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Introduction

Goals

The main goal of this book is to help students develop skills outlined in the Common Core Standards by clarifying what the standards are asking for and by giving teachers specific activities they can use to address the standards.

Organization

The book is mostly organized by the categories into which Common Core places its standards. The first three chapters are “Key Ideas and Details,” “Craft and Structure,” and “Integration of Knowledge and Ideas.” Because “Range of Reading and Level of Text Complexity” is addressed every time students read, it does not have its own chapter. Also, because it is common for many writing categories to overlap on a paper, the fourth chapter covers all the writing standards and is divided into the three main paper types: argumentative, informative, and narrative.

Activities open with an introductory page that includes every standard covered by the activities, directions, estimated lesson length, and additional teaching ideas. At the back of the book are selected answers for the reading activities.

Tracking Common Core Standards

On page 3, there is a chart that can help you track which Common Core Standards you have addressed and with which activities.

Narrative Writing

Narrative writing is not required for social studies teachers, which is why there is no CCSS.ELA-Literacy.WHST.6-8.3. However, this form of writing was included in this book because numerous social studies teachers also teach language arts, for the many educators who find creative writing a valuable way to explore history, and because other required writing standards can be covered with narrative writing.

Common Core Standards

If a teacher covers the six reading activities and three papers outlined in this book, he or she will have addressed every 6–8 History/Social Studies Common Core Standard at least once. Although it is not expected that teachers cover every standard in each unit of study, this gives teachers a great way to see examples of every standard and have numerous assignments to choose from.

How the New World Changed the Whole World

COMMON CORE STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

DIRECTIONS

- The class reads the first two paragraphs together, highlighting any lines or phrases they can connect with (to their life, to something they learned in another class, to a current issue, etc.). Students should draw a line from the highlighted section to the margin and explain their connection.
- Students read the last three paragraphs independently, annotating the text as they did with the first two paragraphs. Students share what they highlighted with a neighbor, then the class.
- Students answer questions independently.
- At the end of class, students complete an exit ticket that answers the question, “How did the New World change the rest of the world?”

IMPORTANT/DIFFICULT VOCABULARY

There are many ways to review vocabulary. Below are some words you may choose to use to create a review activity.

- Indigenous
- Alkaloid
- Amoebic dysentery
- Naturopath
- Blight
- Monarch
- Federalism
- Checks and balances
- Impeach
- Articles of Confederation

EXTENSIONS

- Challenge students to create a dinner from only Old World ingredients. Have them write about the experience.
- Have students learn about the Mohawk ironworkers, who, because of their lack of fear of heights, have worked on many skyscrapers and bridges.

HOW THE NEW WORLD CHANGED THE WHOLE WORLD ^{1/3}

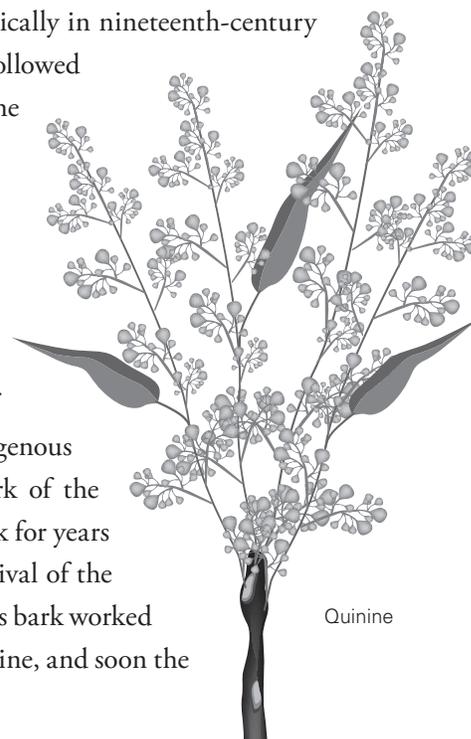
Texts on the indigenous peoples of America tend to emphasize what was lost. This is an understandable focus, particularly for the Native Americans, who have dropped from 100 percent of the population to about 1 percent. Still, it is important to note just how much the world gained from the original Americans and their environs. In particular, the New World's effects on food, medicine, and democracy are essential to so many cultures that it is difficult to even imagine a world without them.



