

Teacher's Guide and Lesson Plans For A History of American Indian Achievement

For grade 7 – College

Series produced by
Centre Communications, Inc. for
Ambrose Video Publishing, Inc.

Executive Producer
William V. Ambrose

Teacher's Guide by
Mark Reeder

Published and Distributed by...
Ambrose Video Publishing
145 West 45th St., Suite 1115
New York, NY 10036
1-800-526-4663
24-Hour Fax 212-768-9282
<http://www.ambrosevideo.com>

This DVD is the exclusive property of the copyright holder,
Copying, transmitting or reproducing in any form, or
by any means, without prior written permission from the
copyright holder is prohibited (Title 17, U.S. Code Section 501 and 506).
(c) MMV Ambrose Video Publishing, Inc.

Table of Contents	Page
Table of Contents and Rights.....	2
Materials in the Series.....	3
Instructional Notes.....	3
Introduction and Summary of Series.....	4
Links to Curriculum Standards.....	6
Suggested Lesson Plans	
American Indian Explorers and Builders.....	6
American Indian Heroes.....	7
American Indians and Culture.....	7
American Indians and Civil Rights.....	8
American Indian Storytellers.....	8
American Indian Warriors.....	8
Summary of Programs (accessed through DVD Menu Screen under chapter selects)	
Program 1: American Indians Populate the North American Continent... 9	
Answers to Blackline Master Quiz.....	11
Program 2: The Golden Age of Ancient American Indians.....	11
Answers to Blackline Master Quiz.....	13
Program 3: The Great Transition.....	14
Answers to Blackline Master Quiz.....	16
Program 4: Resistance and Acceptance.....	16
Answers to Blackline Master Quiz.....	18
Program 5: The New Indian Leaders.....	18
Answers to Blackline Master Quiz.....	21
Program 6: Plains Indians War.....	21
Answers to Blackline Master Quiz.....	25
Program 7: The Emergence of the American Indian Hero.....	25
Answers to Blackline Master Quiz.....	28
Program 8: American Indian Renaissance.....	28
Answers to Blackline Master Quiz.....	31

This DVD is closed–captioned.

The purchase of this series entitles the user to the right to reproduce or duplicate, in whole or in part, this teacher's guide and the Test Question and Timeline handouts that accompany it for the purpose of teaching in conjunction with this series, *A History of American Indian Achievement*. This right is restricted only for use with this DVD series. Any reproduction or duplication in whole or in part of this guide and the handouts for any purpose other than for use with this series is prohibited.

CLASSROOM/LIBRARY CLEARANCE NOTICE

This series is for instructional use. The cost of the series includes public performance rights as long as no admission charge is made. Public performance rights are defined as

viewing of a DVD in the course of face-to-face teaching activities in a classroom, library, or similar setting devoted to instruction.

Closed Circuit Rights are included as a part of the public performance rights as long as closed-circuit transmission is restricted to a single campus. For multiple locations, call your Ambrose representative.

Television/Cable/Satellite Rights are available. Call your Ambrose representative for details.

Duplication Rights are available if requested in large quantities. Call your Ambrose representative for details.

Quantity Discounts are available for large purchases. Call your Ambrose representative for information and pricing. Discounts, and some special services, are not applicable outside the United States.

Your suggestions and recommendations are welcome. Feel free to call Ambrose Video Publishing at 1-800-526-4663 between the hours of 9am and 5pm Eastern Time.

MATERIALS IN THE SERIES

Teacher's Guide –This Teacher's Guide has been prepared to aid the teacher in utilizing materials contained within this series. In addition to this introductory material, the guide contains the following:

- Suggested Instructional Notes
- Student Learning Goals
- Lesson Plans
- Test Questions on Blackline Masters Quizzes for duplication and handout to students.
- Timeline of Events

INSTRUCTIONAL NOTES

It is suggested that you preview the series and read the Student Goals and Teacher Points. By doing so, you will become familiar with the materials and be better prepared to adapt the series to the needs of your class. Please note that this show is set up to be played continuously and you will probably find it best to follow the series and the programs in the order in which they are presented, but this is not necessary. Each program can be divided into chapters accessed through the DVD's Menu Screen under Chapter Selects. In this way each chapter can be played and studied separately. A proposed Lesson Plan based on chapter headings accessed through the DVD menu screen can be found on page six of this Teacher's Guide. It is also suggested that the series presentation take place before the entire class and under your direction. As you review the instructional programs outlined in the Teacher's Guide, you may find it necessary to make some changes, deletions, or additions to fit the specific needs of your students. After viewing each program you may wish to copy the Test Questions on Blackline Masters 1A, 2A, 3A ... and distribute it to your class to measure their comprehension of the events.

INTRODUCTION AND SUMMARY OF SERIES

A History of American Indian Achievement is a new approach to presenting in an exciting way American Indian history from the first groups that crossed the Bering Sea, 14,000 years ago, to the present day. The series is designed to present *A History of American Indian Achievement* in a way that promotes successful student learning. The series begins with an archaeological overview of North America's first immigrants as they spread throughout North America beginning around 12,000B.C. It then follows the progress of Pre-Columbian American Indians from hunter-gatherers to agriculturalists and finally to builders of great cities that were part of a vast trade network. With the arrival of the Europeans in 1500, a new chapter in American Indian achievement begins when American Indians must deal with settlers who bring a vastly different culture. Over the next 400 years, American Indians would fight to save their territories and their cultural identities. Finally in the last half of the 20th century, saved at the brink of extinction, American Indian culture is reborn and once more flourishes.

The eight programs are laid out so that each can be viewed in its entirety, or by selecting individual chapters (accessed through DVD Menu Screen under chapter selects), be viewed separately. Each chapter presents a story of a historical figure or figures, as well as themes of the unique American Indian identity, the fight for equal rights, heroes and heroines, the expression of the American Indian soul, and finally, in the 20th and 21st centuries, working to regain and preserve ancient American Indian traditions, languages and cultures. The chapters show how American Indians and American Indian culture have had a distinctive impact on the American historical fabric. Most importantly historical themes and figures are clearly presented using state of the art visuals.

Below is a list of the series' programs and their chapters. Using these programs, teachers can create a lesson plan to cover the specific issues, themes and historical figures mentioned.

Program 1: American Indians Populate the North American Continent

- 12,000 B.C. – American Indians Arrive in What Will Become the United States
- 10,000 B.C. – Paleo Indians Become the Most Accomplished Stone Age Hunters
- 4000 B.C. – Old Copper Culture Initiates Metallurgy in the United States
- 2000 B.C. – Pecos Culture Produces Sacred Rock Paintings

Program 2: The Golden Age of Ancient American Indians

- 1700 B.C. – Poverty Point Culture Finds First American City
- 1400 B.C. – American Indians Begin Shift to Agriculture
- 300 A.D. – Archaic Upper Great Lakes Cultures Begin Building Effigy Mounds
- 800 A.D. – Bow and Arrow Has Spread Across the Continental United States
- 1000 A.D. – Mississippian Culture Establishes Cahokia As Their Capital

Program 3: The Great Transition

- 1100 – Anasazi Build Cliff Cities at Mesa Verde
- 1142 – Iroquois League Creates a Constitution

- 1614 – Pocahontas Marries John Rolfe
- 1621 – Squanto and Massasoit Help Pilgrims Survive

Program 4: Resistance and Acceptance

- 1675 – Metacom Leads “King Philip’s War”
- 1680 – Popé Drives Spanish from Santa Fe
- 1680 – Kateri Tekakwitha, Patroness of Ecology
- 1763 – Ottawa Chief Pontiac’s War for Independence
- 1799 – Handsome Lake Founds Longhouse Religion
- 1805 – Sacagawea, Interpreter and Guide, Aids Lewis and Clark Western Expedition

