

Lesson Title: Native Americans Serving in the Civil War
Lesson Design by: Teresa Galetich-Bayless, Princeton R-V,
Second Grade, Social Studies
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Teaching Traditional American History Program

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Mike Lair, Project Director

<http://www.chillihistoryproject.com/>

Lesson Overview: This lesson helps students explore historical Native Americans and how their contributions influenced our nation during the Civil War.

Essential Question: How did Native Americans participate effectively during the Civil War?

Objectives: After completing this lesson the student will be able to:

- Communicate accomplishments of various Native Americans during a historical period.

Missouri Social Studies Grade Level Expectations

Missouri, United States and World History

1. Knowledge of the continuity and change in the history of Missouri, the United States and the world
- B (2) Knowledge of the contributions of non-Missourians
- Compare and contrast the habitats, resources, art and daily lives of Native American peoples, Woodland and Plains Indians.

Missouri Communication Arts Level Expectations Reading

1. Develop and apply skills and strategies to the reading process

F Pre-Reading

- Develop and apply pre-reading strategies to aid comprehension
 - access prior knowledge
 - preview
 - predict and confirm or reject
 - set a purpose for reading

G During Reading

- During reading, develop and utilize strategies to
 - self-question and correct
 - infer
 - predict and check using cueing systems
 - meaning
 - structure
 - visual

H Post-Reading

- Apply post-reading skills to identify the **main idea** and **supporting details**
 - question to clarify
 - reflect
 - analyze
 - draw conclusions
 - **summarize**
 - **paraphrase**

Materials: Items needed for this lesson are as follows:

- 1 copy of the fiction resource book entitled: Crossing Bok Chitto Ho: A Choctaw Tale of Friendship and Freedom by Tim Tingle (Shared Reading)

- Prior to the lesson collect a variety of Native American/Civil War books and pamphlets
- 1 Informational fact sheet listing historical Native Americans of the Civil War per student
- 1 Question sheet of historical Native Americans of the Civil War per student
- 1 KWL chart per student

Class Time: Two 30-minute Social Studies class periods.

Teacher Input: This lesson will begin on Day One by asking students what they know about the Civil War and who participated in it. Students will record prior knowledge on their KWL chart.

- 1) A picture walk will take place for the following resource material: Crossing Bok Chitto Ho: A Choctaw Tale of Friendship and Freedom. Students will use visual cues to predict what will take place in the text.
- 2) Next, students will be asked to fill in the What You Would Like To Learn portion of the KWL chart.
- 3) After the picture walk the teacher will read Crossing Bok Chitto Ho: A Choctaw Tale of Friendship and Freedom to the class. The book used for this lesson acts as a background resource of the Civil War to build upon the students prior knowledge.
- 4) Upon completion of the book the teacher will conduct a Guided Question Session to enable the students to express their understanding of the

material that was presented and garner their classmates thoughts.

Questions for review: Questions for the Guided Session are as follows:

Q. What would it be like to be held in slavery as the boy and his family was?

A. Student answers will vary with some saying something like: I would have been scared, angry, or unhappy.

Q. Why was it so important that the slave family escape at this particular time?

A. If they hadn't the mother was going to be sold to another master.

Q. Why do you think the Choctaws helped the family escape?

A. Student answers will vary according to what they know about the slavery of Africans and Native Americans.

Activities:

Day 1

At the beginning of the lesson the teacher will give each student a Native Americans and the Civil War K-W-L Chart. The first two sections (What I Know, What I Want To Know) of the chart will be filled out on Day 1. The teacher will model the first two sections with the third portion of the chart being filled out on Day 2 of the

lesson (an example of the KWL Chart is included at the conclusion of this lesson plan).

Day 2

After the discussion of contributions Native Americans have made to the Civil War the Information Fact sheet will be read together in class. Students will then be given the Information Fact Sheet Questions sheet to complete (an example of the Native American Information Fact sheet and question sheet is included at the conclusion of this lesson plan). This will provide the student with an opportunity to view Native Americans in a positive light.

Closure: Day 1-The teacher will inform students this lesson will carry over tomorrow. Day 2-During the Civil War Native Americans were used by the Confederacy and the Union. Many times Native Americans are portrayed in a negative light. History introduces Native Americans in a more positive manner for students to investigate.

Assessment: For a final assessment the students will fill in the What I Have Learned portion of the Native Americans and the Civil War K-W-L Chart and the Native Americans and the Civil War Information Fact Sheet Questions.

Extension: If the students finish early they may choose to read one of the many Native American/Civil War books or brochures that have been compiled for this lesson.

Future ideas for lessons might include the following:

- A Civil War Reader's Theater production
- The teacher will read: From Slave To Soldier-Based On A True Civil War Story by Deborah Hopkinson

Graphics: K-W-L Chart and Assessment Guide, Information Fact Sheet/Questions for Fact Sheet, and Scoring Guide.

References:

- If You Lived With the Iroquois by Ellen Levin
- If You Lived With the Sioux by Ann McGovern
- If You Lived With the Cherokee by Connie Roop
- If You Lived at the Time of the Civil War By Kay Moore
- The Civil War For Kids by Janis Herbert
- Vicksburg National Park Service Pamphlet (November Native American Indian and Alaska Native Heritage Month Issue (excellent resource!))
- Civil War in the Indian Territory by Steve Cottrell (teacher use)
- Between Two Fires: American Indians in the Civil War by Laurence Hauptman (teacher use)

“A People without history are like the wind on the buffalo grass...”

