

WE SHALL REMAIN

TEACHER'S GUIDE

Introduction

This Teacher's Guide offers resources for social studies educators to integrate Native American history into school curricula. It contains:

- a curriculum standards review
- five sections corresponding with the five *We Shall Remain* films:

“After the Mayflower”

“Tecumseh’s Vision”

“Trail of Tears”

“Geronimo”

“Wounded Knee”

The five film-specific sections offer post-viewing questions for analysis and comprehension, a set of discussion questions, plus activities designed to foster student understanding of the important themes and issues that make Native history an essential part of American history.

Teachers will find the following textbook helpful in teaching this material:

R. David Edmunds, Frederick E. Hoxie, and Neal Salisbury

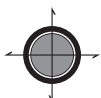
The People: A History of Native America.

Boston: Houghton Mifflin Co., 2007.

NOTE

In the ReelNative section of the *We Shall Remain* website, two of the short films, “Metropolitan Rezervation” by Randy Kemp and “Bad Indians” by Thomas Ryan Red Corn, contain explicit language. This Teacher's Guide does not make reference to those particular films, though it does incorporate other ReelNative pieces. Teachers are advised to preview all materials before using them in the classroom.

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Native American
Public Telecommunications



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Curriculum Standards

The five part PBS series *We Shall Remain* and these support materials for teachers address themes developed by the National Council for the Social Studies Curriculum Standards as well as themes commonly addressed in state social studies content standards.

Relevant themes

- 1 Federalism and the relationship between various branches and types of government, as well as its impact on the rights of groups and individuals.
- 2 The role of the Supreme Court and the principle of judicial review.
- 3 The impact on Native Americans of the arrival and then westward migration of European settlers.
- 4 The relationship between Indian nations and the U.S. government.
- 5 U.S. policies of assimilation, removal, and extermination, as well as Native response and resistance to them.
- 6 The connection of people to place and the impact of geography on events and relationships.
- 7 A critique of the idea of historical inevitability.
- 8 Use of the media and other means of influencing public opinion.
- 9 The idea of citizenship and various ways of petitioning/attempting to influence government, including the role of civil disobedience.
- 10 The demand for resources and the impact of their scarcity.
- 11 The contribution of Native Americans to U.S. history and culture (including military service).
- 12 The civil rights struggle of the last half of the 20th century and the role of Native Americans (including the American Indian Movement).
- 13 The role of religion in American history.
- 14 Differing Native/European concepts of land use and ownership.
- 15 Cultural history (including art, song, and story).
- 16 The role of noteworthy individuals in U.S. history and the relationships between them.
- 17 The tension between America's foundational ideals and the realities of American life.



WE SHALL REMAIN

EPISODE 5: WOUNDED KNEE

Use this portion of the *We Shall Remain* Teacher's Guide with Episode 5, *Wounded Knee*. Subject matter content: American History, World History, Social Studies



Post-Viewing Questions

Analysis Questions

These analysis questions challenge the student's careful viewing of "Wounded Knee." They can be used as a handout for students to fill out as each answer is revealed in the film.

CHAPTER ONE

The Takeover

Protesters, the Oglala people, tribal chairman Dick Wilson

- 1 Why did AIM leaders, traditional Oglala leaders, and dissident Oglalas take on the U.S. government? What do they say was at stake?
- 2 What list of demands did the protesters give to FBI agent Joseph Trimbach? What was Trimbach's reaction?
- 3 Why are the Oglala notable in American history and imagination? What other name are they known by?
- 4 What had happened to their way of life by 1973?
- 5 Who ran the Oglala Sioux tribal government?
- 6 Who did Dick Wilson favor and how did this affect the tribe?
- 7 What did traditional Oglala do to fight the corruption?

CHAPTER TWO

Day 2

Negotiation attempts, AIM plan is hatched

- 8 What was the FBI director's response to the hostage situation?
- 9 What surprised South Dakota Senators George McGovern and James Abourezk once they arrived in Pine Ridge?
- 10 Why was AIM controversial? What high profile publicity had the group generated prior to 1973 and Pine Ridge?
- 11 After their failure to impeach Dick Wilson, Oglala dissidents sought AIM's help. What incident in nearby Custer caught their attention?
- 12 After exhausting all legal options to Dick Wilson's harassment, why did the dissidents turn to AIM? What was AIM's motto?
- 13 How did female Oglala leaders spark action on the decision to seize Wounded Knee? What did tribal elder Fools Crow tell the community?