Program 5: The New Indian Leaders

- 1811 – Chief Tecumseh Leads the Last Great American Indian Confederacy
- 1821 – Sequoyah Creates Cherokee System of Writing
- 1833 – Chief Black Hawk Writes His Autobiography
- 1835 – Osceola Resists Indian Removal Act
- 1850 – Chief Sealath Welcomes Settlers to the Pacific Northwest

Program 6: Plains Indians War

- 1861 – Cochise, Undefeated Apache Warrior Hero
- 1864 – Ely Samuel Parker Becomes Adjutant to General Ulysses S. Grant
- 1868 – Red Cloud, the Sioux Renaissance Leader
- 1875 – Quanah Parker, Legendary Comanche Leader
- 1876 – Sitting Bull & Crazy Horse at the Battle of the Little Bighorn
- 1877 – Chief Joseph Leads Brilliant Nez Perce Retreat

Program 7: The Emergence of the American Indian Hero

- 1883 – Sarah Winnemucca Publishes Her Autobiography
- 1900 – The La Flesche Family Starts to Preserve American Indian Cultures and Religions
- 1912 – Jim Thorpe Wins Olympic Gold Medals
- 1924 – Gertrude Simmons Bonnin Sets the Stage for Survival of American Indians
- 1929 – Charles Curtis is Elected Vice President of the United States
- 1942 – American Indians Become Heroes in WWII

Program 8: American Indian Renaissance

- 1969 – N. Scott Momaday Wins Pulitzer Prize
- 1970 – John Echohawk Founds NARF
- 1973 – Second Battle of Wounded Knee
- 1977 – Velarde and Martinez Found the Modern American Indian Art Movement
- 1985 – Wilma Mankiller Becomes Principal Chief of the Cherokee Nation
- 2002 – Dr. Frank Dukepoo Joins Einstein on Ithaca’s *Sciencenter* Wall of Inspiration
- 2007 – Jana Mashonee is Nominated for a Grammy

LINKS TO CURRICULUM STANDARDS

The design for this series was guided by the National Center for History in the Schools, United States History curriculum Era 3: Revolution and the New Nation—Standards 1 and 3 for grades 5–12, Era 9 Postwar United States—Standard 4 for grades 5–12, and the California Public School Standards for Historical Content, Grade 8 – Standards 8.1, 8.2 and 8.3 (#4 – #7), Standard 8.8 (#1) and Grade 11, Standards 11.1 (#2, #3), 11.3 (#5), 11.5 – (#3, #4) and 11.10 (#2, #3) and Grade 12, Standards 12.1, 12.4 and 12.5.

SUGGESTED LESSON PLANS FOR *A HISTORY OF AMERICAN INDIAN*

ACHIEVEMENT

Below is a list of the lesson plans for *A History of American Indian Achievement*. Using the chapters listed for each lesson plan, teachers can cover the specific issue, themes and historical figures involved.

American Indian Explorers and Builders

American Indian Heroes

American Indians and Culture

American Indians and Civil Rights

American Indian Storytellers

American Indian Warriors

American Indian Explorers and Builders

This lesson plan looks at the greatest exploration the world has ever known – the discovery and taming of the North American continent by Pre–Columbian peoples, from Paleo Indians to the Mississippian culture.

- 12,000 B.C. – American Indians Arrive in What Will Become the United States
- 10,000 B.C. – Paleo Indians Become the Most Accomplished Stone Age Hunters
- 4000 B.C. – Old Copper Culture Initiates Metallurgy in the United States
- 2000 B.C. – Pecos Culture Produces Sacred Rock Paintings
- 1700 B.C. – Poverty Point Culture Founds First American City
- 1400 B.C. – American Indians Begin Shift to Agriculture
- 300 A.D. – Archaic Upper Great Lakes Cultures Begin Building Effigy Mounds
- 800 A.D. – Bow and Arrow Has Spread Across the Continental United States
- 1000 A.D. – Mississippian Culture Establishes Cahokia As Their Capital
- 1100 A.D. – Anasazi Build Cliff Cities at Mesa Verde

American Indian Heroes

This lesson plan studies the individuals whose heroic actions played an important part in the formation of the American Indian identity.

- 1614 – Pocahontas Marries John Rolfe
- 1621 – Squanto and Massasoit Help Pilgrims Survive
- 1680 – Kateri Tekakwitha, Patroness of Ecology

- 1805 – Sacagawea, Interpreter and Guide, Aids Lewis and Clark Western Expedition
- 1811 – Chief Tecumseh Leads the Last Great American Indian Confederacy
- 1821 – Sequoyah Creates Cherokee System of Writing
- 1833 – Chief Black Hawk Writes His Autobiography
- 1835 – Osceola Resists Indian Removal Act
- 1850 – Chief Sealth Welcomes Settlers to the Pacific Northwest
- 1861 – Cochise, Undefeated Apache Warrior Hero
- 1864 – Ely Samuel Parker Becomes Adjutant to General Ulysses S. Grant
- 1868 – Red Cloud, the Sioux Renaissance Leader
- 1875 – Quanah Parker, Legendary Comanche Leader
- 1876 – Sitting Bull & Crazy Horse at the Battle of the Little Bighorn
- 1877 – Chief Joseph Leads Brilliant Nez Perce Retreat
- 1883 – Sarah Winnemucca Publishes Her Autobiography
- 1900 – The La Flesche Family Starts to Preserve American Indian Cultures and Religions
- 1912 – Jim Thorpe Wins Olympic Gold Medals
- 1924 – Gertrude Simmons Bonnin Sets the Stage for Survival of American Indians
- 1929 – Charles Curtis is Elected Vice President of the United States
- 1942 – American Indians Become Heroes in WWII
- 1970 – John Echohawk Finds NARF
- 1977 – Velarde and Martinez Found the Modern American Indian Art Movement
- 1985 – Wilma Mankiller Becomes Principal Chief of the Cherokee Nation
- 2002 – Dr. Frank Dukepoo Joins Einstein on Ithaca's *Sciencenter* Wall of Inspiration

American Indians and Culture

This lesson plan shows the distinctive and rich cultural legacy of American Indians that has survived into the 21st century.

- 4000 B.C. – Old Copper Culture Initiates Metallurgy in the United States
- 2000 B.C. – Pecos Culture Produces Sacred Rock Paintings
- 1700 B.C. – Poverty Point Culture Finds First American City
- 300 A.D. – Archaic Upper Great Lakes Cultures Begin Building Effigy Mounds
- 1000 A.D. – Mississippian Culture Establishes Cahokia As Their Capital
- 1100 – Anasazi Build Cliff Cities at Mesa Verde
- 1142 – Iroquois League Creates a Constitution
- 1799 – Handsome Lake Finds Longhouse Religion
- 1821 – Sequoyah Creates Cherokee System of Writing
- 1833 – Chief Black Hawk Writes His Autobiography
- 1883 – Sarah Winnemucca Publishes Her Autobiography
- 1900 – The La Flesche Family Starts to Preserve American Indian Cultures and Religions
- 1924 – Gertrude Simmons Bonnin Sets the Stage for Survival of American Indians
- 1969 – N. Scott Momaday Wins Pulitzer Prize

- 1977 – Velarde and Martinez Found the Modern American Indian Art Movement
- 2007 – Jana Mashonee is Nominated for a Grammy

American Indians and Civil Rights

This lesson plan examines the American Indian fight for civil rights in the dominant white culture.

