This volume contains lesson plans for grades 4 through 8 on the contributions of Blacks, Latinos, and First Americans and on prejudice and racism. The lesson plans are presented within the framework of main ideas, activities for the ideas, and resources for the activities. The section on racism includes definitions and examples of racism. The section on Blacks, First Americans and Latinos are developed in a chronological manner. The Black section deals with the Pre-Columbian Period, Exploration and Colonization, Developing Another Nation, and Struggle for Identity and Equality. First American topics are Pre-Columbian, Columbian Period, Developing Another Nation 1775, Western Imperialization, and Struggle for Identity and Equality. The Latino materials include General Background Information, Mexican Indian Cultures of the Pre-Columbian Period, It is suggested that the handbook be used as a reference upon which the teacher can build. (Author/AM)
MULTI ETHNIC HANDBOOK

Volume I

Lesson Plans for Teaching Concepts Dealing with Racism Contributions of Blacks, Latinos, Native Americans

Later Elementary and Middle School

Michigan Education Association
Prepared by the Division of Minority Affairs

1973

Michigan Education Association
Prepared by the Division of Minority Affairs
Volume I of the Minority Affairs Multi-Ethnic Handbook for grades 4-8 consists of lesson plans for including in the school curriculum contributions of Blacks, Latinos and First Americans. It also contains lesson plans on prejudice and racism. This document has been developed in a chronological manner to help teachers utilize historical periods in presenting the material.

Educators should not perceive the Handbook as a panacea for teaching about minority groups, but it should be used as a reference upon which the teacher can build through further research, preparation and personal commitment.

Feedback relative to the effectiveness of the Handbook will be appreciated.
ACKNOWLEDGMENT

The Minority Affairs Division Staff is most appreciative for the assistance of the M.A.D. secretaries Ms. Charlene Haag and Ms. Lynn McNamara and the Composing Center staff Ms. Erma Flinoi and Ms. Sophie A. Musci in the development of this Handbook.

Herman W. Coleman, MEA Executive Secretary
Mary Kay Kosa, MEA President
Charles T. Williams, Consultant, Minority Affairs Division
Ruby E. King, Consultant

In the development of this Handbook, and the Composing Center staff Ms. Erma Flinoi and Ms. Sophie A. Musci of the M.A.D. secretaries Ms. Charlene Haag and Ms. Lynn McNamara.

The Minority Affairs Division Staff is most appreciative for the assistance.
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DEFINITIONS OF RACISM

"Unfavorable opinion or feeling formed beforehand without knowledge, thought or reason."

--from RANDOM HOUSE DICTIONARY. 1967

"Racism: Any attitude, action or institutional structure which subordinates a person or group because of their color.

Racism is not just a matter of attitudes: actions and institutional structures can also be a form of racism.

Racism involves having the power to carry out systematic discrimination.

Racism is different from racial prejudice, hatred, or discrimination.

"Race means the same thing, if we are referring to educational and other institutions are almost always dominated by white people. When you combine power with racial discrimination, the United States today. White people are in the majority in the major institutions of our society.

White racism refers to practices of major institutions and dominant societal patterns in the United States today. White people are in the majority in the majority in the country...Thus, government, business, industry, unions, churches...

"Racism and white racism mean the same thing. If we are referring to practices of major institutions and dominant societal patterns in the United States today. White people are in the majority in the majority in the country...Thus, government, business, industry, unions, churches..."
People, textbooks which highlight or distort the role of black people, and textbooks which present or distort collective action by black people, and textbooks which present or distort collective action by black people, are all examples of institutional racism. 

Some of the most conspicuous examples of institutional racism are the exclusion of black members of society from positions of control and leadership. One of the clearest indicators of institutional racism is the exclusion of black people from positions of power and control. By providing greater opportunities for some people and excluding others, institutions have great power to reward and penalize. They reward and penalize based on race.

Institutions are fairly stable social arrangements and practices through which collective action is taken. Examples of institutions are government, business, schools, churches, courts, and police. At the core of institutional racism is the control of resources, where control of resources is determined by race. Some of the most conspicuous examples of institutional racism in America are housing patterns, segregated schools, discriminatory employment practices, and segregated churches. These patterns and practices are maintained through collective action by those in control.

Examples of institutional racism include housing patterns, segregated schools, discriminatory employment practices, and segregated churches. These patterns and practices are maintained through collective action by those in control. The result is racism.
INDIVIDUAL VS. INSTITUTIONAL RACISM:

"Racism is both overt and covert. It takes two, closely related forms: individual whites acting against individual blacks, and acts by the total white community against the black community. We call these individual racism and institutional racism. The first consists of overt acts by individuals, which cause death, injury or the violent destruction of property. This type can be recorded by television cameras; it can frequently be observed in the process of commission. The second type is less overt, far more subtle, less identifiable in terms of specific individuals committing the acts. But it is no less destructive of human life. The second type originates in the operation of established and respected forces in the society, and thus receives far less public condemnation than the first.

"When white terrorists bomb a black church and kill five black children, that's an act of individual racism, widely deplored by most segments of society. But when in that same city, Birmingham, Alabama, five hundred black babies die each year because of the lack of proper food, clothing, shelter and proper medical facilities, and thousands more are destroyed or maimed physically, emotionally and intellectually because of conditions of poverty and discrimination in the black community, that is a function of institutional racism."


"Representatives and direct taxes shall be apportioned among the several States according to their respective numbers which shall be determined by adding the whole number of free persons... three-fifths of all other persons (slaves).... and excluding Indians not taxed."

—U.S. Constitution approved 1788

This is the "3/5 clause" (Article I - Section 2) which defined the Black slave as property and "equal to three-fifths of a man." Despite the assertion of the Declaration of Independence that "all men are created equal."
HISTORY OF the Constitution denied the slave his human rights. His Indian brothel was written out of the Constitution, tool.* This clause legalized institutional racism for almost 100 years, until the 13th, 14th, and 15th amendments to the Constitution defined the Black man as an equal.

Is one in which social policies, procedures, decisions, habits, and acts of a society maintain control over a race of people and permit another race to affect those who benefit from social policies. Any nation which permits race to affect who will be rewarded and who punished is racist. Is one in which social policies, procedures, decisions, habits, and acts of a society maintain control over a race of people and permit another race to affect those who benefit from social policies. Any nation which permits race to affect who will be rewarded and who punished is racist. Is one in which social policies, procedures, decisions, habits, and acts of a society maintain control over a race of people and permit another race to affect those who benefit from social policies. Any nation which permits race to affect who will be rewarded and who punished is racist.

Florida state representative Archie Davis recently opposed proposals to eliminate racial labels on blood plasma in his state's hospitals, saying: "I would see my family die and go to eternity before I would see them have one drop of Negro blood in them." This was an act of racism.

Dr. Charles Drew, Black surgeon who perfected the modern blood bank system, bled to death after an automobile accident in 1950 when he was turned away from a "white only" hospital in the "no society III distribute social benefits in a perfectly equitable way. But no society need use race as a criterion to determine who will be rewarded and who punished. Any nation which permits race to affect who will be rewarded and who punished is racist."--from INSTITUTIONAL RACISM IN AMERICA

Identify these examples of individual or institutional racism and discuss their effects on minorities.

2. 14th, 15th, and 15th amendments to the Constitution defined the Black man as an equal.
3. A store clerk suspects that Black children in his store want to steal candy but that white children want to buy candy. He treats the Black children as probable delinquents and the white children as probable customers. Is this a deliberate or unconscious act of racism?

4. A suburb community passes a zoning law prohibiting low-cost multiple dwelling housing. Its official reason is to prevent overcrowding but the effect is to prevent minorities from moving into areas where industry is expanding and jobs are available. Is this law motivated by stereotyped notions from years of overt and covert discrimination? Is it a deliberate act of institutional racism? Is it a result of demographic housing laws? Is it a deliberate act of institutional racism?

ASSIGNMENT

Cite instances of individual and institutional racism—both overt and hidden—that you have experienced or observed in your community. What can be done to eliminate all forms of racism?

UNFAMILIAR QUOTATIONS

"Concerning the killing of...Indians, where blood is once begun to be shed, it is seldom stanch'd or stopped, but is long time after a-dripping."

--John Robinson, Spiritual Leader of the Pilgrims, 1623

"The Pilgrim leader's warning when he learned that Miles Standish and a half-dozen men from the Plymouth Colony led a surprise attack on the local Indians' village, shooting, killing, and capturing some of the local Indians' wives, children, and men.

It is a plot whose existence is claimed only by the testimony of those who committed the murders. They called it a preventive action, and historians have observed or experienced similar acts of individual and institutional racism in housing, employment, and education.


1. A store clerk sends a probable delinquent child back to his parents with the notice that the child has been involved in stealing.

2. A store owner refuses to sell candy to a Black child who wants to buy candy.

3. A store clerk suspects that Black children in his store want to steal candy but that white children want to buy candy. He treats the Black children as probable delinquents and the white children as probable customers. Is this an unconscious act of racism?
SOME THOUGHT-PROVOKING; MOCK-HUMOROUS DEFINITIONS

"Basic Black folks in America do not hate white folks. We hate this stinking racist, system with these stinking white racist institutions, not you. The United States Constitution that gives a man freedom of expression gives you a right to hate me. Individual racism we're not worried about. It's this institutionalized racism that's choking us to death. That's what Black folks is really about today: a white racist system that keeps me locked in a Black ghetto all my life so I've got to develop a different culture to survive with the rats and the roaches. And when I break out and come to your institutions, you ask me the wrong questions. You don't ask about the ghetto. You ask me about the Eiffel Tower."

A'racist, Northern Style, is someone who all ws Blacks to get "uppity" as long as they don't liveicky.

ASSIGNMENT

1. Find the accusations implicit in each of the above definitions.

2. Make up your own definitions of racism beginning with:

   BLACK IS
   WHITE IS
   BLACK IS
   WHITE IS
   BLACK IS
   WHITE IS

Definitions collected from minority sources. For additional definitions see:


Definitions collected from minority sources. For additional definitions see:


Grove Press.
To help students understand racism, and have a feeling for what it is like to be a victim of institutional racism.

**MAIN IDEA**

- Teacher divide class into 2 groups.
  - One group of children with blond hair, other group of students with brown, black or red hair.
  - Teacher give one group drink of privileges to get out of seat, answer questions, etc.
  - One group drags other around like they are the better people.

**ACTIVITIES**

1. Teacher divide class into 2 groups.
2. Investigate to find out if they know of institutional racism and institutionalized racism.
3. Have students do research to see if they can find evidence of discriminatory laws, policies, or practices in school, classroom, school, or school system.

**RESOURCES**

- Eye of the Storm (film) - Foundation for Change
- RACISM FACT SHEET - Foundation for Change
**MAIN IDEA**

Race refers to a method of classifying man.

**ACTIVITIES**

- Have children look up the meaning of race in a dictionary.
- Have students make a bulletin board display of a racial tree representing all races.
- Discuss the following: All men are created equal.
  - Does it mean all are born with the same intelligence?
  - Should they have the same opportunity to get a job, education, etc.?
  - Should they have equal treatment by the laws?

**RESOURCES**

- Film: Boundary Lines, Color of Man
- Filmstrip: Exploding the Myths of Prejudice
- Several magazines: Ebony, National Geographic, Essence, as well as other popular public essence publications.
- Have children look up the meaning of race in a dictionary.
- Race refers to a method of classifying man.

**RACE**

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>ACTIVITIES</th>
<th>MAIN IDEA</th>
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</table>
## MAIN IDEA

- To introduce children to the concept of race or "ethnic" groups.

## ACTIVITIES

1. **Show film & filmstrips of a variety of ethnic groups.**
   - Emphasize the fact that all people are important and have made great contributions to America.

2. **Have children make representations of themselves and other ethnic groups.**
   - Encourage children to use realism in drawing hair and skin color.
   - Encourage children to use a variety of art media.

3. **Using picture books, films, filmsstrips, etc., read stories and show pictures of a number of persons of all ethnic groups.**
   - Encourage children to use realism in drawing hair and skin color.

## RESOURCES

- Filmstrip: People Are Like Rainbows
- Filmstrip: Getting to Know Me
- Filmstrip: People Are Like Rainbows
- Filmstrip: Children of the Inner City

**Other materials:**
- Paint, paper of many kinds of colors, chalk, pencil, crayons, paint brushes, etc.
- Other materials that may have on hand.

