



People of the Sacred Land

Compelling Question: *In what ways has the U.S. Government observed (or not observed) Native Sovereignty?*

Subjects

Social Studies

- Government and Civics
- History

Grade

- 6-8

CO Academic Standards

Social Studies

SS.8.1.1 Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.

- GLE Investigate and evaluate primary and secondary sources from multiple diverse perspectives about United States history from the American Revolution through Reconstruction to formulate and defend claims with textual evidence and logical reasoning.

SS.8.1.2 Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

- GLE Develop a contextual understanding of the historical eras, individuals, groups, ideas, and themes from the origins of the American Revolution through Reconstruction.

SS.8.2.1 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 analyze patterns in human and physical systems in the United States.

SS.8.2.2 Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

- GLE Recognize the impact of the competition for control of land and resources in early American history.

SS.8.4.1 Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

- GLE Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.

SS.8.4.2 Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

- GLE Investigate and evaluate the purpose and place of rule of law in a constitutional system.

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 white people had come to their land. Despite hardship, Indigenous People survived and their voices and stories are important. We have the opportunity 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.

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 elementary school curriculum.* After administering our pre-assessment on page 7, you may recognize there are important gaps of prior knowledge depending on your students educational experience. Using our elementary curriculum to fill in those gaps can help to create a more holistic educational experience. You will find a chart on page 8 to sequence elementary lessons within this unit when appropriate.
- *In partnership with our high school curriculum.* If your students are eager to dive deeper or ready to learn more, you could extend this curriculum with some of the concepts presented in our high school curriculum.
- *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. While we would not typically recommend this, we do honor and respect teacher expertise so feel free to pick lessons to supplement other meaningful lessons you have curated.

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. When talking about specific tribes, we have chosen to use “Native Nations” to emphasize sovereignty. 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.



Vocabulary

- Nation, Native Nation
- Observe
- Traditional Homeland
- Govern
- Tribe & Band
- Consensus
- Council
- Sovereignty
- Treaty
- Policy
- Reservation
- Assimilation
- Indian Agent
- Massacre
- Surplus
- Allotment
- Termination
- Relocation
- Women's Suffrage
- Self-Determination
- Reclamation

English Language Acquisition (ELA) Resources

We have purposely chosen to provide a variety of resources for you to utilize throughout this curriculum. Videos, paraphrased texts, a varied list of recommended books, and varied difficulty of texts are presented suggested or presented to students throughout this unit. We honor and respect your expertise in determining what, and in which ways, these materials are presented. Consider our suggestions, just that: suggestions. You know your students and the needs of your learners best.

Although you are most likely familiar with these techniques, we do want to resource you with some best practices when teaching content that is literacy-heavy in regards to reading, writing, listening and speaking. We find this [resource from the state of Connecticut](#) both easily digestible and informative. Colorado has shared [this resource](#), which is also helpful. However, we know your school district will probably also provide you with resources that make sense for your specific demographic. Either way, it's important that you scaffold instruction along the way for your students to access the information.



Pedagogical Approach

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

- **Light**
 - **How did Native Nations govern themselves before the arrival of Europeans?**
- **Dark**
 - **Who benefited from treaties between the U.S. Government and Native Nations?**
 - **After Native People were moved to reservations, what happened to land and people?**
- **Shining a Light**
 - **Knowing this Truth, how can the U.S. Government support Native Nations reclaim what was lost?**

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 (physical or digital) **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 by the teacher, depending on their level of prior knowledge the teacher, depending on their level of prior knowledge.. We recommend the following readings as a start for you as you pursue your journey of The Truth your journey of The Truth:

- [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](#)



Recommended Books

Read Aloud, Book Clubs, Featured in Classroom Library

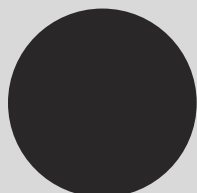
***These books are curated for a middle school reader. Depending on the reading level of your classroom, you may want to check out our Recommended Book List from our Elementary Unit

LIGHT



- [Ancestor Approved: Intertribal Stories for Kids](#) by Cynthia L. Smith
- [Sisters in Spirit: Haudenosaunee Influence on Early American Feminists](#) by Sally Roesch Wagner
- [The Girl Who Helped Thunder and Other Native American Folktales](#) by James & Joseph Bruchac
- [Trickster](#) by Matt Dembicki
- [They Dance in the Sky](#) by Jean Guard Monroe

DARK



- [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
- [The Firekeeper's Daughter](#) by Angeline Boulley (advanced readers)
- [Warrior Girl Unearthed](#) by Angeline Boulley (advanced readers)
- [An American Sunrise](#) by Joy Harjo
- [Navajo Code Talkers: Top Secret Messengers of WWII](#) by Blake Hoena
- [The Great American Dust Bowl](#) by Don Brown
- [Indian No More](#) by Charlene Willing Mcmanis and Traci Sorell

SHINING A LIGHT



- [Braiding Sweetgrass for Young Adults](#) by Robin Wall Kimmerer & Monique Gray Smith
- [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
- [Indigenous Ingenuity](#) by Deidre Havrelock & Edward Kay
- [The American Indian Rights Movement](#) by Eric Braun
- [Everything You Wanted to Know About Indians But Were Afraid to Ask: Young Readers Edition](#) by Anton Treuer
- [Elatsoe](#) by Darci Little Badger
- [A Snake Falls to Earth](#) by Darci Little Badger
- [We Are Still Here!](#) by Traci Sorell
- [An Indigenous Peoples' History of the United States for Young People](#) by Jean Mendoza & Debbie Reese and Roxanne Dunbar-Ortiz
- [Rez Dogs](#) by Joseph Bruchac
- [I Can Make This Promise](#) by Christine Day
- [Healer of the Water Monster](#) by Brian Young



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SHINING A LIGHT



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Background Knowledge & Pre-Assessment

Our elementary unit builds a strong foundation which is expanded upon in these middle school lessons. Your students may or may not have received that foundational instruction. Therefore, we have created this pre-assessment to determine which (if any) lessons may need to be taught in order for your students to have the pre-requisites needed to fully comprehend this middle school unit.

Before you begin this unit, administer the pre-assessment and use the data to determine which lessons may need to be added. The pre-assessment includes 5 questions which center on 5 major concepts.

Every teacher, school and district may have a different “tipping point”, but we recommend if a question on the pre-assessment was missed by one third or more of your class, to add the elementary lesson. The chart below links the pre-assessment questions to the elementary lesson which covers that information. The chart on page 7 recommends the best sequence for adding those lessons.

If less than one third of your class missed the question, you will find a brief resource which you could assign those students specifically in the chart below in the last column. These resources can be used to quickly catch up a few kids rather than teaching the entire elementary lesson. In the case you share the resource, consider whether it could be beneficial to the entire class as well.

Pre-Assessment Question	Elementary Lesson to Teach if 1/3 or more of class missed the problem	Resource to assign specific students if less than 1/3 missed the problem or share with entire class
Pre-Assessment Question 1	Lesson 5: Treaties	<u>The Indian Problem</u>
Pre-Assessment Question 2	Lesson 6: Gold and Westward Expansion	<u>The Impact of Westward Expansion</u>
Pre-Assessment Question 3	Lesson 7: Buffalo Near Extinction	<u>Why the U.S. Government Tried to Exterminate the Bison</u>
Pre-Assessment Question 4	Lesson 8: Reservations	<u>Lesson 8: Reservations Slideshow</u>
Pre-Assessment Question 5	Lesson 9: A Massacre	<u>Sand Creek Massacre</u>



LIGHT



09 Lesson 1: Staging the Question

13 Lesson 2: Council

15 Lesson 3: Iroquois Confederacy

17 Lesson 4: Sovereignty

***Add "Treaties" (Lesson 5 from Elementary)

***Add "Gold and Westward Expansion" (Lesson 6 from Elementary)

20 Lesson 5: Gold & Treaties

***Add "Buffalo Near Extinction" (Lesson 7 from Elementary)

***Add "Reservations" (Lesson 8 from Elementary) - highly encouraged!

DARK



24 Lesson 6: Kit Carson Treaty & Brunot Agreement

***Add "A Massacre" (Lesson 9 from Elementary)

27 Lesson 7: Another Massacre?

29 Lesson 8: Boarding Schools

31 Lesson 9: The Homestead Act & the Dawes Act

35 Lesson 10: Termination & Relocation

37 Lesson 11: Voting and Women's Suffrage

40 Lesson 12: Self-Determination & Civil Rights

42 Lesson 13: Reclamation

SHINING A LIGHT



Lesson 1: Staging the Question

LIGHT



In what ways has the U.S. Government observed (or not observed) Native Sovereignty?