- 1142 – Iroquois League Creates a Constitution
- 1864 – Ely Samuel Parker Becomes Adjutant to General Ulysses S. Grant
- 1883 – Sarah Winnemucca Publishes Her Autobiography
- 1900 – The La Flesche Family Starts to Preserve American Indian Cultures and Religions
- 1924 – Gertrude Simmons Bonnin Sets the Stage for Survival of American Indians
- 1970 – John Echohawk Founds NARF
- 1973 – Second Battle of Wounded Knee
- 1985– Wilma Mankiller Becomes Principal Chief of the Cherokee Nation

American Indian Storytellers

This lesson plan follows the distinctive storytelling traditions of American Indians, beginning with Chief Black Hawk and continuing into the 21st century with Jana Mashonee.

- 1833 – Chief Black Hawk Writes His Autobiography
- 1883 – Sarah Winnemucca Publishes Her Autobiography
- 1969 – N. Scott Momaday Wins Pulitzer Prize
- 1977 – Velarde and Martinez Found the Modern American Indian Art Movement
- 2007 – Jana Mashonee is Nominated for a Grammy

American Indian Warriors

This lesson plan tells of the great American Indian warriors and leaders who fought to save their lands from white settlers and politicians, and later fought for the United States.

- 1675 – Metacom Leads “King Philip’s War”
- 1680 – Popé Drives Spanish from Santa Fe
- 1763 – Ottawa Chief Pontiac’s War for Independence
- 1811 – Chief Tecumseh Leads the Last Great American Indian Confederacy
- 1833 – Chief Black Hawk Writes His Autobiography
- 1835 – Osceola Resists Indian Removal Act
- 1861 – Cochise, Undefeated Apache Warrior Hero
- 1868 – Red Cloud, the Sioux Renaissance Leader
- 1875 – Quanah Parker, Legendary Comanche Leader
- 1876 – Sitting Bull & Crazy Horse at the Battle of the Little Bighorn
- 1877 – Chief Joseph Leads Brilliant Nez Perce Retreat
- 1883 – Sarah Winnemucca Publishes Her Autobiography
- 1900 – The La Flesche Family Starts to Preserve American Indian Cultures and Religions
- 1924 – Gertrude Simmons Bonnin Sets the Stage for Survival of American Indians

- 1942 – American Indians Become Heroes in WWII
- 1970 – John Echohawk Founds NARF

SUMMARY OF SERIES *A HISTORY OF AMERICAN INDIAN ACHIEVEMENT*

Program 1: American Indians Populate the North American Continent

Program one follows the arrival of American Indians to North America and their progress as hunter-gatherers, metallurgists and painters.

Chapter one investigates the mystery surrounding the first American Indians to make the journey from Asia to North America between 15,000 and 13,000 years ago.

Chapter two discusses the greatest Stone Age hunters in the world and how they successfully stalked the mastodon and other large mammals on the plains of North America.

While most scholars and anthropologists see the Middle East as the cradle of metallurgy, chapter three shows how American Indians began metalsmithing 500 years earlier.

The sacred rock paintings of the Pecos Culture are described in chapter four.

12,000 B.C. – American Indians Arrive in What Will Become the United States

Student Goals – In this *A History of American Indian Achievement* chapter the students will learn:

- Sometime around 100,000 years ago, modern human beings began spreading across the globe
- The history of American Indians in this land goes far back in time, perhaps as far back as 35,000 years
- Around 12,000 years ago, these bold travelers were definitely in North and South America
- By 12,000 years ago, a distinct culture had formed, with customs and a way of life adapted to a land and ecosystem unlike any other on the planet
- How humans happened to develop differently throughout the world
- Europe and Asia had different grains and animals than North and South America
- How these early peoples made the perilous journey here is unclear and remains a hotly debated issue
 - Some believe they arrived on foot crossing a land bridge across the Bering Strait
 - Others assert they took the coastal route, using seafaring boats
 - American Indians have their own origin stories

10,000 B.C. – Paleo Indians Become the Most Accomplished Stone Age Hunters

Student Goals – In this *A History of American Indian Achievement* chapter the students will learn:

- After the last ice age retreated 12,000 years ago, people lived in small hunter-gatherer groups living off the land

- The most advanced Stone Age hunters were the Paleo-Indians living in the western part of the United States
 - These American Indians developed a weaponry that allowed a single hunter to pursue and kill a large animal such as an elephant or buffalo
 - The piece of technology that allowed these hunters to accomplish this awe-inspiring task is called the fluted Clovis spear point
 - What makes these points so effective is the fluting down the middle of the blade, which allows the hunter to securely attach the point to a spear shaft
 - Paleo-Indians greatly extended the power and range for their spears by using an ingenious piece of technology called the *atlatl*
- Evidence of this remarkable culture was unearthed at the Blackwater Draw archaeological site in New Mexico
- The Clovis' culture appeared approximately 12,000 years ago
- The Folsom culture appeared about 9000 years ago with Folsom spear point
 - The fluting on the Folsom points extended from two-thirds to the very tip
- Both Clovis and Folsom points are made from flint by a process known as flint knapping

4000 B.C. – Old Copper Culture Initiates Metallurgy in the United States

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Copper tools were first discovered by archaeologists at the beginning of the 20th century
 - Copper that had been mined and processed was found in the Keweenaw Peninsula of upper Michigan
 - At first scientists did not believe they originated with American Indians and some very foolish ideas were used to explain these artifacts
 - In the 1930s, archaeologist Will McKern gave the name Old Copper Culture to the people who made them
 - The Old Copper Culture predominately gets its name from the large tools it made – projectile points, knives, woodworking tools
 - The artifacts were made from pure copper
 - Tools were made by a hot and cold hammering
- Later, many copper objects, a flute made from a swan bone, and other artifacts, including shells from as far away as the Gulf of Mexico, were found in a site near Oconto, Wisconsin
 - These remains told of a highly developed social structure
 - A social structure that pointed to an advanced, egalitarian society
 - This site was carbon dated to 6000 years ago
 - This meant that these American Indians – a people known as the Old Copper Culture – were the first metalworkers in the planet's history
- The making of copper tools, in what would become the United States, ended around 500 B.C

2000 B.C. – Pecos Culture Produces Sacred Rock Paintings

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- The greatest collection of rock art in America is located in caves along the Rio Grande and Pecos Rivers
- The preparation for making these paintings was formidable
- The techniques used in making the paintings were splattering, finger painting, drawing and brushing
- The people who made the paintings were archaic Indians who lived in small groups, living off the land with stone tools
- Their spiritual life was guided by a shaman or healer
- He was a person who could travel on a cosmological journey in the form of an animal to the spirit world and then return to the human condition
- The spiritual tradition found in the Pecos rock art is still practiced by shamans living among the American Indian tribes of today

Answers to Blackline Master Quiz 1A

1-c; 2-a & b; 3-a; 4-d; 5-a; 6-b; 7-b; 8-d; 9-a; 10-c

Program 2: The Golden Age of Ancient American Indians

Program 2 discusses American Indian civilizations as they transitioned from hunter-gatherer societies to agriculturalists and built great cities and impressive earthen mounds.

Poverty Point, America's oldest city, is the only one ever built by a hunter-gatherer society. The city and its inhabitants are discussed in chapter one.

Chapter two lays out the change in American Indian cultures from a hunter gathering based economy to an agricultural one.

The American Indian Mound building tradition of building large earthen mounds in the shapes of animals is examined in chapter three.

Chapter four shows the impact of the bow and arrow on American Indian culture, life style and its economy.

Chapter five discusses the great city building tradition of the Mississippian Culture.

