

5th Grade US History: The American Revolution: A Tribal Perspective

I. When House Bill 1495 was passed by the Washington State legislature in 2005, a powerful opportunity for teachers arose. The state officially recommended inclusion of tribal history in all common schools. Since Time Immemorial: Tribal Sovereignty in Washington State is the result. This curriculum uses three approaches:

a. An inquiry based approach with five essential questions:

- i. How does physical geography affect the distribution, culture, and economic life of local tribes?*
- ii. What is the legal status of tribes who negotiated or who did not negotiate settlement for compensation for the loss of their sovereign homelands?*
- iii. What were the political, economic, and cultural forces consequential to the treaties that led to the movement of tribes from long established homelands to reservations?*
- iv. What are the ways in which tribes responded to the threats to extinguish their cultures and independence, such as missionaries, boarding schools, assimilation policies, and the reservation system?*
- v. What have tribes done to meet the challenges of reservation life? What have these tribes, as sovereign nations, done to meet the economic and cultural needs of their tribal communities?*

b. A place-based approach—Our approach encourages teachers and students to address the essential questions in the context of tribes in their own communities.

c. An integrated approach—Teachers choose how much time to spend on tribal sovereignty content to complete their units throughout the year. The integrated approach provides three levels of curriculum for each of the OSPI recommended social studies units, each level building on the last. Where appropriate, units build toward successful completion of Content Based Assessments (CBA).

II. Synopsis

A. Level 1: (Approx. 3, 40 minute class periods)

- 1. Students will create a "Sacred Space" map and compare it to the concept of Sacred Space for Indian Nations.*
- 2. Students will complete the vocabulary activity as they read "The Fight for Independence for the Tribal Nations of North America."*
- 3. Students will respond in writing or in discussion to the study questions immediately following the reading of "The Fight for Independence for the Tribal Nations of North America" to demonstrate understanding of Essential Questions 1 and 2 and Guiding Questions 1 and 2.*

B. Level 2: (Approx. 2, 40 minute class periods in addition to Level 1 for a total of 5, 40 minute class periods)

- 1. Students will use the provided placards to represent significant events that lead up to the American and Indian Wars for Independence (Teachers will need to use their existing curriculum to create placards for American Revolutionary causes OR use the accompanying template to have student groups complete before this activity)*
- 2. Students will be provided with a matrix of American or British Indian allies.*
- 3. Students will create a graphic organizer** that lists either Indian or Colonial reasons for their fight for Independence.

4. Students will create a timeline of events that lead up to either the Indian or American Fight for Independence. (If you plan to make contemporary connections, the Israeli-Palestinian Conflict would work. The particulars and background will not be provided in this curriculum, but there are child-friendly resources available: <http://www.socialstudiesforkids.com/articles/worldhistory/palestinianisraeliconflict1.htm>) Why do the Palestinians want to be free from Israeli dominance? Have their sacred homelands returned to them?

a. *It will be important to know that the Indian fight began as soon as this land was "claimed," and did not really end until the war of 1812. It is important to note that the fight for Independence continues to this day. The "wars" are fought in courtrooms, not on battlefields.)

b. **Optional (In preparation for Level 3 CBA): Students will create a Venn Diagram** comparing the similarities and differences between the American and Indian fights for independence (include the Israeli-Palestinian Conflict if you are making current connections).

c. **Similarities:**

i. British were encroaching on the personal rights of Colonists

ii. Britain and United States encroached on the personal rights and homelands of Indian Nations.

C. Level 3: (Approx X, 40 minute class periods in addition to Levels 1 and 2, for a total of X weeks)

In addition to Levels 1 and 2, students will analyze/evaluate Essential Questions 1 and 2 and Guiding Questions 1 and 2 by completing the Causes of Conflict CBA.

