



People of the Sacred Land

Compelling Question: *How did the U.S. Government and Westward Expansion change the ways in which Native People live?*

Grades

- 4-5

Subjects

Social Studies

- Civics
- Geography
- History

Language Arts

- Reading
- Writing
- Listening & Speaking

Key Message

Colorado is the traditional territory and traditional homelands of at least 48 nations including the Arapaho, Cheyenne, and Ute. They are the original stewards of this land. Their way of life was forever changed when they discovered Europeans had come to their land. After that point, they were subjected to a series of targeted campaigns aimed at exterminating Indigenous People, including a US Military effort to kill buffalo, a deadly proclamation issued by the governor which led to a devastating massacre, broken treaties between the U.S. Government and Indigenous Peoples, and federally operated schools which forced assimilation. Despite these efforts, Indigenous People survived and their voices and stories are important. The U.S. Government, and by extension, the school system, has a responsibility to amplify Indigenous Voices to get the story... and what lies ahead... right.

Rationale

Native history is rich and inextricably linked to this land. Studying various perspectives is crucial when considering how Native People, their history, and by extension, our history, is presented and interpreted.

For any fourth grade teacher tasked with teaching Colorado history, we encourage you to use this document in the following ways:

- *In its entirety.* It is meant to be a unit that you can pick up and implement with little to no alterations. It intentionally builds upon itself so that students arrive at larger understandings about the arc of history and systemic implications and responsibilities.
- *In partnership with our middle school curriculum.* Depending on the prior knowledge of your students, you may choose to extend with lessons from the middle curriculum. If your students are ready for a deeper dive, the lessons are set up in a similar fashion (Light, Dark, Shining a Light) and you could determine which lessons might be appropriate to use as extensions.
- *Pick and choose.* There are plenty of Colorado teachers eager to teach Native history, but may be currently stitching together a variety of resources, lessons and activities. Feel free to pick lessons to supplement other meaningful lessons.

Culturally Responsive Pedagogy

As teachers, it is important to continually honor the identities of all our students and work towards a sense of belonging within our classroom communities. For our Native students specifically, we must understand that this history has been a source of trauma and may possibly bring up very deep reactions. We encourage you to reach out to these families prior to the launch of this unit, and possibly partner with them in any way that feels meaningful or supportive. Furthermore, a mindful awareness to avoid the tokenization of any Native students while learning this content is necessary.

Note on Names

Throughout this unit, you will see the words Indian, Native American, Native People, and Indigenous People (meaning indigenous to the land we now know as the United States) depending on the resource we are drawing upon. It is important to note that many Native People prefer to be called by their specific tribal name. Whenever possible, it is worthwhile to ask individuals or groups their preference specifically.

But what to call the people who came West? Oftentimes, you will hear the words “settlers” or “pioneers” being used in classrooms. However, many Native People use the word “invaders” or “trespassers”. We encourage you to lead a conversation around why different words might be used for this group, often dependent on perspective.

Vocabulary

- Theme
- Reciprocity
- Traditional Homeland
- Culture
- Identity
- Encounter
- Discover
- Westward Expansion
- Colonialism
- Treaty
- Savage
- Civilized
- Reservation
- Assimilation
- Reclamation
- Decolonization
- Land Acknowledgement
- Land Back



Pedagogical Approach

To answer the compelling question above, these lessons are organized into three main themes which contain four supporting questions.

- **Light**
 - **What are the origins of this story?**
- **Dark**
 - **What was the motivation to travel West?**
 - **What was taken from Native People?**
- **Shining a Light**
 - **Knowing this truth, how can the U.S. Government work with Native People to make for a better future?**

The concepts in this unit build upon one another, and a foundation of knowledge which is available for reference as you progress throughout the unit is important. Consider using a bulletin board to archive the following:

- Vocabulary
- Items from the featured lists
- Exemplar Student work
- Supporting Questions



Inquiry Design Model (IDM) was used as the framework. This approach honors the knowledge and expertise of the teacher to use discretion for how best to implement this curriculum with their students. Therefore, this curriculum is a foundation, but not an over-prescription.

This curriculum assumes the life-long learning of it's teacher. There are many topics within that may require additional research of the teacher, depending on their level of prior knowledge. We recommend the following readings as a start for you as you pursue your personal learning in this topic::

- [Indigenous Peoples' History of the United States](#)
- [Braiding Sweetgrass](#)
- [The Rediscovery of America: Native Peoples and the Unmaking of U.S. History](#)
- [Everything You Wanted to Know About Indians But Were Afraid to Ask](#)



CO Academic Standards Standards

Social Studies

SS.4.1.1: Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.

- GLE Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.

SS.4.1.2: Analyze historical time periods and patterns of continuity and change through multiple perspectives, with and among cultures and societies.

- GLE Describe the historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States within the same historical period.

SS.4.2.1: Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.

- GLE Use geographic tools to research and answer questions about Colorado geography.

SS.4.2.2: Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

- GLE Examine the relationship between the physical environment and its effect on human activity.

SS.4.4.1 Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

- GLE Investigate multiple perspectives on civic issues.

Literacy

RW.4.1.1 Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

- GLE Pose thoughtful questions after actively listening to others.

RW.4.1.2 Deliver effective oral presentations for varied audiences and varied purposes

- GLE Create a plan to effectively present information both informally and formally.

RW.4.2.2 Read a wide range of informational texts to build knowledge and to better understand the human experience.

- GLE Apply strategies to comprehend and interpret informational texts.

RW.4.4.1 Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

- GLE Use a variety of resources to build and communicate knowledge related to open-ended research questions.



Recommended Books

Read Aloud, Book Clubs, Featured in Classroom Library

LIGHT



- [Ancestor Approved: Intertribal Stories for Kids](#) by Cynthia L. Smith
- [Native American Stories for Kids](#) by Tom Pecore Weso
- [Tatanka and the Lakota People: A Creation Story](#) by Donald F. Montileaux
- [Braiding Sweetgrass for Young Adults](#) by Robin Wall Kimmerer & Monique Gray Smith
- [Giving Thanks: A Native American Good Morning Message](#) by Chief Jake Swamp
- [Indigenous Ingenuity: A Celebration of Traditional North American Knowledge](#) by Deidre Havrelock and Edward Kay

DARK



- [Encounter](#) by Jan Yolen
- [Stolen Words](#) by Melanie Florence
- [When I Was Eight](#) by Christy Jordan-Fenton & Margaret Pokiak-Fenton
- [Not My Girl](#) by Christy Jordan-Fenton & Margaret Pokiak-Fenton
- [Gaawin Gindaaswin Ndaawsii / I Am Not a Number](#) by Dr. Jenny Kay Dupuis & Kathy Kacer
- [The Ledgerbook of Thomas Blue Eagle](#) by Gay Matthaei & Jewel Grutman
- [Death of the Iron Horse](#) by Paul Goble
- [The Buffalo Are Back](#) by Jean Craighead George
- [Black Elk's Vision: A Lakota Story](#) by S.D. Nelson
- [Sitting Bull: Lakota Warrior and Defender of His People](#) by S.D. Nelson
- [Red Cloud: A Lakota Story of War and Surrender](#) by S.D. Nelson
- [Sing Down the Moon](#) by Scott O'Dell
- [Runs With Courage](#) by Joan M. Wolf
- [The Birchbark House Series](#) by Louise Erdrich

SHINING A LIGHT



- [My Powerful Hair](#) by Carole Lindstrom
- [We Are the Water Protectors](#) by Carole Lindstrom
- [The First Blade of Sweetgrass](#) by Suzanne Greenlaw & Gabriel Frey
- [We Are Still Here!](#) by Traci Sorell
- [We Are Grateful](#) by Traci Sorell
- [Powwow Day](#) by Traci Sorell
- [Fry Bread](#) by Kevin Noble Maillard
- [The People Shall Continue](#) by Simon J. Ortiz
- [What the Eagle Sees: Indigenous Stories of Rebellion and Renewal](#) by Eldon Yellowhorn & Kathy Lowinger
- [Notable Native People: 50 Indigenous People, Dreamers and Changemakers from Past and Present](#) by Adrienne Keene



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Lesson 1: Staging the Question

LIGHT



How did the U.S. Government and Westward Expansion change the ways in which Native People live?

Featured Sources

[Lesson 1 Slideshow](#)
[CO Tribes Fact Sheet](#)

Prepare the following items:

- Light
 - Buffalo hide (real or [photo](#))
 - Buffalo nickel (real or [photo](#))
 - Corn, bean, and squash seeds AKA the Three Sisters (real or [photo](#))
 - [Traditional Homeland of Arapaho](#)
 - [Traditional Homeland of Cheyenne](#)
 - [Traditional Homeland of Ute](#)
 - [Traditional Homeland of Ancestral Puebloan](#)
- Dark
 - [Manifest Destiny painting](#)
 - Gold (real or [photo](#))
 - [Gold Map](#)
 - [Railroad and Native Man picture](#)
 - [Railroad Map](#)
 - [Reservation map](#)
 - [Colorado Boarding School Map](#)
 - [Before boarding school](#) White Buffalo (Cheyenne Nation)
 - [After boarding school](#) White Buffalo
 - [Carlisle Student File](#) White Buffalo
 - [Red Cloud Quote](#)
 - [General Dodge Quote](#)
 - [General Sheridan Quote](#)
 - [Captain Henry Pratt Quote](#)
- Shining A Light
 - [Honor Our Earth](#)
 - [Land Acknowledgement example](#)
 - [Mount Blue Sky](#)

Teacher Tip: Check your local history museum for artifact kits filled with realia. [History Colorado](#) has kits you can order (very low cost), and they will send them anywhere in the state. Both the “Bison Box” and “American Indian Grandmother Trunk” work beautifully with this unit. The more you can supplement this list with realia, the more “alive” the unit becomes!



Lesson 1: Staging the Question

LIGHT



How did the U.S. Government and Westward Expansion change the ways in which Native People live?