**Books and materials:**
- Famous American Indian Chiefs: Read and color.
- Read famous American Negroes.
- Youth News, The First Americans, Emphasize the fact that all people are important and have made great contributions to America.
- You Can Cross America's Red Cross with Your Family.
- Weinger, Sandra, Small Hands, Big Hands. Pantheon Books.
**Prejudice**

**MAIN IDEA**

Prejudice has many faces.

**ACTIVITIES**

Ask students to list prejudices that they are aware of.

1. Could making fun of someone who is different be a form of prejudice?
2. Should girls be allowed the same opportunities as boys?
3. Would you choose a person for a friend who is of another race than you?
4. Should children who are mentally retarded be allowed to go to your school?

**RESOURCES**

- Film: Helen G., Family Nobody Wanted
- Feminist Press, Little Miss Muffet Fights Back
- Bein, Gerrold, Swimming Hole
- One Hundred Dresses
<table>
<thead>
<tr>
<th>RESOURCES</th>
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<td><strong>Ostracism</strong></td>
<td><strong>Prejudice</strong></td>
<td><strong>Main Idea</strong></td>
</tr>
<tr>
<td><em>History of Minorities: The Japanese as an example</em></td>
<td>Discuss or write about &quot;How would you feel if&quot;:</td>
<td><strong>Prejudice</strong></td>
</tr>
<tr>
<td>1. Japanese immigration to U.S.</td>
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<td><strong>Main Idea</strong></td>
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<td>The Internment years and their effects</td>
<td>..someone called you a name?</td>
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</table>
I. Pre-Columbian Period
II. Exploration and Colonization
III. Developing Another Nation
IV. Struggle for Identity and Equality

BLACK MATERIALS
"What is Africa to me:
Copper sun or scarlet sea,
I.

Pre Columbian Period
A. Africa (The Black Mother Land)
-: A Continent

Jungle star or jungle track,
Women from whose loins I sprang
Strong bronzed men, or regal black
When the bird's of Eden sang?" Countee Cullen

MAIN IDEA
Africa is not a country, it is a continent.

ACTIVITIES
1. Show students pictures of Africa and the United States.
2. Raise the following questions:
   a. What is the difference between a country and continent?
   b. Which is the United States?
   c. Which is Africa?
3. Outline Ethiopia on the map of Africa. Ask students whether this is a conti-
   nent or country.
4. Outline Michigan on the map of the United States. Ask what it is.
5. Draw and explain the design:
   Cities - States - Countries - Continent
6. Have students work in small groups labelling the countries on the continent.

RESOURCES
When the birds of Eden sang? Countee Cullen
Some bronzed men, or regal black
Women from whose loins I sprang
A. Africa (The Black Mother Land) - A Continent

Recent maps of the continent of Africa
Drum and Spear Press, Children of Africa
Recent maps of the continent of Africa
Drum and Spear Press, Children of Africa

Note: The teacher should have completed models for each activity.

"What is Africa to me: Copper sun or scarlet sea," Countee Cullen
### Pre-Columbian Period

#### A. Africa

**Mother of Black Heritage**

**1. West African Kingdoms**

#### MAIN IDEA

- The Black People in America have a vast and wealthy heritage. Long before 1142 when the Portuguese brought the first Africans to Europe, sections of the continent of Africa had highly organized states and kingdoms.

**West African Kingdoms:**

1. **Ghana**
2. **Mali**
3. **Songhai**

#### ACTIVITIES

1. **Illustrate** where the ancient Kingdoms of Ghana, Mali, and Songhai are located on the map of the continent of Africa.
2. **Illustrate** what present day countries are located in the same geographical areas.
3. **Have** the students draw a map of present day Africa and color code the ancient kingdoms—along with listing their outstanding points:
   - **1. Ghana**
     1. In existence in the 700's A.D.
     2. Strongest leader was Tenkaimen
     3. People had various means of making a living:
        1. farming
        2. herding (sheep & cattle)
        3. Trading in gold, ivory, and rubber

**RESOURCES:**

### Pre-Columbian Period

**B. Africa**

**Mother of Black Heritage**

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**West African Kingdoms**

1. Mali
   - Greatest ruler: Mansa Musa
   - Depended mostly on Agriculture
   - Trading in Gold

2. Songhai
   - Largest and strongest of ancient Kingdoms
   - Trading in Gold
   - University of Sankore (the intellectual center)
   - Major city: Timbuktu
   - Had a major University

- **Askia Mohammad**
  - Began his reign in 1493, one year after Columbus stumbled onto what is now Central America.
  - Established a highly developed banking and governmental administration system.

**Other African Kingdoms**

- **1. Ghana**
  - Trading in Gold
  - Depended mostly on Mines
  - Greatest ruler: Mansa Musa

- **2. Meroe (Ethiopia)**
  - Trading in Gold
  - Depended mostly on Mines
  - Greatest ruler: Aman (c. 1070-1130 CE)

- **3. Benin**
  - Trading in Gold
  - Depended mostly on Mines
  - Greatest ruler: Osun

- **4. Ashanti**
  - Trading in Gold
  - Depended mostly on Mines
  - Greatest ruler: Osei Tutu

- **5. Fulani (Mali)**
  - Trading in Gold
  - Depended mostly on Mines
  - Greatest ruler: Abdul Razak (1817-1837 CE)
## MAIN IDEA

Blacks participated in the European exploration of the Western Hemisphere. They came as freemen, servants, and as slaves. (Some scholars say the African discovered—from a European perspective)—America before the Europeans. Discoveries of shells, potteries, etc. in the Bahamas and Balboa's locating a group of Black people in the Darien district of South America.

## RESOURCES

1. Pictures of Black Explorers from Afram Associates

## ACTIVITIES

1. Define "contribution" for students
2. Have the students identify those European countries involved in exploring the Western Hemisphere.
   - Portugal
   - Spain
   - Holland
   - England
   - France
3. Explain the "Papal line of Demarcation" (Discuss language spoken in Brazil and why)
4. Have students identify the following Black explorers:
   - Alonzo Pietro (Pedro Alonso Nino—Capt. of the "Nina" one of Columbus' ships)
   - Nuflo de Olana (exploring with Nino-Capil of the "Nina" one of Columbus' ships)
   - Estenan or, Estenanico (Little' Stephen—English translation) led first explorations into the Southwest of the land now known as New Mexico and Arizona.
   - Blacks participated in the European exploration of the Western Hemisphere and as slaves. (Some scholars say the African discovered—from a European perspective)—American before Europeans. Discoveries of shells, potteries, etc. in the Bahamas and Balboa's locating a group of Black people in the Darien district of South America. They came as freemen, servants, etc.
## MAIN IDEA

- **II. Columbian Period (Exploration and Colonization)**

## ACTIVITIES


7. Explain the "Triangular Trade System" and the "Middle Passage."

8. Have student role play the buying and selling of slave in this sequence:

   - A. Slave trade from the African coast to the Americas.
   - B. Slaves used in the plantation economies of the Americas.
   - C. Slaves transported back to Africa.

9. Discuss the impact of slave trade on African societies.

## RESOURCES

- "Children Without a Home," Hugh Scott (Michigan Rental)
- "Black History: Lost, Stolen or Strayed."
- Film, CBS News, 1968 (University of Michigan Rental)
- "Children, Children of the Middle Passage."
**Columbian Period (Exploration and Colonization)**

**MAIN IDEA**

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
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<tr>
<td><strong>B. Field Slave</strong></td>
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</table>

- Batches of goods included slaves
- Slaves were shackled for the duration of the trip with no toilet facilities
- Slaves were housed in overcrowded conditions on the ship
- Slaves received food and pick up manufactured goods to deliver the molasses and rum
- Slaves were returned to England and

- **A. House Slave**
  - Better fed
  - Wore the planter’s old clothes
  - Felt affection for the planter
  - Copied speech and manners of the planter
  - Had the students demonstrate the overcrowdedness on the ships

8. Illustrate the difference between house slave and field slave.

- House slave
- Field slave

<table>
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<th><strong>MAIN IDEA</strong></th>
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- Slaves were shipped then returned to England

- Exploration and Colonization
III. Developing Another Nation

A. Revolutionary War

<table>
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<th>Activities</th>
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<tbody>
<tr>
<td>1. Discuss Crispus Attucks as the first patriot to die in 1770 in the Boston Massacre. He was part Native American.</td>
<td>Black Soldier, Film, CBS News 1968 (University of Michigan Rental)</td>
</tr>
<tr>
<td>2. Discuss why Blacks served in both the British and Continental Armies.</td>
<td>Both promised freedom to the slaves. The British and Continental Armies can end parten Black.</td>
</tr>
<tr>
<td>3. Discuss George Washington's ownership of slaves. You may also note that they fought with them.</td>
<td>Both promissed freedom to the slaves. The British and Continental Armies</td>
</tr>
<tr>
<td>4. Have the students role play the parts of the following Black men in the Revolution: Peter Salem (fought in Battle of Bunker Hill), Salem Poor (fought in Battle of Bunker Hill), Prince Whipple crossed the Delaware River on Christmas Day in 1776 to surprise and defeat the British at Trenton.</td>
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### III. Developing Another Nation

#### A. Revolutionary War

<table>
<thead>
<tr>
<th>Points to Stress</th>
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<tr>
<td>George Washington and Thomas Jefferson owned slaves and did not free them until they died.</td>
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<td>A. Revolutionary War</td>
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III. Developing Another Nation
III.

Developing Another Nation

B. The Impact of the Cotton Gin

MAIN IDEA

ACTIVITIES

The invention of the Cotton Gin made the system of slavery stronger in the United States.

1. Discuss the following:
   a. Who invented the Cotton Gin (Eli Whitney)
   b. Purpose of the Cotton Gin (separate cotton fibers from the seeds)

2. Bring in cotton samples which still have the seeds. Demonstrate with the students how the slaves separated the seeds from the cotton with their hands.

3. Discuss why the Cotton Gin invention increased the need for slaves rather than decreased the need.
   - More cotton could be processed so more slaves were needed to pick more cotton. (More money made.)
   - More cotton was picked and sold, so more cotton could be processed.
   - More cotton was sold, so more money was made.

RESOURCES

1. Pictures of Eli Whitney's Cotton Gin
2. Pictures of present day Cotton Gins
3. Samples of cotton with and without seeds
A number of whites in America were devoutly opposed to slavery and vowed to free as many slaves as possible. They were devotedly opposed to the continuation of a system that they believed was evil. Some whites were opposed to slavery while others seemed so supportive. You might discuss why some whites would be opposed to slavery and some would not.

1. Discuss the definition of "abolition" and "abolitionist."
2. Discuss why some whites would be opposed to slavery while others seemed so supportive.

C. The Abolitionists

MAIN IDEA:

III. Developing Another Nation

ACTIVITIES:

RESOURCES:
III. Developing Another Nation

D. Outstanding Black People

MAIN IDEA

ACTIVITIES

1. Discuss the following Black People with the students.
   a. Benjamin Banneker
   b. Phyllis Wheatley
   c. Paul Cuffe
   d. James Derham
   e. Richard Allen

2. Using the calendar chronling Black historical events, have the students find the following for each of the persons in activity 1:
   a. date of birth?
   b. place of birth?
   c. their contribution to society?
   d. whose birth month is the same as one of the outstanding Blacks?

RESOURCES

Many Blacks played significant roles during the Revolutionary War, often in roles (although by Great odds) that count.
### III. Developing Another Nation

**E. The Dred Scott Case (1857)**

#### MAIN IDEA

A tragedy.

A Black man is legally reduced to a property having no rights.

#### ACTIVITIES

1. Discuss Dred Scott and his case ultimately heard and decided by the Supreme Court.
2. Discuss the double tragedy:
   - After the Supreme Court's ruling that Scott was only property, his master set him free but Scott died of pneumonia.
   - Discuss the double tragedy: a. The Supreme Court's ruling that Scott was only property, b. After the Supreme Court's ruling, his master set him free but Scott died of pneumonia.
3. Have students role-play the Court scene.

#### RESOURCES

- [Image 0x0 to 585x792]
III. Developing Another Nation

F. The Civil War (1861-1865) and Black Freedom

**MAIN IDEA**

Blacks first struggle for freedom was ostensibly won by a War and amendments to the Constitution.

