

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

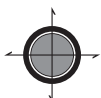
The People: A History of Native America.

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.

WE SHALL REMAIN IS AN AMERICAN EXPERIENCE PRODUCTION
IN ASSOCIATION WITH NATIVE AMERICAN PUBLIC TELECOMMUNICATIONS FOR WGBH BOSTON.



Native American
Public Telecommunications



FUNDING FOR WE SHALL REMAIN PROVIDED BY THE NATIONAL ENDOWMENT FOR THE HUMANITIES, THE FORD FOUNDATION, THE ARTHUR VINING DAVIS FOUNDATIONS, AND KALLIOPEIA FOUNDATION.



NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

FORD FOUNDATION

The Arthur
Vining Davis
Foundations

Kalliopeia
FOUNDATION

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 2: TECUMSEH'S VISION

Use this portion of the *We Shall Remain* Teacher's Guide with Episode 2, *Tecumseh's Vision*. Subject matter content: American History, World History, Social Studies



Post-Viewing Questions

Analysis Questions

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

CHAPTER 1

"Here We Shall Remain"

Tecumseh takes a stand

- 1 What was Tecumseh's vision?

CHAPTER 2

Uncertainty and Betrayal

Broken treaties, from Treaty of Paris to Treaty of Greenville—Battle of Fallen Timbers

- 2 What is the meaning of Tecumseh's name?
- 3 At the film's opening, where was the Shawnees' home?
- 4 How did the Treaty of Fort Stanwix affect Tecumseh's life?
- 5 What happened to Tecumseh's family and how did this shape his life?
- 6 Why was the treaty of the Peace of Paris a turning point for the Native peoples? What lands were ceded to the new republic that changed things for the Shawnees forever?
- 7 Why did Jefferson's policy of "an empire of liberty" unite many Native peoples in resistance?
- 8 Why does historian R. David Edmunds call the Battle of Fallen Timbers a "disaster for tribal people?" He goes on to describe the subsequent Treaty of Greenville as "the death knell" for Native peoples. Why?

EPISODE 2: TECUMSEH'S VISION



EPISODE 2: TECUMSEH'S VISION

CHAPTER 3

Broken Homes, Broken Communities

Why the old way of life diminishes

- 9 With the loss of Ohio land to incoming settlers, why couldn't Native communities sustain their old way of life?
- 10 What was the "factory system?"
- 11 What was the effect of the loss of land on Native communities?

CHAPTER 4

The Prophet's Vision

A spiritual vision and its impact

- 12 What happened in the spring of 1805 to Tecumseh's brother Tenskwatawa and how did it revive the culture and identity of his people?
- 13 What did Tenskwatawa tell his people to do as a result of his vision?
- 14 How did Tecumseh begin to work with his brother to make the spiritual movement more political?

CHAPTER 5

"Black Sun"

Harrison challenges the Prophet--Treaty of Fort Wayne

- 15 What was the first decisive step of the pan-Indian organization in spring 1806?
- 16 Did all of the Shawnees join this movement?
- 17 What did the Prophet do to leaders who opposed him, and what was the effect of his actions?
- 18 The territorial governor, William Henry Harrison, challenged the Prophet to prove himself. What did Harrison challenge him to do? How did the challenge backfire?
- 19 What new site did the Native peoples move to and why? What did they call it?
- 20 What was the impact of the Treaty of Fort Wayne in 1809?



EPISODE 2: TECUMSEH'S VISION



CHAPTER 6

The Tribes Unite

The radicalism and rise of Tecumseh

- 21 A powerful orator, what did Tecumseh say to his people to revive the confederacy that he had known as a young man?
- 22 What difficult job did he take on to make this happen? What were the challenges facing him?

CHAPTER 7

Tecumseh and Harrison

Historic confrontation between Tecumseh and Harrison

- 23 What did William Henry Harrison think of Tecumseh's skills as a leader?
- 24 What remarkable claim does biographer John Sugden say Tecumseh made? Why was it in some ways preposterous?

CHAPTER 8

The Battle of Tippecanoe

Harrison strikes Prophetstown and the heart of the Indian Confederacy

- 25 While Tecumseh was visiting the Southeast to gain adherents to his cause, what did Harrison do and what was the Prophet's response?

CHAPTER 9

The War of 1812

Battle of 1812, British alliance, Battle of Detroit

- 26 What happened in 1812 to shore up an alliance between Tecumseh and the British? Who was the British commander that considered Tecumseh a brilliant military leader?
- 27 What was the significance of the Battle of Detroit and what trick did Tecumseh pull on the Americans?

CHAPTER 10

The Final Betrayal

British betrayal, death and legacy of Tecumseh

- 28 When Brock died and Proctor took his place, how did the relationship between the British and Native peoples change? What did Tecumseh say in his speech to the British in 1813 that showed his leadership even under adversity?
- 29 Tecumseh died at the Battle of the Thames. What happened to his dream of a confederacy?

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 implementing U.S. policy.