Featured Sources

- [Lesson 1 Slideshow](#)

Prepare the following items:

- Light
 - [Indian Tribes, Cultures, and Nations Map](#)
 - **Something from Council of 44 (from book maybe?)**
 - [Hiawatha Belt](#)
 - [Two Row Belt](#)
 - [CSU Land Acknowledgement \(or one from your school, local institution, etc.\)](#)
- Dark
 - Gold (real or [photo](#))
 - [Gold Map](#)
 - [Horse Creek Treaty of 1851 & Fort Wise Treaty of 1861](#)
 - [Reservation map](#)
 - [Treaty of 1861](#)
 - Buffalo materials (will give you additional data to determine if this elementary lesson is needed)
 - [General Dodge Quote](#)
 - [Pic of buffalo bones pile](#)
 - Boarding School materials
 - [Assimilation before and after](#)
 - Ute Maps
 - [Original](#)
 - [1868](#)
 - [1873](#)
 - [Present Day](#)
 - [Meeker Incident](#)
 - [The Utes Must Go!](#)
 - [Rosebud Reservation South Dakota Allotment Map](#)
 - [Ponca Reservation Nebraska Allotment Map](#)
 - [Relocation to Denver Ad](#)
- Shining A Light
 - [American Indian Movement Patch](#)
 - [Zitkala-Sa](#)
 - [#LandBack](#)
 - [I Voted Sticker with Native Woman](#)
 - [Utes Gain Voting Rights Newspaper Clipping](#)

Teacher Tip: When you distribute these items around the room, they should be at random, not grouped by the three chapters: Light, Dark, Shining a Light. Having students organize these items into these three chapters can be a useful extension for you to gain more data about their knowledge on these topics.

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.



Lesson 1: Staging the Question

LIGHT



Compelling Question: In what ways has the U.S. Government observed (or not observed) Native Sovereignty?

Anticipatory Set

Teacher Tip: This lesson requires some extra preparation gathering and printing materials for the gallery.

Review Slides 1-5 in the Lesson 1 Slideshow (linked above in the Featured Sources). Introduce the Compelling Question for this unit to students: *In what ways has the U.S. Government observed (or not observed) Native Sovereignty?* as well as the three chapters that this unit will cover.

Stage the items listed in Featured Resources around the room. Students will view the items as a gallery walk and use sticky notes to write “knowings” and “wonderings” as described on Slide 4. 5-10 minutes should be adequate time for students to complete at least 3 sticky notes, but time manage this as you see fit.

Explain that this unit will require them to explore and consider pieces of evidence from this story to understand what happened. Each time they meet for this unit, they will be presented with featured resources including quotes, photos, maps, newspaper clippings, US Government documents, timelines, etc. It is their job to fit these pieces of the puzzle together to understand the story.

Teacher Tips:

- We recommend having students write their names on sticky notes as they leave them by items. These sticky notes can serve as anecdotal data, similar to a KWL chart.
- Also, it may create more excitement to have these items staged around the room prior to students arriving.
- Use this activity to identify misconceptions and inform future instruction.
- Also, begin to build your (physical or digital) bulletin board as described on page 3, by adding the word “observe” to the vocabulary section and the Compelling Question to the top.

Guided Practice, Instruction, and Formative Assessment

Review Slides 6-9. Students begin Part A - Defining the Question in Student Materials. They will complete the top half (defining observe). Review their definitions as a whole group. Revisit the question now that essential vocabulary has been defined. It is important to note to students that the word “sovereignty” in the essential question will be defined in a later lesson. It’s too big of a word to fully comprehend here!

Review Slides 10-14. Use this as a group discussion. Slides 10 & 11 are purposely blank so you can curate ideas that make sense for your classroom/school community and experiences. On Slides 13 & 14 we’ve included some events in history your students may or may not be familiar with. Feel free to incorporate other events when discussing depending on their background knowledge.

Check for Understanding and Preview

Review Slide 15. Students will complete Part B - Light, Dark, Shining a Light. Directions are in Part B of Student Materials.

Review Slide 16 and lead a quick discussion to see what is already know by the students. Reminder that Lesson 4 will go into more depth.



Lesson 1: Student Material

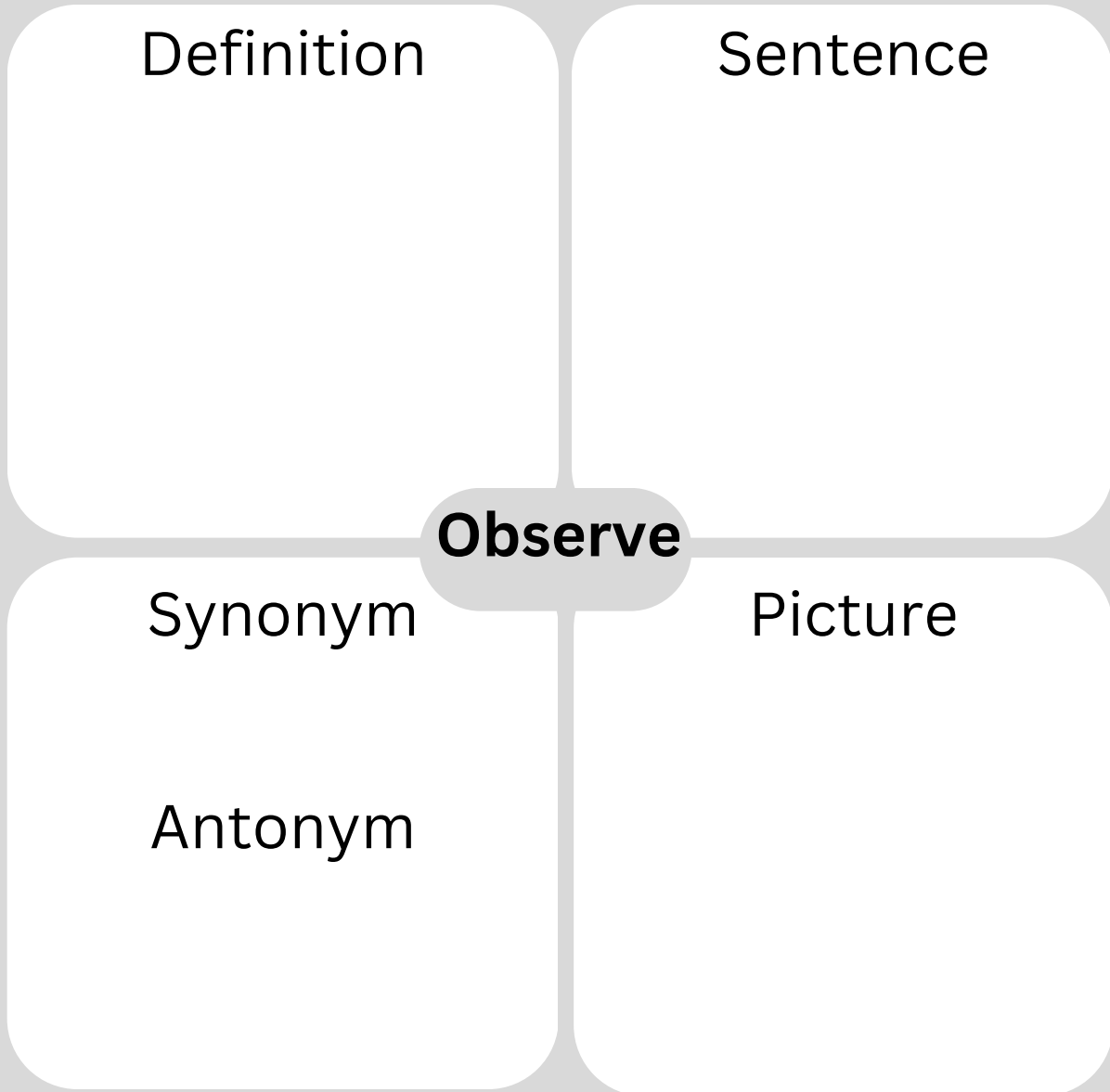
LIGHT



Compelling Question:
In what ways has the U.S.
Government observed (or not
observed) Native Sovereignty?

Part A - Defining the Question

Directions: Our compelling question is: In what ways has the U.S. Government **observed** (or not **observed**) Native Sovereignty? Do you know what the word *observe* means? Use the chart below to demonstrate the meaning of both words.



Lesson 1: Student Material

LIGHT



Compelling Question:
In what ways has the U.S. Government observed (or not observed) Native Sovereignty?

Part B - Light, Dark, Shining a Light

Directions: Take time to consider the items presented. Each of these items belong into one of our three chapters for this unit:

- Chapter 1 "Light": A chapter in history where Native People were free to be themselves and honor their culture and beliefs
- Chapter 2 "Dark": A chapter where that freedom was taken away and Native voices were silenced and in some cases erased from the telling of history
- Chapter 3 "Shining a Light": A chapter where Native People are taking back their power and freedom and telling their stories

In what chapters do you think these items belong? Pick a couple items for each chapter **and** explain your thinking as to why you think they might belong there.

Chapter	Item (Description of item or sketch)	Reason why you think it belongs in this chapter
1. Light		
2. Dark		
3. Shining a Light		



Lesson 2: Council

LIGHT



Supporting Question 1: How did Native Nations govern themselves before the arrival of Europeans?

Featured Sources

- [Lesson 2 Slideshow](#)
- [The Thanksgiving Address - Braiding Sweetgrass Young Adult](#)
- [Homelands : Northern Cheyenne - Case Study](#)

Guided Practice, Instruction, and Formative Assessment

Review Slides 1-5. On Slide 4, lead a discussion (without teaching any content, into what they see/think/wonder about the Kiowa calendars. Students will then complete Part A - Inquiry Into Councils in Student Materials based on the see/think/wonder discussion.

Review Slides 6-10 prompting discussions using the questions provided within the slides.

Teacher Tip: The Thanksgiving Address from Braiding Sweetgrass is a beautiful text and students can zoom in to view minute details if you assign it digitally.

Review Slides 11-16, then have students explore the Homelands: Northern Cheyenne - Case Study above.