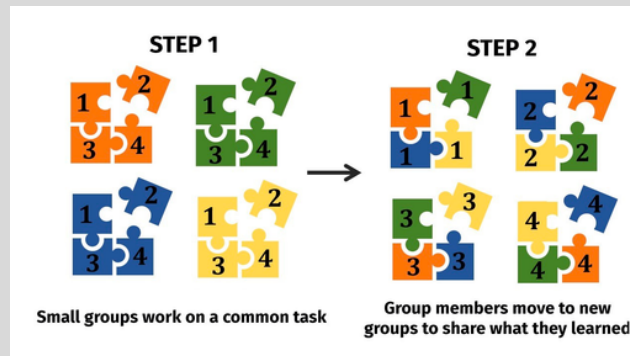
Anticipatory Set

Introduce the featured sources above as an opening inquiry exercise. Place them around the room to illicit interest and excitement from the students. Then, review slides 1-4 in [Lesson 1 Slideshow](#). The students will begin touring the items you've placed and placing their sticky notes. Time management is important here. Read the room to determine when the tour is complete, we recommend 5-10 minutes. Gather students to discuss major "wonderings" and "knowings". We recommend that you gather sticky notes and collect them on a KWL chart for reference throughout the unit.

Teacher Tip: This Anticipatory Set takes more preparation than normal, but the payoff is worth it! Keep these items hand as you will utilize them later on in the unit as each lesson is presented and also for adding to the bulletin board if you choose.

Guided Practice, Instruction, and Formative Assessment

Review Slides 5-9 in [Lesson 1 Slideshow](#). Depending on the size of your class, it might be best to jigsaw this activity. For example, because there are 9 different Fact Sheets if there are 27 students in the class, three students could be researching the Kiowa. After research using the [CO Tribes Fact Sheets](#) is complete, each of those three researchers could join a larger group where they are the "Kiowa Expert" and they learn from the other tribe experts. Time management is important here, both in the amount of time they research and take notes, and also in the sharing for Step 2 (see image below). We recommend using a signal (chime, drum, lights, etc.) to communicate timing in this process.



Check for Understanding

Part A - A Closer Look at Colorado Tribes

Students will begin researching and note taking using the [CO Tribes Fact Sheet](#). Those notes will be used to share out as "experts" with their Step 2 groups.

Teacher Tip: These Fact Sheets are very brief. We recommend having students start here and then branching out to do online research of their own to dig deeper. There is a supplemental website at the bottom of each Fact Sheet that you could assign in an online learning platform like Google Classroom, or they could use a kid-friendly search engine such as [kidzsearch.com](#).



Lesson 1: Student Material

LIGHT



How did the U.S. Government and Westward Expansion change the ways in which Native People live?

Part A- A Closer Look at Colorado Tribes

Using the Fact Sheet and other online resources, take notes about the tribe you chose or were given. Soon, you will be the expert and teach about this tribe to your classmates.

<p>Detail:</p>	<p>Detail:</p>
<p>Detail:</p>	<p>Detail:</p>

Main Idea: _____



Lesson 2: History Runs Deep

LIGHT



Supporting Question 1: What are the origins of this story?

Featured Sources

- [Lesson 2 Slideshow](#)
- [Encounter](#) by Jane Yolen
- [Timeline 1 of CO 13,000 - 500 B.C.](#) (Crow Canyon Archeological Center)
- [Timeline 2 of CO 500 B.C. - A.D. 1540](#) (Crow Canyon Archeological Center)
- [Timeline 3 of CO - A.D. 1500 - Present](#) (Crow Canyon Archeological Center)

Anticipatory Set

Discuss Slide 3 in the [Lesson 2 Slideshow](#).

Guided Practice, Instruction, and Formative Assessment

Cover slides 4-6 with students.

Pause on the 1492 Population map on Slide 6 in the [Lesson 2 Slideshow](#) to guide inquiry around population in 1492 in the Americas. In comparison, an estimated 70 million people lived in Europe at that time.

- Review 1492 North and South America Populations and determine:
 - What is the range of population estimates for what is now known as the U.S.?
 - What is the range of population estimates for North America which includes Central American and the Caribbean? (4.4 million - 63.8 million people)

Teacher Tip: It is important to note that nearly 50 Native tribes have called Colorado home. [This article](#) includes a complete list.

Part A - Discovery vs. Encounter

Read aloud [Encounter](#) by Jane Yolen and guide discussion around the difference between encounter and discovery. Review slide 7 in the [Lesson 2 Slideshow](#). Students complete Part A - Discovery vs. Encounter in Student Materials.

Extension Idea for a Literacy Lesson: Have students write journal entries of this encounter from different perspectives using evidence from the text.



Lesson 2: History Runs Deep

LIGHT



Supporting Question 1: What are the origins of this story?

Part B - This Land Through Time

Students will use Part B - This Land Through Time to record discoveries from Timelines 1, 2 & 3 in Featured Resources. Ask the following questions to direct student attention:

- At what point did Native People encounter Christopher Columbus? (1492 A.D.)
- How long had Native People lived on this land prior to Columbus' encounter?
- How many years has it been since Native People encountered Columbus to today?

Teacher Tip(s): Use your discretion for how to scaffold access to this material due to reading levels. Some students may be able to access this material independently, but others may need assistance. We do not recommend that students reads every part of the all three timelines. Limiting to these events helps to make it more accessible and focused.

Depending on how deep you'd like to go, or the interest of the students, this lesson could be extended to discover other important events and discovered that occurred over these years.

If you utilize online learning platforms such as Google Classroom or Seesaw, it may be easiest to post these three timelines as links for students to explore on their own devices.

Check for Understanding

Part C - Indigenous Peoples' Day?

Refer to slide 8 in the [Lesson 2 Slideshow](#) and watch the video. Introduce the idea that there is debate in our country as to whether we should call the second Monday of October Indigenous Peoples' Day or Christopher Columbus Day. What we choose to honor reflects our values as a country.

Discuss student reflections as a group and have students record their own conclusion on Part C - Indigenous Peoples' Day?

Teacher Tip: Add to the bulletin board for future reference:

- Student Land Through Time exemplar



Lesson 2: Student Material

LIGHT



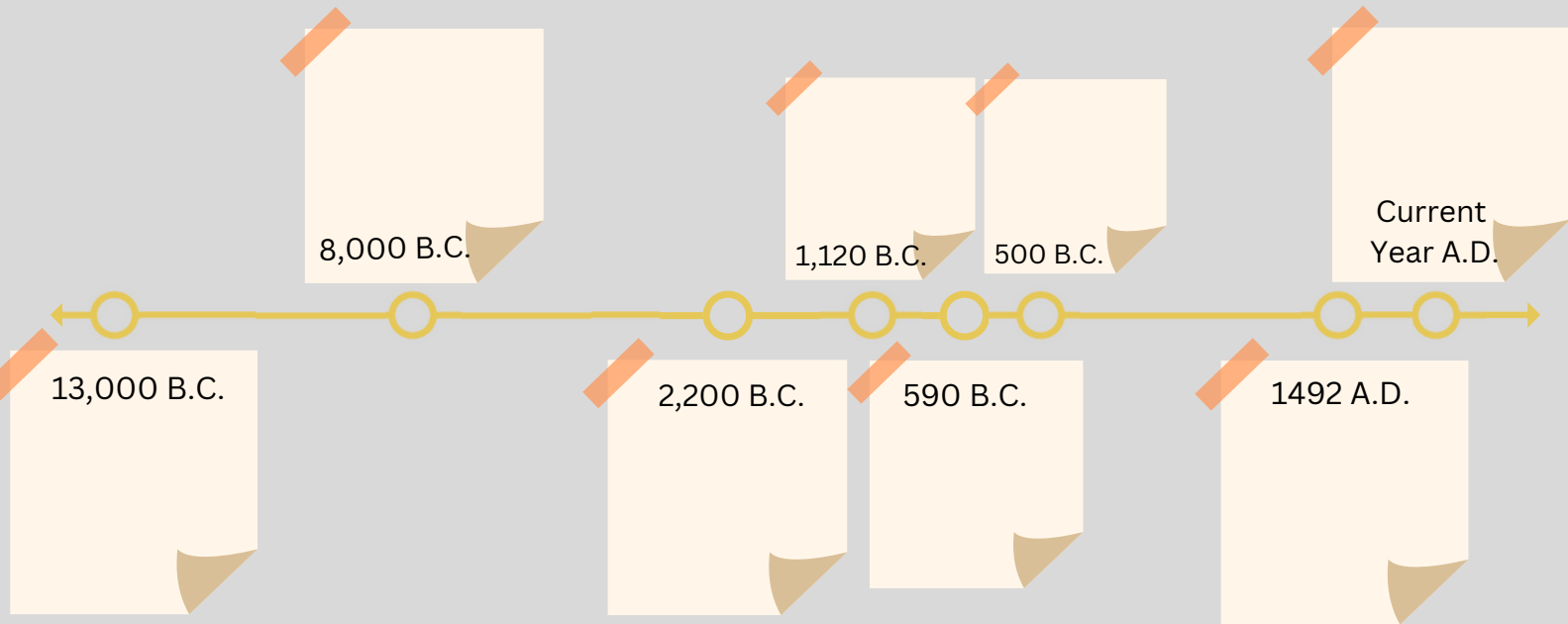
Supporting Question 1: What are the origins of this story?

Part A- Discovery vs. Encounter?

What is the difference between discovery and encounter?

Part B - This Land Through Time

Using the timelines, note what important events occurred in these years.



Part C - Indigenous Peoples' Day?

Many cities and states have begun to recognize Indigenous Peoples' Day instead of Columbus Day, including Colorado. In 2017, the Biden administration also recognized it, but it is not yet a federal holiday. Do you think the United States should make Indigenous Peoples' Day a federal holiday? Why or why not.



Lesson 3: Storytelling

LIGHT



Supporting Question 1: What are the origins of this story?

Featured Sources

- [Lesson 3 Slideshow](#)

Stories:

- [Ute Storytelling](#)
- [Cheyenne and Arapaho Creation Story](#)
- [Northern Cheyenne Buffalo and Porcupine Trickster Story](#)
- [Cheyenne Star Stories: Quillwork Girl and Her Seven New Brothers](#)
- [Hopi Origin Story](#)
- [Gabrielino-Tongva Tribe's Turtle Island story](#)
- [Haudenosaunee Creation Story - Sky Woman](#)
- [Mohawk Star Story](#)
- [Navajo Story of the Stars](#)
- [Cherokee Creation Story](#)

Review

- Revisit timeline of when Native People first migrated into North America.
- For thousands of years, Native People used the art of storytelling as a tool

Guided Practice, Instruction, and Formative Assessment

Review all slides in [Lesson 3 Slideshow](#) to discover some ways in which stories have been shared.

