

## Lesson 2

### Context: Native American Representations Throughout History

#### Worksheet for Activity 1

#### Activity 1: Deconstructing Stereotypes: Printed Media of the Past

In this activity, you will engage in observation and discussion around how Native Americans have been and are currently represented through printed media. Students will be asked to work in groups of 3–5. Each group will be assigned a political cartoon from a specific era and asked to develop responses to the “Small Group Thinking” section of the **Thinking, Listening, Talking** box you see below. Once small groups have had time to engage in discussion, your group will present what they observed to the larger classroom. Next, the classroom will have a larger discussion facilitated by discussion of the prompts in the “Large Group Listening” section of the **Thinking, Listening, Talking** box below:

### Thinking, Listening, Talking

#### For Lesson 2: Native American Representations Throughout History

##### Part 1: Small Group Thinking

- What are three things you notice in this cartoon?
- What historical events were taking place during the time this cartoon was created (e.g. with Tribes, the U.S. government or in the world)?
- What is the message that is being conveyed in this media and who is the audience?
- What kind of evidence is there for the messages that are being conveyed? Do you think that the message is based on information that is accurate?

##### Part 2: Large Group Listening & Discussing

- Do these representations change over time? How are they the same or different?
- Do any of them make you think about going to school or education in general?
- What are some perspectives that non-Native people may have held in relation to Tribal people during the era of the Lewis and Clark expedition (early 1800s)?
- What influence do you think these political cartoons had on non-Native people’s understanding of the lives of Native American Tribal people?

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##### Activity 2: Persuasion Through Media

Political cartoons illustrate an issue and represent a viewpoint or message about that issue through a simple illustration. Many times, political cartoons utilize humor to strengthen their message. Review the political cartoons from Activity 1 in this lesson. Think about an issue or an event from the past or in the present that you care about and identify a viewpoint about it. Draft an illustration that clearly gets your chosen viewpoint across and share it with your class. Draw your political cartoon in the box below:

A large, empty rectangular box with a black border, intended for drawing a political cartoon. The box is positioned in the lower half of the page, below the introductory text. The background of the page features a decorative border at the bottom consisting of a row of colorful triangles (black, blue, red, green, brown, yellow) and a solid blue area below that.

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#### Political Cartoons

#### Resources for Lesson 2: Political Cartoons

- i. Ca. 1774. "Liberty Triumphant: or the Downfall of Oppression," Artist: Henry Dawkins (Dawkins, 1774): <https://www.loc.gov/resource/ppmsca.50288/>

This political engraving, concerning the American "Liberty Triumphant" or "Downfall of Oppression" resistance to the tea tax and the East India Company monopoly, was presumably engraved shortly after the Boston Tea Party and alludes to the "Philadelphia Tea Party." It depicts the Americans and the British facing each other across the Atlantic Ocean (viewed from the north). British officials line the English shore, discussing the tea crisis and related events. On the North American side Tories do the same, dressed in European garb. American patriots are represented as Native Americans who are aiming their arrows across the Atlantic Ocean, straight at Lord Frederick North's heart.





ii. 1835. "Andrew Jackson as the Great Father," Artist: Unknown (Andrew Jackson as the Great Father, 1835):

[https://commons.wikimedia.org/wiki/File:Great\\_Father\\_Andrew\\_Jackson\\_\(1835\).png](https://commons.wikimedia.org/wiki/File:Great_Father_Andrew_Jackson_(1835).png)

