Welcome North Carolina Teachers!

Westward Expansion: A New History
Agenda

The Choices Program

*Westward Expansion: A New History Unit*
A) Introduction: A 10+ day unit on Westward Expansion
B) Student readings and lessons
C) Videos - Your thoughts on the homework assignments

Try Out a Lesson: *Kiowas Meet Smallpox*

What Else Does Choices Have for Bringing Native Perspectives into the Classroom?
The Choices Program, Brown University
www.choices.edu
**Have:**
- Slavery in the Americas
- American Revolution
- A New Nation
- Westward Expansion
- Civil War
- Isolationism
- Imperial America
- Japanese American Incarceration in WWII
- Cuban Missile Crisis
- Civil Rights
- Iraq War
- U.S. Role
- Immigration
- Terrorism
- Nuclear Weapons

**In the Works:**
- Vietnam

**Future Plans:**
- Precolonial Indigenous Societies
- Slavery in the North
- Reconstruction & Jim Crow
- Industrial Revolution
- Progressive Era
- World War I Era
- Great Depression
- World War II Era
- Cold War
Choices Standards for Systematic Review of Diversity and Accessibility (DIAP)

We aim to produce materials that:

❖ Include non-elite perspectives on historical and current events

❖ Use a variety of visual and textual representations to reach students with varied styles of learning

❖ Reflect recent historiography and up-to-date information

❖ Include diverse visual representations that mirror the range of perspectives and people described in the text

❖ Balance social, political, and economic perspectives

❖ Integrate diverse perspectives consistently throughout

❖ Include accessible language
How did different groups in the West experience U.S. expansion?
Meta Concepts

- How does perspective affect how the “story” is told?
- What is historiography, and why is it important?
- Impact of settler colonialism on a broad national scale, and on the local history of Southern Arizona
- Selected viewpoints of Apache, O’odham, Mexican Americans, U.S. government officials, and local settlers are expressed.
Words Matter

• **Settler Colonialism:**
  - Includes an actor: A *settler*
  - And what it is they are doing: *Colonialism*

• **Settler Colonialism** is a form of colonialism that removes or eliminates people from their native homeland and replaces them with settlers.
What are some key phrases that you heard in either video? Would you use them? How?
Is the term “Settler Colonialism” new to your students?
Perspectives Matter

Concept of “West” changes from 18th to 19th Century

“Westward Expansion” - “West” reflects an East coast view.

“The West” – changes over time. Ohio Valley and East of the Mississippi River were at one time the West.

• For Spanish colonists in present-day Mexico the area was El Norte.

• For Russians in present-day Alaska, it was the East.

• For native groups at the time, the concept of Westward Expansion has little relevance.
The Conquest of North America
The Unit is Made of Parts

- **Part I: The Transformation of a Continent**
- **Part II: Experiencing U.S. Settler Colonialism: Southern Arizona**
- **Part III: Telling New Stories**

**Westward Expansion: A New History**

Westward Expansion: A New History explores the transformation of the North American continent in the nineteenth century. Students examine this complicated and violent history from two historical perspectives, first considering the major events and national policies and then exploring the effects of U.S. territorial expansion on a local level.
Part I: The Transformation of a Continent

U.S. Settler Colonialism on a broad scale; major policies and events of 19th century

Subheadings:
- European & Western North America
- U.S. Settlers Colonize the West
- Indian Removal
- New Settlers in the West
- Increasing Tensions and Evolving Policies
Part II: Experiencing U.S. Settler Colonialism: Southern Arizona

Case study of violent, diverse, and complicated interactions of this period.

Subheadings:
- Native American Societies in Southern Arizona (preSpanish)
- Spanish Colonization
- Changing Borders
- The United States Extends its Reach
Part III: Telling New Stories

What were the results of settler colonialism?

How is this history remembered?

Efforts to tell new stories.

Subheadings:
- Silenced Voices
- The Results of U.S. Policies
- Telling New Stories of the Past
One of the major questions facing the United States in its first century was how it would treat the Indian groups in North America. This included not only groups in the West, but also the thousands of Native Americans that lived within U.S. borders at the time.

One approach the federal government supported was known as assimilation. This policy encouraged Indian groups to adopt white American customs, convert to Christianity, and become small farmers. But ultimately, U.S. leaders wanted Indian groups to give up their lands to the United States.