Part A - Story Elements

- Students will watch, listen and/or read the stories in Featured Resources, then record important elements from the story.

Teacher Tip: Again, we recommend posting these videos in an online learning platform such as Google Classroom so students can have choice in the stories they watch. Students can jigsaw this activity by picking one story to learn, then share out with partners, small groups, or the whole group.

Check for Understanding & Preview

Many stories incorporate a theme. Define theme with the group.

Teacher Tip: Theme is an important concept within literacy standards. This is an opportunity for a cross curricular connection. Consider creating an anchor chart with common theme examples in literacy that can be referenced in this lesson. Main idea and theme can be easily confused, and is something that should be considered when exploring the concept in literacy.

Part B - What's in a Story?

Share out common themes that occurred in these stories. Lead a discussion as to how these themes might give us clues as to values within the culture.



Lesson 3: Student Material

LIGHT



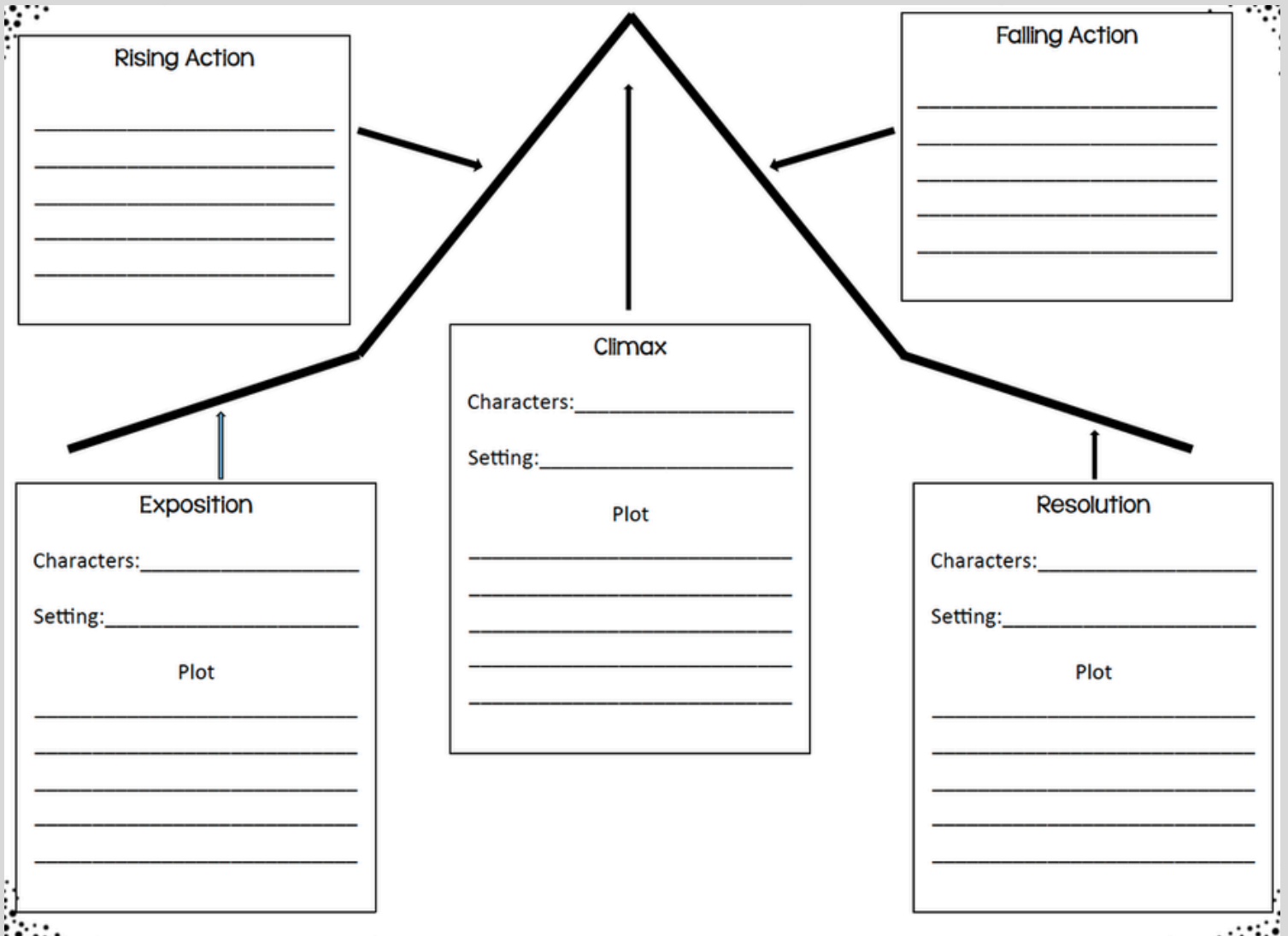
Supporting Question 1: What are the origins of this story?

Part A - Story Elements

Identify important story elements of the story you studied below.

Nation: _____

Story: _____



Part B- What's in a Story?

What do you think is the lesson that can be learned from the story you studied?



Lesson 4: Reciprocity with The Land

LIGHT



Supporting Question 1: What are the origins of this story?

Featured Sources

- [Lesson 4 Slideshow](#)
- Corn, bean, and squash seeds

Anticipatory Set

Review Slides 1-4 in [Lesson 4 Slideshow](#). For many Colorado Nations, including the Cheyenne, Arapaho, Ute, and Puebloan, these were dietary staples.

Teacher Tip: Many Native People use the word “buffalo” rather than “bison”. Be sure to address that with students as they will see both in various resources.

Guided Practice, Instruction, and Formative Assessment

Part A - Buffalo as a Keystone Species

For 10,000 years buffalo were a keystone species for the Plains ecosystem. A vibrant ecosystem thrives with a healthy buffalo population. Students explore [How Bison Helped Shape the Northern Great Plains](#) on their own devices or as a whole class using Slide 5 in [Lesson 4 Slideshow](#). They then complete Part A - Buffalo as a Keystone Species in Student Materials.

Teacher Tip: The bison resource listed above may require ELA scaffolds for some readers to access. Use teacher discretion as to what supports may be necessary for your students to ensure success with the content.

Part B - Defining Reciprocity

Corn, beans, and squash are often referred to as the Three Sisters in many Nations. The story of the Three Sisters exemplifies the reciprocity Native People had with the land. Read the story of the Three Sisters in [Braiding Sweetgrass: Young Adult](#) and/or watch the Three Sisters: Companion Planting video on Slides 6-7 in [Lesson 4 Slideshow](#). These three seeds grow better in the company of each other because there is reciprocity.

Teacher Tip: Scientists refer to this indigenous wisdom as mutualism within symbiotic relationships, so consider a possible Science connection. If possible, consider planting these three in indigenous methods.



Lesson 4: Reciprocity with The Land

LIGHT



Supporting Question 1: What are the origins of this story?

Check for Understanding & Preview

For many of the Plains Indians in Colorado, buffalo was crucial. Native People had deep respect for the buffalo's generosity on the ecosystem and honored this by using all parts of the animal. Native Nations worked to maintain a healthy buffalo population via conservation. Conservation included hunting and fire management techniques. To them, buffalo was (and is) a relative due to the spiritual connection they shared. Review Slides 8-11 in [Lesson 4 Slideshow](#). Students then complete Part B - Defining Reciprocity.

Teacher Tip: Add to the bulletin board for future reference:

- Corn, beans, and squash seeds
- Buffalo hide
- Vocabulary definition for Reciprocity



Lesson 4: Student Material

LIGHT



Supporting Question 1: What are the origins of this story?

Part A - Buffalo as a Keystone Species

Using the resource “How Bison Helped Shape the Northern Plains” draw a background ecosystem for the buffalo below and label at least three different parts in your ecosystem which rely on the buffalo. Write a sentence for these three parts to describe the way in which each part relied on the buffalo.



Lesson 4: Student Material

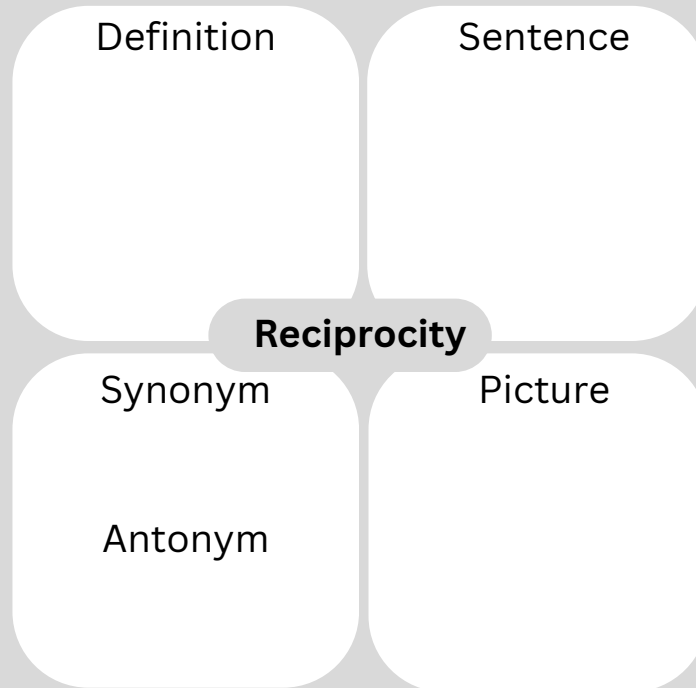
LIGHT



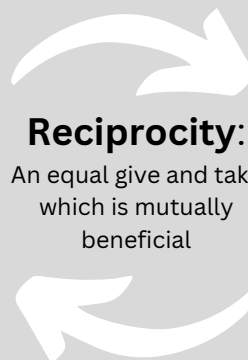
Supporting Question 1: What are the origins of this story?

Part B - Defining Reciprocity

How can we define reciprocity based on what we know now?



Using the chart, video, and reading, how was reciprocity demonstrated with Native Nations and the buffalo? Use sentences and drawings to explain your thinking.



Reciprocity:

An equal give and take
which is mutually
beneficial



Lesson 5: Treaties

DARK



Supporting Question 2: What was the motivation to travel west?

Featured Sources

- [Lesson 5 Slideshow](#)
- [Classroom Treaty](#)
- [Why Do Treaties Matter? Video](#)

Review

Review the first part of this unit: Light. Quickly review important vocabulary and ideas using the bulletin board if possible. Review slides 1-3 in [Lesson 5 Slideshow](#).

