

Unit Name: Unit 3A The Western Frontier and Native Americans
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UNIT

Subject: **Social Studies**
Course/Grade: **US History I**
School: **EHTHS**

Country:
State/Group: **NJ**

UNIT SUMMARY

The Western Frontier describes one of the most exciting periods in the history of the United States. From 1850 to 1900, swift and widespread changes transformed the American West. At the beginning of that period, a great variety of Native American cultures dominated most parts of the region. By the end of the era, the West had become a bustling society populated by new immigrants of all kinds. Historians sometimes define the American West as lands west of the *98th meridian*, or 98° west longitude. This line of longitude runs through the middle of Texas and Kansas up through the eastern third of Nebraska and the Dakotas. Some definitions of the region include all lands west of the Mississippi or Missouri rivers. For the complete story of western expansion in the United States, see *Westward movement in America*. Regardless of the precise boundary line used, the western frontier differed in many ways from the eastern United States. Much of the West had a drier climate than that of the East, and western terrain often proved much harsher. As a result, immigrants to the West had to adapt and find new ways of doing things to survive. Their efforts were aided by improvements in transportation, communication, farm equipment, and other areas. This Unit should take approximately 15 days.

UNIT RESOURCES

Printed Materials:

Please see text for guided reading materials.

Internet Resource Links:

- http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=184
- <http://www.havingfunwithhistory.com>
- <http://nativeamericans.mrdonn.org/plains.html>
- <http://www.pbs.org/wgbh/americanexperience/features/interview/tcrr-interview/>
- http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=157

STAGE ONE

GOALS AND STANDARDS

6.1.12. U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

ESSENTIAL QUESTIONS

1. What caused the tensions between the Americans and the Native Americans after the American Civil War?
2. Was the fighting against the Native Americans a war or genocide?

KNOWLEDGE AND SKILLS

1. SWBAT identify the Nez Perce Native Americans.
2. SWBAT evaluate the impact of the Homestead Act and its impact on American society.
3. SWBAT identify the Pacific Railroad Act.
4. SWBAT summarize the impact the transcontinental railroad had on America.
5. SWBAT describe the "boomtowns" and the "ghost towns" that were created as a result of the mining frontier.
6. SWBAT evaluate how mining changed the West.
7. SWBAT evaluate the impact of the buffalo depletion on the Native American culture on the Great Plains.
8. SWBAT analyze the key clashes that took place between the Native Americans and the whites (ie. The Battle of Little Big Horn and the Battle of Wounded Knee.)

STAGE TWO

PERFORMANCE TASKS

Title: Chief Joseph

Students will read excerpts from Chief Joseph "I Will Fight No More Forever." The students will then evaluate why the Native Americans opted for surrender in the conflict of white expansionism.

Title: Title: The Many uses of the Buffalo

The students will view the uses of the buffalo by the native peoples and fill out what they believed the natives used the buffalo for ie. hides, liver, buckskin, brain, bladder, bones, skull, muscles, hoofs, horns, trail, dung, hair, fat, tendon, meat and teeth.

OTHER EVIDENCE

Suggested Activities

The students will complete guided reading activities that deal with the chapter.

Quizzes and Tests

"America the Story of Us" show "The Heartland." Have students answer questions that go along with the video.

The students can view "Bury My Heart at Wounded Knee" and evaluate how the Dawes Act pushed for assimilation of Native Americans in to white society.

STAGE THREE

LEARNING ACTIVITIES

The students can debate through turnitin.com whether or not the fighting that took place during the 1870's through 1890's was a genocide that took place against the Native Americans.

The students will also be provided a power point presentation that provides an overview of the chapter.

Use Graphic Organizers to map the land losses of Native Americans from 1850 to 1990. The students will also map the battle and strategies of the War on the Plains against the Native Americans.

