

JAM 3.7

NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.7A	GRADE 4-5	SCHEMA COOPERATION
TITLE THANK YOU FOR YOUR PROMPT PAYMENT		TIME NEEDED 30 minutes

DESCRIPTION In 1862, the U.S. was at war against itself, with one faction trying to break free from the Union and the other trying *not just to preserve it* but EXPAND it. At that rate, did Congress have the financial resources to accomplish their goals?

LESSON FOCUS & GOALS The focus of this lesson is to put the 1862 Dakota Uprising into full historical context. The goal of this lesson is to explore the consequences of overextending oneself: spending more than you have and failing to honor debts owed.

MATERIALS NEEDED

Print enough copies of this packet so each student (1) role to play T3.7A. Note, there are (4) roles/packet; if a class has 20 students, print (5) copies. For extensions 7B-G, print (1) copy/student. Some groups might double up on roles. Pencils.

VOCABULARY

debt money owed

prompt (v) move to action; (adj) done

secede withdraw from an alliance or or federation, political or religious

HOOK POST OR READ ALOUD

Did you play JAM 6? If so, can you recall the topic? Do persons who are owed money have “rights?” Does that entail a responsibility on someone else’s behalf?

DIRECTIONS

Divide your class into groups of (4). For each group, print and deliver enough copies of this packet to give one role/position to each student. For example, if there are 20 students in your class, print (5) sets. Next, advise them to read, re-read, and annotate their role so they’re able to fill out the Exit Ticket (below), and participate in a class-wide discussion (prompts below). Note, multiple writing extensions are at the back of this packet. *Prompts aim to help students diagnose the story’s embedded conflict, the JAM. Remind students they are *not playing a role*, nor are they advocating or litigating for one side, therefore they are advised to NOT connect too deeply with their reading.

TEACHER NOTES

Each JAM package is structured identically, 16 pages, including five (5) extensions, B-F, plus (1) debrief to deepen comprehension & expand writing skills. *Tip: co-create a visual timeline during class discussion to illustrate scope & scale.*

T3.JAM.7A

GUIDING QUESTIONS

CLASS DISCUSSION

1. Who are the Dakota nation? Explain where, what, how they're connected to land...
2. What does **secede** mean in this context? How many states seceded from the Union during this era? What reason did they give for seceding?
3. List the Congress' general tasks and specific challenges in 1862. Explain how the financial stress of war, including **debt**, may have inadvertently affected the Dakota.
4. What challenges were the Dakota facing in Minnesota during the summer of 1862? In your opinion, should they have "cooperated," or been more patient waiting for Congress to submit payment they owed in exchange for receiving Dakota land?
5. Explain Abraham Lincoln's role during this JAM. Explain general and specific challenges he faced in 1861-1862. As a lawyer, infer how he helped the Dakota.
6. What is the embedded conflict that did the most damage in this JAM?

T3.JAM.7B

FROM CONFUSION TO CLARITY

PARTNER/INDIVIDUAL

This written re-tell incorporates 1) **retrieval practice** and 2) **complex syntax**

T3.JAM.7C

STRUCTURED JOURNAL

INDIVIDUAL WORK

This exercise uses **meta-cognition** to help students identify what they're thinking. Gaps in comprehension related to the JAM will reveal themselves; prepare to guide/clarify.

T3.JAM.7D

FROM CLARITY TO COMPLEXITY

PARTNER/INDIVIDUAL

This graphic organizer will help students transfer acquired knowledge from long-term memory back into working memory by 1) **retrieval practice** 2) **elaborating** ideas & details, 3) **analyzing** acquired knowledge by comparing & contrasting viewpoints

T3.JAM.7E

BECAUSE, BUT, SO

INDIVIDUAL WORK

Three sentence stems invite students to 1) **elaborate** details & ideas, 2) grapple with **complex syntax**, 3) manage **sequence**, flow & logic through conjunctions

T3.JAM.7F

CIRCLING THE TRUTH

GROUP WORK

This graphic organizer asks students to **interleave** schema, themes & details as they synthesize information into an elaborate re-tell. Great prep work for summary essay.

T3.JAM.7G

LISTEN

CLASS DISCUSSION

Students complete three sentence stems in preparation for class-wide debrief

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PUTTING SCIENCE INTO THE SOCIAL SCIENCES

Science isn't just knowledge, it's a process. The scientific method is a step-by-step process that humans use to study phenomena. For our purposes, we'll use a 7-step process to run a JAM from start to finish. Use this template to help you organize a JAM.