II. Task for the Elementary Unit: US Independence: The Tribal Perspective

A. Teaching goals per level:

1. Level 1: Students understand the how Indian involvement in the American Revolution affected the future of tribal sovereignty and homelands. Students ask questions through the remainder of the teacher's unit *without prompting* regarding effects of the Revolution on tribal sovereignty.
2. Level 2: Students compare the similarities between the struggles for Independence of the Indian Nations, the US Colonies, and (if the teacher chooses) another contemporary struggle, such as the Israeli-Palestinian Conflict.
3. Level 3: Students analyze the causes of the American Revolution from historical, geographic, economic, and civic perspectives by...

- a. identifying the background of the conflict, including interactions among colonists, the British, French, and Spanish Empires, and Tribal Nations;
- b. demonstrating causes of the conflict, including those causes related to displacement and disregard of the sovereignty of Tribal Nations; and
- c. identifying on a timeline events related to the conflict, including tribal alliances with the British, French, and the newly formed United States.

B. Essential Questions:

1. How did events leading up to the American Revolution affect tribal sovereignty?
2. How did the United States' victory over the British affect tribal sovereignty?

C. Guiding Questions:

1. What key events led to Colonial and Tribal hostilities and violence toward each other?
2. How did the outcomes of those events affect tribal sovereignty and US-tribal relations?
3. Why might tribal nations be depicted as 'bystanders' during the American Revolution? (More 'noble' to fight for political and religious freedom than it is to fight to take someone else's property.)
4. Why might Indian Wars before and during the American Revolution also be considered Wars for Tribal Sovereignty or Tribal Independence? Tribes lost their land, their freedoms, and the ability to completely govern themselves and live according to their lifeways as a direct result of the American Revolution and events leading up to it.)

D. Prep Work and Teaching Tips per level (Checklist)

1. Level 1

- a. Read Willard Bill's "The Breaking of the Sacred Circle," pages 1 – 13. This will prepare you to address Take the time to first complete the Sacred Space assignment. Assign the creation of the map of the Sacred Space as homework—you will be surprised at the detail that students use to complete a representation of a meaningful place.
- b. Reread *On Sovereignty: Tribal Homelands* (INSERT LINK) to either review or acquaint yourself with the significance of tribal homelands and lifeways and how they illustrate tribal sovereignty.
- c. Make sure you prearrange with a student to either create a "dummy" Sacred Space map or allow you to destroy the map s/he creates. Do this before students go home to complete their maps.

- d. Create your own Sacred Space Map to show both as an example and as part of your lesson (see below for details).
- e. Completing the vocabulary activity as a class will take more class time, but assessment will occur as students complete the activity, thus eliminating time-consuming teacher-correction. If you are very short on time, have students complete the activity sheet while reading, assign each student one vocabulary term for which to be responsible, or distribute a completed vocabulary sheet to each student as a reference. These terms are used throughout the unit, and so being able to explain each term immediately is not necessary. Option: Use this activity to have students practice dictionary skills, in which case the lesson will take about twenty minutes longer.
- f. Stop frequently while reading the article to ask comprehension questions.
- g. The article is purposefully short. Also provided, however, is an article in a format whose space allows for student questions, notes, predictions and connections.
- h. Use this article to introduce or reinforce Cornell Note-Taking (See X)

E. Detailed Protocol, explaining establishing/developing relationships with local tribes (To be developed)

III. Process

A. Level 1

Steps 1 – 5 should take :10 - :20) *Provide a "Sacred Space Map Assignment" sheet for each student.

1. Introduce your American Revolution Unit as you typically would. Explain to your students, however, that in order to understand all the causes and consequences of the American Revolution, they must also consider the perspectives of the tribes who lived in the land the British colonized. Tell them you intend to include the tribal perspective as you teach them about the founding of our country.
2. For tribal nations, their sovereignty means much, much more than the ability to govern themselves and where they live. Tribal Sovereignty revolves around their lifeways, traditions, religion, how they live *with* nature, rather than dominate it. (See Willard Bill's *The Breaking of the Sacred Circle* and/or review the Native Homelands Unit if necessary.) Their homelands are sacred and it is

their responsibility to care for it.

