

LESSON # 2: *THIS LAND IS MY LAND - Westward Expansion During Reconstruction*

(Grade 8/Social Studies, Grade 11/American History)

Written by Mishelle Hall

Overview of the Lesson: In this lesson, students will research and analyze the United States Government transfer of Native American land after the discovery of gold in South Dakota. This activity is intended to be used with other Social Studies lessons and activities to provide students with a comprehensive study of Reconstruction.

Objective: The learner will

- Research, evaluate and analyze the United States Government policies relating to Native American territories during Reconstruction.

TEKS:

(8.5) History. The student understands the challenges confronted by the government and its leaders in the early years of the Republic.
G) analyze federal and state Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.

(8.6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation.
(B) explain the political, economic, and social roots of Manifest Destiny;
(C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.

(8.9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation.
(C) explain the social problems that faced the South during Reconstruction and evaluate their impact on different groups.

(8.11) Geography. The student understands the location and characteristics of places and regions of the United States, past and present.
(A) locate places and regions of importance in the United States during the 18th and 19th centuries.

(8.30) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

(8.31) Social studies skills. The student communicates in written, oral, and visual forms.

(8.32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

(US 1A) History: The student understands traditional historical points of reference in U.S. history from 1877 to the present. Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics

(US 2A) US History: The student understands the political, economic, and social changes in the United States from 1877 to 1898. Analyze political issues such as Indian policies.

Time Required: One to two class periods

Materials Needed:

Copies of the Sid Richardson Museum paintings *Plunder on the Horizon* (1893) and *Trouble on the Horizon* (1893), both by Charles M. Russell

NARA Document Analysis Worksheet

NARA Primary Source: 1868 Fort Laramie Treaty

Computer lab

Procedure

- Place students into groups.
Give each group a copy of the two Russell paintings.
- Each group will create a Venn diagram to compare and contrast the two paintings. Online version of a Venn diagram on November 2, 2006, available at:
<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>



Trouble on the Horizon, by Charles M. Russell, 1893, Oil on Canvas
Sid Richardson Museum, Fort Worth, Texas



Plunder on the Horizon, by Charles M. Russell, 1893,
Oil on Canvas
Sid Richardson Museum, Fort Worth, Texas

- Lead a class discussion about the contents of the paintings; student groups should share their thoughts and ideas.

The discussion should include:

What is the time period?

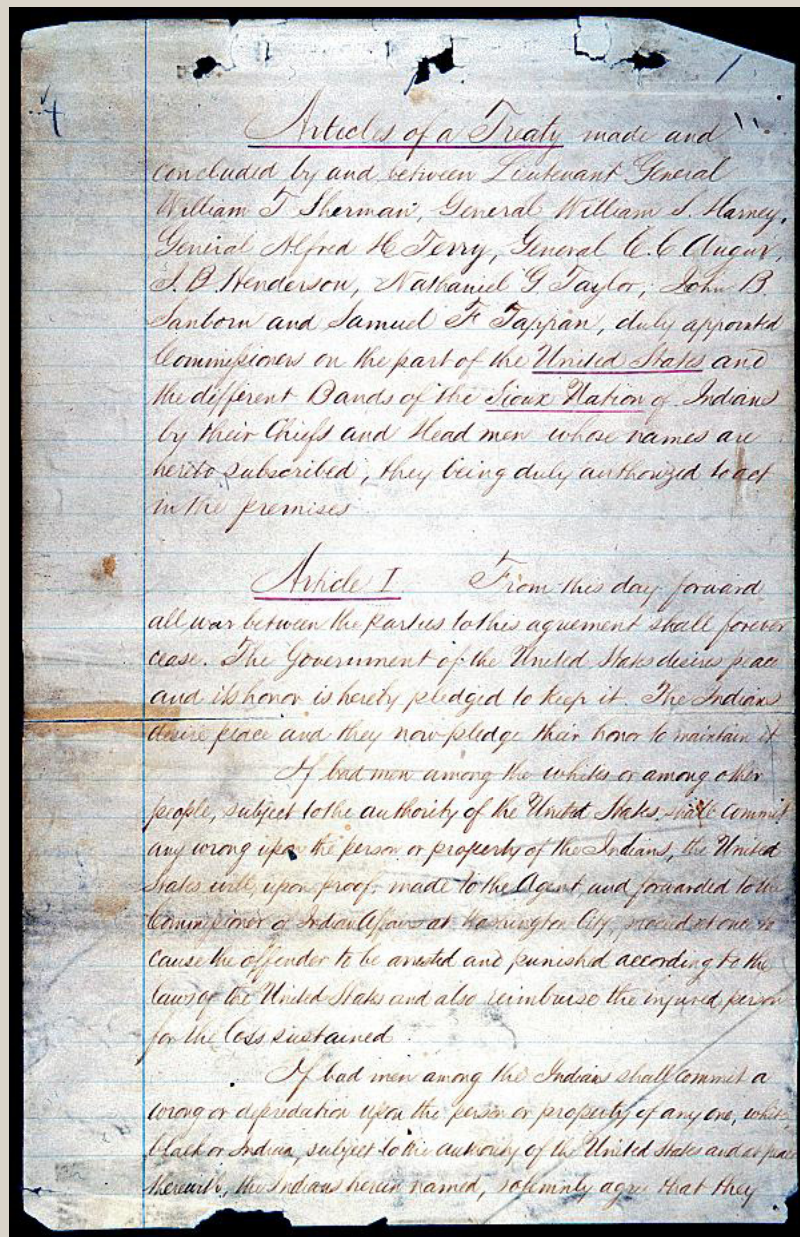
Describe the locations.

