

Grade Level:

4

Estimated Time Needed:
2-3 CLASS SESSIONS
IN SOCIAL STUDIES

3-6 CLASS SESSIONS
IN ARTS/HUMANITIES

OVERVIEW

Social Studies: Students examine maps, video clips, and a scene from a play to discuss reasons settlers came to Kentucky and settlers' conflicts and compromises with Native Americans.

Arts/Humanities: By observing a scene from a play, students identify purposes and elements of drama. Students work in groups to write dramatic scenes based on historical events.

LEARNING TARGETS

Social Studies: I can explain why settlers wanted to move to Kentucky during the 1700s. I can give examples of conflict and cooperation used by the early Kentucky settlers. I can explain how settlers and Native Americans impacted the settlement of Kentucky.

Arts/Humanities: I can give examples of how the elements of drama are reflected in a scene from a play. I can create a scene from a play that uses elements of drama to reflect an historical event.

Instructional Strategies and Activities

This lesson could be either team taught or taught as an independent lesson in each subject during the Kentucky pioneers unit in 4th grade classrooms. If using as stand-alone lessons, Social Studies teachers should include an introduction or review of elements of drama, and Arts/Humanities teachers should include more of the history content from the social studies lesson, especially the reading on Daniel Boone. Students will need this content to be able to create their dramatic scenes.

Social Studies Session 1

Students use maps, images, and video to explore and discuss the challenges and conflicts faced by Kentucky settlers and the compromises they made with Native Americans.

1. Lesson hook: Ask students if they have ever moved. Why did they move? Have them describe their feelings about the change. Consider other places where they might move (towns in Kentucky, other states, countries, or even outer space). Ask the same questions about why they would move there, advantages vs. disadvantages, and their feelings about being there.
2. Write the terms "conflict," "compromise," and "cooperation" on the board. Have students brainstorm definitions and examples of these terms. Using the lesson hook scenario, ask students to identify how conflict, compromise, and cooperation might be evident in a family move. Throughout the lesson, keep these terms on the board and have students add examples of each as they study pioneer life in Kentucky in the 18th century.
3. Give each student a copy of the Wilderness Road map. Have students circle the Appalachian Mountains, the Cumberland Gap, the Wilderness Trail, and the Ohio River. Ask students: If you were a pioneer travelling to Kentucky in the 1700s, how would you get there? Have them use a highlighter to trace a path on their maps.

4. Show George C. Bingham’s painting *Daniel Boone Escorting Settlers Through the Cumberland Gap* and the *Ohio Flat Boat* image as students are sharing their examples. Have students discuss what they notice from the images. Do the images seem to reflect any conflict or compromises? Ask them to predict what challenges or conflicts might happen on the trip to Kentucky.
5. Show the video segment “Pioneers: Conquering the Wilderness” (3:12). Have students look for answers to these questions:
 - Why was the journey into Kentucky difficult?
 - What facts did you learn about Daniel Boone?
 - Why was life hard for the pioneers?
 - What examples of conflict and compromise are mentioned?
6. Show students “The Tribes of the Indian Nation” map. Ask students what tribes lived or hunted in the area in and around Kentucky. Have students predict what types of conflict they think might occur from looking at this map. Have them write the names of Native American groups on their own Kentucky maps.
7. Read aloud the two text excerpts of Shawnee views of the settlers coming to their land. Ask students why the Shawnee might be angry about settlers coming into Kentucky. Explain that one source is a primary source and one is a secondary source. Define and give examples of primary and secondary sources:

Primary – an “eyewitness” account or an artifact from the time period

Secondary – an account of a past event created by one who was not there

8. Give half the students an exit slip with these two questions on it: Give at least one reason settlers want to come to Kentucky in the 1700s. Give an example of conflict between the settlers and Native Americans in early Kentucky. Give the other half of student an exit slip with these two questions: Give an example of how the journey to Kentucky might have been difficult for early settlers. Give one example of compromise or cooperation between settlers and Native Americans in early Kentucky.

Social Studies Sessions 2-3

1. Review the questions from the exit slips and have students share answers. Tell students that despite the conflicts and challenges of making the journey to Kentucky, pioneers like Daniel Boone blazed a trail. At this point either tell students the story of Daniel Boone’s adventures, read aloud a children’s book on Daniel Boone, or have students read a Kentucky history textbook section on Daniel Boone. The reading included is from James and Freda Klotter’s *Faces of Kentucky*.