BEFORE A JAM

- 1. OBSERVATION** Engage with HOOK
- 2. QUESTION** What do you find intriguing about this HOOK? _____

- 3. HYPOTHESIS** Based on the HOOK we predict this JAM is going to address

_____.

DURING A JAM

- 4. EXPERIMENT** Divide your class into groups of four (4) students. If there are more than 4/group, that's fine! Some students can share a role. Next, run the JAM! Note, half-way through the JAM, re-convene small groups into one large group for a few minutes to answer GUIDING QUESTIONS found on next page.
- 5. ANALYZE DATA** Organize data by using extensions B-F.

AFTER A JAM

- 6. SHARE RESULTS** List the embedded conflict(s) here _____.
What could historical figures have done to prevent injustice, violence & instability?

- 7. NOTES** To prepare for the next JAM, list what students/players could do to maximize time, trust & creativity _____.

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HELPFUL HINTS

Conflict is inevitable, yet humans have the capacity to choose how they engage. In that sense, managing conflict is an artform we could strive to master. JAMs are “task conflicts” based on historical records that position students to practice conflict by wrestling with multiple viewpoints in dynamic situations. The goal is to practice feeling uncomfortable so as to create a habit of invoking **metacognition**, thinking about what we’re feeling and thinking, before engaging in conflict. If so, we might be more apt to think before we speak, analyze seemingly opposite viewpoints, and find common ground. This includes identifying affect from cognition, keeping competing thoughts top of mind, and sequencing events into one timeline.

Rooted in rigor, JAMs aren’t easy. Competing data sets are discovered through skilled reading, healthy dialogue, and **phenomena**, occurrences or circumstances observed in real time. Taken together, students in a JAM are creating a living model of the past! At that rate, they’re facing a golden opportunity to practice the scientific method! See: **PUTTING SCIENCE INTO THE SOCIAL SCIENCES**. This includes following a step-by-step process whereby they’re thinking and behaving like scientists as they record, organize and analyze all data sets.

Anticipate confusion but be prepared for your students to grow and shine as they adapt and outwit history through this new learning strategy. These one-liners might help steady ‘em.

- *You are not the center of the universe.*
- *No person, no role, has all the answers; each role is merely one piece of the puzzle.*
- *If each role only presents a sliver of the world, what potential problem(s) will your group face when trying to make sense of reality?*
- *What's the wrinkle? What's the embedded conflict? What's the JAM?*
- *Can you name the “elephant in the room” without losing anyone's confidence?*
- *Emotions are neither good nor bad; they're merely signposts that offer guidance as we try to navigate learning.*
- *The trick is learning how to get out of a JAM without creating a bigger mess.*

JAM 3.7

Name _____

L

1. Confederate States of America

In a confederacy of states, each state must be sovereign, all powerful. Yet the United States' federal government, often controlled by northerners, has no qualms claiming states' rights and privileges when it suits its needs. *When will this tyranny end?*

In 1860, Abraham Lincoln, the Congressman from Illinois—a northern state—won the Presidential election. At that rate, Southern states knew they had to act to preserve their sovereignty, their rights, their way of life. Therefore, in 1861, the first of eleven states began to **secede** from the Union to form their own republic, the Confederate States of America. By 1862, this Confederacy included South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, Tennessee, and North Carolina. Leaders from each of these states chose a capital, Richmond, Virginia; elected a president, adopted a constitution, printed money and raised an army.

Morale was high as the Confederacy rose from strength to strength, winning battle after battle from the summer of 1861 throughout 1862, generally proving to be more powerful than Union forces! After a massive victory in Northern Virginia at Bull Run II in August 1862, Confederate forces prepared to move north, toward enemy lines inside Maryland. In those moments, the Confederacy received a threat from Abraham Lincoln saying that unless the Confederacy gave up its cause, dissolved its government and returned to the Union—Lincoln would free every enslaved person.

Who? _____

What? _____

When? _____

What happened first? _____

What happened next? _____

What happened after that? _____

Why? What was their intention? _____

JAM 3.7

Name _____

L

2. US Congress

From the Articles of Confederation to the early years of our nation, the states have long disagreed whether it was more important to give states more powers vis-à-vis the federal government, or vice versa. But in times of war, and in times of peace, the nation has been tested, and time again forced to agree the federal government must have paramount powers. *Why?* To raise, borrow, print and lend money; to build an army; to orchestrate and fulfill long-term plans through thoughtful public policy; to make treaties.