Guided Practice, Instruction, and Formative Assessment

Let them know that before we get to the sad, dark, and depressing part... First there is an exciting opportunity for one lucky kid in this room! Review slide 4 in [Lesson 5 Slideshow](#). Ask who would like the opportunity to receive a small prize of some sort (think candy, no homework pass, or a dollar)? Choose the most enthusiastic child. Using the Classroom Treaty written Mi'kmaw and Wolastoqey Latuwewakon (also on Slide 5 of the [Lesson 5 Slideshow](#)), your job will be to coerce the child to sign at the bottom. If they are hesitant to sign, you could use any of the following tactics that were actually used with Native People:

- Find another willing student
- Up the ante
- Threaten to withhold their snack or lunch
- Simply have them put an "x" on the paper
- In a last resort situation, blatantly forge a signature

Once a signature has been acquired, give the child who signed a partial payment (many tribes were not fully compensated), and now the real lesson begins!

- Without any announcement or discussion, begin rummaging through desks, cubbies and lockers - taking anything you fancy for yourself.
- Take something right out of the hands of your students.
- Take belongings from all students, not just the one who signed. The U.S. Government would often gather signatures from people who did not have authority to speak for the entire tribe.
- *Get theatrical with it! At some point, students will begin to protest.*

Gather them to review the contract that was signed. Show them the treaty translated in English (also on slide 6 of the [Lesson 5 Slideshow](#)). Review slides 6 and 7 for discussion.

Part A - Treaty Deception

Watch the Why do Treaties Matter? video. Have students identify the parts of the treaty making process that went wrong. Use these points to discuss how many of these deceptive tactics (and more) were used with Native People in an attempt to get them to sign. Have them determine ways those tactics might be fixed.



Lesson 5: Treaties

DARK



Supporting Question 2: What was the motivation to travel west?

Check For Understanding and Preview

Use the blank Classroom Treaty (on slide 8 and linked in Featured Sources) to write a new treaty that you can use in your classroom. This should be responsive to the culture and happenings in your classroom community. Options could include:

- Negotiate a treaty for students to get something (a free choice period one day, a time to use technology, etc.
- Negotiate a treaty for students for classroom agreements

Teacher Tip: Use the ideas they had to fix deceptive tactics from Part A - Treaty Deception. This Classroom Treaty should be respectful, honest, and straightforward - the way treaties should have been with Native Americans.

Preview

Review Slides 10-16 in [Lesson 5 Slideshow](#). This will plant a seed for the next lesson, and make a connection for why treaties were signed in the first place. Be sure to allow students time to discuss and think about the questions on Slides 13 & 16.

Interesting fact: In 1871, the U.S. stopped signing treaties with Native Americans. Most treaties that the U.S. Government signed during this time period were broken in some way.

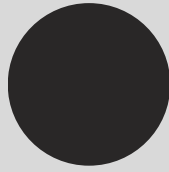
Teacher Tip: Add to the bulletin board for future reference:

- The deceptive treaty
- Vocabulary definition for Treaty



Lesson 5: Student Material

DARK



Supporting Question 2: What was the motivation to travel west?

Part A - Treaty Deception

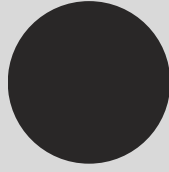
When the U.S. Government made treaties with Native Nations, these treaties became the “supreme law of the land”. As we will discover later, the U.S. Government often broke these treaties. Furthermore, deceptive tactics were often used to get a signature from Native People. What were some deceptive tactics in your treaty experience?

Deceptive Tactics	How to Fix



Lesson 6: Gold & Westward Expansion

DARK



Supporting Question 2: What was the motivation to travel west?

Featured Sources

- [Lesson 6 Slideshow](#)
- Gold (real or photo)
- [Railroad and Native Man picture](#)
- [Railroad Map](#)

Review

Review slides 1-5 in [Lesson 6 Slideshow](#). In 1848 big news is spread throughout the land. At this time, the U.S. had claimed 30 states, mostly east of the Mississippi River. Colorado was not even a state yet. But this news would radically change everything.

Inquire:

- What could possibly motivate people to move thousands of miles West?
- Then, reveal the gold item or picture from Lesson 1.

Guided Practice, Instruction, and Formative Assessment

Use slides 5-10 in the [Lesson 6 Slideshow](#) to guide conversation around the connection between the California Gold Rush and the Horse Creek Treaty of 1851.

Reference the treaty exercise from the last lesson. Ask:

- What do you think the U.S. Government might want?
- What do you think the Native People might want?
- What deception tactics might be present here?
 - It has been noted by historians that there weren't enough translators, written in English, hard to understand, etc.

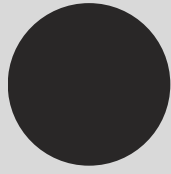
Review slides 11-16. This is all about the CO Gold Rush.

For this next section, they will be learning about two acts that President Lincoln signed. Ask kids if they know President Lincoln. Some will probably know that "he freed the slaves". If this is prior knowledge to them, we think it is worthwhile to ask if someone can do things that are good for some and also do things that are harmful for others. History is never black and white. Creating space to process how someone can do both good and harmful things is important as they process events. Review slides 17-20 from the [Lesson 6 Slideshow](#). Discuss how these acts affected Native Americans in the area.



Lesson 6: Gold & Westward Expansion

DARK



Supporting Question 2: What was the motivation to travel west?

Check for Understanding & Preview

Review Slides 21-22 before students complete the Cause and Effect map in Student Materials.

Teacher Tip: Students may get more out of this activity sharing ideas and working with a partner.

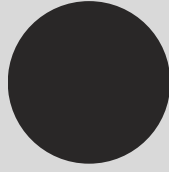
Add to the bulletin board for future reference:

- Gold
- Railroad and Native Man picture
- Railroad Map



Lesson 6: Student Material

DARK



Supporting Question 2: What was the motivation to travel west?

Part A - Cause and Effect

What were three major things that occurred during this time period and what effect did they have?

CAUSE & EFFECT

Name: _____

CAUSE: What made it happen?

EFFECT: What happened?

Title: _____

CAUSE

EFFECT



CAUSE

EFFECT



CAUSE

EFFECT

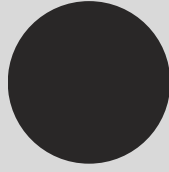


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Lesson 7: Buffalo Near Extinction

DARK



Supporting Question 2: What was taken from Native People?

Featured Sources

- [Lesson 7 Slideshow](#)
- Buffalo hide
- Buffalo nickel
- [The Buffalo Are Back by Jean Craighead George](#)
- [Why the U.S. Military Tried to Exterminate the Bison](#)

Review

Review the main points from Lesson 4: Buffalo were essential to the Ute, Arapaho, and Cheyenne diet and culture as well as a keystone species in the Plains ecosystem. Present the buffalo hide and and buffalo nickel.

- Why would the U.S. Government's currency have the buffalo on one of it's coins?
- What does the buffalo have to do with this country's story?

Guided Practice, Instruction, and Formative Assessment

Review Slides 1-5 in [Lesson 7 Slideshow](#).

Teacher Tip: Guided inquiry on slide 4 in Lesson 7 Slideshow can focus on interpreting why:

- Bison herds existed in that swath of land. (overlap with traditional homeland of Arapaho and Cheyenne)
- Railroads and dwindling buffalo populations may have overlapped. (easy hunting and shipping)
- Eastern buffalo herds generally became extinct earlier than the western herds. (linked to Westward Expansion)

Part A - The U.S. Military and Buffalo

Review Slides 6-8 in [Lesson 7 Slideshow](#).

Teacher Tip: Extermination of the buffalo was never written into U.S. legislation, but the strategy was verbalized and acted upon by many U.S. officials.

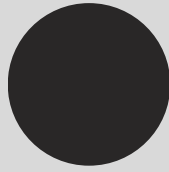
Read aloud: [The Buffalo Are Back](#) by Jean Craighead George. It is a beautiful explanation of how buffalo are a keystone species to the ecosystem of the plains. It goes into detail about the ways in which the buffalo disappearance lead to the Dust Bowl and efforts made by the US Government to bring the buffalo back. Read aloud on [YouTube](#).

Teacher Tip: It is important to note that while this book is written by a Native woman, it fails to discuss the ways in which Native People fought tirelessly to save the buffalo, even today. But, that will be discussed later in this unit!



Lesson 7: Buffalo Near Extinction

DARK



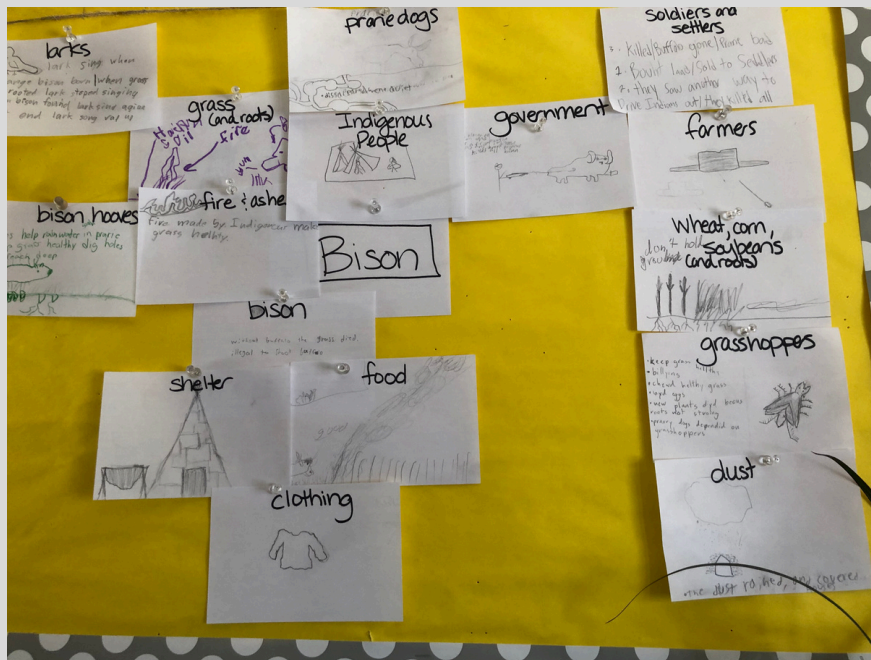
Supporting Question 2: What was taken from Native People?