EPISODE 5: WOUNDED KNEE

CHAPTER THREE

Day 4

Negotiations, remembering the past—Wounded Knee massacre

- 14 How did the U.S. government respond to the protests? Who did the protesters demand to see?
- 15 Why was the White House distracted? How did this affect the negotiation process?
- 16 What was the third force in addition to Indian activists and federal marshals? What did this third element do to complicate efforts?
- 17 What military experience did the protesters have inside the village?
- 18 What treaty did Lakota chiefs sign in 1868? Was the treaty upheld by the U.S. government?
- 19 What happened at Wounded Knee in the winter of 1890 and how did the dissidents gain strength from its memory?

CHAPTER FOUR,

Day 6

Using the media, the legacy of Indian boarding schools

- 20 How did the dissidents use the media to protect and bolster their cause?
- 21 What was the nation's response to the standoff?
- 22 After the Indian Wars, what U.S. strategy was used to assimilate Native children?
- 23 What constraints did the U.S. government place on the over 100,000 children sent to nearly 500 schools scattered across the U.S.?
- 24 What did the de-Indianization program do to families?

CHAPTER FIVE,

The Independent Oglala Nation

Sovereignty and the spiritual Indian movement, the relocation program

- 25 What ultimatum by the U.S. government led the dissidents to make preparations for a last stand? What happened?
- 26 What happened when the roadblocks were lifted? What startling announcement was made?
- 27 How did the independent Oglala nation assert its sovereignty? What was the significance of the medal Fools Crow wore to the U.N.?
- 28 What did the chiefs and medicine men introduce to the protesters who came from other places and who were disconnected from Indian traditions?
- 29 How did the Indian movement differ from other political movements of the time?
- 30 What program did the Federal government introduce in the 1950s and 1960s to solve the Indian "problem"?
- 31 What were Native peoples promised and what did they actually receive?
- 32 What unanticipated result did the relocation program produce?

CHAPTER SIX

Standoff

The Siege of Wounded Knee

- 33 What tactics did new U.S. government negotiator Kent Frizzell employ?
- 34 What event brought renewed attention to the standoff?

- 35 Why did a negotiated deal collapse?
- 36 What were the conditions at Wounded Knee following the collapse of the deal? What pressures were U.S. officials under to end the occupation?

CHAPTER SEVEN

The End of the Siege

Buddy Lamont's death and burial, the walkout

- 37 How did the U.S. government destabilize the occupation?
- 38 What event caused the end of the siege?

CHAPTER EIGHT

Aftermath

Dick Wilson's revenge, litigation, the good that came out of Wounded Knee

- 39 What was the “reign of terror” after the siege?
- 40 According to Charlotte Black Elk, what is the struggle for Indian people in the 21st century?

Comprehension Questions

These comprehension questions challenge students to make connections and understand the effects of historical circumstances on this particular chapter of history, the cause and effect relationships between historical events and social movements, and the effects of implementation of U.S. policy.

- 1 Examine the 1887 Dawes Allotment Act. How did it affect Native land, sovereignty, and culture?
- 2 President Benjamin Harrison’s Commissioner of Indian Affairs in 1889 said, “the tribal relations should be broken up, socialism destroyed, and the family and the autonomy of the individual substituted.” How were these ideas instituted?
- 3 What was the Ghost Dance religion? What conditions on the Pine Ridge reservation contributed to its popularity? How did the government react to the Ghost Dance and what did they do to leaders who supported it (Sitting Bull and others)? How did this lead to the massacre of the Lakota at Wounded Knee in 1890?
- 4 What was the Indian Citizenship Act of 1924? What effect did it have on the termination and relocation policies of the 1950s?
- 5 The individual allotment policy (Dawes Act) was terminated by the Indian Reorganization Act of 1934 (also known as the Indian New Deal). How did Native peoples react to this new law? Why were some opposed to it while others supported it?
- 6 What was the purpose of the 1952 Urban Indian Relocation Program?
- 7 What was the purpose of the Indian termination policy passed in 1953? What effect did this policy have on Native economies, education, and health? How many tribes and bands were no longer recognized by the federal government? When was this policy rescinded and why?
- 8 What conflicts arose with the relocation of tribes to reservations in the late 19th century and the urban relocation of Native peoples from reservations to cities in the 1950s and 1960s?
- 9 Research the role of Lakota AIM member Madonna Thunder Hawk and other Native women in the American Indian Movement. What organization did she start? (Review film chapter 2, Day 2)



Discussion Questions

These discussion questions challenge students to talk aloud with other members of the class to broaden their ideas, challenge arguments, formulate positions on issues, hypothesize the influence of the past on current issues, and differentiate between fact and interpretation.