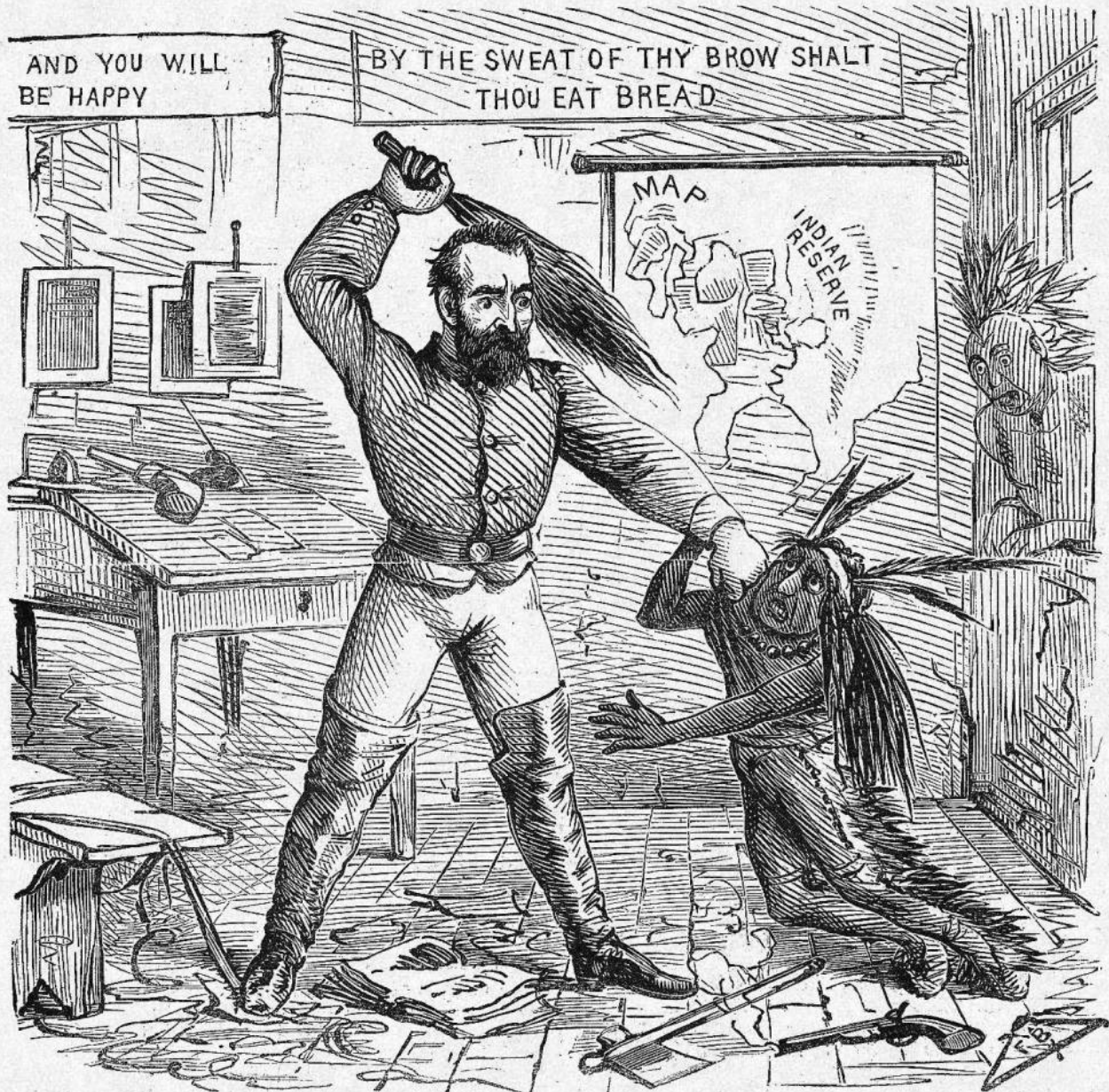
In this cartoon, Andrew Jackson has his legs crossed as he sits in an armchair, holding two diminutive Native Americans on his lap. Six diminutive Native Americans sit or stand on the patterned rug at Jackson's feet, looking up at him. A framed picture of Columbia, holding a spear and with her foot on the head of a fallen foe, hangs on the wall in the background. A table on Jackson's right holds a scroll, a book, and two quill pens.





iii. 1869. "School for Savages" or "Teaching the Young Idea not to Shoot." Artist: Frank Bellew (Bellew, 1869): <https://www.harperweek.com/09Cartoon/BrowseByDateCartoon.asp?Month=January&Date=16>

This Harper's Weekly cartoon by Frank Bellew criticizes the harsh treatment of Native Americans by General Philip Sheridan. As Americans continued to settle the American West in the decades following the Civil War, the question of Indian policy remained controversial and hotly debated. Few white Americans argued for the Native Americans to retain their traditional customs and lands. Rather, on the one side were those who favored defeating the Indians militarily, even if it meant their extermination; on the other side were those who advocated peaceful relations through the transformation of the Native Americans into educated, Christian, land-owning farmers.



