

UNIT 2: ELEMENTARY -- UNITED STATES HISTORY

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

Level 2

Instructional Support Materials

[Causes Graphic Organizer](#)

[Effects of an Event](#)

Timeline of Events:

- [Colonial Timeline](#)
- Tome Timeline (to be added)
- [Winter Count Timeline](#)

Placards:

- [Placard #1](#): The Effects of the French and Indian War on Tribal Sovereignty
- [Placard #2](#): The Effects of the Proclamation of 1763 on Tribal Sovereignty
- [Placard #3](#): The Effects of Pontiac's War on Tribal Sovereignty
- [Placard #4](#): The Effects of Lord Dunmore's War on Tribal Sovereignty
- [Placard #5](#): The Effects of The Conestoga Massacre on Tribal Sovereignty
- [Placard #6](#): The Effects of the Committee for Indian Affairs on Tribal Sovereignty
- [Placard #7](#): The Effects of the Committee for Indian Affairs on Tribal Sovereignty

Placard Images:

- [Lord Dunmore's War Propaganda Picture](#)
 - [Hokolesqua \(also known as Cornstalk\), Leader of the Shawnee](#)
 - [Amherst Postscript](#)
 - [1763 Proclamation Map](#)
 - [The Death of Wolfe](#)
 - [Conestoga Massacre](#)
 - [Gaspee](#)
 - [French and Indian War Picture](#)
 - [War Picture](#)
 - [French and Indian War Map](#)
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Learning Goal

Students compare the similarities between the struggles for Independence of the Indian Nations, the US Colonies, and (if the teacher chooses) another contemporary struggle, such as the Israeli-Palestinian Conflict.

Time: Approximately 2, 30 minute class periods

Teacher Preparation

- Create a matrix of American or British Indian allies.
 - Classroom copies:
 - Causes Graphic Organizer*
 - Timeline of Events* (Chose timeline option)
 - Placards*
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Learning Activities

1. Students will use the provided placards to represent significant events that lead up to the American and Indian Wars for Independence (Teachers will need to use their existing curriculum to create placards for American Revolutionary causes OR use the accompanying template to have student groups complete before this activity).
2. Students will be provided with a matrix of American or British Indian allies.
3. Students will create a *Causes Graphic Organizer* that lists either Indian or Colonial reasons for their fight for Independence.
4. Students will create a *Timeline of Events* that lead up to either the Indian or American Fight for Independence. (If you plan to make contemporary connections, the Israeli-Palestinian conflict would work. Why do the Palestinians want to be free from Israeli dominance? Have their sacred homelands returned to them?).
5. It is important to know that the Indian fight began as soon as this land was “claimed,” and did not really end until the war of 1812. It is important to note that the fight for Independence continues to this day. The “wars” are fought in courtrooms, not on battlefields.

(Optional) In preparation for Level 3 CBA: Students will create a Venn Diagram comparing the similarities and differences between the American and Indian fights for independence (include the Israeli-Palestinian conflict if you are making current connections).