What problems are suggested in the paintings?

How could these problems have been settled?

What interests both groups of people in the paintings?

- Give each group a copy of the Fort Laramie Treaty (1868).
http://archives.gov/exhibits/american_originals/sioux.html



Fort Laramie Treaty, 04/29/1868; General Records of the United States Government, 1778 – 1992, Record Group 11; Old Military and Civil Records LICON, Textual Archives Services Division (NWCTB), National Archives Building, Washington, DC. Online version on November 2, 2006, available at:

http://archives.gov/exhibits/american_originals/sioux1.jpg

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between the respective parties hereto, so far as such treaties and agreements obligate the United States to furnish and provide money, clothing or other articles of property to such Indians and Bands of Indians as become parties to this Treaty, but no further.

In Testimony of all which we the said Commissioners and we the Chiefs and Head men of the Brule Band of the Sioux Nation have hereunto set our hands and seals at Fort Laramie, Lakota Territory this twenty ninth day of April in the year one thousand eight hundred and sixty eight

A. S. Taylor Seal
W. T. Sherman Seal
W. S. Harvey Seal
Col. May Gen. U.S.A. Seal
John B. Sanderson Seal
S. F. Tappan Seal
L. C. Auger Seal
Brig. Gen. Seal
Capt. D. M. Seal
J. M. D. Seal
Seal

Attest:
A. J. White,
Secretary.

Fort Laramie Treaty, 04/29/1868; General Records of the United States Government, 1778 – 1992, Record Group 11; Old Military and Civil Records LICON, Textual Archives Services Division (NWCTB), National Archives Building, Washington, DC. Online version on November 2, 2006, available at:

http://archives.gov/exhibits/american_originals/sioux2.jpg

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Enacted on the part of the Bule Band of Sioux, by the Chief and Headmankah
 names are hereto annexed, they being thereto duly authorized, at Fort Laramie Oct.
 the twenty ninth day of April in the year A.D. 1868.