- 1 How did the 1763 Peace of Paris that followed Britain's victory in the Seven Years War change the relationship between Native peoples and colonists?
- 2 How did the decline of the fur trade affect the Native peoples' relationship with the British?
- 3 The federal "factory system" was created at President George Washington's suggestion in 1795. How did Jefferson enlarge and change the factory system to suit his goals? What was the outcome for Native peoples?
- 4 What were the four steps of the Jeffersonian program for inducing Native peoples to sell their lands in preparation for "civilization"?
- 5 In 1801 Jefferson appointed William Henry Harrison governor of Indiana Territory to administer his proposed solution to the "Indian problem." What did he mean by the "Indian problem" and what was his solution?
- 6 How did the relationship between the British and Native peoples change after the War of 1812? Compare and contrast the actions of the British at the Battle of Fallen Timbers and the Battle of Detroit.
- 7 Who joined Tecumseh's confederacy and why? What happened to Tecumseh's confederacy after his death?
- 8 What was the Louisiana Purchase of 1803 and how did it hasten the removal policy of Native peoples? What pressures did it put on the other U.S. territories?
- 9 What was Jefferson's "empire for liberty" and what were its consequences for Native peoples?
- 10 The Lewis and Clark Expedition (1804-06) investigated trade prospects with Native peoples across the continent. How did this expedition affect Jefferson's "empire for liberty" and his Indian policy? How did the introduction of western medicine and the smallpox vaccine affect Native peoples?



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 What do you think might have happened if the British army had backed Tecumseh and his followers adequately?
- 2 Even though General Harrison lost three times as many men as Tecumseh, what was the U.S. Army's symbolic victory at the Battle of Tippecanoe? How did General Harrison use this battle to further his political career in 1840?
- 3 In the film, what does historian R. David Edmunds mean when he says tribal people of Tecumseh's time would say, "Tecumseh is a man of very, very strong medicine"? Can you think of any 21st-century figures that you could describe as being a person of "strong medicine"?
- 4 What conditions inspired religious visionaries like Tenskwatawa, the Prophet, to preach a return to traditional ways? What did he forbid Native people to do? How did his message revitalize Indian culture? What are some other examples of Native American religious leaders attempting to revitalize tribal people at other times in American history?
- 5 What options did Tenskwatawa have when General Harrison marched on Prophetstown? Should he have fought? Would he have abandoned the village, with all its stored corn, ammunition, etc.?
- 6 What are some of the ways Indian culture is being revitalized today?

RELATED VIDEOS

Reel Native: Yolanda Hart Stevens (Pee-Posh/Quechan), "Off the Rack" and NativeNow, "Teaching Nipmuc"
http://www.pbs.org/wgbh/amex/weshallremain/reel_native



Activities

These activities are designed to help students understand the importance of Tecumseh's stand for Native American survival and his visionary movement to secure cultural and physical space for Indian people through united resistance.

Thomas Jefferson's Views

Thomas Jefferson's views on Native peoples are paradoxical. In this activity, students will read some of his writings on the subject and explore his changing attitude.

As a class, examine these quotes by Jefferson:

I am safe in affirming that the proofs of genius given by the Indians of North America place them on a level with whites in the same uncultivated state.

THOMAS JEFFERSON TO GENERAL CHASTELLUX, 1785

Our system is to live in perpetual peace with the Indians, to cultivate an affectionate attachment from them by everything just and liberal which we can do for them within the bounds of reason, and by giving them effectual protection against wrongs from our own people.

THOMAS JEFFERSON TO WILLIAM H. HARRISON, 1803

On those [Native people] who have made any progress, English seductions will have no effect. But the backward will yield, and be thrown further back. Those will relapse into barbarism and misery, lose numbers by war and want, and we shall be obliged to drive them with the beasts of the forest into the stony mountains. They will be conquered, however, in Canada. The possession of that country secures our women and children forever from the tomahawk and scalping knife, by removing those who excite them;...

THOMAS JEFFERSON TO JOHN ADAMS, 1812

Develop a timeline and map of U.S. expansion from 1773 to 1812.

Did Jefferson's views toward Native Peoples change with westward expansion? Discuss as a class how key events like the Louisiana Purchase and the Lewis and Clark Expedition might have affected his views.

Reimagining History

If Tecumseh's plan had worked, it would have changed history. As a class, review and analyze Tecumseh's oratory in the following film segments:

CHAPTER 6

The Tribes Unite

The articulation of Tecumseh's vision, and unification speech to the tribes of the South

CHAPTER 7

Tecumseh and Harrison

Confrontation with Harrison, 1810, and Tecumseh's speech to Harrison asserting leadership of all tribes

CHAPTER 10

The Final Betrayal

Speech to the British, 1813

What does Tecumseh's oratory tell you about his character? Had Tecumseh lived, what do you think might have happened? Invent and write a story that retells history and imagines that Tecumseh didn't die at Tippecanoe.

Treaties and the Loss of Native Lands

Divide the class into four groups. Each group will research one of the four treaties mentioned in the film, and present their treaty to the class:

Treaty of Fort Stanwix in 1768

Treaty of Paris in 1783

Treaty of Greenville in 1795

Treaty of Fort Wayne in 1809

Students should use a map of the U.S. to show the effect each treaty had on the lands of Native peoples. Then as a class, discuss the effects of this land loss.

Two Stances

During Tecumseh's time, not all Native peoples were united in their views of the Americans. Divide the class into two groups. One side will take the accommodationist position of Shawnee leader Black Hoof, and the other will take the pan-Indian confederacy position of Tecumseh. Each group should research and discuss their assigned stance, then choose one student to present the group's position.

As a class, discuss the pros and cons of each stance. Do you think a United States for Native Peoples within or alongside the U.S. could have been possible? Would the geographic location of this Native American republic have been important to its success? Would it have been more feasible in some regions than others? Then discuss the elimination of British, French, and Spanish forces from the U.S., and what effect this had on Native peoples' independence.