Southern states disagree with this assessment on one count: slavery. Their official motto is states' rights, but for all practical purposes that means expanding a business model that doesn't pay for labor. For this reason, they've **seceded** from the Union and attacked the US in attempt to secure their own nation! Meanwhile, the Congress has gone into massive debt, investing hundreds of millions of dollars to fight the Civil War!

Meanwhile, the Congress is working tirelessly to expand the nation. For example, in 1862, the Congress passed the Homestead Act and the Railway Act, two policies that aim to support infrastructure and emigration to settle the western half of the continent. Westward expansion will take decades to accomplish, but it will pay dividends in time.

Plus, the Congress is trying to manage Tribal treaties with dozens of Native nations, negotiating and/or paying down purchase agreements for millions of acres of land, from Minnesota to unorganized territories. *Except the Congress is already in debt owing to massive costs incurred by fighting to protect the Union from the Confederacy!*

Who? _____

Where? _____

When? _____

What happened first? _____

What happened next? _____

What happened after that? _____

Why? What was their intention? _____

JAM 3.7

Name _____

L

3. Dakota nation

There is a gentle spread of fertile land between the Mississippi River and the Minnesota River that has cradled and cared for the Dakota nation since time immemorial. This prairie is full of tall grasses, wildflowers, deer, creeks and rivers, waterfowl, grasshoppers, and whispering winds. Here, the bison roamed; but no more. The Dakota chased the bison, feasting on its meat, and using its hides as clothing and shelter.

Later, in 1836, some of this region became a part of Wisconsin Territory, until Wisconsin state was carved from the map. Next, Dakota land became a part of Minnesota Territory, and later Minnesota. In the decade preceding Minnesota statehood, 1858, the Dakota signed one treaty after another, reluctantly signing away bigger and bigger pieces of land to the Great Father in exchange for promises of payment every summer for many years. This meant the Dakota lost the right to roam the prairie, move camp, and hunt for food. Yet, they swore to adapt.

Yet sometimes payments came late, or not at all. The federal government needed tens of thousands of dollars to pay the Dakota, to fulfill the terms of the treaty. Afterall, the government had already begun to sell that land to European emigrants, to farmers who wanted to till the land and grow crops. In the summer of 1862, payment was crucial because the wild game was gone, plus there was a drought and a massive hatch of insects that had destroyed crops. Thus, the Dakota were starving, and many desperately needed money to buy food. In fact, a few were so desperate, they snuck into a farmer's barn and tried to steal some eggs.

Who? _____

Where? _____

When? _____

What happened first? _____

What happened next? _____

What happened after that? _____

Why? What was their intention? _____

JAM 3.7

Name _____

L

4. President Abraham Lincoln

In 1861, shortly after you arrived at the White House, a civil war began in which eleven states **seceded** from the Union to form their own, unrecognized republic. For over a year, the Confederate States of America—including South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, Tennessee, and North Carolina scored one military victory after another. This caused enormous stress for you as you weighed the odds of losing our cherished nation as it appeared to be falling into pieces.

Then, in the summer of 1862, more bad news came. The Congress failed to make financial payments associated with Tribal treaties it had negotiated with the Dakota, a Native nation in southern Minnesota. This was not the first time Congress was tardy or failed to **prompt** payments to the Dakota, which, it's been reported, they did not want to sell. Plus, drought and bugs destroyed much of Minnesota's food crops, leading to hunger and starvation. Next, a few young Dakota snuck into a farmer's barn to steal some eggs! Except the farmer caught the boys, only for them to kill him. Tension rose, and Dakota warriors rose up, attacking settlers across the state. You responded by diverting Union troops from the Civil War. Months later, over 300 Dakota warriors surrendered. They turned themselves in at Fort Snelling, at the confluence of the Minnesota and Mississippi Rivers—the sacred birthplace of the Dakota, called B'dote. There, they're awaiting trial.

Meanwhile, Minnesota's governor is preparing to conduct trials for each of the accused despite this being illegal since only the federal government, versus state governments, are authorized to intervene in such affairs. Moreover, as a lawyer, you know that unless these men have lawyers advising them, and translators to explain proceedings, the outcome will go down in history as one of the nation's greatest errors. *Can you help avert crisis?*

Who? _____

When? _____

What happened first? _____

What happened next? _____

What happened after that? _____

Why? What was his intention?