Teacher Tip: We recommend that you post this resource on your online learning platform (i.e. Google Classroom, Coursera, Schoology, etc.) so students have more agency in exploring the resource.

Review Slides 17-21 in preparation for the mock council with students.

Teacher Tip on Culturally Responsive Pedagogy: It is important to note with students that we, as outsiders, could never completely understand the significance of these ceremonies, rituals, and governing structures as they were so complex and inextricably linked to their values, culture, and spiritual beliefs and ceremonies. However, this mock council will give them a sense of some important attributes and a simplistic view of the governing structure. Making this point, as the teacher, honors the complicated and unique ways of this sovereign nation helps to set the tone for how Native People and Nations are discussed for the rest of this unit

Assign students into the following roles (a class of 25 students is used as an example, feel free to add more kids to a role if needed or assign them to be observers to take notes of the process which could be used in reflection later):

- Vehoo'o Band Chiefs - 10 (one for each band in this exercise, traditionally 4 per band, for a total of 40)
- Vehoo'o Principal Chiefs - 4 (elected by the band chiefs, traditionally 4 total)
- Wives - 10 (one for each band for this exercise, traditionally many)
- Proxy point of view - 1 (representing the "devil's advocate" to understand the how the decision might affect those outside the tribe/classroom, same traditionally)

Because this council was fundamentally concerned with peacemaking, propose the following task to them as a Council of 44: In what ways can they secure peace with other classrooms in the school? The ideas they discuss should be practical and meaningful to the moment and community. Review Slides 17-20 again as reminders of basic requirements for this council and steps in how to make a decision.

Check for Understanding and Review

Review Slide 22 as students reflect in Part B - I Used to Think...Now I Think... Share out with the group to hear and understand multiple perspectives.

Then, Review Slides 23-25 to understand what became of the Council of 44.



Lesson 3: Iroquois Confederacy

LIGHT



Supporting Question 1: How did Native Nations govern themselves before the arrival of Europeans?

Featured Sources

- [Lesson 3 Slideshow](#)

Guided Practice, Instruction, and Formative Assessment

Teacher Tip: This lesson requires some extra preparation. We recommend you take time to familiarize yourself with the process of the Grand Council of the Iroquois Confederacy and assign students their roles ahead of time. Depending on the size of your class, you will need the following roles filled (we have given the amount for each role for a class of 26):

- Women's Council - 3
- Men's Council - 3
- Clan Mothers - 3
- Sachems
 - Mohawk - 3
 - Seneca - 2
 - Cayuga - 4
 - Oneida - 3
 - Onondaga - 5

Review Slides 1-15. (Don't overlook the video on Slide 3 - it's beautiful!). Slides 9-15 may seem redundant, but these are steps they will be going through in their mock Grand Council, so utilize check for understanding techniques along the way.

Review Slide 16. Have students meet in their groups and complete Part A - Preparing for the Grand Council on their own so they are ready to discuss when the process begins. Then, review Slides 17-22. You may want to toggle back to Slide 16 as each step discusses so they can refer to the details of the Tuscarora Nation.

Teacher Tip: This process does take a long time. We recommend you limit it to a period of time - set a timer and keep kids aware of time left.

Review Slides 23-24 upon conclusion. Did they come to the same conclusion as the Haudenosaunee? You may choose to lead discussion around why or why not they may have agreed.

Review and Extensions

Review Slides 25-26 and discuss. Students will complete Part B - Perspective Taking.

Extension idea: Have students design a virtual wampum belt to represent a time when they had to come to an agreement with someone else. You can find the [resource here](#).

Teacher Tip: Add an image of the Hiawatha Belt to the bulletin board as reference for self-governance and sovereignty. You might also consider taking a photo of the students as they conduct their Grand Council to add to the board as well.



Lesson 3: Student Material

LIGHT



Supporting Question 1: How did Native Nations govern themselves before the arrival of Europeans?

Part A - Preparing for the Grand Council

I have been assigned to the _____ Nation.

I am a _____.
(member of the men/women council, Clan Mother, Sachem)

Reasons they should join:



Reasons they should not join:



Part B - Perspective Taking

Why do you think that some schools in the U.S. teach that our form of government stems from Ancient Greece rather than the Haudenosaunee?



Lesson 4: Sovereignty

LIGHT



Supporting Question 1: How did Native Nations govern themselves before the arrival of Europeans?

Featured Sources

- [Lesson 4 Slideshow](#)

Guided Practice, Instruction, and Formative Assessment

Preparation prior to lesson:

- If you are not familiar with the ways in which the U.S. Government assimilated Native People, we recommend you review at [this brief resource](#). It is a good starting point, but by no means exhaustive in all the policies which occurred.
- Have sticky notes ready to distribute (around 8 per student)
- Place 8 anchor charts placed around the room (or 8 areas where students can place their sticky notes) labeled in the categories mentioned in Part A of Student Materials

Before the lesson begins, give students at least 8 sticky notes each and post charts around the room with headers for each category seen in Part A of Student Materials (students may want more sticky notes for each category). Students will complete Part A - Zooming in on Sovereignty, as prompted in the directions. Have students match their sticky notes around the room under the corresponding categories. You will end up with 9 similar groupings, but sticky notes within each group will be different. Visit each group and read out a few different ones. For example, "I see there are those of us who speak Spanish, and one who speaks Swahili!" Do this for each category.

Then, review Slides 1-13. Stop to discuss this question. It is important for students to understand that *the U.S did not give Native Nations sovereignty. It already existed, and it cannot be taken away.* You may want to review Slides 7-10 to anchor their reasonings.

Review Slides 14-15. Come back to the sticky notes which describe the aspects of your class and point out that these categories around the room (traditions, religion, where you live, rights, etc.) are all aspects that sovereign nations should be able to determine for themselves.

As stated on Slide 15, in this portion of the lesson, they are to think of themselves as sovereign nations. Announce that you are also a sovereign nation.

Teacher Tip: *The next part of this activity will require some tact and decency. We recommend that you use silly examples, rather than reinforce rhetoric that has traditionally been used to disenfranchise groups of people. For example, when reviewing the Language category, you could pretend that you are a Lord of the Rings fan and that Elvish is the only language you will allow. When reviewing the Clothing category, announce that being functional and utilitarian is of most importance, so only people wearing overalls will be allowed. When discussing the Religion category, you could announce that you have heard about a new religion called Flat Earthers religion, and that will be the only one practiced moving forward. Be theatrical and make-believe with it. The point of this is not to re-traumatize students who may have already experienced discrimination for parts of their identity. It is so that everyone can understand the implications of not observing another nations sovereignty.*

Now, proceed to walk around to each category. Making announcements using the advice above, begin to unceremoniously pluck off sticky notes and toss them in the waste basket.



Lesson 4: Sovereignty

LIGHT



Supporting Question 1: How did Native Nations govern themselves before the arrival of Europeans?

Check For Understanding and Preview

Lead a discussion with the group around how that felt. Prompt students to ascertain more of their background knowledge around the assimilation policies which impacted Native People's culture and way of life.

Review Slides 16-18. Come back to the Compelling Question of the unit and explain to students that we will be exploring the ways in which the U.S. Government did and did not observe Native Sovereignty. Students complete Part B - Zooming Out on Sovereignty.

Optional Extension: While the [Native Land site](#) is not a record of legal boundaries for Native Nations, it does provide an interactive experience for students to understand traditional territories within and around their communities. This resource would compliment Slides 7-8.

Optional Extension: In the next two lessons, students will be exploring the impacts of treaties in Colorado. The Smithsonian National Museum of the American Indian has an interesting resource called [Nation to Nation](#) where students can explore what real treaties between sovereign Native Nations and the U.S. look like in extreme detail. This resource would compliment Slides 12-14.

Teacher Tip: Add the word *Sovereignty* and a working definition to the bulletin board to reference throughout the unit.



Lesson 4: Student Material

LIGHT



Supporting Question 1: How did Native Nations govern themselves before the arrival of Europeans?

Part A - Zooming In on Sovereignty

On the sticky notes your teacher gives you, write a phrase to describe each of the following aspects of yourself.

Clothing Style

Education (where)

Me

Language(s) you speak

Name

Rights you enjoy

Education (a class you've chosen)

Where You Live

Religion

Part B - Zooming Out on Sovereignty

Native Sovereignty is an inherit right of Native People and Native Nations. They have and continue to fight for this right today. Why do you think that, for them, it is worth the fight?



Lesson 5: Gold & Treaties

DARK



Supporting Question 2: Who benefited from the treaties between the U.S. Government and Native Nations?

Featured Sources

- Gold (real or photo)
- [Lesson 5 Slideshow](#)
- [Horse Creek Treaty of 1851](#) - Case Study
- [Treaty of Fort Wise](#) Video (short)

Review

Review Slides 1-5. Things had already begun to change after Native Americans encountered European explorers. Europeans began to claim and colonize land that was not theirs to claim. Within three hundred years, colonists claimed land on the Eastern side of the U.S. as their own, again despite it being Native land. In 1848 big news is spread throughout the land. At this time, the U.S. had claimed land on which they created 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

Part A - Horse Creek Treaty 1851

Use Slides 6-10 to guide conversation around the connection between the California Gold Rush and the Horse Creek Treaty of 1851.

