

AMERICAN INDIANS IN AMERICAN HISTORY

Unit 1

Debra Lentz

{debra.lentz@cms.k12.nc.us]

Abstract

American Indian Groups established unique governance, economy, and culture, as they settled in the land that would become the Americas. They contributed to the development of the United States through their rich history, systems of governance, economics, and culture.

The lives of American Indian Groups were greatly impacted by historical events explored in Units 2 and 3, which focus on European exploration, English Settlement and Colonial Life, and the American Revolution.

This unit can be taught in its entirety or split to deliver the information in a chronological sequence.

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| **Unit Title A Review of American Indian Groups, Their Contributions, Their Plight, Their Destiny** | | | **Conceptual Lens(es): Heritage stories, Cultural regions, Roles of key leaders, Resources and trade, Laws and Policies of the U.S. Government that impacted American Indian’s history, self-governance, geography, economy, and culture** | | |
| **Unit Compelling Question** | What do the cultural narratives of American Indian Groups reveal about their history, geography, economics and lifestyles, governance, beliefs and cultural identity? How were their cultures impacted by the laws and policies of the U.S. government throughout American History? | | | | |
| **Unit Outline Of Standards With Topics Covered** | **History** | **Civics & Government** | **Economics & PFL** | **Geography & Environmental Literacy** | **Culture** |
| 5.H.1 Analyze the chronology of key events  in the United States.  - 5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs,  fears and leadership).  5.H.2 Understand the role of prominent  figures in shaping the United States.  - 5.H.2.2 Explain how key historical figures  have exemplified values and principles of American democracy.  *Concise review of U.S. Government laws and policies that impacted American*  *Indian Groups*  <http://www.historytoday.com/andrew-boxer/native-americans-and-federal-government>  **Images of primary documents**  [https://www.pinterest.](https://www.pinterest.com/pin/37506609372018509/)  [com/pin/3750660937](https://www.pinterest.com/pin/37506609372018509/)  [2018509/](https://www.pinterest.com/pin/37506609372018509/)  Hiawatha, Iroquis Legend  <http://www.encyclopedia.com/topic/Hiawatha.aspx> | 5.C&G.1 Understand the development, structure and function of government in  the United States.  -5.C&G.1.1 Explain how ideas  of various governments  influenced the development of the United States government (Roman, Greek, Iroquois, European and British)  -5.C&G.1.3 Analyze historical documents that shaped the foundation of the United States government.  ***Iroquis Confederacy***  [https://ratical.org/many](https://ratical.org/many_worlds/6Nations/)  [\_worlds/6Nations/](https://ratical.org/many_worlds/6Nations/)  ***Indian Removal Act, 1830***  [https://www.loc.gov/rr/program/bib/ourdocs/Indian.htm](https://www.loc.gov/rr/program/bib/ourdocs/Indian.html)  ***Indian termination policies, beginning in 1948***  <https://en.wikipedia.org/wiki/Iroquois#US_Indian_termination_policies>  ***American Indian Reservations Today***  <https://en.wikipedia.org/wiki/Indian_reservation> | 5.E.2 Understand that personal choices result in benefits or consequences. -5.E.2.1 Explain the importance of developing a basic budget for spending and saving.  - 5.E.2.2 Evaluate the costs and benefits of spending, borrowing and saving. *Excerpts from speeches by Canassatego, an Iroquois, as printed by Benjamin Franklin, 1740s* <http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1195> *Thomas Morton on {trade with} New England Indians in New English Canaan, 1637* <http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1185>  ***Chart showing the decline of the buffalo population***  <http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1081> | 5.G.1 Understand how human activity has and continues to  shape the United States.  -5.G.1.1 Explain the impact of  the physical environment on  early settlements in the New  World  - 5.G.1.2 Explain the positive  and negative effects of human activity on the physical environment of the United  States, past and present *Speech by Powhatan, as recorded by John Smith, 1609* <http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1170> | 5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.  -5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration  -5.C.1.2 Exemplify how the interactions of various groups have resulted in the borrowing and sharing of traditions and technology.  -5.C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States. *A Huron Indian to Jesuit missionary Jean de Brébeuf, 1635* <http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1187> *A Wicomesse Indian to the governor of Maryland, 1633* <http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1172> |
| **Generalizations And Essential Questions** | **Interactions between different cultural groups are shaped by differing perceptions.**   * How were American Indian Groups impacted by their environment economically and culturally? * What influence did key American Indian leaders have in negotiating peace with European settlers and the United States government?   **Each person in history has a role to play in determining the outcome of history.**   * If you had been a significant leader of an American Indian Group or of the United States government, how would your values have impacted a change in the outcome of history? * What impact could you personally have on the historical outcomes of American Indian Groups in the present and future should you chose to take action? | **The United States borrowed and adapted the idea of self-governance which allowed for open debate and a governmental structure to address the basic needs of its people under a rule of laws.**   * How did the Iroquois Confederation influence the ideals and values of the United States Constitution? * Why were the survival needs of American Indian Groups disregarded in favor of westward expansion?   **American Indian Groups hold inherent rights to land in America.**   * Why was this right ignored throughout United States history and the establishment of U.S. laws? * What can be done to ensure that American Indian Groups’ rights are protected in the present and the future? * In what ways have the U.S. Constitution and the tenants of its Preamble applied to American Indian Groups? | **The achievement of a nation’s goals are tied to its economic decision making, which impacts specialization, technology, and divisions of labor in the nation’s economy.**   * Why did American Indian Groups actively seek to trade goods and services with people invading their territory? * How did values toward natural resources differ between American Indian groups and European and American settlers?   **American Indian Groups have unique skills, expertise, and resources that are valuable to American society.**   * In what ways did American Indian Groups support the development of the American nation? * How can present and future generations of American Indian Groups thrive in their economies? * What changes need to take place in order for American Indian Groups to thrive as valued members if American society? | **Physical environments dictate settlement patterns and impact the way people meet basic needs.**   * Why might specific American Indian Groups have chosen to live in a particular region? * How did American Indian Groups adapt to their chosen environment?   **American Indian Groups adapted to their environments in order to survive.**   * What impact did climate, terrain, and natural resources have on the development of an American Indian Groups’ culture? * What are major factors that negatively impacted the lives of American Indians throughout American History? | **The movement of goods, ideas, and diverse cultural groups influence the development of specific regions.**   * What similarities exist in art, music, literature, and dance between American Indian Groups of different regions? * What does period art reveal about the cultures of American Indian Groups?   **Similarities and differences between American Indian Groups enhance appreciation for their uniqueness.**   * How are American Indian Groups within the same region similar and different? * Should American Indian Groups be encouraged to revive their cultural heritage or be encouraged to assimilate into mainstream American society? Or both? |