Check for Understanding & Preview

Review Slides 9-12 in [Lesson 7 Slideshow](#).

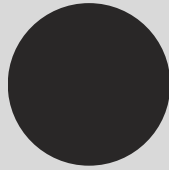
Optional Extension: After reading Craighead's book, give students index cards (see below) with various words that appear in the read aloud. As they listen, they can draw and write how that thing was connected to buffalo. After reading, they can locate themselves in proximity to the bison based on their relationship or impact with the buffalo (no wrong answers here) and share their thinking with the group.

For Kinesthetic Learners: Give each student one card (see below) and pass a ball of string to each student. The will hold onto the string as it slowly builds a web. Once the string has been passed along to each student/card, have the student with the bison card drop their string. The web will unravel and a little chaos will ensue! Use this exercise to dive deeper into the discussion of how the absence of one species can have a huge impact.



Lesson 7: Student Material

DARK



Supporting Question 2: What was taken from Native People?

Part A - The U.S. Military and the Buffalo

“Make them poor by the destruction of their stock, and then settle them on the lands allotted them.”

—

U.S. General Sheridan
(written in a letter from 1868 to U.S. General Sherman)

“It would be wise to invite all the sportsmen of England and America for a grand buffalo hunt and make one grand sweep of them all.”

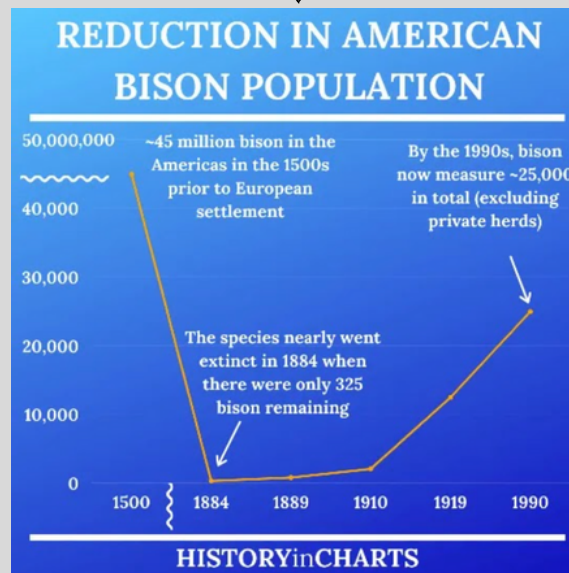
—

U.S. General Sherman (written in a letter from 1868 to U.S. General Sheridan)

“Kill every buffalo you can! Every buffalo dead is an Indian gone.”

—

U.S. General Dodge - said in 1867 to a group of British hunters in Nebraska



What impact would the decimation of buffalo have on Native People?



Lesson 8: Reservations

DARK



Supporting Question 3: What was taken from Native People?

Featured Resources

- [Lesson 8 Slideshow](#)
- [Treaty of 1861](#)

Anticipatory Set

Part A - 99%

Pose the question “What is a home?” Is it just our house or does it extend beyond the four walls of a house? Does it include living and nonliving things? Using Google Maps, if possible, have students locate their house. Then, using the Student Materials Grid to orient their map, they will draw a map of their home including important landmarks within their community. Put these to the side for later in this lesson.

Teacher Tip: We encourage you to make an exemplar so students have an idea of the final product. They should fill the entire grid with color, background, and detail. When the students begin cutting later in this lesson, it is easiest to model the cutting first in each step. While this is not a math-centered lesson, it could easily be incorporated into math standards by having students determine the percents, fractions, and/or decimals.

Guided Practice, Instruction, and Formative Assessment

Review Slides 1 - 12 in [Lesson 8 Slideshow](#).

Where do some Native People live now? Define reservation. If you have a BrainPop account, we highly recommend their “Reservation” video. If not, use this [website](#) or this brief [explanation](#) from History.com.

Across the U.S., 356 treaties were made and many were broken, confusion reigned, and deceptive tactics were used. Revisit Part A - 99% and have students get out scissors. **The next part is meant to be read as a script and move relatively quickly to elicit an emotional reaction from the events which occurred. Teacher script is in red. Student actions are italicized and in blue.**

- From 13,000 B.C. to 1492, Native People had 100% of their traditional homelands.
 - *Students will keep 100% of their home in tact.*
- Within 300 years by 1800, Native People had lost around 10% of their homelands to the colonists. Many of the Native People who lost their homeland were part of a sophisticated governing structure called the Iroquois Confederacy. The Iroquois Confederacy included six Nations and fought on the side of the British against the Colonists in the Revolutionary War. After the war, the U.S. Government proposed the Treaty of Fort Stanwix and the current day lands of Pennsylvania, Kentucky, West Virginia, and New York were lost. In 1646, the first reservation was established in Virginia.
 - *Instruct students to cut 10% of their home away. This is most easily done by removing 1 column. Teacher will collect all land that was taken and place in a basket.*



Lesson 8: Reservations

DARK



Supporting Question 3: What was taken from Native People?

- In 1830, President Jackson signed the Indian Removal Act, which meant that by 1831, Native People in the Southeast of our country were under attack. Known as the “Five Civilized Tribes”, 60,000 humans who identified as members of the Cherokee, Muscogee, Seminole, Chickasaw, Choctaw, Ponca and Ho-Chunk/Winnebago Nations were forcibly moved west. By the end of this horrendous event known as the Trail of Tears, Native People had lost nearly 30% of their homelands.
 - *Instruct students to cut a total of 30% of their home away. This is most easily done by removing 2 more columns (for a total of 30% removed). Again, teacher collects all land that was taken.*
- By 1851, the Gold Rush had hit California and the Horse Creek Treaty was signed in Nebraska. This significantly lessened the traditional homeland of the Cheyenne and Arapaho People in Colorado. California wasn’t much better. By this time, California had already become a state, but only because the U.S. Military forced California’s tribes to sign 18 treaties which relinquished their rights to their traditional homelands. In fact, historians have shown that many of these treaties were never ratified, and therefore invalid. By 1851, four short years after the CA Gold Rush began and the Horse Creek Treaty was signed, Native Tribes across this country had lost just over 40 percent of their traditional homelands. This time period was marked by the Reservation Era due to the Indians Appropriations Act. Native Americans opposed and resisted being sent to reservations, but many of the moves were forced or under heavy pressure. Because the buffalo were being exterminated and there was a lack of hunting opportunities, and the U.S. Government began bribing Native People with wheat flour, grease, and sugar.
 - *Instruct students to cut a total of 40% of their home away. In other words, remove 1 more column (for a total of 40% removed). Teacher collects all land that was taken.*
- By 1861, gold had been discovered in Colorado and there was immense pressure for the US Government to sign a new treaty with the Cheyenne and Arapaho so more land could be available for gold and also allow them to legally stay in the land. In reality, many had been staying on the land *illegally* for years. A new treaty was signed in Lamar, Colorado called the Fort Wise Treaty of 1861. Cheyenne and Arapaho People were pushed to a tiny, resource-less reservation in Southwestern Colorado. By this time just over 50% of Native Peoples traditional land had been taken from them.
 - *Instruct students to cut a total of 50% of their home away. In other words, remove 1 column (for a total of 50%). Teacher collects all land that was taken.*
- In 1864, a massacre occurred in Colorado by the hands of the U.S. Government. It is an event that continues to traumatize Native People. We will not elaborate on this event right now, as the story will be revealed later in this unit. For now, just know that it was horrific, but equally important for us to learn. By 1864, more than 60% of the country had been taken from Native People.
 - *Instruct students to cut a total of 60% of their home away. In other words, remove 1 column (for a total of 60%). Teacher collects all land that was taken.*
- In 1876, the state of Colorado was made a state, 100 years after the founding of the United States, which is why we are known as the “Centennial State”. Unfortunately, 100 years after the founding of this country, over 80% of Native People’s traditional homeland had been taken.
 - *Instruct students to cut a total of 80% of their home away. In other words, remove 2 columns (for a total of 80%). Teacher collects all land that was taken.*



Lesson 8: Reservations

DARK



Supporting Question 3: What was taken from Native People?

- By 1893, much of the damage had been done. Land had been taken and reservations were made for Native People to live on. 97% of Native People's traditional homeland had been taken. But the U.S. Government wasn't done there. Today, it is estimated that Native Tribes have lost 99% of their homelands. Currently, there are 324 reservations in the U.S.
 - *Instruct students to cut a total of 99% of their home away. In other words, remove everything but one box. Teacher collects all land that was taken.*

Teacher Tip: This was researched using a variety of resources. The following are a couple of those sources:

- [Native Tribes have lost 99% of their land in the U.S. - Science.org](#)
- [Invasion of Land video](#) (Slide 10 of Lesson 8 Slideshow)
- [History Through A Native Lens](#)

Check for Understanding & Preview

Set up a talking circle in the room to create space to reflect. In the center of the circle, lay out the 99% of "land" that was taken from the students and review Slides 13 -15 of [Lesson 8 Slideshow](#). These pieces represent hundreds of years of heartbreak, trauma, death, and loss. Use the Feel Wheel on Slide 16 of Lesson 8 Slideshow to name emotions that may come up for the students.

We recommend lead a mindful moment. Consider ringing a chime to signify the start and end of the mindful moment. During that time, students can sit in their feelings and thoughts. Afterwards, use a talking piece to give students the opportunity to share what they are feeling, thinking, or curious about. All feelings are welcome here.