Ask:

- Why do you think the U.S. Government chose to sign a treaty with Native Americans in 1851?
- This was one of the first treaties the U.S. Government asked tribes in the Colorado area to sign. What do you think about the timing of that?
- 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, treaties written in English, hard to understand, etc.



Lesson 5: Gold & Treaties

DARK



Supporting Question 2: Who benefited from the treaties between the U.S. Government and Native Nations?

Guided Practice, Instruction, and Formative Assessment

Using the Horse Creek Treaty of 1851 - Case Study (linked above), students complete Part A - Horse Creek Treaty 1851 Analysis.

Teacher Tip: The Horse Creek Treaty Case Study is an awesome resource, but can be a lot of information for middle schoolers to manage. We recommend that you review it via projector with the whole group to keep the pace and navigate the elements of the website to bolster comprehension. Notice that there are menus on the right and bottom of the website. There's a lot to explore!

Part B - Treaty of Fort Wise 1861

Review slides 11-17.

Students complete Part B - Treaty of Fort Wise 1861.

Teacher Tip: Depending on your class, it may be necessary to provide a lot of scaffolds and support as they research and make notes of outcomes in the Student Materials. Use your best judgement. The most important thing is for them to understand that there was land taken, deception was used and promises in treaties were not kept. The Student Material also works well in partnerships or as a teacher anchor chart used with ideas from the class.

Check for Understanding & Preview

Review Slide 18. Come back to the definition of "sovereignty" and the Compelling Question (should be on your bulletin board). Facilitate discussion around the question posed on this slide.

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

- Gold
- Horse Creek Treaty of 1851 & Fort Wise Treaty of 1861 - Map



Lesson 5: Student Material



DARK



Supporting Question 2: Who benefited from the treaties between the U.S. Government and Native Nations?



Part A - Horse Creek Treaty 1851

Identify the major events which occurred in these years. Then, using the resources given analyze the outcomes of those events.

Event Description	Outcomes
 1848-1849	
 1851	

Part B - Treaty of Fort Wise 1861

Identify the major events which occurred in these years. Then, using the resources given analyze the outcomes of those events.

 1858	
 1861	

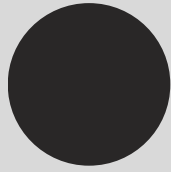




Supporting Question 2:
Who benefited from the treaties between the U.S. Government and Native Nations?

Event Description	Outcomes
 <p>1848 - 1849</p> <p><i>Gold was found in California and the Gold Rush began.</i></p>	<p><i>News of gold was sent back East, resulting in a rapid migration of people who passed through Indian land, killing buffalo and spreading disease.</i></p>
 <p>1851</p> <p><i>The U.S. Government and thousands of Plains Indians gathered to sign the Horse Creek Treaty.</i></p>	<p><i>Treaty states that U.S. Government could set up roads and military bases in Indians land. Non-Indians could pass through Indian land, but could not stay. The U.S. Government was responsible for protecting Native People and punishing anyone who stayed on Indian land or caused them harm.</i></p>
 <p>1858</p> <p><i>Gold was found in Colorado.</i></p>	<p><i>More and more people began to travel to and stay in Colorado hoping to find their wealth here. This was illegal due to the Horse Creek Treaty. Cities, including Denver, were being formed despite it still being Indian land. Tensions were at an all time high.</i></p>
 <p>1861</p> <p><i>The U.S. US Government and the Cheyenne and Arapaho People attended a treaty meeting at Fort Wise.</i></p>	<p><i>This treaty was widely disputed amongst Cheyenne and Arapaho People. The Fort Wise Treaty drastically reduced tribal lands outlined by the Horse Creek Treaty. It designated a small, resource-limited plot of land as a reservation in an attempt to push an agricultural lifestyle over hunting and gathering.</i></p>





Featured Sources

- [Lesson 6 Slideshow](#)
- [Different Views of Land - Native Knowledge 360](#)
- [Kit Carson Treaty - Main Points](#)
- [Brunot Agreement 1873 - Paraphrased](#)

Guided Practice, Instruction, and Formative Assessment

Review Slides 1-3. While projecting Slide 3, have students access the “Different Views of Land” resources linked above in Featured Sources.

Teacher Tip: It may be helpful to project Slide 3 as students explore these two resources. Values between Western and Native People were drastically differently, and this led to many of the misunderstandings in these treaties. If you have an online learning platform, we recommend you assign the Native Knowledge 360 resource digitally (or project it together). It has a feature that allows students to view a paraphrased version of the text, allowing for differentiation for lower readers.

Review Slides 4-9. Then, distribute the Kit Carson Treaty - Main Points document in Featured Sources. Students will use this document to complete Part A - Who Benefited?

Review Slides 10-14. Then, distribute the Brunot Agreement 1873 - Paraphrased document in Featured Sources. Students will use this document to complete Part B - Considering the Brunot Agreement.

Teacher Tip: We recommend that you collect and hold on to Part A and Part B of Student Materials. It will be helpful for students to review these in the next lesson.

Check for Understanding and Preview

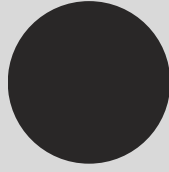
Review Slide 15. Come back to the definition of “sovereignty” and the Compelling Question (should be on your bulletin board). Facilitate discussion around the question posed on this slide. If students are having difficulty, prompt them to reflect on the following:

- Were treaties being observed?
 - Despite it being clearly stated that trespassers could not enter Ute reservations, that was clearly happening after Kit Carson (gold was found)
 - There was confusion in the Brunot Agreement about land that was promised to them and then how it was mapped and worded in the agreement
- Were the Utes allowed to self-govern and make decisions that were best for them?
 - Children sent to white schools

This list will continue to grow in the next lesson...

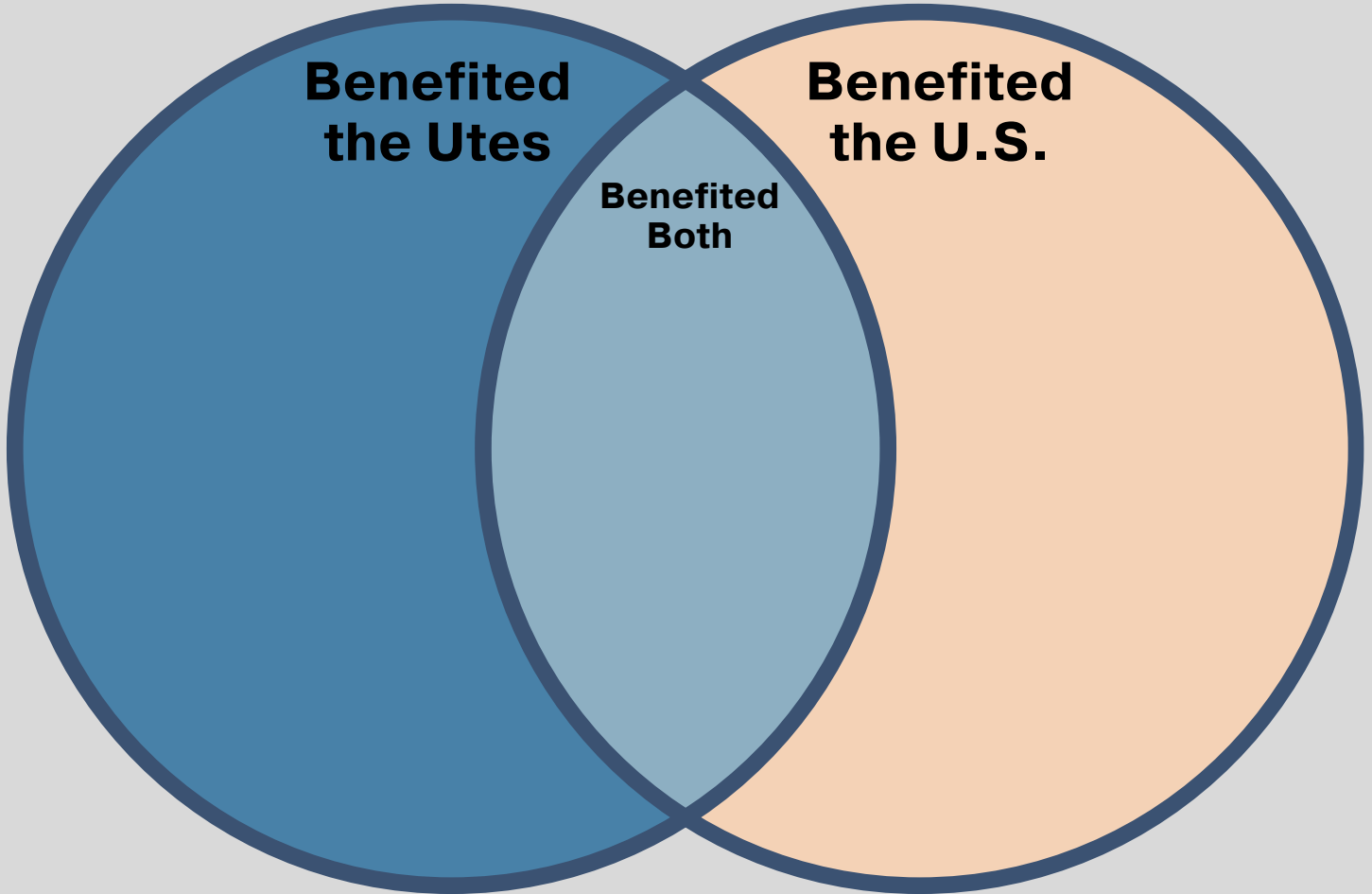
Review Slides 16-17 as a teaser for the next lesson. Students may have some guesses as to what could have occurred.





