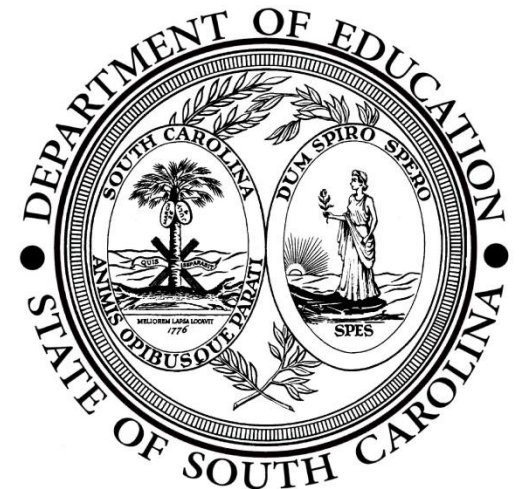


# Grade 5

## Perseverance despite Assimilation

Instructional Resource for the  
*South Carolina Social Studies Academic Standards*

South Carolina Department of Education  
Office of Standards and Learning  
January 2017



**Grade/Course Level: Title of Unit**

The unit is the social and economic effects of westward expansion on Native Americans. The following social studies and literacy skills addressed are identify multiple points of view or biases and ask questions that clarify those opinions, illustrate the fact that some choices provide greater benefits than others, and explain the opportunity cost involved with the allocation of scarce productive resources. The purpose of this unit is to see how Native Americans assimilated to white culture during the western settlement of the United States. This unit connects to the Profile of the South Carolina Graduate in the area of Life and Career Characteristics: perseverance and work ethic. The time frame for this lesson is two 45 minute classes.

**Standard(s) and/or Indicator(s)****Targeted:**

**Standard 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States.**

Indicator: 5-2.4 Explain the social and economic effects of westward expansion on Native Americans; including opposing views on land ownership, Native American displacement, the impact of the railroad on the culture of the Plains Indians, armed conflict, and changes in federal policy.

**“I Can” Statements**

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

- *Day 1:* I can explain the social and economic effects of westward expansion on Native Americans; including opposing views on land ownership, Native American displacement, the impact of the railroad on the culture of the Plains Indians, armed conflict, and changes in federal policy. (5-2.4)
- *Day 2:* I can explain the social and economic effects of westward expansion on Native Americans; including opposing views on land ownership, Native American displacement, the impact of the railroad on the culture of the Plains Indians, armed conflict, and changes in federal policy. (5-2.4)

**Essential Question(s)**

This is a **suggested** essential question that will help guide student inquiry.

- How did Native Americans persevere despite assimilation during US westward expansion in the late 19th century?

### **Academic Vocabulary**

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- Transcontinental railroad
- Reservations
- Massacres
- Treaty
- Dawes Severalty Act
- Resistance
- Assimilation
- Perseverance
- Boarding Schools
- Native Americans
- Nez Perce
- Cheyenne
- Lakota
- Sioux

### **Prior Knowledge**

In fourth grade, students explained how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events including the French and Indian Wars, slave revolts, and trade (4-2.4). They also explained how territorial expansion, related land policies, and specific legislation affected Native Americans (4-5.4).

### **Subsequent Knowledge**

In United States History and the Constitution, students will understand the impact that government policy and the construction of the transcontinental railroads had on the development of the national market and on the culture of the Native American peoples (USHC-4.1).

### **Potential Instructional Strategies**

**Day 1 Learning Target: I can explain the social and economic effects of westward expansion on Native Americans; including opposing views on land ownership, Native American displacement, the impact of the railroad on the culture of the Plains Indians, armed conflict, and changes in federal policy. (5-2.4)**

#### **Hook:**

- Students will complete the following primary source activity from BrainPop while teacher models:  
[https://www.brainpop.com/socialstudies/ushistory/americanindians/activity/#=primary\\_source](https://www.brainpop.com/socialstudies/ushistory/americanindians/activity/#=primary_source)
- Students will pair-share their analysis of the primary sources from the activity.

#### **Activities/Teaching Strategies:**

- Focal points of discussion are around the removal from tribal lands of western Native Americans through the Battle of Little Bighorn, Battle at Wounded Knee, and Sand Creek Massacre.
- Students will watch the Wounded Knee Brain Pop video for additional background knowledge. After watching this video have students analyze and share:
  - Is there bias through the video narration? Whose point of view is the video shown from? Whose point of view is left out?
  - What information is gained from the video and what information is still left unanswered?
- Divide students into groups to research the three battles. Students will create a graphic organizers to highlight the key points of each battle. Focus should revolve around Native American perseverance through resistance.

### **Closing**

- Today's discussion revolved around Native Americans showing perseverance through resistance. Tomorrow's discussion will focus on Native Americans continuing to be persecuted and how they showed perseverance despite assimilation.

**Day 2 Learning Target: I can explain the social and economic effects of westward expansion on Native Americans; including opposing views on land ownership, Native American displacement, the impact of the railroad on the culture of the Plains Indians, armed conflict, and changes in federal policy. (5-2.4)**

### **Hook:**

- Students will analyze the following primary sources:
  - [http://www.pbs.org/weta/thewest/resources/archives/seven/w67i\\_stdrck.htm](http://www.pbs.org/weta/thewest/resources/archives/seven/w67i_stdrck.htm)
  - [http://www.pbs.org/weta/thewest/resources/archives/seven/w67i\\_nav.htm](http://www.pbs.org/weta/thewest/resources/archives/seven/w67i_nav.htm)
    - Using the Primary Source Analysis Tool: <http://www.loc.gov/teachers/primary-source-analysis-tool/>
- Students will email their analysis to the teacher.
- Students will pair share their analysis with their fellow students

### **Activities/Teaching Strategies:**

- Students will play the following game and complete the quiz at the conclusion:  
<https://www.brainpop.com/games/missionusacheyenneodysey/>
- Class discussion over what is assimilation and how that affects a culture.
  - Divide students into three groups to research (jig-saw method): Nez Perce and Chief Joseph's escape, reservation life, and Carlisle School. Students will create a visual presentation showing how each in each situation Native Americans tackled discrimination and persevered despite assimilation.

### **Contemporary South Carolina Connection: The Emanuel 9 and the Survivors**

- Hook: Students will think of a time when they had to show perseverance
- Teachers will use calendar to demonstrate and facilitate discussions on how the Emanuel Church establishment and survivors persevered from the tragedy.

## Potential Assessment Task

### Day 1

- Group Graphic Organizer
- Group Discussions
- Brain Pop Activity

### Day 2

- Brain Pop Activity
- Group visual presentation

## Resources

AT&T South Carolina. (2017). *South Carolina African-American history calendar: Remembering the Emanuel 9 and the survivors*. [PDF document]. Retrieved from <http://scafricanamerican.com/download/>.

BrainPop. (2016). [www.brainpop.com](http://www.brainpop.com)

PBS Resources Pictures. (2016) [www.pbs.org](http://www.pbs.org)

South Carolina Department of Education. (2015). Profile of the South Carolina graduate. [PDF document]. Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>.

South Carolina Department of Education. (2011). *South Carolina social studies academic standards* [PDF document]. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/StandardsLearning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>.

South Carolina Department of Education (2012). *Support documents for fifth social studies*. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/StandardsLearning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>.

