Students will demonstrate knowledge of key events in American Indian history and how these events relate to the current land tenure of American Indian tribes and individuals.

RATIONALE
Modern Indian land tenure is a result of centuries-long history between natives and their colonizers. Huge native land losses were a result of warfare, displacement, assimilation, broken treaties, tax lien foreclosures, congressional diminishment, executive orders, forced evictions, illegal settlement by non-natives and illegitimate sales. Furthermore, highly complex relationships between federal government, tribal governments, and state governments have evolved, created by treaties, legislation, executive orders and court decisions. All of this has had an enormous impact on modern Indian land tenure, which cannot be fully understood without an understanding of the history of American Indian colonization. In addition to exploring the history of domestic colonization and subsequent changes in land tenure, principles of European colonization are further explored in relation to indigenous homeland losses in Canada, Australia, New Zealand, Africa and South America.

Lesson 1: Demonstrate knowledge of the variety of indigenous groups in North America and the relationship between land and culture.

Achievement Goal: Describe how North America is home to many distinct Indian tribes and communities and how these groups established their homelands in every part of the continent. Spell and define the word “indigenous”.

Long before Europeans came to America, Indians, who are the indigenous peoples of North America, lived in every environment throughout continent. From the cold tundra in Alaska to the dry deserts in Arizona, from the wet marshes of Florida to the Eastern woodlands, Indians adapted to and thrived in their home territories. This lesson will teach children about the word
Lesson 2: **Study the arrival of Europeans on the North American continent and the colonization of the “New World”.

**Achievement Goal:** Study the history of the arrival of Europeans in North America, the reasons behind their exploration and colonization of the “New World”. 1 class period

When Europeans explored the globe during the “Age of Discovery” and began to colonize the countries they had “discovered” and claimed, they did so for a number of reasons: to spread Christianity, to reap wealth through trade and exploitation of other countries’ peoples and natural resources, to increase geopolitical power over other European countries, and to acquire land. This lesson will introduce students to colonialism and the European nations that began the colonization of the “New World”.

Lesson 3: **Study European colonization of other parts of the world.

**Achievement Goal:** Study the European colonization of other areas of the world such as Canada, South America, Australia, New Zealand, and Africa. 1 class period

European colonization was not limited to North America. European states colonized lands and peoples in South America, Africa, Asia, Australia and New Zealand. As in North America, the colonization of these places had an enormous impact on the lives of the peoples indigenous to these areas. This lesson will ask students to research the colonization of indigenous peoples in six other countries: Canada, Brazil, Australia, New Zealand, India, and South Africa. Their research will focus on the indigenous peoples of these areas, the impact colonization had on these peoples, how colonization affected the use and ownership of land in these areas, and the political situation of these native groups today.

Lesson 4: **Develop knowledge of how land “ownership” began to change through the process of treaty-making.

**Achievement Goal:** Discuss what treaties are and why they were made between Indian tribes and the US Government. 1 class period

Originally, treaties were made to reduce animosities between settler governments and tribes or to establish relations of trade, peace and war, and delimited non-native settlement. Gradually, however, as non-natives became much more numerous and gained military advantages over Indians, treaties became a means by which tribes attempted to retain portions of their original territories or self-governance in the face of an overwhelming number of settlers and soldiers encroaching on their lands. In this lesson, students read portions of and compare treaties. They will also make a treaty of their own with fellow classmates.

Lesson 5: **Demonstrate knowledge of original homelands and/or reservation, utilizing maps and chronology.

**Achievement Goal:** Compare different types of maps and explain how tribes were displaced or had their territories significantly diminished. 1 class period

Despite the fact that tribes had negotiated treaties to retain their homelands, these treaties were routinely broken and tribes were forced to move to smaller reservations or entirely new places. Sometimes, tribes lost their lands altogether. In this lesson, students will be introduced to the challenges their ancestors braved when Indian Country began shrinking drastically due to the US westward expansion. The study of Indian displacement and land loss will help the students...
understand the effects of this period of history when forced relocation, broken treaties and the taking and redistribution of Indian lands were prevalent.
Standard Two – Lesson One

**Achievement Goal:**
Describe how North America is home to many distinct Indian tribes and communities and how these groups established their homelands in every part of the continent. Explain the word “indigenous”.