Teacher Tip: Add to the bulletin board for future reference:

- *A couple scrap pieces of their "home" aka 99% grid*



Lesson 8: Student Material

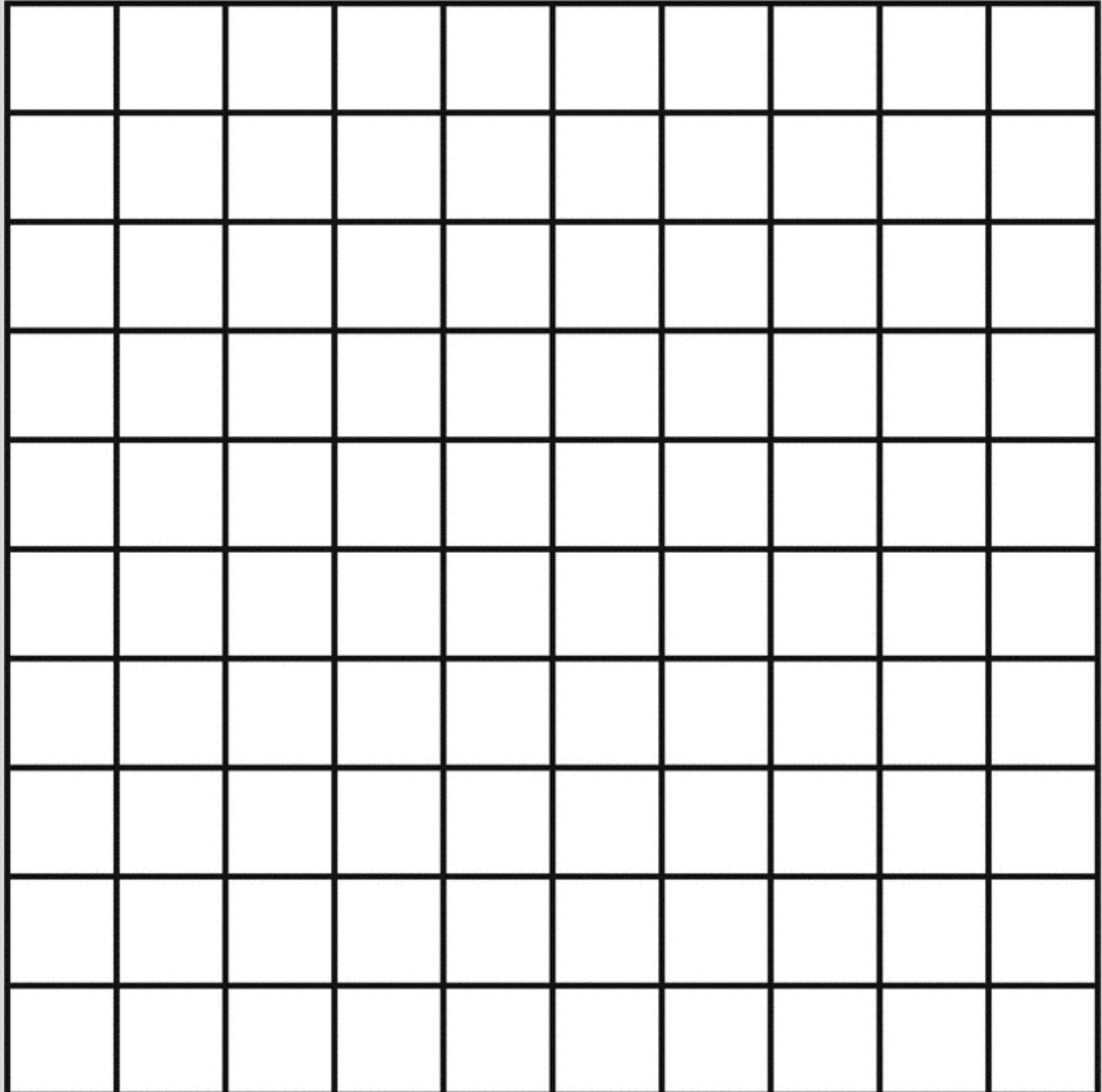
DARK



Supporting Question 3: What was taken from Native People?

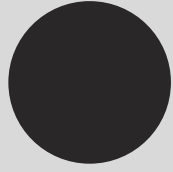
Part A - 99%

Using Google Maps or your memory, draw a birds eye view of your home. But your home is not just your house. Consider your neighborhood, school, local parks you frequent, special community spots that are important to you or your family, favorite trees or gardens, important friends and families homes near you, etc. Draw them as best as you can, using the grid below to help you orient locations.



Lesson 9: A Massacre

DARK



Supporting Question 3: What was taken from Native People?

Featured Sources

- [Lesson 9 Slideshow](#)
- [Gov Evans 1st Proclamation](#) - printed for a student to read aloud during the lesson
- [Gov Evans 2nd Proclamation](#) - printed for a student to read aloud during the lesson

Anticipatory Set

Teacher Tip: You will need a bowl filled with water nearly to the top for this activity. Under that bowl, put a tray to catch the water that will eventually spill. Give each student in the class a small rock and tell them each one is meant to signify a terrible action. No singular rock changed the course of history, rather it was the collection of them all that did so. **For each action in bolded font below, you will invite a student (or two depending on your class size) to add their rock to the bowl so the water can heal the atrocities that occurred that day.** The intention is that by the time you get to the massacre, the water is spilling out. We suggest you test it out ahead of time so you are confident all rocks will overflow the water.

Similar to Lesson 8, this lesson is meant to be read like a script. We recommend you print this lesson out so you can read and show the Slides at the same time. *The teacher script is in red.*

Review Slides 1-3 in Lesson 9 Slideshow.

By 1864, where were many of the Cheyenne and Arapaho? **They had lost their traditional lands and many were now in a reservation in Southwestern Colorado (student adds rock).** In fact, there were about 750 people living there, mostly women, children, and the elderly. Black Kettle was of the chiefs who lead his people there.

(Slide 4 in [Lesson 9 Slideshow](#).)

But things were far from peaceful...

Guided Practice, Instruction, and Formative Assessment

Have a student read the **First Proclamation from Governor Evans about the hostile Indians (student adds rock).**

Our governor had told Cheyenne and Arapaho people that if they went here, there would be safety and provisions provided to them, so that's exact many of them did. But tensions were rising. **Many Indians were hungry due to lack of buffalo to hunt and colonization rapidly changing their way of life (student adds rock).**

Have students read the **Second Proclamation from Governor Evans (student adds rock),** then look Slide 5 in [Lesson 9 Slideshow](#).



Lesson 9: A Massacre

DARK



Supporting Question 3: What was taken from Native People?

Governor Evans had just issued a death warrant to Indians. Literally. Oh, and people could steal their property after killing them (student adds rock). Hard to believe, right?! And the U.S. Government was going to pay its citizens to do the killing (student adds rock). Tensions were at an all time high.

Because of this, Arapaho and Cheyenne chiefs met with the U.S. Military at Camp Weld on September 28th, 1864 to try and make peace. Chief Black Kettle and Silas Soule were there.

Review Show Slide 6 in [Lesson 9 Slideshow](#) and point them out to the students.

Silas Soule recognized that things were not looking good.

Review Slide 7 in [Lesson 9 Slideshow](#).

To make matters worse, there was a U.S. military officer named Colonel Chivington who was leading the volunteer calvary, about 700 armed men, throughout Southwestern Colorado and he was intent on killing Indians, per Governor Evans orders (student adds rock).

This might surprise you, but before Colonel Chivington came to Colorado, he was on the right side of history. Living in Kansas, he had vocalized his support for the North in the Civil War, telling people he was against slavery. Good, right?! The people of Kansas didn't think so, began to threaten him, so he left and ended up in Colorado. This is where Chivington takes a turn to the dark side. It's weird that people can do or say things that are so good, AND also do and say things that are absolutely horrific right?! What might that tell us about how he saw Native Americans versus how he saw Black people? **Shortly after arriving in Colorado, he is quoted as saying something absolutely terrible about Native People (student adds rock).**

Review Slide 8 in [Lesson 9 Slideshow](#).

Meanwhile, he gathers his troops at Bent Fort asking for directions to the Indian camp. He is told by multiple people at the Fort that the Cheyenne and Arapaho people camped by the creek are peaceful, and not hostile Indians. **He continues on despite this (student adds rock).**

Review Slides 9 - 10 in [Lesson 9 Slideshow](#).

At this point Silas Soule and others are beginning to argue with him, but he insists that he has been given orders to attack (student adds rock).



Lesson 9: A Massacre

DARK



Supporting Question 3: What was taken from Native People?

At sunrise, Colonel Chivington ordered his troops to attack (student adds rock). Black Kettle and others came out of their tipis. **Chaos ensues (student adds rock).** Black Kettle was raising the American flag along with the white flag for truce.

Review Slides 11 - 12 in [Lesson 9 Slideshow](#).

Another chief was reported as walking towards the soldiers with his arms over his chest, insisting the soldiers would not kill them since they were peaceful. **He was shot and killed (student adds rock).** Women, children and the elderly were instructed to escape. **Black Kettle was shot, but survived. But many died, including women, children, and the elderly (student adds rock).** It was such a brutal event that it is called a massacre. Some estimates count the deaths of 230 Cheyenne and Arapaho people. Many Native People find it hard to speak of. The people who died are their relatives, their ancestors, their grandparents, great grandparents, aunts and uncles.

At this point, water should have overflowed. Add a few more rocks if needed.

It may be hard to believe, but these men responsible for the massacre, including Chivington and Evans were never punished for their crimes. In fact, there was a parade to celebrate Chivington and his men when they returned to Denver. To this day, the nearest town to the Sand Creek Massacre site is called Chivington. And until very recently, there was a beautiful mountain in Colorado named Mount Evans. Silas Soule was murdered in the streets of Denver shortly after he testified against Chivington.

Review Slide 13 in [Lesson 9 Slideshow](#).

Black Kettle saved his wife by carrying her out of the carnage, despite having been shot. He was known as a chief who desired peace. After the massacre, his mind may have change.

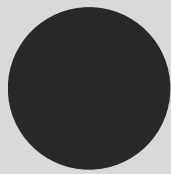
Review Slide 14 in [Lesson 9 Slideshow](#).

There is no Student Material for this lesson. Their "to-do" will be an action that is reflective, symbolic, and filled with respect for those who passed. Take the bowl with the now-cleansed rocks outside with the students. Pour out the water and rocks on the Earth. Remind students that none of us were there, we are not guilty of these atrocities, but we have a responsibility to honor those who have passed with love and respect. Ask them to each grab a rock and gather in a circle. *Children are the light of the world and they have so much promise to make this world a better place.* They will spend some time with their rock and consider their wish for the future, or send a loving thought to someone, a promise they will make now that they know this truth, etc. Whatever feels right to them at this time. We encourage you to use a chime to start and end the reflection time as a mindful moment. At the conclusion of this mindful moment, students will take their stone, and place it in a location that feels right them.



