The U.S. government’s decision that American Indians ought to be farmers, as it was a "goal and self-righted right" to diminish the continent from the Atlantic seaboard to the Pacific coast – in justifying the attempted subjugation of American Indians and their displacement from their traditional tribal lands.

Resources
Photocopy this list of resources to help students with their research.

Books
- Black Hawk Speaks, by John G. Neihardt, Jason Books, 2004
- In the Spirit of Crazy Horse, by Peter Matthiessen, Penguin (reprint edition) 1992 (orig. pub. 1971)
- The Trail of Tears: The Story of the American Indian Removal, 1830-1865, by Gerda L_fraction, (orig. pub. 1979, revised ed. 1979)

Web Sites
- www.fox.com/tv/surymyheart/For interviews, production footage, background, and to download the HBO Films cooked
- www.csuh.edu/struc/struc/stories.html American Historical Images on Fire Place Native American Experience From California to Long Beach
- www.lib.washington.edu/sjubin/history/mon Native.html Resources on Native American History by region, from the University of Washington Libraries.
- www.NAGC.org National Congress of American Indians, the representative Congress of Indian Nations working to protect and preserve tribal sovereignty and the Indian Claims Commission:
- www.mnh.si.edu National Museum of the American Indian
- www.si.edu/exhibitions/Nativeアメリカのhistorial_home.html Sources on American Indian History and Culture from the Smithsonian.
- www.pdn.us/tnaweb/native/nations/native/awards.html Online list of the享有者's (1871) from the African Project at Yale Law School.
- www.pmteacher.com to download more copies of this and other free programs.

This activity examines the role of manifest destiny in the 18th- and 19th-century displacement of American Indians and in subsequent U.S. domestic and foreign policy.

Review the materials on the activity sheet detailing the role of manifest destiny – the concept that the United States has a "goal and self-righted right" to diminish the continent from the Atlantic seaboard to the Pacific coast – in justifying the attempted subjugation of American Indians and their displacement from their traditional tribal lands.

Assign students individually or in groups to research events and individuals from the film. Have them choose one of the following subjects for their research:

- The U.S. government’s decision that American Indians ought to be farmers, as it was a "goal and self-righted right" to diminish the continent from the Atlantic seaboard to the Pacific coast – in justifying the attempted subjugation of American Indians and their displacement from their traditional tribal lands.
- U.S. government reports vs. the statistical facts about epidemic on the reservations.
- Manifest destiny and its impact on the cultural identity and the sovereign status of Indian Nations today.

Extension: Inform students that, at the time of its publication in 1970, the revelations of Bury My Heart at Wounded Knee had a powerful influence on an American public that was witnessing the Vietnam War. Have them choose one of the following subjects for their research:

- The U.S. government’s decision that American Indians ought to be farmers, as it was a "goal and self-righted right" to diminish the continent from the Atlantic seaboard to the Pacific coast – in justifying the attempted subjugation of American Indians and their displacement from their traditional tribal lands.
- U.S. government reports vs. the statistical facts about epidemic on the reservations.
- Manifest destiny and its impact on the cultural identity and the sovereign status of Indian Nations today.

Ask students to consider their own view of Indian Nations in the modern age and their relationship to the United States today.

To explore the concept of manifest destiny, students should review their notes and their research findings. They should then write a short essay or prepare a presentation on how the concept of manifest destiny has affected the way they perceive American Indians today.

Activity 2
American Indians in the 21st Century

This activity examines the role of manifest destiny in the 18th- and 19th-century displacement of American Indians and in subsequent U.S. domestic and foreign policy.

Review the materials on the activity sheet detailing the role of manifest destiny – the concept that the United States has a "goal and self-righted right" to diminish the continent from the Atlantic seaboard to the Pacific coast – in justifying the attempted subjugation of American Indians and their displacement from their traditional tribal lands.