**Time:**
One class period

**Core:**
History, Civics/Government

**Grades:** 3rd – 5th

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**Background:**
Long before Europeans came to America, Indians, who are the indigenous peoples of North America, lived in every environment throughout continent. From the cold tundra in Alaska to the wet marshes of Florida, from the dry deserts in Arizona to the Eastern seaboard, Indians adapted to and thrived in their home territories. Of course, there was movement and migration of many tribal nations caused by the search for better hunting, gathering and farming lands. There were also territorial disputes both causing and caused by this movement. However, most tribes and groups tended to stay in their chosen lands, believing in their sacred and inherent rights to their lands established long ago. The people carried ancient knowledge about their lands that was passed down through the generations, creating strong bonds to their home territories. Each tribe and tribal community was part of a distinct culture, spoke one of hundreds of languages found on this continent at that time, and had a unique tribal history. They governed themselves and were observant stewards of their lands and natural resources. Such was the nature of their sovereignty when Europeans arrived.

This lesson will teach children about the word “indigenous” and how North America was populated by an amazing variety of peoples and cultures before contact. This lesson will also encourage the students to think about how geography, place, and culture are intertwined.

**Preparation:**
1. View the “Early Indian Tribes, Culture Areas, and Linguistic Stocks” map at either of the websites listed in the resource section of this lesson.
2. View the lesson plan from the online curriculum “A World of their Own: The Americas to 1500” at http://www.eduref.org/Virtual/Lessons/crossroads/sec4/Unit_1/Unit_IQ1.html. This lesson teaches children about the different Indian cultures found across the United States and helps them relate these different cultures to the different landforms, environment, and natural resources found in these regions. Using an atlas and the “Early Indian Tribes” map listed earlier, you may want to create maps of specific parts of the United States (such as the Pacific Northwest or the East Coast) to display greater geographic detail and the diversity of tribes within culture areas.

**Student Activity:**

1. Introduce the word “indigenous” to your students. Explain that indigenous plants are ones that originated in or occur naturally in an area or environment. Apply the word to animals that may live in the lands surrounding the community. Finally, ask the students what “indigenous people” are. Ask them how this is reflected in and affects these peoples’ history, knowledge, spiritual beliefs, and culture.

2. Show the children the map “Early Indian Tribes, Culture Areas, and Linguistic Stocks” to students at the website listed in the resources section of this lesson. Emphasize that native people were found everywhere in North America. Explain to the students that this map is an anthropological study that seeks to find similarities and differences between groups of people. Explain that any borders shown in the maps between different tribes are conceptual rather than fact.

3. Discuss the concepts of “homelands” and “territory.” Today, a person’s homelands may be the city, community or neighborhood, while a person’s territory could be analogous to their reservation, state or region.

4. Working in small groups, have students quickly brainstorm about different local animals, and what their territory might be. For example, a student might think about a Black-Footed Ferret. An individual or family of ferrets’ home range would be an area of sagebrush prairie from which they could find food, water and shelter. Its territory as a distinct species might be North Dakota or the Northern Plains.

5. Have the students write down some of the things they need in their own homeland, such as where to find food, material for clothes or where to buy clothes, be with friends, and go to school or the doctor. Have the students share their lists with the class.

6. Have students discuss where their homeland, or community, is located within a larger territory, such as their reservation or aboriginal territory.

7. On the back of the first sheet of paper, have the students write down some of the things their native ancestors needed in their original homelands before there were stores and cars and shopping. They may want to include some of the social or ceremonial activities of their native ancestors and where these activities took place.

8. Ask what might happen if part of a student’s community or “homeland” was no longer available to them. For example, what might happen if the portion of their homeland containing the grocery store or the mall was no longer available to them? How would they adjust to this change? Would they move to find a new source of groceries or clothes?

