservations and cities.
- Reflect: Students will compare and discuss what differences they notice.
- Rethink: Students will talk about what they like or dislike about how they changed.
- Students will identify what Native Americans do to retain their traditional practices and beliefs.
- I will ask these questions for students to discuss together and make their opinions:
  - Do you think the changes they made were their choices or they had to do them?
  - Do the children and families look happy in their new environments?
  - Do you think things were unfair, if yes, what?
  - How do you feel for the Native Americans? How do you feel for the settlers?
  - Can you see benefits that both groups brought to each other?
  - Should the Native Americans keep their traditions and change? How?

Hook: We will watch a final video: 5 point quiz follows
Discovery Educations: American History: Native Americans Today
Students will discuss what Native Americans have accomplished today.
- Rethink: We will talk about the video and talk about what Native Americans are like today.
- I will revisit the question, “are there Native Americans today?” and they will be able to say yes!
- Organize: What are they like, what are they doing, and have they regained any of their native traditions?
- What evidences that they see in the movie.
PART III – Assessment – develop a performance task and rubric.

Final Assessment:
Each group will decide:
Do you think the Native Americans were happier and better off before the settlers came or after they came.

Students will write a poem or draw a picture about what changes happened expressing how they feel about them as a final group project. They will illustrate their viewpoint with the writing.

<table>
<thead>
<tr>
<th>Score Levels</th>
<th>Content</th>
<th>Conventions</th>
<th>Organization</th>
<th>Presentation</th>
</tr>
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</table>
| 4            | ▪ Is well thought out and supports the solution to the challenge or question  
▪ Reflects application of critical thinking  
▪ Has clear goal that is related to the topic  
▪ Is pulled from a variety of sources  
▪ Is accurate | ▪ No spelling, grammatical, or punctuation errors  
▪ High-level use of vocabulary and word choice | ▪ Information is clearly focused in an organized and thoughtful manner.  
▪ Information is constructed in a logical pattern to support the solution. | ▪ Multimedia is used to clarify and illustrate the main points.  
▪ Format enhances the content.  
▪ Presentation captures audience attention.  
▪ Presentation is organized and well laid out. |
| 3            | ▪ Is well thought out and supports the solution  
▪ Has application of critical thinking that is apparent  
▪ Has clear goal that is related to the topic  
▪ Is pulled from several sources  
▪ Is accurate | ▪ Few (1 to 3) spelling, grammatical, or punctuation errors  
▪ Good use of vocabulary and word choice  
▪ Information supports the solution to the challenge or question. | ▪ Multimedia is used to illustrate the main points.  
▪ Format is appropriate for the content.  
▪ Presentation captures audience attention.  
▪ Presentation is well organized. |
| 2            | ▪ Supports the solution  
▪ Has application of critical thinking that is apparent  
▪ Has no clear goal | ▪ Minimal (3 to 5) spelling, grammatical, or punctuation errors  
▪ Low-level use of vocabulary and word choice | ▪ Project has a focus but might stray from it at times.  
▪ Information appears to have a pattern, but the pattern is not consistently carried | ▪ Multimedia loosely illustrates the main points.  
▪ Format does not suit the content.  
▪ Presentation does not |
1. Informal assessments: oral discussion and group participation

1. Formative Assessment (Performance Task & Rubric)

   A. Coloring pages, pattern worksheet

   B. Video quiz: students will answer 5 questions about the content of the 2 videos.

   C. Final project: Poem or and Poster/Pictures made by group