Potatoes

Let's start with food. Various foods from America's cornucopia of options were so popular that whole cuisines were transformed. Imagine Italian food without tomatoes; Thai cuisine having no peanuts; or the Chinese not being able to spice up certain dishes with chilies. Yes, all three of those food items were unique to North and South America, along with peppers, beans, turkey, corn, and even cacao (which made chocolate using the Old World's addition of sugar). Even the humble potato has its roots in the Western Hemisphere. And the potato had a much bigger impact than most people realize. Before the potato, Northern Europe battled recurring starvation epidemics. Their climate was just too cold for the grains, such as the wheat, barley, and rice that sustained most early civilizations. Enter the potato. Not only was it a better fit for the climates of many countries, but potatoes also produce almost twice as many calories as wheat on a similarly sized field. Additionally, in comparison to wheat, potatoes require less labor to plant, grow faster, and can be eaten immediately after being picked. The population of Europe increased sixfold between 1650 and 1950, and although the potato was not the only factor in this, it was a pivotal one. True, potato blights caused their own problems, as they did tragically in nineteenth-century Ireland, but the blights could have been avoided had Europeans followed the New World's custom of planting many types of potatoes. The New World might still have some influential foods left. Recently, the high-protein quinoa has taken off. Between 2006 and 2013 the world's quinoa crop tripled. The United Nations General Assembly even declared 2013 the "International Year of Quinoa." Try to imagine even going a week without these incredible New World foods.

Medicine also has never been the same. This is because of not only what was in the Americas but also the practices the indigenous peoples used. A major medicinal discovery came from the bark of the cinchona, a Peruvian tree. The Quechua people had used this bark for years to treat chills, cramps, and heart-rhythm disorders. With the arrival of the Europeans came various diseases, and the Quechua found that this bark worked to treat one of them, malaria. It turns out the bark contained quinine, and soon the



Quinine



Red Jacket, Seneca chief and orator

bark (and in 1820 the isolated alkaloid from it) was used across the globe to combat malaria. Quinine helped millions of people survive and was not replaced with a better alternative until the 1920s. Other healing herbs from the New World include ipecac, which was used for many years to treat amoebic dysentery; *Rhamnus purshiana*, which became a common laxative worldwide; and curare, an important muscle relaxant for surgeries (and originally used to poison arrows!). Although some of these plants just happened to be native to the Americas, the attitude of many cultures there towards health made their discovery and application more likely. In Europe, many of the local healers who used natural cures were deemed witches, and some were actually killed for trying herbal medicine. Many tribes in the Americas had the opposite view, considering it essential to balance one's spiritual and physical health with their natural environment. Today, a growing number of Americans choose naturopathic doctors, who, similarly, see sickness as an imbalance and use the healing powers of nature as treatment. Many of these beliefs are now being reflected in traditional medicine as well. Unfortunately, the residents of the New World were no match for the plethora of diseases brought to the Western Hemisphere by the Europeans (smallpox, bubonic plague, tuberculosis, yellow fever, influenza, measles, etc.). It is a terrible irony that a people who brought so many health benefits to the world would be so decimated by Old World diseases.

