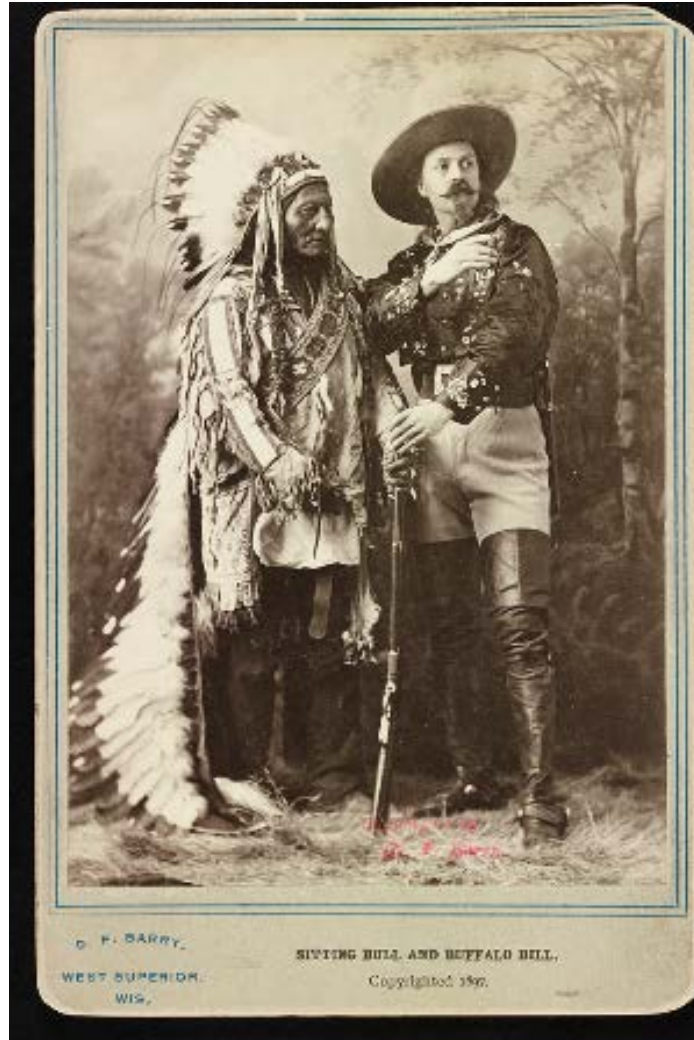


Last of the Plains Indians:
Westward Expansion and
Native Americans
1860–Present

Year 2
History Unit 3
Workbook

Lesson 1: The Western Frontier



Photograph of Sitting Bull and Buffalo Bill, by D. F. Barry, 1897 (Library of Congress)

How have Native American and settler encounters on the western frontier evolved over time?

Lesson 1
Do Now



"American Progress," by John Gast, 1872 (Library of Congress)

1. What are **two** things you notice about the painting above?

2. What are **two** questions you have about the painting above?

Lessons 2–3: Western Settlers and Native Americans



Indian delegations at Washington — presentation to the president, from a photograph by Alexander Gardner, 1867 (Library of Congress)

How did western settlers and Native Americans view one another following the Civil War?

Lessons 2–3
Planning Guide

DIRECTIONS: Answer the following questions to brainstorm ideas for your personal essay. Be as specific and as thorough as possible!

Your Task: Imagine you are either a western settler or a Native American following the Civil War. How do you view each other?

DIRECTIONS: Outline your personal essay below. Make sure that your claim is simple, clear, and compelling. Then make sure the evidence you choose is convincing and supports your claim.

- **Claim:**
 - **Piece of evidence 1:**

 - **Piece of evidence 2:**

Lesson 4: The Indian Wars



"The Custer Fight," by C.M. Russell, 1903 (Library of Congress)

Why did war erupt on the western frontier?

Lesson 4
Do Now



Photograph of Lakota Sioux taken three weeks after the Wounded Knee Massacre, December 29, 1890 (Library of Congress)

1. What are **two** things you notice about the photograph above?

2. What are **two** questions you have about the photograph above?

Lessons 5–6: The Impact of the Indian Wars



"Starting Supper, Flathead Reservation," by N. A. Forsyth, 1908 (Library of Congress)

How did the Indian Wars affect Native American communities in the West?

Lessons 5–6
Planning Guide

DIRECTIONS: Answer the following questions to brainstorm ideas for your personal essay. Be as specific and thorough as possible!

Your Task: Imagine you are a Native American in the West. How did the Indian Wars affect your community?

DIRECTIONS: Outline your personal essay below. Make sure that your claim is simple, clear, and compelling. Then make sure the evidence you choose is convincing and supports your claim.