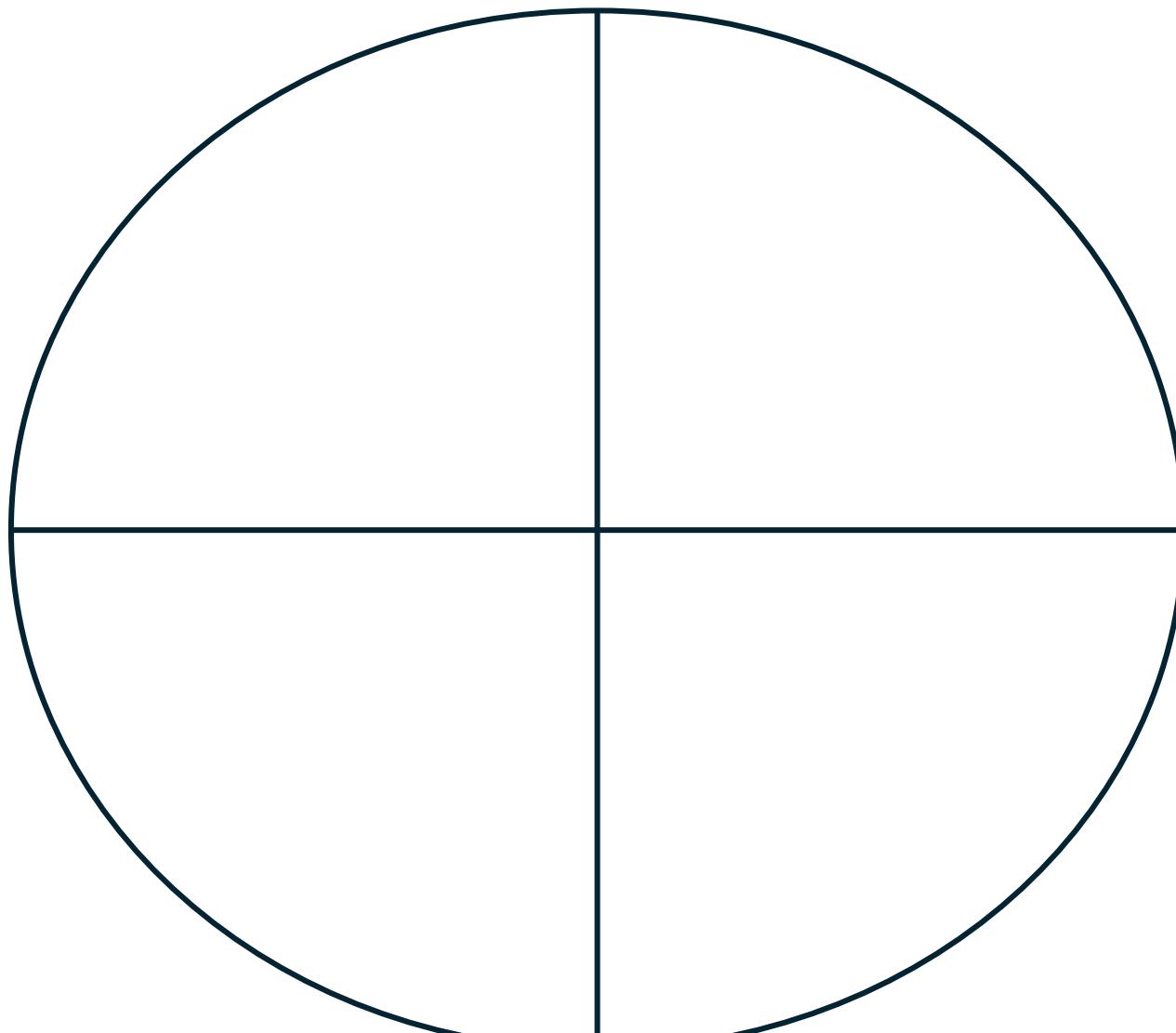
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Names _____, _____, _____, _____

EXIT TICKET WHAT'S THE JAM?

The JAM refers to the thread that connects the (4) viewpoints, the underlying issue few people say aloud. It's the sticky bit; the embedded conflict. *Delicate, nuanced & complex.*

DIRECTIONS 1) Label each quadrant: one role/quadrant. 2) Detail each quadrant with key events, players, including cause and effect—use your notes! 3) Gather as a class to answer GUIDING QUESTIONS. 4) Return to small groups to discuss/identify the wrinkle, aka, the “embedded conflict,” aka the JAM. 5) Name the JAM below.