**ACTIVITIES**

1. Discuss the role of Black volunteers for both the North and South.
   (Freedom was the issue, not who was granting it.)

2. Discuss the Emancipation Proclamation—January 1, 1863—and what that meant for slaves in the South as opposed to what that meant for slaves in states not rebelling against the Union.

3. It might be helpful to read aloud the content of the Emancipation Proclamation.

4. Discuss the 13th Amendment, December 1865.

**RESOURCES**

1. Copies of the Emancipation Proclamation and the 13th Amendment.

2. The Constitution.

Blacks first struggle for freedom was ostensibly won by a War and amendments to the Constitution.
### IV. Struggle for Identity and Equality
#### A. Reconstruction Era

<table>
<thead>
<tr>
<th>MAIN IDEA</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedom for Black people took a definite step back.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss the U.S. Supreme Court's refusal to overturn the Plessy vs. Ferguson decision (1896).</td>
<td></td>
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</tr>
</tbody>
</table>

**ACTIVITIES**

1. Discuss the **Plessy vs. Ferguson** case. You might want to explain the term "Versus." This case upheld the "separate but equal" doctrine.
2. Have students recommend remedies to the "separate but equal" concept. Time permitting, the students might role play their remedies.
3. Have students role play a "Jim Crow" restaurant or bus situation.
4. Have students write what they feel "separate" and "equal" means. You might want to use the example of sisters and brothers living in the same house and having separate bedrooms, with one group's furniture and other facilities being better.
5. Discuss "Jim Crow" Laws and other facilities, like schools, housing, and jobs, which resulted in blacks having separate facilities and playing separate roles in society. You might want to use the example of "separate and equal" means.
6. Have students write what they feel words like "separate and equal" mean.
7. Have students role play a "Jim Crow" restaurant or bus situation.

**RESOURCES**

- Discuss the U.S. Supreme Court's refusal to overturn the Plessy vs. Ferguson decision (1896).
IV. Struggle for Identity and Equality

A. Reconstruction Era -- Part II

**MAIN IDEA**

**ACTIVITIES**

**RESOURCES**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Copies of the U.S. Constitution</td>
<td>Discuss the Constitution</td>
</tr>
<tr>
<td>2. Separate copies of the 13th, 14th, and 15th Amendments to the U.S. Constitution</td>
<td>Discuss what they feel &quot;freedom&quot; looks like</td>
</tr>
<tr>
<td>28 Copies of the U.S. Constitution</td>
<td>a. Ask students to write or verbally state what they feel &quot;freedom&quot; means</td>
</tr>
</tbody>
</table>

Because of this lack of legislation was needed. Freedom for the black people was a bag of empty promises.

freedom for the black people
### IV. Struggle for Identity & Equality

#### B. Blacks in the West

**MAIN IDEA**

Blacks played major roles in developing the West.

**ACTIVITIES**

1. Ask students have they ever heard of:
   a. Jean Bapiste Pointe du Sable (Started the first permanent settlement of Chicago. Trading post at the mouth of the Chicago River.)
   b. York Clark's (of Lewis and Clark's expedition fame) Black servant who served the crucial role as interpreter during the expedition from St. Louis to the Columbia River and back.

**Translation Process**

<table>
<thead>
<tr>
<th>Language</th>
<th>Native American Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacajawea</td>
<td>English</td>
</tr>
<tr>
<td>French American</td>
<td><strong>NY</strong></td>
</tr>
<tr>
<td>Native</td>
<td>Lewis &amp; Clark York</td>
</tr>
<tr>
<td>Charbonneau</td>
<td></td>
</tr>
</tbody>
</table>

York's contribution to our present day understanding of the Northwest is immeasurable.

2. Ask students have they ever heard of:
   a. Jean Baptiste Pointe du Sable (Started the first permanent settlement of Chicago. Trading post at the mouth of the Chicago River.)
   b. York Clark's (of Lewis and Clark's expedition fame) Black servant who served the crucial role as interpreter during the expedition from St. Louis to the Columbia River and back.

29
IV. Struggle For Identity & Equality

B. Blacks in the West

MAIN IDEA

ACTIVITIES

RESOURCES

2. Have students draw a map reflecting the route of the expedition's party.

3. Have students role play the delicate translation process that made this group a team and successful in its efforts to explore the Northwest.

C. James P. Beckwourth

-The lives and adventures of Kit Carson, Davy Crockett, Daniel Boone, and Jim Beckwourth were very similar, but Beckwourth, a Black man, has been left out of most western histories.

-He became chief of the Crow Indians.

-A trapper, scout, and explorer.

-Discovered the important "Beckwourth Pass" through the Sierra Nevadas.

-You might want to have the students do the following:

  a. Identify the state of Nevada on the map of U.S., along with the Sierra Mountains.

  b. Identify the state of Nevada on the map of U.S., along with the Sierra Mountains.

  c. Identify the state of Nevada on the map of U.S., along with the Sierra Mountains.

  d. Identify the state of Nevada on the map of U.S., along with the Sierra Mountains.

  e. Identify the state of Nevada on the map of U.S., along with the Sierra Mountains.

-Old Ebony Magazines


  -The Adventures of the Negro Cowboys


  -Jim Beckwourth, Negro Mountain Man


  -The Buffalo Soldiers in Indian Wars, Parrax, 1966.


TEACHER'S BLACK SOLDIER, JOHN H. CLARKE, DOUBLEDAY:
<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>ACTIVITIES</th>
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</thead>
<tbody>
<tr>
<td>b. Draw a map of Nevada</td>
<td></td>
</tr>
<tr>
<td>1. Ask students to bring in pictures of Black cowboys and Black soldiers.</td>
<td></td>
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<tr>
<td>2. Construct mural of Black cowboys and Black soldiers.</td>
<td></td>
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<tr>
<td>3. Students may want to draw their own pictures to be a part of mural.</td>
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</tbody>
</table>

**MAIN IDEA**

b. "Buffalo Soldiers"

The Native American was intrigued by the Black soldiers' short and curled hair. Because of the textural similarity, they called the Black infantry "Buffalo Soldiers." "Buffalo Soldiers" were Native American was influenced by the Black soldiers' short and curled hair. "Buffalo Soldiers" was a term used to describe the Black soldiers because of their similarity to buffalo.
IV. Struggle for Identity and Equality

C. Blacks Fought and Died for America

MAIN IDEA

ACTIVITIES

RESOURCES

1.0

2.0 Civil War (cont'd.)

- 99th Division
- 99th Division
- Butterfield Division
- Davis Jr.
- Lieutenant-Colonel Benjamin O. Davis Sr.
- The First South Carolina Volunteers
- Louisiana Colored Volunteers
- Dr. C.P. Miller (of Battle Creek
- Civil War (cont'd.)

3.0 War with Mexico

- The Ninth Cavalry (Buffalo Soldiers)
- The Tenth Cavalry (Buffalo Soldiers)
- The Ninth Cavalry
- The Ninth Cavalry
- The Ninth Cavalry
- The Ninth Cavalry
- The Ninth Cavalry
- The Ninth Cavalry

4.0 Spanish American War

- The Ninth Cavalry
- The Tenth Cavalry
- The Ninetieth Infantry
- The Tenth Cavalry

5.0 World War I

- Benjamin O. Davis Sr.
- Major Charles Young (Ohio Black Volunteers)
- 24th Infantry
- The Ninth Cavalry

6.0 World War II

- Lieutenant-Colonel Benjamin O. Davis Sr.
- The Tenth Cavalry
- The Ninetieth Infantry

Old Ebony Magazines

A Pictorial History of the Negro in America,

Langston Hughes and Milton Meltzer, Crown Publishers, N.Y.

Express
IV. Struggle for Identity and Equality
   C. Blacks Fought and Died for America

   **MAIN IDEA**
   The supreme of contradiction:
   Black men and women have fought and died for America in every war in which she has been involved. All of which supposedly related to achieving, assuring, or sustaining freedom for a given people. The irony: After all those wars—Seven Years War through Viet Nam—fighting and dying for the freedom for others the Black people of America still attempt to convince this society of their worthiness of equality.
   "The supreme commitment of a people to their country is found in their willingness to fight to protect and preserve it." C. Williams.

   **ACTIVITIES**
   Teacher should stress to students: "The essence of this lesson is to show that Black people have a commitment to America and that one of the means of demonstrating that commitment is America and that one show that Black people have a commitment to preserving their country is found in their willingness to fight to protect and preserve it."

   American War:
   1. Revolutionary War
      - Prince Whipple
      - Salem Poor
      - Peter Salem
      - Prince Whipple

   2. Civil War
      - Crispus Attucks
      - John H. Lawson


   **RESOURCES**
   "Blacks Fought and Died for America"

   "The supreme commitment of a people to their country is found in their willingness to fight to protect and preserve it." C. Williams.
C. Blacks Fought and Died for America

7. Korean War
You name it.

8. Vietnam
You name it.

ACTIVITIES

Prepares a "Blacks in American Wars" Game

1. Cut out several paper fish from multiple colored paper. (suggested dimensions are 3" by 2")
2. Label each fish with a role that Blacks played in the various American Wars.
3. Secure a small magnet and a string 2 feet in length to serve as fishing pole.
4. Secure a stick 2 feet in length to fish-head, tail, and middle.
5. Place three paper clips on each fish.

RESOURCES
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<td></td>
<td>IV. Struggle for Identity and Equality</td>
</tr>
</tbody>
</table>

C. Blacks Fought and Died for America

**ACTIVITIES**

1. Each student gets a chance to fish.
2. Each student will fish until he or she makes a "catch".
3. When a "catch" is made the student (if students do not read the teacher will do the honors) will read the contents on his fish.
4. Each student is to receive a set of ditto copies of all the fish including the role contents.
5. It would be helpful if the teacher had pictures of the persons in questions or general pictures of Blacks in American Wars to demonstrate to students and reinforce the role contents following each student's "catch".

**RULES**

1. Each student gets a chance to fish.
2. Each student will fish until he or she makes a "catch".
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5. It would be helpful if the teacher had pictures of the persons in questions or general pictures of Blacks in American Wars to demonstrate to students and reinforce the role contents following each student's "catch".

**RESOURCES**

- on cut out models, each student
<table>
<thead>
<tr>
<th>RESOURCES</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>D. Different Approaches to Identity and Equality</td>
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<tr>
<td></td>
<td></td>
<td>IV. Struggle for Identity and Equality</td>
</tr>
</tbody>
</table>

The conditioning of racism in America has had a tremendous impact. Some feel it does not exist, some feel it is individuals, some feel it is a system. Some have been more effective than others. Some of the more well known attempts for equality for Black people.

- Blacks have had many champions who

  on the board
  - Have students define "equality" (Record on board the most acceptable definition to total group, teacher included).
  - A pointed question for the students to consider:
    1. "Why must Blacks and other Third World people (highly visible ethnic groups) have to struggle for freedom or equality?"
    - List the various responses on board.
    - Why must Blacks and other Third World people struggle for equality? (Teacher in-charged)
    - Have students define "equality" (Record on board the most acceptable definition to total group, teacher included).
  - Are there any White people who are struggling for equality? What equality are they striving for?
    - Discuss each of these students have heard of and which ones are (Check to see which of these are the conditioning of racism). Those who have been more effective than others. Some have been more effective than others.
  - B. A pointed question for the students to consider:
    1. "Why must Blacks and other Third World people struggle for freedom or equality?"
    - List the various responses on board.
    - Why must Blacks and other Third World people struggle for equality? (Teacher in-charged)
    - Have students define "equality" (Record on board the most acceptable definition to total group, teacher included).
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    - Have students define "equality" (Record on board the most acceptable definition to total group, teacher included).
IV. Struggle for Identity and Equality

D. Different Approaches to Identity and Equality

<table>
<thead>
<tr>
<th>MAIN IDEA</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| C. persons relative to the role they have played in the struggle for freedom for Black people in America. Also discuss the obvious differences in approaches between Washington & Dubois and Malcom and King. | 1. Booker T. Washington  
2. Dr. W.E.B. Dubois  
3. Marcus Garvey  
4. Ms. Rosa Parks  
5. Malcolm X  
6. Dr. Martin Luther King  
7. Rev. Jessie Jackson |  |
IV. Struggle for Identity and Equality

E. Teacher and Student's Role in Achieving Equality for Blacks and other Third World People.

**Main Idea**

If people are convinced that equality does not exist for Third World people by and large and that equality should be an experience shared by all in the United States of America, then individually as well as collectively we show ourselves committed to action to achieve that goal. Emphasize that you are not talking about "pie in the sky" activities (things that sound good but are impossible for a given person(s) to achieve). Some realistic examples:

1. Read more about Third World achievements.
2. Introduce my friends and parents to these books.
3. Be intolerant of racial jokes.
4. Teach more students about the contributions of Third World people.
5. Display only multi-racial pictures in my classroom.