1700 B.C. – Poverty Point Culture Finds First American City

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- 4000 years ago, North American Indians lived the way everyone in the world did at that time – in small hunter-gatherer groups
 - They lived in natural shelters as they moved from place to place
 - They hunted game with spears, hurled with a unique and powerful tool called an *atlatl*
 - They fished rivers and lakes
 - They gathered wild edible plants

- As an area became overworked, they moved on
- Around 1700 B.C., an extraordinary group of American Indians, known as the Poverty Point Culture, built the only city ever constructed by a hunter-gatherer society
- Like other major cultures in the world at the time, the Poverty Point Culture built their city along the banks of a major river, in this case, the Mississippi River
- The layout of the city and its impressive mounds
- Poverty Point was an important trade city

1400 B.C. – American Indians Begin Shift to Agriculture

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Sometime around 5000 years ago, North American Indians began to domesticate corn
- Corn would become a staple crop of American Indians around 3000 years later
- The domestication of corn, beans and squash, known as the three sisters of agriculture, would change forever how American Indians lived
- The three sisters would create an economy that would lead to the building of great cities from South America to North America
- The change began in North America around 1400 B.C and is recorded in American Indian folk tales

300 A.D. – Archaic Upper Great Lakes Cultures Begin Building Effigy Mounds

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- North American Indians built stunning monuments out of earth
- These earthen works, or mounds, were not recognized until the 20th century
- By 5000 B.C., a new series of cultures, called Archaic Indians, occupied much of what would become the United States
 - Each Archaic Culture was uniquely adapted to different areas of the country
 - Around the time of Christ, a new culture began to emerge among the Archaic Indians of the eastern woodlands
 - They were known as the Woodland Culture
 - They adopted corn agriculture, obtained the bow and arrow, and made pottery
 - They also built extensive and magnificent mounds out of the earth
 - Some of the mounds were burial mounds
 - Others were effigy mounds – earth works in the shapes of animals
- Effigy Mounds were the pinnacle of the Woodland Culture’s mound building tradition
- To build a simple effigy or a conical mound would have taken a high level of social organization and planning, as well as an economy to support it

800 A.D. – Bow and Arrow Has Spread Across the Continental United States

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- The bow and arrow were late arrivals to American Indian technology
- There is debate on how soon the bow and arrow arrived
- The bow and arrow allowed American Indians to pursue game more successfully
- The bow and arrow, which originated 10,000 years ago in Europe and Africa, never became part of the weaponry of large armies among American Indians

1000 A.D. – Mississippian Culture Establishes Cahokia As Their Capital

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Large pyramid shaped, earthen mounds discovered by 20th century archaeologists were built by the Mississippian culture
 - These mounds were the centerpieces of a vast trade network of cities
- With the arrival of the bow and arrow, a more efficient tool for hunting, and with surplus agriculture, the Mississippian Culture emerged around 1000 A.D.
 - Within a short period of time, the Mississippian people created a trading empire of cities stretching from the banks of the Mississippi to the eastern seaboard
- Founded around 900 A.D., the early capital of the Mississippian civilization was Cahokia, located near present-day St. Louis
 - Like all Mississippian cities, Cahokia was laid out on the north-south axis with a large, central public area
 - There are many small mounds, but they were all dwarfed by the largest earthen works structure ever built in North America: Monks Mound
 - Carrying on the tradition of the preceding Woodland Culture, many of the mounds were burial mounds
 - One of the most interesting features of Cahokia is a structure called Woodhenge ... A celestial calendar named after its more famous counterpart, Stonehenge in Great Britain
- A typical Mississippian city as Aztalan, located in present day Wisconsin
 - Like other cities, it was walled
 - Outside was a large area dedicated to growing corn
 - Inside were living areas and ceremonial areas
- Art was a big part of the Mississippian culture
- Mysteriously, by 1400 A.D., every Mississippian city in the Midwest had been abandoned
 - The balance of power shifted to the southeast
 - All Mississippian cities vanished by 1600

Answers to Blackline Master Quiz 2A

1-c; 2-b; 3-b; 4-d; 5-b; 6-a; 7-d; 8-b; 9-c; 10-b; 11-a; 12-d; 13-c

Program 3: The Great Transition

Program three follows the transition of American Indian cultures from isolation to interacting with Europeans and their settlements.

Chapter one investigates the incredible architectural expertise of the Anasazi Indians and how their culture survived in the desert southwest.

Chapter two shows how the Iroquois League of Indian Nations created world's first written constitution.

Chapters three and four discuss the vision of three American Indians – Pocahontas, Squanto and Massasoit – who saw Europeans not as invaders, but as people to work with and learn from to the benefit of the American Indian culture.

1100 – Anasazi Build Cliff Cities at Mesa Verde

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- 900 years ago, Pueblo people, sometimes known as the Anasazi built magnificent cliff cities in the American desert Southwest
 - The Anasazi lived on the Colorado Plateau
 - Mysterious and haunting, the plateau was also a harsh unforgiving land
 - The first inhabitants were hunter gatherers
 - Later corn was introduced and the American Indians settled down
- The Anasazi the region's first farmers
 - They employed such innovations as irrigation and hybridizing different strains of corn
 - They also grew beans and squash
- The Anasazi were remarkable architects
 - They began with simple pit dwellings and later built magnificent cliff cities
 - They had a highly developed social structure, which enabled them to build these great cities
- The Anasazi's agricultural skills in a severe climate that allowed for this society to flourish
- Around 1300 A.D., the Anasazi abandoned their cities never to return
- They spread south into the Rio Grande River basin in New Mexico and Arizona, and became modern day American Indians, including the Zuni, and Hopi

1142 – Iroquois League Creates a Constitution

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- The Iroquois League's constitution was among the earliest exercise in democracy
 - Its ideas were radical at the time
 - 600 years later some of these principles would be use in the U.S. Constitution
- The Iroquois league was a group of northeastern American Indian tribes who saw themselves as distinct nations ... And as distinct nations, they banded together in a peaceful confederacy

- The nations who joined the Iroquois League were the Seneca ... Onondaga ... Oneida ... Cayuga ... And Mohawks
- The Iroquois would refer to themselves as the people of the long house, signifying the five nations who sat together under one roof in unity and peace
- At the time of the Iroquois League's founding, the Mississippian culture was extending throughout the east and the Anasazi were building cities in the west
- The Iroquoian Constitution was taken down through an ingenious memory device called the *wampum* belt
 - The sacred belt's intricate beadwork told the story of the Iroquoian League's founding and its laws
 - The seven principles of the Iroquois League's constitution
- The Iroquois League created a document so far reaching, it would not see its equal for more than 600 years

1614 – Pocahontas Marries John Rolfe

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Pocahontas was the daughter of Powhatan, leader of the powerful Powhatan Confederacy of Indian nations
 - She was also a renaissance woman who saw that working with the English colonists would improve life for her people
- A brief summation of American Indian history from their arrival 15,000 years earlier to the time when English colonists first arrived
- At the time of the arrival of the English at Jamestown Chief Powhatan ruled a confederacy of Indian nations covering one fifth of present day Virginia and part of North Carolina
 - His chiefdom was part of a political renaissance among American Indian nations of the eastern woodlands
 - Powhatan Confederacy
 - The Iroquois League
 - The Algonquin Confederacy
- The English landing at first troubled Powhatan who was going to kill the new settlement's leader, John Smith
- Pocahontas convinced her father not to kill Smith and to help the colonists
- Pocahontas pushed for cooperation between the whites and the Indians
 - The cooperation that would lead ultimately to the successful founding of Jamestown and the making of the United States of America
- Pocahontas eventually became a Christian and married John Rolfe
- She died in England in 1617

1621 – Squanto and Massasoit Help Pilgrims Survive

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- The American Indians living in what would become the state of Massachusetts when the first English colonists arrived were the Wampanoag
- The Wampanoag were semi-sedentary, woodland Indians
- They moved between fixed village sites and survived through a seasonal round of fishing, hunting, and planting and harvesting maize, beans and squash
- Their lifestyle represented a harmonious relationship between the people and their environment
- Massasoit and Squanto would become pivotal figures in American history
- The new world was a harsh and unforgiving land for the Pilgrim newcomers
- Squanto and Massasoit helped them
- Squanto interpreted for them and taught them to plant and hunt
- Massasoit signed a peace treaty with the Pilgrims
- In the fall of 1621, the Pilgrims held a feast and invited the Wampanoags
- The feast is celebrated today as Thanksgiving

Answers to Blackline Master Quiz 3A

1-c; 2-a; 3-c; 4 – a, d, e, g & h; 5-b; 6-c; 7-d; 8-a; 9-a; 10 a & d

Program 4: Resistance and Acceptance

Program four looks at what would become the two primary themes of American Indian interaction with the white settlers – resistance and acceptance.

