

Northwest History Consortium

Shifting Powers on the Northern Prairie

Robert McKay

5th Grade

Era 4: Expansion and Reform (1801-1861) / Standard 1

Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

BACKGROUND

“Fifty years before Lewis and Clark, the Blackfeet Indians had a reputation of being hospitable to Europeans, who occasionally even wintered with the tribe. By 1806, however, the world inhabited by the Blackfeet in present-day northern Montana had grown increasingly complex.

The Blackfeet were regular commerce partners with Canadian-based British merchants; and in their frequent visits to trading posts, the Indians exchanged wolf and beaver pelts for guns, ammunition and alcohol. This relationship had lasted more than 20 years, and during that time, the Blackfeet – armed with guns – had been able to dominate their Nez Perce and Shoshone rivals.

Eight Blackfeet warriors encountered Meriwether Lewis and a party of the Corps of Discovery in July 1806. After their initial fears of the armed strangers had subsided, the Indians decided to camp with the Americans. During this first day and night, Lewis explained the United States’ intent to bring about a comprehensive peace between all the Indian tribes of the west. He went on to add that the Shoshone and Nez Perce – mortal enemies of the Blackfeet – had already agreed to this peace, and would be receiving guns and supplies because of it.

To the Blackfeet, American plans represented a direct threat. As far as the Indians were concerned, giving guns to their adversaries only could result in a weakening of Blackfeet power. That night, the Blackfeet attempted to steal the expedition’s guns. Their plans went awry, and in the chaos that ensued, Lewis and Reuben Field each killed a Blackfeet warrior. The incident marked the first act of bloodshed between the western Indians and representatives of the United States.

The surviving Blackfeet returned to their tribe, and communicated what they had learned of America’s goals for the region. From that point forward, the Blackfeet regarded the Americans with hostility, and acted toward them similarly. Ironically, in the years that followed, Blackfeet war parties would be responsible for the deaths of three former members of the Corps of Discovery.”

“Blackfeet Indians.” [PBS Online/WETA \(PBS.Org\)](http://www.pbs.org/lewisandclark/native/bla.html). 1995 – 2010. Arlington, VA. 26 March 2010
<<http://www.pbs.org/lewisandclark/native/bla.html>>. Quoted and reprinted with permission.

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SCENARIO

According to most history books, eight Blackfeet warriors encountered Meriwether Lewis and a fraction of the Corps of Discovery in July 1806. After their initial fears of the armed strangers had subsided, the Indians decided to camp with the Americans. During this first day and night, Lewis explained the United States' intent to bring about a comprehensive peace between all the Indian tribes of the west. He went on to add that the Shoshones and Nez Perces – mortal enemies of the Blackfeet – had already agreed to this peace, and would be receiving guns and supplies because of it. This presents a loss of power for your tribe. A brief battle ensued where two young Blackfeet warriors were killed and the American explorers escaped.

TASK

As a Blackfeet tribal council member you are asked to research and then present your findings on the current issue of American Explorers trading with our enemy tribes. In your presentation be sure to outline a plan of how to deal with our enemies obtaining more weapons and supplies that will make them stronger.

RESOURCES

Books

Classroom texts

Internet

“Blackfoot Culture and History.” Native Languages of the Americas. 1998 – 2010. St. Paul, MN. 26 March 2010 <http://www.native-languages.org/blackfoot_culture.htm>.

“Blackfeet Indians.” PBS Online/WETA (PBS.Org). 1995 – 2010. Arlington, VA. 26 March 2010 <<http://www.pbs.org/lewisandclark/native/bla.html>>.

“Captain William Clark.” PBS Online (PBS.Org). 1995 – 2010. Arlington, VA. 26 March 2010 <<http://www.pbs.org/lewisandclark/inside/wclar.html>>.

Eldredge, Scott J. and Gowans, Fred R. “The Fur Trade in Utah.” Office of Information Technology Media Solutions. 2008 – 2010. The University of Utah. Salt Lake City, UT 26 March 2010 <<http://www.media.utah.edu/UHE/f/FURTRADE.html>>.

Hoggatt, Stan. “Early History of Yellowstone National Park.” 2010. Western Treasures' (nezperce.com). Billings, MT. 26 March 2010 <<http://www.nezperce.com/yelpark9.html>>.

“Lewis & Clark Interpretive Center.” 12 March 2010. USDA Forest Service (fs.fed.us). 12 March 2010. Great Falls, MT. 26 March 2010 <<http://www.fs.fed.us/r1/lewisclark/lcic/index.html>>.

“Three Forks of the Missouri.” National Park Service. 2010. 26 March 2010 <<http://www.nps.gov/history/nr/travel/lewisandclark/index.htm>>.

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ASSESSMENT

Oral Presentation Rubric

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Research and Note taking	<p>6 points</p> <p>Note cards indicate you accurately researched a variety of information sources, recorded and interpreted significant facts, meaningful graphics, accurate sounds and evaluated alternative points of view.</p>	<p>4 points</p> <p>Note cards show you recorded relevant information from multiple sources of information, evaluated and synthesized relevant information.</p>	<p>2 points</p> <p>Note cards show you misinterpreted statements, graphics and questions and failed to identify relevant arguments.</p>	<p>0 points</p> <p>Note cards show you recorded information from four or less resources, did not find graphics or sounds, and ignored alternative points of view.</p>	
Preproduction Plan - Storyboard	<p>6 points</p> <p>The storyboard illustrates the slide presentation structure with thumbnail sketches of each slide including: title of slide, text, background color, placement & size of graphic, fonts - color, size, type for text and headings, hyperlinks (list URLs of any site linked from the slide), narration text, and audio files (if any). All slides are numbered, and there is a logical sequence to the presentation.</p>	<p>4 points</p> <p>The thumbnail sketches on the storyboard include titles and text for each slide and are in sequential order.</p>	<p>2 points</p> <p>The thumbnail sketches on the storyboard are not in a logical sequence and have incomplete information.</p>	<p>0 points</p> <p>There a very few thumbnail sketches on the storyboard and do not provide an overview of the presentation.</p>	
Introduction	<p>3 points</p> <p>The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals.</p>	<p>2 points</p> <p>The introduction is clear and coherent and relates to the topic.</p>	<p>1 point</p> <p>The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.</p>	<p>0 points</p> <p>The introduction does not orient the audience to what will follow.</p> <p>The sequencing is unclear and does not appear interesting or relevant to the audience.</p>	