9. Explain that this is similar to what happened to native ancestors when settlers began arriving into their original homelands. If settlers claimed their forests, grasslands, or lakes and streams, natives often found they could no longer use those places. That portion of their homelands was no longer available, similar to losing a grocery store today.

10. Ask how native ancestors would have to adjust their lives if a portion of their homelands disappeared in this manner. For example, what might they have to do if the plains where the buffalo grazed were no longer available because settlers had plowed it up for agriculture?

11. Have the students think about their current homelands. How would their lives change if the population suddenly increased ten times in only two years? How would this big population growth effect the natural environment? The community?
12. If you seek to have the children relate homelands, culture, and geography more closely, have them follow the activity presented in the “A World of their Own: The Americas to 1500” curriculum described in the Preparation section of this lesson.

Evaluation:

- Students should be able to explain what the word “indigenous” means and how to spell it.
- Determine if the students can comprehend the idea of homelands and how modern homelands are similar to those of native ancestors.
- Assess the students’ grasp of the relationships between environment, geography, and culture.

Resources:

2) [http://www.thebearbyte.com/Maps/NativeAmericanLandsMaps/NATribFront_JPG.html](http://www.thebearbyte.com/Maps/NativeAmericanLandsMaps/NATribFront_JPG.html). This map is easier to read and simply lists the name of the tribe in an undefined geographic location in the United States without reference to culture group.
Achievement Goal:
Study the arrival of Europeans on the North American continent. Explain the word “colonization”.

Time:
One class period

Core:
History, Geography

Grades: 3rd – 5th

Background:
When Europeans explored the globe during the “Age of Discovery” and began to colonize the countries they had “discovered”, they did so for a number of reasons: to spread Christianity, to reap wealth through trade and exploitation of other countries’ peoples and natural resources, to increase geopolitical power over other European countries, and to acquire land.

This lesson will introduce students to the history of colonialism in North America and the European nations that began the colonization of the “New World”. The students will divide into five groups and research the colonization of North America by the following European nations: England, the Netherlands, France, Russia, and Spain. The students will then present this information to the class and help construct a timeline of these nations’ presence in North America.

Preparation:
- Review the following on the internet:
  1.) The map “Age of Discovery: 1340-1600” at http://www.lib.utexas.edu/maps/historical/shepherd/explorer_map_shepherd.jpg
- Set up internet access for at least five groups of students or print out the sections on the British, Dutch, French, Russian, and Spanish colonization of North America found at the Teacher’s Paradise website above.
Student Activity:

- Show the students the “Age of Discovery: 1340-1600” map. Discuss European expansion at this time. Discuss with the students the motivation behind this expansion.
- Have the students examine the “European Expansion” in North America map.
- Divide the students into five groups. Assign to each group the task of researching the colonization of North America by one of the following European states: England, the Netherlands, France, Russia, Spain. Their research should include when the first colony of this state was founded, where this colony was located, the names of other important colonies, the purpose of these colonies or the activities they launched in the “New World”, conflicts or cooperation with indigenous groups, the dates and names of wars or agreements with other European nations, and when the state abandoned colonization activities in North America (if ever).
- After the groups complete this research, ask them to present this information to the entire class. As the students are speaking, construct a timeline on the board with the important dates noted by the students in their presentations.
- Ask the students to compare the motivations of the Europeans to explore and colonize lands with what they know about the traditional values certain American Indian tribes had in connection with the use and occupation of their land. Guide a discussion to help the students identify the basic conflicts between Europeans and Natives over how the land was viewed and used. Be sure to distinguish differences between different European states and the ways they attempted to colonize North America.
- Ask the define and describe colonization in their own words.

Evaluation:

- Evaluate the students’ research to determine if they understand that North America was colonized by different European countries.
- Evaluate how the students work together in groups to research colonization. Observe individual participation.