**Activities**

1. To introduce this activity, the teacher might state: "We have briefly studied the role of Black people in the United States. I think we generally agree that while many people both Black and White have struggled to bring equality to Third World people, we have not yet achieved equality for Blacks and other Third World people yet do help bring equality that is not individual but collective. We should consider how the United States of America experience shared by all in and among Third World people by and large..."

**Resources**

I. Teacher and Student's Role in Achieving Equality for Blacks and other Third World People.
### IV. Struggle for Identity and Equality

#### E. Teacher and Student's Role in Achieving Equality for Blacks and other Third World People

<table>
<thead>
<tr>
<th>MAIN IDEA</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Teacher and Student's Role in Achieving Equality for Blacks and other Third World People</td>
<td>B. Duplicating all of the responses and placing in a folder for each student.</td>
</tr>
<tr>
<td>6. Assist the librarian in acquiring more reputable materials for Third World People.</td>
<td>A. Record all of yours and the student's responses.</td>
</tr>
<tr>
<td>Resolutions about reducing the role of blacks and several Little Human Beings.</td>
<td>C. One title might be: &quot;What one Big Human Being Have Decided to Do.&quot;</td>
</tr>
<tr>
<td>Resources</td>
<td></td>
</tr>
</tbody>
</table>
FIRST AMERICAN MATERIALS

I. Pre-Columbian

II. Columbian Period

III. Developing Another Nation 1775

IV. Western Imperialization

V. Struggle for Identity & Equality
## Pre-Columbian Indian Tribes

**CONCEPT:** Pre-Columbian Indian tribes had a specific lifestyle which was dictated by their environment prior to the arrival of Columbus.

### MAIN IDEA

1. **Define tribes**
   - Each tribal group which existed was a separate people with a very distinct culture.

2. **Structure of tribes**
   - Chiefs, clans, and roles

3. **Activities**
   - Describe what a tribe is.
   - Divide the class into tribes and separate them using different methods.
   - Using a map locate areas where the many tribes lived.
   - Discuss why they are different.
   - What was the role of the chief?
   - How many chiefs were there?
   - Construct a timeline from this point until the present day.

### RESOURCES

- Debo, Angelie, *A History of the Indian in the U.S.*
- Yazzie, Ethelou, *Navajo History, Navajo Curriculum Center*, Rough Rock Demonstration School, Chine, Arizona
- Driver, H., *Indians of North America*
- Yazzie, Ethelou, *Navajo History, Navajo Curriculum Center*, Rough Rock Demonstration School, Chine, Arizona
- Debo, Angelie, *A History of the Indian in the U.S.*

### STUDENT

1. Define tribes
   - Each tribal group which existed was a separate people with a very distinct culture.

2. Structure of tribes
   - Chiefs, clans, and roles

3. Activities
   - Discuss what is a tribe?
   - Divide the class into tribes, divide each tribe into a clan.
   - Assign a role to each clan.
   - Assign a task to each tribe.
   - Discuss why they are different.
   - What were the roles of the men, women, and children?
   - Construct a timeline from this point until the present day.

4. **Resourses**

- Debo, Angelie, *A History of the Indian in the U.S.*
- Driver, H., *Indians of North America*
- Yazzie, Ethelou, *Navajo History, Navajo Curriculum Center*, Rough Rock Demonstration School, Chine, Arizona
- Debo, Angelie, *A History of the Indian in the U.S.*

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**TEACHER**

- Yazzie, Ethelou, *Navajo History, Navajo Curriculum Center*, Rough Rock Demonstration School, Chine, Arizona
- Debo, Angelie, *A History of the Indian in the U.S.*

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**STUDENT**

- Debo, Angelie, *A History of the Indian in the U.S.*
- Driver, H., *Indians of North America*
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<table>
<thead>
<tr>
<th>TEACHER</th>
<th>STUDENT</th>
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<tbody>
<tr>
<td>RESOURCES</td>
<td>ACTIVITIES</td>
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<table>
<thead>
<tr>
<th>MAIN IDEA</th>
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</table>

1. Locate on the map where the 7 basic language stocks existed.

2. What tribes were part of these language groups?

3. Would it be possible for these groups to talk?

4. Did sign language allow these tribes to talk to each other?

5. Try to locate different types of art.

6. Use a resource if possible.

7. Why did people never marry within the same clan? How does this compare with not marrying your brother or sister?

8. Food

   - Buffalo, wild rice, deer, corn
   - smith, potatoes, beans
   - Algonquian, Iroquoian, Siouan

Each tribe had a primary food group because of their particular environment (e.g. buffalo, wild rice, deer, corn). Did sign language allow these tribes to talk to each other? Would it be possible for these groups to talk?

- Use a resource if possible.
- Did sign language allow these tribes to talk to each other?
- Would it be possible for these groups to talk?
- Why did people never marry within the same clan? How does this compare with not marrying your brother or sister?
<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why didn't each tribe develop the same foods?</td>
<td>What foods did Indians only kill for food, not sport?</td>
<td>Driver, H. Indian of North America. 2nd Edition.</td>
</tr>
</tbody>
</table>

**Activities**

1. Construct houses, either as small models or a large one in class.
2. Make a display of the foods each tribe used.
3. Why did Plains Indian use the Tee-Pee?
4. Heads for killing animals. (Stress sport.)
5. Why didn't each tribe develop the same foods?
6. Gingerbread houses in which to live. Each tribe had a particular type of house.

**Resources**

6. Religion
Each tribe believed in one God just as Christians believed in one God.

6. Religion - Each tribe believed in one God just as Christians believed in one God.
**MAIN IDEA**

Crafts which each tribe made were vital to the lives of tribal members. Each tribe had their own specific tools and materials they used in their daily life.

<table>
<thead>
<tr>
<th>MAIN IDEA</th>
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<tbody>
<tr>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>Wood: Bow &amp; Arrow, Snowshoes, Toboggans, Canoes, Drums, Twine</td>
</tr>
<tr>
<td>Stone: Knives, Scrapers, Axes, Pots, Pins</td>
</tr>
<tr>
<td>Clay: Pots, Combs, Toothpicks, Silver: Rings</td>
</tr>
<tr>
<td>Grass: Mats, Twine</td>
</tr>
</tbody>
</table>

**ACTIVITIES**

- Display some of the articles which each tribe used. Make drums or teach the children how to count.
- Use a resource person who can show how many of these crafts can be completed.
- Describe the different beadwork designs used.
- Discuss the type of utensils which were made and how much did environment dictate the choice? How did the Indians use to control their environment but learned to use what was available to them. Display what was available to them.

**STUDENT**

Clark, Ann Nolan

*In My Mother's House*

New York: The Viking Press

Benchley, Nathaniel

*Red Fox and His Canoe*

New York: Scholastic Book Services

Parrish, Peggy

*Let's Be Indians*

New York: Harper & Row

**TEACHER**

Hurt, W. Ben

*The Golden Book of Indian Crafts and Lore*

New York: Simon & Schuster, Inc.
### II. Concept: Columbian Period

#### Main Idea

<table>
<thead>
<tr>
<th>Student</th>
<th>Resources</th>
<th>Activities</th>
<th>Teacher</th>
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#### Activities

1. White Contact. Did Indian values conflict with White European values initially (e.g.)?
   - A. Iroquois Confederacy 1559-70
   - B. Founding of Jamestown 1607
   - C. Powhatan Confederacy
   - D. Roger Williams Providence Colony

2. Who needed more assistance to live in this land? Why?

3. What contributions did Indians make at this time?

4. Did the Indians feel threatened? If so, why?

5. Did every colony treat Indians the same?

6. Develop a map showing where other Whites were landing.

7. What groups of people came to the new land? (French, English, Dutch, Spanish, etc.)

8. Did the Indians trade with Whites?

#### Resources

- Balch, Glenn, Horse of Two Colors, New York, Grossett & Dunlap, Inc.
- Chandlei= Edna Walker Young Hawk, Chicago, Crowell, Ani, A Hogan
- Crossell, Dana Walker, Chicago, Crowell, Ani, A Hogan
- Jacobs, Wilbur, Chicago, Crowell, Ani, A Hogan

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**Teacher: Dispossessing the American Indian**

- Driver, H. Indians of North America 2nd Edition
- Driver, H. Indians of North America 2nd Edition
- Driver, H. Indians of North America 2nd Edition
- Driver, H. Indians of North America 2nd Edition
- Driver, H. Indians of North America 2nd Edition

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**Main Idea:** Columbian Period
<table>
<thead>
<tr>
<th>Student</th>
<th>Activities</th>
<th>Main Idea</th>
</tr>
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</table>

1. Did the increased usage of the gun have an influence on Indian-White relationships? Did the Whites want to control nature or live with it? Is this in conflict with the Indians' religious views? Was there a conflict in the views of nature? Did the Whites want to control nature or live with it?

2. Was there a conflict in the views of nature? Did the Whites want to control nature or live with it?
1. Discuss how the increase of population and the need to have more land created problems.

2. Why did Indians resist the increased pressure applied by Whites?

3. Were treaties another way to take the Indians' land?

4. Were treaties only used to stop wars?

5. Locate a copy of an original treaty.

4. What is a treaty?

5. Discuss the uses of a treaty.

4. Role play the signing of a treaty.

3. Why did the Indians resist the increased pressure applied by Whites?

2. What was the view of Indians in regard to owning land?

1. What has original signatures on it.
5.
Who were the Indian Leaders who resisted the White's movement onto Indian lands?

Discuss such leaders as Pontiac, Handsome Lake, Kahgebihs, Sequoyah.

What were Pontiac's motives in trying to organize the Indian tribes against the western movement?

What influence did these Indians have on the new developing nation?

STUDENT
Marie, Alice

Jacobs, Wilbur, D.

Gridley, Marion E.

Putnam Sons
C. P. Putnam's Sons

New York

Harcourt, Brace, & Co.

New York

The Cherokees New York

Random House

Harmsworth, Leader of

Marriott, Alice

Teacher

MAIN IDEA

RESOURCES

ACTIVITIES
### Concept: Developing Another Nation 1775

#### Main Idea

<table>
<thead>
<tr>
<th>Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Indian-White conflicts</td>
<td></td>
</tr>
<tr>
<td>1. Discuss Indian wars &amp; possible reasons Indians lost.</td>
<td></td>
</tr>
<tr>
<td>2. Locate the sites of battles fought between Indians &amp; Whites.</td>
<td></td>
</tr>
<tr>
<td>3. Were Indian tribes fighting amongst themselves? Why?</td>
<td></td>
</tr>
<tr>
<td>4. Was Tecumseh role similar to Pontiac's? Why?</td>
<td></td>
</tr>
<tr>
<td>2. What other methods were used to take the Indians' lands?</td>
<td></td>
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<tr>
<td>1. Discuss the use of disease (e.g., smallpox &amp; measles)</td>
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<tr>
<td>2. Discuss the use of disease (e.g., Biscuit, Senecha, Wm. How, Custer, Died For, Ind.)</td>
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</tr>
<tr>
<td>3. How were Indians forced to move west?</td>
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<tr>
<td>4. Discuss the use of rifles among Indians &amp; Whites.</td>
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</table>

#### Indian Wars & Possible Reasons Indians Lost

<table>
<thead>
<tr>
<th>Student</th>
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<tbody>
<tr>
<td>Bleeker, Sonia</td>
</tr>
<tr>
<td>Caper, Jean &amp; Grace Dickerson, Little Turtle, Chicago, N.Y. : Holt, Rinehart &amp; Winston</td>
</tr>
<tr>
<td>Henry &amp; Grothman, Grand Forks, N.D.</td>
</tr>
<tr>
<td>1954 Indian Removal (1820)</td>
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</table>