Chapters one and two follow the exploits of Metacom and Popé, who would lay the groundwork for the clash between American Indians and the Europeans who wanted their land. It would lead to a centuries long conflict.

Accepting Christianity with an open heart, the holy life of American Indian Kateri Tekakwitha is profiled in chapter 3.

The war of independence by Ottawa Chief Pontiac, who very nearly succeeded in keeping American colonists out of the rich Ohio River valley, is examined in chapter four.

The tenets of the Iroquois Longhouse religion, founded by the charismatic leader Handsome Lake, are discussed in chapter five.

Chapter six looks at Sacagawea –guide, interpreter and savior of the Lewis and Clark Corps of Discovery.

1675 – Metacom Leads “King Philip’s War”

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Since the founding of Jamestown in 1607, the peace between English colonists and the coastal Indian nations was fragile

- The basic problem was that Indians did not understand the English concept of land ownership, which meant a person owned the land and it was not available to anyone else
- There were conflicts such as a war between the Powhatan Confederacy and Jamestown settlers in 1622
- By 1675 one Wampanoag leader, Metacom, known as King Philip by the Puritans, believed that if his people were to survive, they would have to drive the colonists out of New England
 - As a result war broke out between the Puritans and the Wampanoags in 1675
 - Metacom used guerilla style tactics against outlying settler communities that almost forced the settlers out of New England
 - Metacom was killed and the war ended swiftly
- For the next 200 years American Indians would unsuccessfully try to stop white expansion

1680 – Popé Drives Spanish from Santa Fe

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Horses had evolved on the North American continent but when Europeans arrived in the 16th century they had become extinct
- The reintroduction of horses by Spanish Conquistadors transformed Native American life
- Popé, a charismatic Pueblo Indian leader, would lead a revolt against Spanish overlords in New Mexico in 1680
- As a result, wild horses would spread out across the American west and lead to a nomadic Plains Indian horse culture in the middle of the 18th century
- Ironically, the Plains Indian horse cultures saved the west for the Americans who were establishing a new nation to the east
- The new nation would eventually crush the horse culture a hundred years later

1680 – Kateri Tekakwitha, Patroness of Ecology

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Kateri Tekakwitha, believed passionately in the harmony of all life
- She's the only American Indian who has been beatified by the Roman Catholic Church and placed on the path to Sainthood
- Surviving smallpox as a child, she grew up and converted to Catholicism
- She lived her life dedicated to prayer and care for the sick and aged
- On her death, her smallpox scars were healed and people attending her funeral were miraculously healed
- The Catholic Church began the process for her canonization in 1884
- She is properly referred to as Blessed Kateri Tekakwitha and is also known as the Patroness of Ecology

1763 – Ottawa Chief Pontiac's War for Independence

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Pontiac put together an alliance of Native American tribes to keep British colonists east of the Appalachian Mountains
- At the time of the French and Indian War, Great lakes Indian tribes with their French allies controlled the Old Northwest Territory, west of the Appalachian Mountains
- In a brilliant piece of strategy, Pontiac launched simultaneous attacks on British outposts
 - The Garrisons at Sandusky, Ohio, Fort Wayne, Indiana and Niles Michigan fell within a month
- Without French help, Pontiac gave up his fight to drive the British colonists out of the Ohio River Valley
- Independent by nature and not understanding the white man's laws, the Indian tribes could be bargained with separately
- The result was the piecemeal selling of their lands which would eventually lead to the removal of all Indian nations east of the Mississippi River by 1840

1799 – Handsome Lake Found Longhouse Religion

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Handsome Lake was a Seneca Indian Chief who founded the oldest active Prophet movement in the United States
- He wanted to maintain traditional Indian ways in the midst of a dominant Anglo culture
- Handsome Lake began his spiritual movement after an illness that left him for dead
- During his illness he received visions that were a blend of traditional Iroquois beliefs and a recognition of the value of some of the white ways
- Other Indian leaders have carried on the Longhouse religion, with 5000 members into the 21st century

1805 – Sacagawea, Interpreter and Guide, Aids Lewis and Clark Western Expedition

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Sacagawea was the name of the American Indian woman who helped guide the Lewis and Clarke expedition
- Sacagawea saved the expedition's important papers when a canoe capsized
- Sacagawea helped the expedition find her Shoshone village in Montana
- She accompanied Lewis and Clarke to the Pacific Ocean and back

Answers to Blackline Master Quiz 4A

1-c; 2-a; 3-a; 4-c; 5-b; 6-b; 7-d; 8-c; 9-b; 10-a

Program 5: The New Indian Leaders

Program five discusses the different ways Indian leaders in the first half of the 19th century dealt with the white culture as it advanced westward.

Chapter one looks at the last great Indian attempt by the Shawnee leader Tecumseh to band together in a confederacy to stop the white people from taking their lands in the Old Northwest Territory states of Ohio, Indiana and Illinois.

Chapter two chronicles the life of the great American Indian inventor, Sequoyah, who invented a writing system for the Cherokee Indian nation.

Chief Black Hawk, the last warrior chief to lead his people in a fight to save their lands from being taken over by white settlers in the Old Northwest state of Wisconsin, is discussed in chapter three.

The Seminole wars lasted for two generations from 1817 – 1855. The resistance of the great strategist of the Seminoles, Osceola, is examined in chapter four.

Chapter five shows how Chief Sealth of the Duwamish Indians chose the path of peace in living with white settlers who moved into the Pacific Northwest.

1811 – Chief Tecumseh Leads the Last Great American Indian Confederacy

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- The Battle of Tippecanoe decided the fate of Native Americans and U.S. westward expansion
- Prior to the battle General William Henry Harrison, acting for the U.S. government, bought over 120 million acres of land from the American Indian nations in the area
- Settlers began to pour into the region
- In response to this white encroachment, a Shawnee Indian chief, Tecumseh, attempted to unify his people in a confederacy to protect their lands
- He is regarded as one of the greatest native leaders of the pioneer era
- While Tecumseh was down south gathering allies for his confederacy, Harrison led an army against Indians gathered at Prophets Town on the Tippecanoe River
- Here he defeated the Indian forces under the command of the Prophet, Tecumseh's brother
- The battle marked the end of the tribal confederacy and with it any hope of thwarting the white man's inevitable expansion west

1821 – Sequoyah Creates Cherokee System of Writing

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Sequoyah is the great Cherokee inventor who gave his people a system of writing