Part A - Who Benefited?

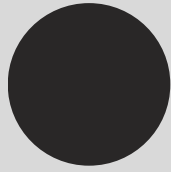
After reading the main points of the Kit Carson Treaty 1868, which points benefited the Utes and or the U.S. Government?



Are there any points in the Kit Carson Treaty that were harmful to the Utes? Which one(s)? Why?

Handwriting practice lines consisting of a vertical red margin line on the left and several horizontal blue lines for writing.





Part B - Considering the Brunot Agreement

In Part Three, the U.S. government gave the Ute Indians about \$1.25 per acre of land. Take a look at the slide with prices for goods at the time. Did that seem a fair price?

Lined writing area for the first question.

In Article I of the Brunot Agreement, it stated the Ute Nation would relinquish (give up or surrender) the land to the United States and then promised to pay for it in Article III. Why do you think this agreement did not use the word "sell" or "sale"?

Lined writing area for the second question.

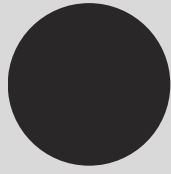
How might those Ute Indians who disliked this treaty respond to all the new white miners moving into their lands?

Lined writing area for the third question.



Lesson 7: Another Massacre?

DARK



Supporting Question 3: After Native People were moved to reservations, what happened to the land and the people?

Featured Sources

- [Lesson 7 Slideshow](#)
- [Meeker & Governor Pitkin Open Letter Communication - Rocky Mountain News](#)
- [Passage of Fred Shepard's Letter to His Mother](#)

Guided Practice Instruction, and Formative Assessment

Review Slides 1-12 to discover the when, where and who of this story. The information they learned in the last lesson about the Kit Carson Treaty and Brunot Agreement directly tie to this lesson.

Then, review Slides 13-14. Spend time comparing the actions by the Indian Agency and Meeker and how they contradicted the values and culture of the Utes at the time (Slide 14). Then, review Slide 15 with directions for Part A - Sensationalism? in Student Materials. They should keep the section "Did I Change My Thinking? Why or Why Not?" empty for later on in this lesson.

Teacher Tip: We recommend that you either print Slide 15 for their use in Part A - Sensationalism? or have it projected for their reference as they complete this activity. Due to the nature of these texts being over a hundred years old, and depending on the reading ability of your class, they will need time and possible support in dissecting these texts. Shared reading with partners, and/or shared reflections with the group may be helpful.

Review Slides 16-17 to understand the events that occurred during the Battle of Milk Creek and at the Indian Agency.

Review

Review Slides 18-24 and have students revisit their response to Part A - Sensationalism? Has their opinion changed now that they've seen how the event was handled after the fact? If so, why?

Review Slide 25 to understand how Ute people resisted during this time. It is important for students to understand that Native People resisted (and continue to resist) these policies and broken treaties.

Part B - Ute Sovereignty? Discuss this prompt together and use the resources provided in this lesson to anchor their thinking.

Teacher Tip: The chart on Slide 14 will be a good thing to reference in this discussion. Also the ways in which Meeker and the Indian Agency made decisions for them. You may even want to revisit the sovereignty definition from your bulletin board or the sovereignty videos shown in Lesson 4: Sovereignty.

Check for Understanding and Preview

Review Slide 26. Come back to the definition of "sovereignty" and the Compelling Question (should be on your bulletin board). Facilitate discussion around the question posed on this slide.

Teacher Tip: Add a photo of "The Utes Must Go!" to the bulletin board.





Part A - Sensationalism?

Journalists can use sensationalism as a tactic to excite a great number of readers and make them feel a certain way. The journalist may or may not be biased (have a particular opinion). Based on the information you have from:

- Events which occurred at the Indian Agency
- Meeker's open letter to Governor Pitkin
- The Rocky Mountain News clipping which includes the commentary from the journalist
- Fred Shepard's letter to his mother

Do you think that the journalist was using sensationalism?

Was there bias in his commentary?

Use evidence from these sources to support your thinking.

Did I change my thinking? Why or why not?

Part B - Ute Sovereignty?

Sovereignty is the right to establish their own form of government, determine membership requirements, enact legislation and establish law enforcement and court systems. Sovereignty also includes the right to practice their culture and way of life. Do you believe Ute sovereignty was observed? Why or why not?



Lesson 8: Boarding Schools

DARK



Supporting Question 3: What was taken from Native People?

Featured Sources

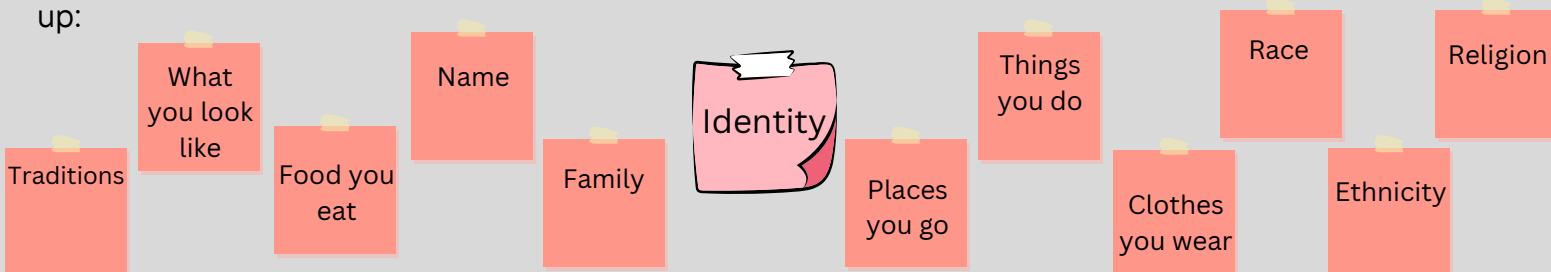
[Lesson 8 Slideshow](#)

[Carlisle Student File](#)

[Boarding Schools: A Complicated Story Slide Show](#)

Anticipatory Set

Part A - My Identity. 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:



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

Guided Practice, Instruction, and Formative Assessment

Review Slides 1-3. Distribute (either physically or digitally on a digital learning platform) the Carlisle Student File for White Buffalo. Have students review Slide 3 alongside of his Student File. Then discuss the see, think, wonder prompt on Slide 3.

Review Slides 4-13. On Slide 13, 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

Extension Option: Use the Boarding Schools: A Complicated Story Slide Show in Featured Sources to explore another perspectives.

Check for Understanding

Review Slides 13-20 and have students complete Part B - Observing Sovereignty?

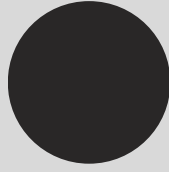
Teaching Tip: Students may need extra support in processing this information and subsequent feelings. We encourage you to hold space in the form of a talking circle or council. Furthermore, we highly encourage you to read aloud one or more of the recommended books on page 4 of this curriculum.

Add the word assimilation and it's definition to the bulletin board, along with a photo of White Buffalo before and after.



Lesson 8: Student Resource

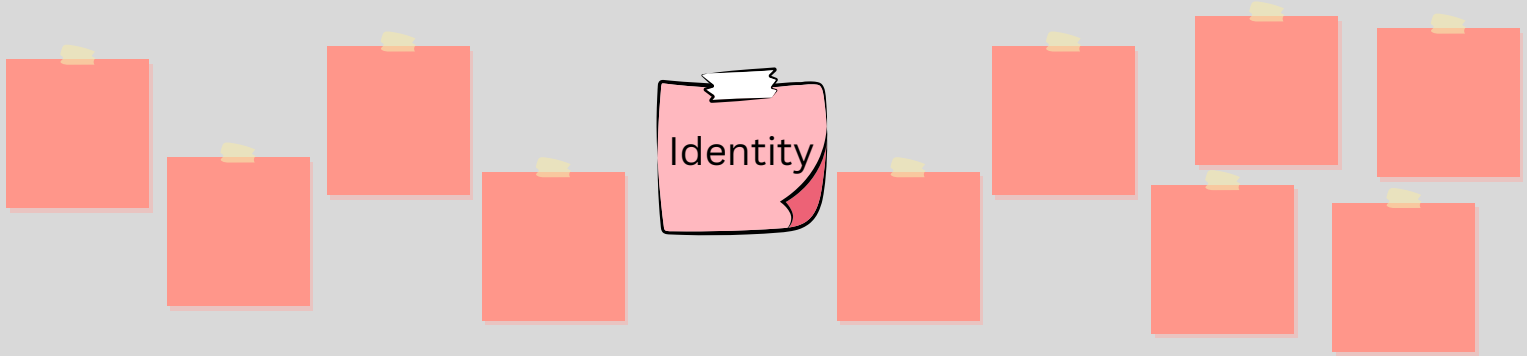
DARK



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 - Observing Sovereignty?

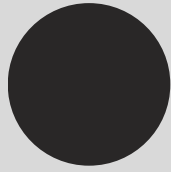
Are boarding schools an example of the U.S. Government observing Native Sovereignty? Why or why not?

Boarding schools had long term effects on Native People and their communities. What might you imagine some of them are?



