Goal(s): Understand the impact of the U.S. Government on the Spokane Tribe.

Subject Area(s): Social Studies – Economics (2.3.1 )

Grade Level: 5

Objective(s): Play out the Allotments to people on Lot’s Reservation (Spokane Reservation)

**Spokane Tribal Connection**

Land

Family

Enrollment

**Vocabulary:**

Allotment

Distribution

Indian Agent

**Spokane Tribal Values**:

Home

Lesson Teaching Plan:

**The teacher will:**

**Materials Needed:**

Document from Wilson about Tshimikin - warren

Documents of allotments – James

Map of allotment lands

**Mock allotment**

(Actual Happened in 1908-1912)

Use Mihoko Patterson to explain the process of allotment in

Japanese. Teacher will translate in English. – Transcript attached.

One Student will stand up at a time. There will be a discussion

As to if this person “deserved” land. A “yes” or “no” would be discussed and decided.

Any land not allotted would become opened up to non-Indian settlement.

Next lesson: Discuss the impact of allotments on Spokane Tribe. Review documents outlining the allotments. Discuss the impact of allotments for today’s tribal members.

**Activity:**

Mock Allotment - Debrief afterward with students about how they felt during the allotment. Discuss impact of translations. Confusion. The criteria for getting land or not.

**Assessment:** ***Pre-Test/Post-Test Instrument***

Debrief will be used as assessment. Class discussion.

**Enrichment:**

**Students will have the opportunity to bring in copies of land allotment**

**LESSON ALIGNED TO:**

**Social Studeies Unit Outlines/Standards GLEs**

**COMMON CORE STANDARDS:**

**5.SL.1.b-d**

**5.SL.3**

**Community Resources**

Mihoko Patterson – For facilitating Allotment in foreign language.

James, Warren for documents and map outlining allotment lands