- From prehistoric times, American Indians have drawn pictures telling stories about themselves and the land where they lived
 - The Pecos River culture in Texas created sacred rock paintings
 - Southwestern Indians produced pictographs and petroglyphs
 - The Iroquois League preserved its constitution in the wampum belt
 - And the Lakota *winter count* gave the history of the their tribe in pictures drawn on a buffalo hide
- Sequoyah’s writing system, known as *talking leaves*, was the first writing system invented in over 2000 years
 - The system used phonetics, where each spoken sound is represented by a symbol
- Sequoyah used 86 letters to make up the Cherokee alphabet
- Now the Cherokee had a written language and could represent themselves in court

1833 – Chief Black Hawk Writes His Autobiography

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- After the War of 1812, settlers urged the Federal Government to solve Indian problem in the Old Northwest Territory
- The emerging Federal policy was simply to remove the Native Americans from their traditional lands and relocate them west of the Mississippi River
- This practice was justified through a series of fraudulent treaties and acts by the government
- One Native American, Chief Black Hawk of the Sauk Nation, became aware of the white man’s deceptions
- In 1832 Black Hawk and his followers waged a successful guerilla war to keep their lands until they were massacred on the Bad Axe River in Wisconsin
- Black Hawk survived the massacre and went on to write one of America’s greatest pieces of 19th century literature – *Black Hawk an Autobiography*
- The end of the Black Hawk War entrenched the Federal Government’s policy of complete removal of Indians from their lands when desired by Americans for settlement
- No attempt was ever made to make Native Americans partners in the growth of the nation

1835 – Osceola Resists Indian Removal Act

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Osceola was a heroic American Indian leader whose defiance of the Indian Removal Act of 1830 not only inspired his fellow Seminoles’ resistance, but it gained the respect of Americans throughout the country
- Osceola was born in Alabama and later moved to Florida, where he earned a great reputation as a hunter and war leader among the Seminoles
- In 1835, at a ceremony to sign the documents to leave for Indian Territory in present day Oklahoma, refused to sign

- In the war that followed, Osceola used guerilla style tactics against the U.S. Army to keep the Seminoles from being removed to Indian Territory
- Osceola was captured only after being tricked at a peace conference
 - U.S. General Thomas Sydney Jesup did not honor Osceola's flag of truce
 - The young Seminole war chief was imprisoned at Fort Moultrie, South Carolina
- Some Seminoles continued to fight and their descendants continue to live in Florida in the 21st century
- Osceola died in prison

1850 – Chief Sealth Welcomes Settlers to the Pacific Northwest

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- The Pacific Northwest has a rich history of America Indian culture
- The region was ideal for hunter gather cultures
 - The rivers were rich with salmon
 - The climate was temperate
 - The region was so fertile, it was only a matter of time before whites would want it
- How the Pacific Northwest Indians would cope with the incoming white settlers rested on the shoulders of a leader known as Chief Sealth
- As a young man, Sealth earned his role as a leader among the area Indian nations as a strong and successful warrior
- He had a keen interest in whites
- Chief Sealth led the way for peace with the incoming white settlers
- Chief Sealth managed to create reservation for the Suquamish nation at Port Madison, where traditional ways of life could be preserved

Answers to Blackline Master Quiz 5A

1-a; 2-b; 3-b; 4-c; 5-d; 6-d; 7-a; 8-c; 9-a; 10-b; 11-b

Program 6: Plains Indians War

Program six follows the exploits and leading American Indian figures in the longest continuous war on American soil – the Plains Indians War.

In America's southwest, the Indian resistance to white encroachment began with the Apache. The life of Apache leader Cochise, who was never captured and never gave up, is shown in chapter one.

Ironically, Ely Samuel Parker was the first American Indian to lead the Commission of Indian Affairs. His life, living in both the Indian and the white world, is profiled in chapter two.

Chapter three follows the life of the Oglala warrior chief, Red Cloud, the only Indian leader who ever defeated the United States Army during the Plains Indians War.

Quanah Parker was a successful Comanche war leader and was equally successful as a rancher in Oklahoma after the Indian Wars ended. His life is examined in chapter four.

Chapters five and six look at the two greatest military engagements of the Plains Indians War – The Battle of the Greasy Grass, known as the Battle of the Little Bighorn to whites; and the famous Nez Perce retreat from Idaho to Montana.

1861 – Cochise, Undefeated Apache Warrior Hero

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Apache were the Desert Southwest's greatest warriors, protecting it from Spanish, Mexican, and finally, American invaders
- When the Spanish conquistadors traveled to the new world, the Desert Southwest was occupied by the descendants of the Anasazi, including the Hopi and Zuni
- Sometime between 900 and 1400 A.D., they were joined by the Navajo and Apache
- With the arrival of Spanish settlers at the end of the 16th century, a guerrilla war broke out between the Apache and the Spanish
- For the next 250 years the Apache were never defeated by the Spanish or the Mexicans
 - As a result, in 1848, following the defeat of Mexico by the U.S. in the Mexican American War, the Apache claimed the defeated Mexicans could not cede the Apache lands to the Americans
- Eventually, war broke out between the Apache and the Americans following an 1861 incident, known as the Bascom Affair when Cochise was wrongly accused of a raid on a white ranch
- Cochise became the Apache Indian's most skilled resistance leader
- Cochise remained undefeated and unconquered
- Cochise continued to fight until 1872, when frontiersman Tom Jeffords convinced him to stop

1864 – Ely Samuel Parker Becomes Adjutant to General Ulysses S. Grant

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Ely Samuel Parker showed that given the chance, American Indians could rise to the highest levels of intellectual and political achievement in the country
- Parker wrote the final draft of the surrender document between Union General Ulysses S. Grant and Confederate General Robert E. Lee
- Parker's life was a string of accomplishments
 - At the age of 24 he was elected a leader of the Iroquois and given the name *Do-ne-ho-ga-wa – Keeper of the Western Door of the Longhouse of the Iroquois*
 - He studied law then engineering at Rensselaer Polytechnic Institute in Troy, New York and worked as a civil engineer
 - Parker became an engineer during the Civil War

- He later became Grant's adjutant and became the first American Indian to reach the rank of Brigadier General
- He continued to fight for Indian rights throughout his life

1868 - Red Cloud, the Sioux Renaissance Leader

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Red Cloud was one of the greatest of the 19th century Sioux warrior chiefs, and in a life that spanned nearly nine decades he lived to be a true renaissance leader among the Plains Indians nations
- Born in 1822, Red Cloud lived through the transition of the Great Plains from Indians from nomadic warriors to reservation Indians after American settlers headed west across the Great Plains
- Red Cloud's military fame came after gold was discovered in Idaho
 - The Sioux Nation agreed that the United States could establish a few roads and military posts on their land along the Bozeman trail in Wyoming and Montana
 - But by 1866, Red Cloud could see the U.S. was breaking the treaty by establishing forts too far up the trail
 - Protecting Sioux lands, he fought the U.S. military to remove the forts
 - His success, known as Red Cloud's War, handed the U.S. Army its only defeat on U.S. soil
 - His tactics mimicked U.S. Cavalry tactics
- But even in victory, Red Cloud could see that the future for the Sioux would be cooperation, and he turned to politics to protect the traditions of the Sioux
- By 1874, Red Cloud's life turned toward scientific curiosity and preservation of Sioux culture
- He formed a unique friendship with frontiersman Captain James Cook, and the pioneering dinosaur collector, O. C. Marsh
- Red Cloud died in 1909, still fighting for the dignity and self-reliance of the Lakota

1875 – Quanah Parker, Legendary Comanche Leader

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- 200 years ago, the Comanche controlled a vast empire, known as Comancheria, covering most of Texas and ran north to Colorado and Kansas
- Quanah Parker was their greatest leader who transformed himself throughout his life from warrior chief ... To wealthy businessman ... To revered statesman
- Quanah Parker was born into Comanche society when the empire of Comancheria was collapsing from disease and the slaughter of the buffalo
- In 1874 Parker led Comanche and other tribes in a last ditch effort to stop the slaughter of buffalo but failed
- A year later Parker and his Quahadi Comanche went to a reservation in Oklahoma's Indian Territory
- Here he became a shrewd business man but never forgot his Comanche heritage