**A SCHOOL FOR SAVAGES; or, Teaching the Young Idea not to Shoot.**

**BIG INJUN.** "White man, hold on; we want to Big Talkee."

**GENERAL SHERIDAN.** "No, no. I'll Whip you first, then you can Big Talkee afterward."

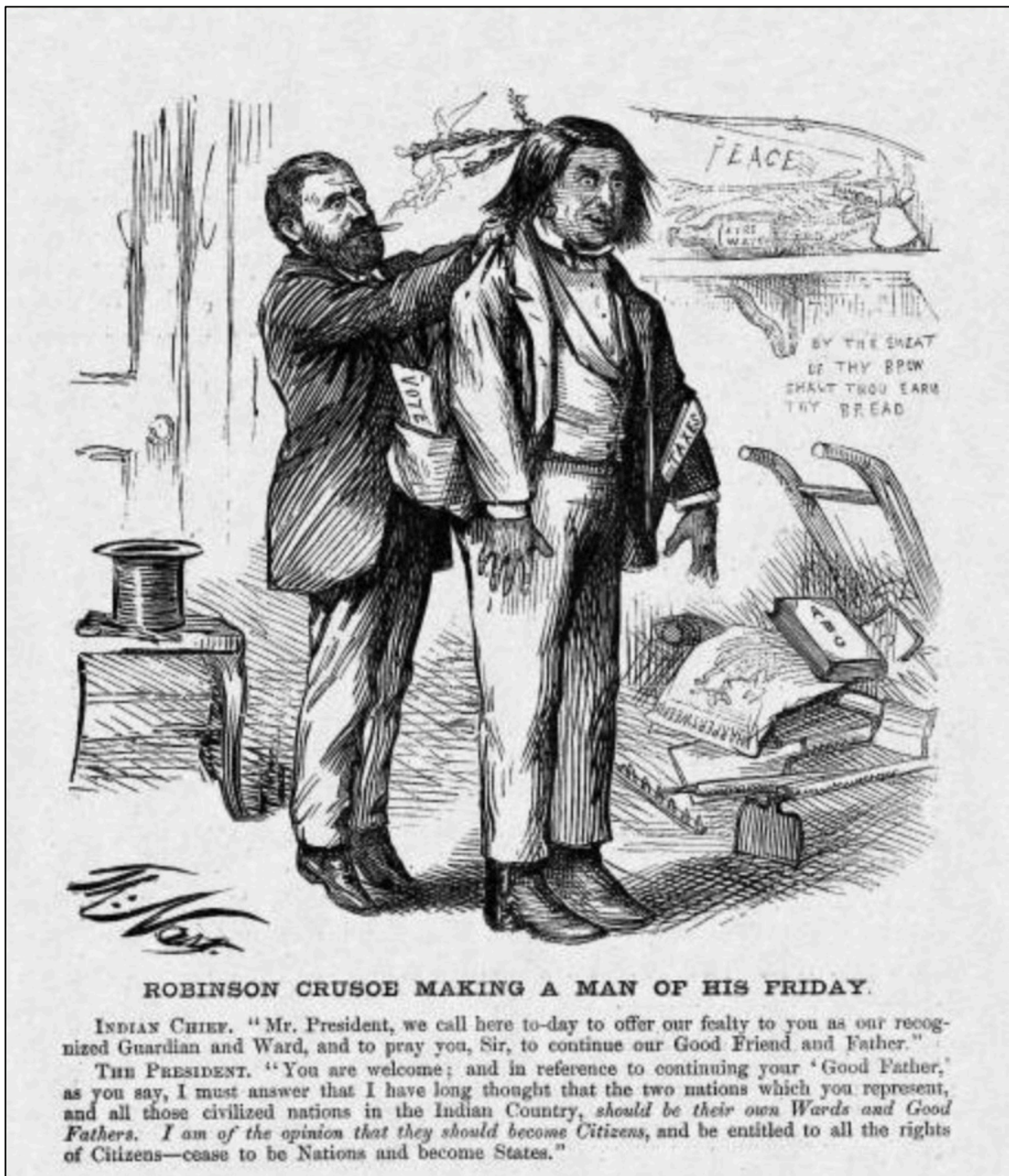
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iv. 1870. "Robinson Crusoe Making a Man of His Friday." Artist: Thomas Nast (Nast, 1870):