Lesson 10: Boarding Schools

DARK



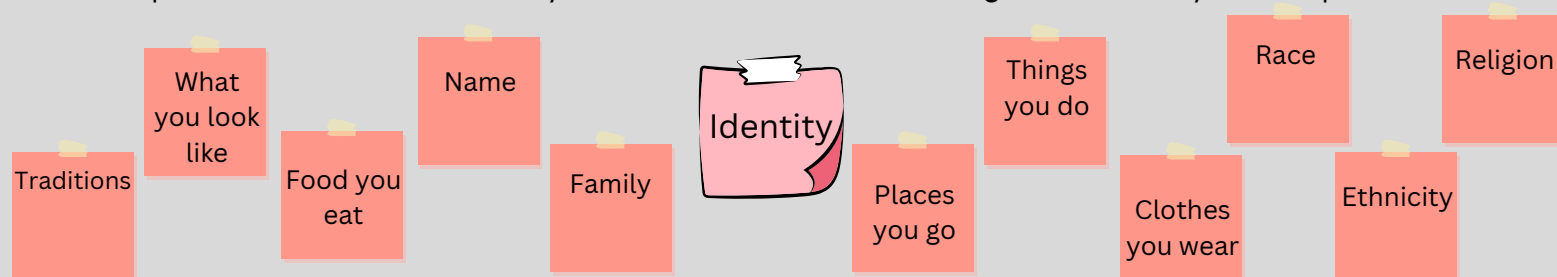
Supporting Question 3: What was taken from Native People?

Featured Sources

- White Buffalo photos (Cheyenne Nation) - add to bulletin board
 - [Before boarding school](#)
 - [After boarding school](#)
 - [Carlisle Student File](#)
- [Boarding Schools Before and After Slide Show](#)
- [How the U.S. Stole Thousands of Native American Children video](#)
- [Boarding Schools: A Complicated Story Slide Show](#)

Anticipatory Set

Write Identity on the board. Brainstorm parts of identity. Model a couple examples and have partners come up with others, write on sticky note and add to board. Categories that may come up:



Part A - My Identity

Students consider the categories brainstormed by the group and name different parts of their identity.

Guided Practice, Instruction, and Formative Assessment

Show White Buffalo's photo before Carlisle. Then show his after photo, along with the Carlisle Student File. Allow students space and time to analyze. What visible parts of his identity have changed?

Use the Boarding Schools Before and After Slide Show to explore what was meant by assimilation.

Watch How the U.S. Stole Thousands of Native American Children video. This video is incredibly well-researched and dynamic. However, there are certain parts we recommend that you skip over with this age group. The following time segments are suitable for this age and on topic with this unit:

- 0:36 - 3:30
- 3:40 - 5:44

Use the Boarding Schools: A Complicated Story Slide Show to explore multiple perspectives.

Check for Understanding

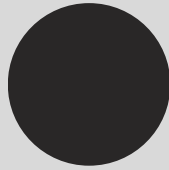
Part B - Looking Inward

Teaching Tip: Students may need extra support in processing this information and subsequent feelings. We encourage you to hold space in the form of a talking circle or council. Furthermore, we highly encourage you to read aloud one or more of the recommended books on page 4 of this curriculum.



Lesson 10: Student Resource

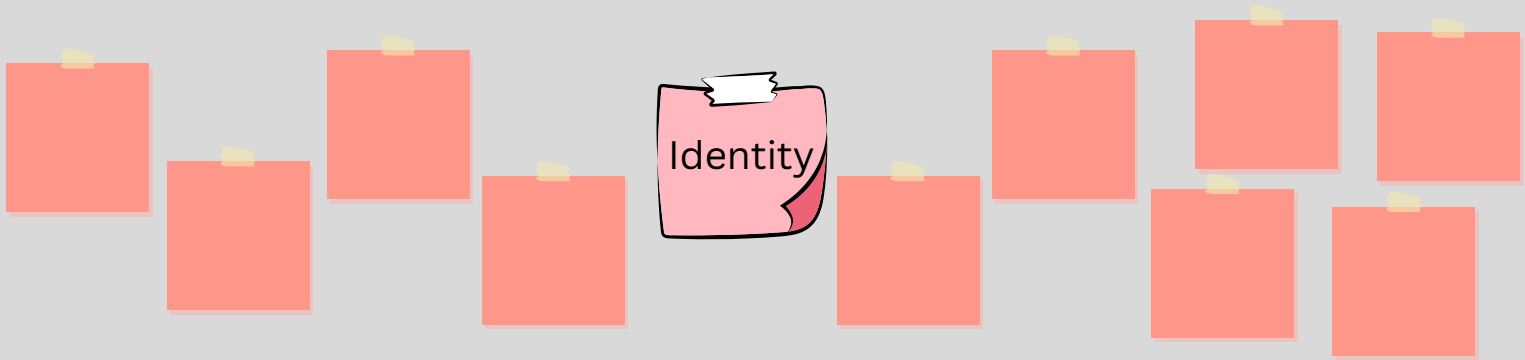
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Supporting Question 3: What was taken from Native People?

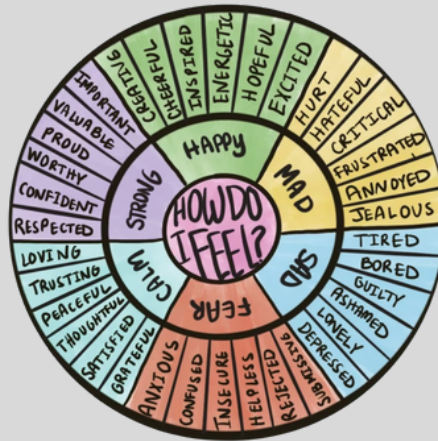
Part A - My Identity

What are the parts of your identity that make you... you?



Part B - Looking Inward

Knowing this history can stir up many feelings for us. Pause. Take a moment to consider how you are feeling with this Truth. Use the Feel Wheel to pinpoint one (or more) specific feelings. All feelings are welcome.



What are you feeling? Why?



Lesson 11: Reclamation

SHINING A LIGHT



Supporting Question 4: Knowing this truth, how can the U.S. Government work with Native People to make for a better future?

Featured Sources

- [Lesson 11 Slideshow](#)
- [We Are Still Here!](#) by Traci Sorell

Review

Review Slides 1-7 in [Lesson 11 Slideshow](#).

Anticipatory Set

Review Slides 8-14 in [Lesson 11 Slideshow](#).

Guided Practice, Instruction, and Formative Assessment

Reclamation Day! We recommend this be a day of celebration, joy, and honoring Native culture. Imagine a classroom that is playing Native music, has a slideshow displaying Native Art, beautiful books on the shelf for students to read, videos of Native stories being shared, food to eat, etc. We encourage you to create a menu of offerings that make sense for you and your classroom. Students can pick and choose parts to engage in, or it could be set up as rotations. Again, your expertise and knowledge of your class will guide the management of this lesson. An example menu might look something like this:

1. [Storytelling station](#)
 - a. Using the stories from Lesson 3 posted to Online Learning Platform (Google Classroom) or set up on devices
2. [Food station](#)
 - a. could be made ahead of time by you or a parent.
3. [Art station](#)
 - a. Display art around the room or [project this movie](#)
4. [Play music listening station](#)
5. Listen to [language](#) station
6. [Native Book Nook station](#)
 - a. Consider using the Recommended Book List on page 4 to select a variety of books for students to enjoy.
7. [Meet Notable Native People of Today Slideshow](#) station

Are you looking to go deeper?

- Take a field trip to explore Native Art in your own community OR propose where Native Art could exist. There could be a persuasive writing opportunity with a local business or city council as the audience. [Here is an example](#) of a bicycle tour or local Native Art that elementary students in Boulder, Colorado experienced. They created QR codes to interpret the art to their community.
- Have the students incorporate math and cook fry bread with you! [Here is an example](#) of an interdisciplinary math lesson a teacher did where students multiplied and divided fractions to make fry bread and three sisters salsa.



Lesson 11: Student Material

SHINING A LIGHT



Supporting Question 4:

Knowing this truth, how can the U.S. Government work with Native People to make for a better future?

Part A - Reflection

Take a moment to look out at your classmates. Draw a scene of our Reclamation Day! Add a caption and a few speech (or thought) bubbles.

Caption:

What part of the Reclamation Day celebration brought you the most joy? Why?



Lesson 12: Decolonization

SHINING A LIGHT



Supporting Question 4: Knowing this truth, how can the U.S. Government work with Native People to make for a better future?

Featured Resources

[Nikki Sanchez: Decolonize Together Ted Talk](#)

Topic 1: Government Action

- [Boulder, CO example](#) (are there landmarks near you that are similar?)
- [Mount Blue Sky](#)
- [Gov. Polis Executive Order to rescind Evans' Proclamation](#)
- [Maori Partnership with New Zealand Parliament](#)
- [Australia considers "The Voice" to include Indigenous representation on Parliament](#)

Topic 2: Co-Stewardship with U.S. Government:

- [The Rappahannock Tribe's Return to the River and Blad Eagles](#)
- [Fire management](#)
- [Native Americans Reclaim Stewardship of U.S. Bison Badlands](#)
- [Since time immemorial - How Indigenous People are Reviving Traditional Stewardship](#)

Topic 3: LandBack:

- [How This Native American Elder Reclaimed Sacred Land in the Bay Area](#)
- [Indigenous Groups Fight Climate Change By Getting Their "Land Back"](#)
- [Land Back: The Indigenous Fight to Reclaim Stolen Lands](#)
- [Whose land are you on? What to know about the Indigenous Land Back movement](#)

Anticipatory Set

Watch the Nikki Sanchez: Decolonize Together Ted Talk to define decolonization. Explain that there are a variety of ways to decolonize, but they will be looking at three specific ways: Government Action, Co-Stewardship with U.S. Government, and LandBack.

Guided Practice, Instruction, and Formative Assessment

Part A - Decolonization Jigsaw

Partner students to do a jigsaw activity. Partners take one of the topics above to research and later present to the group as experts. They use the Student Material note-taker to capture important ideas for their posters.

Teacher Tip: These posters can be handmade or digital (Google Slides, Canva, etc.) Consider using a rubric to match any presentation, speaking or writing skills your school measures. When differentiating, consider that Topic 3: LandBack has more videos and might be a great topic for struggling readers to access the content.

Check for Understanding & Preview

Partnerships share their poster to teach their peers about their topic.



Lesson 12: Student Material

SHINING A LIGHT



Supporting Question 4: Knowing this truth, how can the U.S. Government work with Native People to make for a better future?