#### Indian Removal (1820)

<table>
<thead>
<tr>
<th>Teacher</th>
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<tbody>
<tr>
<td>Deloria Vine, Of Utmost Faith, San Francisco Straight Arrow Books</td>
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<tr>
<td>1959 Andrew Whiteman &amp; Comp.</td>
</tr>
<tr>
<td>New York, Macmillan</td>
</tr>
</tbody>
</table>
| Hall, Gordon Langhey :
<p>| 1954 The Seminoles Wm. Bleecker, Sone |
| Chicago, N.Y. : Holt Rinehart &amp; Winston |
| 1954 The Seminoles Wm. Bleecker, Sone |
| Chicago, N.Y. : Holt Rinehart &amp; Winston |
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<td><strong>ACTIVITIES</strong></td>
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<tr>
<td><strong>RESOURCES</strong></td>
</tr>
<tr>
<td>4. Who were some of the Indian heroes during this period?</td>
</tr>
<tr>
<td>Discuss Osceola, Tecumseh, Prophet Chief Black Hawk, Sequoyah.</td>
</tr>
<tr>
<td>1. Discuss the reasons why Indians continued to live as Indians.</td>
</tr>
<tr>
<td>2. Did the Cherokees achieve their goal in trying to live like White people?</td>
</tr>
<tr>
<td>3. Why did Indians continue to live as they did?</td>
</tr>
<tr>
<td>What tribes were removed to the west? Locate on a map.</td>
</tr>
<tr>
<td>5. What role did religion play?</td>
</tr>
<tr>
<td>4. Did Indians still follow traditional lines when selecting chiefs?</td>
</tr>
<tr>
<td>5. Did the clan system still exist?</td>
</tr>
<tr>
<td>3. When were selective tribes hindered?</td>
</tr>
<tr>
<td>Of other Indian tribes hinder their ability to live in their new environment?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STUDENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHER</strong></td>
</tr>
<tr>
<td>Cook, David C., Tecumseh, Destiny's Warrior, Canada, Copp Clark, 1950</td>
</tr>
<tr>
<td>Cook, David C., Tecumseh, Destiny's Warrior, Canada, Copp Clark, 1950</td>
</tr>
<tr>
<td>Gurko, Miriam, The Black Hawk War, N.Y., Crowell Comp, 1970</td>
</tr>
<tr>
<td>Gurko, Miriam, The Black Hawk War, N.Y., Crowell Comp, 1970</td>
</tr>
<tr>
<td>Fenner, Phyllis, Indians, Indians, Indians, New York, Knickerbocker Printing Corp, 1950</td>
</tr>
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<td>5. Make displays of these leaders.</td>
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</tr>
<tr>
<td>TEACHER</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>1964 Parmassus Press, Tribe, Berkeley: Ishi, Last of His Kroeber, Theodore, Ishi, Last of His</td>
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</tbody>
</table>

**RESOURCES**

### Concept: Western Imperialization

#### Main Idea

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>IDEA</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

1. After the removal of other methods did they Indians West?

2. Locate on map where Indians were

3. Did Indians continue to live as Indians?

4. How did government force Indians to behave?

5. Did Indians accept government sponsored councils? Why?

6. Fixed structure for tribes to follow? Why?

2. Was the structure of the tribe changing?

1. How much land did the Indians lose?

2. Why did the government impose a fixed structure for tribes to follow?

3. Did the Indians have respect for the land?

4. How did the government force Indians to behave?

5. Did Indians continue to live as Indians?

6. How did government act where Indians were?

- Allotment Act 1887
- Indian Reorganization Act
- Homestead Act
- Indian Reorganization Act 1867

- Use further to take Indian lands
- Impose the principles of the Indian tribes into a tribe and divide the class into a tribe

#### Activities

- Divide the class into a tribe and impose the principles of the 'Indian Allotment Act'.

#### References

- Kroeber, Theodore, *Ishi, Last of His Tribe*.
- Pine, Tillie, *The Indians Knew*.
- Josephy, Alvin, *The American Heritage of America*.
- Deloria, Vine, *Custer Died for Your Sins*.
- Deloria, Vine, *Of Utmost Faith*, *Custer Died for Your Sins*.
### MAIN IDEA

3. What are reservations?

### ACTIVITIES

5. Use a map to locate these battles.

4. What tribes were involved?

3. How long did the Indian Wars last?

2. How did living on these reservations differ from the way Indians had always lived?

### RESOURCES

- Student Goble, Paul & Dorothy
  - Brave Eagle's Account of the Fetterman Fight
  - Tale of Billy Blue-Eyes
  - Indian Heros, N.Y.

- Teacher Lauritzen, Jon Reed
  - Legend of Billy Blue-Eyes
  - Willing, J.
  - Lauritzen, J.

- Student Lampman, Evelyn
  - Brave Eagle's Account of the Fetterman Fight
  - Indian Heros, N.Y.

- Student McSpadden, Walker
  - Brave Eagle's Account of the Fetterman Fight
  - Indian Heros, N.Y.

- Student Goble, Paul & Dorothy
  - Legend of Billy Blue-Eyes

### STUDENT

1. Divide the class into tribes, place them in different areas of the room. Do not allow them to stray too far.

2. Discuss how this caused more fighting.

3. Discuss how this caused more fighting.

4. Discuss how Indians should have been allowed to live where they wanted.

5. Discuss the real reason for fighting.

Make a display — stress the real reason for fighting. Discuss Crazy Horse, Sitting Bull, Chief Joseph, Cochise, and other important Indian leaders.
5. What is the Bureau of Indian Affairs?

I. Should Indians be controlled by the government?

II. Role play how the government controls reservation which belongs to the Indians.

Resources

Activities

Main Idea
<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>ACTIVITIES</th>
<th>MAIN IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Where do Indians live today?</td>
<td>Role play past and present life on a reservation.</td>
<td></td>
</tr>
<tr>
<td>3. Where are the four federal reservations in Michigan?</td>
<td>Define relocation.</td>
<td></td>
</tr>
<tr>
<td>4. Where are the four federal reservations in Michigan?</td>
<td>Define relocation.</td>
<td></td>
</tr>
<tr>
<td>5. Do all Indians live on a reservation?</td>
<td>Is life better in the city or on the reservation?</td>
<td></td>
</tr>
<tr>
<td>6. Happen to live in the city?</td>
<td>Where did Indians happen to live in the city?</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITIES**

1. Discuss what tribes have been eliminated.
2. Why and how were they eliminated?
3. Locate on a map where Indians live.
4. Role play past and present life on a reservation.
5. Define relocation. How did Indians happen to live in the city?
6. Is life better in the city or on the reservation?

**RESOURCES**

2. Farquahar, Margaret The Desert Peoples, New York: Viking Press 1963
5. The Desert Children's Advocate Committee, The Desert Children's Advocate, Big Sandy, Rober, Indian Reservation, Garden City: Garden City Books 1953
<table>
<thead>
<tr>
<th>STUDENT</th>
<th>RESOURCES</th>
<th>ACTIVITIES</th>
<th>MAIN IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss how some Indians choose to live in the traditional manner.</td>
<td>Cahn, Ann. In My Mother's House. New York: Harper &amp; Row.</td>
<td>Do all Indians go to this school? If they do, how do they learn? If not, what do they learn?</td>
<td>How do Indians live today?</td>
</tr>
<tr>
<td>Discuss how many Indians live in the traditional manner. How do they live in this way today?</td>
<td>Showers, Paul. The Indians Knew. New York: Crowell.</td>
<td>Discuss boarding schools. (e.g., leaving family; going to school with people from other tribes). Do all Indians go to this school? What do they learn?</td>
<td>What kind of homes do they live in? What kind of jobs do they hold?</td>
</tr>
<tr>
<td>Discuss how many Indians live in the traditional manner. How do they live in this way today?</td>
<td></td>
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</tr>
</tbody>
</table>
I. General Background Information

II. Mexican Indian Cultures of the Pre-Columbian Period

III. Exploration & Colonization

IV. Developing Another Nation

V. Struggle for Identity & Equality

LATINO MATERIALS
<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>
| - zapatos - shoes | 1. Demonstration - have children pronounce.
| - pantalones - pants | 2. As a pronunciation activity, identify.
| - camisa - shirt | 3. Have students cut out pictures of clothing.
| - | 4. Proceed then to identifying articles of clothing.
| - | 5. Review from time to time the pronunciation.
| - | 6. Use the cut-out pictures and use as flash cards for identifying and learning.
| - | 7. Have students cut out pictures of objects and identify them.

**Glossary:**
1. zapatos - shoes
2. pantalones - pants
3. camisa - shirt

**Concept:** Introduction of Spanish Vocabulary: Introduction of Spanish vocabulary.
<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>vestido</td>
<td>dress</td>
<td></td>
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<tr>
<td>calcetín</td>
<td>socks</td>
<td></td>
</tr>
<tr>
<td>pizarra</td>
<td>blackboard</td>
<td></td>
</tr>
<tr>
<td>mesa</td>
<td>table</td>
<td></td>
</tr>
<tr>
<td>silla</td>
<td>seat</td>
<td></td>
</tr>
<tr>
<td>papel</td>
<td>paper</td>
<td></td>
</tr>
<tr>
<td>pizca</td>
<td>scissors</td>
<td></td>
</tr>
<tr>
<td>lápiz</td>
<td>pencil</td>
<td></td>
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<tr>
<td>tiza</td>
<td>chalk</td>
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<td>vestido</td>
<td>dress</td>
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Particularly Relevant to Clothing and Food Items

Introduction to Spanish Vocabulary
I. CONCEPT:

General Background Information:
Introduction of Spanish vocabulary particularly related to clothing and food items

MAIN IDEA

The children should be made aware of the fact that all children have much in common. However, the foods which we eat may be different but still all good things to eat. At this level, they will be learning things to eat. All good foods which we eat may be common. However, the children have much in common. The knowledge of Spanish phonetics.

ACTIVITIES

1. The teacher should have a working knowledge of Spanish phonetics.

Vowel Pronunciation Key

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>he, she, it</td>
</tr>
<tr>
<td>i</td>
<td>I, we</td>
</tr>
<tr>
<td>o</td>
<td>o, go, low, police</td>
</tr>
<tr>
<td>u</td>
<td>u, you, food, rude, fool</td>
</tr>
</tbody>
</table>

PARTICULARLY RELATED TO CLOTHING AND FOOD ITEMS

Resources

STUDENT


TEACHER

RESOURCES

TEACHER

RESOURCES

STUDENT

## Glossary
1. comida - food
2. leche - milk
3. frijoles - beans
4. tortillas (round, flat corn or flour bread)
5. pan (pan tostado, pan dulce) toast or sweetbread
6. carne - meat
7. papas - potatoes

**Main idea:**
Particularly related to clothing and food items

**Introduction of Spanish Vocabulary**

**Activities**

**Resources**

**Teacher**

**Student**
I. CONCEPT: General Background Information: of Spanish Vocabulary

Particularly related to clothing and food -items

MAIN IDEA

Students should learn the basic foods charts. They should be able to classify all foods according to the chart.

Teachers should stress that even though there may be ethnic dietary differences, generally foods can be classified within a category of the basic foods charts.

The concept of the "balanced meal" should be omitted because of the value-oriented implications.