<https://www.loc.gov/resource/cph.3a03621/>

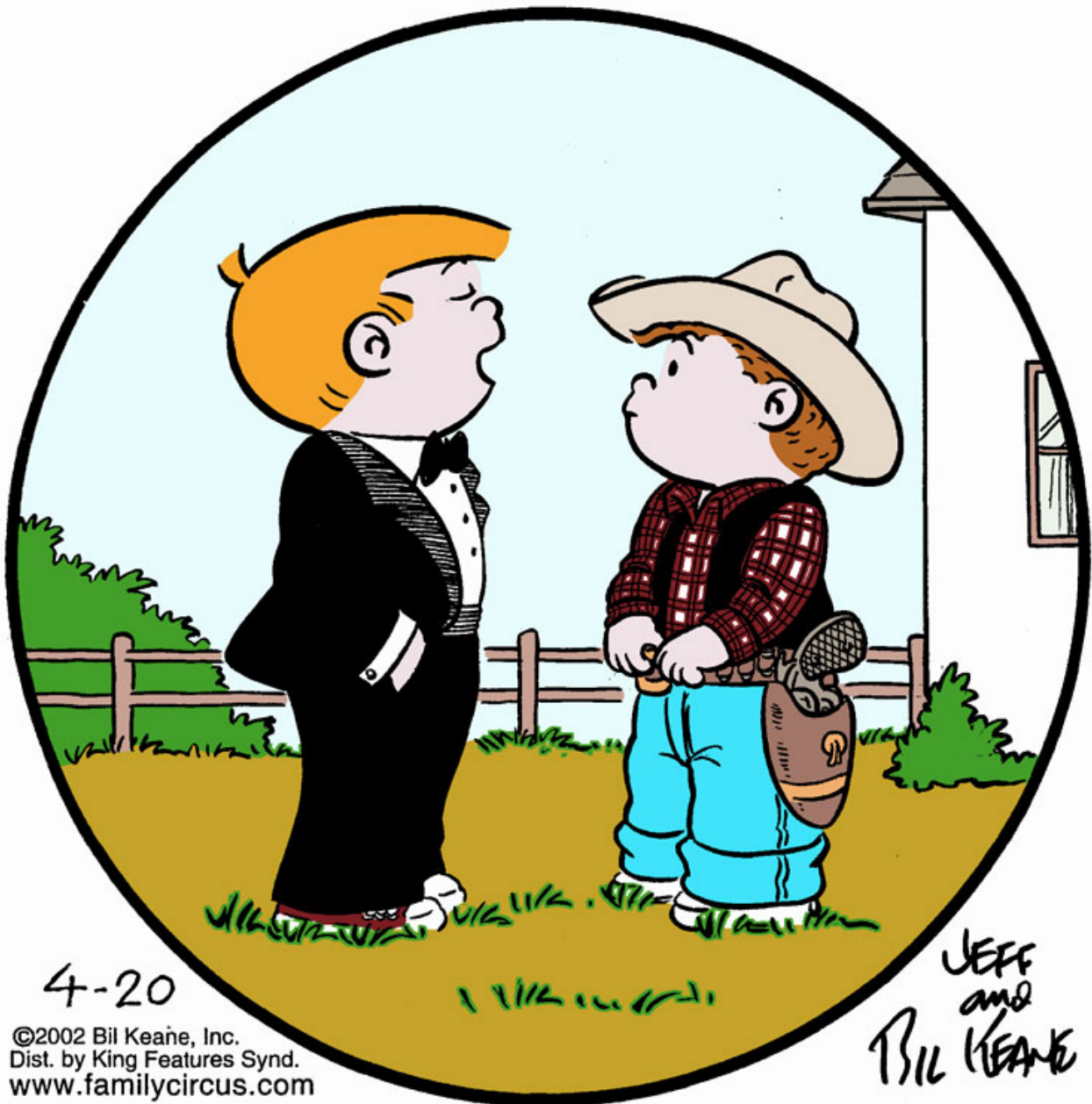
This cartoon is a caricature about the attempts to "civilize" the Native American. In this comic, President Ulysses Grant is Robinson Crusoe and the Native American is His Man Friday. Indian Chief: "Mr. President, we call you here today to offer our fealty to you as our recognized Guardian and Ward, and to pray you, Sir, to continue our Good Friend and Father." The President: "You are welcome; and in reference to continuing your 'Good Father,' as you say, I must answer that I have long thought that the two nations which you represent, and all those civilized nations in the Indian Country, should be their own Wards and Good [unclear]. I am of the opinion that they should become Citizens and be entitled to all the rights [unreadable]— cease to be Nations and become States."



v. 2002. "And I'll be the Indian. With a casino." Artists: Jeff and Bill Keene (Keene & Keene, 2002):

<https://publications.newberry.org/digital/indians-midwest/media/family-circus-cartoon.jpg>

Two little boys are dressed up. One is dressed as a cowboy and the other is dressed in a tuxedo. The one in the tuxedo is saying, "And I'll be an Indian... with a casino." This plays off of the notion of two little boys playing cowboys and Indians, which has its own complex stereotypes built in. This depiction brings in another level of stereotypes about Native people and gambling and attempts illicit discussion around the pros and cons of economic development.



"... And I'll be an Indian. With a casino."

vi. 2002. "But I'm Honoring You, Dude!" Artist Lalo Alcaraz (Alcaraz, 2002): <https://pocho.com/wp-content/uploads/2014/04/savagesmascottoon2002.jpg>

The graphic in this cartoon shows a Native American at a sports game looking at an Indian-mascot-garbed sports fan. The sports fan in the mascot garb is proclaiming to the Native American that he is honoring him, while the Native American looks at him with a blank stare on his face.