1876 – Sitting Bull & Crazy Horse at the Battle of the Little Bighorn

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Sitting Bull and Crazy Horse were legendary Sioux warriors
- At the Battle of the Greasy Grass, known as the Battle of the Little Bighorn, they handed the U.S. Cavalry its greatest defeat in the Plains Indian Wars
- Sitting Bull and Crazy Horse took different paths to leadership at this famous battle
 - Sitting Bull started life as a renowned warrior but later became a Sioux holy man
 - Crazy Horse gained fame early as a warrior and later became one of the Sioux's greatest tacticians
- In the days leading up to the battle, 8000 Sioux and Cheyenne, including 1500 warriors, came together near the Little Bighorn River for one of their most sacred rituals - their annual Sun Dance Ceremony
 - On June 26th, 1876, leading the seventh Cavalry, Colonel Custer attacked this village with 617 troops
 - Splitting his forces, Custer charged the heart of the Sioux encampment with an estimated 210 men
 - Custer's forces were surrounded and wiped out
- The stunning victory at the Little Bighorn all but sealed the fate of Sitting Bull and Crazy Horse
 - Crazy Horse was killed after surrendering at Fort Robinson
 - Sitting Bull was murdered because of his opposition to the hated Dawes Indian Act of 1887

1877 – Chief Joseph Leads Brilliant Nez Perce Retreat

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- The famous quote from the Nez Perce, Chief Joseph: "...I will fight no more forever"
- The background to the famous flight by North American Indians during the 19th century's Plains Indians War
- After an 1855 treaty had given the Nez Perce the Wallowa Reservation in eastern Oregon, government officials took the reservation land back in 1877
- War broke out between Joseph's band of Nez Perce and the U.S. Army
- In June 1877, Joseph and his lieutenants decided not to fight but to flee to Canada
- For four months the Nez Perce succeeded in holding off the army and retreating toward Canada
- Stopped 40 miles from the border, they decided to surrender
- The Nez Perce campaign is still studied today in military tactics classes

Answers to Blackline Master Quiz 6A

1-b; 2-a & b; 3-a; 4-d; 5-c; 6-d; 7-a, b & c; 8-a; 9-d; 10-a; 11-c; 12-b

Program 7: The Emergence of the American Indian Hero

Program seven profiles those American Indian heroes who brought Indian culture back from the brink of extinction, and those heroes whose exploits showed that American Indians were great individuals.

Chapter one discusses the life of author Sarah Winnemucca, the first American Indian civil rights activist.

Chapter two follows the lives of the La Flesche family, two sisters and a brother whose efforts would set the stage for preserving American Indian lives, rights and traditions.

The life of the world's greatest athlete of all time – American Indian James Thorpe – is told in chapter three.

Chapter four follows the life and successes of Gertrude Simmons Bonnin, who campaigned tirelessly for American Indian rights and the repeal of the Dawes Act.

Chapter five discusses how American Indians entered the political arena in the 20th century and how Charles Curtis rose to become Vice President of the United States.

Chapter six shows the heroism of American Indians during World War II.

1883 – Sarah Winnemucca Publishes Her Autobiography

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Sarah Winnemucca's autobiography, *Life Among the Piutes*, published in 1883, was the first book ever written by an American Indian woman
- Sarah was also the first American Indian to actively campaign for American Indian rights and protection of their traditions
- Employing the Paiute's oral tradition, she delivered stirring lectures to whites throughout the country
- Today her courageous activism fiery spirit and autobiography serve as a symbol for other American Indians to follow as they regain their cultures

1900 – The La Flesche Family Starts to Preserve American Indian Cultures and Religions

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- By early 1900, American Indians were living on reservations
- The preservation of American Indian culture looked bleak
- But the La Flesche family from Nebraska, using the judicial, political and educational systems of the nation, would pave the way for an American Indian renaissance in the late 20th century

- The family's patriarch was Joseph La Flesche, who insisted that his children be educated in order to know the white man's world
- The oldest of the children, Susette, was a journalist and lecturer, who used the United States' judicial and political system to further the cause of American Indian rights
- The La Flesche brother, Francis, became one of the country's greatest ethnologists and recorded hours of ancient songs, rituals and ceremonies for the Smithsonian
- The youngest daughter, Susan La Flesche, became the first American Indian woman to earn a medical degree and opened a hospital on one of the reservations in Nebraska
 - As a result, she improved the lackluster care given to Indians by white doctors

1912 – Jim Thorpe Wins Olympic Gold Medals

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Jim Thorpe dominated three sports – football, baseball and track and is widely considered the greatest athlete of all time
- Thorpe rose to become known as an outstanding athlete at Carlisle Indian School under the tutelage of football coaching legend Glen 'Pop' Warner
- At the 1912 Olympics held in Stockholm, Sweden, Thorpe capped his career by winning gold medals in the Pentathlon and Decathlon events
- Later after being stripped of his medals for playing professional baseball in the summer of 1910, Thorpe turned to professional sports
- He became an outstanding athlete in baseball and football
- In 1920 Thorpe became the first president of the American Professional Football Association, which 2 years later became the NFL
- But Thorpe left a legacy for other American Indian athletes to follow
 - Billy Mills, a Sioux Indian from Pine Ridge Indian Reservation is the only American ever to win the gold medal in the Olympics 10,000 meter race
 - In 2007, Joba Chamberlain from the Winnebago Indian tribe became a star pitcher for the New York Yankees
 - In 2007, Sam Bradford, a Cherokee Indian, led the Oklahoma Sooners to the Big Twelve Championship

1924 – Gertrude Simmons Bonnin Sets the Stage for Survival of American Indians

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- In the decades following the last battle of the Plains Indians War at Wounded Knee in 1890, American Indian cultures faced complete obliteration by the dominant white culture
 - Laws forbade the practice of their ceremonies, religion and dress

- The hated Dawes Act of 1887 forbade the communal ownership of land that had been an essential piece of their deepest philosophy: no one can own the plants, animals, rocks and soil
- Gertrude Simmons Bonnin's heroic effort would not let American Indians disappear
- Born on the Pine Ridge Indian Reservation in South Dakota, she became a teacher and an American Indian rights activist
- While teaching at Pennsylvania's Carlisle Indian Industrial School, she learned first hand how the dominant white culture was robbing Indians of their culture and language
- Adopting the pen name *Zitkala-Sa*, meaning Red Bird, she became a writer
- Later, Bonnin became a strong political voice for American Indians in Washington
- As a writer, her book on Oklahoma's Indians opened the door to repealing the Dawes Act and passage of FDR's Indian Reorganization Act of 1934
- After 34 years of heroic effort, Bonnin had reversed the attempt by the dominant white culture to eradicate the American Indian culture

1929 – Charles Curtis is Elected Vice President of the United States

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- After 1880, American Indians worked to improve their lives by working within the economic system of the United States
- Some American Indians were stepping outside the reservation system, becoming doctors, lawyers, teachers, then returning to tribal lands and helping others
- But reservation life was still hard
- However, one arena remained yet to be opened, an arena that would help American Indians achieve the most success in bettering their lives, the national political arena
- The legacy of American Indian involvement in national politics would begin when American Indian Charles Curtis was elected to the Senate at the turn of the 20th century
- Curtis spent half his youth on the Kaw reservation and the other half in the white community of Topeka, Kansas
- As a young man he threw himself into school and became a lawyer
- In 1892 he entered politics and was elected to the U.S. House of Representatives, and later Senator
- As an Indian, Curtis established many firsts in the political arena: he was the first Indian to become Majority leader of the Senate and he was the first Indian elected to the vice presidency of the U.S.
- Curtis died in 1935 having opened the door for other American Indians to follow
 - Larry Echo Hawk was State Attorney General for Idaho
 - Will Rogers Jr., of California, Ben Reifel, from South Dakota and Brad Rogers Carson of Oklahoma have become U.S. Representatives
 - Ben Nighthorse Campbell was a U.S. Senator