How did the U.S. Constitution exclude certain groups?

Michael Vorenberg, Brown University
Racist Viewpoints and Primary Sources Throughout

“[That] Native American nations] can not exist surrounded by our settlements and in continual contact with our citizens is certain.... Established in the midst of another and a superior race...they must necessarily yield to the force of circumstances and ere long disappear.”
—President Andrew Jackson, Fifth Annual Message to Congress, 1833

“We’ll whip the Apache
We’ll exterminate the race
Of thieves and assassins
Who the human form disgrace.”
—Racist marching song sung by Union troops occupying Arizona in 1862

“If ever we are constrained to lift the hatchet against any tribe, we will never lay it down till that tribe is exterminated, or driven beyond the Mississippi.”
—President Thomas Jefferson, in a letter to U.S. Secretary of War Henry Dearborn, 1807
Yes, It Covers Key Events

- War of 1812
- Monroe Doctrine
- Mexican American War
- Sand Creek Massacre
- The “Peace Policy” of 1869
- Gadsden Purchase
- Mexican War of Independence

<table>
<thead>
<tr>
<th>Name for self</th>
<th>Sub-group or society</th>
<th>Spanish name</th>
<th>Way in which each society lived</th>
</tr>
</thead>
<tbody>
<tr>
<td>O’odham</td>
<td>Akimel O’odham</td>
<td>Pina</td>
<td>“River People;” farmers</td>
</tr>
<tr>
<td>Hia-Ced O’odham</td>
<td>Pina</td>
<td></td>
<td>“Sand People;” hunter-gatherers that migrated with the seasons</td>
</tr>
<tr>
<td>Tohono O’odham</td>
<td>Papago</td>
<td></td>
<td>“Desert People;” grew small farms in the summer, gathered wild food in the winter</td>
</tr>
<tr>
<td>Nnēē</td>
<td>Western Apache</td>
<td>Apache</td>
<td>Some farming, mainly hunting and gathering</td>
</tr>
<tr>
<td></td>
<td>Chiricahua</td>
<td>Apache</td>
<td>Hunter-gatherers</td>
</tr>
</tbody>
</table>
Study Guides and Graphic Organizers

**Study Guide: Facts and Information—Part I**

1. Define settler colonialism in your own words.
2. How does the term “the West” mask the dispossessed groups of the nineteenth century?
3. List three ways that Indian groups on the Great Plains were affected by the arrival of new settlers.
4. What necessities did western Indian groups return to after the removal policies?

**Study Guide: Analysis and Synthesis—Part I**

1. Compare and contrast the term “settler colonialism” with the term “westward expansion.”
2. What were the most important effects for Native peoples of U.S. leaders’ ideology of white racial superiority?
3. Explain the economic and social factors that contributed to a change in U.S. policy toward Indian groups under President Grant.
4. Choose two primary source quotations from this part of the reading. Write a short paragraph for each explaining what you think the quotations mean and what they reveal about the context. Then, write one sentence that compares, contrasts, or explains why you changed your mind about the quotations.

**Graphic Organizer: Causes and Effects of U.S. Westward Expansion—Part I**

Instructions: Use your reading to fill in the chart below. In the large empty boxes, list the ways that Indian groups and U.S. expansion either affected or were caused by (or both) the event or policy listed in the middle column. For example, the War of 1812 was caused, in part, by U.S. desires to expand into the Northwest Territory. At the same time, an important effect of the war was that the treaty signed at the end of the war removed British opposition to U.S. expansion in that region. So U.S. expansion was both a cause and effect of the War of 1812. In the small boxes, draw arrows that correspond with the direction of cause and effect. For example, if the American Revolution had an effect on Indian groups in North America, the arrow should point towards Indian groups.

<table>
<thead>
<tr>
<th>U.S. Territorial Expansion</th>
<th>U.S. Historical Event or Policy</th>
<th>Indian Groups in North America</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Revolution</td>
<td>Manifest Destiny/ U.S. National Identity</td>
<td></td>
</tr>
</tbody>
</table>
What Lessons Are Included?

• You don’t need to do all of them.
  • They vary in difficulty.
  • Some can stand alone.

As horses spread across the Plains in the eighteenth century, they became integral parts of many Indian societies. This image shows A’aninin people in the early twentieth century. The A’aninin lived in present-day Montana and North Dakota.
1. Legend As Historical Source

As an Historian, what can we learn from a legend?