3. Announce that students will create their own Sacred Space to try to understand the impact the Revolution had on tribal people.
4. Ask students to think of a place that is very, very important to them. This is typically a bedroom, but could also be a favorite, private place they go to play or think. It might be countries where they are from, places they have visited, camped in, or other places. Encourage them to think about *why* it is important to them. This is *their sacred space*.
5. Show your Sacred Space map as an example.
6. Homework: Students will create a map of their sacred space. Encourage students to be as careful and detailed as possible. This might be an opportunity to introduce or reinforce map skills, requiring a legend, borders, labels, title, direction, and scale. It is a good idea to limit the size to 8 ½ x 11 inches. Distribute any materials students will need for this assignment. **Important: After you have given the assignment, identify one or more students who will be able to help you “trick” the class. They will allow you to rip apart their maps, or, if they find it is too important for them to allow you to destroy it, ask them to create a “dummy” map for you to tear.**
7. Have students share their maps and why they are special. They can read what they wrote on the back of their maps to explain why these places are special. Be sure to praise students on their work.
8. Circulate throughout the room as you praise and select your pre-arranged student’s map as one you especially like. Hold it up to show the class. Show a particular part of the map (though it doesn’t matter which part) that you especially like, and you’d like to add it to your map. Say something like, “Oh, I really love *this* part, don’t you? In fact, I would really like to have it. Can I?” The student should look surprised and say, “No.” You should persist, “Oh, come one. I just want this part.” Tear that portion of the map. The student should look shocked and hurt. The students will certainly be shocked, and will look immediately to that student. And you should respond by saying something like, “What? What’s the big deal? I only took *part* of it!” Allow your students to respond.
9. Let your class in on the trick, and connect their reactions to how tribes must have felt when non-tribal people began settling on their land and claiming it as theirs! Explain that tribal nations were part of the American Revolution, too

10. Project the QuickTime movie that shows a map of the US Colonies and Eastern tribal nations.
11. The first map shows an outline of the US Colonies. Ask students, "How many countries do you think there are in this map?" Answers vary, and it will be interesting to hear how students defend their numbers, whether they're shot in the dark guesses or those based on prior knowledge or reasoning.
12. Click your mouse to advance to the overlay map of the Indian Nations of the area. Announce that, actually, there were more than 35 independent countries or nations that were in existence *long before* any British, Norse, or other **non-indigenous** populations set foot on the continent that was to be known as North America.
13. Announce that your study of the American struggle for independence also includes the struggle for American *Indian* independence during the same time. The 13 Colonies were within the territories of over 35 countries; *why do you think they have been excluded from the telling of the American Revolution?*
14. Time permitting, play a guessing game to review the characteristics of a civilization, such as a common belief or goal, form(s) of religion, art, governmental structure, laws, domestic and political security, etc. (if this is not prior knowledge)
15. (: 20) Complete the vocabulary activity individually, in groups, or as a class.
16. (: 20) Read aloud the article *The Fight for Independence for the Tribal Nations of North America*.
17. Gauge the level of surprise or incredulity of your students upon discovering that the assertions in the Declaration of Independence might either be untrue, biased, or incomplete. How do they feel? What does this say to them about history in general? More pointedly, how does this expand the idea that tribal nations were, in fact, the governing nations of their areas, and that these governments were ignored and excluded from events and decisions that directly affected their tribal sovereignty.

B. Level 2:

1. Materials needed:
 - a. Masking or Painters' Tape
 - b. Placards on Causes of American Indian Fights for Independence
 - c. Student-created placards completed within the context of the teacher's unit (use links and directions on Placard 7)