- **Claim:**
 - **Piece of evidence 1:**

 - **Piece of evidence 2:**

Lesson 7: The Dawes Act

INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN
*
EASY PAYMENTS



PERFECT TITLE
*
POSSESSION
WITHIN
THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED GRAZING AGRICULTURAL
IRRIGABLE DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SEALED BIDS ALLOTTED INDIAN LAND AS FOLLOWS:

Location.	Acres.	Average Price per Acre.	Location.	Acres.	Average Price per Acre.
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,684.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64

FOR THE YEAR 1911 IT IS ESTIMATED THAT **350,000 ACRES** WILL BE OFFERED FOR SALE

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent U. S. Indian School at any one of the following places:

CALIFORNIA: Hoopa. COLORADO: Ignacio. IDAHO: Lapwal. KANSAS: Horton. Nadeau.	MINNESOTA: Onigum. MONTANA: Crow Agency. NEBRASKA: Macy. Santee. Winnebago.	NORTH DAKOTA: Fort Totten. Fort Yates. OKLAHOMA: Anadarko. Cantonment. Colony. Darlington. Muskogee, <small>U.S.</small> Pawnee.	OKLAHOMA—Con. Sac and Fox Agency. Shawnee. Wyandotte. OREGON: Klamath Agency. Pendleton. Roseburg. Siletz.	SOUTH DAKOTA: Cheyenne Agency. Crow Creek. Greenwood. Lower Brule. Pine Ridge. Rosebud. Sisseton.	WASHINGTON: Fort Simcoe. Fort Spokane. Tekoa. Tulalip. WISCONSIN: Oseida.
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WALTER L. FISHER,
Secretary of the Interior.

ROBERT G. VALENTINE,
Commissioner of Indian Affairs.

United States Department of the Interior advertisement offering
"Indian Land for Sale," 1911 (Wikimedia)

Why did the United States pass the Dawes Act?

INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN
*
EASY PAYMENTS



PERFECT TITLE
*
POSSESSION
WITHIN
THIRTY DAYS

Advertisement for the Dawes Act, 1910 (Department of the Interior)

1. What are **two** things you notice about the advertisement above?

2. What are **two** questions you have about the advertisement above?

Lesson 8: Assimilation




Native American men and a boy posed outside the Carlisle Indian School, 1890 (Library of Congress)

Why did the United States adopt assimilation policies in the late 19th century?