- 1 Many of the graduates of government-run boarding schools were not accepted in the white world, nor were they comfortable with traditional life on the reservation. What difficulties did the students face living in two cultures?

REVIEW FILM CHAPTER 4, DAY 6

- 2 In the 1970s, Native protesters used the news media to bring their peoples' plight to the forefront of American public consciousness. Why was TV coverage so critical? How did the siege change the way Native people viewed themselves, their culture, and their need for self-determination? What impact did the recordings and footage of events have on you?
- 3 How did American foreign policy during the late 1960s and early 1970s cause many Americans to question previous American Indian policy and contribute to the support of many non-Indians for the American Indian Movement?
- 4 How has Native American leadership changed in the three decades since the Wounded Knee occupation? Who are some of the most successful Native American leaders at the beginning of the 21st century?



Activities

These activities are designed to help students understand issues related to *We Shall Remain* episode 5, “Wounded Knee.”

Active Resistance and One Person’s Impact

Students will understand the causes of American Indian activism in the 1960s and 1970s in America and realize that choices made by individuals can change the course of history.

The irresistible is often only that which is not resisted.

JUSTICE LOUIS BRANDEIS

- 1 Divide the class into four groups. Each group will choose two Native American leaders from this list or elsewhere and research primary source material that demonstrates the stand that they took to defend their people and culture. If primary sources are unavailable, use secondary sources.

Massasoit

King Philip

The Prophet

John Ross

John Ridge

Cochise

Geronimo

Russell Means

Dennis Banks

Sitting Bull

Crazy Horse

- 2 Each group will choose two students to role-play their two leaders’ messages in front of the class. What were the messages? Discuss the actions that ensued, and how they changed the course of history.
- 3 As a class, make a chart of similarities and differences between these leaders. Pay close attention to the methods they used to take their stands. For instance, accommodation, diplomacy, violence, spirituality, legal means, or the arts.
- 4 As a class, discuss the significance of the events on Pine Ridge. Were its leaders patriots? Was violence necessary? Does the class agree or disagree with this statement: “Without centuries of active resistance, Native American people and their culture would be extinct.”

Present-Day Issues

Students will understand some of the complex self-determination and sovereignty issues Native peoples face in the 21st century.

- 1 Each student should choose one of the topics below and prepare a three to five minute in-class presentation that presents differing points of view on the issue.
 - a. Native American gaming
Are casinos good or bad for Native people?
Related video: ReelNative: Rebecca Perry Levy (Eastern Woodland Pequot), “Casino Indian”
http://www.pbs.org/wgbh/amex/weshallremain/reel_native
 - b. Treaty rights: off-reservation hunting and fishing
Should state laws apply to Native people who hunt or fish off-reservation?
 - c. Treaty rights: religious freedom
Should tribal customs outweigh federal laws that protect endangered wildlife, like the Bald Eagle?
 - d. Land and water rights
If water is polluted on a reservation from mining and logging leases, who is responsible for clean-up?
 - e. Artifacts and burial remains
Is it acceptable or unacceptable to build a highway on sacred lands, or build a building or a dam over burial remains?
 - f. Reservation mismanagement
Should the government pay back oil, timber, grazing, mineral and other royalties to Native peoples accumulating since the land trust was imposed in 1887?
- 2 What environmental issues affect Native lands in your state? Each student will research a Native American environmental activist (for example, Winona LaDuke, Terry Tempest Williams, John Trudell and others) and write a one-page essay on the issues that he/she is fighting for.
- 3 Choose an area of the world where technology and progress threaten indigenous peoples (some examples include hydroelectric power in Canada; Malaysian deforestation; oil exploration in the Amazon Basin and the Arctic; mining in Brazil and Bolivia). Research and write about the forces that threaten those indigenous communities’ way of life. Who are their activists? How is their struggle similar to that of Native Americans? Present your findings to the class.

Discuss as a class: Native American debates over the control and care of land and natural resources are inextricably tied to issues of self-determination and sovereignty that are rooted in traditional culture, spirituality, language and history.

The Pros and Cons of Assimilation

Students will understand the effects of assimilation and civilization on Native cultures.

- 1 As a class, review film chapter 6, Day 6, featuring Dennis Banks, AIM leader, on Indian boarding schools. Ask students if they know anyone who attended these schools.

