

### **3 Day Lesson Plan utilizing *Blood and Thunder***

American History Book Club  
Teaching American History Grant  
Reading, MA  
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**Overview:** The following is a three day lesson that will be taught as part of the new 10<sup>th</sup> grade integrated US and World History course at RMHS. This lesson would be imbedded within a short unit on the US and the West in 19<sup>th</sup> Century. This short unit would be the bridge to Western Imperialism of the 19<sup>th</sup> Century. The goal of this lesson would be to get students to think critically and analytically on how the United States took over and settled the West. Who benefited? Who was displaced or pushed aside? Students will be asked to think and discuss concepts of what forms our perception of the West and its settlement, how we view the settlement (or conquest of), and what is a civilization or being civilized. One note, this 3 day plan would come after the students had read the chapter in their US history text on the American West, it would be near end of the unit.

### **Essential Questions for 3 Day Lesson:**

- I. Was the American West settled or conquered? or Did the US expand and settle the West or did the US conquer the West by force?
- II. How did views of race and outsiders (they) lead to accepted views of the American West in history?
- III. What is the difference in how taking of the West was viewed during 19<sup>th</sup> Century and today?

### **Learning Objectives for 3 Day Lesson:**

**At the end of the 3 day lesson, students will be able to:**

1. create a generalization or draw a conclusion of whether they would title the chapter Settlement of the American West or US Conquest of the West
2. apply the story of the Navajo and their forced relocation by the US government to the essential questions we are studying
3. analyze primary sources – in this case two images: 1 painting and an example of cover art of a novel
4. evaluate their textbook's handling of the American West

### **Materials:**

- Prentice Hall textbook *America: Pathways to the Present*
- Smartboard and media projector in classroom
- Power Point of John Gast's *American Progress*
- Handout with cover art of Kit Carson novel
- *abc-clio* via Edline Homepage
- Handout with Guiding Questions to video clip
- PBS documentary on Kit Carson online at <http://www.pbs.org/wgbh/amex/carson/program/>
- <http://kued.org/productions/thelongwalk/film/interviews/index.php>
- Edline class web page

### **Utilizing Historical Thinking Benchmarks of the American Historical Association:**

- Analysis of primary sources – images/art
- An understanding of historical debate and controversy
- Sophisticated examination of how causation relates to continuity and change
- Understanding of the interrelationship among themes, regions, and periodization.
- Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of values of that time.

## FIRST DAY

### Procedures:

1. Have students open to the chapter in our US text (they have already been assigned the entire chapter, been quizzed on parts, completed a small assignment on Populism)
2. Have a student read the overall title and the first three section headings
  - a. "Looking to the West" is Chapter title
  - b. "Moving West", "Conflict with Native Americans", and "Mining – Ranching – Farming" are the three sections
  - c. Ask: What can you infer about the titles of the text and how this text views the expansion of America into the West during the 19<sup>th</sup> Century?
  - d. Ask: Why so positive view of Expansion and the Western experience?

3. Show PowerPoint of John Gast's "American Progress"

- a. Have student list what they see
- b. Break painting into 4 quadrants and list what see
- c. Discuss and draw conclusions of the images/symbols in painting
- d. Ask: Was Gast's contemporary view of going west positive? How are the Natives shown? Where is civilization and in what direction is it moving?



4. Ask: According to the text (and in painting) what happened to Native American groups? Why such a short treatment of Indians in the text? How did American culture of the 19<sup>th</sup> Century view the Native tribes? Do we as Americans gloss over and avoid the morally questionable parts of our history? Why?
5. Introduce Kit Carson, give basic background and have student read short biography on abc-clipo that each can access through Edline homepage for homework
6. Handout picture from a Kit Carson novel, for homework:
  - a. List what you see on the cover image.
  - b. How are the natives portrayed? How is Carson? What might this say about popular culture's views of Indians in Carson's time?

### First Day Homework:

1. Download Carson bio from abc-clipo via Edline and Read
2. Answer questions in notebook on image from Carson novel



## SECOND DAY

### Procedures:

1. To start class, pair students up – 5 minutes to discuss who Carson was and answers to questions on image
2. Bring the class back together for a class discussion – go over ideas and questions from pairs on image and Carson
  - a. Do you think the portrayal of the two Indians was a common one for 19<sup>th</sup> Century?
3. Answer any Carson questions that come up and transition into Carson's role and relationship with Navajo
  - a. Explain that at times he respected Natives especially the Navajo and at times found himself in conflict with Native Americans
  - b. Explain video scene picks up later in Carson's career after Carson attempted to negotiate between the Navajo and US government in NM. Now the scene is about that he accepted role to remove the Navajo from their tribal lands and move them by force (the Long Walk) to a reservation at Bosque Rodondo
4. Show Chapters 6 and 7 from PBS American Experience "Kit Carson" = 20 minutes
  - a. The video is streamed online at  
<http://www.pbs.org/wgbh/amex/carson/program/>
  - b. Before begin video, handout question to guide viewing:  
After viewing video,
    - i. Explain in your own words the actions of the US government and Kit Carson in the removal of the Navajo (aka the 'Long Walk') to the reservation known as *Bosque Redondo*.
    - ii. Include whether you believe the action was justified or criminal. Support your opinion with what you viewed in the video
5. Explain HW and give until the end of the period for students to write their ideas and reactions to the guiding questions



### Second Day Homework:

1. Answer the questions on video
2. Go to <http://kued.org/productions/thelongwalk/film/interviews/index.php> and select Betty Billie and read the transcript of her interview. Print out transcript and highlight or mark areas of interest to student – instruct that this is not exactly a primary source. It is not 1<sup>st</sup> hand experience but an example of oral history passed on within a family or clan – discuss possible strengths and weaknesses of this

## THIRD DAY

### Procedures:

1. In different pairs – pair share answers to video guiding questions & reactions to Betty Billie interview
2. Go over as a class and discuss Navajo and Carson – was that cultural genocide?
3. Lead to in discussion: in the 19<sup>th</sup> Century were the Native peoples seen as civilizations or obstacles to settling the West?
  - a. Then what (according to the video and Section 2 of your text book) happened to the Native tribes that were in the West? Conquered!
  - b. Why was the West important? Go over land, economic development, RR, mining and other developments of the West by Americans
  - c. Point out what we have already learned with Jim Crow, social Darwinism and views of immigrants (outsiders) coming to America
  - d. Why don't we view the American West as a conquest by an aggressor nation seeking economic benefit i.e the British in India / Scramble for Africa 1880s – 90s / or even Germany in Poland 1939?
    - i. Is it racism? Might makes right? Social Darwinism, or just inevitable American Progress? Discuss student views and opinions
4. Explain Wrap Up Assignment:

### Homework/Final Assessment:

Write a critical chapter review of our textbook Chapter 14 “Looking West”

- a. Write your review based on your answer to the question “Was the American West settled or conquered?”
- b. You should judge whether our text has done a good job on the American West based on your answer to question of conquest or settled.
- c. Remember you should evaluate what is presented in the chapter, amount of space dedicated to topics, what is omitted or short changed in your view, what might you like to see more of?
- d. 1 o 2 pages typed, double spaced
- e. Defend your views and opinions with specifics