Interestingly, even though the Old World gets the lion's share of credit for inspiring America's democratic institutions, there was a much closer and more logical influence: the Native Americans, particularly the Iroquois. The Iroquois was not actually one tribe, but a

(Image source: Red Jacket, Seneca chief and orator. Courtesy of Smithsonian American Art Museum (Public domain, via Wikimedia Commons)

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collection of nations (Mohawk, Seneca, Oneida, Onondaga, Cayuga, and in 1722, Tuscarora). Each tribe elected a certain number of leaders (*sachems*) to make tribal policy and represent them in the grand council, where decisions for all the groups were made and agreed upon. Sound familiar? After independence, America struggled to unite the states while also granting each state its own independence. The answer to their problem lay right next to them. Actually, in 1744, an Iroquois leader, frustrated by having to deal with so many different colonial governments, recommended that the colonies use the federalist Iroquois structure. Ben Franklin agreed. He knew the Iroquois well from his time as Pennsylvania's Indian commissioner, and as early as 1754 appealed to the colonies to unite in the Iroquois manner. It would take thirty-three years, and the failed Articles of Confederation, for America to follow his advice. Ben Franklin was not the only founding father that was influenced by the Native Americans. Thomas Jefferson wrote multiple essays about various tribes and proposed that the University of Virginia collected "their traditions, laws, customs, languages, and other circumstances." Thomas Paine, author of *Common Sense*, was assigned to negotiate with the Iroquois, and was so impressed with their democratic institutions that he often used the Native Americans as models for how societies should be organized. Some scholars, noting that the Iroquois constitution (known as the Great Law of Peace) contained protections for freedom of speech, freedom of religion, and checks and balances, have posited that the U.S. Constitution was inspired by the Iroquois. In 1988, two hundred years after its ratification, the Senate even passed a resolution recognizing "the contribution made by the Iroquois Confederacy and other Indian Nations to the formation and development of the United States." Other constitutional scholars are less convinced of the Iroquois' direct influence, noting that a federalist system was not adopted until decades after Franklin's proposal, and that no significant mentions of the Iroquois can be found in the scores of notes from the constitutional discussions of the 1870s.

This only scratches the surface of the many additions the New World gave to the world at large. Keep it in mind next time you're putting catsup on some French fries or struggling to understand federalism for a history quiz!

A Retelling of the Trail of Tears

COMMON CORE STANDARDS

W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DIRECTIONS

- Students read “Trails of Tears Brainstorm” independently, starring any information they would like to include in their paper.
- Students complete “Trail of Tears Brainstorm,” running ideas by a neighbor as they work.
- Students write a rough draft of their paper.
- Students trade rough drafts with a neighbor and independently complete a peer edit for their paper. After they are done, they return their neighbor’s paper with the peer edit form and give them verbal feedback.
- Students use feedback from the peer edit to write a final draft.
- Alternatively, teachers could have students verbally retell the story of the Trail of Tears to groups of other students instead of writing it as a paper.

A RETELLING OF THE TRAIL OF TEARS

Overall

In many cultures around the world, parents teach their kids history by telling stories that have been in their family for generations. The Cherokee have used the oral tradition to make sure no one will ever forget the Trail of Tears. Your assignment is to write a story where your character retells a story about the Trail of Tears, passing it down to your grandchildren.

Your Character

- Had an ancestor who traveled the Trail of Tears
- Has Cherokee ancestry
- Has had the story of your ancestor's experience on the Trail of Tears passed down to you through generations
- Is a grandparent telling your own grandchildren this story

Requirements

- Integrate information about the Cherokee and the Trail of Tears into the retelling.
- Make your retelling engaging.
- Write in first person (use "I").
- Use a strong voice.
- 1–2 pages

Rubric

	Exceeding	Proficient	Developing	Beginning
Writing	Writes an extremely engaging story by using vivid word choice, sensory details, a strong voice, and extensive details.	Writes an engaging story that includes sufficient details, solid word choice, and a believable voice.	Story has accurate details, but is not engaging because of ordinary word choice, a lack of sensory details, and/or a weak voice. <i>OR</i> Writes an engaging story that does not include enough details.	Story includes few/no details.
Information	Fluidly integrates many accurate facts about the Cherokee.	Includes a sufficient number of accurate facts about the Cherokee without distracting from the story.	Includes many accurate facts about the Cherokee but either needs more, many were inaccurate, or the inclusion of many distracts from the story.	Contains little accurate information about the Cherokee.

