Grade 04 Social Studies Unit 09 Exemplar Lesson 01: Life of Texas Indians After the Civil War

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis

Students examine the effects upon American Indian life caused by the Red River War, the building of U.S. forts and railroads, and the loss of the buffalo. Students also examine primary and secondary sources.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

4.4 History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:

4.4D Examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.

Social Studies Skills TEKS

4.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

4.21B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

4.21C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

4.21D Identify different points of view about an issue, topic, historical event, or current event.

4.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

4.22B Incorporate main and supporting ideas in verbal and written communication.

4.22E Use standard grammar, spelling, sentence structure, and punctuation.

GETTING READY FOR INSTRUCTION

Performance Indicators

Grade 04 Social Studies Unit 09 PI 01

Use information from primary and secondary sources to write the transcript of an interview with an American Indian describing effects on American Indian life resulting from changes in Texas after the Civil War. Summarize the main points of the interview by creating “before” and “after” sketches.

Standard(s): 4.4D, 4.21B, 4.21C, 4.21D, 4.22B, 4.22E

ELPS ELPS.c.5G

Key Understandings

- Political, economic, and social changes occurred in Texas during the latter half of the 19th century.
- How were American Indians in Texas affected after the Civil War?

Vocabulary of Instruction

- reservations
- treaty
Materials

- See Notes for Teacher section of materials.

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

- Handout: SOAPS (1 per student)
- Handout: American Indians after the Civil War Timeline (1 per student)
- Teacher Resource: American Indians after the Civil War Timeline KEY
- Handout: Meet the People of Fort Griffin and the Flat (1 per student)
- Handout: Primary and Secondary Sources: Texas Indians (1 per student)
- Handout: Texas Indian Transcript (1 per student)

Resources

- Texas Beyond History: Meet the People of Fort Griffin and the Flat: [http://www.texasbeyondhistory.net/kids/forts/index.html](http://www.texasbeyondhistory.net/kids/forts/index.html)

Advance Preparation

1. Teachers will need to become familiar with the content and procedures for this lesson.
2. Choose appropriate sections in the textbook and other classroom and library resources to support learning about historical eras and geography.
3. Prepare attachment(s) as necessary.

Background Information

During Reconstruction, one of the objectives of the U.S. government was to move American Indians roaming the plains of the western U.S. to reservations. Attacks, raids, and counter-raids occurred throughout the period of the Civil War. The U.S. Army launched a campaign to remove Comanche, Kiowa, Southern Cheyenne, and Arapaho Indian tribes from the Southern Plains to allow for expansion and a growing population. The American Indians did not go easily, and many battles were fought. The U.S. government impacted the life of the American Indians by killing off the buffalo and using the military to attack tribes. The Red River War led to the end of an entire way of life for the Southern Plains tribes and brought about a new chapter in Texas history.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

INSTRUCTIONAL PROCEDURES

<table>
<thead>
<tr>
<th>Instructional Procedures</th>
<th>Notes for Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGAGE – American Indian Life</td>
<td>NOTE: 1 Day = 50 minutes</td>
</tr>
<tr>
<td></td>
<td>Suggested Day 1 – 10 minutes</td>
</tr>
<tr>
<td>1. Organize students into pairs.</td>
<td>Attachments:</td>
</tr>
<tr>
<td>2. Write the following quote on the board and explain it is a primary (first hand) source.</td>
<td>- Handout: SOAPS (1 per student)</td>
</tr>
<tr>
<td>- This is our country. We have always lived in it...Then you came...We have to protect ourselves...We have to fight for what is ours. - Satanta</td>
<td>Purpose:</td>
</tr>
<tr>
<td></td>
<td>- The purpose of this section of the lesson is to introduce an American Indian primary source</td>
</tr>
</tbody>
</table>
3. Satanta was a Kiowa war chief. He was a member of the Kiowa tribe and was born around 1820, during the height of the power of the Plains Tribes.

4. Distribute the Handout: **SOAPS** (1 per student). Each pair analyzes the quote using a SOAPS strategy.

5. Ask students to answer the following questions:
   - S – Who is the person speaking?
   - O – What occasion has caused this speech?
   - A – Who is the speaker talking to?
   - P – What was the purpose of the speaker’s speech?