Discussion questions: What examples of conflict, cooperation, and compromise are found in Daniel Boone’s story? Why did Daniel Boone want to go to Kentucky? What were some events that happened to Boone or his family? Why were Boone and his family important to the settlement of Kentucky?

Students read about Daniel Boone and learn about the use of primary and secondary sources to understand history and to create historical fiction/drama.

2. Discuss how we learn about history through reading primary and secondary sources. Explain that writers also use these sources to create historical fiction and drama. The play Moses Goldberg wrote and Stage One produced about Jemima Boone was based on history. Give students the Viewing Guide handout. Introduce students to the characters, time period, and event before watching the video. Cue students to watch for topics on the Viewing Guide handout. Show the video segment Jemima Boone (5:09). Discuss the questions with students. Ask: Is what you learn about Kentucky history and the conflict, cooperation, and compromise between settlers and Native Americans in this scene consistent with what you learned from the earlier sources? What type of source is this?
3. As a summary of this lesson, have students work in pairs to give examples of conflict, cooperation, and compromise (from the session 1 intro) that occurred during the settling of Kentucky. How did the beliefs and actions of Daniel Boone and his family and the Native Americans who lived here result in conflict, compromise, and cooperation during Kentucky's settlement period? Have students keep notes and share their answers. Create class charts on Kentucky Settlement Conflicts, Compromises, and Cooperation from the answers.

ARTS & HUMANITIES SESSION 1

Students discuss the elements of drama and watch the video segment Jemima Boone.

1. Have students brainstorm traits of a good scene from a play or movie. Create this list with students on the board. This will form the basis of the exploration or review of the elements of drama and, later, a checklist for the student performance assessment.
2. Review the elements of drama with students. Have them work as a class or in groups to organize their checklist ideas into these element areas. Discuss how these make stories, plays, or movies more interesting to the audience. Give students a handout with these listed or use/adapt the Responding to Drama guide in the Drama Arts Toolkit 2nd Edition.

Elements of drama:

- **Literary elements**—script, story line (plot), character, story organization (beginning, middle, end), setting, dialogue, monologue, conflict
 - **Technical elements**—scenery (set), costumes, props, sound and music, make-up
 - **Performance elements:** acting (how speaking, moving help to create characters); speaking (vocal expression, projection, speaking style, diction) nonverbal expression (gestures, facial expression, movement)
3. Show the Jemima Boone video segment and have students identify the elements on their class list on the board or on a Responding to Drama handout. Discuss how the elements of drama were used in the scene. Also have students discuss what, if anything, they learned about the lives of early Kentucky settlers and the Boone family from the scene.

The handouts could function as the formative assessment revealing their understanding of the play and the purposes of drama, or this could be turned into an exit slip.

SESSIONS 2-4

Divide students into groups with the assignment that each group create a short (2-3 minute) dramatic scene based on an event in the Boone family's life. As necessary introduce or review script structure and components such as dialogue and stage directions. As a class, develop a checklist for assessment of this assignment based on the earlier session's work with elements of drama. (Suggested items to include might be "relates an historical event in the life of the Boone family," "uses the performance and technical elements performance to make the scene interesting," "divides work among group members," etc.)

Students work in groups to create dramatic scenes based on historical events in the lives of members of the Boone family.

Distribute the Life and Adventures of the Boone Family: Scene-Planning Guide to students to guide their research, writing, rehearsal, and performance. They may find ideas for scenes in the James Klotter piece (e.g., Boone getting "lost," the killing of his son, founding and/or life at Boonesborough) or in other sources (see Resources list). Remind students to consider the historical facts of the event as they work.

Students can work in groups as research teams with different roles: performers, script writers, researchers, prop designers, costume developers, etc. You may want to divide your groups ahead of time so different students' abilities, interests, and learning styles are accommodated in this project.

If memorizing lines for a scene is too daunting for your class, have them write the lines on note cards and read them. Set and costumes may be minimal or non-existent depending upon time and resources available.

Use these sessions, with homework time as needed, for student groups to work on researching, writing, planning/creating set and costume items, and rehearsing their scenes. Circulate through the room, offering guidance as needed. Check progress at the end of each session. Keep notes as formative assessment.

SESSION 5

Students perform the scenes they have created.

Students who are the audience for each scene may ask questions or offer feedback. (Consider using Liz Lerman's Critical Response Process, found in the Formative Assessment article in the Integrated Teaching folder of the Social Studies Arts Toolkit prototype.) Students may self-assess individually or as a group after the performance, using the checklist they created earlier as a class and adding the question: If we did this again, what would we want to do differently?