TRAIL OF TEARS INFORMATION ^{1/2}

Cherokees

- Cherokees originally lived in the Southeast regions in North America (including Tennessee, Georgia, North Carolina, South Carolina, Kentucky, and Virginia).
- They were the largest of all the southern tribes and have the second largest Native American ancestry reported today. (The Navajo is currently the largest Native American group.)
- For food they farmed (squash, corn, beans, melons, pumpkins, etc.), hunted (turkeys, rabbits, deer, bears, etc.), and fished.
- In 1821 Sequoyah, a Cherokee silversmith, created an alphabet to represent the spoken Cherokee language. By the end of the decade, the Cherokees were more literate than the whites who lived near them.
- In 1827 the Cherokee adopted their own constitution.
- By 1830, Cherokee operated eighteen schools, thirty-one gristmills, and ten sawmills. They also owned 22,000 cattle, 8 cotton gins, and about 1,300 slaves.

Indian Removal

- Small pox epidemics broke out in 1738 and 1739 killing an estimated half of the tribe.
- Starting in the 1760s, the Cherokee fought to stop whites from settling their land.
- Most Cherokees withdrew to mountainous sections of their land, such as the Blue Ridge Mountains.
- Gold was discovered in the Blue Ridge Mountains in 1828.
- In 1829 Andrew Jackson urged Congress to set aside land (today's Oklahoma) as a new home for these tribes.
- In 1830 Congress passed the Indian Removal Act.
- Many neighboring Cherokee tribes (Choctaw, Chickasaw, and Creek) and some Cherokee, gave up their land and moved to Oklahoma.
- Other Cherokees sued to be able to stay on their land. In *Worcester v. Georgia* (1832) the U.S. Supreme Court ruled in favor of the Cherokee Nation. Andrew Jackson is reported to have said, "John Marshall has made his decision; now let him enforce it!" The American government ignored this Supreme Court decision.

Trail of Tears

- In May of 1838, Jackson's successor, Martin Van Buren, sent 7,000 U.S. troops into Georgia to force the Cherokees to move. The Cherokee were taken from their homes or fields at gunpoint and were sometimes not allowed to bring anything.
- John Burnett (soldier during the Trail of Tears): "Men working in the fields were arrested and driven to the stockades. Women were dragged from their homes by soldiers whose language they could not understand. Children were often separated from their parents and driven into the stockades with the sky for a blanket and the earth for a pillow. And often the old and infirm were prodded with bayonets to hasten them to the stockades."
- While detained, whites looted their belongings and took over their houses.
- The government planned to move the Cherokee along rivers by steamboat. Three thousand Cherokees traveled this route. The journey took longer than expected, and many died from disease or exposure.

- A drought that summer caused the rivers to drop too low, so the remaining Cherokees were placed in quickly built internment camps. Diseases such as measles, whooping cough, and dysentery swept through these filthy camps.
- In October the army marched the majority of the remaining Cherokees to their new home; most were sent to today's Oklahoma. Some Cherokees walked, while others rode horses or wagons.
- The journey was expected to take two months, but because of bad roads and cold weather, it took some Cherokee up to four months to reach their destination.
- The Cherokee were supposed to get free food at army supply stores, but the stores often charged or gave them spoiled food.
- If people died along the way, they were either quickly buried in shallow graves or left unburied.
- The estimates vary, but an American doctor who accompanied the Cherokee estimated that around 2,000 Cherokees died in the camps and 2,000 died on the trail. This would be mean about one out every four Cherokees forced to move died.
- Some three hundred or more Cherokee hid in the mountains and never had to go to Oklahoma. Many of their ancestors still live in the traditional Cherokee lands.
- A Georgia soldier wrote, "I [later] fought through the Civil War and have seen men shot to pieces and slaughtered by the thousands, but the Cherokee removal was the cruelest work I ever [saw]."