

Northwest History Consortium

Indian Policy in the 19th Century

Version 1

Kaycee Taylor

11th Grade

National Standard

Era 6: The Development of the Industrial United States (1870-1900) / Standard 4

Standard 4: Federal Indian policy and United States foreign policy after the Civil War

National Historical Thinking Standards

- 2.c Read historical narratives imaginatively
- 2.d Evidence historical perspectives
- 3.b Compare and contrast differing sets of ideas, values, personalities, behaviors and institutions
- 3.d Consider multiple perspectives
- 3.h Hold interpretations of history as tentative
- 3.j Hypothesize the influence of the past
- 4.c Interrogate historical data
- 5.1 Identify issues and problems in the past
- 5.e Formulate a position or course of action on an issue

SCENARIO

You have been recruited by the Library of Congress to create a digital essay on the period of westward expansion in the 19th century.

With the popularity of homemade videos, YouTube style movies, and the growth of personal handheld communication devices, the Library is eager to create a collection of student-made digital essays that may be downloaded or watched on-line. An integral part of the collection is to engage the general public in a discussion that asks: **“How should this period of United States history be judged?”**

TASKS

This prompt requires you to take a stance on the historical time period and its impact on current times. There will be no middle ground in your response; this is a polemic piece—that means you are trying to convince your audience of your perspective. Unlike Fox News, your digital essay will not be "Fair and Balanced."

Imagine you are Howard Zinn or his arch-nemesis, and you setting out to prove your point. Refer to the Digital Essay Rubric for specifics to include and expectations for production.

The Library also requires a process paper in which you describe your methods, motivations, and means of research.

Throughout your evidence collection you will also need to keep these related questions in mind:

- What is the legacy of the federal Indian policy?
- How has local and regional history influenced the current era in relation to native people?
- By what standard, historical or contemporary, will the era be judged?
- Which of the different voices/stakeholders will you include in your digital essay?

Be sure you have adequately addressed these via your digital essay.

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RESOURCES

Background Reading and Resources

Burns, Ken. The West (PBS Video). Hollywood, CA: Paramount Pictures, 1996.

“Cherokee Nation v. the State of Georgia.” 1831. Mount Holyoke College. 2010. South Hadley, MA. 21 April 2010 <<http://www.mtholyoke.edu/acad/intrel/ Cherokee.htm>>.

“Digital History.” Digital History: Using New Technologies to Enhance Teaching and Research (University of Houston). ©2006 – 2010. Houston, TX. 21 April 2010 <<http://www.digitalhistory.uh.edu/>>.

“Indian Removal Act.” 28 May 1830. Library of Congress. 2010. Washington, DC. 21 April 2010 <<http://www.loc.gov/rr/program/bib/ourdocs/Indian.html>>.

O’Sullivan, John L. “Manifest Destiny” 1839 from *The Great Nation of Futility* published in The United States Democratic Review, vol. 6, issue 23, pp. 426-430. Mount Holyoke College. 2010. South Hadley, MA. 21 April 2010 <<http://www.mtholyoke.edu/acad/intrel/osulliva.htm>>.

“Westward Expansion.” 5 August 2005. Kennesaw State University (Educational Technology Center). 2010. Kennesaw, GA. 21 April 2010 <<http://edtech.kennesaw.edu/web/westward.html>>.

Contemporary Readings/Resources

Alexie, Sherman. “I Hated Tonto and Still Do.” Los Angeles Times 28 June 1998.

Alexie, Sherman. “Love, Hunger, Money.” High Country News 19 Sept. 1994.

Alexie, Sherman. Tonto and Lone Ranger Fistfight in Heaven. Eastsound, WA: Turtleback, 1998.

Alexie, Sherman. “What Sacagawea Means to Me.” Time Magazine 2 July 2002.

Churchill, Ward. From a Native Son: Selected Essays on Indigenism, 1985-1995. Cambridge, MA: South End Press, 1996.

Hoch, Maureen. “Whose Land is This Land?” 17 Sept. 2002. PBS Online (Newshour Extra). ©2010 MacNeil-Lehrer Productions. Arlington, VA. 21 April 2010 <http://www.pbs.org/newshour/extra/features/jan-june02/indian_land.html>.

Readings about the west – High Country News. ©2010. Paonia, OH. 22 April 2010 <<http://www.hcn.org>>.

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Welch, James. Winter in the Blood. New York, NY: Penguin Books, 1986.

Readings and Images from the Historical Time Period

“Chinese Exclusion Act.” 6 May 1882. National Archives and Records Administration (ourdocuments.gov). 2010. College Park, MD. 21 April 2010 <<http://www.ourdocuments.gov/doc.php?flash=true&doc=47>>.

“Chief Joseph’s Lament” 1879 from *North American Review* as published in The American Spirit: United States History as seen by Contemporaries, 6th edition by David M. Kennedy. Lexington, MA: DC Heath, 1987.

