

## UNIT 2: ELEMENTARY -- UNITED STATES HISTORY

### INDEPENDENCE: REVOLUTION AND U.S. CONSTITUTION IN INDIAN COUNTRY

#### Level 1

#### Instructional Support Materials

- [Sacred Space Map Assignment](#)
  - [Sacred Space Map Assignment \(Spanish Language Version\)](#)
  - [The Fight for Freedom and Independence of the First Nations of North America Article, Study Questions, Vocabulary](#)
  - [The Fight for Freedom and Independence of the First Nations of North America Article, Study Questions, Vocabulary \(Spanish Language Version\)](#)
  - [The Fight for Freedom and Independence of the First Nations of North America Study Question Key](#)
  - [The Fight for Freedom and Independence of the First Nations of North America Study Question Key \(Spanish Language Version\)](#)
  - [Map: Classroom map of United States](#)
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#### Learning Goals

- Students understand the how Indian involvement in the American Revolution affected the future of tribal sovereignty and homelands.
  - Students ask questions through the remainder of the teacher’s unit *without prompting* regarding effects of the Revolution on tribal sovereignty.
  - While studying Eastern Woodland tribes, it is important for each student to know
    - that tribal nations in the northeastern part of North America, were—and in many cases continue to be—individual sovereign nations;
    - the names and locations of those tribal regions
    - the Covenant that defines tribes and how they govern themselves
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**Time:** Approximately 3, 40 minute class periods

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#### Teacher Preparation

- Make copies of the *Sacred Space Map Assignment*
- (Optional) Find images that reflect the backgrounds of your classroom population (images of children from their home countries, maps and images from your own community)

- Read the corresponding *The Fight for Freedom and Independence of the First Nations of North America* article and study questions.
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### Learning Activities

1. Students will create a “*Sacred Space*” map and compare it to the concept of Sacred Space for Indian Nations.
2. Ask students to think about what *homeland* might mean.
  - a. How is homeland different from *home* and how is homeland different from *land*?
  - b. Show images you have gathered to help guide their emerging definition of *homeland*.
  - c. Display the class’s definition of *homeland*.
3. Recall how European colonists left their homelands for The New World.
4. Recall that Europeans discovered that their ‘New World’ was actually quite an old one, inhabited by millions of people for at least 12,000 years.
5. Announce that today you will be exploring a different definition of *homeland*. Most students’ families’ homelands (countries of origin) have a definite historical beginning or founding. The homelands you will be discussing today are ones whose inhabitants believe have been here since the beginning of time.
6. Students will complete the vocabulary activity as they read “*The Fight for Independence for the Tribal Nations of North America.*”
7. Students will respond in writing or in discussion to the study questions immediately following the reading of “*The Fight for Independence for the Tribal Nations of North America*” to demonstrate understanding of these:  
**Essential Questions:**
  - a. How did events leading up to the American Revolution affect tribal sovereignty?
  - b. How did the United States’ victory over the British affect tribal sovereignty?**And these Guiding Questions:**
  - a. What key events led to Colonial and Tribal hostilities and violence toward each other?
  - b. How did the outcomes of those events affect tribal sovereignty and US-tribal relations?
8. Read in round-robin style the accompanying *The Fight for Freedom and Independence of the First Nations of North America* article. Stop periodically for clarification.
9. In pairs, ask students to answer the corresponding questions. Correct them in class and encourage further discussion.



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