SESSION 6

Have groups revise their performances based on class and group feedback and perform again as a Performance Assessment.

Connections and Formative Assessment Plan

Big Idea	Students will... (from standard)	Learning Target	Type of Target	Formative Assessment Method Suggestions	Interval and Documentation Suggestions
<p>Social Studies: Cultures and Societies</p> <p>Academic Expectation 2.16</p>	<p>SS-4-CS-U-3 Students will understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.</p> <p>SS-4-CS-S-3 Students will describe conflicts that occurred between diverse groups (e.g. Native Americans and settlers in the settlement of Kentucky.</p> <p>SS-04-2.3.1 Students will describe various forms of interaction (compromise, conflict, cooperation) that occurred during the early settlement of Kentucky between diverse groups (Native Americans, early settlers).</p>	<p>I can define conflict and compromise.</p> <p>I can describe conflicts and compromises that occurred between Native Americans and settlers in the settlement of Kentucky.</p>	<p>Knowledge</p>	<p>Session 1 Classroom discussion and exit slip.</p>	<p>Target students during discussion to check understanding.</p> <p>Collect exit slips and review and augment as needed in Session 2</p>

<p>Social Studies: Historical Perspective</p> <p>Academic Expectation 2.20</p>	<p>SS-4-HP-U-3 Students will understand that the history of Kentucky has been impacted by significant individuals, groups, and advances in technology.</p>	<p>I can explain how the beliefs and actions of settlers and Native Americans led to conflict, cooperation, and compromise Kentucky during its settlement period.</p>	<p>Reasoning</p>	<p>Session 2 Classroom discussions, Jemima Boone Viewing Guide, and pairs discussion.</p> <p>Sessions 1 and 2 Discussions and handouts.</p>	<p>Targeted student responses to check understanding.</p> <p>Collect Viewing Guides and review.</p> <p>Sharing of pairs' work on class chart.</p> <p>Collect and review handouts.</p>
<p>Social Studies: Historical Perspective</p> <p>Academic Expectation 2.20</p>	<p>SS-04-5.1.1 Students will use a variety of primary and secondary sources to describe significant events in the history of Kentucky and to interpret different perspectives.</p>	<p>I can discuss how primary and secondary sources present different perspectives about the settlement of Kentucky.</p>	<p>Reasoning</p>	<p>Sessions 1 and 2 Discussion</p>	<p>Targeted student responses to check understanding.</p>
<p>Arts and Humanities: Structure in the Arts</p>	<p>AH-P(4)-SA-S-DT1 Students will recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology.</p>	<p>I can identify the elements of drama.</p>	<p>Knowledge</p>	<p>Session 1 Discussion</p>	<p>Targeted student responses to check understanding.</p>
<p>Arts and Humanities: Processes in the Arts</p>	<p>AH-4-PA-S-DT3 Students will identify possible criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest).</p>	<p>I can identify characteristics that make a play or film interesting and connect these to the elements of drama.</p>	<p>Reasoning</p>	<p>Class work.</p>	<p>Teacher observation of group work. Make a checklist of elements and check them off as students discuss them.</p>

<p>Arts and Humanities: Structure in the Arts</p> <p>Arts and Humanities: Processes in the Arts</p>	<p>AH-P(4)-SA-S-DT2 Students will use the elements of drama in creating and performing dramatic works independently and with others</p> <p>AH-4-PA-S-DT1 Students will be actively involved in creating and performing dramatic works.</p>	<p>I can work in a group to create and perform a scene based on an historical incident in the life of the Boone family.</p>	<p>Product (scene creation and performance)</p>	<p>Sessions 2-5 Group work and performances. Creating a Scene Guide</p>	<p>Teacher observation of group work. Make a checklist of tasks to be done (e.g., dividing responsibilities, choosing a topic, researching the topic, writing the outline and script, planning set, costumes, rehearsal, etc.) and monitor progress of each group at the end of each day.</p> <p>Collect Guides and student checklists/reflections to review.</p>
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Other Connections

Common Core Standards for Literacy in History/Social Studies

Integrate visual information (e.g. charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

21st Century Skills Framework

Critical Thinking and Creativity, Collaboration

Summative Assessment Options

Social Studies Assessment Options

1. Have students write 2-3 diary entries from the point of view of a Kentucky settler in the 1700s. Students should include the following:
 - character's name, family information, occupation, and the date of the diary entries (these can be fictional)
 - reasons for coming to Kentucky and routes travelled to get there
 - examples of conflicts and cooperation between the Kentucky settlers and Native Americans
 - examples of daily life as a Kentucky settler.