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| **Critical**  **Content** | **Students should know:**   * How to interpret maps, charts, and graphs to explain issues that impacted decision making of a particular person or group of people. * How to use keywords to conduct research about a particular topic or issue. * How to use a set of criteria to determine the validity and reliability of a given text. * How to gather data from primary and secondary sources. * How to summarize historical text that has unfamiliar vocabulary. * How to evaluate distinct perspectives within a text by analyzing the author’s purpose. * How geography impacted the settlement and ways of life of American Indian Groups. * How to formulate theories from interpreting data in order to understand why people and groups made historical decisions. * How to draw conclusions about the impact of historical decisions on their lives today. * How to develop a plan of action in response to learning that establishes a personal contribution to the course of history. |
| **I Can Statements…** | **Students should be able to state I can…**   * I can define the term “American Indian” within the context of history, civics, and geography. * I can analyze and summarize historical documents to relate their significance in understanding issues related to American Indian Groups. * I can analyze art, music, literature, and dance to explain a particular American Indian Group’s culture. * I can defend a particular point of view from examining opposing perspectives. * I can formulate text dependent questions to determine the meaning of chunks of primary and secondary sources of information. * I can compare and contrast American Indian groups within and from distinct regions. * I can explain how specific laws and policies of the U.S. government impacted the lives and culture of American Indian Groups. * I can compose a plan to address the issues facing American Indian groups in the 21st century. |