The root cause(s) of the JAM include _____
_____.

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1521



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NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.7B	GRADE 4-5	SCHEMA COOPERATION
EXTENSION FROM CONFUSION TO CLARITY		

DIRECTIONS FILL IN THE BLANKS

In the time before time, around the banks of the Minnesota and _____ Rivers, the Dakota nation lived on the prairie and hunted _____. Much later, the U.S. referred to their land as part of Wisconsin Territory. When Wisconsin became a state, Dakota land then became a part of _____ territory. During this time, the Dakota signed treaties with the U.S. each time agreeing to sell bigger and bigger pieces of its land in exchange for the promise of yearly payments.

In 1858, when _____ became a state, the nation was undergoing rapid change. For context, by 1861, eleven states _____ from the Union to form the _____. Soon, they attacked the US, leading to the _____. However, this didn't stop remaining Congressman from defending the Union and pursuing expansion across western territories. For example, in 1862, Congress passed the _____ and _____ in hopes of building infrastructure that would help transport and settle people and things across the West.

Meanwhile, Congress knew it had to fulfill yearly treaty payments to several Native nations for relinquishing parts of their land, including the Dakota. Except the Congress had spent so much _____ fighting the Civil War, it struggled to borrow more. That might explain why its' payments to the Dakota were often late, or didn't come at all. Then, during the summer of 1862, with very little wild game on the prairie to hunt, and food crops destroyed by _____ and _____, the Dakota grew hungry. They waited and waited for _____ to deliver payment for their _____ so they could buy food. Except a handful of young men couldn't wait any more, and they tried to steal _____ from a farmer's barn. Violence broke out, tensions rose, and the Dakota went to war with settlers. This forced President _____ to divert Union troops from the _____ War to stop the violence.

Eventually #_____ Dakota warriors surrendered at Fort _____, at the confluence of the _____ and _____ Rivers. Here, at their most sacred place, called _____, the warriors and their families awaited trial. Meanwhile, President Lincoln knew the Dakota needed and deserved his legal and moral help.