Assign students individually or in groups to research events and individuals from the film. Have them choose one of the following subjects for their research:

- The U.S. government’s decision that American Indians ought to be farmers, as it was a "goal and self-righted right" to diminish the continent from the Atlantic seaboard to the Pacific coast – in justifying the attempted subjugation of American Indians and their displacement from their traditional tribal lands.
- U.S. government reports vs. the statistical facts about epidemic on the reservations.
- Manifest destiny and its impact on the cultural identity and the sovereign status of Indian Nations today.

Ask students to consider their own view of Indian Nations in the modern age and their relationship to the United States today.

To explore the concept of manifest destiny, students should review their notes and their research findings. They should then write a short essay or prepare a presentation on how the concept of manifest destiny has affected the way they perceive American Indians today.

Activity 3
American Indians in the 21st Century

This activity examines the role of manifest destiny in the 18th- and 19th-century displacement of American Indians and in subsequent U.S. domestic and foreign policy.

Review the materials on the activity sheet detailing the role of manifest destiny – the concept that the United States has a "goal and self-righted right" to diminish the continent from the Atlantic seaboard to the Pacific coast – in justifying the attempted subjugation of American Indians and their displacement from their traditional tribal lands.

Assign students individually or in groups to research events and individuals from the film. Have them choose one of the following subjects for their research:

- The U.S. government’s decision that American Indians ought to be farmers, as it was a "goal and self-righted right" to diminish the continent from the Atlantic seaboard to the Pacific coast – in justifying the attempted subjugation of American Indians and their displacement from their traditional tribal lands.
- U.S. government reports vs. the statistical facts about epidemic on the reservations.
- Manifest destiny and its impact on the cultural identity and the sovereign status of Indian Nations today.

Ask students to consider their own view of Indian Nations in the modern age and their relationship to the United States today.

To explore the concept of manifest destiny, students should review their notes and their research findings. They should then write a short essay or prepare a presentation on how the concept of manifest destiny has affected the way they perceive American Indians today.
Activity 1

MANIFEST DESTINY—THEN & NOW

CURRICULUM CONNECTION: This activity examines the role of manifest destiny—the concept that the United States has a "god-given and self-righteous" right to dominate the continent from the Atlantic seaboard to the Pacific coast—justifying the attempted subjugation of American Indians and their displacement from their traditional tribal lands. Assign students individually or in groups to research events and individuals from the period featured on the reproducible sheet. Lead a class discussion about their discoveries in light of the questions at the bottom of the sheet, focusing on how the theory of manifest destiny is reflected in events taking place in the world today, including the Iraq war and the current status of Indian Nations.

EXTENSION: Inform students that, at the time of its publication in 1970, the revelations of Bury My Heart at Wounded Knee had a powerful influence on an American public that was protesting the Vietnam War. Have them choose one of the following subjects for their research:
- The U.S. government's decision that American Indians ought to be farmers, as it was a better way of life
- U.S. government reports vs. the statistical facts about epidemics on the reservations
- Manifest destiny and its impact on the cultural identity and the sovereign status of Indian Nations today
- Ask students to consider their own view of Indian Nations in the modern age and how their view relates to Indian Country's current situation.

Activity 2

AMERICAN INDIANS IN THE 21ST CENTURY

CURRICULUM CONNECTION: This activity explores the state of American Indians today and how the policies of the federal government toward Indian Nations during the time of the Wounded Knee massacre continue to have an effect on Indian Nations in the 21st century. Suggest that students, who are long past the age of 150 years, which have been lost in the last 150 years. Federal policy toward Indian Nations was both hostile and complex during the formative years of the United States. This activity briefly examines the time periods following the Removal, Reservation, and Treaty Period (1828-1867), focusing on the Alien and Sedition Act of 1798 (1798-1802), the Indian Removal Act (1830-1838), the Indian Intercourse Act (1834-1836), and the Termination Period (1945-1960). The activity concludes with a class discussion on issues relevant to American Indians today, which include: economic status, education, health care, and traditional languages. (Links to information on these topics are available at www.ncai.org.)

