




Part I: Thematic Primary Source Set

Topic/Big Idea: Western Expansion and the Impact on Native Americans

Grade Level and Subject Area: Fifth Grade Social Studies

Author: Ruth Kim

Date: 10/18/15

Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Montana - the Nez Percé War - incidents in the defeat and capture of Chief Joseph by General Nelson A. Miles Surrender of Chief Joseph and his principal warriors at General Miles's headquarters, October 5-6</p> <p>Creator(s): from sketches by G.M. Holland</p> <p>Date Created/Published: 1877</p> <p>http://www.loc.gov/pictures/item/2001700454/</p>
	<p>Title: On the stool of repentance. Sitting Bull:--"Oh! if I could only be with the Utes!" / [Bisb]ee.</p> <p>Creator(s): Illus. in: Puck, 1879 Oct. 15, vol. 6, p. 506.</p> <p>Date Created/Published: [published 1879]</p> <p>http://www.loc.gov/pictures/item/92508925/</p>
	<p>Title: General Custer's death struggle. The battle of the Little Big Horn / H. Steinegger ; S.H. Redmond del. ; Lith. Britton, Rey & Co. S.F.</p> <p>Creator(s): Steinegger, H. (Henry), 1831-1917, artist</p> <p>Date Created/Published: [San Francisco]: Published by The Pacific Art Co. of San Francisco, [1878?], c1878 March (S.F. : Lith. Britton, Rey & Co.)</p> <p>https://lccn.loc.gov/2009633807</p>



Part II: Classroom Activity Plan

Essential/Investigative Question: How did the lives of American Indians change with western expansion?

Objective(s):

1. The students will be able to describe the impact of westward expansion on the Native Americans beginning with the opposition of a forced relocation to reservations by analyzing primary sources from the Library of Congress.
2. The students will be able to explain why many Native American leaders were against attempts at assimilation by analyzing primary sources from the Library of Congress.
3. The students will be able to describe how the Native Americans were affected by westward expansion through broken treaties that were signed by the United States Government.

Standard(s) Addressed:

USII.4a The student will demonstrate knowledge of how life changed after the Civil War by identifying the reasons for westward expansion, including its impact on American Indians.

Procedure(s):

1. First, display the primary source image of General George A. Custer during the Battle of the Little Big Horn on the Smartboard. The students would already have some general information about this battle from the previous class period. They would be asked to partner up with their pre-selected partner to discuss what they see and how they interpret their observations from the image. They will use the Library of Congress Primary Source Analysis Tool Worksheet. Each student will be provided with a print copy.
2. The students will be opened to discuss the possible implications of the battle, as well as the possible events leading up to it with the entire class. The teacher will guide the students to think about both sides of the fighting as well as the rationale and/or sentiments from both sides. The students will be called upon to participate in the class discussion.
3. Then display both the image of Chief Joseph's surrender as well as the image of Sitting Bull sitting on a stool of repentance. The students would be given a brief introduction to the two historic Native Americans. This information will be provided as a secondary source from the textbook.
4. The students will then be asked to describe how the images portray the Native American leaders differently. The students will be asked to think about and discuss the



purpose of portraying Natives in a certain way. What motivation would they have in creating this image? To complete this analysis, the students will again be provided with a print copy of the Library of Congress Primary Source Analysis Tool Worksheet. The students again will work with their pre-selected partner to complete the analysis.

5. The students again will be drawn together as a whole class to discuss their observations, questions, and any reflections that they have from the analysis. The teacher will serve as the moderator of the discussion.
6. The students would then watch a brief film segment about how westward expansion impacted the Native Americans, and how the violence and opposition that erupted from it caused fears of more “Indian” outbursts.
7. The students will then revisit the three primary source images. This will serve as the assessment part of the lesson. The students will be provided with a three part Venn Diagram Graphic Organizer. Each of the students will be asked to compare and contrast the three primary source images. They will be asked to discuss the similarities and the differences using their observations, questions, and reflections from the earlier analysis.