If choosing this option, use as Scoring Guide the DAP Tool for a diary product (From *Assessing Differentiated Student Products* by Julia Roberts and Tracy Inman, Prufrock Press, 2009. Used with permission.)

2. Have students work in groups to create dramatic scenes reflecting an historical event.
3. Have students choose a project from the lesson extensions list.

DIARY tier 1 - DAPTOOL

Developing and Assessing Product Tool (DAP Tool)

CONTENT	• Is the content correct and complete?	0 1 2 3 4 5 6
	• Has the content been thought about in a way that goes beyond a surface understanding?	0 1 2 3 4 5 6
	• Is the content put together in such a way that people understand it?	0 1 2 3 4 5 6
PRESENTATION:	text	
	• Is the purpose clear? Are the entries appropriate for the assignment? Are the entries appropriate for the person/character writing them? Do the entries contain emotions and thoughts?	0 1 2 3 4 5 6
	format	
• Is it written like a diary with dates and a greeting? Does it have the right number of entries? If it is an entire diary, does it have a cover?	0 1 2 3 4 5 6	
style		
• Is it written like the diarist would really write it in that the words chosen, the form of the sentences, and the expressions sound as if they came from a diarist?	0 1 2 3 4 5 6	
CREATIVITY	• Is the content seen in a new way?	0 1 2 3 4 5 6
	• Is the presentation done in a new way?	0 1 2 3 4 5 6
REFLECTION	• What did you learn about the content as you completed this product?	0 1 2 3 4 5 6
	• What did you learn about yourself as a learner by creating this product?	0 1 2 3 4 5 6

Comments: _____

Meaning of Performance Scale:

6- Professional level: level expected from a professional in the content area

5- Advanced level: level exceeds expectations of the standard

4- Proficient level: level expected for meeting the standard

3- Progressing level: level demonstrates initial awareness and knowledge of standard

2- Novice level: level indicates no effort made to meet standard

1- Non-performing level: level indicates no effort made to meet standard

0- Non-participating level: level indicates nothing turned in

Note: From Assessing differentiated Student Products: A Protocol for Development and Evaluation by J.L. Roberts and T. F. Inman. 2009, Waco, Texas: Prufrock Press. Copyright 2009 by Prufrock Press. Reprinted with permission.

Arts and Humanities Assessment Option

Use the creation of the scene and its performance (either as written in lesson or extended to allow students time to revise and re-perform their scenes after audience and self-feedback.) Score using the student-developed rubric.

Performance Event: Create a scene for a play based on the life and times of Daniel Boone.

Directions: Select an event in the Boone family’s life and adventures in Kentucky. As a group, you will research, write, and perform a dramatic scene that shares this story with an audience.

Lesson extensions or optional assessment projects:

- Explore the elements of visual art and analyze the Daniel Boone painting. Have students create visual artworks representing an event in the Boone family’s life and illustrating conflicts and compromises that occurred while exploring and settling Kentucky.
- Make a diorama depicting routes settlers traveled into Kentucky.
- Prepare a list of items an explorer or Long Hunter should take for a six-month trip to the Kentucky wilderness.
- Design a pamphlet to encourage new settlers to come to Kentucky.
- Show students Hugh Charles McBarron Jr’s painting *Daniel Boone Battling Shawnee Indians Outside The Fort Of Boonesborough, Kentucky* (Available at <http://american-gallery.wordpress.com/category/mcbarron-jr-hugh-charles/>) Have students create paintings depicting life in Kentucky in the 1700s.
- Show students KET’s *Electronic Field Trip to Fort Harrod and Fort Boonesborough*. Have students design a fort that demonstrates defense strategies. Students could also describe or re-create the various jobs of people that lived and worked in the forts.

Other Resources:

Books:

Sydelle Kramer, *Who Was Daniel Boone?* New York: Penguin Group, 2006.

James and Freda Klotter, *Faces of Kentucky*. Lexington, KY: University of Kentucky Press, 2006.

Videos:

“Kentucky’s Story: Survival of a People (13:40)” and “Lure of the Middle Ground (13:09).” Available at Discovery Education.

This video covers the true story of the Ben Greene family’s journey to Kentucky, reasons for making the trip, conflicts that occurred on the journey, and struggles of the settlers. A teacher’s guide is available with these videos.