Part A - Decolonization Jigsaw

Which of the three topics did you research? _____

Use the following note catcher to organize main ideas of your research. Your notes will be used to design a poster to teach your peers about your topic.

Who?

-
-
-

What?

-
-
-

Where?

-
-
-

When?

-
-
-

How?

-
-
-

Why?

-
-
-



Lesson 13: Our Promise

SHINING A LIGHT



Supporting Question 4:

Knowing this truth, how can the U.S. Government work with Native People to make for a better future?

Featured Resources

- [Lesson 13 Slideshow](#)
- [Thanksgiving Story](#) from Braiding Sweetgrass Young Adult

Land Acknowledgement Examples:

- [CSU Land Acknowledgement](#) (written and video)
- [Creative Children's Treaty 7 Land Acknowledgement](#) (Video)
- [A Land Acknowledgement Example From a Class Who Participated in This Curriculum](#)
- If your school district has one, share it with the kids

Great Resource for Kids to Use:

- [Who's Land Are You On? Interactive Map](#)

Anticipatory Set

We've reached the final chapter of our story! But it's one of those cliffhanger stories, because we don't know exactly how things are going to end up. Honestly, it's up to us and the actions we choose moving forward. Highlight the importance of attaching it with action as you begin exploring various Land Acknowledgements. Review Slides 1-7 in [Lesson 13 Slideshow](#).

Part A - Action!

After considering these forms of actions, lead students in a brainstorming session using Part A - Action!

- What is something they as individuals, and us as the group, could take to make a change?
- Some ideas may be out of reach, but others may be low hanging fruit. Put stars next to the ideas that are things we could make change in this year.

Teacher Tip: It is important to express these past wrongs of the U.S. US Government are not our personal wrongs of today. However, now that we know the Truth, we have a responsibility to do something about it to make the future better. What we do can be different things and have different impacts, but we must do something. Actionable items may need to be reviewed by teacher prior to next step.

These projects may or may not be ongoing, but our hope is that the students walk away with something tangible, an actionable step they can carry with them to make change in the world. Consider ways in which you can share your Land Acknowledgement and the committed action with the community at large:

- Share with other classes
- Share in your newsletter
- Share on the school website
- Present in a school assembly



Lesson 13: Our Promise



Supporting Question 4: Knowing this truth, how can the U.S. Government work with Native People to make for a better future?

Guided Practice, Instruction, and Formative Assessment

Students will explore Land Acknowledgements, including the ones listed above. Based on what they review, draft a list of best practices in typical Land Acknowledgements. Some tips can be found [here](#).

Using the mentor texts above as well as action ideas students brainstormed from Part A, begin to draft a shared writing piece. Shared writing is a recommended best practice in this part of the process.

Teacher Tip: The action(s) chosen to include in the final land acknowledgement needs to be something that is truly actionable. Empty promises would only repeat history. We encourage you to include actions which represent those that are truly actionable in the foreseeable future. Accountability matters in this lesson and beyond.

After writing Land Acknowledgement, develop an action plan for holding the work accountable for Our Promise. Actionable promises we have seen:

- QR Code Tour to teach their community about Native artwork and important landmarks within their community
- Art Weaving created using the text from their Land Acknowledgement
- Planting and caring for a three sisters or native plant garden
- Setting and monitoring goals around classroom waste
- Writing letters to local US Government representatives about a current issue for Native rights

Teacher Reflection on Product

A final project can look many ways. This might depend on time given in the school year, ability to collaborate with other teachers, or support from the community. Aim high! Aim deep. Here are the levels of end product:

Developing Product	Land acknowledgement including actions shared with community
Proficient Product	Action Plan developed and acted upon
Advanced Product	Action plan held accountable, reflected upon, and shared with broader community



Lesson 13: Student Material

SHINING A LIGHT

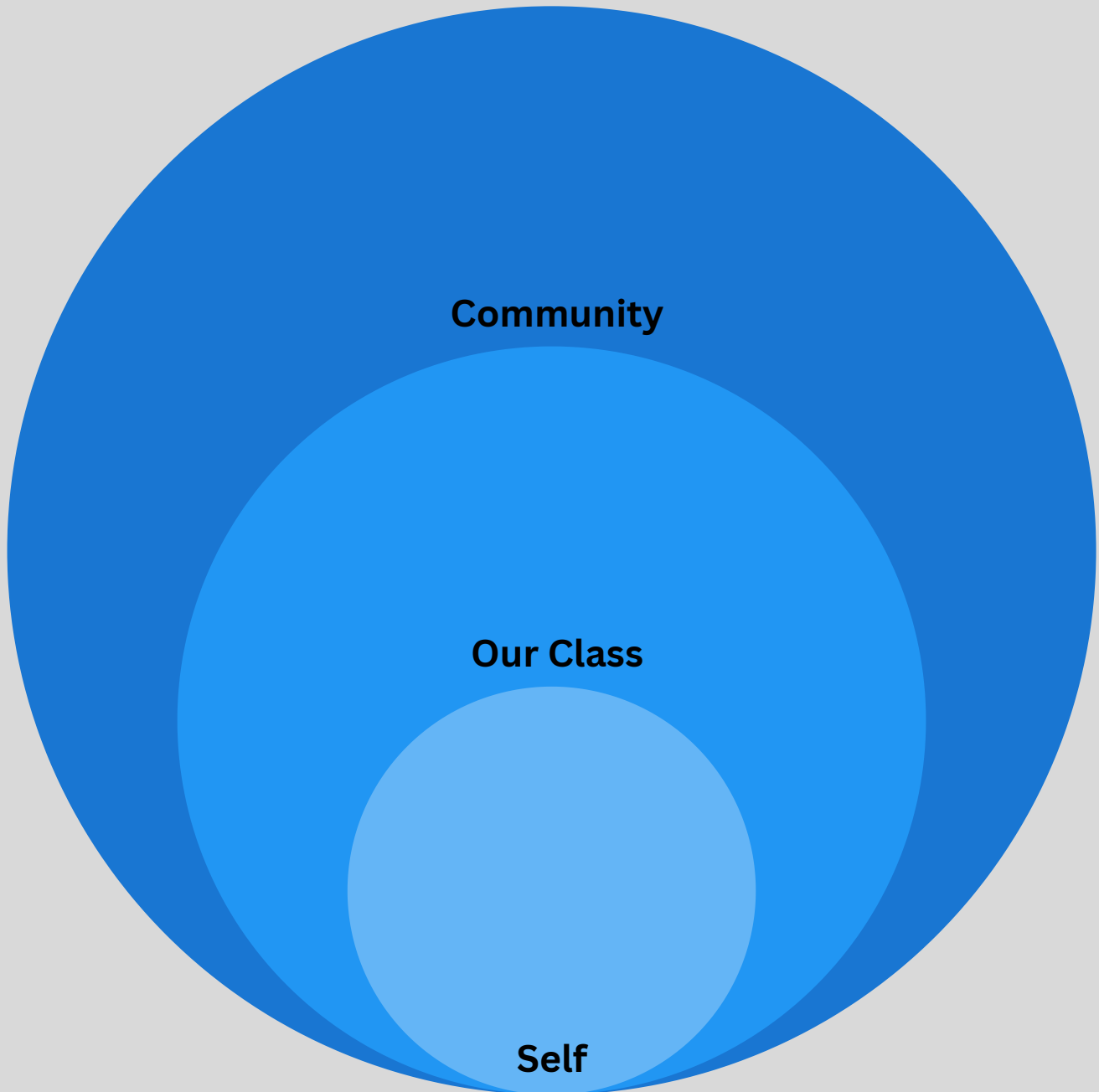


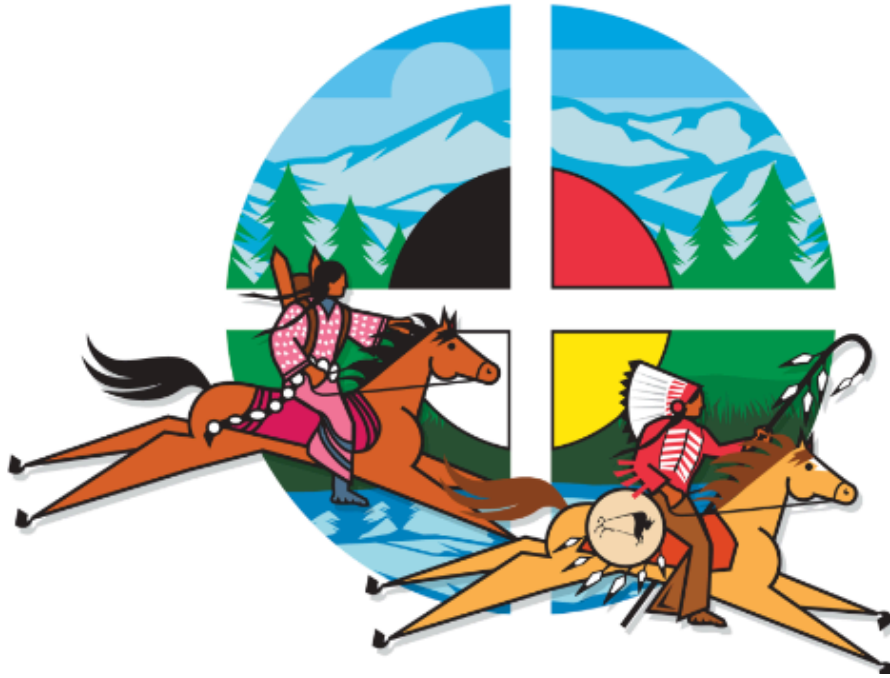
Supporting Question 4:

Knowing this truth, how can the U.S. Government work with Native People to make for a better future?

Part A **-ACTION!**

After reading the Thanksgiving Address, and watching Xiuhtezcatl Martinez speak about actions he is taking, brainstorm ways in which you as an individual, you as a class, and the community can make change.





People of the Sacred Land

About Us

The People of the Sacred Land developed the Truth, Restoration, and Education Commission (TREC) in 2022. We are working to examine the true history of Colorado and what led to the genocide of Indigenous Peoples in Colorado.

This work is multi-faceted. One aspect is the education of youth as to the Truth of what happened to Native People and this land, specifically here in Colorado.

Our hope is that by educating youth with the Truth, we can begin the process of restoration.

Learn more about our organization [here](#).