Lesson 8
Assimilation Cartoon Planning Guide

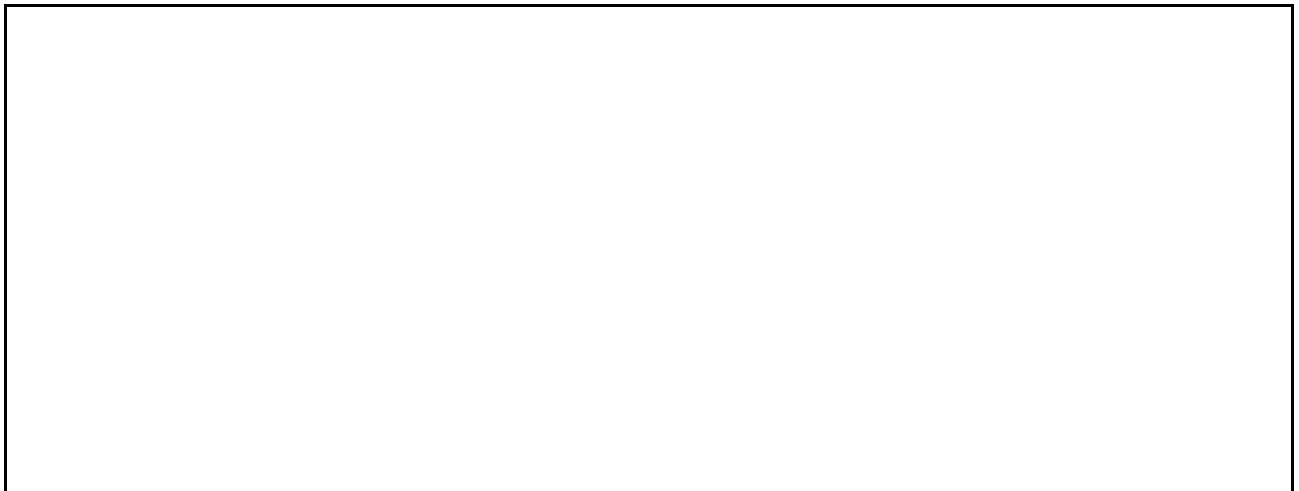
Ask: *What is the idea of my cartoon?*



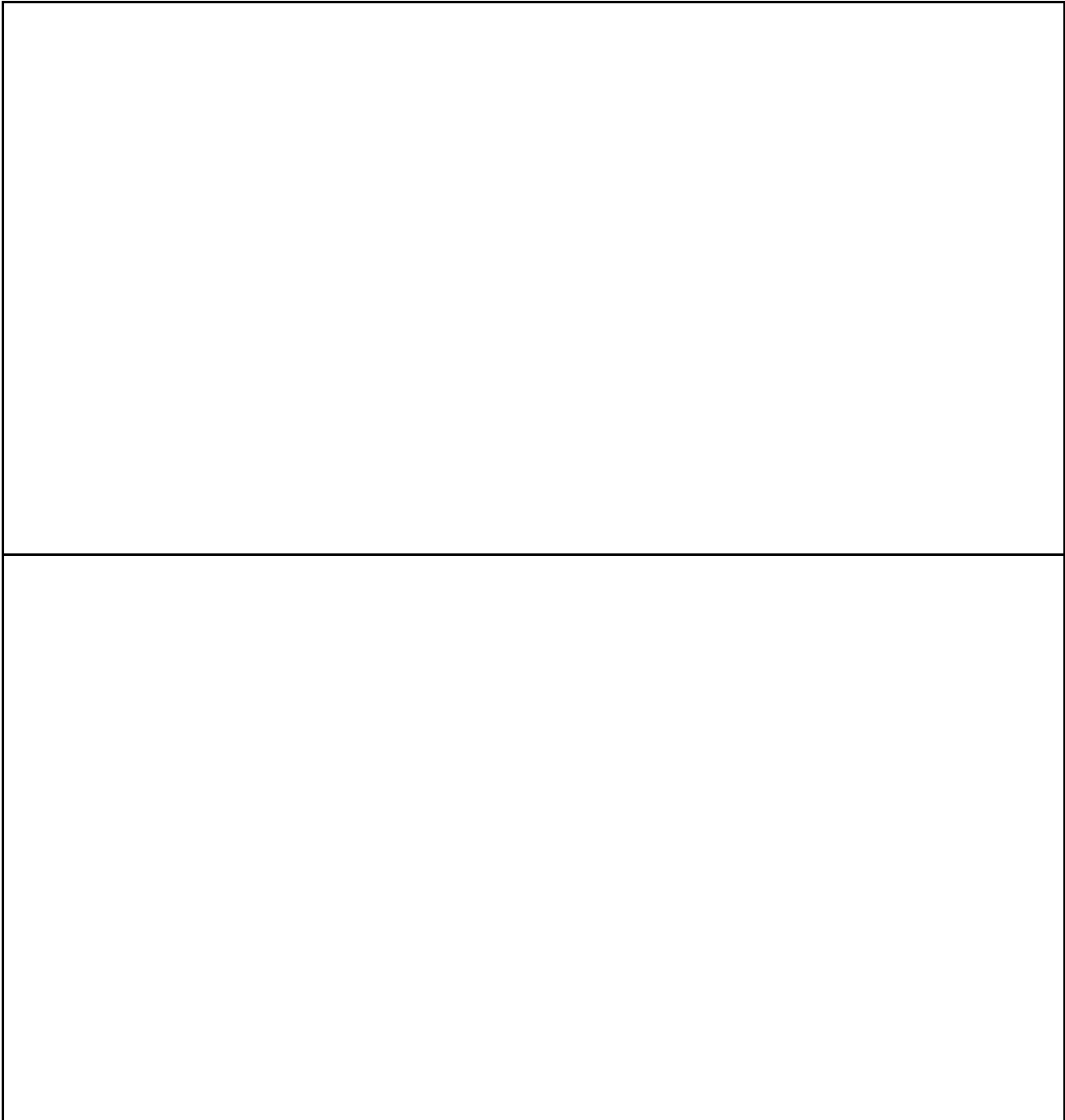
Ask: *What visual details will I include in my cartoon to support my idea?*