Lesson 9: The Homestead Act & Dawes Act

DARK



Supporting Question 3: After Native People were moved to reservations, what happened to the land and the people?

Featured Sources

- [Lesson 9 Slideshow](#)
- [Sitting Bull Interview](#)

Guided Practice, Instruction, and Formative Assessment

Review Slides 1-7, leading a short discussion around Senator Henry Dawes' quote on Slide 7. The U.S. Government was known to have a paternalistic attitude towards Native People, often assuming they needed to care for Native People like they were their children. Words like "children", "savages", and "uncivilized" were often used to describe Native People by politicians and leaders at the time, including Andrew Jackson.

In Part A of the Student Resource, instruct students to color ten random squares with a blue colored pencil or marker. Then, instruct them to use a green colored pencil or marker to color in the remaining twenty squares. Using a pen or pencil, instruct students to pick any:

- 2 blue squares to write "infertile soil"
- 3 blue squares to write "lack of water"
- 3 blue squares to write "rough terrain"
- 2 blue squares to write "suitable for farming"

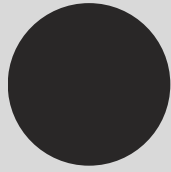
Review slide 8. Inform students that the entire 5x6 grid represents the original tribal land prior to the Dawes Act. The process of allotment broke the tribal land into a checker-board like grid. Each square represents an allotment. The government wanted Native People to farm or ranch their allotments, but much of the land Native People were given was unsuitable for these purposes. Furthermore, those practices were different from their traditional culture and lifestyle.

The blue squares represent the Native families who were given allotments. The green squares? Well, that was what the government referred to as "surplus land", tribal land which they claimed the Native People didn't need. This surplus land was given away or sold to non-Native people, corporations, or the government. Have students determine what fractional amount was "surplus land" versus "Indian allotted". It is estimated that Indian allotment amounted to 1/3 of the original tribal land, meaning tribal lands diminished by two-thirds due to The Dawes Act. It is important that students know allotment didn't just happen in Oklahoma, it happened everywhere, including the Ute reservation in southwestern Colorado.

Review

Review slides 9-15. After watching the video on slide 10 and looking at the various allotment maps, students will consider and complete Part B - Effects on Sovereignty. We encourage you to review answers together and lead a brief discussion to ensure students are drawing accurate conclusions. These imposed policies interfered with Native Nations ability to self-govern and make decisions which were best for them. It also moved to further assimilate them and disconnect them from their communities, ultimately fracturing their relationships with each other and their own identities.





Check for Understanding and Preview

Review Slides 16-17. Come back to the definition of “sovereignty” and the Compelling Question (should be on your bulletin board). Facilitate discussion around the question posed on this slide.

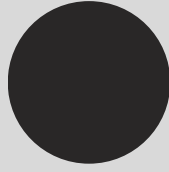
Teacher Tips:

- *Part C is an extension option for students. Use the Sitting Bull Interview linked in the Featured Sources above. We think it’s important for students to understand that Native People fought for their lands and way of life every step of the way. In fact, they continue to do so.*
- *Add an allotment map and a definition for allotment to the bulletin board.*
- *After Lessons 8 & 9, many emotions may be coming up for students. Extension opportunities to express emotions in art, music or poetry can be powerful and is encouraged.*



Lesson 9: Student Material

DARK



Supporting Question 3:

After Native People were moved to reservations, what happened to the land and the people?

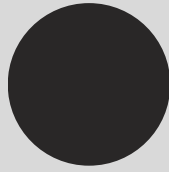
Part A -

In the grid below, use a blue colored pencil or marker to fill in 10 squares at random.



Lesson 9: Student Material

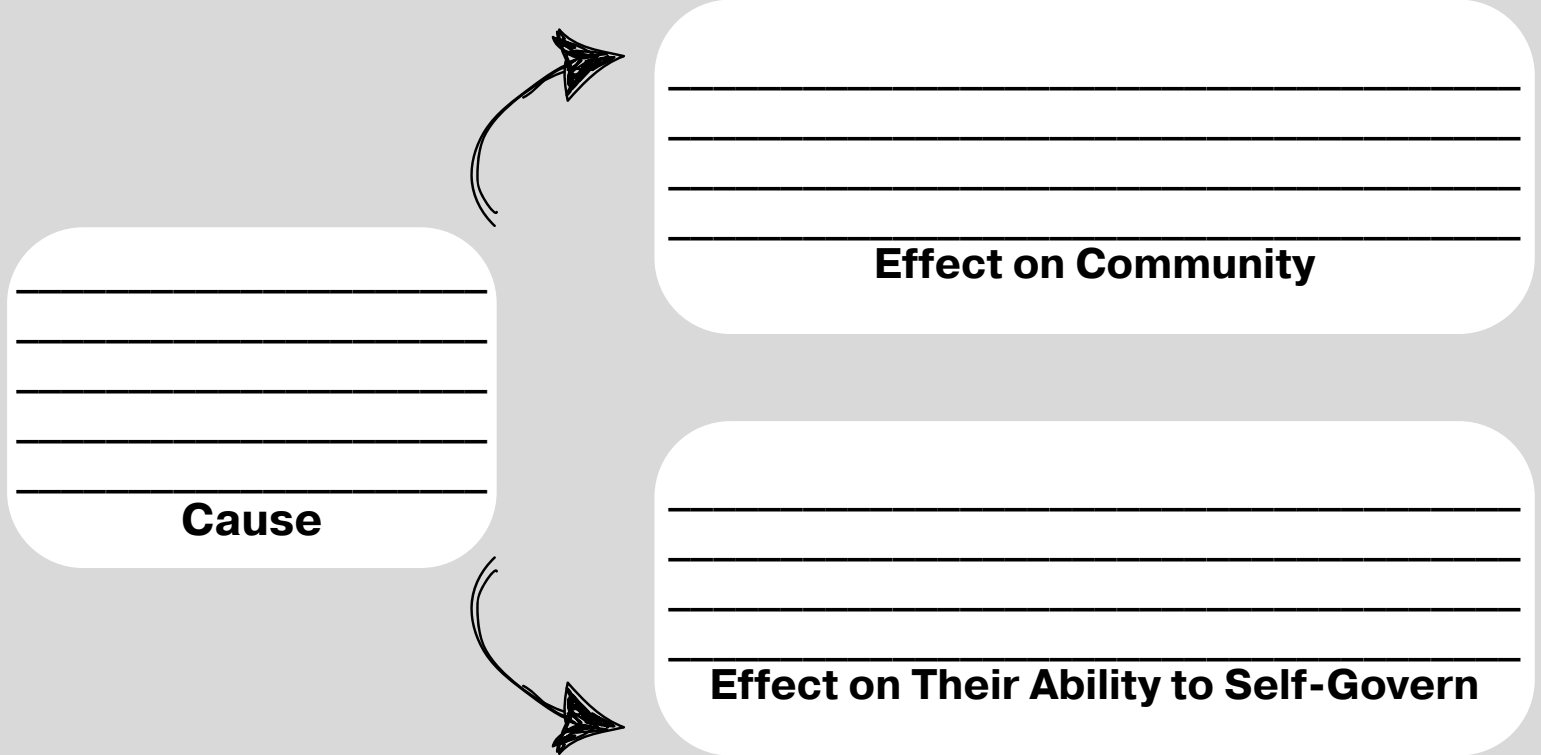
DARK



Supporting Question 3: After Native People were moved to reservations, what happened to the land and the people?

Part B - Effects on Sovereignty

How might the process of allotment, which separating Native families across the land have affected community and the ways in which Native Nations were able to govern themselves?



Part C - Making Inferences

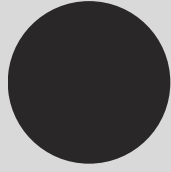
Sitting Bull, an Hunkpapa Lakota holy man was defiant against the US military and skeptical of US promises. He was interviewed in 1882, after the reservation system had begun, but five years before the Dawes Act. Read the passage from that interview. There were Native People who saw their world dramatically change after the arrival of Europeans. Even more so when Americans began to move west. Imagine how that must have felt. Caught between two worlds. Native People have never stopped fighting for their sovereignty and their culture despite all the broken treaties and devastating policies. What does that tell us about them? Explain your thinking.

Blank lined area for writing an explanation.



Lesson 10: Termination & Relocation

DARK



Supporting Question 3: After Native People were moved to reservations, what happened to the land and the people?

Featured Sources

- [Lesson 10 Slideshow](#)
- [Uprooted: The 1950s Plan to Erase Indian Country](#)
- [This Land is Our Land - The Occupation of Alcatraz](#)

Guided Practice, Instruction, and Formative Assessment

Review Slides 1-7 to learn about Termination. Then, review Slides 8-11 to discover the promises of the Relocation program and why relocating Native People to urban areas might have been appealing (to both white policy makers and Native People).

Next, listen to the podcast Uprooted: The 1950s Place to Erase Indian Country. Listen to the Day Family Story from 5:33-14:10. Then, review Slides 12-15.

Students to complete Part A - Where's the Sovereignty? in Student Material.

Teacher Tip: We recommend that you have students write the policy/act in the arrows of the graphic organizer. Then, students will need to consider the motivation for that policy/act. For example, if students choose to describe the cause & effect of the Dawes Act, they might identify the cause as "Americans desired more land and there was increasing pressure to open up Native reservations" and the effect as "Native Nations were broken up in a checkerboard pattern, creating disconnects in communities and ability to self-govern."