Resources:

2) University of Texas Online Map Library, http://www.lib.utexas.edu/maps/historical/.
Achievement Goal:
Study the European colonization of other areas of the world such as Canada, South America, Australia, New Zealand, India, and Africa.

Time:
One class period

Core:
History, Civics/Government, Geography

Grades: 3rd – 5th

Background:
European colonization was not limited to North America. European states colonized lands and peoples in South America, Africa, Asia, Australia and New Zealand. As in North America, the colonization of these places had an enormous impact on the lives of the peoples indigenous to these areas. This lesson will ask students to research the colonization of indigenous peoples in six other countries: Canada, Brazil, Australia, New Zealand, South Africa, and Kenya. Their research will focus on the indigenous peoples of these areas, the impact colonization had on the these peoples, how colonization affected the use and ownership of land in these areas, and the political situation of these indigenous groups today.

Preparation:
- Illustrations of national flags for Spain, France, England, Portugal and Holland.
- Prepare internet access for up to seven groups of students. Or, if internet access is not available for so many groups, print out the relevant pages from the site listed in the resource section of this lesson.

Student Activity:
- Using a world globe or map, ask the students to identify Canada, Brazil, Australia, New Zealand, India, South Africa and Kenya. Discuss with them the distance between these countries and Europe. Reveal to the students that the indigenous peoples of these areas were also colonized by Europeans. Teach the students the general names of these peoples (Canada – Canadian Aboriginals or First Nations; Brazil – indios or povos indigenous; Australasia – Aboriginals; New Zealand – Maori; South Africa – Bushmen, Nabut, Swazi, Xhosa, and Matabele; Kenya contains a huge number of tribes and ethnic groups as well.)
- Give each student a world map.
As you discuss Canada, Brazil, Australia, New Zealand, South Africa and Kenya, have the students identify that country on their map by outlining it or circling the spot where it is located on their map. Briefly review with them which European countries predominately colonized those countries (Canada – Great Britain and France; Brazil – Portugal; Australia – Great Britain; New Zealand – Great Britain; South Africa – The Netherlands and Great Britain; Kenya – Great Britain.) Have them draw a small flag representing the Europeans that colonized each country.

Divide the students into small groups of two or three and assign them one of the countries discussed above. Using the sites listed in the resource section of this lesson, ask the students to research the colonization of the indigenous peoples of that country. Ask the students to answer the following questions in their research: Why were these countries colonized? What impact did colonization have on these peoples? How did colonization affect the use and ownership of land in these areas? What is the political situation between the natives and their colonizers today?

Have the briefly students present their research to the class. After the presentations are done, discuss with the class the similarities and differences between colonization in the various countries. Ask them to compare and contrast the colonization in these countries with what occurred in the United States.

**Evaluation:**

- Evaluate the student’s geographic knowledge of the various countries discussed in this lesson.
- Evaluate the students’ ability to perform internet research and present information in small groups.
- Assess the students’ participation in discussion comparing and contrasting colonization throughout the world, especially with respect to how colonization affected the lives of indigenous peoples and land ownership.

**Resources:**

1) [www.wordiq.com](http://www.wordiq.com)
   - Brazil - [Indigenous_people_of_Brazil](http://www.wordiq.com/definition/Indigenous_people_of_Brazil)
   - Australia - [Australian_Aboigines](http://www.wordiq.com/definition/Australian_Aboigines)
   - South Africa - [Bushmen](http://www.wordiq.com/definition/Bushmen)
   - Canada - [Inuit](http://www.wordiq.com/definition/Inuit), [First_Nations_of_Canada](http://www.wordiq.com/definition/First_Nations_of_Canada)
   - New Zealand - [Maori](http://www.wordiq.com/definition/Maori)

For extra credit, have the students research:

- Russia - [Northern_indigenous_peoples_of_Russia](http://www.wordiq.com/definition/Northern_indigenous_peoples_of_Russia)
- Sweden, Norway, and Finland - [Sami](http://www.wordiq.com/definition/Sami)
- India - [Indian_independence_movement](http://www.wordiq.com/definition/Indian_independence_movement)
- Mexico - [History_of_Mexico](http://www.wordiq.com/definition/History_of_Mexico)

4) National Geographic Map Machine, [mapmachine/countryprofiles.html](http://plasma.nationalgeographic.com/mapmachine/countryprofiles.html)
Achievement Goal:
Discuss what treaties are and why they were made between Indian tribes and the US Government.