KET *Electronic Field Trip to Ft. Harrod and Ft. Boonesborough* (19:50) Available at Discovery Education

This video discusses life in both forts, the difficulties of pioneer life, jobs in the forts (woodworker, soap and candle maker, basket maker, blacksmith, potter, weaver), children's jobs, and early schools. an accompanying website has additional features at www.ket.org/trips/forts.

Website:

History of Daniel Boone: www.danielboonehomestead.org/history.htm

Dramatic Performances:

Chautauqua performances of Daniel Boone by Scott New: "Coming into Kentucky" and "The Siege of Boonesborough" Visit the Kentucky Humanities Council website at www.kyhumanities.org/chautauquacharacters.html for booking details.

Resources Used:

- Video segment: Jemima Boone from **Historical Connections** DVD (5:12)
- The Life and Adventures of the Boone Family: Scene-Planning Guide
- Map: "Wilderness Road," available at <http://calvertgenealogy.net/maps/map-wilderness-road.gif>
- Text excerpt: "Daniel Boone" from *Faces of Kentucky* by James and Freda Klotter
- Map: "Tribes of the Indian Nations," available at www.emersonkent.com/map_archive/native_american_tribes_map.htm
- Painting: *George C. Bingham, Daniel Boone Escorting Settlers Through the Cumberland Gap*, 1851-52, available at <http://xroads.virginia.edu/~hyper/hns/boone/colonizer.html>
- Image: *Ohio Flat Boat*, available at <http://nkygenealogy.com/Background.aspx>
- Video: *Pioneers: Conquering the Wilderness* (3:12), available at Discovery Education
- 4 posters, markers, highlighters

Lesson contributors: Jana Kirchner, Mary Henson, Judy Sizemore

The Life and Adventures of the Boone Family: Scene-Planning Guide

1. Choose an event in the Boone family's life and adventures in Kentucky upon which to base a 1-2 minute dramatic scene. Discuss your event with your teacher before you begin researching or writing the script. You can divide the tasks among group members.

2. Research information about the event using any of the following sources: diaries or other primary sources, encyclopedias, Internet sources (if credible), history textbooks, nonfiction books, and magazines

3. Before you write, organize main ideas about the historical event.

- When did the Boones live in Kentucky? How will you demonstrate that period through costumes, props, dialogue, setting, or artifacts?
- What is one thing you want your audience to understand about this event?
- What are the beginning, middle, and end parts of your story? How will you write that?
- What was life like in Kentucky during the pioneer period? (e.g. challenges, conflicts, struggles, successes)
- Why is this event important in Kentucky's story?

4. Write a draft of the scene.

5. Read through the scene several times as a group and make necessary changes. Use the class-created checklist as appropriate and these questions to test the effectiveness of your work.

- Is your scene exciting and entertaining for an audience?
- Was any part of the scene hard to understand?
- What do you find to be the most interesting information about this event? Is that obvious in the scene you have written?
- What costumes, props, or dialogue were used to develop the setting and time period?

Daniel Boone

From James and Freda Klotter's *Faces of Kentucky*, University Press of Kentucky, 2006.

Used with permission.

Daniel Boone was born of a Quaker family in Pennsylvania. The Quakers taught that people should live in peace, but Boone would end up being part of a violent time. He never went to school, but his son said Boone could “read, spell, and write a little.” Boone learned well the lessons of the woods, though.

When he was twenty-one, Daniel married seventeen-year-old Rebecca Bryan. She probably never learned to read or write. No pictures of her exist. We do not know much about her. Tall, with jet-black hair and dark eyes, she had four children by the age of twenty and ten children overall. Later, she also raised six other children whose mother had died. When Boone left on his long hunting trips, Rebecca tended the crops and kept the family going. It took a strong woman to do all that.

Meanwhile, Boone started coming to Kentucky to hunt and get furs. He wore his long hair in Indian-style braids and dressed much like Native Americans did. One time he spent months alone in Kentucky, perhaps the only European in the whole area. A friend once asked him if he ever got lost. Boone said that he had not, but that he was once pretty confused for several days! Another time some Long Hunters (European hunters in search of furs) heard a strange sound. They found Boone lying on his back in the middle of a field, singing loudly. Boone loved nature and the openness of Kentucky.

