

UNIT 1: ELEMENTARY -- UNITED STATES HISTORY

ENCOUNTER, COLONIZATION, AND DEVASTATION: THE TRIBAL PERSPECTIVE

Level 1

Instructional Support Materials

[The Sacred Space Activity](#)

[The Sacred Space Activity \(Spanish language Version\)](#)

[Encounter, Colonization, and Devastation Article and Questions](#)

[Encounter, Colonization, and Devastation Article and Questions \(Spanish Language Version\)](#)

[Map: 13 Colonies](#)

[Map: Early Indian Times—Eastern US](#)

Learning Goals

Student will:

- Create their own sacred space to understand the impacts of colonization to tribal people.
 - Use maps to show and analyze information about Northeastern Tribes and the thirteen colonies.
 - Read and discuss text about the impacts colonization had on lifeways of tribal people.
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Time: 1 class period

Teacher Preparation

1. Photocopy a classroom set of *The Sacred Space Activity*.
 2. Photocopy a classroom set of *Encounter, Colonization, and Devastation Article and Questions*.
 3. Teacher will create transparencies or a powerpoint of the 13 colonies with political boundaries and Early Indian Tribes – Eastern map.
 4. Create your own “Sacred Space Map.”
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Learning Activities

1. Introduce your Colonization Unit as you typically would. Explain to your students, however, that in order to understand all the causes and

- consequences of the colonization of the Americas, they must also consider the perspectives of the tribes who live in the land that was colonized. Tell them you intend to include the tribal perspective as you teach them about the founding of our country.
2. For tribal nations, their sovereignty means much, much more than the ability to govern themselves and where they live. Tribal Sovereignty revolves around lifeways, traditions, religion, and living *with* nature, rather than dominating it. (See Willard Bill's [*The Breaking of the Sacred Circle*](#) and/or review the Native Homelands Unit if necessary.) Tribal homelands continue to be sacred, and to care for and preserve those homelands is the primary purpose of tribal governments today.
 3. Announce that students will create their own Sacred Space to try to understand the impact colonization had on tribal people.
 4. Ask students to think of a place that is very, very important to them, typically a bedroom, but could also be a favorite, private place they go to play or think. It might be countries where they are from, places they have visited, camped in, or other places. Encourage them to think about *why* it is important to them. This is *their sacred space*.
 5. Students will complete the *Sacred Space Activity* worksheet.
 6. Students will create a map of their sacred space. Encourage students to be as careful and detailed as possible. This might be an opportunity to introduce or reinforce map skills, requiring a legend, borders, labels, title, direction, and scale. It is a good idea to limit the size to 8 ½ x 11 inches. Distribute any materials students will need for this assignment. **Important: After you have given the assignment, identify one or more students who will be willing to help you “trick” the class. They will allow you to rip apart their maps, or, if they find it is too important for them to allow you to destroy it, ask them to create a “dummy” map for you to tear.**
 7. Have students share their maps and why they are special. They can read what they wrote on the back of their maps to explain why these places are special. Be sure to praise students on their work.
 8. Circulate throughout the room as you praise and select your pre-arranged student's map as one you especially like. Hold it up to show the class. Show a particular part of the map (though it doesn't matter which part) that you especially like, and you'd like to add it to your map. Say something like, “Oh, I really love *this* part, don't you? In fact, I would really like to have it. Can I?” The student should look surprised and say, “No.” You should persist, “Oh, come one. I just want this part.” Tear that portion of the map. The student should look shocked and hurt. The observing students will certainly be shocked, and will look immediately to that student. And you should respond by saying something like, “What? What's the big deal? I only took *part* of it! I really wanted it!” Allow your students to respond.

9. Let your class in on the trick, and connect their reactions to how tribes must have felt when non-tribal people began settling on their land and claiming it as theirs!
10. Show the first slide only (13 Colonies and empty space to the west of their borders) of your powerpoint or transparency.
11. Students should turn and talk to partners about what they see.
12. Ask students to estimate the number of countries represented on the map.
13. As you click to the next slide that overlays traditional tribal territories over the 13 colonies political map, say that there were more like 35 governments already in existence BEFORE non-Indian settlement.
14. Announce that your study of the American struggle for freedom also includes the struggle for American *Indian* freedom during the same time. The 13 Colonies were within the territories of over 35 other countries.
15. Announce that before anyone else step foot on this continent, there were more than 500 independent nations residing in what we call North America—since time immemorial, the beginning of time. Point out that most civilizations rely on the religious belief that their god not only created the land on which they live, but also created *them* and placed them on the land and created the land for their use. Jewish, Christian, Muslim, Hindu, and other faiths of major cultures believe the same way. Indian nations are no different in their beliefs. The struggle for religious expression and freedom is not a new one.
16. Read the article aloud and stop where needed. Connect to classroom texts about colonization and the Jamestown stories in student texts presented in class, focusing on similarities.
 - A. Religious freedom
 - B. European disease
 - C. Divine right
17. Have students complete the accompanying study questions in pairs or as homework.
18. Discuss responses.
19. Wrap-Up: Ask, “Why do you think their stories have been excluded from the story of America? Suggest that it might not be a very pleasant story to tell. Compare to how individuals often try to downplay their wrongdoings when having to retell or take responsibilities for actions.

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