EXTENSION: Suggest that students choose one of the 563 federally-recognized tribes within the United States today and research their current status. What is their economy like? What are their schools like? Do they maintain their traditional practices? What roles do they play in modern society? What is their current status with the federal government? What does Sovereign Mean?
MANIFEST DESTINY – THEN & NOW

Bury My Heart at Wounded Knee, a dramatic and revealing new movie from HBO Films® based on the acclaimed book by Dee Brown, tells the tragic and powerful story of the attempted subjugation and cultural extermination of the American Indians. It is told through two unique perspectives: Charles Eastman, a young white-educated Sioux doctor who is held up as living proof that cultural assimilation can succeed, and Sitting Bull, the proud Lakota Sioux chief whose tribe won the American Indian's last major victory at Little Big Horn. Following its premiere on May 27, Bury My Heart at Wounded Knee received 17 Emmy® nominations to become the most-nominated primetime program of 2007. Now this landmark television event is available on DVD.

The film realistically and powerfully depicts how manifest destiny changed our nation and changed lives. More than a concept, manifest destiny refers to the idea of America's "God-given right" to expand westward from the Atlantic seaboard to the Pacific Ocean. In the 19th century, it was the ideological justification for the United States government's eventual displacement of American Indians from their tribal lands.

DISCOVERY

Research how one of the following personalities or events from Bury My Heart at Wounded Knee helped to promote manifest destiny and the eventual displacement of American Indians from their lands.

- Henry L. Dawes—Longtime Massachusetts Republican congressman (1863-73) and senator (1875-80) who saw himself as an advocate for American Indians; worked to enact legislation that he believed would benefit them.

- Col. (later Gen.) Nelson Miles—Key U.S. Army commander personally involved in many actions throughout the "Indian Wars" from the crackdown on the Sioux after Little Bighorn in 1877 through Wounded Knee in 1890.

- General Allotment Act of 1887—Known as the Dawes Act, it authorized the President to survey and divide American Indian tribal lands into allotments for individual Indians, and opened excess lands for sale to white settlers.

- Olaf Swett Grant—Commanding General prior to the Civil War and 18th President of the United States (1869-77), whose administration was marked by scandal and widespread corruption, notably in the Indian Service.

DISCUSSION

Discuss the following based on your research findings and how they might relate to the world today.

- Give examples of how supposedly well-intentioned policies meant to benefit American Indians led to eventual displacement and the attempted destruction of their way of life.

- What role did differing concepts of "ownership" found in American Indian cultures and within American society play in the conflicts between them?

- How do events portrayed in Bury My Heart at Wounded Knee reflect on subsequent incidents involving U.S. foreign policy in the 20th century and the current status of American Indians?

- Give examples of the effects of forcing the values and customs of one culture upon another, both in the case of modern American Indian Nations and in the world today.

AMERICAN INDIANS IN THE 21ST CENTURY

Bury My Heart at Wounded Knee, the compelling new movie from HBO Films®, aptly illustrates the plight of the American Indian through the eyes of the protagonist Charles Eastman, a Native Sioux who is white-educated at Dartmouth College and held up as living proof of the alleged success of assimilation, and then returns home to his native land. Eastman's story is one that many American Indians have experienced over the last 200 years and one that continues to resonate with American Indians in the 21st century.

In this and other respects, Bury My Heart at Wounded Knee is perhaps the most realistic account of the federal government's policies toward Indian Nations ever created for the screen. The federal policies of Removal, Reservations, and Treaties during the period portrayed in the film helped shape the subsequent policies that threatened to undermine the sovereign status of every Indian Nation that exists today.

DISCOVERY

Research the following time periods and examine how federal policies of the United States government in each time period shaped Indian Nations, specifically how they affected their cultures, traditions, and economic states.

- Allotment and Assimilation Period (1867-1934)

- The Indian Reorganization Period (1934-1945)

- Termination Period (1945-1968)

- Self-Determination Period (1968-Present)

DISCUSSION

Discuss the following topics based on your research findings, focusing on how these issues are connected to Indian Nations today.

- Provide examples of policies that have undermined the constitutional right of Indian Nations to be sovereign entities.