Time:
Two class periods

Core:
History, Civics/Government

Grades: 3rd – 5th

Background:
In North America, indigenous peoples were dispossessed of their lands by the US Government and non-native settlers. The clash of cultures that began in 1492 was inevitable given the settlers’ drive to control new lands and the ways in which they justified the acquisition of these lands. For Europeans, land that was not actively improved or permanently settled on was not inhabited or owned. In contrast, the concept of land ownership was foreign to Native people. Particular native families or tribes might have definite but informal rights to use a particular natural resource or natural area, but it was never understood that people could own the land. These differences in thought about the use, occupation, and ownership of land sparked serious conflict between native peoples and would-be settlers over land in North America.

Originally, treaties were made to reduce animosities between settler governments and tribes, delimit non-native settlement, or to establish relations of trade, peace and war. As the story of the Two-Row Wampum belt reveals in this lesson, tribes were concerned with continuing their existence as an independent self-governing people. Gradually, however, as non-natives became much more numerous and gained military advantages over Indians, treaties became a means by which tribes attempted to retain portions of their original territories or self-governance in the face of an overwhelming number of settlers and soldiers encroaching on their lands.

Today, treaties have a legacy that is both tragic and a source of hope. Most treaties were broken or violated in one way or another by the US Government, resulting in massive losses of land that were set originally aside for the exclusive use and occupancy of native people. In addition to the attendant problems land loss created for tribes, the promise of food, goods, services, and payments were not always delivered as specified in the treaty. New non-native settlements were allowed on Indian lands even before the ink had dried on
some treaties. Generally, Native people were at a disadvantage in the treaty-making process due to the fact that the treaties were almost always set down in English and because the only recourse tribes had to uphold the treaty was through non-native legal systems.

On the other hand, treaties are very important in modern times. Many treaties today protect tribes and support the fact that tribes are sovereign governments and have certain rights, such as the right to hunt and fish on ceded lands. However, for tribes to realize the powers the treaty gives them, tribal members must become familiar with treaties and ways of protecting the tribal community.

Preparation:

- Review the Two-Row Wampum lesson plan at PBS’s website, [http://www.pbs.org/warrior/content/modules/tworow.pdf](http://www.pbs.org/warrior/content/modules/tworow.pdf). (This document is in PDF format).
- Have something that you know the children in the class will value, such as a bowl of M&Ms, nuts, or jelly beans, stickers, potted flowers, or popular toys. These items will be the items for which the children will be making a treaty.
- Using the template at the end of this lesson, prepare a blank treaty on legal size paper. Include a title, a place for the date and a blank spot for the students to write on. Draw a vertical line to form two columns – one titled U.S. government, and the other the name of the tribe you select to be represented (see attached sample).

Student Activity:

