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Primary Sources: American Indians

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (1 page)

How to Use This Product (2 pages)

Lesson Plan (4 pages)

Primary Source Document (1 page)

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— PRIMARY SOURCES —

American Indians

1830-1890



Table of Contents

How to Use This Product 3

Introduction to Primary Sources 5

Activities Using Primary Sources 15

Photographs

Pemmican (Sun-dried Meat) 15–16

Strips on a Crossbar 15

Navajo Blanket Weaver 17–18

Woolen Art 17

Corn Dance at San Felipe 19–20

Dance of Renewal 19

Cutting Wood—Mary Walk in Water 21–22

Woman’s Work 21

Navajo Hogan 23–24

Sacred Structure 23

Indian Bakery, Taos Pueblo 25–26

Adobe Oven 25

Portrait of a Crow Man 27–28

Adorned Man 27

Indian Chiefs and U.S. Officials 29–30

Chiefs vs. Soldiers 29

Primary Sources

Senate Bill 102 31–34

Be It Enacted 31

Relocation of American Indian Tribes 33

Text of Senate Bill 102 34

Cherokee Syllabary 35–38

Talking Leaves 35

Writing Like the Cherokee Do 37

Copy of the Cherokee Syllabary 38

Tlingit Totem Pole 39–42

Monument of Wood 39

Artistic Memorials 41

Tlingit Totem Pole 42

Aleut Bidara 43–46

Arctic Kayaks 43

Building Boats 45

Aleutian Boats 46

Indian and Oklahoma Territories Map 47–50

Twin Territories 47

Studying Maps 49

Map of the Indian and
Oklahoma Territories 50

Indian Oath of Allegiance 51–54

The Monument That Never Was 51

Analyzing a Document 53

Text of the Indian Oath of
Allegiance 54

Papago and Pima Basketry 55–58

From Household Object to
Art Object 55

Categorizing Baskets 57

Papago and Pima Basketry 58

Custer Massacre in 1876 59–62

Custer’s Last Stand 59

Contrasting Newspaper Stories 61

Excerpt of the Newspaper Account 62

Document-Based Assessments

Cherokee Trail Marker 63

Map of Cherokee Nations 64

Indian Territory Map 65

Executive Orders Relating to
Indian Reserves 66

Navajo Rugs 67

List of Purchases for Lewis and Clark 68

American Indian Ceremonies 69

American Indian Child 70

American Indian Families 71

American Indians from
Southeastern Idaho 72

Totem Pole 73

American Indian Portraits 74

Appendix

About Your CD 75

Suggested Websites 77

Suggested Young-Adult Literature 78

Document-Based Assessment
Rubric Example 79

Answer Key 80

How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they have learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

Objectives of This Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

Arctic Kayaks

Standard/Objective

- Propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world. (NCSS)
- Students will study the Aleutians and bidara they used for travel. They will create diaries describing a hunt in a bidara.

Materials

Copy of the facsimile *Aleut Bidara* document; Copies of the historical background information (page 44); Copies of the student activity sheet, *Building Boats* (page 45); For optional use: *Aleutian Boats* (page 46)

Discussion Questions

- What type of document is this?
- How old do you think this document is?
- What was the purpose of this document?
- Who may have used this document?
- What does this document tell you?
- What is the difference between the top image and the bottom image?

Using the Primary Source

Show students the document and have them speculate about what it shows. Have students meet in small groups to talk about the discussion questions above. Then have each group share its answers with the class. Explain that the boat shown is an Aleut bidara. Have each small group read the background information page. Then pass out the student activity sheet and have the students complete it. Activity 1 should be done in small groups, while Activity 2 can be done independently.

When students are finished, let them create covers for their diaries. If time allows, have them share their entries with the class. Post the diaries in the classroom.

Extension Ideas

- Research the various boats used by the Northwest coast tribes. Have students compare and contrast the different boats they made. Especially note the difference between the bidara (also spelled baidara) and the baidarka boats.
- Have students design their own boats that they would use for hunting today. The boat must be easily maneuverable like the bidara, and have enough room for at least 20 people. They should also be quiet boats so hunters can get close to the sea life without scaring it away.