Lakota

Name: _____ Date: _____

Native Americans and the Civil War K-W-L Chart

Day 1-What do you already know about Native Americans and the Civil War? Next, what would you like to learn about this subject? Complete the first two columns of the table below to start your study of the Native Americans who participated in the Civil War.

Day 2- Now that you have read and discussed some examples of Native Americans who fought in the Civil War list elements you can take away from this exercise in the last column of the KWL chart.

What I Already Know About Native Americans and the Civil War	What I Would Like to Learn About Those Who fought in the Civil War	What I Have Learned About the Role Native Americans Played in the Civil War
1)	1)	1)
2)	2)	2)
3)	3)	3)
4)	4)	4)

Native Americans and the Civil War K-W-L Assessment Guide

Day 1-The teacher will conduct a walk around as an informal assessment for strengths and weaknesses to determine understanding for this activity. K-W-L Charts will be gathered on Day 2 and graded using the following rubric.

Criteria	Excellent-4	Fair-3	Poor-2
Stayed on task			
Spelling/Grammar			
Sentence Structure			
Spelling			
Neatness			
Total			

*Failure to return rubric will result in a loss of five points.

Native Americans of the Civil War Information Fact Sheet

Ely S. Parker-Ely was an Iroquois of the Seneca tribe who was born on the Tonawanda Reservation in 1828. Growing up he learned Iroquois ways and studied the white man's culture. At the local Baptist school he became highly educated and would soon become an attorney, only to be refused by the state of New York to have a law practice of his own because he was an Indian. Joining the militia before the Civil War he learned engineering and became the captain of his regiment where he met Ulysses S. Grant. Later Ely would meet General Grant again and became his military secretary. As an aide to Grant, Parker was at the Appomattox Courthouse on April 1865 for Robert E. Lee's surrender of the Confederacy. It was Parker's job to re-write everything Grant and Lee agreed to that day and it was his handwriting that undertook the duty of writing the surrender documents. As the war ended Ely was promoted to brigadier general and remained Grant's secretary after the war. When Ulysses S. Grant became President he appointed Ely Parker as the Commissioner of Indian Affairs. This appointment made Ely Parker the first Native American to hold a federal office.

General Stand Watie-On December 1806 Stand Watie was born of Cherokee parents. He was educated in white schools and became clerk of the Cherokee Supreme Court, and was a practicing attorney for over 40 years. Waite joined the Confederacy where he became a legend in guerilla warfare, which led to his becoming the highest ranking Native American in the Confederacy. As a brilliant commander and organizer of the First Cherokee Mounted Rifles regiment he became the last Confederate general to surrender his command.

Chief John Ross-John Ross was only 1/8 Cherokee, but grew up keeping his Native American ties. He served as a translator for missionaries and acted as a go between for whites and the tribal council. He was the first and only Chief of the Cherokee Nation. Ross led his people to their exile in Oklahoma only to lose his wife along the way. In October of 1862, Chief John Ross dropped his stand to remain neutral during the conflict between the North and the South. The government of the North had not kept treaty promises so Chief John Ross agreed to provide troops from the tribes to serve for the Confederacy.

Cherokee Mounted Rifle Regiment-One of several groups made up of Cherokee tribal members organized to be prepared for any emergency, by Chief John Ross and led by John Drew. They fought for the Confederacy but later deserted and reorganized as a regiment in the Union Army. Other units in this regiment lead by Stand Waite remained loyal to the Confederacy.

1st, 2nd, and 3rd Kansas Union Indian Home-One of the most significant engagements in the West occurred on July 17, 1863 during the Battle of Honey Springs, Indian Territory. The approximately 3,000 Union force included the 1st Kansas Colored Volunteer Regiment, 1st, 2nd, and the 3rd Indian Home Guard Regiments, and white State Militia units against approximately 6,000 mostly Texas Confederates.

Native Americans of the Civil War Information

Fact Sheet Questions

Name: _____ Date: _____

List one accomplishment for each historical Native American person or group. Make sure you know if they served for the Union or the Confederacy.

1) Cherokee Mounted Rifle Regiment

2) Ely Parker

3) Kansas Union Indian Home Guard

4) General Stand Waite

5) Chief John Ross

Scoring Guide

for

Native Americans of the Civil War Fact Sheet

1) Cherokee Mounted Rifle Regiment

- 2 points if the answer is clear and addresses the question
- 2 points if the students correctly identify subjects

2) Ely Parker

- 2 points if the answer is clear and addresses the question
- 2 points if the student correctly identified the subjects patriotic allegiance

3) Kansas Union Indian Home Guard

- 2 points if the answer is clear and addresses the question
- 2 points if the student correctly identified the subjects patriotic allegiance

4) General Stand Waite

- 2 points if the answer is clear and addresses the question
- 2 points if the student correctly identified the subjects patriotic allegiance

5) Chief John Ross

- 2 points if the answer is clear and addresses the question
- 2 points if the student correctly identified the subjects patriotic allegiance

Total Points _____