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| Key Vocabulary:  Tier 1 | Tier 2 | Tier 3 |
| * Geography * Culture * Climate * Leaders * Government * Environment * Landscape * Valley * Rivers * Mountains * Plains * Routes * Region * Settlers * Natural resources * Tools * Carvings * Portable * Survive/survival | * Origin * Migrate/Migration * Adapt/Adaptations * Pictograph * Nomadic * Artifacts * Ancestors * Sacred * Hides * Wigwam * Society * Economy/economics * Treaty * Mainstream * Expedition * Destiny * Acquisition * Annexation * Territory | * Inuit * Hopi * Sioux * Iroquis * “Winter counts” pictographs * Keeper of the Wampum Belt * Totem poles * Religious rituals * Potlash * Northwest Coast * Intermountain Region * Southwest * Plateau * Great Plains * Eastern Woodlands * Southeast * Westward expansion * Manifest Destiny * Self-government * American Indian Reservations * Indian Reorganization Act (New Deal) * Bureau of Indian Affairs |

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| Key People: | * Massasoit, 1581-1661, Wampanoag leader at the time of the settlement of Plymouth * William Bradford, 1590-1657, Governor of the Plymouth Colony * Powhatan, 1547-1618, leader of the Powhatan people * Metacomet, 1638-1676, better known as King Phillip, leader of the Wampanoag people * Thomas Jefferson, 1743-1826, President of the U.S. who commissioned the Lewis and Clark expeditions * Meriwether Lewis, 1774-1809, and William Clark, 1770-1838, claimed the Pacific Northwest for the United States | | | | * Andrew Jackson, 1767-1845, U.S. General who forced American Indians out of Florida territories * John Marshall, 1755-1835, Chief Supreme Court Justice * Chief Joseph, 1840-1904, Nez Perces leader who refused to leave * Chief Ouray, 1833-1880, Ute leader, called “Man of Peace”, negotiated with U.S. Government to preserve his people’s land * Ulysses S. Grant, 1822-1885, Civil War Union General and U.S. President who established land parcels for American Indian Groups * John Collier, 1884-1964, Commissioner for the Bureau of Indian Affairs who sought to restore American Indians’ cultural heritage | |
| Notable Events: | * Settlement of American Indian Groups in 7 regions of the current United States   + Northwest Coast: Tlingit, Chinook, Kwakiutl   + California Intermountain: Shoshone, Paiute, Miwok, Pomo   + Southwest: Apache, Hopi, Anasazi, Tao   + Plateau: Nez Perce, Spokane, Yakima (Yakama), Iowa   + Great Plains: Cheyenne, Pawnee, Comanche, Sioux   + Eastern Woodland: Iroquois, Algonquian, Seneca, Cayuga, Onondaga, Oneida   + Southeast: Creeks, Choctaws, Seminoles * Establishment of the Iroquois Confederation, * Settlement at Jamestown, 1607, Pocahontas saves Captain John Smith from her father, Powhatan | | * Landing of the Mayflower and the writing of the Mayflower Compact, 1620 * King Phillip’s War (Metacomet), 1675, the first major war between the colonists and American Indian Groups * The French and Indian War, 1754-1763, American Indian tribes joined the French in keeping the British settlers from moving west * Proclamation of 1763, Britain declared that colonist could not claim land west of the Appalachian Mountains, because those who tried it faced attacks from American Indian Groups. * Louisiana Purchase, 1803, United States bought the Louisiana Territory from France for $15 million. The American Indians living on these lands had no say in the purchase and were forced onto reservations * Lewis and Clark Expedition, 1804-1806, to claim the Pacific Northwest for the U.S. * Florida Acquisition, 1819, U.S. government, led by General Andrew Jackson, ordered Seminoles to leave Florida * Bureau of Indian Affairs, established in 1824 by John Calhoun of the Department of Internal Affairs * Indian Removal Act, 1830, President Andrew Jackson granted untitled land west of the Mississippi to American Indian Groups living within state’s borders | | | * Chief Justice, John Marshall, redefines American Indians as “domestic dependent nations” and “wards” of the U.S. Government, 1831 * Trail of Tears, 1838-1839, removal of Cherokee Indians to Oklahoma, 4,000 of 15,000 died * Texas Annexation, 1845, Apache and Comanche tribes forced to leave * Ulysses S. Grant established the “Peace Policy”, which removed American Indians away from centers of white settlement and cities to parcels of land that would be called “reservations”, 1868 * Dawes Act, 1887, intent on assimilating American Indians into mainstream society, eradicating their cultural heritage; with the policy of breaking up reservations into individual plots for each American Indian, much of their territory was put up for sale * Wounded Knee Massacre, 1890, killing of over 150 Lakota Indians * Commissioner of Indian Affairs, John Collier, advocates for American Indian culture and sovereignty to be restored * Indian Reorganization Act, 1934, (New Deal), 20 years of restoration of American Indian Groups’ culture * American Indian Movement, founded in 1968, to address the concerns of American Indian Groups |
| Notable Documents and nonfiction Text: | | * Mayflower Compact, 1620, first written framework of what would become the U.S. government * U.S. Constitution, 1789, established the U.S. as a representative government * Lewis and Clark Expedition, 1804-1806, exploration of western lands all the way to the Pacific Ocean commissioned by President Thomas Jefferson * Indian Removal Policy, 1830-1868, removed American Indians from their cultural regions away from centers of European settlement * Peace Policy, 1868, Ulysses S. Grant established limited land use for American Indian Groups on “reservations” * American Indian wars, battles, and massacres, 1868-1882, American Indian Groups fought to preserve their land, life, and culture * The Dawes Act, 1887, aimed to assimilate American Indians into mainstream society * Citizenship Act of 1924, gave American Indians citizenship in the United States * Indian Reorganization Act of 1934, reversed the traditional goal of assimilation, return to value American Indian sovereignty and culture. * Relocation, 1948-1961, a policy of relocating American Indians into cities where they could get jobs * Indian Claims Commission, 1946-1978, sought to compensate American Indians financially, but did not return their land * Termination of reservations, 1953, policy to incorporate American Indians into American society and eliminate reservations, was not successful, only 3% loss to reservation land. | | | | |
| Learning Connections: | | | | | | |
| *Before Topic is taught (prior learning):* | | | | ***After Topic is taught (anticipated learning):*** | | |
| * Students must have a working understanding of geographic terms and concepts * Students must be able to define the five strands of Social Studies: History, Civics and Government, Economics, Geography, and Culture * Students must be able to analyze maps, charts, art works, and other historical documents in order to summarize critical information | | | | * Students will apply their learning to current events related to human rights in America and around the world * Students will formulate a plan of action to apply their learning to make a personal contribution within their scope of influence to uphold the human rights of American Indian Groups * Students will engage others in seeking a solution to the plight of American Indians in our country today | | |