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**The Kiowas Meet Smallpox**

*Instructions: Below is a legend of the Kiowa people of present-day Oklahoma about their first encounter with smallpox. Saynday is a trickster hero of the Kiowas. (A trickster is a figure who plays tricks or who challenges normal rules and conventions.) Read the legend and then answer the questions that follow with your group members.*

*From Our Hearts Fell to the Ground: Plains Indian Views of How the West was Lost*

"Saynday was coming along, and as he came he saw that all his world had changed. Where the buffalo herds used to graze, he saw white-faced cattle. The Washita River [a river in Texas and Oklahoma], which once ran bankful with clear water, was soggy with red mud. There were no deer or antelope in the brush or skittering across the high plains. No white tips rose proudly against the blue sky; settlers' soddies [houses made of sod] dented the hillside and the creek banks.*

"The Kiowas are my people,' Saynday said, and even in that hard time he stood up proudly, like a man. 'Who are you?'" "I'm Smallpox,' the man answered. "And I never heard of you,' said Saynday. 'Where do you come from and what do you do and why are you here?'

"I come from far away, across the Eastern Ocean,' Smallpox answered. 'I am one with the white men—they are my people as the Kiowas are yours. Sometimes I travel ahead of them, and sometimes I lurk behind. But I am always their companion and you will find me in their camps and in their houses.'

"What do you do?" Saynday repeated.

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**The Transformation of a Continent**

- **Horses**: List the ways that horses contributed to the transformation of the West.
- **Guns**: List the ways that guns contributed to the transformation of the West.
- **Diseases**: List the ways that diseases contributed to the transformation of the West.
- **Trade**: List the ways that trade contributed to the transformation of the West.
- **Land Ownership**: List the ways that land ownership contributed to the transformation of the West.
- **Treaties**: List the ways that treaties contributed to the transformation of the West.

Be sure to consider the ways in which it affected both Indian and European groups.
2. Cherokee Nation v. Georgia, 1831

Chief Justice Marshall: Native groups are "Domestic Dependent Nations"

- Analyze a primary source and opinion of the chief justice
- Understand how the U.S. interprets its "unique" relationship with Native groups

Relevance today?
3. Geography from Four Perspectives

Also, Mexico and U.S, maps, ordered by when each group settled the area.
Human Environment Interaction? Perspective and Bias in Maps?

<table>
<thead>
<tr>
<th>Group</th>
<th>Lifestyle</th>
<th>Terrain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akime O’odham</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hia-Ced O’odham</td>
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<tr>
<td>Chiricahua Apache</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- What does this chart tell you about the ways in which the Spanish and then Mexicans settled the region, and the ways in which the United States settled the region?

3. When this region was a part of Mexico, in what region of the country was it located (for example, central, southwest, northeast)?

4. Where is this region located in the United States (for example, central, southwest, northeast)?

5. What towns do you notice on more than one map? What do you think this might mean?

6. Where are Mexican and U.S. settlements located in relation to the O’odham homelands (i.e., northeast, south, overlapping)? You may find it helpful to mark Mexican and U.S. settlements on the O’odham map.

7. Where are Mexican and U.S. settlements located in relation to the Apache homelands (i.e., northeast, south, overlapping)? You may find it helpful to mark Mexican and U.S. settlements on the Apache map.

8. Draw U.S. borders on the O’odham map. How do U.S. borders divide O’odham homelands? Why might this be important?

Reading maps: How to analyze a map

Scholars
Michelle LeBlanc

Date Filmed
October 31, 2017

Related Units
The American Revolution: Experiences of Rebellion
Colonization and Independence in Africa
4. Indian Primary Sources from Arizona: Calendar Sticks

“Between oral history and written document”

1845-1856

“Three peaceful years.”

—From a Tohono O’odham group’s calendar stick, 1845-48

“The Apaches came one moonlit night to steal horses. Leaving their own mounts tied in the brush, they crept toward the houses near which were the Pima ponies. They were discovered and pursued to the river, where all were killed in a running fight.”

—From the calendar stick of an Akimel O’odham or Hia-Ced Oodham group, 1846-47

“A disease killed many of the children. The people from Burnt Seeds and Saddle Hanging [villages] had gone to Sonora to harvest beans for the Mexicans. There, they fought with the Enemy and some People and some Enemies were killed.”