“Custer’s Last Stand” 1876 from *Harper’s Weekly* as published in The American Spirit: United States History as seen by Contemporaries, 6th edition by David M. Kennedy. Lexington, MA: DC Heath, 1987.

“Dawes Act.” 8 Feb. 1887. National Archives and Records Administration (ourdocuments.gov). 2010. College Park, MD. 21 April 2010 <<http://www.ourdocuments.gov/doc.php?flash=true&doc=50>>.

“Homestead Act.” 20 May 1862. National Archives and Records Administration (ourdocuments.gov). 2010. College Park, MD. 21 April 2010 <<http://www.ourdocuments.gov/doc.php?flash=true&doc=31>>.

“Images of American Cultures in the 1870’s” from *Harper’s Weekly*. University of California Berkeley (School of Information). ©1995 – 2010. Berkeley, CA. 21 April 2010 <<http://courses.ischool.berkeley.edu/i182ac/f06/assignment7hp.html>>.

Mooney, James. “The Ghost Dance and the Battle of Wounded Knee” from *Fourteenth Annual Report of American Ethnology*, 1896, 1973 Dover edition as published in American Issues: A Documentary Reader. Columbus, OH: McGraw-Hill, 1994.

“Treaty of Point Elliott.” 1855. University of Oregon. 2010. Eugene, OR. 21 April 2010 <http://www.uoregon.edu/~mjdennis/courses/hst469_pointelliott.htm>.

Turner, Fredrick Jackson. *The Frontier in American History*. New York, NY: Henry Holt and Company, 1921. 30 Sept. 1997. University of Virginia (Dept. of English). 2010. 21 April 2010 <<http://xroads.virginia.edu/~Hyper/TURNER/>>.

Excerpts from Chapter 1 would suffice, but other sections could be used. “This hypertext edition of Turner’s *The Frontier In American History* is taken from the 1921 edition published by Henry Holt and Company of New York. The plates used for the 1921 edition, as well as most subsequent editions, contain Turner’s spelling variations and the publisher’s typographical errors. These anomalies have been preserved in this hypertext edition.”

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Web-Based Resources

“Edward S. Curtis’s The North American Indian Photographic Images.” 13 July 2007. . Library of Congress. 2010. College Park, MD. 21 April 2010 <<http://memory.loc.gov/ammem/award98/ienhtml/curthome.html>>.

“*The North American Indian* by Edward S. Curtis is one of the most significant and controversial representations of traditional American Indian culture ever produced. Issued in a limited edition from 1907-1930, the publication continues to exert a major influence on the image of Indians in popular culture. Curtis said he wanted to document “the old time Indian, his dress, his ceremonies, his life and manners.” In over 2000 photogravure plates and narrative, Curtis portrayed the traditional customs and lifeways of eighty Indian tribes. The twenty volumes, each with an accompanying portfolio, are organized by tribes and culture areas encompassing the Great Plains, Great Basin, Plateau Region, Southwest, California, Pacific Northwest, and Alaska. Featured here are all of the published photogravure images including over 1500 illustrations bound in the text volumes, along with over 700 portfolio plates.”

“Digital Collections.” University of Washington (University Libraries). ©1998 – 2010. Seattle, WA. 21 April 2010 <<http://content.lib.washington.edu/>>.

“This site features materials from the University of Washington Libraries, University of Washington Faculty and Departments, and organizations that have participated in partner projects with the UW Libraries. Collections are primarily pictorial, although some have accompanying essays and text. Other media are presented, such as newspapers, reports, pamphlets, posters, videos and maps. The emphasis of these collections is on rare and unique materials.”

“Digital History.” Center for History and New Media (George Mason University). ©1996 – 2010. Fairfax, VA. 21 April 2010 <<http://chnm.gmu.edu/>>.

“Since 1994, the Center for History and New Media at George Mason University has used digital media and computer technology to democratize history—to incorporate multiple voices, reach diverse audiences, and encourage popular participation in presenting and preserving the past. We sponsor more than two dozen digital history projects and offer free tools and resources for historians.”

“History of the American West: 1860 – 1920.” 20 March 2000. Library of Congress. 2010. College Park, MD. 21 April 2010 <<http://memory.loc.gov/ammem/award97/codhtml/hawphome.html>>.

“Over 30,000 photographs, drawn from the holdings of the Western History and Genealogy Department at Denver Public Library, illuminate many aspects of the history of the American West. Most of the photographs were taken between 1860 and 1920. They illustrate Colorado towns and landscape, document the place of mining in the history of Colorado and the West, and show the lives of Native Americans from more than forty tribes living west of the Mississippi River.”

Hofer, Mark and Swan, Kathleen Owings. “Digital Directors Guild.” University of Kentucky (ddguild.org). 2010. Lexington, KY. 21 April 2010 <<http://www.ddguild.org/what.html>>.