**Sample Questions Connected to Unit Literacy**

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|  | **Factual Knowledge** | **Conceptual Knowledge** | **Procedural Knowledge** | **Meta-Cognitive** |
| **Remember** | What is the definition of an American Indian? | How did historians determine the regions inhabited by American Indian Cultures? | How would you show the migration routes of the first Americans on a North American map? | Was the integration of American Indian Groups with European settlers successful? Why or why not? |
| **Understand** | What facts show that American Indian Groups adapted to their environment? | What are examples of American Indian governance that was adopted by the framers of the US Constitution? | How would you compare and contrast the economy of an American Indian Group to the economy of the European settlers? | In what ways did American Indian Groups record their lives and history? |
| **Apply** | What questions would you ask in an interview with an American Indian living on a reservation today? | How did the fur trade help the American Indians? | What facts would you gather to support the similarities between American Indian Groups of different regions? | What evidence can you find to support that American Indians sought peace with the European settlers? |
| **Analyze** | How did U.S. Government laws, such as the Dawes Act, change American Indian life? | What impact did the Indian Reorganization Act have on American Indian Groups? | What comparisons can you draw between the actions of John Marshall and John Collier? | What approach would you take to show your understanding of the impact on American Indian Groups of the Policy of Termination? |
| **Evaluate** | In what ways were American Indian Groups in different cultural regions similar and different? Examine impact of climate, natural resources, and food sources. | What examples would you cite to support that art and design were important values in American Indian Groups? | Which legacies of American Indian culture do you believe are most important and deserving of preservation? What examples can you cite to support your judgment? | In what ways are the Iroquis Confederation and United States Democracy similar? In what ways are they different? |
| **Create** | Based on the historical events that impacted American Indian Groups as a result of U.S. Government laws and policies, propose an alternative timeline of events, laws and policies that would have impacted natives differently? | How would you modify the Dawes Act to provide legal protections and rights to all American Indian Groups? | Can you propose an alternative plan that would have preserved American Indian government, economy, and culture while still allowing for westward expansion? How would your proposal prevent wars and conflicts? | Suppose you could restore American Indian Groups to sovereign nations within the borders of America? How would you do it? Who would you have to convince that it was important to do this? |

