



BETRAYED

An Exploration of the Betrayal of 19th-Century Native American Leaders by the U.S. Government

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The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. BETRAYED is a content-rich, standards-based program addressing many National History and Social Studies Standards. The content and skills presented in this unit are the targets of most state frameworks for United States history. The BETRAYED simulation provides many opportunities for performance assessment as students read, write, and create projects demonstrating their understanding of the history, culture, and significance of Native Americans. Applied Learning and Drama Standards are specifically developed when students write and/or tell stories representing a particular happening to their identity or within their Tribe.

National Standards for History Standards in Historical Thinking

Standard 1: *Chronological Thinking*

The student is able to:

- Identify in historical narratives the temporal structure of a historical narrative or story.
- Reconstruct patterns of historical succession and duration in which historical developments have unfolded, and apply them to explain historical continuity and change.

Standard 2: *Historical Comprehension*

The student is able to:

- Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- Read historical narratives imaginatively.

Standard 3: *Historical Analysis and Interpretation*

The student is able to:

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- Consider multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Draw comparisons across eras and regions in order to define enduring issues as well as large-scale or long-term developments that transcend regional and temporal boundaries.
- Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- Hypothesize the influence of the past, including both the limitations and the opportunities made possible by past decisions.

STANDARDS

Standard 4: *Historical Research*

The student is able to:

- Formulate historical questions.
- Obtain historical data from a variety of sources.
- Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

Standard 5: *Historical Issues Analysis and Decision Making*

The student is able to:

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

United States History Standards

Era 4: *Expansion and Reform (1801–1861 CE)*

Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

- 1B** The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

Era 6: *The Development of the Industrial United States (1870–1900 CE)*

Standard 4: Federal Indian policy and United States foreign policy after the Civil War

- 4A** The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

NCSS Curriculum Standards for Social Studies

Strand: *Culture*

The learner can:

- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.
- Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.

Strand 2: *Time, Continuity & Change*

The learner can:

- Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

Strand 3: People, Places & Environments

The learner can:

- Examine, interpret, and analyze physical and cultural patterns and their interactions such as language, settlement patterns, cultural transmissions of customs and ideas, and ecosystem changes.

Strand 4: Individual Development & Identity

The learner can:

- Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives.
- Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.
- Identify and interpret examples of stereotyping, conformity, and altruism.

Strand 5: Individuals, Groups & Institutions

The learner can:

- Identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity.
- Identify and describe examples of tensions between belief systems and Government policies and laws.

Strand 6: Power, Authority & Governance

The learner can:

- Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- Analyze and explain ideas and Governmental mechanism to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.

California Theater Standards

Standard 2: Creative Expression

Students develop knowledge and skills in acting, directing, and script writing through their own experience and imagination as well as through their research of literature and history.

Standard 5: Connections, Relations, Applications

Students apply what they learn in theater to learning in other subjects.

California Applied Learning Standards

Standard 6: Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8: Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

STANDARDS

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BETRAYED will enable students to understand and experience the turbulent 19th-century U.S. Government dealings with Native Americans. Specifically, students study the Plains Indian Wars, the formation of the Bureau of Indian Affairs, the founding of Indian Territory and specific Indian Reservations, and the many treaties negotiated and broken...all from the perspective of great Native American leaders of the 19th-century. *“History is the essence of innumerable biographies.”* (Thomas Carlyle) These leaders’ tales help make the history real and personal for students. Through their work in this simulation, students will experience the following:

Knowledge

- Significant beliefs held by both the Native Americans and the European Americans
- Economic, social, and cultural influences of location and physical geography on different Native American societies
- U.S. territorial expansion and how it affected relations with Native Americans
- Federal Indian policy before and after the Civil War
- Major events for Plains Indians
- Tribal survival strategies
- The impact of Government policies on Native American nations and Native American land holdings
- Relationships between Native Americans and European Americans
- Perspectives of and from Native American life (leadership and values of Native American leaders; depiction of Native Americans and European Americans by 19th-century artists)

Skills

- Working in groups
- Active listening
- Creating overlapping timelines
- Dramatic readings of narratives (acting out roles)
- Research
- Writing
- Mapping
- Art (using different techniques to portray the depiction of Native Americans and European American society—living painting reproduction, diorama, etc.)
- Storytelling

Attitudes

- Respect for and cooperation with team members during group work
- Empathy for the plight of 19th-century Native Americans
- Appreciation of different Tribes and their relationships with the land
- Realization of the far-reaching effects of the U.S. Government on Native American culture
- Develop personal opinions about the interactions between the U.S. Government and Native American Tribes

PURPOSE

OVERVIEW

OVERVIEW

In **BETRAYED**, students explore the United States Government's dealings with certain nineteenth century Native Americans (Apache, Sioux, Comanche, Shawnee, Cheyenne). There are background essays for 12 different Native American leaders who had a significant impact on U.S./Indian relations in the nineteenth century:

- Big Foot (Sioux; 1825–1890)
- Black Kettle (Cheyenne; 1803–1868)
- Cochise (Apache; 1810–1874)
- Crazy Horse (Sioux; 1842–1877)
- Dull Knife (Cheyenne; 1810–1883)
- Geronimo (Apache; 1829–1909)
- Quanah Parker (Comanche; 1853–1911)
- Red Cloud (Sioux; 1822–1909)
- Sitting Bull (Sioux; 1831–1890)
- Spotted Tail (Sioux; 1823–1881)
- Tall Bull (Cheyenne; 1815–1869)
- Tecumseh (Shawnee; 1768–1813)

This unit incorporates a version of the Jigsaw method of cooperative instruction, an effective management as well as teaching tool. In the first two class periods, students learn how to operate in their groups as they build common background knowledge necessary for the unit.

In days three through seven, students work both cooperatively and independently in Expert Groups to research and complete projects on one specific leader/Tribe using the Identity Essay and any available resources. Here, they complete an Identity Graphic Organizer to bring dimension to their Chief and to convey the betrayal he and his Tribe experienced. Then, as an Expert Team, students parcel out the remaining required projects (timeline, map) and select optional projects (art, music, poetry, etc.) according to interests and strengths. Students may work in pairs, or divide the labor as best fits their group.

Expert Group students complete the following activities:

- Research their Chief and complete an Identity Graphic Organizer.
- Indicate Native American land holdings for specific Tribes/Nations, during the years their Chief was in leadership, using a map of the United States.
- Create and illustrate a timeline of major events of their Tribe in the nineteenth century.
- Select assignments from a menu of Multiple Intelligences activities.

On day seven, each Expert Group chooses one person to represent them in the culminating *Powwow* (which is on Day 12). That student dresses in costume as the Native American leader and shares a project chosen by the group to represent and illustrate their leader and his Tribe's betrayal.

On days eight and nine, experts report back to their Jigsaw Groups and share information on the leader's Tribe and the interactions between their leader and European Americans.

On days 10 and 11, Jigsaw Groups then assemble the information from all the expert leaders and create a nineteenth century timeline and map, reflecting all the selected tribal leaders and their major events of the century. This is a great assimilation activity!

Finally, the entire class convenes in two concentric circles for the culminating *Powwow/Socratic Seminar*. During this time, students perform or share something from their Expert Group time, presenting as if they are that leader. An optional feast of traditional Plains Indians' foods would be a tasty wrap-up.

Like all Interact units, BETRAYED provides differentiated instruction through its various learning opportunities. Students learn and experience the knowledge, skills, and attitudes through all domains of language (reading, writing, speaking, and listening). Adjust the level of difficulty as best fits your students. Assist special needs students in selecting activities that utilize their strengths and allow them to succeed. Work together with the Resource Specialist teacher, Gifted and Talented teacher, or other specialist to coordinate instruction.

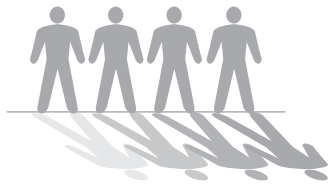
MEMOR
OVERVIEW

UNIT TIME CHART



INTRODUCTION		EXPERT GROUPS	
DAY 1	DAY 2	DAY 3	DAY 4
Assign Jigsaw Groups Establish behavioral/academic expectations for unit Read Historical Background Essay • COOPERATIVE QUOTES • JIGSAW BEHAVIORAL CONTRACT • COOPERATIVE GROUP WORK RUBRIC (Optional) • NATIVE AMERICAN SURVIVAL STRATEGIES (Optional)	Review Historical Background Distribute Identity Essays Explain Expert Group roles Designate Expert Groups • IDENTITY ESSAYS (selected)	Expert Groups: Read Identity Essays Begin Identity Graphic Organizers Begin research	Expert Groups: Continue research Begin projects • PROJECT MENU • PROJECT RUBRIC
EXPERT GROUPS			JIGSAW GROUPS
DAY 5	DAY 6	DAY 7	DAY 8
Expert Groups: Research/work on projects	Expert Groups: Research/work on projects	Expert Groups: Research/work on projects	Jigsaw Group Expert presentations Identity Graphic Organizers
JIGSAW GROUPS			CULMINATION
DAY 9	DAY 10	DAY 11	DAY 12
Jigsaw Group Expert presentations Identity Graphic Organizers	Jigsaw Groups: Create consolidated timeline	Jigsaw Groups: Create comprehensive map • U.S. MAP	Culminating <i>Powwow</i> and <i>Socratic Seminar</i> debriefing • RECIPES

DAILY DIRECTIONS DAY 1



Whole Class
Jigsaw Groups

Day 1: Introduction to Jigsaw and Historical Background

Objectives

- Introduce BETRAYED
- Assign Jigsaw Groups
- Read, discuss, and sign **Jigsaw Behavioral Contract**
- Establish behavioral and academic expectations
- Read and discuss **Historical Background Essay**