2. Break the students into two groups: all looking at reasons for the fight for independence.
3. One group represents tribal nations and the other, the colonists.
4. In each group are subgroups, each of which is handed a placard to study and "Become The Expert" on that particular event. Each group should prepare to share with the rest of the class a brief summary of the event and how it contributes to hostility and/or war.
5. Distribute the Indian allies handout.
6. Put tape on the classroom floor that represents Indian Country and Colonial boundaries set in the Proclamation of 1763.
7. Place ½ of the Indian Nations group in the Colonial Side and ½ in the newly established "Indian Country."
8. Place all the Colonists on the eastern side of the boundary (tape).
9. Set the Scene: Make sure students know the following factors before taking part in this activity:
 - a. Colonists are angry with the Indians near them, even if those particular tribes were on their side during the French and Indian War.
 - b. Colonists see the rich Ohio Valley as one of the "spoils" of the French and Indian War and want to settle it. They're angry over the King's Proclamation of 1763, forbidding them from settling that fertile valley.
 - c. Many British Governors are angry as well and do little or nothing to stop Colonists from trespassing into Indian Country.
10. Each side takes turns summarizing the event on their placard.
11. As each event is explained, ask students how they feel as tribal people and colonists.
12. If there are forcible moves of tribal people or colonists as a result of the event, the teacher will choose members of the affected group(s) to move (become displaced) elsewhere, or go sit down (are killed by whatever the event dictates).
13. Soon students will realize that the line drawn by the Proclamation of 1763 is no longer a legitimate boundary and more hostilities and violence will emerge.
14. Wrap-Up: Class Discussion:
 - a. What did you learn about Indians during the Revolution? About Colonists? About the British?
 - b. What seems to be the PRIMARY reason for the Revolution? (Land Grab)
 - c. Why would Indians try to stay out of the Revolution?

C. Level 3 CBA Causes of Conflict

- D. Activity:** Students will present their arguments to these possible topics, arguments, issues, or questions in the form of a persuasive essay, PowerPoint, iMovie or MoveMaker movie, or other visual project.

Suggested Directions for Teachers – Elementary CBA (from OSPI)

Revisit Unit Essential Questions:

1. How did events leading up to the American Revolution affect tribal sovereignty?
2. How did the United States' victory over the British affect tribal sovereignty?
- 3.

Discuss how these questions are relevant to students' lives?

1. The events leading up to the American Revolution and the United States' victory over the British defined how the United States treats with Indian tribes in our geographic area today.
2. The focus of land ownership as a major cause of the Revolution puts into perspective the reasons for tribes siding either with the British or the United States.
3. Students can empathize and connect with fighting for one's home as reasons for Indian actions and reactions before, during, and after the American Revolution

Revisit Student Responses to Guiding Questions:

1. What key events led to Colonial and Tribal hostilities and violence toward each other?
2. How did the outcomes of those events affect tribal sovereignty and US-tribal relations?
3. Why might tribal nations be depicted as 'bystanders' during the American Revolution? (More 'noble' to fight for political and religious freedom than it is to fight to take someone else's property.)
4. Why might Indian Wars before and during the American Revolution also be considered Wars for Tribal Sovereignty or Tribal Independence? Tribes lost their land, their freedoms, and the ability to completely govern themselves and live according to their lifeways as a direct result of the American Revolution and events leading up to it.)

Key Concepts, Vocabulary, & Background Knowledge

Select a topic, issue, event, or question related to the CBA. Use it as a model to help students understand the key concepts related to the CBA. *Use the Boston Tea Party or Boston Massacre*

*See glossary on page p. 77 of the Social Studies GLE document for definitions of key terms and concepts: <http://www.k12.wa.us/CurriculumInstruct/SocStudies/pubdocs/SocialStudiesGLEs.pdf>

Review the background for the topics, issues, events, questions, and concepts related to the CBA.

Have a discussion about topics, issues, events, questions, and concepts related to the CBA.

Inquiry

Determine the level of choice for students in selecting the topic, event, issue, or question for the assessment. You might limit student choices, choose for them, or allow them to choose and/or create their own topics.

Suggested topics/issues:

The American fight for independence was also an American Indian fight for their own independence and tribal sovereignty.

OR

Why did some Indian tribes side with the United States during the American Revolution?

OR

Why did some Indian tribes side with Great Britain during the American Revolution?