As a class, reflect on and discuss other U.S. government strategies that disrupted tribal unity and enforced “civilization.” For example, the use of scouts by the government in the 19th century, land allotments, boarding schools, federal policies of negotiating with selected factions of tribes, and the appointments made by the Bureau of Indian Affairs in the administration of reservation policy that resulted in corruption.

- 2 View some of the ReelNative videos as a class:

Michael Little (Navajo), “Hill High Low”

Rebecca Nelson (Salt River Pima-Maricopa Community), “A Freeway Christmas”

Troy Phillips (Nipmuc), “These Walls Are My Reservation”

Ryan Singer (Diné), “Art From a Can”

http://www.pbs.org/wgbh/amex/weshallremain/reel_native

Talk about other American subcultures that have had to grapple with issues of assimilation (Chinese immigrants in California, Hmong in the Midwest, etc.). How are the experiences of these groups similar to or different from Native Americans?

- 3 Divide the class in two for a debate. One side will speak in favor of assimilation and the other will oppose it. Students must use historical examples to back up their cases. Then take a class vote. On balance, which side won the debate?

Assimilation has occurred all over the world for thousands of years, as large numbers of people migrate to new areas. Discuss: What does a nation gain and lose through processes of cultural assimilation?

Enterprise in Indian Country

Students will explore and understand economic progress in Native communities today.

Although Indians living on reservations continue to have the highest poverty rate of any ethnic group in the United States, there has been much progress in economic development in Indian Country over the last 20 years.

- 1 Watch Native Now: “Enterprise in Indian Country”

http://www.pbs.org/wgbh/amex/weshallremain/native_now/enterprise

- 2 Research and make a list of the economic activities of Indian communities near your school. Have new economic ventures been launched in the past two decades?

As a class, discuss economic development in Native American communities. How do these efforts benefit Native peoples and the community at large?

Language and Cultural Revival

Students will understand the importance of the revitalization of Indian languages and culture.

Following the advice of the Indian Peace Commission of 1868, the United States Bureau of Indian Affairs embarked on a conscious attempt to destroy Native languages and culture. Over the years, many Commissioners of Indian Affairs spoke explicitly about the need to “blot out barbarous dialects” and substitute English in their place to “civilize the Native peoples.”

Ask students if they, their parents or grandparents speak a language other than English. Discuss why language is so important to cultural retention. What does language tell us about cultural values?

Divide the class into several groups to accomplish these tasks:

- 1 Research your state to see what Native tribes and languages exist there. Make a poster listing the tribes and extant Native languages. Why do you think the loss of Native American languages is accelerating?
- 2 Examine the Native American Languages Acts of 1990 and 1992. Write a summary of the main points of this legislation.
- 3 Learn about Ishi, the last speaker of Yana, whose tribe was hunted down and killed by California settlers in the late 19th century. Create a chart listing what is known about the Yana language and how information about it was preserved.
- 4 Research how indigenous institutions, organizations, and activists are preserving languages today.

Have the groups present their findings to the class as a whole. Then discuss: What picture emerges of language loss or persistence? How do we know about tribes that did not have a written language? What causes language death? Discuss the impact of language loss on culture. Why should or shouldn't we save languages?

Related video: Native Now: Language segments, including “Language Overview,” “Cherokee: Teaching Children,” “Shawnee: A Matter of Funding,” and “Teaching Nipmuc.”

http://www.pbs.org/wgbh/amex/weshallremain/native_now/language

Lastly, have each student pick an area of the world where a language is on the brink of extinction, and put together a status report on that language. Then pick an area of the world where revitalization of a language has been successful, and again summarize the status. Compare the two and present findings to the class and discuss.

Do you agree or disagree with these statements? When the connection to language is severed, cultural values are lost. This inability to communicate cultural values can cause family problems, community problems, and even national problems.

USEFUL WEBSITES:

Native American Languages Act of 1992

<http://thomas.loc.gov/cgi-bin/query/z?c102:S.2044.ENR>:

Native Languages of the Americas

<http://www.native-languages.org/states.htm>

Cultural Survival

<http://www.culturalsurvival.org>

Indigenous Language Institute

<http://www.indigenous-language.org>

Midwest SOARRING (Save Our Ancestors Remains & Resources Indigenous Network Group) Foundation

<http://www.midwestsoarring.org/>

National Alliance to Save Native Languages

<http://www.savenativelanguages.org>