**Sample Learning Activities Connected to Unit Literacy**

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|  | **Factual Knowledge** | | **Conceptual Knowledge** | | **Procedural Knowledge** | | **Meta-Cognitive** | |
| **Text Dependent Tasks** | * Create an annotated timeline of the major laws and policies that impacted American Indian Groups throughout U.S. history. * Create a map of the U.S. that includes American Indian territories with overlapping U.S. states. * Create a pamphlet of historical figures who played major roles in the history of American Indian groups and their peaceful negotiations with U.S. government leaders and agencies. * Compose a digital slide show of art pieces that depict the experiences of American Indians through their history * Examine the 10 Amendments to the Constitution in light of rights given or denied of American Indian Groups throughout U.S. history. Compile a list of specific examples.   (CR, A, SPL, P, W) | | * [Watch the video](https://www.youtube.com/watch?v=bHAx4B1W72A) about the Preamble to the Constitution. Assign student groups to a specific phrase in the document: 1) to form a more perfect union; 2) establish justice; 3) ensure domestic tranquility; 4) provide for the common defense; 5) promote the general welfare; 6) secure the blessings of liberty   Students discuss whether or not American Indian Groups have been included or considered in these statements and cite examples   * Give students government leadership roles: president, congress member, supreme court justice   Challenge them to draft an Act, a Bill, or a Judgment that would positively impact American Indian Groups today. | | * Provide students with maps of states’ boundaries, of original American Indian territories, and of current American Indian reservations.   Assign students to take on roles as a mainstream American Indian, a tribal American Indian living on a reservation, and an urban American who is not of American Indian descent.  Challenge students to work in mixed groups to formulate a plan to address the needs of each person’s perspective and create a map of the U.S. that shows this plan.   * Choose representative primary source works of art (paintings, sculpture, architecture) and ask students to analyze the importance of the works to American Indian Groups and the impact/influence the works have on today’s society.   [Sculpture of Crazy Horse](https://crazyhorsememorial.org/)  [American Indian Art forms](http://www.american-indian-art.com/)  [American Indian Wars](https://en.wikipedia.org/wiki/American_Indian_Wars#/media/File:Cavalry_and_Indians.JPG) | | * Compare and contrast the goals of the U.S. Government and American Indian leaders. * Evaluate the use of laws and policies as a means of managing American Indian Groups. * Create document-based questions based on paintings of American Indian History   [*American Progress* by John Gast](http://www.loc.gov/pictures/resource/ppmsca.09855/)  [*Pocahontas Saves Captain John Smith*](http://www.warpaths2peacepipes.com/famous-native-americans/powhatan.htm) | |
| **Legend** | CR = Close Reading | A = Annotating | | SPL = Speaking and Listening/Conversations | | P = Pre-Writing | | W = Writing |