1942 – American Indians Become Heroes in WWII

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- American Indian Nations have a long and proud heritage of heroic warriors
- It was only a matter of time before American Indian men and women fought for the United States
- In World War II, three instances in particular demonstrate American Indian traits of courage, ingenuity and heroism: the life of Air Force Major General Clarence Tinker ... The Navajo Code Talkers ... And Marine Corporal Ira Hayes
 - Major General Clarence Tinker reorganized Pearl harbor after Japan's surprise attack on December 7, 1941
 - Navajo Code Talkers used their own language to send coded messages in the Pacific theater
 - Marine Corporal Ira Hayes was one of the men who raised the American flag on Iwo Jima

Answers to Blackline Master Quiz 7A

1-a; 2-d; 3-a = e, b = f, c = d; 4-a & c; 5-c; 6-b; 7-a; 8-d; 9-c; 10-b

Program 8: American Indian Renaissance

Program 8 examines the rebirth of American Indian culture, traditions and life in the second half of the 20th century.

Chapter one looks at how American Indians have managed to blend the techniques of American Indian storytelling with mainstream American literature.

Chapters two and three show how in the second half of the 20th century, American Indians used both the legal system and militancy to showcase American Indian rights.

Chapter four examines the renaissance of American Indian art that has culminated in the founding of the modern American Indian art movement led by two of America's foremost Indian artists, Pablita Velarde and Maria Martinez.

Chapter five discusses the life and impact of Wilma Mankiller, the first American Indian woman elected to lead the Cherokee Nation.

Frank Charles Dukepoo was the first Hopi Indian to earn a doctorate in the sciences. His efforts to protect American Indian rights in the Human Genome Diversity Project are discussed in chapter six.

Jana Mashonee blends traditional American Indian musical instruments and song to preserve and showcase American Indian music in chapter seven.

1969 – N. Scott Momaday Wins Pulitzer Prize

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- American Indians have an ancient, oral tradition of story telling passed down from generation to generation
- With the works of Kiowa author, N. Scott Momaday, the rich and colorful legacy of the American Indian oral tradition became a part of mainstream American literature
- His writings focused on Kiowa traditions, customs and beliefs
- His first novel, *House Made of Dawn*, broke into American mainstream literature
 - Drawn from a background of reservation life, Momaday's protagonist, Abel, is an Indian with a foot in both worlds
 - The book echoes the themes of America's greatest generation of novelists, the lost generation
- In 1969, Momaday became the first American Indian to win the Pulitzer Prize for Literature
- Momaday's success has opened the door for other American Indian authors, including Louise Erdrich and Simon Ortiz

1970 – John Echohawk Founds NARF

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- The necessity of American Indians to be brought into the mainstream of society from the strength of the treaties they signed with the Federal Government
- The necessity of Indian nations to hold the federal government to its legal, moral, obligation, and humanitarian obligation to those treaties that were signed
- The importance of John Echohawk's founding of the Native American Rights Fund for tribal rights
- John Echohawk's life and his decision to study law
- The root causes behind the problems of American Indians in the 20th century
 - Indians had a lot of rights under the law but no lawyers to enforce those rights
- John Echohawk has achieved more for American Indian civil and tribal rights than any other person in the 20th and 21st centuries
- One of the first issues that NARF took on was the reversal of the federal policy on termination of tribes
 - That termination policy was gone
 - A new policy of Indian self determination, where Indians continued to live under their treaties and tribal governments, really took off

1973 – Second Battle of Wounded Knee

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- 83 years after units of the Seventh Cavalry massacred 300 Indians at the battle Wounded Knee in South Dakota, history poised to repeat itself
- On February 27, 1973, members of the American Indian Movement, seized control of Wounded Knee on the Pine Ridge Indian Reservation
- American Indians have faced many difficulties in the 20th century
- In the summer of 1968, the American Indian Movement was founded

- After the second Battle of Wounded Knee, the Federal Government's policy toward Native Americans changed for the better
- About the rise of the Indian casino

1977 – Velarde and Martinez Found the Modern American Indian Art Movement

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- Artistic expression has always been an important part of American Indian cultures
- Now, contemporary American Indian culture has created its own modern art movement
 - The movement is embraced around the world
 - The movement was begun more than 60 years ago by two American Indian women artists
 - Pablita Velarde, a painter, and Maria Martinez, a potter
- Maria Martinez was a potter whose interest and willingness to experiment with pottery techniques, preserved ancient Pueblo pottery making
- Her revival of traditional Pueblo pottery designs began in 1908 when Maria started replicating these ancient designs
 - Her greatest innovation and success was in the unique style of black-on-black ware
 - The results were masterpieces of artwork, inspiring generations to follow in Maria's footsteps
- Pablita Velarde learned to paint in the Santa Fe style of traditional portraits and Pueblo Indian themes
 - She rose to fame during the Depression when she was asked to paint murals for New Mexico's Bandelier National Monument
 - Velarde's work became the defining moment in southwestern art
- The two artists' work kindles an interest in the older American Indian culture
 - A fascination with the past of the glories of the American Indians as warriors, artists and stewards of the land

1985– Wilma Mankiller Becomes Principal Chief of the Cherokee Nation

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- During the first half of the 20th century, many tribal traditions languished
- Then women recalled the rituals and started teaching them
- More and more, women took an active role in tribal leadership
- Wilma Mankiller as leader of the Cherokee Nation led the way in a leadership role
- In the 21st century, the role of Native American women in tribal governments has grown significantly

2002 – Dr. Frank Dukepoo Joins Einstein on Ithaca's *Sciencenter* Wall of Inspiration

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- For years American Indian Nations have harbored a deep suspicion concerning the dominant white culture's science
- They have battled anthropologists and universities for the return of sacred Indian relics and even the remains of dead tribal members
- Hopi Indian, Frank Charles Dukepoo worked to overcome this mistrust
 - Dukepoo helped with the Human Genome Diversity Project
 - As part of the Human Genome Diversity Project, he explained to his fellow scientists the concerns American Indians have to the project
- Dr. Frank Charles Dukepoo helped found the American Indian Science and Engineering Society as a means of bringing more Indians into the sciences
- In 2002 his name was added to Ithaca New York's *Sciencenter* Wall of Inspiration, joining the likes of Albert Einstein, Madam Curie and Thomas Edison

2007 – Jana Mashonee is Nominated for a Grammy

Student Goals – In this A History of American Indian Achievement chapter the students will learn:

- In the 21st century, American Indians face many challenges as a minority living in the United States
- For each American Indian there is also a personal challenge of being a minority in the United States
- Jana Mashonee went through these challenges as a young adult
- She learned to focus on her identity as an American Indian as a positive thing
- This realization opened the door for Jana to explore and develop her singing and performance skills
- Life on reservations is hard so Jana founded a scholarship program to help disadvantage American Indian youth
- Her scholarship fund is for academic, artistic, and athletic achievements

Answers to Blackline Master Quiz 8A

1-d; 2-a; 3-c; 4-b; 5-b; 6-a & c; 7-d; 8-b; 9-b; 10-c