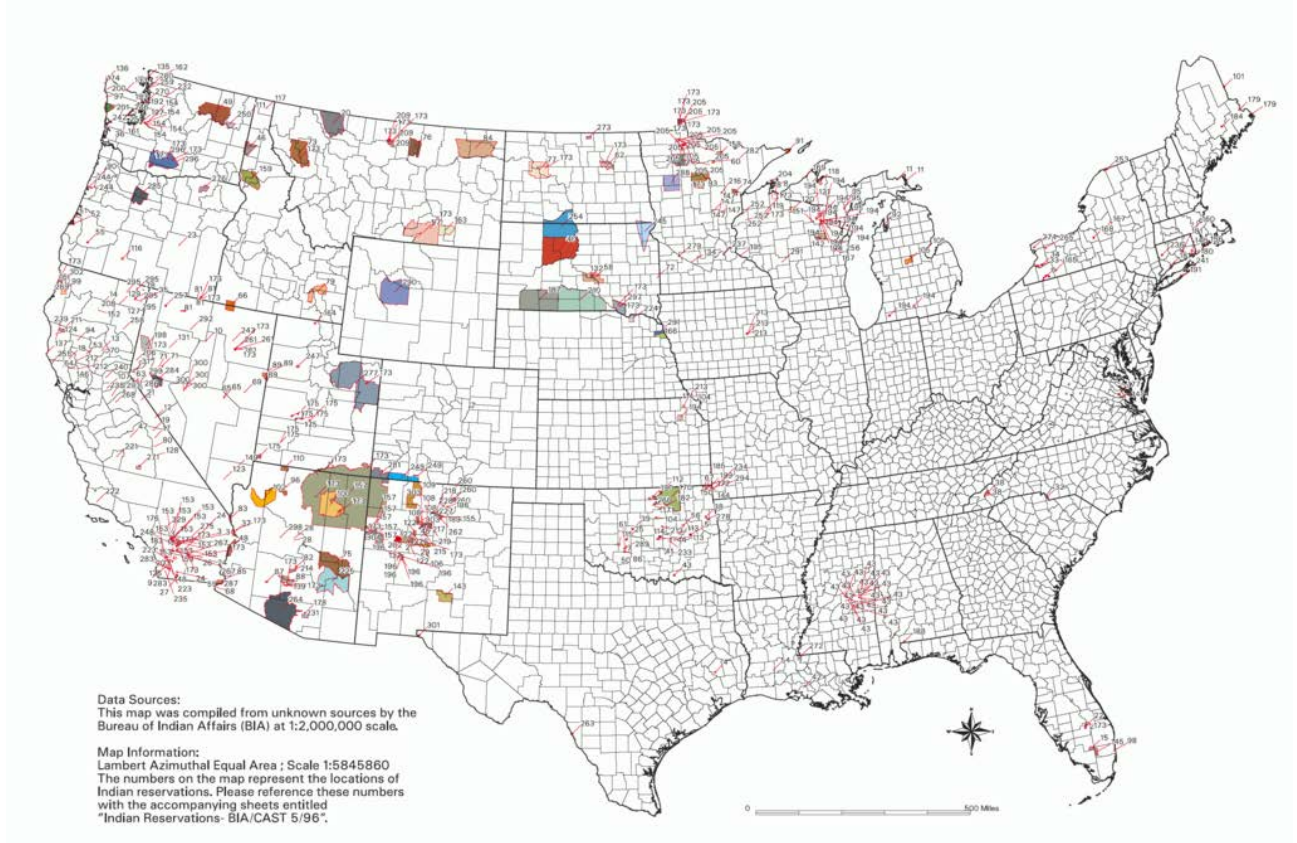
Draft a caption and/or text features that support your idea.