Soon he led a group of settlers to the region. When he first tried to bring settlers in, some Indians killed one of his sons. He turned back. The next time he came, he had been hired by Richard Henderson to set up a fort. Henderson said he had bought a large part of Kentucky from the Indians and wanted people to settle that land. Later, his claim would not be accepted. Boone led a group through Cumberland Gap. He built a trail, later called the Wilderness Road, from there to place where they started a fort. The fort on the Kentucky River would be called Boonesborough.

Daniel Walker was one of the men with Boone at the time. He recalled later what they felt. They saw what Boone called “the beautiful level of Kentucke.” (Kentucky was later spelled with a y at the end instead of an e.) Said Walker: “A new sky seemed to be presented to our view. So rich a soil we had never seen before. We felt at a garden where there was no forbidden fruit.” Two days later, however, reality struck. Indians killed two men in a group, one black and one white. Walker was wounded, and the other expected him to die. For twelve days they stopped to let him heal. He lived, and they then went on to set up Fort Boonesborough.

Once the three forts had been started, at Harrodsburg, Boonesborough, and Stanford, other people slowly started to arrive. It was not an easy trip nor an easy time.

Viewing Guide—Drama Based on History: Jemima Boone

Performed by Stage One; From *Jemima Boone: Daughter of Kentucky*

This play about the daughter of Kentucky's most famous pioneer was written by Moses Goldberg, then producing director of Stage One. Goldberg said he wanted to portray Kentucky history through the eyes of a female protagonist. The story of the pioneers' longing for independence and their complex relationship with the Indians in Kentucky is told in flashback. This scene opens with the older Jemima recalling a date in 1773. The scene transports us to that day. Daniel and his son James are setting a trap for food. Jemima arrives to tell Daniel that he is needed back in the camp. After he leaves, James and Jemima encounter an Indian who speaks French. Through a misunderstanding, James and the Indian fight to a tragic end for both.

As you are watching, imagine what life was like for the Boone family. Through the costumes, dialogue, setting, and events in this scene from the play, we can picture life from the point of view of a Kentucky pioneer in the 1770s.

Jemima Boone

What kind of clothes did she wear?

What skills were important to her and her family?

What did she like to do?

James Boone

What did he like to do?

What kind of tools did he use every day?

What skills were important to him and his family?

Daniel Boone

What was his job for his family?

Why was he important to Kentucky?

Native American (Algonquin Indian speaking French)

Why did James and Jemima have trouble communicating with the Indian?

Elements of Drama

How is the story told? (What happens at the beginning, in the middle and at the end?)

What type of conflict did you see in this scene?

How do the actors make this scene believable?

Thoughts on the Shawnee Nation

“Many Europeans came as conquerors. They wanted the Indians’ lands and the resources of those lands—resources such as gold, silver, and furs. Their greed, their superior weapons, and their contempt for the Indians ‘inferior’ ways led to many wars. Of course the Indians fought back to protect the lives of their people, their lands, their religions, their freedoms, their way of life. But the Europeans—and then their American descendants—assumed that the Indians were all fierce warriors who fought simply because they loved to fight. Only in recent years have we come to see the Indians as they really are—people who would fight when their lives and freedom were at stake.”

From Russell Shorto’s *Tecumseh and the Drama of an American Indian Nation*

In 1811, Tecumseh, Shawnee chief, made the following speech emphasizing why Indians should continue their fight against white encroachment:

“Will we let ourselves be destroyed in our turn, without making an effort worthy of our race? Shall we, without a struggle, give up our homes, our lands, bequeathed to us by the Great Spirit? The graves of our dead and everything that is dear and sacred to us?... I know you will say with me, Never! Never!”

From A. Lavonne Brown Ruoff’s *Literature of the American Indian*

Exploring a Scene

1. Does this scene tell a story? Yes No

2. What happens ...
at the beginning?

in the middle?

at the end?

3. Who are the main characters?

4. Choose a character and think about how the actor portrays the character. What do you learn about the character from the way the actor moves and speaks?

5. Is there scenery? What kind?

6. What kinds of costumes do the actors wear?

7. What props do the actors use?

8. Is the lighting bright or dim? Does it change?

9. Based on the scenery, props, costumes, and lighting, where do you think the scene takes place? (indoors, outdoors, a certain country, etc.)

10. How do the costumes, scenery, lighting, and props help convey the time period of the scene?

11. What is the major conflict in the scene? How is it resolved?

12. Is there a main idea or theme that comes out of this scene?

13. How did the scene make you feel? Were any parts funny? Were any parts sad?

14. Did you like or dislike the scene? Why?