—From a Tohono O’odham group’s calendar stick, 1848-49
Calendar Sticks

Students: What would be important for you to record in your own town?

Video: What are calendar sticks?

Three sets of Calendar Stick records:
- 1839
- 1845-1856
- 1863-1867

Question for students:
- What was going on at the time nationally? Are these events mentioned?
- How does local history help us better understand larger history?
How do Historians Do Their Work?

What were your take aways from these videos?
What might you share with students?

What things do historians have to consider when they analyze Native American primary sources?
Colin Calloway
November 15, 2011

What do historians have to consider when they analyze Indian primary sources?
Karl Jacoby
May 23, 2011
5. Considering the Perspectives Activity

Explore, as historians, interactions between five groups in Southern Arizona in 1870s.

- Apache
- Mexican-Americans
- Local settlers
- O’odham
- U.S. Government Officials
Considering the Perspectives Activity

As Historians, each group reports:

WHAT the group thought
WHY it had these views, and
WHAT were the implications for relations between this group and the others

Oral presentation
Teacher-led guided discussion
Students are Historians in 2022 doing research.

It is not a role play.
6. Rewriting History

What happened at Camp Grant?

April 1871, Apache Settlement at Camp Grant

In February 1871, a group of Apache women, elders came to Camp Grant, a U.S. Army post in southern Arizona, to negotiate peace. Located about sixty miles northeast of Tucson in the heart of the homeland of the Black Rocks People, a Western Apache group, Camp Grant was established by the U.S. government in 1865.

By the early 1870s, some Apache leaders were beginning to see the position of their people as increasingly dire. Escalating violence, U.S. destruction of Apache crops and food stores, and growing numbers of U.S. settlers and soldiers convinced many Apache that their choices were limited: either make a lasting peace with the United States or retreat further into the mountains and abandon their traditional homelands.

Although fearful of U.S. treachery, Hashkot's bii naa (pronounced "ahe-bah-nah-nah") and other Black Rocks leaders decided to try for peace. Lieutenant Royal Whitman, the commanding officer at Camp Grant, suggested that these Black Rocks Apache groups settle in Fort Apache, the Apache reservation in eastern Arizona. But these groups were not comfortable with Fort Apache or its inhabitants. Trying to stay true to the goals of the Peace Policy, Whitman allowed these bands to settle near Camp Grant in an unofficial reservation. More than a hundred Apache set up a campground there and the U.S. military provided them with rations and employment.

Why did the Apache settlement at Camp Grant anger settlers?

In the past, peace agreements between Apache bands and local settlers had usually been short-lived (see box); just three months after settling near Camp Grant, the Apache remained in their new home. Although Whitman had appealed to his superiors, they would not tell him whether the unofficial reservation at Camp Grant was allowed or not. Not wishing to discourage peace, he

Attack by O’odham, Mexican- Americans, U.S. Settlers. 144 killed, 29 children stolen
Students read the two accounts; complete questions.

**Underline** words used to describe Apache; **circle** words used to describe the attackers.

Write a new article from a different viewpoint.

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**Two Perspectives on the Attack at Camp Grant**

**125 INDIANS KILLED**

*Arizona Miner, May 27, 1871*

**Righteous Retribution**

[Text...]

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**INDIAN EXTERMINATION**

*New York Tribune, July 21, 1871*

[T]here has grown up a strong hope that the long-studied Indian problem is to be solved by treating these wild creatures as human beings, teaching them the arts of peace, and winning them to habits of thrift.... [T]he present Administration will always be remembered as one that has done much to prove that the Red Man, bad, shiftless, and disreputable as he is, has yet some spark of humanity, and is fit for something better than bloody extermination.

Not so, however, thinks and believes the average frontier settler. He considers the Indians unmitigated nuisances, hindrances, vermin, whose lives are unnecessary and whose end is to be slaughtered....

In Arizona, where the meanest, wildest, and most intractable Indians—the Apaches—still rove, a few were collected on a reservation at Camp Grant, not far from Tucson. From the official report of Lieut. Whitman, commanding the post, we learn that the number of Indians there assembled had increased to five hundred and ten, with constant accessions. These people, men, women, and children, were engaged in gathering hay for the Government, and their food was supplied in army rations, supplemented by such simple harvests as were garnered by the women and children in the neighboring hills. The experiment of bringing together Indians in a small community, and gradually teaching them to subsist peacefully, was a success at Camp Grant. But we all know how the bloody end came. The settlers at Tucson, remembering that Apaches had killed white men, made a descent upon the defenseless creatures, and cruelly butchered the women and children, the men having escaped at the first warning.