	Mah-za-oo-stakka,	Chief	Iron Shell	(Seal)
	Wah-pah-shah,	Head	Red Leaf	(Seal)
x	Hah-dah-Pah,	Chief	Black Horn	(Seal)
	Zim-Tab-dah-dah-Tab,	Chief	Spotted Tail	(Seal)
	Zim-Tab-Mah,	Chief	White Tail	(Seal)
	Ma-wah-Tab-oh-Mah,	Chief	Little Maudan	(Seal)
	Mah-cha-cha-shah,	Chief	Good Maudan	(Seal)
	oh-Mah-oh-Pah,	Chief	Two Birds	(Seal)
	Tab-itonka-shah,	Chief	White Bull	(Seal)
	Corn-Ra-Wahkio,	Chief	White Horn	(Seal)
	Hah-dah-dah-dah-dah		Iron Shell	(Seal)
	Too-lah-rah-oo-chah,	Chief	Red Elk	(Seal)
	Wah-Tab-Mah-Tab-shah,	Chief	Egg Lizard	(Seal)
	Mah-So-Tab-oh-shah,	Chief	Black Maudan	(Seal)
	Rolla-Intka-Intka,	Chief	Big Bull	(Seal)
	Mah-So-oh-Mah,	Chief	Little Horn	(Seal)
	So-Wis-oh,	Chief	Cold Place	(Seal)
	Sh-Tab-Mah,	Chief	White Eyes	(Seal)
	Mah-So-oo-Tab	Chief	Foot Bear	(Seal)
	Ah-Wah-Hah-Wah-shah	Chief	Standing Elk	(Seal)
	Shunka-Shulon	Chief	Day Hawk	(Seal)
	Satanka-Wahkon	Chief	Sacred Bull	(Seal)
	Mupia-shah	Chief	Hawk Hawk	(Seal)
	Mah-ah-ah	Chief	Wants and Comes	(Seal)
	Ustak-Spanka-tonka	Chief	Big Day	(Seal)

William S. N. White
 Secretary of Commission

Fort Laramie Treaty, 04/29/1868; General Records of the United States Government, 1778 – 1992, Record Group 11; Old Military and Civil Records LICON, Textual Archives Services Division (NWCTB), National Archives Building, Washington, DC. Online version on November 2, 2006, available at:

http://archives.gov/exhibits/american_originals/sioux3.jpg

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- Students will read the treaty and complete the NARA Document Analysis Worksheet.
http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

As a class, discuss the important aspects of the Laramie Treaty such as:

Why was the Laramie Treaty necessary? What was its purpose?

Who benefited from the Laramie Treaty?

Were the terms of the Laramie Treaty realistic?

How would the Laramie Treaty have affected the events in the paintings?

In what way would the Laramie Treaty have prevented situations like the Trail of Tears?

What problems did the Laramie treaty create?

Written Document Analysis Worksheet

1.	TYPE OF DOCUMENT (Check one): <input type="radio"/> Newspaper <input type="radio"/> Letter <input type="radio"/> Patent <input type="radio"/> Memorandum <input type="radio"/> Map <input type="radio"/> Telegram <input type="radio"/> Press Release <input type="radio"/> Report <input type="radio"/> Advertisement <input type="radio"/> Congressional Record <input type="radio"/> Census Report <input type="radio"/> Other
2.	UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more): <input type="checkbox"/> Interesting Letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals <input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other
3.	DATE(S) OF DOCUMENT:
4.	AUTHOR (OR CREATOR) OF THE DOCUMENT: POSITION (TITLE):
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
6.	DOCUMENT INFORMATION (There are many possible ways to answer A-E.) A. List three things the author said that you think are important: B. Why do you think this document was written? C. What evidence in the document helps you know why it was written? Quote from the document. D. List two things the document tells you about life in the United States at the time it was written. E. Write a question to the author that is left unanswered by the document:

**Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408**

Written Document Analysis Worksheet, Online version on November 2, 2006, at:
http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

Activity - Computer Research and Letter to the Editor

Using the Internet, have your students research events in South Dakota in 1874 (i.e., the discovery of gold in the land given to the Native Americans in the Fort Laramie treaty). Research websites include:

#1 City of Deadwood, South Dakota, online on November 2, 2006, at:

http://www.cityofdeadwood.com/index.asp?Type=B_BASIC&SEC=%7B269A8C80-9F36-4D72-A17D-DF18E23E10FF%7D

#2 Encyclopedia Britannica Online, History of South Dakota, online on November 2, 2006, at:

<http://www.britannica.com/ebi/article-208363>

#3 The National Park Service, Plains Indians, online on November 2, 2006, available at

<http://www.nps.gov/foia/indians.htm>

Have students take notes about the facts they discover. You may want students to use a graphic organizer.

Bring the students back to their groups to discuss the results of their research.

Their discussions should include:

Why was the Native American land in South Dakota reclaimed?

How did the U.S. Government justify reclaiming those lands, thus violating the Fort Laramie Treaty?

What were the results of the U.S. Government actions?

After the completion of their discussions, each student will create a "Letter to the Editor," either supporting or condemning the actions of the U.S. Government in regards to the seizure of the Fort Laramie Treaty land from the Native Americans.