Lesson 8
Assimilation Cartoon Template



Lesson 9: Tribal Territory Throughout American History

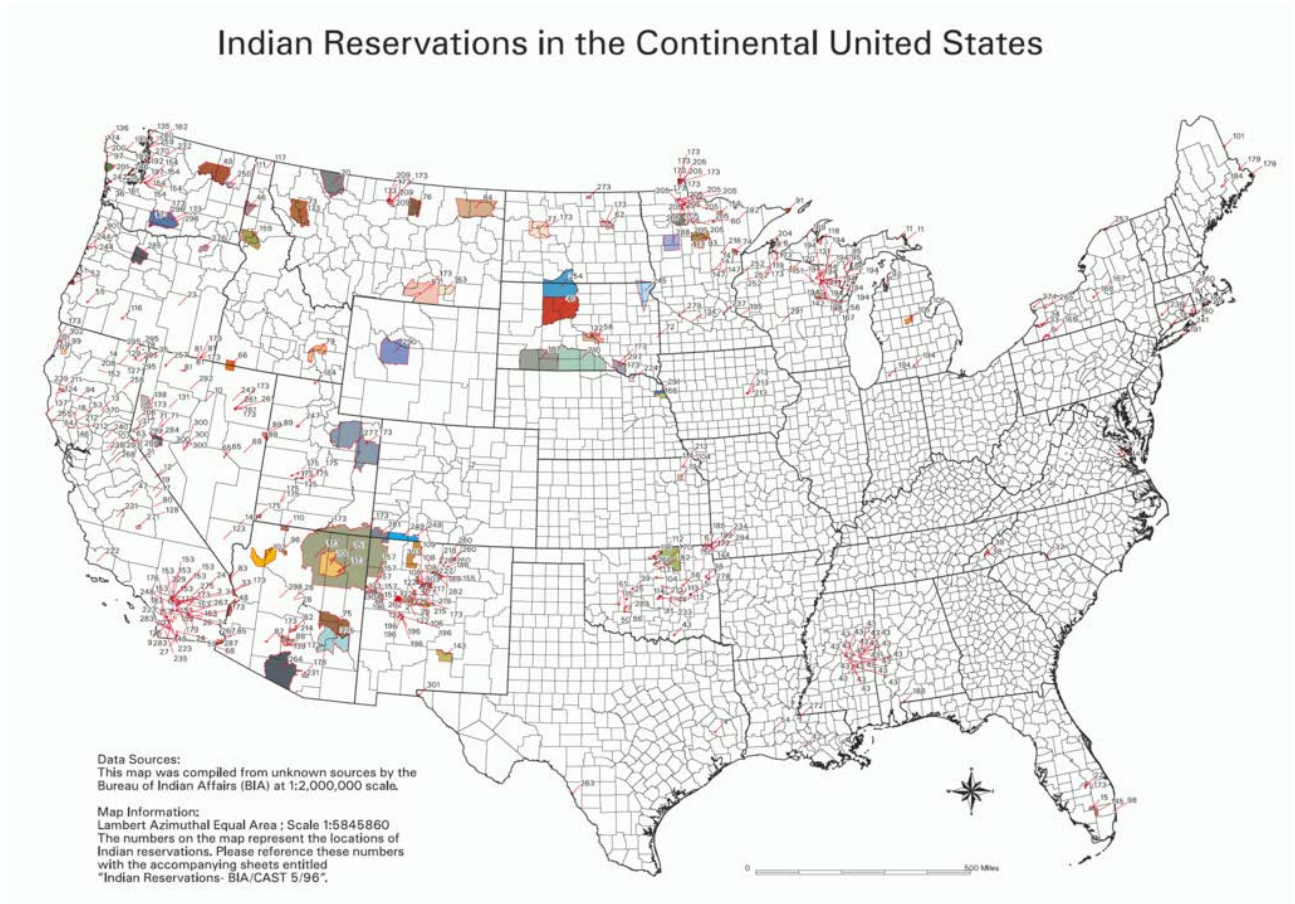


Map of present-day Native American reservations (Wikimedia)

How did U.S. government policies affect Native American territories over time?

Lesson 9
Do Now

Indian Reservations in the Continental United States

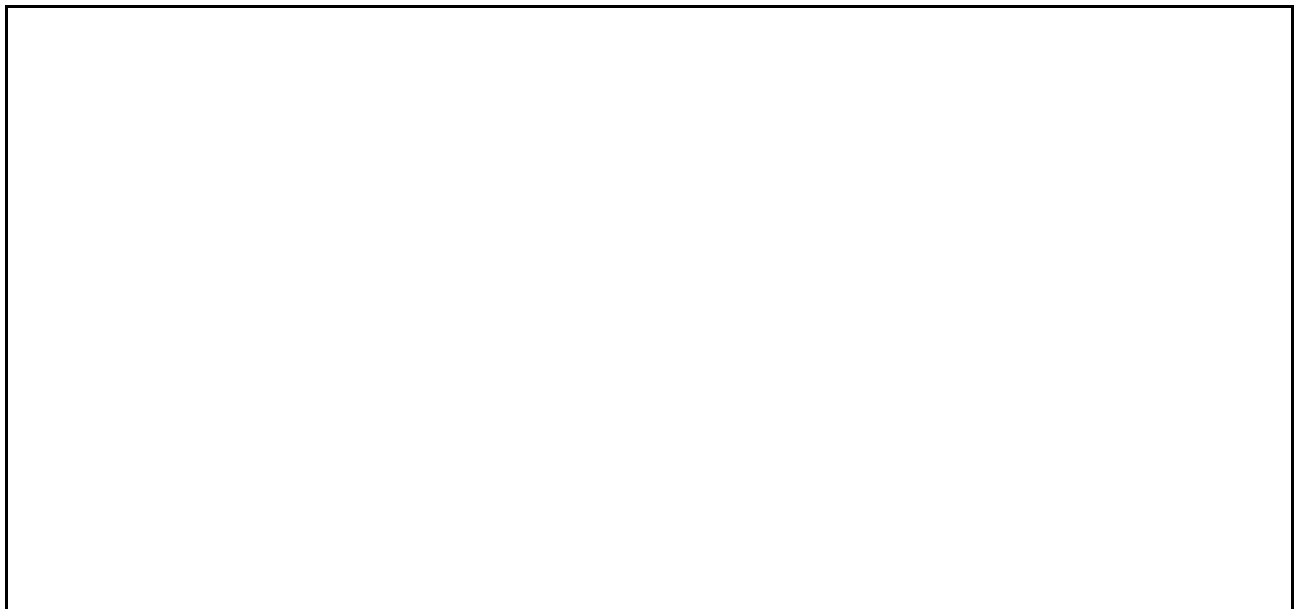


Native American territories, present day (Wikimedia)