Arctic Kayaks *(cont.)*

Historical Background Information

The bidara is a type of boat used by Northwest coast tribes. Most of these tribes, including the Aleut, lived in present-day Alaska. This boat was made waterproof by a covering of walrus, sea lion, or seal skins. The term *bidara* came from the Russian language meaning “large boat.” The American Indian name for this boat is *Angyak*. Bidaras were like large kayaks and were used for transporting large groups of people. These groups were often war parties. These boats were 20 to 35 feet long (6 to 11 meters) and they could hold up to 20 men. Oars were used to move the boats through the water.

To make a boat, the entire tribe was involved. From April to July of each year, every able man hunted for sea lions. The women in the tribe removed the intestines and stretched the skins on special racks they made. The skins were steamed to make them stretch without tearing. The skins had to dry for many months. Beginning in October of each year, the seal hunt began. Again the women cleaned the seals and stretched their skins on the racks. These skins were folded and stored after they dried. At this time, the men began repairing the stretchers in preparation for the next season. In a special dance performed by the tribe, the men would reminisce about the number of bidara they owned. It was a status symbol to own many boats. A man’s reputation also increased with the number of seals he had killed.

In the 1780s, western people began arriving in the Northwest coastal region. These people were fur traders from Russia. These Russian fur traders encountered the Aleutians as they hunted for fur seals. The Russians found they could not learn the great hunting skills of the Aleutian quickly. This led them to enslave and coerce the Aleutian men to work for them. They forced Aleutian people to other parts of Alaska on boats to help as crewmen and seal hunters, and they kidnapped Aleutian women. They began destroying the Aleutians’ bidaras in an effort to destroy the tribe. Destroying the boats prevented the tribe from escaping attack, gathering together, and mobilizing attacks against the fur traders. These same fur traders, however, found the bidara could be useful to them. Russian traders added a sail and rudder to the boats and used them for their own purposes.

When the Russians arrived in greater numbers, they sought to create huge hunting operations. The Russian-American Trading Company was created and many Aleutian men were “hired” to hunt for the company. While Russians and Aleutians did short seal hunts, only the Aleutians did the longer hunts, because they were so skilled at it. The men and their bidaras would be loaded onto larger Russian ships, and they would be dropped off at seal hunting areas. The Aleutian men would then hunt in the bidara for two to three months. The Russian ships would then pick the men up and bring them back with the seals. Although these men were said to work for the company, many of the men were never given anything in return for their labor besides shoes and clothing. In later years, the American Indian men began doing other jobs such as carpentry, coal mining, and fishing. By the mid-1850s, epidemics, overwork, and starvation had ruined much of the Aleutian tribe.



Name _____

Building Boats

Background Information

Bidara are special boats made by American Indians living in the Aleutian Islands area, which is near present-day Alaska. These boats were made to carry many men as the tribes went to hunt or go to battle against other tribes. In the mid 1800s, Russian hunters came to the area and began interacting with the Aleutian people. The Russians were not successful hunting sea animals that were far out to sea. They knew the Aleutians were capable, so they had them do this hunting using the bidara boats. The Aleutians would hunt for two to three months in the boats. This led to many years of the Aleutian people working for the Russians. In the late 1800s, this hunting trade diminished, and many Aleutian people died from disease or took jobs outside of the area.

Activity

1. After reading the background information page, discuss the following questions with your group. Use the lines provided to jot down a few notes.

- Why did the Aleut use the bidara?

- What natural resources did the Aleutian people have in their area?

- From what were the bidaras made?