Glossary of Terms

1. tortilla - corn or flour bread
2. pan - bread
3. leche - milk
4. queso - cheese
5. manzana - apple
6. verduras - green vegetables
7. vegetales - vegetables
8. carne - meat
9. pescado - fish
10. pollo - chicken
11. huevos - chicken
12. frijoles - beans
13. guisantes - peas
14. camarones - shrimp
15. camarones - shrimp
16. carne - meat
17. verduras - green vegetables
18. manzanas - apples
19. leche - milk
20. pan - bread

STUDENT

1. The children should make the foods chart that is to be used in class after the teacher has explained the basics of the food chart.
2. The class should keep a record of what they eat every day and analyze it according to the chart.
3. The teacher should point out that even though the content of ethnic foods may be different, it is nevertheless nutritious.
4. The teacher should point out that even though foods may be ethically different, generally foods can be classified within a category of the basic foods charts.
5. The children should learn the basic foods chart.
I. CONCEPT: General Background Information
   Introduction of Spanish Vocabulary
   Particularly related to clothing and food items

<table>
<thead>
<tr>
<th>MAIN IDEA</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have a discussion on the customs of Latin America as it relates to dress, i.e., the use of clothing and how it is worn.</td>
<td></td>
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<tr>
<td>2. The teacher should then proceed to establish the types of clothing in terms of weather.</td>
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<tr>
<td>3. Have students prepare a picture chart, placing people dressed properly to the designated type of weather.</td>
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<tr>
<td>4. Have students cut pictures out of magazines and have them identify the plausible professions of the people in the picture.</td>
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</tr>
<tr>
<td>5. Have a discussion on the customs of Latin America as it relates to dress, i.e., the non-use of shorts, except for athletic purposes.</td>
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</table>

**GLOSSARY OF TERMS**

<table>
<thead>
<tr>
<th>Spanish</th>
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<tbody>
<tr>
<td>botas</td>
<td>boots</td>
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<tr>
<td>sueter</td>
<td>sweater</td>
</tr>
<tr>
<td>calcetines de lana</td>
<td>sweatsock</td>
</tr>
<tr>
<td>abrigo</td>
<td>overcoat</td>
</tr>
<tr>
<td>pantalones</td>
<td>pants</td>
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<tr>
<td>guantes</td>
<td>gloves</td>
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<tr>
<td>cortos</td>
<td>shorts</td>
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<tr>
<td>huaraches</td>
<td>sandals</td>
</tr>
<tr>
<td>chaqueta de lana</td>
<td>sweatsock</td>
</tr>
<tr>
<td>sueter</td>
<td>sweater</td>
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<tr>
<td>bolsas</td>
<td>bags</td>
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<td>boites</td>
<td>boxes</td>
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</tbody>
</table>

**RESOURCES**

- El Mundo Y Mi Isla, Perez Martinez Y Diaz
- Cubero

**ACTIVITIES**

- Show updated films on Mexico, South America, Puerto Rico, and Cuba, pointing out features like types of climate and vegetation, the people, how they are dressed.
- Have students cut pictures out of magazines and have them identify the probable professions of the person in the picture.
- Have a discussion on the customs of Latin America as it relates to dress, i.e., the non-use of shorts, except for athletic purposes.
- The teacher should then proceed to establish the types of clothing in terms of weather.
- Have students prepare a picture chart, placing people dressed properly to the designated type of weather.
- The teacher should then proceed to establish the types of clothing in terms of profession.
- Have students cut pictures out of magazines and have them identify the probable profession of the person in the picture.

**MAIN IDEA**

- The children should be made aware of the differences and variations in types of clothing, using a comparison of types of clothing in Michigan and in Latin-American countries.
I. CONCEPT: General Background Information

Introduction of Spanish-Vocabulary: Particularly related to clothing and food items

MAIN IDEA

The children will learn that clothing is made from materials processed from plants and animals. Stressing that people in different countries dress differently is directly relevant to the types of resources natural to the Latin-American countries.

ACTIVITIES

1. El Mundo-Y-Mi Isla, Perez Martinez y Diaz Cubero

2. Vegetacion - Vegetation

3. Cuenca - Suede

4. Planta - Plant

5. Agroedon - Cotton

6. Zapatero - Shoemaker

7. Mano - Hands

8. Hace calor - It's hot

9. Hace frío - It's cold

10. Tiene mucho - It rains a lot

11. Zona arida - arid zone

12. Montañas - Mountains

13. Rios - Rivers

14. Pinares - Pines

15. Selvas - Forest

16. Agoedon - Cotton

17. Camisa - Shirt

18. Pantalón - Pant

19. Vaqueta - Leather

20. Trabajador - Worker

21. Trabajador - Worker

Glossary of Terms

1. cuero - tanned

2. vagueta - leather

3. plana - plant

4. algodón - cotton

5. zapatero - shoemaker

6. trabajador - worker

7. hace calor - it's hot

8. hace frío - it's cold

9. tiene mucho - it rains a lot

10. zona arida - arid zone

11. montañas - mountains

12. ríos - rivers

13. pinares - pines

14. selvas - forest

15. camisa - shirt

16. pantalón - pant

17. vaqueta - leather

18. trabajador - worker

19. plana - plant

20. algodón - cotton

21. zapatero - shoemaker

Have students make a collage on processed materials.

The teacher should do artwork with it if possible, with leather material. For the children, the teacher should provide the children.

As a suggested class activity, the children should be shown material that is made from materials. It should be emphasized where the leather comes from and where the materials come from. A trip to a leather shop where shoes are made is suggested. If available, a film on how cotton is processed into fibers and then to material should be shown.

A brief study should be made on the climates and natural resources of the Latin-American countries. A brief study should be made on the climates and natural resources of the Latin-American countries. Stressing that the reasons that clothing is made from materials processed from plants and animals, particularly related to clothing and food items, is directly relevant to the types of resources natural to the Latin-American countries.
1. **Concept:** General Background Information: Special Awareness should logically preempt cognizance of geographic differences.

### Activities

1. Students will develop an awareness of the spacial aspects of the classroom, school and the immediate community.

Teacher may use the value clarification strategy of focus to have students describe what aspect of the tour was most interesting, important, etc., to them.

- Make a collage of the school on the bulletin board.
- Have students draw a picture of a certain aspect of the room.
- Take a tour of the community, paying special attention to residential zones, businesses, municipal buildings, main streets, railroad crossings, etc.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>Activities</td>
</tr>
<tr>
<td>Classroom</td>
<td>Classroom, school and the school district</td>
</tr>
<tr>
<td>Boundary lines of the community</td>
<td>Special aspects of the immediate community</td>
</tr>
</tbody>
</table>

1. **Main Idea:**

To help them develop an awareness of special geographic differences.
I. CONCEPT: General Background Information: Spacial awareness should logically preempt cognizance of geographic differences.

<table>
<thead>
<tr>
<th>MAIN IDEA</th>
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<tbody>
<tr>
<td>ACTIVITIES</td>
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<tr>
<td>RESOURCES</td>
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</tbody>
</table>

| 5. Students can follow up this activity by making a model of school in relationship to where the students live. |
| 6. Students can develop "My Community Journals" which will be a collection of student artwork depicting aspects of the immediate community. |
| 7. Teachers should lead a discussion centered around identifying and categorizing aspects of the room, school and immediate school environment. An example would be to identify such aspects of the community as community helpers, businesses, apt. dwellings, and empty space. Hopefully the students will develop an awareness of the function of various aspects of the community which will be used as a correlation when discovering Mexican lifestyles. |
I. CONCEPT

General Background Information: Roles Within a Community and Community Function

MAIN IDEA

ACTIVITIES

RESOURCES

1. Students will develop an awareness of community functions.

Activities that will foster an awareness of community and its function include:

1. Field trips to stores, municipal buildings, other schools, and other points of interest.

2. Discussion which will focus on the aspects of what the community looks like, its business, schools, population, etc.

3. Replication of a functioning community within the classroom; i.e., the students may elect to begin a post office. Other ideas include banking money, developing a short-term small business through a bank loan, and the democratic process in voting for officials. Other ideas include banking a post office, developing a post consciousness by developing a role within the classroom; i.e., the student"

4. A class project of "Our Community" utilizing photography to make a scrapbook.

5. Simulation games utilizing a mock radio or TV station to describe our community, "Our Community."

6. A clasp project of "Our Community" utilizing photographs to make a scrapbook.
1. Students will be able to identify such geographic terms as waterways, climate, landforms, animal and vegetation life using such terms as Peninsula, isthmus, island, coast, gulf, mountain range, etc.

2. Using maps and globes of Mexico, Cuba and Puerto Rico, the teacher should divide into small groups and based on past pre-Columbian period and based on past population patterns in existence in the United States, the students should indicate the top priority needs of people and the concept of community. The class should be privy to discussions for the teacher to develop in small groups based on the concept of community. The student should develop an awareness of basic community needs and how landforms play an important part in the population development of regions, and based on past population patterns in the aforementioned countries and trust territory during the Pre-Columbian period and based on past development of regions via landform and climate, the teacher should stress correlation of development of the eastern and western hemisphere as opposed to the east to west expansion syndrome which usually exists.

3. The teacher should then look at population patterns of the aforementioned countries and correlate development of regions with landforms, animal and vegetable life such as Peninsulas, isthmus, islands, coast, gulf, ocean, etc. The teacher should divide into small groups and have students divide into small groups and based on past population patterns in existence in the United States, the students should indicate the top priority needs of people and the concept of community. The class should be privy to discussions for the teacher to develop in small groups based on the concept of community. The student should develop an awareness of basic community needs and how landforms play an important part in the population development of regions, and based on past population patterns in the aforementioned countries and trust territory during the Pre-Columbian period and based on past development of regions via landform and climate, the teacher should stress correlation of development of the eastern and western hemisphere as opposed to the east to west expansion syndrome which usually exists.

4. The teacher should stress correlation of development of the eastern and western hemisphere as opposed to the east to west expansion syndrome which usually exists.

5. The teacher should stress correlation of development of the eastern and western hemisphere as opposed to the east to west expansion syndrome which usually exists.
1. CONCEPT: General Background Information: Geographical Aspects of Michigan and their correlation to those of Mexico and other Spanish-speaking countries.

MAIN IDEA

ACTIVITIES

Mystery Island strategy. Task - where would you place the major city on this island? Students may work individually, in small groups, or as a small class to list as many reasons for their choice. Teacher should not make reference to Cuba or Puerto Rico but rather let students make inferences of the kind of music, art of all forms, government, society, etc. Where would you like to settle: hunters, herdsmen, farmers, merchants.

Spanish Curriculum materials:
- Las Americas y Sus Pueblos by Aurelio Perez Martinez and Dr. Jose H. Diaz Cubero
- El Viejo Mundo y Sus Pueblos by Aurelio Perez Martinez and Dr. Jose H. Diaz Cubero
- El Mundo y Mi Comunidad by Aurelio Perez Martinez and Dr. Jose H. Diaz Cubero
- Star Mountain and Other Legends of Mexico by Edwardo Prieto
- Conociendo a Borinquen by Aurelio Perez Martinez y Dr. Jose H. Diaz Cubero
- Cultures & Conflict by Rodolfo Acuria
- The Mexican-American in the United States by Charles J. and Patricia J. L. Bustamante
- The Mexican-American: His Life Across Four Centuries by Gilbert Martinez and Jane Edwards
- The Mexican-American and His Heritage by John Tebbel and Ramon Eduardo Fernandez
- Camilla Campbell
- El Mundo y Mi Isla por Aurelio Perez Martinez y Dr. Jose H. Diaz Cubero
- Meet the Student: Students may work individually - this island?

5. Mystery Island strategy. Task - where would you place the major city on this island?
I. CONCEPT: General Background Information: Geographic Aspects of Michigan and their Correlation to those of Mexico and other Spanish-speaking countries.

- **RESOURCES**
  - My Pueblo y Su Gente
  - Mierle, Palley, and Martinez
  - Diaz-Cubero
  - My Pueblo y Su Gente
  - Mexico Land of the Plumed Serpent

- **TEACHER**
  - Celia Grifalva
  - Helen Miller Bailey
  - Jose H. Plumed Sr. Crept

- **STUDENT**
  - My Pueblo y Su Gente

**ACTIVITIES**

- Fifteen Famous Latin Americans by Helen Miller Bailey and Maria Celia Grijalva
- The Puerto Ricans: Strangers-Then Neighbors by Clarence Senior
- Mexico Land of the Plumed Serpent by Helen Miller Bailey and Celia Grifalva
- My Pueblo y Su Gente
- My Pueblo y Su Gente

**MAIN IDEA**

Correlation to those of Mexico and other Spanish-speaking countries.
### MAIN IDEA

1. Many of the Mexican Indian's possessions and lifestyles reflect an agrarian existence. Mexican Indians learned to cope with the environment and to make use of all existing plant life, such as the Maguey plant.

### ACTIVITIES

- **Pulque**: the fermented juice of the Maguey plant.
- **Corazón**: the heart (scraping from the inside of the plant which was roasted and eaten). The inside of the plant which was scraped from the plant.
- **Bandejas**: made from the skin of the leaf.
- **Pulp**: made from the pulp from which a fiber is spun.
- **Fiber**: leaf is made into a pulp.
- **Soap**: made from the pulp.
- **Bandages**: made from the skin of the leaf.
- **Needles**: made from the end of the leaf.