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Content	<p>8 points</p> <p>The content is written clearly and concisely with a logical progression of ideas and supporting information.</p> <p>The project includes motivating questions and advanced organizers. The project gives the audience a clear sense of the main idea.</p> <p>Information is accurate, current and comes mainly from * primary sources.</p>	<p>6 points</p> <p>The content is written with a logical progression of ideas and supporting information.</p> <p>Includes persuasive information from reliable sources.</p>	<p>4 points</p> <p>The content is vague in conveying a point of view and does not create a strong sense of purpose.</p> <p>Includes some persuasive information with few facts.</p> <p>Some of the information may not seem to fit.</p> <p>Sources used appear unreliable.</p>	<p>0 points</p> <p>The content lacks a clear point of view and logical sequence of information.</p> <p>Includes little persuasive information and only one or two facts about the topic.</p> <p>Information is incomplete, out of date and/or incorrect.</p> <p>Sequencing of ideas is unclear.</p>	
Text Elements	<p>3 points</p> <p>The fonts are easy-to-read and point size varies appropriately for headings and text.</p> <p>Use of italics, bold, and indentations enhances readability.</p> <p>Text is appropriate in length for the target audience and to the point.</p> <p>The background and colors enhance the readability of text.</p>	<p>2 points</p> <p>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.</p>	<p>1 point</p> <p>Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.</p>	<p>0 points</p> <p>The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.</p>	
Layout	<p>3 points</p> <p>The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.</p>	<p>2 points</p> <p>The layout uses horizontal and vertical white space appropriately.</p>	<p>1 point</p> <p>The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.</p>	<p>0 points</p> <p>The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.</p>	

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Citations	<p>6 points</p> <p>Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented.</p> <p>All sources of information are clearly identified and credited using MLA citations throughout the project.</p>	<p>4 points</p> <p>Most sources of information use proper MLA citation, and sources are documented to make it possible to check on the accuracy of information.</p>	<p>2 points</p> <p>Sometimes copyright guidelines are followed and some information, photos and graphics do not use proper MLA citations.</p>	<p>0 points</p> <p>No way to check validity of information.</p>	
Graphics, Sound and/or Animation	<p>3 points</p> <p>The graphics, sound and/or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships.</p> <p>Original images are created using proper size and resolution, and all images enhance the content.</p> <p>There is a consistent visual theme.</p>	<p>2 points</p> <p>The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content.</p> <p>Original images are used.</p> <p>Images are proper size, resolution.</p>	<p>1 point</p> <p>Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts.</p> <p>Most images are clipart or recycled from the WWW.</p> <p>Images are too large/small in size.</p> <p>Images are poorly cropped or the color/resolution is fuzzy.</p>	<p>0 points</p> <p>The graphics, sounds, and/or animations are unrelated to the content.</p> <p>Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.</p>	
Writing Mechanics	<p>6 points</p> <p>The text is written with no errors in grammar, capitalization, punctuation, and spelling.</p>	<p>4 points</p> <p>The text is clearly written with little or no editing required for grammar, punctuation, and spelling.</p>	<p>2 points</p> <p>Spelling, punctuation, and grammar errors distract or impair readability.</p> <p>(3 or more errors)</p>	<p>0 points</p> <p>Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required.</p> <p>(more than 5 errors)</p>	
TOTAL POINTS					/44

Vandervelde, Joan M. "PowerPoint Rubric." ©2001-2008 Joan Vandervelde. [University of Wisconsin – Stout](http://www.uwstout.edu/soe/profdev/pptrubic.html). 2010. Menomonie, WI. 26 March 2010 <<http://www.uwstout.edu/soe/profdev/pptrubic.html>>.

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REFERENCES/CITATIONS

“Blackfeet Indians.” PBS Online/WETA (PBS.Org). 1995 – 2010. Arlington, VA. 26 March 2010 <<http://www.pbs.org/lewisandclark/native/bla.html>>.

“History and the Lewis & Clark Expedition.” Browning, Montana Website (browningmontana.com). 2004 – 2010. Browning, MT. 26 March 2010 <<http://www.browningmontana.com/history.html>>.

“History Standards for Grades 5-12 United States.” UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 <<http://nchs.ucla.edu/standards/us-standards5>>.

McKay, Robert. “Shifting Powers on the Northern Prairie.” 2010. NWESD Organization. 2008. Anacortes, WA. 26 March 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.1_ShiftingPowers.McKay.5.pdf>.

Vandervelde, Joan. “PowerPoint Rubric.” ©2001-2008 Joan Vandervelde. University of Wisconsin – Stout. 2010. Menomonie, WI. 26 March 2010 <<http://www.uwstout.edu/soe/profdev/pptrubric.html>>. Adapted and used with permission from Joan M. Vandervelde Original at: <http://www.uwstout.edu/soe/profdev/pptrubric.html>.