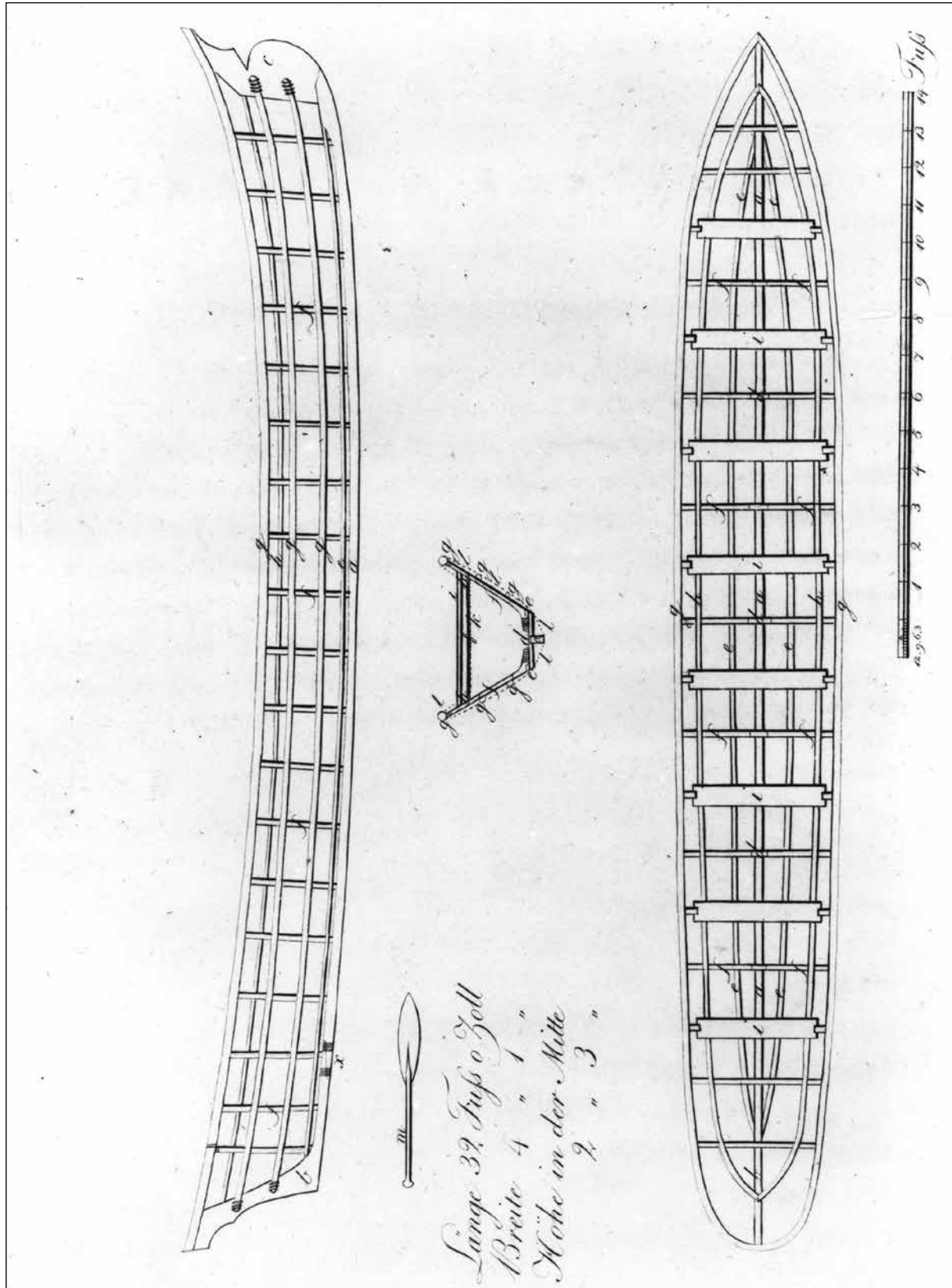
- How long might it take to build a bidara?

2. You are an Aleutian going on a whaling hunt with several of your tribe members. You are heading out to sea to hunt these animals. Create a diary with several entries describing your hunt and living conditions in the bidara. The hunt can last several weeks, so include several entries describing where you camp for the night and what you see.

Challenge

Study the Aleut tribe of today. Determine if the people still use bidaras and where they are located. Write a report of the Aleutians, and include what they do to make a living today. If you have time, include a map in your report that shows the areas where the tribe is located today.

Aleutian Boats



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Länge 32 Fuß 0 Zoll
 Breite 4 " 1 "
 Höhe in der Mitte
 2 " 3 "