### RESOURCES

*Student Handbook on Mexico for Elementary and Secondary Teachers*, Clark C., Gill, and Julia K., Mellen.
II. CONCEPT: Mexican Indian Cultures of the Pre-Columbian Period

MAIN IDEA

ACTIVITIES

1. Mexican Indians utilized indigenous materials to construct their dwellings. Many of the dwellings reflect an architecture which dealt to adapt to the existing elements of various regions of Mexico. Teacher should discuss the basic construction of homes, such factors as climate plays such an important role in the construction of homes, and how each culture dealt with these elements. Teachers should discuss the variety of materials to construct their dwellings. Many indigenous materials are not utilized in Mexico today.


3. Engineering feats such as the Pyramids of Mexico should be correlated with what is considered one of the 7 Wonders of the World--The Egyptian Pyramids. To correlate this with what is considered one of the 7 Wonders of the World--The Egyptian Pyramids.

RESOURCES

STUDENT

TEACHER

Resources

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<th>RESOURCES</th>
<th>ACTIVITIES</th>
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**II. CONCEPT:** Mexican Indian Cultures of the Pre-Columbian Period

**MAIN IDEA**

1. Much of Mexican Indian lore is based on Pre-Columbian legends and folk tales. Perhaps the most famous legend relates to the founding of Mexico City.

2. A simulation experience enacting the discovery of what evolved to be Mexico City.

**STUDENT**

- **Mexican History, Diego Rivera's Frescoes in the National Palace and Elsewhere in Mexico**
- **Mexican History, Diego Rivera's Frescoes in the National Palace and Elsewhere in Mexico**

**TEACHER**

- *Mexican History, Diego Rivera's Frescoes in the National Palace and Elsewhere in Mexico*
### III. Concept: Mexican Indian Cultures of the Pre-Columbian Period

#### Main Idea

<table>
<thead>
<tr>
<th>Activities</th>
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<tbody>
<tr>
<td>Teacher will encourage discussion relative to famous American legends, e.g., Davy Crockett, Daniel Boone, and others.</td>
</tr>
<tr>
<td>Discussion should center around different perspectives as to how such things as legend and folklore differ from students their perceptions of important cultural aspects of a group of people.</td>
</tr>
<tr>
<td>Legends may perpetuate important cultural traditions, and students from different cultures, e.g., Mexican, should be able to relate to famous American legends, e.g., Davy Crockett, Daniel Boone, and others.</td>
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#### Resources

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<th>RESOURCES</th>
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II. Concept: Mexican Indian Cultures of the Pre-Columbian Period
II. CONCEPT: Mexican American Cultures of the Pre-Columbian Period

A.

1. Aztec Indians developed very sophisticated methods for calculating time and seasons. Although the Aztec calendar is famous for its artistic qualities, very few people know the significance of the characters on the face of the calendar.

2. The Aztec calendar was begun in 1427 and was finished 52 years later. It weighs approximately 25 tons! The huge black porphyry stone calendar is four feet thick and 12 feet in diameter. The face of the calendar is a circular dial which is comprised of the face of the Fifth Sun directly in the center. Around the face are rectangles representing the four elements, Earth, Air, Fire and Water to correspond to the four seasons of the year. Each Aztec month had 20 days, the year had 18 months. Therefore, 20 x 18 = 360 days to which was added 5 additional days used for worshipping the gods making a grand total of 365 days in the year.

The Aztec calendar is famous for its artistic qualities, very few people know the significance of the characters on the face of the calendar.

The Aztec Indians were followers of their own calendar. Their own calendar is a circular dial upon which is inscribed the name of the Sun. The Aztec Indians were followers of Diego Rivera. Diego Rivera is famous for his frescoes in the National Palace in Mexico City. The student will analyze all aspects of the Aztec calendar that looks like a black porphyry stone.
II. CONCEPT: Mexican American Cultures of the Pre-Columbian Period

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<tr>
<th>STUDENT</th>
<th>ACTIVITIES</th>
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<td>Teach...</td>
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<tr>
<td>TEACHER</td>
<td>MAIN IDEA</td>
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</tbody>
</table>

- Activities:
  1. Students are taught the significance of the Aztec calendar as well as understanding its calendar. They are then reinforced by the concept of the Aztec calendar's creative art form in students' lives. The teacher, with the help of the art instructors, can follow up this activity by developing an art lesson using the Aztec calendar as the theme. Such art projects as mobiles, clay figurines, batiked wall hangings will not only produce creative art forms but also reinforce the concept of the Aztec calendar as well as understanding its significance.

- Resources:
  - Mexican American Cultures of the Pre-Columbian Period
## III. CONCEPT: Exploration and Colonization--Factors and Influences which led to the Awareness and Development of a New Nation

### MAIN IDEA

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
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<tbody>
<tr>
<td>1. How would the legend of Quetzalcoatl help Cortez on his mission?</td>
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</table>

### STUDENT OEUVRES:

1. Another famous Mexican legend centers around the god called Quetzalcoatl. This legend is responsible for facilitating the biggest conquest over a group of people in the western hemisphere.

2. The legend of Quetzalcoatl as told by the Toltec Indian is described as having long white hair, blue eyes, and a mustache. According to the legend, Quetzalcoatl was possibly a survivor of a shipwreck in the Atlantic Ocean and made his way by accident to American shores almost 1000 years before Columbus came to the Western World.

3. Class discussion around the common aspects of the legend Quetzalcoatl and the landing of the Spanish explorer, Hernan Cortez, should be processed. It should be noted that there were many coincidences which led the Aztecs to believe Cortez was, in fact, the god Quetzalcoatl.

### STUDENT QUERIES:

1. How would the legend of Quetzalcoatl help Cortez on his mission?

### RESOURCES

- Mexico, Land of the Plumed Serpent, Clara Louise Grant and June Werner Watson, pp. 38-58.

### TEACHER

- In the western hemisphere, another famous Mexican god called Quetzalcoatl. His legend centers around the Pleiades. The Pleiades is depicted as having long white hair, blue eyes, and a mustache. The legend of Quetzalcoatl as told by the Toltec Indian is described as having long white hair, blue eyes, and a mustache.
### III. CONCEPT: Exploration and Colonization

Factors and Influences which led to the Awareness and Development of a New Nation

<table>
<thead>
<tr>
<th>MAIN IDEA</th>
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<tbody>
<tr>
<td>STUDENT VALUE QUESTIONS:</td>
</tr>
</tbody>
</table>
  1. How would you have changed Mexican history regarding the Conquest of Mexico? |
  2. If the landing of Cortez had not been preceded by the legend, would the results of the mission been different? |
  1. Has it been good or bad that the outcome of the mission were influenced by the legend? |

<table>
<thead>
<tr>
<th>STUDENT ACTIVITIES</th>
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<thead>
<tr>
<th>TEACHER ACTIVITIES</th>
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<tr>
<th>RESOURCES</th>
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### Concept: Exploration and Colonization

Factors and Influences which led to the Awareness and Development of a New Nation

#### Main Idea

1. Very little significance is given to the Aztec civilization, other than token mention of their pagan ritual of human sacrifice. Aztec culture is believed to be as advanced as any civilization to that point of development in the more recognized eastern hemisphere.

#### Activities

1. Classroom discussion leading to the Pre-Columbian Period. Many historians differ.

2. Teachers should encourage students to take part in individual or group study to research literature regarding the Aztec civilization. Teachers should emphasize the parameters of the research such as art, architecture, agriculture, and other functions of life necessary to sustain a civilization.

3. Teachers should encourage students to research literature regarding the Aztec civilization to determine if civilization developed an east to west pattern. Should be exploited.

4. To many of us it seemed doubtful whether we were asleep or awake. Never did man see a spectacle which appeared to our eyes this day. The myth of civilization developing from east to west should be remembered. The Pre-Columbian Period is often dismissed as a time of minimal development.

5. Many historians disagree to the Pre-Columbian Period. Many historians disagree.

---

**Resources**

- The National Elementary Principal, Vol. L, No. 2
- 2, Nov. 1970, p. 20
III. CONCEPT:
Exploration and Colonization -- Factors and Influences which led to the Awareness and Development of a New Nation

MAIN IDEA

1. Mexico should not be thought of as containing a homogeneous group of people. It should be noted that during the Pre-Col. Period, many homogeneous group of people existed. This is not only important to verify their existence, but also be discussed as a part of the student's project.

ACTIVITIES

1. Have students outline maps of Mexico and identify the Indian civilization which existed such as: Hohokam, Pueblo, Toltecs (read people), Aztec.

2. Significant aspects should be introduced to the class. Have student list all the products and by-products made from maize (corn), a foodstuff staple. Other aboriginal American crops such as beans, cotton, tobacco, and leather should also be discussed as a part of the Western World. Emphasis should be placed on the meaning and significance of staple foods of Mexican Indians.

3. The large-scale systematic irrigation which the Hohokam developed can be replicated in the classroom on a small scale. Reference should be made of the engineering implications of irrigation had for farming.

RESOURCES

A Mexican-American Source Book with Study Guide, Rudy Acuna
A Mexican-American Chronicle, Rudy Acuna

STUDENT

TEACHER
<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>ACTIVITIES</th>
<th>MAIN IDEA</th>
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<tbody>
<tr>
<td><strong>III. CONCEPT: Exploration and Colonization</strong> -- Factors and Influences which led to the Awareness and Development of a New Nation</td>
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</table>

1. **The spin-off effects of the "Conquista"** are untold in number. The thrust of the following activities will be to explore the Spanish influence and the marriage of two continents.

   - **Hernan Cortez** has perhaps historical significance more than any other explorer. Traditional texts tend to romanticize the "Conquista". A more realistic term to use is the Spanish Intrusion. Some important aspects which should be mentioned:
     - A. Cortez burned all his ships to prevent his men from escaping before their mission was accomplished.
     - B. The Spanish came to Mexico for two primary purposes: (1) to gain wealth and glory, and (2) to spread Christianity to the Mexican Indians.

2. The teacher should emphasize the aspects which when combined with the Mexican Indian culture, developed a unique culture and the creation of "el mestizo." Once and the marriage of two cultures will be explored the Spanish Intrusion. Following activities will be included:

   - The thrust of the number of the "Conquistadors" are included in the following activities.

   - **A Mexican-American Source Book with Study Guide, Feliciano Rivera, pp. 8-9.**
   - **Mexico, Land of the Plumed Serpent, Clara Louise Grant and Jane Werner Watson.**
   - **STUDENT**
### III. CONCEPT: Exploration and Colonization -- Factors and Influences which led to the Awareness and Development of a New Nation

<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The Spanish Language</td>
<td>E. Fine Art - music, art</td>
<td>...</td>
</tr>
<tr>
<td>B. The Catholic Religion</td>
<td>D. Fine Art - music, art</td>
<td>...</td>
</tr>
<tr>
<td>C. Literature</td>
<td>C. Literature</td>
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</table>

**ACTIVITIES**

- Research on the impact of Spanish language and Catholic religion on the development of the New Nation.
- Explore the role of fine art and music in the cultural development.
- Discuss the influence of literature on society.

**RESOURCES**

- Textbooks on the history of the New Nation.
- Articles on the development of language and religion.
- Recordings of traditional music and art.

**MAIN IDEA**

- Understanding the role of exploration and colonization in shaping the New Nation.
- Analyzing the factors and influences that contributed to the country's development.

**STUDENT**

- Students will design projects that reflect the impact of Spanish language and Catholic religion on the New Nation.

**TEACHER**

- Teachers will guide students through discussions on the role of fine art and music in the cultural development of the New Nation.
- Facilitate discussions on the influence of literature on society.

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III. CONCEPT: Exploration and Colonization -- Factors and Influences which led to the Awareness and Development of a New Nation

MAIN IDEA

ACTIVITIES

1. Cuauhtemoc, Moctezuma's successor, was captured and tortured. Relate the story of the capture of the Aztec empire (emphasize the hunger and greed of Spaniards for gold and riches.)