6. After the groups have analyzed the speech, ask each group to decide if they agree with Satanta or not.

7. Explain to students that after the Civil War, settlers’ growing settlements had pushed American Indians into the western and northwestern parts of Texas. As settlers moved farther west, American Indians lost more of their lands. In this lesson, students will examine the point of view of American Indians in Texas after the Civil War.

---

### EXPLORE – American Indian Life

<table>
<thead>
<tr>
<th>Suggested Day 1 continued – 30 minutes</th>
</tr>
</thead>
</table>

1. **Ask:**
   - How were American Indians in Texas affected after the Civil War?
2. Students to work with a partner.
3. Provide each student the Handout: **American Indians after the Civil War Timeline** (1 per student). Collaborating with a partner for ideas, students individually create a timeline of the events that affected American Indian life and draw quick sketches to reflect their responses.
4. Inform students they will research the following topics in more detail using their textbook and other locally adopted resources to learn about, write about, and sketch the following topics:
   - U.S. government plans for American Indians after the Civil War
   - U.S. forts and railroads
   - Loss of the buffalo
   - Red River Wars
5. Teacher facilitates the activity as students to explore possible responses for the timeline.

### EXPLAIN – American Indian Life

| Suggested Day 1 (continued) – 10 minutes |
| Suggested Day 2 - 10 minutes |

1. Clarify/verify appropriate responses to the timeline activity in the Explore.
2. Students present information based on their timeline.
3. Facilitate a discussion based on student responses and clarify misconceptions.
4. Students complete the following sentence summary:
   - Life changed for the American Indians after the Civil War and Reconstruction in the following ways: __________.

### ELABORATE – American Indian Life

<table>
<thead>
<tr>
<th>Suggested Day 2 (continued) – 40 minutes</th>
</tr>
</thead>
</table>

1. Organize students into pairs.
2. Each pair of students navigate through the website below:
   - Texas Beyond History: Meet the People of Fort Griffin and the Flat: [http://www.texasbeyonddhistory.net/kids/forts/index.html](http://www.texasbeyonddhistory.net/kids/forts/index.html)

---

**TEKS:** 4.21D
3. Distribute the Handout: Meet the People of Fort Griffin and the Flat (1 per student).

4. Each student selects two of the following people from the website (cowboys, soldiers, buffalo hunters, Indian scouts, or a little girl named Sallie) and writes at least five things about each of the characters selected. Students define three words that are unfamiliar to them.

**EVALUATE – American Indian Life**

Grade 4 Social Studies Unit 09 PI 01

Use information from primary and secondary sources to write the transcript of an interview with an American Indian describing effects on American Indian life resulting from changes in Texas after the Civil War. Summarize the main points of the interview by creating “before” and “after” sketches.

Standard(s): 4.4D, 4.21B, 4.21C, 4.21D, 4.22B, 4.22E

ELPS: ELPS.c.5G

1. Organize students into pairs.

2. Explain the difference between a “primary source” and a “secondary source.”

3. Distribute to each student the Handout: Primary and Secondary Sources: Texas Indians (1 per student) and the Handout: Texas Indian Transcript (1 per student).

4. Students will use the Handout: Primary and Secondary Sources: Texas Indians to analyze the American Indian perspective. Explain that the top part of the handout contains examples of primary sources, and the bottom part of the handout reflects secondary sources.

5. On the Handout: Texas Indian Transcript, students write three questions they would ask if they were interviewing the person and then answer the questions according to the information contained in the Handout: Primary and Secondary Sources: Texas Indians.

**Materials:**

- Handout: American Indians after the Civil War Timeline (completed on day 1)

**Attachments:**

- Handout: Primary and Secondary Sources: Texas Indians (1 per student)
- Handout: Texas Indian Transcript (1 per student)

**TEKS:** 4.4D; 4.21B, 4.21C, 4.21D; 4.22B, 4.22E
<table>
<thead>
<tr>
<th>Speaker</th>
<th>Who is the person speaking?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occasion</td>
<td>At what occasion is the speaker speaking?</td>
</tr>
<tr>
<td>Audience</td>
<td>Who is the speaker talking to?</td>
</tr>
<tr>
<td>Purpose</td>
<td>What was the purpose of the speaker’s speech?</td>
</tr>
<tr>
<td>Subject</td>
<td>What is the reason for the speech?</td>
</tr>
</tbody>
</table>

Do you agree with the speaker? Why or why not?
American Indians after the Civil War Timeline
Answer the questions below and draw a quick sketch to represent your answer.

