

## AIH-6: American Indians' Loss of Land

### Summary

This lesson will help students understand that the American Indians suffered the loss of their homelands, homes, and their way of life.

### Group Size

Small Groups

### Materials

#### Videos

- I Will Fight No More Forever - Chief Joseph  
Teachers Video Company:  
Phone: 1- 800-262-8837 Fax: 1- 800-434-5638  
Mail: Teacher's Video Company  
P.O. Box 4455 Scottsdale , AZ 85261  
100 Education Videos  
P.O. Box 4440 , El Dorado Hills , California 95762-0018  
[schoolvideos.com](http://schoolvideos.com) 1-800-483-3383
- 1. *Native Americans: The First Peoples*  
VHS/DVD
- 2. *Native Americans: People of the Northwest Coast*  
VHS
- 3. *Native Americans: People of the Desert*  
VHS
- 4. *Native Americans: People of the Plains*  
VHS
- 5. *Native Americans: People of the Forest*  
VHS

### Background for Teachers

This is the second of four lessons in the Fifth Grade American Indian History Lesson Plan Unit:

- [AIH-5: Westward Expansion](#)
- AIH-6: American Indians' Loss of Land
- [AIH-7: American Indian Reservations](#)
- [AIH-8: American Indian Lifestyles](#)

Long before colonization began this land was home to many different tribes of people. Today we call them the American Indians. Their history is one about which students need to develop an understanding - from then to now. Many misconceptions about these great people exist. Through this lesson, students will begin to understand that the American Indians suffered the loss of their homelands, homes, and their way of life and other facets of their culture. For example, history records the "Trail of Tears," when over 14,000 men, women and children were forced from their homes in the Georgia, Tennessee and North Carolina area. They were driven to the land of Oklahoma. The Utes were removed from their traditional homeland and forced to live on smaller, divided plots of land in Utah and Colorado. The Navajos were taken on the "Long Walk" away from their traditional homeland. On this trail many loved ones were lost. This lesson has been developed to help students understand the impact on the first inhabitants of this land.

## Instructional Procedures

### *Essential Question 2: How did the loss of land affect the American Indians?*

*Students must do 1, 4 and 5*

Ask students, "What is the general American Indian belief about the land?" (Knowledge, healing, spiritual)

The students will be able to identify the different tribes in America. Use [Indians of North America](#) information page. (See Essential Question 5 and video resources about Native Americans.)

If possible use the video *I Will Fight No More Forever - Chief Joseph*. Have students fold a piece of paper into halves. As students view the video, have them write down observations about the settlers on one side of the paper. On the other side, have them write down their thoughts about Chief Joseph and his people. Initiate a group discussion about the elements of the video. If appropriate, students could write a reflection paper about their thoughts or review their notes in a group/team.

Lead students' discussion of ownership of land, discussing how they know when they own something. Ask: How did the American Indians view this land that was called America? How did the westward movement change this view? How did the loss of land affect the Indian tribes?

Discuss some of the laws that impact the Indians.

Invite a tribal member from the community or tribe to discuss band/clan laws.

Research Project: set up groups or teams of students. Have them go through the [panel interview](#) process.

Students can do research on American Indian tribes and the struggle for land - for example, the movement of the Cheyenne tribe to Oklahoma, the Apache to Florida, or the Utes from huge territories in Utah and Colorado to the checkerboard reservations on which they now reside in those states.

Another resource: [Chief Seattle and Chief Joseph: From Indians to Icons](#) an essay by David M. Buerge.

Students will read a trade book ( [See Book List](#)) individually or as a team, and give an individual or team report in class. Use the [Student Project Handout](#) as a guide.

Read the [statement from President John F. Kennedy](#). Group discussion: What does this statement mean?

## Bibliography

Utah State Office of Education

Social Studies Enhancement Committee

American Indian History

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