Check for Understanding and Preview

Review Slides 16-17. Distribute This Land is Our Land - The Occupation of Alcatraz linked in Featured Resources. Students will complete Part B - What is Success? We recommend guided conversation around this topic as this is a rich resource that can lead to exciting discussion.

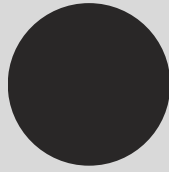
Teacher Tip: Depending on the reading level of your students, you may need to use ELA scaffolding tips described on page 3 of this unit. Use the knowledge of your students to guide these instructional decisions.

Add a photo of the Come to Denver flier for the bulletin board.



Lesson 10: Student Material

DARK



Supporting Question 3: After Native People were moved to reservations, what happened to the land and the people?

Part A - Where's the Sovereignty?

Up to this point in our story, we have seen several policies which had an effect on Native Sovereignty. What was the effect on sovereignty by the following policies (pick the three you feel most confident in explaining):

- Homestead Act
- Termination
- Boarding Schools
- Dawes Act (allotment)
- Relocation
- Reservations

<p>_____ _____ _____</p> <p>CAUSE</p>		<p>_____ _____ _____</p> <p>EFFECT</p>
<p>_____ _____ _____</p> <p>CAUSE</p>		<p>_____ _____ _____</p> <p>EFFECT</p>
<p>_____ _____ _____</p> <p>CAUSE</p>		<p>_____ _____ _____</p> <p>EFFECT</p>

Part B - What is Success?

Even though the Native People eventually left the occupation at Alcatraz, do you think they were successful? Why or why not?

<p>_____ _____ _____ _____</p>
--



Lesson 11: Voting and Women's Suffrage

SHINING A LIGHT



Supporting Question 4:

Knowing This Truth, How Can the U.S. Government Support Native Nations to Reclaim What Was Lost?

Featured Sources

- [Lesson 11 Slideshow](#)

Anticipatory Set

Teacher Tip: You will need to improvise a bit in this activity. If you feel uncomfortable with that, we encourage you come up with a subset of questions for each possible "big idea" ahead of time. You will also need to prepare a couple of items: literacy test (just have them do the first few as this is a real literacy test from Louisiana and is three pages long, a jar filled with an object (rocks, beans, marbles, etc.)

Separate your class at random into seven equal groups (Group A, B, C, D, E, F). Let them know they will be participating in a voting activity but they have to wait their turn to participate. Write three "big idea" topics on the board (such as education, environment, school safety, poverty, etc.).

Round 1: Group A gets to vote on which "big idea" will be used in this voting activity.

Round 2: Whichever idea was chosen in round two, you will present a question within that topic that is somewhat easy to say "yes or no" on. For example, "Should schools do away with standardized tests?", "Should we outlaw future sales of gas cars?", "Should schools have metal detectors?" or "Should we raise the minimum wage?" Groups A & B are allowed to vote in this round.

Round 3: Pick another question. This is where your improvisational skills can come in handy! It works best to have the questions build on themselves in each round. However, this is not necessary, you can simply choose any other question within that big idea. Groups A, B, and C are allowed to vote in this round.

Unfortunately, individuals in group C must guess the correct number of objects in the jar you've prepared. If they don't guess it correctly, they can't vote. Don't be afraid to act a little here ;)

Round 4: Pick another question. Groups A, B, C, and D are allowed to vote in this round.

Round 5: Pick another question. Groups A, B, C, D, and E are allowed to vote in this round. Unfortunately, Group E must present an ID to vote. They may have some form of ID, so be scrupulous in accepting "valid ID" here.

Round 6: Pick the last question. All groups may vote in this round. Unfortunately, on this round individuals from Group F must pass a literacy test to vote. We recommend you have kids just read to themselves or quietly to you rather than read aloud to the whole class as that can be harmful to students with reading challenges.

Discuss the process! Each group represented a different group of people throughout U.S. history and when they could all vote in any state

- Group A - land owning white men - 1776
- Group B - all white men - 1856
- Group C - emancipated Black men - 1870 (although they faced serious barriers in various states which discouraged or restricted their participation for decades, and even still today)
- Group D - white women - 1920
- Group E - Native People - 1924 (although they faced serious barriers in various states which discouraged or restricted their participation for decades, and even still today)
- Group F - Black women - 1965 (although they faced serious barriers in various states which discouraged or restricted their participation for decades, and even still today)



Lesson 11: Voting and Women's Suffrage

SHINING A LIGHT



Supporting Question 4:

Knowing This Truth, How Can the U.S. Government Support Native Nations to Reclaim What Was Lost?

You might pose questions such as:

- It is also important to point out that the choice Group A made in the first round influenced the entire activity - the legacy of that choice framed each subsequent decision.
- How it felt to be in different groups
- How it felt to be in a group that had to pass a test
- In which ways did they feel excluded or included, etc.

In actuality, Black Americans and Native People have been presented with all three of those scenarios when trying to vote. Literacy tests were used with Native Americans until 1970, "jelly bean jars" and literacy tests were used with Black People who tried to vote. And the use of IDs when voting is hard for Native People on reservations who don't have addresses or less likely to have a state ID.

Teacher Tip: You could easily expand on this lesson to include Asian Americans, people aged 18-20, etc. Or even shorten the lesson to focus solely on Native People, however we feel it is important to point out other groups which have been disenfranchised.

Guided Practice, Instruction, and Formative Assessment

Now, review Slides 1-7. Students complete Part A - The Power of Native Sovereignty. Discussion before/after answering may be helpful.

Review Slides 8-12 and complete Part B - Wrestling With Big Ideas. Again, discussion before/after answering may be helpful.



Lesson 11: Student Material

SHINING A LIGHT



Supporting Question 4: Knowing This Truth, How Can the U.S. Government Support Native Nations to Reclaim What Was Lost?

Part A - The Power of Native Sovereignty

In the Zitkala-Sa Unladylike2020 video, we hear P. Jane Hafen remark that Zitkala-Sa “firmly believed that the answer to Indian issues lay in Indian people themselves.” What does this say about the power of Native Sovereignty? What does this say about the U.S. Government’s habit of making decisions for Native People?

Part B - Wrestling With Big Ideas

The U.S. Government instituted many assimilation policies including:

- boarding schools
- allotment of reservations to transition to farming
- relocation

Why do you think on one hand, the U.S. wanted to make Native Americans more “American”, but then on the other hand make it so difficult for them to vote as any other American?



Lesson 12: Self- Determination & Civil Rights

SHINING A LIGHT



Supporting Question 4: Knowing This Truth, How Can the U.S. Government Support Native Nations to Reclaim What Was Lost?

Featured Sources

- [Lesson 12 Slideshow](#)

Review and Anticipatory Set

Review Slides 1-7. While these are well known movements, your students may have limited knowledge about them. Engage discussion to determine what they know.

As you Review Slides 8-10 engage your students to See, Think, and Wonder about the graphics.

Guided Practice, Instruction, and Formative Assessment

Review Slides 11-20. Then have students complete Part A - Looking Back.

Teacher Tips:

- *Your bulletin board will be a great resource for students here. If you did not make one, you might project the one we have created on Page 4 or the sequence of lessons on Page 6.*
- *Partner work for this question might be helpful for the students.*
- *We encourage you to collect these and use them to determine student understanding of the unit at large. You might choose to use it as part of a summative grade for the unit, depending on the grading practices at your school.*



Lesson 12: Student Material

SHINING A LIGHT



Supporting Question 4: Knowing This Truth, How Can the U.S. Government Support Native Nations to Reclaim What Was Lost?

Part A - Looking Back

Now that we are close to the end, it's time for us to reflect on our Essential Question:

In what ways has the U.S. Government observed (or not observed) Native Sovereignty?

In the word bank below, you will find the big events from this unit. Use the graphic organizer to categorize them. Pick 4 that you feel most confident in. *Write a sentence or two to explain why you chose to put that idea there.* You may choose to put an event in both, and in the case the explanation as to why is important.

Big Events

- Treaties
- Meeker Incident
- Homestead Act
- Dawes Act
- Boarding Schools
- Termination
- Relocation
- Voting Rights
- Red Power Movement

The U.S. Government Observed Native
Sovereignty

The U.S. Government **Did Not** Observe
Native Sovereignty



Lesson 13: Reclamation

SHINING A LIGHT



Supporting Question 4: Knowing This Truth, How Can the U.S. Government Support Native Nations to Reclaim What Was Lost?

Featured Sources

- [Lesson 13 Slideshow](#)
- Topic 1: Land & Water Protectors
 - [The Fight Over the Dakota Access Pipeline Explained](#)
 - [Unsung heroes of conservation: Indigenous people fight for forests](#)
 - [Indigenous People: The Guardians of Nature](#)
 - [3,000 Year Old Solutions to Modern Problems](#)
 - [How the #LandBack Movement Might Help Save the Planet](#)
 - [This Native American Tribe Is Taking Back Its Water](#)
- Topic 2: Food Sovereignty
 - [Reparations for the Utes - Defending the Brunot Agreement](#)
 - [How this Indigenous Farmer is Solving Food Insecurity](#)
 - [The Need to Support Native American Food Sovereignty](#)
 - [Tribal Fishing Tradition Runs Deep](#)
 - [Experience a Traditional Whale Hunt in Northern Alaska](#)
 - [Decolonizing the Diet: Tending the Wild](#)
- Topic 3: Land Back
 - [Several wins \(and a recent loss\) for returning sacred Native Land from the federal government](#)
 - [Why the Sioux are refusing \\$1.3B](#)
 - [How this Native American Elder Reclaimed Native Land in the Bay Area](#)
 - [Whose Land Are You On? What to Know About the Indigenous Land Back Movement](#)
 - [Land Back Manifesto](#)
 - [Podcast with David Treuer](#)

Anticipatory Set

Teacher Tip: Depending on the projects you offer as options to your class, this lesson will most likely take more than one class period, possibly two or three.

