

# UNIT 1: ELEMENTARY -- UNITED STATES HISTORY

## ENCOUNTER, COLONIZATION, AND DEVASTATION: THE TRIBAL PERSPECTIVE

### Level 2

#### Instructional Support Materials

[“The Friend of the Indians” poem](#)

[“The Friend of the Indians” poem \(Spanish Language Version\)](#)

[“Encounter, Colonization, and Devastation” Comparison Graphic  
Manahatta to Manhattan](#)

[Map: Current US tribal reservations](#)

[Map – US Colonies](#)

[Map – Northeast Indian Distribution](#)

[Map – Early Indian Tribes, Culture Areas, and Linguistic Stocks](#)

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#### Learning Goals

Students will:

- Participate in the enactment of a poem reading that demonstrates the impacts of colonization to Indians.
  - Consider questions fairness and justification for taking things/spaces that are important to others.
  - Use maps to examine the continued impacts of colonization to tribal people today.
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**Time:** 2 class periods

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#### Teacher Preparation

Photocopy classroom sets of:

“The Friend of the Indians” poem

“Encounter, Colonization, and Devastation” Comparison Graphic

Map - Current US tribal reservations outline

Map - US Colonies

Map - US NE Tribal Territory

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## Learning Activities

1. “*Friend of the Indians*” Activity. Line up five chairs or a bench in the front of the room. Ask a volunteer to help you. Have the volunteer sit in the second chair. This student will act as “The Friend.”
2. Project the “A Friend of the Indians” poem.
3. Depending on your preferences, have students do a choral read, ask volunteers to act as Red Jacket, the Friend, and the narrator.
4. *You could also divide students into trios and have each trio do steps 8 and 9 below.*
5. You will be Red Jacket. As the students read the poem aloud, you will direct your student volunteer move over as directed in the poem. In the last stanza, the student will have nowhere else to go, except off the chairs onto the floor.
6. Connect this activity with the sacred space activity and article...
  - a. Taking things/spaces that are important to others is hurtful
  - b. There is a question of fairness and justification for taking things important to others.
7. Introduce your classroom text’s chapter, unit, or section on American colonization and teach as you typically would, and include questions such as “Whose perspective seems to be missing?”
8. OPTIONAL: Read “The True Story
9. Complete the Level 2 *Encounter, Colonization, and Devastation Comparison Graphic* as you continue your study of this unit.
10. Conclude with showing a present day map of American Indian reservations in the United States today.
11. Ask, “Where did they all go?” Connect to colonization and introduce “justification.” Ask if there are any unfair actions that are “justified?”
12. Note: The following activities can be completed by using a computer lab instead of photocopies of the maps. Have students load the Colonial and Northeastern tribal territories and reservations maps onto their desktops. Either insert the images onto a Word Document or other drawing program (like Adobe Illustrator). Proceed with the activities according to the functions of the drawing program.
13. Distribute the following maps to either individual students or groups from Day 1
  - a. US Colonies Map
  - b. US NE Tribal Territory Map
14. Have students study the tribal regions maps. *Note: These regions are approximate. If you ask different tribes, they often will have different ideas about where boundaries lie. Remember: there were no political boundaries, only naturally occurring boundaries.*
15. Ask, “Why are the tribal boundaries most likely divided like they are?” Answers will focus on the naturally occurring boundaries in the region: rivers, mountains, bluffs, etc.
16. Project the topographical map of the US as an aid.
17. Then ask, “Where are the Northeastern tribes now?”