Materials

- Student Guides — *class set*
- COOPERATIVE QUOTES — *display copy or class set*
- JIGSAW BEHAVIORAL CONTRACT— *one per Jigsaw Group*
- COOPERATIVE GROUP WORK RUBRIC — *class set (Optional)*
- NATIVE AMERICAN SURVIVAL STRATEGIES — *display copy (Optional)*
- CD player — *one (Optional)*
- Computer with Internet access — *at least one (Optional)*
- Resources (on the Tribes and leaders assigned) — *as needed*
- Native American music — *as needed (Optional; see **Resources and Bibliography** page 17 for suggestions)*

Procedure

1. Illuminate or distribute COOPERATIVE QUOTES. Read one or all quotes with your students. Discuss the importance and meaning of cooperation in and beyond the classroom.
2. Create a T-chart titled “Group Work” (on overhead or chalkboard), with “Benefits” on one side and “Challenges” on the other. Ask students to share examples of group work they have done in the past, and record their responses in the appropriate column. Encourage them to be tactfully honest.
3. When all students have had the opportunity to share, and you have added some of your own comments to the chart, lead a discussion focusing on how groups can work through the challenges and have more of the benefits. Brainstorm and record solutions and goals for most effective cooperative work.



If students each have a copy of COOPERATIVE QUOTES, ask them to record all their classmates' responses on their form.

DAILY DIRECTIONS DAY 1

4. Let students know that for the next two weeks, they will be working together in different configurations of groups. Explain the Jigsaw strategy and how it differs (or not!) from the kind of group work they have done in the past. Emphasize how, with Jigsaw Groups, everyone is equally important, and the most important thing is the respect and cooperation within the group. This is not “lecture time;” this is establishing expectations.
5. Assign students to their Jigsaw Groups and allow them to quietly move next to their new teammates, so students in each group are in close proximity.
6. Distribute JIGSAW BEHAVIORAL CONTRACT, one per group, and discuss with your students. Ask students to sign the contracts. Collect these and post them in an obvious place as a daily reminder of the expectations.
7. Introduce BETRAYED and link content knowledge/objectives to previous learning of Native Americans and/or United States growth and expansion in the early nineteenth century. As a content-knowledge assessment option, do a quick-write with your students: “What I Know/What I Want to Know about the Plains Indians in the Nineteenth Century.”
8. Distribute Student Guides and direct students to the **Historical Background Essay**, pages 1–4. Read this aloud with your students, stopping to discuss as necessary.
9. Pose some or all of the following questions:
 - Is there a clear “good guy/bad guy” situation here?
 - Why do you think the nineteenth century was full of conflict between the U.S. Government and the Indians?
 - Have you ever wanted something that someone else had? If so, what did you do about it?
 - Have you ever interacted with people who look different than you? Or with people who spoke a different language than you? How did you handle it? How did the other people act or react?
 - Do you know any Native Americans? If so, tell us about where they live, what their customs are like, how they dress, etc.



If you have not read THE JIGSAW CLASSROOM on page 11 of this unit, please do so before beginning instruction!

If you are using the COOPERATIVE GROUP WORK RUBRIC, distribute and discuss following the JIGSAW BEHAVIORAL CONTRACT.

If you have some Native American music, play it now to help introduce the content and set the emotional tone. Your musical learners will love this!

Feel free to make up your own questions as needed to raise your students' awareness that this century of conflict, and the resulting betrayal, is tragic but not terribly unique. Leave students with the desire to learn more about how their tribal leader handled the interactions between his Tribe and the U.S. Government officials.

DAILY DIRECTIONS DAY 1



This optional mini-lesson relates to National Standards for History and NCSS Curriculum Standards for Social Studies.

10. **Optional Mini-lesson**

Conduct a History/Timeline mini-lesson. Illuminate **NATIVE AMERICAN SURVIVAL STRATEGIES**. Students take notes as you discuss the following strategies for survival forged by Native Americans:

- Held uprisings against whites
- Joined the whites (for example, a unit of Pawnee scouts in Nebraska was trained by Frank and Luther North to serve U.S. Army)
- Resisted occupation, usurping of land
- Negotiated treaties (for example, 1867–68 Medicine Lodge Treaties—Plains leaders accepted permanent lands within Indian Territory)
- Resigned to relocation
- Adopted use of peyote from Mexicans as a sacrament
- Held first International Indian Fair (1873) in Oklahoma
- 1878–79: Flight of Northern Cheyenne under Dull Knife from Indian Territory to northern plains
- 1880 Drum Religion founded by Sioux
- 1889 Ghost Dance movement founded by Northern Paiute prophet

11. Tell students that tomorrow they will learn which leader will be their identity for the next two weeks!