**Unit Resources**

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| Unit One - American Indian Influence | | |
| Resource Title | **Location** | **Summary** |
| Native Americans and the Federal Government | <http://www.historytoday.com/andrew-boxer/native-americans-and-federal-government> | Article by Andrew Boxer, traces the history and issues between American Indians and the U.S. Federal Government |
| Social Studies Alive! America’s Past | <http://www.tci.com> | 5th grade Social Studies textbook  Chapter 2, American Indians and Their Land  Chapter 3, American Indian Cultural Regions  Chapter 15, The Bill of Rights  Chapter 16, Manifest Destiny and Settling the West  Chapter 17, The Diverse Peoples of the West |
| American Indian Wars | <http://www.history.com/topics/native-american-history/american-indian-wars> | History of American Indian Wars from the 1620’s to the mid-1800’s |
| Pilgrims in America | <http://www.history.com/topics/william-bradford/videos/pilgrims-in-america?m=528e394da93ae&s=undefined&f=1&free=false> | **Video:** The first settlers at Plymouth Plantation and the influence of American Indians on their survival. (3 min.) |
| “In Two Worlds: A Yup’ik Eskimo Family” | ImagineIt! 5th grade textbook, pages 98-120 | Non-fiction text about the lives of Alice and Billy Rivers’, Yup’ik Indians |
| “I Look at You” | ImagineIt! 5th grade textbook, pages 124-125 | Poem by Kelly Hill relaying the feelings of an American Indian who wishes to go back to a time of peace, honesty and honor for his people |
| “Buffalo Hunt” | ImagineIt! 5th grade textbook, pages 462-490 | Non-fiction text describing the American Indian Buffalo Hunt and the explaining the near-extinction of the buffalo by European and American traders and tourists |
| “The Whole World is Coming” | ImagineIt! 5th grade textbook, page 582 | Sioux Indian poem about the arrival of the buffalo herds |
| Mayflower Compact | <http://www.history.com/topics/mayflower-compact> | Agreement signed by the original settlers of the Plymouth Colony |
| Iroquois Confederacy and the U.S. Constitution | <http://www.iroquoisdemocracy.pdx.edu/> | This is a Unit Plan that compares the Iroquis document and the U.S. Constitution. Links to both documents are in this Unit Plan. |
| Massasoit | <http://mayflowerhistory.com/massasoit/> | American Indian who supported the Plymouth Colony |
| Dekanawida | <http://www.encyclopedia.com/topic/Hiawatha.aspx> | Iroquis leader responsible for establishing the Iroquis Confederation |
| Pocahontas Saves Captain John Smith | <http://www.warpaths2peacepipes.com/famous-native-americans/powhatan.htm> | Painting depicting Pocahontas stopping her father, Powhatan, from killing Captain John Smith, leader of the Jamestown settlement |
| King Phillip | <https://en.wikipedia.org/wiki/Metacomet> | Metacomet (King Phillip) leader of the Wampanoag people |
| Thomas Jefferson’s view on American Indians | <https://www.monticello.org/site/jefferson/american-indians> | Explanation of Thomas Jefferson’s view that American Indians needed an opportunity to become “civilized” to be equal in stature to the white man. Most people of that era had an even lesser view that American Indians were savages and less human than European people. |
| American Indian reservations | <https://en.wikipedia.org/wiki/Indian_reservation> | Tells the history of the establishment of American Indian reservation which led to the removal of American Indian Groups from their cultural environment. |
| Chief Ouray | <http://www.legendsofamerica.com/na-ouray.html> | Ute chief, called “Man of Peace” |
| *American Progress,* painting | <https://en.wikipedia.org/wiki/Manifest_destiny#/media/File:American_progress.JPG> | Painting by **John Gast** in 1872 that depicts the idea that America was destined to expand westward into the American Indian territories |
| American Buffalo | <http://www.history.com/topics/native-american-history/native-american-cultures/videos/american-buffalo> | **Video:** With the construction of the transcontinental railroad from 1869-1889, the buffalo herds in the plains were almost eliminated. (3 min.) |
| Geronimo | <https://en.wikipedia.org/wiki/Geronimo> | Biography of Geronimo, American Indian Warrior, intent on protecting his Apache tribe |
| The Last of the Sioux | <http://www.history.com/topics/native-american-history/american-indian-wars/videos/the-last-of-the-sioux> | **Video:** Documents the battles and wars that lead to the defeat of the Sioux tribes. (4 min.) |
| Policy of Termination | <http://www.nrcprograms.org/site/PageServer?pagename=airc_hist_terminationpolicy> | U.S. Government policy to assimilate American Indians into mainstream American life as citizens |
| List of reservations | <https://en.wikipedia.org/wiki/List_of_Indian_reservations_in_the_United_States> | List of Indian reservations in the United States with image of map of the U.S. |
| Native American Activism | <http://zinnedproject.org/materials/native-american-activism-1960s-to-today/> | Article listing the protests and movements since the 1960’s that have addressed the concerns of American Indian Groups in current history |
| Bureau of Indian Affairs | <http://www.bia.gov/WhoWeAre/> | U. S. Department of Interior sub-branch of government that oversees American Indian Groups |
| American Indian Movement | <https://www.britannica.com/topic/American-Indian-Movement> | American Civil Rights Organization that advocates for American Indian Groups |