End of the Civil War
1865

What were the U.S. government plans for American Indians after the Civil War?
Answer:
Quick Sketch:

U.S. FORTS AND RAILROADS
The population of Texas moved west. Railroads were built to transport goods and people. Why were forts built?
Answer:
Quick Sketch:

LOSS OF BUFFALOS
Hunters began coming to Texas to kill great numbers of buffalo. How did the loss of the buffalo affect the American Indians in Texas?
Answer:
Quick Sketch:

RED RIVER WAR
After the Battle of Adobe Walls, the U.S. government sent more soldiers to the Texas Panhandle. What was the outcome?
Answer:
Quick Sketch:

End of Reconstruction
1877
American Indians after the Civil War Timeline - **KEY**

**End of the Civil War**
1865

**What were the U.S. government plans for American Indians after the Civil War?**
They planned to relocate American Indians to reservations.

---

**U.S. FORTS AND RAILROADS**

The population of Texas moved west. Railroads were built to transport goods and people. Why were forts built?

Forts were built to house soldiers and supplies. Soldiers were expected to protect the frontier from American Indians.

---

**LOSS OF BUFFALOS**

Hunters began coming to Texas to kill great numbers of buffalo. How did the loss of the buffalo affect the American Indians in Texas?

American Indians did not have enough resources to meet their basic needs.

---

**RED RIVER WAR**

After the Battle of Adobe Walls, the U.S. government sent more soldiers to the Texas Panhandle. What was the outcome?

American Indians were defeated and relocated to reservations.

---

**End of Reconstruction**
1877
Meet the People of Fort Griffin and the Flat

Go to Texas Beyond History: Meet the People of Fort Griffin and the Flat: [http://www.texasbeyondhistory.net/kids/forts/index.html](http://www.texasbeyondhistory.net/kids/forts/index.html). Pick two of the following people: cowboys, soldiers, buffalo hunters, Indian scouts or a little girl named Sallie. Write at least 5 things you learned about each person and list three new words you encountered and what they mean.

| Person #1: _____________________________ | Person #2: _____________________________ |
| Write at least 5 things you learned. | Write at least 5 things you learned. |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>


©2012, TESCCC
Primary and Secondary Sources: Texas Indian Wars

I don’t want to settle. I love to roam over the prairies. There I feel free and happy, but when we settle down we grow pale and die… A long time ago this land belonged to our fathers; but when I go up to the river I see camps of soldiers on its banks These soldiers cut down my timber; they kill my buffalo; and when I see that my heart feels like bursting; I feel sorry.

Kiowa Chief Satanta
Medicine Lodge Creek

The Medicine Lodge Treaty of 1867

- Two reservations to be set aside in Indian Territory—one for the Comanche and Kiowa and the other for the Southern Cheyenne and Arapaho.
- The government provided tribes with basic services and training, housing, food and supplies, including guns and ammunition for hunting. The goods would be given to each tribe for a thirty-year period.
- Indian tribes would be allowed to continue to "hunt on any lands south of the Arkansas River so long as the buffalo may range thereon"
- Indians would agree to stop attacks and raids.

Last Battle of the Red River Wars

The battle of the Red River War began as the sun rose on September 28, 1874. At least five Indian villages moved to Palo Duro Canyon for protection. Then Colonel Ranald S. Mackenzie and his soldiers charged into the canyon. The Indians scattered. Indian leaders Iron Shirt of the Cheyenne, Poor Buffalo of the Comanche, and Lone Wolf of the Kiowa could not defend their people. The soldiers captured and burned the villages, including the Indians' winter food supply. Soldiers captured 1,424 Indian horses and killed more than 1,000 of the horses to prevent them from being retaken by the Indians.

Text and image courtesy of:
Texas Indian Transcript

Write three questions based on the sources provided about Indian life resulting from changes in Texas after the Civil War.

<table>
<thead>
<tr>
<th>Interview Question</th>
<th>Interview Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Sketch life of Texas Indians before and after the Civil War.

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>