2. Cortes leveled the city of the Aztecs and built a New Spain.

3. Show pictures:

   A. Palacio Nacional
   B. Cathedral

4. Have students lay out a model of what Tenochtitlan (the plaza) looks like today. Have students lay out a model of what Mexico, land of the Plumed Serpent, Chia Mexico, Land of the Plumed Serpent, Cihuacoatl, Mexico, Land of the Plumed Serpent, Cihuacoatl

Resources

Student

Teacher
III. CONCEPT: Exploration and Colonization

Factors and Influences which led to the Awareness and Development of a New Nation

MAIN IDEA

ACTIVITIES

RESOURCES

1. Other explorers besides Heenan Cortez also had an impact in the western Hispanic countries.

Other notable Spanish explorers include:

A. Ponce de Leon, Governor of Puerto Rico, discovers and names Florida ("La Florida") in 1513.

B. Lucas Vasquez Ayllon attempts to colonize the Carolinas in 1526.

C. Pedro Menendez de Aviles founds the oldest city in the United States, St. Augustine, in 1565.

The Northward Expansion by the Spaniards into the Southwest is basically a search for another Peru, another Mexico, another El Dorado (an Indian legend about a ritual which transforms a chieftain into a golden image).
Mention should be made of the cultural marriage of the Spanish and the Indian. Women were not a part of exploration ventures; therefore, the mixed marriage between the Spanish and the Indian gave way to a new nation. Students will develop an exploration map and trace the footsteps of the above mentioned explorers. Students will decipher routes of the explorers by means of colored pins with attached flags. Students will develop an exploration map and trace the footsteps of the above mentioned explorers. Students will mention should be made of the cultural marriage of the Spanish and the Indian.
IV. CONCEPT: Developing Another Nation

<table>
<thead>
<tr>
<th>MAIN IDEA</th>
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<tbody>
<tr>
<td>Many of the Mexican Indian cultures which inhabited Mexico followed pagan rituals, as their religious beliefs were stripped of their spiritual and cultural significance. In order to maintain control, the Spanish influence in the western world brought a new religious order and also forced many Indians to adopt Christianity (Roman Catholicism).</td>
<td></td>
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<tr>
<td>Read the tale of Juan Diego.</td>
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<tr>
<td>Spanish missionaries played an instrumental part in reshaping the new world. A way to dramatize the new Spanish mission was by converting the Indians. The imposition of Spanish &quot;values&quot; on Indians was brutal and savage; i.e., the imposition of religion (worship, human sacrifice, etc.) as if their religion was brutal and savage. The imposition of Spanish &quot;values&quot; on Indians was brutal and savage.</td>
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<tr>
<td>As their religious beliefs were stripped of their spiritual and cultural significance, the Indian cultures which inhabited Mexico followed pagan rituals. In order to maintain control, the Spanish influence in the western world brought a new religious order and also forced many Indians to adopt Christianity (Roman Catholicism).</td>
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Student:

Teacher:

IV. CONCEPT: Developing Another Nation

MAIN IDEA:

ACTIVITIES

RESOURCES

The development of the part-Spanish, part-Indian culture.

A. Aztec schools are destroyed

B. "Book burning" by Spaniards

C. The development of the part-Spanish, part-Indian culture.

Outline the expansion from the standpoint of the building of missions?

Simulation is complete. The teacher will simulate individual situations and group research regarding aspects of the development of a new nation. The simulation in the talk-down once the value systems should be thoroughly discussed. Discussion on Spanish missions and Mexican Indian Group and facing is to simulate a situation in

TEACHER

STUDENT

MAIN IDEA

ACTIVITIES

RESOURCES
### IV. CONCEPT: Developing Another Nation

<table>
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<th>ACTIVITIES</th>
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<tbody>
<tr>
<td>1. The 'colonization process spread throughout Mexico. To the south as far as Guatemala and to the north as far as California. Major expeditions to colonize the areas now called Northern Mexico, Oklahoma, Kansas, Nebraska, Wyoming, Colorado, and Arizona. Coral de Sosa, Juan Rodriguez Cabrillo explored the west coast of the U.S.</td>
</tr>
<tr>
<td>2. Expeditions into California:</td>
</tr>
<tr>
<td>B. Threat of Russian intrusion forces Spain to colonize California.</td>
</tr>
<tr>
<td>C. Coronado's major expedition covers the areas now called Northern Mexico, Oklahoma, Kansas, Nebraska, Wyoming, Colorado, and Arizona.</td>
</tr>
<tr>
<td>D. Successful attempt to colonize the Rio Grande Valley by Gaspar Antonio de Sosa.</td>
</tr>
<tr>
<td>E. Coronado's major expedition.</td>
</tr>
<tr>
<td>3. Expeditions in Texas, New Mexico:</td>
</tr>
<tr>
<td>A. Fray Marcos de Niza.</td>
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<tr>
<td>B. Ezpeleta.</td>
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<th>MAIN IDEA</th>
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IV. CONCEPT: Developing Another Nation.
### Developing Another Nation

1. **Concept:** Devel

#### MAIN

- **San Francisco Bay is discovered**
- **Missions are established.**
- **Juan Bantista de Anza**

#### Creation of Modern Mexican Culture

- **A.** The mestizo
- **B.** The language
- **C.** Religion
- **D.** The missions

#### Activities

- Students will look up pities in Mexico and identify those names which are affiliated with the original Indian language.
- Students will make a comprehensive listing of vocabulary and names of cities which have remained in the American English language as a result of the Spanish influence.
- Film: "La Raza," No. 37, American West Series
- Filmstrip: "Early California," No. 37, American West Series
- Filmstrip: "Late California," D. The missions
- Student Source Book with Study Guide by Feliciano Rivera
- A Mexican-American Teacher

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**Resources**

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**Teacher**

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**Student**

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**Main Idea**

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V. CONCEPT: Struggle for Identity and Equality—Western Imperialism
The Southwest as a Part of Mexico

MAIN IDEA

ACTIVITIES

RESOURCES

1. Much of what is recognized as the southwest U.S. Was once part of northern Mexico. Much controversy has existed regarding the legal ownership of the land and/or the process in which it was secured by the U.S.

   A. The debate over the boundary which it was secured by the U.S. should emphasize the following: The teacher
   The motive for the war is the turf.

   B. Mexico admits Anglo-Americans into Texas when they assume responsibilities of Mexican citizenship.

   C. In 1830, Mexico decrees that no more colonists shall be admitted from the U.S.

   D. Anglo-Texans rebel to Mexican role.

   E. Anglo-Texans send Stephen Austin to Mexico to present their case of separation from Mexico. Mexico refuses, jails Austin.

   F. The war is the turf.

   G. Much of what is recognized as the southwestern U.S. was once part of northern Mexico. Much controversy has existed regarding the legal ownership of the land and/or the process in which it was secured by the U.S.
V. CONCEPT: Struggle for Identity and Equality: Western Imperialism—The Southwest as a Part of Mexico

MAIN IDEA

ACTIVITIES

RESOURCES

F. Anglo keep coming to Texas, disobeying the decree.

G. March, 1836, Travis men are killed at the Alamo by Santa Anna and his troops.

H. Santa Anna later captured by Sam Houston--forced to sign treaty of Vitisco (recognition of Texas' independence).

I. Lone Star Republic is established.

G. March, 1836, Travis' men all killed at the Alamo by Santa Anna and his troops.

F. Anglo keep coming to Texas, disobeying the decree.

E. Santa Anna later captured by Sam Houston--forced to sign treaty of Vitisco (recognition of Texas' independence).

D. Treaty of Vitisco, recognizing Texas' independence.

C. Mexican-American Source Book with Study Guidelines, Feliciano Rivera
V. Concept: Struggle for Identity and Equality: Western Imperialism--The U.S. Gains Control of Texas

Main Idea:

- Treaty of Guadalupe Hidalgo

Activities:

1. The Treaty of Guadalupe Hidalgo is the document which guaranteed Mexican residents with specific inalienable rights. As with other U.S. treaties, the stipulations under the treaty were not kept, which caused further controversy between Mexico and the U.S.

2. War continues after Texas is declared a republic.

3. Mexico City surrenders on Sept. 14, 1847.

4. Mexico and the U.S. agree to the Treaty of Guadalupe Hidalgo. These rights were violated.

Resources:

- Mexican-American Student Newsletter
- Mexican-American Student Newsletter

A Mexican-American Source Book with Study Guidelines, Feliciano Rivera

Example: The class is split and the students are disagreeing over the control of classroom space. Prompts: The treaty is a written agreement of the U.S. with respect to the Mexican people. Mexican students are subjected to unfair classroom conditions. The provisions of the treaty are not honored.

In a classroom situation where the writing of a classroom is necessary, students are not expected to keep what is stated in the treaty. It is illegal to violate what is written in the treaty. Mexican-American students are subjected to unfair classroom conditions.

Example: The class is split and the students are disagreeing over the control of classroom space. The treaty is a written agreement of the U.S. with respect to the Mexican people. Mexican students are subjected to unfair classroom conditions. The provisions of the treaty are not honored. Create a classroom situation where the writing of a classroom is necessary. Example: The class is split and the students are disagreeing over the control of classroom space. Emphasize that a treaty is an official document recognized by both sides and that it is illegal to violate what is written in the treaty. Mexican-American students are subjected to unfair classroom conditions. The provisions of the treaty are not honored.
### Concept

Struggle for Identity and Equality: Western Imperialism - U.S. Gains Control of California

### Main Idea

#### Resources

1. Francisco Lopez discovers gold.
2. Rebellion led by U.S. troops.
5. Texas Game.

#### Activities

1. In 1842, gold is discovered by Francisco Lopez.
2. The Anglos in California play the Texas Game, led by U.S. troops.
3. The Anglos in California are successful in mining gold, while the Sonorans are not.
4. The Anglos in California are more successful at mining gold than the Sonorans.
5. A conflict arises between Anglo-Americans and Mexican-Americans.
6. Gold is discovered by Francisco Lopez in 1842.

#### For Discussion Purposes, Teachers Should

- Note the following sequence of events which led to the U.S. control of California:
- By Francisco Lopez, land.
- By Francisco Lopez, gold.
- By Francisco Lopez, land and gold.
- By Francisco Lopez, land, gold, and people.
- By Francisco Lopez, land, gold, people, and control.
V. CONCEPT: Struggle for Identity and Equality: Western Imperialism - U.S. Gains Control of California

D. Anglo-Americans pass a law - Foreign Miners Tax Law in 1850 to eliminate foreign miners. (Sonorans and other Mexicans, Chileans and Peruvians). The "foreigners" are driven out and it affects seriously the economy of the area -- it is successful in reinforcing the negative attitudes of the Latin-American toward the Anglo-American.

A Mexican-American Source Book with Study Guidelines by Feliciano Rivera
### Concept: Struggle for Identity and Equality

#### Main Idea

1. Cesar Chavez is recognized by many as the champion of the migrant worker. As the "organizer and spokesperson of the United Farm Workers, Cesar Chavez has attempted to eliminate the exploitation of farm workers by those in agri-business. Give Cesar Chavez a place among leaders in the U.S. recognizing his importance.

2. Have children read a biography of Cesar Chavez (resources).

3. Have students outline how the situation of migrants can be improved. Once they have done this, proceed to introduce Cesar Chavez to the class. Have children read a biography of Cesar Chavez (resources).

4. Have students outline how the situation of migrants can be improved.

5. Discuss the term "migrant" with the children and relate it to several contexts and connotations.

#### Activities

4. Have students outline how the situation of migrants can be improved.

- Discuss the term "migrant" with the children and relate it to several contexts and connotations.

#### Resources

- Student
  - Small Hands, Big Hands: Seven Profiles of Chicano Migrant Workers and Their Families, Sandra Weiner
  - Small Hands, Big Hands: Seven Profiles of Chicano Migrant Workers and Their Families, Sandra Weiner
  - Student
- Teacher
  - Chicano Manifesto, Armando Rendon
  - A Documentary History of the Mexican American, Wayne Moguin and Charles Van Doren
<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>ACTIVITIES</th>
<th>MAIN IDEA</th>
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<tbody>
<tr>
<td>1. Focus on the words prejudice and discrimination.</td>
<td>1. The Mexican-American is the second largest minority group in the U.S. and his relatively low status in American society.</td>
<td>Difference = society's disenfranchisement, the Spanish-speaking people of the U.S.</td>
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<td>2. Create classroom situations where students in Spanish (if there are only Spanish-speaking students) are segregated against a particular color of clothes he's wearing.</td>
<td>2. There are many factors in the Spanish-speaking country in the world to be the fifth largest Spanish-speaking people, the U.S., is challenged considering all Hispanic groups in the U.S. When</td>
<td>Concept: struggle for identity and equality; institutional racism and linguistic</td>
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<td>3. Proceed to create a situation where only Spanish is spoken. Greet the Spanish-speaking students only. Carry on with them only. Be aware of feelings!</td>
<td>3.</td>
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