- Discuss the concept of treaties with the students. Treaties became the legal basis used by the U.S. government to acquire and change ownership of lands originally occupied by American Indian peoples.
- Discuss the story of the Two-Row Wampum belt with the students. Read to them G. Peter Jemison’s quote at the beginning of the lesson. Explain to the children that treaties were, at first, agreements between tribes and non-native to co-exist. Ask the children to think out loud about the meaning of the belt.
- Interpret the treaty found in (2) below for the students. Note the opening statement that mentions the imminent loss of hunting. Why would hunting no longer be available to the Indians? Compare this treaty to the one made with the Makah found at (3). Read in particular Article 4 of the Makah treaty. Emphasize that all treaties are different and it is important to pay attention to the treaties.
- Divide the students into two groups.
  - One group will represent the U.S. government. This group will select one person as a spokesperson and one person as a scribe.
  - The other group will represent tribal people. This group will select two people as spokespeople.
- The students will role-play a treaty-signing between the two above groups. The teacher will speak with each group separately to give them clues regarding their roles.
- U.S. Government group:
  - The students will work as a team and decide what they would like to offer the tribe in exchange for the items of value. Ideas include CD’s, hats, jewelry or other items of interest to their age group. Or, suggest to the Government group that they make promises to share the items for which they are negotiating with the tribal members.
  - Once they have determined what items, goods or payment the government group will offer, ask the scribe to prepare a treaty on the legal paper. However, ask the scribe to use shapes that ‘look’ like letters, but actually are not. When finished have them roll it up.
  - When presenting the treaty, the spokesman will “tell” the tribe what the treaty says and what they would like to give in exchange for the items of value.
They will give the treaty to the tribe and ask if it looks o.k. They will also tell the tribe to carefully read the treaty. The tribe will realize they cannot read it. Have the U.S. spokesman assure the tribe that the treaty says just what they were told.

When the tribe asks for the goods promised them in the treaty, this group will tell them they will get them later.

If the negotiations break down, the teacher can step in and warn the tribal group that he or she is siding with the government group, and will take away the valuable items if the tribal group does not agree to make the treaty.

- **Tribal Group:**
  - As the U.S. government group is working on the treaty, have the tribal group discuss the items for which they are making the treaty. For example, if you have chosen to have them negotiate over the potted flowers, the tribal group can name the plant, talk about how much water it needs, how much light it needs etc.
  - When this group is told what the treaty promises in exchange for the items, they will discuss the offer. Some students should oppose it, but in the end, it will be accepted and signed.
  - After the items are given to the U.S. government, this group will ask for the goods promised them in the treaty.

- When the treaty is finished, call a meeting of the two groups. Have them sit on opposite sides of the room. They can sit on the floor, or you may wish to have a table they can sit on opposite sides of. The students will role-play the signing of the treaty, using the above ideas to guide them.

- After the treaty negotiation, all students will sign in their appropriate column. The items will be given to the U.S. government group.

- The role-play will end after the tribal group is told by the U.S. government group that they will get their promised goods later.

- Have the students return to their desks. Have them discuss their thoughts and feelings about the treaty enactment.

**Evaluation:**

- From the initial discussion about the Wampum belt, assess the student’s understanding that treaties were made because tribes wanted to remain distinct, independent communities. Observe if the children understand that the reasons for the treaties changed over time, as non-native settlers became more powerful and numerous.

- From the discussion of the two actual treaties, assess if the children grasp that all treaties are different.

- From the role playing and discussion afterwards, observe if the students understand the problems inherent in treaty-making during the later part of the 19th century.

**Resources:**

Treaty

Date: ____________________________

Signatures:

U.S. Government Representatives

Tribal Representatives
Achievement Goal:
Compare different types of maps and explain how tribes were displaced or had their territories significantly diminished.

Time:
Two class periods (or more)

Core:
History, Geography

Grades: 3rd – 5th

Background:
Despite the fact that tribes negotiated treaties to retain their homelands, these treaties were routinely broken and tribes were forced to move to smaller reservations or entirely new places. Sometimes, tribes lost their lands altogether.

Part of the reason why this happened as non-native settlers moved west across the continent was due to the belief in “Manifest Destiny”. Manifest Destiny was a phrase used by politicians in the 1840s to promote and justify US political expansion and non-native settlement over the continent. The belief was fueled by a conviction that American institutions and culture were superior to native life-ways. The early U.S. government believed that Indians did not make good use of the land, so they should yield to white people who would utilize the land for productive purposes. Believers in Manifest Destiny were convinced that Americans had a God-given right to expand into Indian Country.