This was the protest of white Arizona against the humane policy of civilizing Indians. These settlers insist that the Apaches shall be exterminated; and when an attempt is made to teach them to be peaceful, they break up the slowly-succeeding scheme by murder.... It is pitiful, but it is true, that the chief obstacle to-day to the humane policy of gradually winning the Indian from Improvident wilderness is the selfish meanness of the White Man.
7. Historical Memory -- Aravaipa Canyon Visitor’s Center

Goal: Students design an exhibit for the Aravaipa Canyon Visitor’s Center
Aravaipa Canyon Visitor’s Center

• Videos on Historical Memory

• Ten guiding questions to consider in students’ designs

• Artist Statement

San Carlos Apache Cultural Center <http://www.sancarlosapache.com/San_Carlos_Culture_Center.htm>

Gila River Indian Community (home to many Akimel O’odham) <http://www.gilriver.org/>


Aravaipa Canyon Wilderness <https://wilder-ness.net/visit-wilderness/?ID=15>
How is the Camp Grant attack remembered by Apache people today?

Scholars
Karl Jacoby

Date Filmed
May 23, 2011

Related Units
Westward Expansion: A New History
What is the role of museums or memorials?

How does historical memory change over time?

• The 9/11 Museum
• Vietnam Veterans Memorial
• Smithsonian’s Enola Gay exhibit
• Poland’s WW II Museum
  and more…
8. DBQ Assessment:
The Decline of the Buffalo

• What were the social, political, and economic factors that contributed to the decline of the buffalo at the end of the 19th century?
A Tohono O’odham woman prepares wheat grains in 1907. Wheat was one of many crops that Europeans introduced to the Americas, and it became a staple crop.
territory of the contemporary United States. Early histories of white pioneers crossing the wild North American continent provided the foundation for a U.S. identity based on individualism, hard work, and self-sufficiency that continues to this day.

While these histories may have correctly pointed to the importance of westward expansion for the political and economic development of the United States, they often ignored the violence white settlers and the U.S. Army used to conquer the continent. These histories also excluded the perspectives of the thousands of Native Americans whose lives were profoundly changed during this period. In order to fully understand the complexity of this chapter in U.S. history, one must understand the history of these Indian groups and their interactions with settlers, government officials, and other Native Americans. For example, the westward expansion of white settlers across the continent was not a triumphant story from an Apache point of view.
What About Native Communities Today?

**Settler Colonialism in the Present Tense**

Settler colonialism did not only happen in the past. In fact, it is an ongoing process that repeats the historical patterns of injustice inflicted on Native people. The situation for Indian groups today continues to be influenced by the legacy of violent conflict and dispossession that took place during the period you have just read about. Treaties remain violated. Reservations continue to face poverty, lack of resources, and environmental threats due to industrial pollution and climate change. Native Americans experience extremely high rates of police violence. These are all legacies of settler colonialism, a process that began with the first European colonizers and has stretched all the way through the enduring injustices of today.

“It’s a familiar story in Indian Country. This is the third time that the Sioux Nation’s lands and resources have been taken without regard for tribal interests. The Sioux peoples signed treaties in 1851 and 1868. The government broke them before the ink was dry. When the Army Corps of Engineers dammed the Missouri River in 1958, it took our riverfront forests, fruit orchards and most fertile farmland to create Lake Oahe. Now the Corps is taking our clean water and sacred places by approving this river crossing. Whether it’s gold from the Black Hills or hydropower from the Missouri or oil pipelines that threaten our ancestral inheritance, the tribes have always paid the price for America’s prosperity...”

—David Archambault II, chairman of the Standing Rock Sioux tribe, describing efforts to resist routing of the Dakota Access oil pipeline across lands given to the Sioux Nation by treaty with the United States, August 24, 2016
LET’S TRY AN ABBREVIATED LESSON
Kiowas Meet Smallpox
Legend As Historical Source
15-20 minutes

• Read the legend and Preview the questions.
• List physical and human geography terms. (These describe the place you are reading about.)
• Be ready to respond: As an Historian, what did you learn about the Kiowas? The Pawnees?