OR

What were the economic, geographic, civic, and historical factors that led to Indian involvement in the American Revolution?

OR

How could the conflicts between Indian tribes and the United States have been avoided and the sovereignty of all nations protected, established or maintained?

OR

It would have been possible/impossible for the sovereignty of the newly formed United States and the tribal sovereignty of Indian tribes to coexist.

Have the students brainstorm stakeholders related to the topic, event, issue, or question.

Colonists in general

Specific Indian Tribes (dependent on tribal and colonial locations and relationships with non-Indians)

Loyalists/Tories

Patriots

Have the students brainstorm relevant sources.

Use placards as a starting point. Suggestion: While Wikipedia should not necessarily be used as a credible source, students can use the contents to find keywords in their searches to find accurate, reliable information.

Model how to locate information about the topic, event, issue, or question and the multiple perspectives on

it using pre-selected sources (newspapers articles, websites, etc.).

See the following bundled websites: <http://delicious.com/shana.brown/bundle:American%20Revolution>

<http://www.washingtonhistoryonline.org/treatytrail/teaching/cause-effect.htm>

Have students look at sources related to the topic, event, issue, or question and the multiple stakeholder perspectives. This can be done as a whole class activity, in small groups, or individually and with pre-selected resources or student generated research. Students can be assigned stakeholder roles for in-depth research.

Model how to document the sources of information properly (see rubric).

Discussion

Hold a class discussion on the topic, event, issue, or question. Use the CBA Graphic Organizer as a discussion organizer. Link to "support materials" in the Causes of Conflict Elementary CBA website: <http://www.k12.wa.us/Assessment/WASL/SocialStudies/default.aspx>

Determine a type of public forum to hold with the class. Students can keep notes (see graphic organizer provided) on stakeholder perspectives, their positions, and their reasons. Some options for the forum are:

The Gallery Walk from Level 2 Activities

A town meeting on the topic, event, issue, or question with the stakeholder positions represented (if relevant)

Hold a debate with students role-playing multiple perspectives.

Hold a summit with discussion around the multiple perspectives.

Conduct a Socratic Seminar.

Organization, Synthesis, Position & Presentation

Introduce students to the assessment task, including the "Student Directions" page and the rubric

Have students use their inquiry notes and research to complete the final product graphic organizer.

Have students develop an initial draft of a coherent paper or presentation that address all aspects of the rubric.

Allow students opportunities to receive feedback on their paper or presentation for any aspects of the paper or presentation not scored on the rubric, such as conventions.

Have students complete a final form of their paper or presentation.

Score student's final work using the rubric and/or the scoring matrix.

Consider opportunities for students to present their work to a meaningful audience.

Teachers integrating writing with social studies are encouraged to use one of the WASL checklists with students.

IV. Conclusion—If you and your students are successful, you will

A. Extension Activities

B. Signs of Success (Indicators)

1. Throughout the unit (regardless of level(s) taught) students will continue to question, "How did this affect the Indian tribes?"
- 2.

V. Evaluation

A. Assessment Per Grade Level

1. Level 1

- a. Correct responses to study questions that follow the "American Revolution in Indian Country" *On Sovereignty* newsletter.
- b. No Rubric

2. Level 2

- a. Successful completion of organizational graphic
- b. Use Causes of Conflict CBA Rubric

3. Level 3

- a. Successful completion of the Causes of Conflict CBA
- b. Rubric in CBA Support Documents folder

VI. Teacher

A. Grade Level Expectations (To be added later)

B. Content-Based Assessments (Causes of Conflict (see above)

C. Curriculum Map (See "About the Project" page in the <http://tribal sovereignty.pbwiki.com> wiki

D. Resource and Materials List

1. QuickTime Movie of US Colonies and Eastern Tribal Nations in the 1700s (Click here)

2. *The Breaking of the Sacred Circle* Willard Bill (INSERT LINK)

3. Drawing paper and markers, colored pencils, or crayons

E. Map of Reservations by County and School District Proximity (Click here)