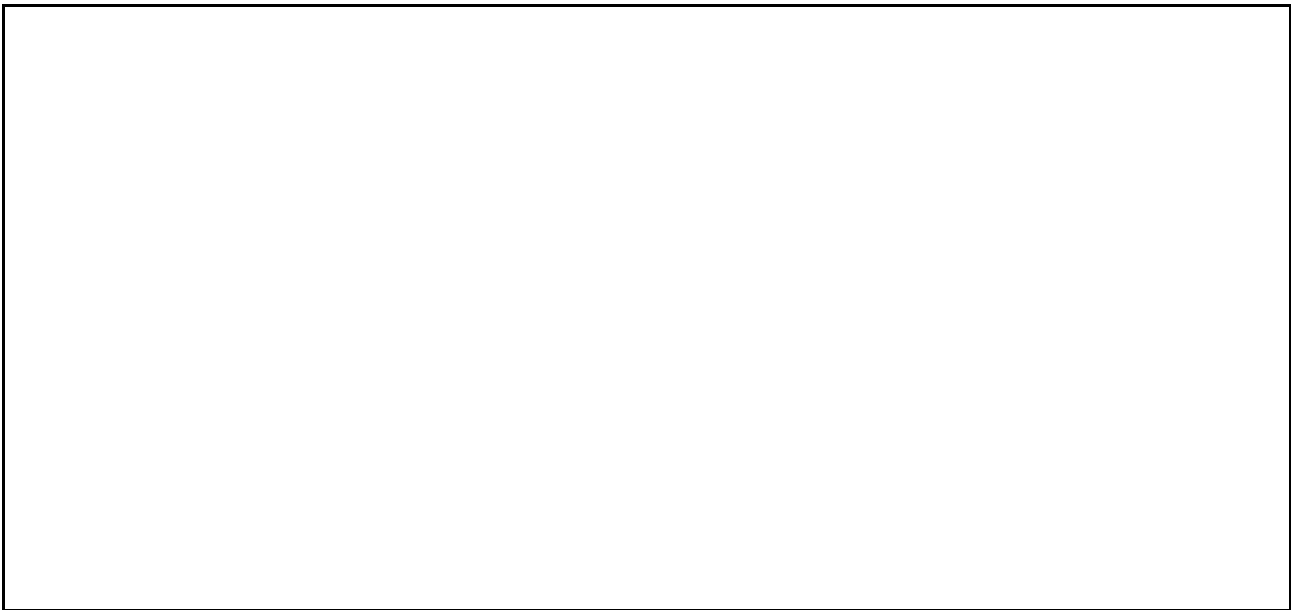
1. What are **two** things you notice about the map above?
2. What are **two** questions you have about the map above?

Lesson 9
Territorial-Loss Map Templates

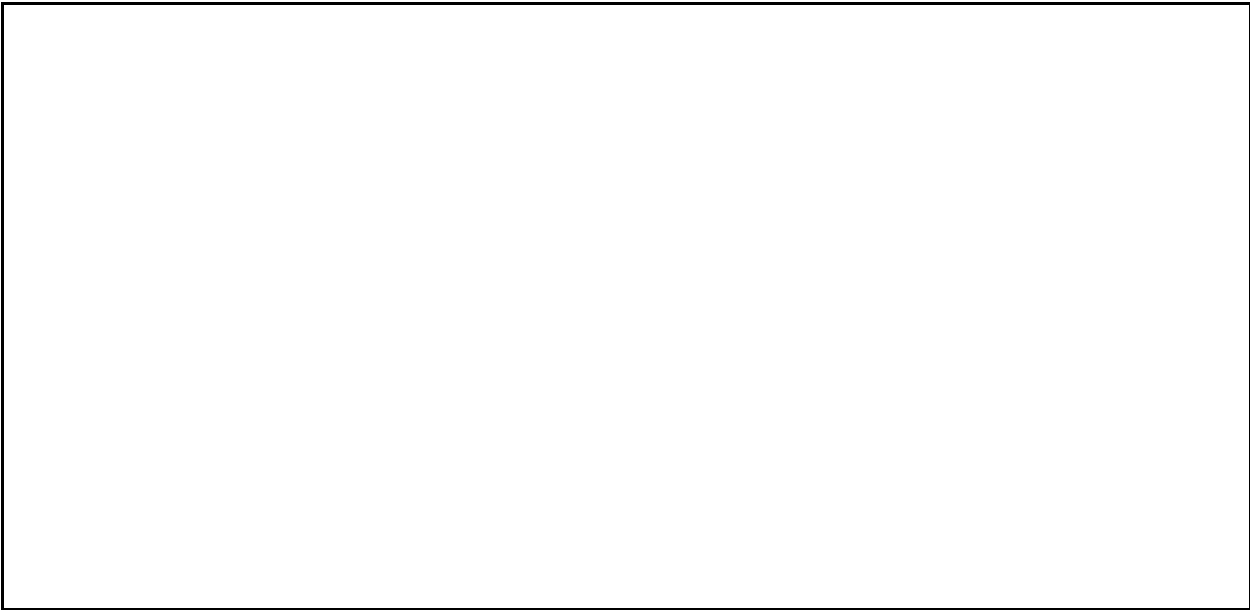
Map 1: Native American Land Holdings Before European Arrival