- Describe the status of the current relationship between Indian tribes and the federal government.

- What social issues do American Indians face today?

- Do American Indians continue to speak their traditional languages and embrace their native cultures?

- Discuss how the film and this activity have had an impact on your perception of Indian Nations today.
The Effect of Manifest Destiny

The term, manifest destiny was coined by journalist John O’Sullivan in an 1845 editorial advocating the annexation of Oregon which was little noticed at the time.

“And that claim is by the right of our manifest destiny to over-spread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and federated self-government entrusted to us.”

O’Sullivan’s phrase was later seized upon by Jacksonian Democrats to promote the annexation of Texas and parts of Mexico, and into wider use as the justification for U.S. expansion into American Indian lands between 1860 and 1890—the period so vividly portrayed in Bury My Heart at Wounded Knee. Although the term itself fell into disuse after the 19th century, some observers believe that the concept of manifest destiny took on an international character in the 20th century, and has continued to influence Americans’ perception of “mission to promote democracy” throughout the world today. Indian Nations continue to struggle with the impact of manifest destiny and have fought against it for the last 117 years.

Discovery

Research how one of the following personalities or events from Bury My Heart at Wounded Knee helped to promote manifest destiny and the eventual displacement of American Indians from their lands.

- Henry L. Dawes—Longtime Massachusetts Republican congressman (1867-1919) and senator (1875-1903) who saw himself as an advocate for American Indians; worked to enact legislation that he believed would benefit them.
- Col. (later Gen.) Nelson Miles—Key U.S. Army commander, personally involved in many actions throughout the “Indian Wars” from the crackdown on the Sioux after Little Bighorn in 1877 through Wounded Knee in 1890.
- General Allotment Act of 1887—Known as the Dawes Act, it authorized the President to survey and divide American Indian tribal lands into allotments for individual Indians, and opened excess lands for sale to white settlers.
- G. S. Grant—Commanding Union general in the Civil War and 18th President of the United States (1869-77), whose administration was marked by scandal and widespread corruption, notably in the Indian Service.

Discussion

Discuss the following based on your research findings and how they might relate to the world today.

- Give examples of how supposedly well-intentioned policies meant to benefit American Indians led to their eventual displacement and the attempted destruction of their way of life.
- What role did differing concepts of “ownership” found in American Indian cultures and within American society play in the conflicts between them?
- How do events portrayed in Bury My Heart at Wounded Knee reflect on subsequent incidents involving U.S. foreign policy in the 20th century and the current status of Indian Nations?
- Give examples of the effects of forcing the values and customs of one culture upon another, both in the case of modern American Indian Nations and in the world today.
WE WILL BE KNOWN FOREVER
BY THE TRACKS WE LEAVE BEHIND.

BURY MY HEART AT
WOUNDED KNEE

BASED ON THE ACCLAIMED BESTSELLER

AIDAN QUINN
ADAM BEACH
AUGUST SCHELLENBERG
ANNA PAQUIN

PRESENTS A WOLF FILMS/
TRAVELER'S REST FILMS PRODUCTION "BURY MY HEART AT WOUNDED KNEE" AIDAN QUINN ADAM BEACH AUGUST SCHELLENBERG ERIC SCHWEIG J.K. SIMMONS WES STUDIO CALM FEBOE GORDON TOOTOOSIS AND ANNA PAQUIN PRODUCED BY RENÉ HAYNES, CSA MUSIC SUPERVISING EVAN J. KLEAN MUSIC BY GEORGE S. CLINTON PRODUCTION DESIGNED IAN THOMAS EDITED BY MICHAEL ORNSTEIN, A.C.E., MICHAEL BROWN, A.C.E. DIRECTED BY DAVID FRANCO PRODUCED BY CLARA GEORGE SCREENPLAY BY TIM HAPIER DICK WOLF BASED ON THE BOOK BY LEE ALEXANDER BROWN SCREENPLAY BY DANIEL GAT DIRECTED BY YVES SIMONEAU

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