Review Slides 1-6. Discuss the meaning of the quote in context of how they might approach this final step of determining a project or final product.

Guided Practice, Instruction, and Formative Assessment

Review Slides 7-11 to present the three topics they can choose to explore at more depth. The topic they choose will eventually form the group(s) they will work in to make their final project.

Teacher Tips:

- *The projects that you choose should make sense for you and your school community. We have provided some reasonable possibilities that would work for most, but feel free to “go big” here!*
- *We encourage voice and choice in terms of topics students select. This might even extend to which groups they eventually end up working with. The size of groupings and movement of students may need to be determined by you and your expertise of you group.*



Lesson 13: Reclamation

SHINING A LIGHT



Supporting Question 4: Knowing This Truth, How Can the U.S. Government Support Native Nations to Reclaim What Was Lost?

Once students have selected topics, they will begin their research. The resources listed in the Featured Sources above are what we recommend. However, feel free to bring in other sources to supplement. They will take notes while researching using Part A - Looking Forward in the Student Materials.

Teacher Tip: If possible, these resources should be assigned via an online learning platform so students have as much autonomy in researching as possible.

Then, they can complete Part B - Action! Based on your judgement, this can be done by themselves, with their research groups, or with a partner you assign.

Student projects may include (but not limited to):

- Podcast
- Artwork
- Public panel to educate the community
- Video
- Digital presentation
- School newspaper article

Purpose and audience must be considered:

- Informing:
 - For example, your school newspaper or channel, or a panel for the larger community would be an audience for informing the public
- Advocating For OR Voicing Support:
 - Letter to congressman/woman advocating and/or asking about a local Native issue (water rights Native Nations in Colorado, more Native involvement in managing National Parks in Colorado)
 - Letter/video to Native politician voicing support for a local issue they are working on (Bears Ears for example)

Teacher Reflection on Product

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

Developing Product	Project was shared with the class	Project demonstrated limited understanding of the research topic, including little to no evidence	Project had little to no connection to the big ideas from the unit
Proficient Product	Project was shared with our school community	Project demonstrated good understanding of the research topic with several pieces of evidence	Project had good connections to the big ideas from the unit
Advanced Product	Project was shared outside of our school walls	Project demonstrated excellent understanding of the research topic and expertly incorporated evidence	Project expertly incorporated the big ideas from the unit



Lesson 13: Student Material

SHINING A LIGHT



Supporting Question 4:

Knowing This Truth, How Can the U.S. Government Support Native Nations to Reclaim What Was Lost?

Part A - Looking Forward

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: Student Material

SHINING A LIGHT

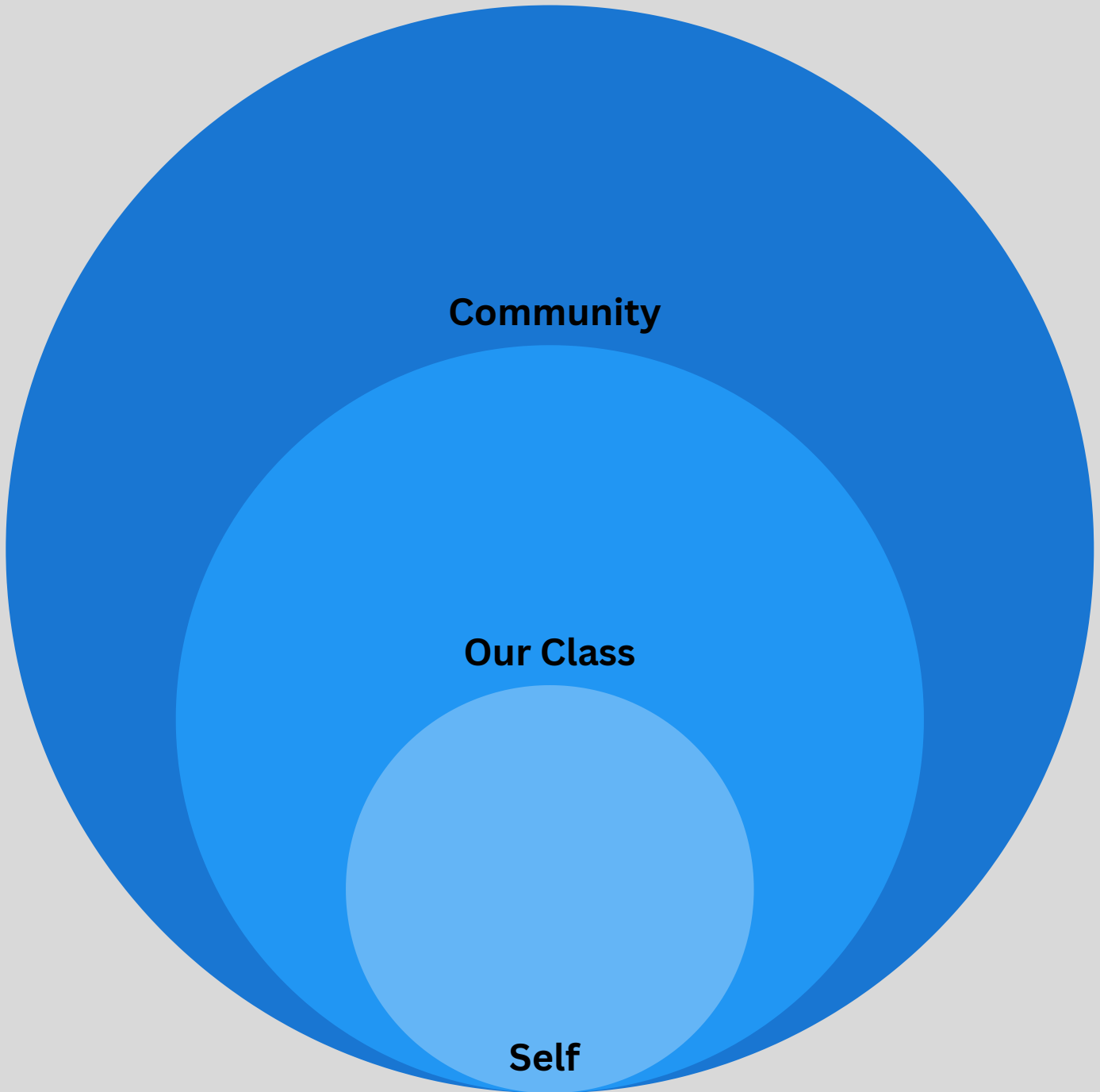


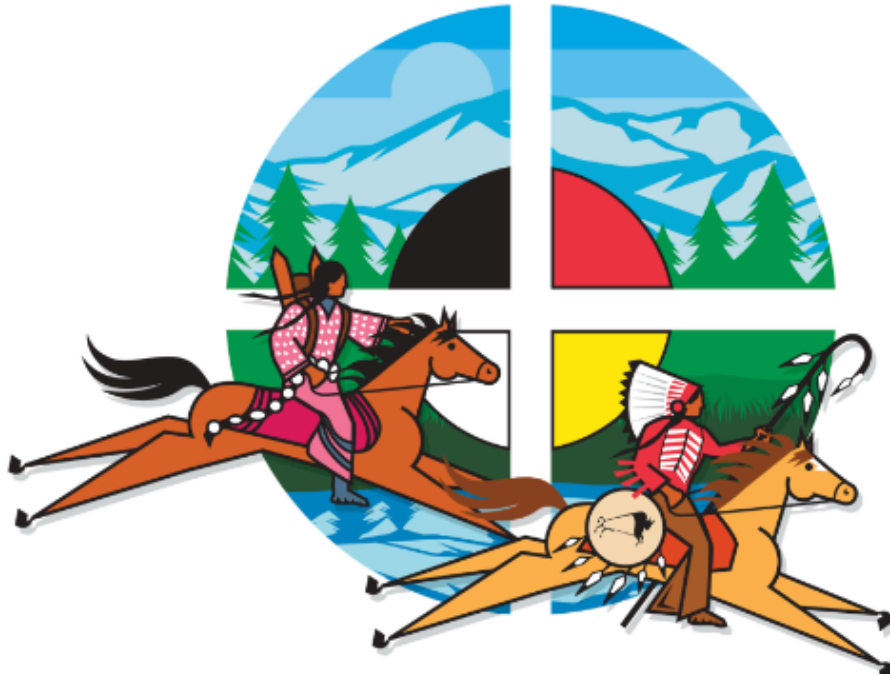
Supporting Question 4:

Knowing This Truth, How Can the U.S. Government Support Native Nations to Reclaim What Was Lost?

Part B - ACTION!

Now that you've learned more about your topic, what project might you choose to pursue? Consider the ways in which your project could have impact on the following three groups. Is there a way to share what you've learned?





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](#).