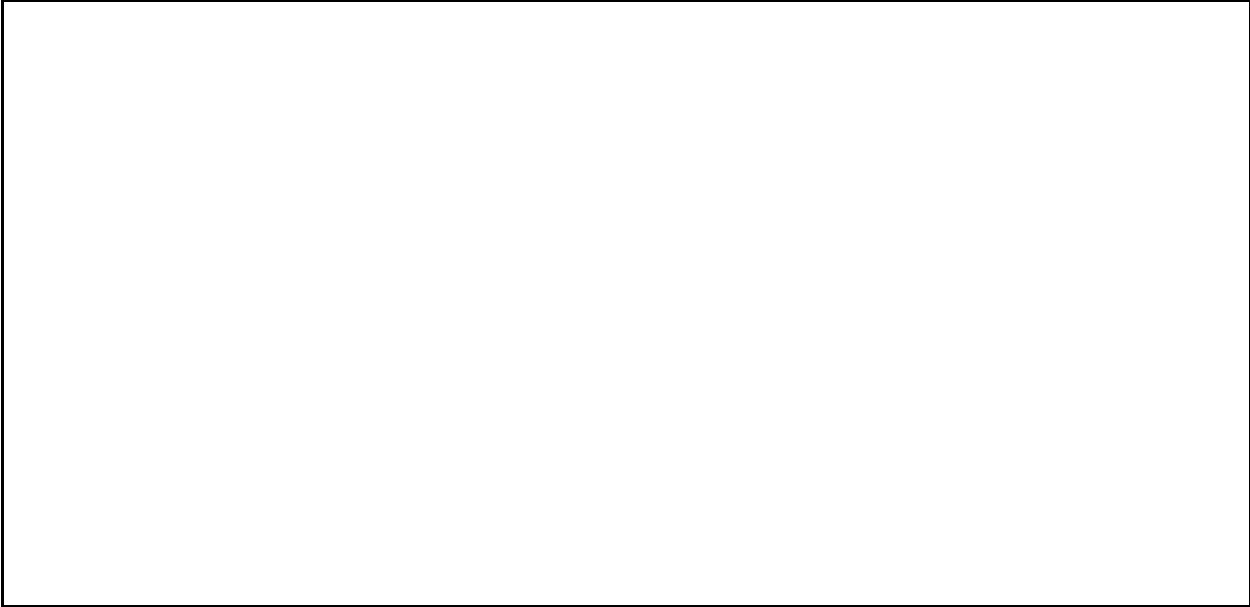
Map 2: Native American Land Holdings Following the Civil War