“The Digital Directors Guild has been developed to provide a space in which K-16 educators can explore digital moviemaking, its place in the curriculum, and its impact on student learning.”

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“Prelinger Collection Archive.” Internet Archive. 1996 – 2010. San Francisco, CA. 21 April 2010 <<http://www.archive.org/details/prelinger>>.

Thousands of images, stock footage, independent films, and government films, all available for free use, **if used according to Terms of Use as set forth by Internet Archive and the Prelinger Collection Archive.**

“United States History” from *U.S. Department of State. Country Studies US*. ©2003 – 2010. Washington, DC. 21 April 2010 <<http://countrystudies.us/united-states/>>.

“This website contains the on-line versions of books previously published in hard copy by the Federal Research Division of the Library of Congress as part of the Country Studies/Area Handbook Series sponsored by the U.S. Department of the Army between 1986 and 1998. Each study offers a comprehensive description and analysis of the country or region's historical setting, geography, society, economy, political system, and foreign policy.” **This is a great place to start in looking for the specific era or area you need background information on.**

“Virginia Center for Digital History.” University of Virginia (College of Arts and Sciences). ©2002 – 2010. Fairfax, VA. 21 April 2010 <<http://www.vcdh.virginia.edu/index.php?page=About>>.

“The Virginia Center for Digital History (VCDH) is an independent center within the College of Arts and Sciences at the University of Virginia. VCDH was founded in 1998 by Edward L. Ayers and William G. Thomas, III. At its founding VCDH was charged with creating new forms of historical scholarship and with performing public service and outreach. In these roles VCDH is home to a number of digital projects spanning the range of American history, from the Jamestown settlement, to the Civil War, to the Civil Rights movement. These projects are built to be used by K-12 educators, and the general public, as well as by college students, and scholars.”

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ASSESSMENT

Digital Essay Rubric: Westward Expansion

CATEGORY	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations
Soundtrack - Emotion	Music stirs a rich emotional response that matches the story line well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors. All images are clear and vibrant, easily viewed.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors. Most images are clear and vibrant, easily viewed.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical. Images may be fuzzy, unclear, lack vibrancy, and/or are difficult to view.	Little or no attempt to use images to create an appropriate atmosphere/tone. Images are unclear, dull, and are difficult to view.
Duration of Presentation	Essay was 8 or more minutes and included at least 60 different images, titles, and/or quotes from documents.	Length was 5-8 minutes and included fewer than 60 different images, titles, and/or quotes from documents.	Length was less than 5 minutes or included fewer than 60 different images, titles, and/or quotes from documents.	Length was less than 5 minutes and included fewer than 60 different images, titles, and/or documents quotes.
Grammar	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.
Pacing and Tempo	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long. Transitions, and effects greatly enhance the overall quality of the essay.	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections. Transitions and effects are present and add to the overall quality of the essay.	The story seems to need more editing. It is noticeably too long or too short in more than one section. Transitions and effects are present.	The story needs extensive editing. It is too long or too short to be interesting. Transitions and effects are missing or detract from overall quality of essay.

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Defense of Position	Establishes a position early on and maintains a clear focus throughout. Arguments are strongly supported, convincing, and detailed.	Establishes a position early on and maintains focus for most of the presentation. Arguments are supported, convincing, and detailed.	There are a few lapses in focus, but the position is fairly clear. Arguments are supported, and/or convincing, and/or detailed.	It is difficult to figure out the position of the presentation. Arguments are present.
Connection to Present	Clear, detailed, and thorough connection to 2 or more present issues.	Clear, detailed, and thorough connection to 1- 2 present issues.	Clear, or detailed, or thorough connection to 1 present issue.	Unclear, or no connection to present issue.
Use of Sources	Complete, thorough and detailed accounting of all sources, images, audio and video used included in the credits.	Accounting of sources, images, audio and video used included in the credits.	Detailing of sources in credits present, however, incomplete or inaccurate.	Sources used in essay, but not detailed in credits.

REFERENCES/CITATIONS

ALTEC. "Rubistar: Assessment Rubric." [4Teachers.org](http://4teachers.org). 2009. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 16 April 2010 <http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=38§ion_id=3& >. Adapted by Kaycee Taylor for the Northwest History Consortium with permission.

"Historical Thinking Standards for Grades 5-12 United States." [UCLA National Center for History in the Schools](http://nchs.ucla.edu/standards/thinking5-12-2.html). 2005. Los Angeles, CA. 19 April 2010 <<http://nchs.ucla.edu/standards/thinking5-12-2.html>>.

"History Standards for Grades 5-12 United States." [UCLA National Center for History in the Schools](http://nchs.ucla.edu/standards/era6-5-12.html). 2005. Los Angeles, CA. 19 April 2010 <<http://nchs.ucla.edu/standards/era6-5-12.html>>.

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