

FLCHE-TPS Second Grade

Impact of Immigrants on Native Americans

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<p>Enduring Understandings: Understand that Native Americans were the first inhabitants in North America. We can learn about the past through primary sources.</p>	
<p>Essential Questions: What can we learn about history from engravings? Describe the impact of immigrants on Native Americans.</p>	
<p>Vocabulary/Targeted Skills: engraving (technique of making prints from metal plates, where the design has been scored with a cutting tool), immigrant, Native Americans, inhabitants</p>	
<p>Unit Assessment/Culminating Unit Activity:</p> <p>Prompt (<i>written or verbal</i>) <i>Describe some (be more specific to meet your expectations) impacts of immigrants on the Native Americans, based on the two engravings. Use specific evidence from the primary sources in your explanation.</i></p>	
Lesson title: Impact of Immigrants on Native Americans	Time: 60-90 minutes (Two 30-45 minute lessons)
<p>Standard(s): <u>Florida Social Studies Standards</u> SS.2.A.1.1 Examine primary and secondary sources. SS.2.A.2.3 Describe the impact of immigrants on the Native Americans. SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America.</p> <p><u>Language Arts Florida Standards</u> LAFS.2.RI.1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question. LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	

Content Purpose:

(I will) Use primary and secondary sources (so I can) to learn about the impact of immigrants on Native Americans.

Assessment/Evaluation:

Students will complete prompt using evidence to support the impact of immigrants on the Native Americans.

Reading Materials/Primary Source links:

1. John Ross, a Cherokee chief / drawn, printed & coloured at the Lithographic & Print Colouring Establishment, 94 Walnut St. <https://www.loc.gov/item/94513504/>
2. Orders No. [25] Head Quarters, Eastern Division Cherokee Agency, Ten. May 17, 1838. [n. p. 1838]. <https://www.loc.gov/resource/rbpe.1740400a/?st=text> (original and transcribed versions)
3. Indian Training School girls activities, at Chemawa near Salem, Oregon, in engraving made 1887: <https://digitalcollections.lib.washington.edu/digital/collection/loc/id/2123>
4. Indian Training School boys activities, at Chemawa near Salem, Oregon, in engraving made 1887: <https://digitalcollections.lib.washington.edu/digital/collection/loc/id/2124>
5. Assimilation Through Education: Indian Boarding Schools in the Pacific Northwest <http://content.lib.washington.edu/aipnw/marr.html#movement>

Suggested Procedures:

1. Using the portrait of John Ross (<https://www.loc.gov/item/94513504/>) and the Library of Congress analysis tool (<http://www.loc.gov/teachers/primary-source-analysis-tool/>), complete the “observe” section using a smart board. Click on the question mark to the right of the word “Observe” to guide the students’ inquiry.
2. After all five questions are answered, guide the students through answering: *Who might this person be?*, but not looking for specific names. For example: maybe he is a governor, maybe he is a dad, maybe he is a lawyer, etc. After allowing some time for several responses, share with them that this is a photo of John Ross, a Cherokee Indian chief. Continue to guide more discussion, based on their response to this new information. Most likely, they will be shocked. Ask them why they are shocked, etc. (His clothing doesn’t look like what we expect from a Native American chief, etc.)
3. Pose the following questions to your students (small group or partners) and allow them time to respond verbally: *What is the saddest thing you’ve ever had to do? Did it make you cry?* Then share *A Cherokee chief named John Ross had to lead a group of Native Americans, the Cherokee people, 1,000 miles away from their original family home in Georgia. The Cherokee did not want to leave, and they were forced to leave.* This link provides some background for teachers: http://www.americaslibrary.gov/jb/nation/jb_nation_tears_1.html. Use at your discretion with students.
4. Show the students the Orders No. [25] <https://www.loc.gov/resource/rbpe.1740400a/?st=text> (original and transcribed versions available). Then share the “tampered” (student friendly words) version at the bottom of this lesson plan. Allow the students to read this with partners and then summarize what they think it means. Guide their comprehension as needed. Ask them to share how this passage makes them feel. To make personal connections, ask them how they might feel if an Army general came to their home and told them to leave the state of Florida.

5. Do a quick check for understanding. First make sure they understand the definition of immigrant. Then ask if they know what group of people are not immigrants (Native American Indians). Then, ask the students *based on what we just learned, describe the impact of immigrants on the Native Americans.*
6. Share a map of the United States (not included), pointing out Georgia, North Carolina, Tennessee, Alabama, and then Oregon. Also share the location of your state and ask them *if they've ever been to another state. If so, were there any differences?* (For instance, Florida is hot and Michigan gets snow and is cold.) Guide them to understand that this move the Native Americans were forced to make wasn't just about leaving a land that they knew, but also about going to a place they didn't know. Also share that Oregon was one of the places where the Native Americans moved.
7. Without giving any additional information, using Indian Training School girls activities, at Chemawa near Salem, Oregon, in engraving made 1887: <https://digitalcollections.lib.washington.edu/digital/collection/loc/id/2123> and Indian Training School boys activities, at Chemawa near Salem, Oregon, in engraving made 1887: <https://digitalcollections.lib.washington.edu/digital/collection/loc/id/2124>, allow the students to complete the LOC primary source analyzer independently or with a partner; or depending on level of students, this could be done whole group. (This can be printed prior to this part or completed online and printed after the students have completed the analyzer.) Background information available here to use for teacher knowledge or to share with students after they analyze: <http://content.lib.washington.edu/aipnw/marr.html#movement>.
8. Have a quick class discussion on the analyzed sources. Share that what they just looked at was another example of the ways immigrants have impacted Native Americans.
9. Complete the prompt, verbally or written: *Describe some (be more specific to meet your expectations) impacts of immigrants on the Native Americans, based on the two engravings. Use specific details from the primary sources in your explanation.*

Extensions:

Have the students create a pencil sketch of their daily school activities.

Discuss the correspondence found here: <http://content.lib.washington.edu/aipnw/nara.html>.

Research other boarding schools during the same time period and do a compare and contrast.

(First paragraph transcribed)

ORDERS. No. 25.

Head Quarters, Eastern Division. Cherokee Agency, Ten. May 17, 1838.

MAJOR GENERAL SCOTT, of the United States' Army, announces to the troops assembled and assembling in this country, that, with them, he has been charged by the President to cause the Cherokee Indians yet remaining in North Carolina, Georgia, Tennessee and Alabama, to remove to the West, according to the terms of the Treaty of 1835.

(First paragraph tampered)

Orders from the United States Army

The President of the United States has ordered Major General Scott to take charge of removing any Cherokee Indians from North Carolina, Georgia, Tennessee, and Alabama, according to the Treaty of 1835.