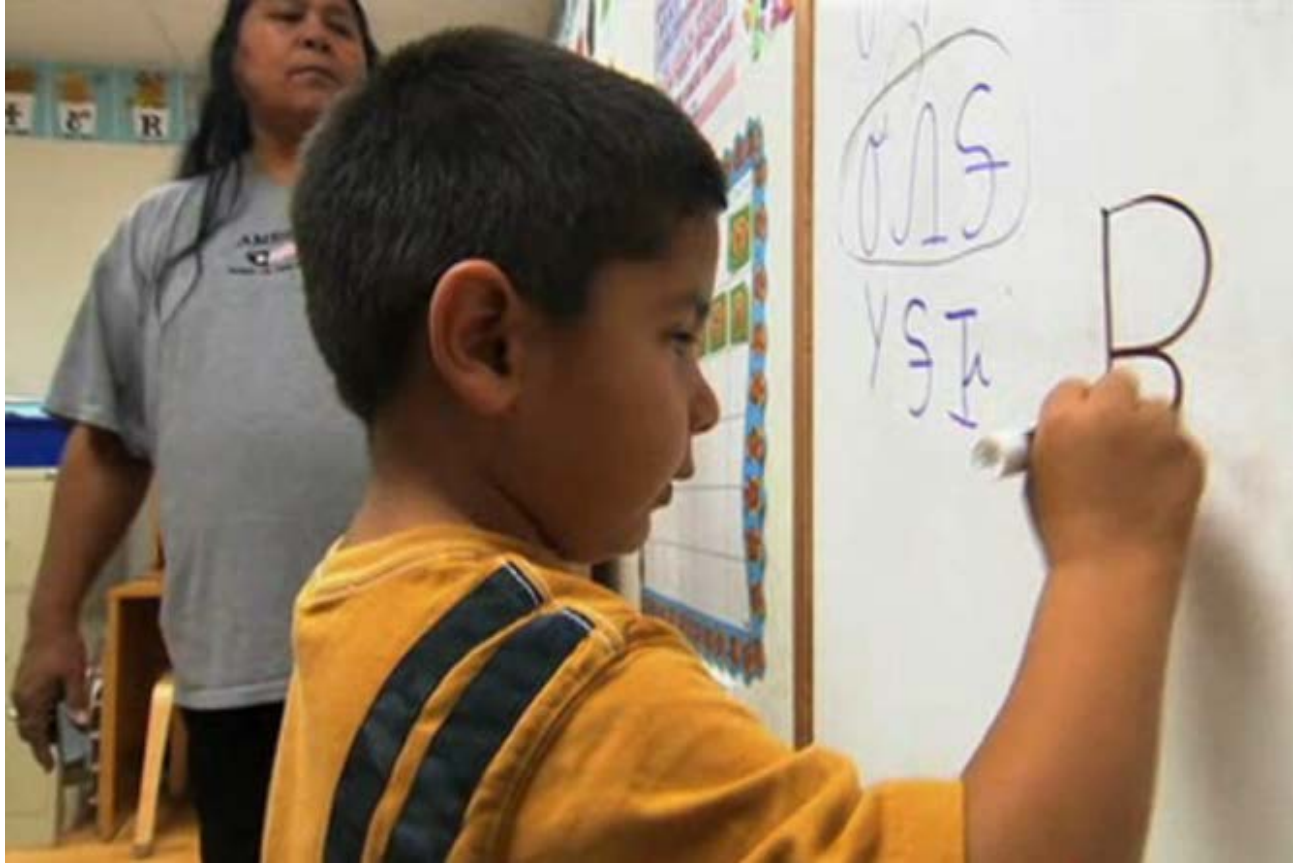
Map 3: Native American Holdings in 1894



Map 4: Native American Reservation Land Present-Day



Lessons 10–12: Native Americans Today



A Cherokee student studying the Cherokee language (Wikimedia)

How does federal American Indian policy continue to affect Native American communities today?

Lessons 10–12

Native Americans Today Project Menu

Choose one of the following five topics for your final research trifold. Make sure your research answers the central question for each topic.

1. Native American reservation education

- Central Question: How does federal American Indian policy continue to affect Native American education on reservations today?

2. Native American land conflicts

- Central Question: How does federal American Indian policy continue to affect conflicts over Native American land today?

3. Native American reservation poverty

- Central Question: How does federal American Indian policy continue to affect poverty on Native American reservations today?

4. Native American public health on reservations

- Central Question: How does federal American Indian policy continue to affect public health on Native American reservations today?

5. Native American culture and traditions

- Central Question: How does federal American Indian policy continue to affect Native American culture and traditions today?

Scholar Research Guidance

Read the article “Fake or Real? How to Self-Check the News and Get the Facts” by Wynne Davis on the NPR website.

In addition, use these websites as a starting point for research:

- The History Channel
- Gilder Lehrman Institute
- Newsela
- PBS
- CNN
- The Huffington Post

Lessons 10–12
Research Planning Guide

DIRECTIONS: Use the planning guide below to organize your research and to plan your idea based on your research.

Your Chosen Topic:

Central Question: How does federal American Indian policy continue to affect Native American communities today?

Part I: Research

DIRECTIONS: In the space below, outline your research. Make sure you only write down the research that helps answer your Central Question. Include a link to the source where you found your information.

Research Notes	Source

Part II: Idea

DIRECTIONS: Based on your research above, come up with an idea that answers your Central Question. Make sure that your idea is simple, clear, and compelling. Then make sure the evidence you choose is convincing and supports your idea.

- **Idea:**
 - **Piece of evidence 1:**

 - **Piece of evidence 2:**

 - **Piece of evidence 3:**

 - **Piece of evidence 4:**

Lessons 10–12
Trifold Planning Guide

Your Idea:

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Plan the text you want to include on the trifold in the space below:

Text	Where on the trifold will this text live?

Lessons 10–12
Oral Presentation Planning Guide

DIRECTIONS: Based on your final trifold presentations, outline your oral presentation below. Make sure that you clearly introduce your idea and explain how the evidence on your trifold supports your idea.

- **Idea:**
 - **Piece of evidence 1:**

 - **Piece of evidence 2:**

 - **Piece of evidence 3:**

 - **Piece of evidence 4:**