JAM 3.7

NAME

DATE

SUBJECT SOCIAL STUDIES

LESSON #T.JAM.7C

GRADE

4-5

SCHEMA COOPERATION

EXTENSION STRUCTURED JOURNALING

1. **What are the most important ideas in this JAM?** _____

2. **This is what I don't completely understand ...** _____

3. **This JAM connects to my reality in that ...** _____

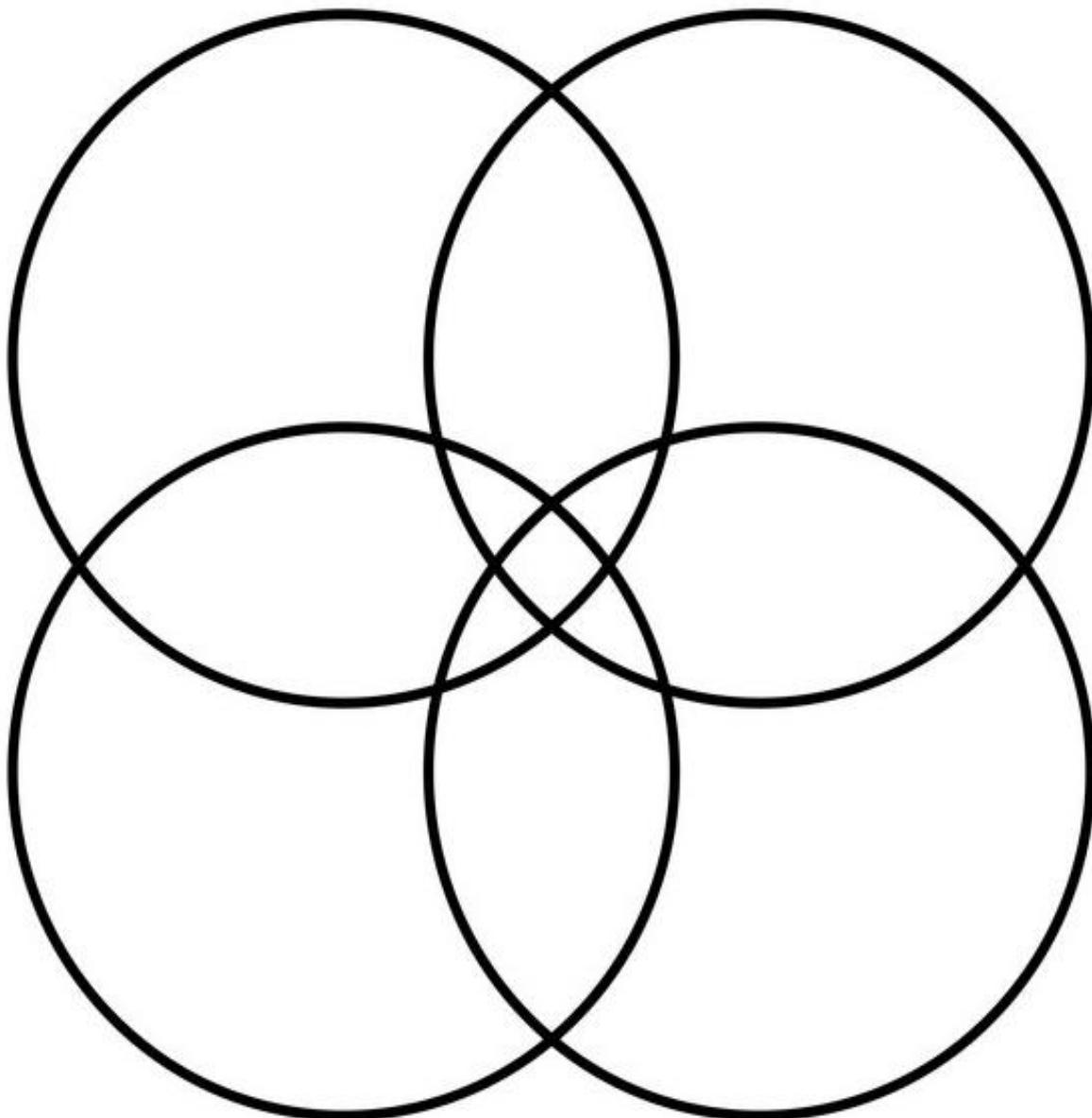
4. **I wonder...** _____

5. **I wonder ...** _____

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NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T.JAM.7D	GRADE 4-5	SCHEMA COOPERATION
EXTENSION FROM CLARITY TO COMPLEXITY		

DIRECTIONS How is this graphic organizer different from the first one? 1) In the margin of this 4-Way Venn Diagram, label each circle with the JAM's (4) viewpoints. 2) Consider how some viewpoints' characteristics overlap, or share intentions, goals or actions. 3) In the shapes don't overlap with others, list what makes that viewpoint unique from all others.



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NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON # T.JAM.7E	GRADE 4-5	SCHEMA COOPERATION
ASSESSMENT BECAUSE, BUT, SO		

DIRECTIONS Complete the following sentence stems.

1. US Congress may have failed to make promised treaty payments to the Dakota in exchange for their land in southern Minnesota

because _____

_____.

2. US Congress may have failed to make promised treaty payments to the Dakota in exchange for their land in southern Minnesota **but**

_____.

3. US Congress may have failed to make promised treaty payments to the Dakota in exchange for their land in southern Minnesota **so**