While “Manifest Destiny” may be too difficult for children to understand, it is important for them to know the difficulties their ancestors braved when Indian Country began shrinking drastically due to the US westward expansion. The study of Indian displacement and land loss will help the students understand the effects of this period of history when forced relocation, broken treaties and the taking of Indian lands were common events.

Preparation:
- Examine Imre Sutton’s map “Tribal Territory & Reservations” appended to the end of this lesson. If possible, project this map onto a wall or replicate it on a larger poster board.

- Print out copies of the map showing present-day Indian reservations from Infoplease.com, http://www.infoplease.com/ipa/A0778676.html. (Right click on the map, select copy, and place into a Word document. Expand the map so that it fills the page as much as possible.)

- Print out copies of the map at The Bear’s Byte, http://www.thebearbyte.com/Maps/NativeAmericanLandsMaps/NATribFrontJPG.html, showing the
presence of major US tribes prior to displacement and removal. Or, have this map made into a transparency you can project onto a wall, or transfer it to a large poster board.

**Student Activity:**

- **Using Imre Sutton's map “Tribal Territory & Resources”, explain to the children the difference between aboriginal territories and reservations.** Point out that reservations were significantly smaller than reservations and sometimes, as in the case of the Cherokee pictured in the map, the reservations were not located in the tribal territory.

- **Pass out copies of the Infoplease.com maps of modern reservations.** Let the children select 7 colored pencils, crayons, or markers to use in modifying their map.

- **List the following geographical regions and tribes on the board and pronounce them for the class:**
  - Northeast – Oneida
  - Southeast – Seminole
  - Plains – Pawnee
  - Southern Plains – Comanche
  - Northwest – Nez Perce
  - Rocky Mountains – Cheyenne, Arapahoe

- **Have the children assign one color for each tribe, except for the Cheyenne and Arapahoe.** Explain that these are two different tribes, but in this exercise they are going to share a single color.

- **Begin going through the list of the tribes on the board, asking the students to find the tribe’s modern community area or reservation on the map, one tribe at a time.** Once they find the area or reservation, have the children mark that area with the color they chose to represent the tribe. During this exercise, point out Oklahoma and the insert that shows the area in greater detail. Remind students they should look there as well. As you go through the list, give the children helpful hints, such as: the Oneida have two reservations in two different states (NY and WI); that the Seminoles are also located in two states (OK and FL) and the names of some of their reservations are Brighton, Hollywood, and Big Cypress; and the Cheyenne and Arapahoe share a reservation called Wind River (located in WY).

- **Once these modern tribal communities and reservations have been found, project the transparency of the Bear Byte.com map or pass out copies of the map.** Go through the list of tribes again with the students, asking them to find out where the tribe was originally located before the treaties were made.

- **Using the information from the Bear Byte.com map, have the children draw oval, circle, or other shapes on their modern reservation map to represent the original homelands of the tribes on the list.** Remind them that they should keep the colors they chose to represent the tribes consistent.

- **Once all the tribes original homelands are pictured on the modern reservation map, have the students draw arrows from the original homelands to the modern tribal community areas or reservations.**

- **Discuss how the tribes had homeland territories but many tribes were removed from their homelands. Broken treaties resulted in loss of land and many tribes were confined to reservation boundaries.**

**Evaluation:**

- Review the maps the students drew and the paths of the seven tribes from their original homelands to their current homelands.

**Resources:**

2. Infoplease.com
FIG. 1.2 Some maps reflect the differences in interpretation of original territory and the greater reliance on ethnographic or cultural data, mainly languages, culture elements, etc., rather than political territoriality. These examples are based upon Kroeber's *Culture Area* map (1939). Source: Sutton, *Indian Land Tenure* (1975). The composite idea is borrowed from U. S. Congress, House, 1953. (See section 4). Keep in mind that Kroeber did not perceive his culture area boundaries as equivalent to political territoriality. See my discussion in Sutton (2002). Also note that the Kroeberian areas, even if they appear to correspond at times to adjudicated claims areas, were not perceived as legal entities when first designed in the 1930s. Map copyrighted by Imre Sutton.