• How would you use/adapt this lesson?
How does the Kiowa smallpox legend contribute to our understanding of their history?

- Term “Myth” – Still gives us good insight.
- Helps us get a window into how the community saw it, how disruptive.
- Puts in context all of the other changes happening.
Final Questions or Comments on Westward Expansion unit?
I’m Convinced. What’s Next?

Westward Expansion: A New History

How did different groups in the West experience U.S. expansion?

OTHER NATIVE-CENTERED CONTENT

A Very Quick Look
Free Videos

Karl Jacoby, https://www.choices.edu/scholar/karl-jacoby/
Colin Calloway, choices.edu/scholar/colin-calloway/

Linford Fisher, choices.edu/scholar/linford-fisher/
Elizabeth Hoover, choices.edu/scholar/elizabeth-hoover/
Units (for Sale) With Native Content

The American Revolution: Experiences of Rebellion

The American Revolution: Experiences of Rebellion introduces students into the promise and the uncertainty that characterized British North America in the eighteenth century. Considering the perspectives of various stakeholders—English colonial men and women, Africans, and native peoples—students explore the complex factors that led to rebellion, war, and the independence of the United States.

We the People: A New Nation

We the People: A New Nation draws students into the history of the United States in its earliest years—from 1783-1830. The story of the founding years of the United States is often told from the perspective of the elite political leaders who crafted the country’s founding documents. While these individuals played major roles in the early history of the United States, the contributions and experiences of other important groups and individuals are often overlooked. To better understand this critical time period, students examine the many...

Imperial America: U.S. Global Expansion, 1890-1915

Imperial America: U.S. Global Expansion, 1890-1915 explores the central role of imperial expansion in U.S. history. Students examine the historical connections between the United States’ creation of a settler colonial empire in North America, the nation’s acquisition of an overseas colonial empire following the War of 1898, and the various ways U.S. imperial power continued to expand in the early twentieth century.
American Revolution Unit
Lesson: “Catawba” Native Map

What does the map show?
Who made it?
Purpose of the map?
What does map show re: how historians do their work?

You can get this map from the LOC.
American Revolution Unit: What Should the Future of the Colonies Be?

Three Options:

• Restore the Ties of Loyalty
• Cooler Heads Must Prevail
• Fight for Independence
But Not Everyone Had the Same Reasons for Supporting One Option …

What do the **Primary Sources** tell us about the beliefs and motivations of:

- White colonist landowners
- Free and Enslaved Black Peoples
- Native Peoples
We the People: A New Nation Unit
Lesson: The Geography and Expansion of Dispossession

Students:
- Identify geographical landmarks
- U.S. treaties with a native group(s)
- Statements by U.S. officials involved in the treaty
- Statements by a native person, group, or alliance, 2-3 years after the treaty

Document 1B: Speech by U.S. commissioners during the proceedings at Fort Stanwix, October 20, 1784

You informed us that your words were not the words of the Six Nations only, but that you were empowered to speak for all the nations of Indians from north to south. This surprises us. We summoned the Six Nations only to this treaty. That nations not called should send their voices either extraordinary. But you have not shown us any authority either in writing or by belts, for your speaking in their names, without showing such authority, your words will pass away like the winds of yesterday that are heard no more.

You have complained that we have refused you a copy of our speech, which might lead you into errors. When we refused it we gave our reason, which was this, that having explained our minds publicly and clearly to...
Imperial America: U.S. Global Expansion (1890-1914)

- “American Progress”: Analyzing a Portrayal of Manifest Destiny through Gast's *American Progress* painting
- Native Hawaiian resistance (to the 1893 overthrow and U.S. annexation in 1898) - analyzing historical documents
Historical Thinking Skills

- How might students understandings of a time period be different if they did not have access to native views?

- Why consult multiple sources when studying history?

- What other sources might we consult to expand our understandings?
Thank You for Attending the Webinar!
Thank you to World View for organizing!
Thank you for attending this UNC World View program! We hope to see you at another program soon.

Upcoming Programs:

Write-Minded Women: The Scientific, Poetic, and Philosophical Writing of Women in Renaissance England
March 8, 2022

We’re Still Here: North Carolina’s Indigenous Cultures
March 24, 2022

Understanding Climate Change
April 7, 2022

Many thanks for the support from the Office of the Provost.

worldview.unc.edu