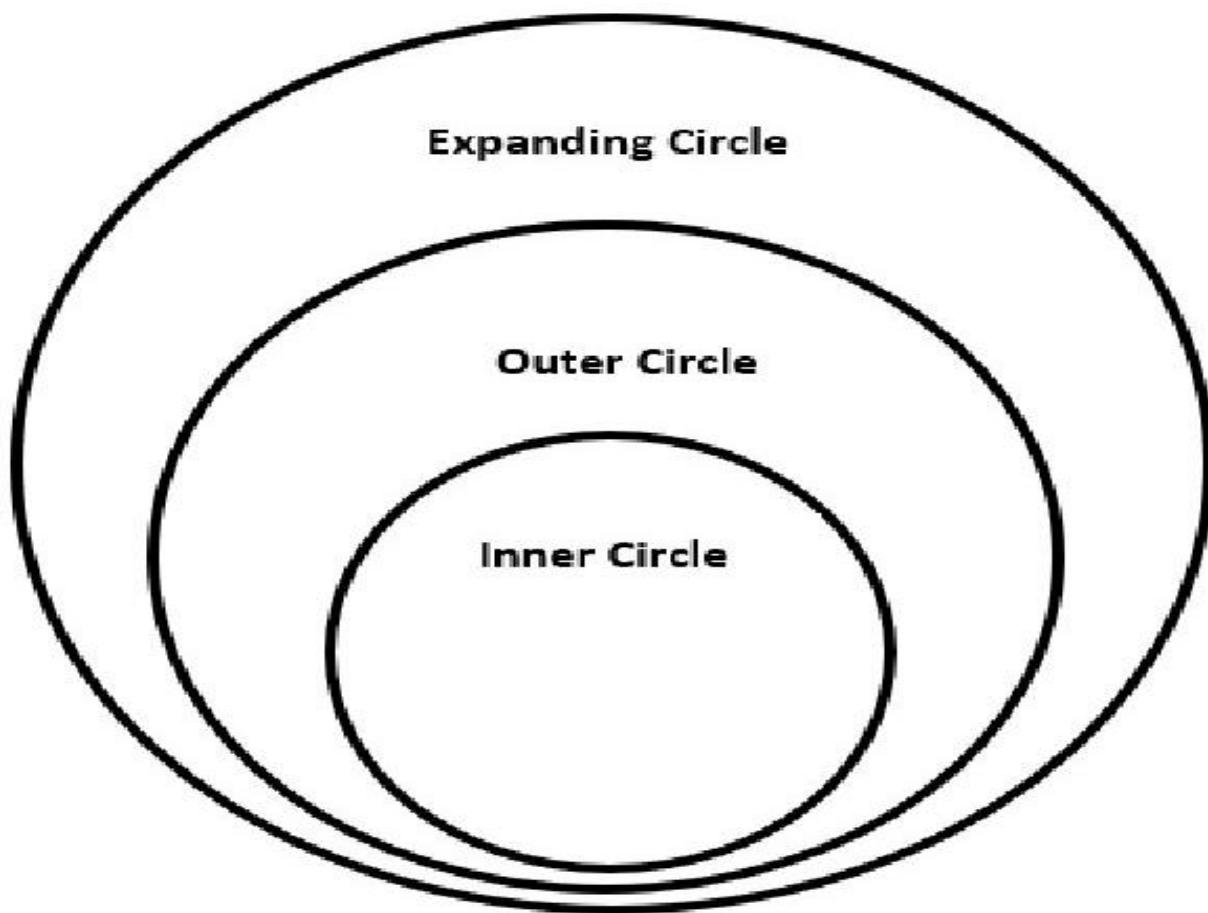
_____.

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NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T.JAM.7F	GRADE 4-5	SCHEMA COOPERATION
EXTENSION	CIRCLING THE TRUTH	

DIRECTIONS 1) Select ONE theme (perhaps the embedded conflict you named at the end of the JAM) that you believe unites all (4) viewpoints. Write it down in the *Inner Circle*. 2) Choose any (3) of the “5 Strands” of Social Studies—**geography, history, government, culture, economics**—that you think demonstrate how and why different roles chose the paths or strategies they did. Write those words in the *Outer Circle*. 3) Use “Retrieval Practice” to list details that support the three strands you listed in the outer circle. **BONUS:** Use this graphic organizer to write a one-paragraph summary essay.

POTENTIAL THEMES (CHOOSE ONE): POWER, MONEY, DEMOCRACY, AUTHORITY, MONEY, BALANCE, KNOWLEDGE,



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NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.7G	GRADE 4-5	SCHEMA GAME THEORY
EXTENSION LISTEN: CLASS-WIDE DEBRIEF		

DID YOU KNOW? Oral storytelling is an integral component of Native nations culture that offers neurological and cognitive benefits. For example, storytelling supports resiliency by promoting early literacy through social cognition, language processing, and memory storage. This is evidenced by the fact that Native nation stories have been scientifically validated as reliable records of historical events going back thousands of years. In summary: active *listening* is an unparalleled learning strategy.

DIRECTIONS Complete these sentence stems to summarize your thoughts (5-7 minutes). Next, bring these pearls of wisdom to share in a class-wide debrief so you and your classmates can practice speaking & listening.

1. One historical event that happened during this JAM that the world needs to spend more time thinking about is _____

2. One behavioral pattern that I noticed during the historical events of this JAM that could support sustainability in the world today is _____

3. One thing my small group did well in this JAM, a behavioral pattern that I believe could make the world safer or more sustainable is _____
