

# UNIT:

(9-12 Grade)

Grade Level: 9-12 grade

Subject Area(s): U.S. History

Goal(s): Examine the political, economic, and social effects of the Allotment Act of 1887

Objective(s): Analyze the impact of the Allotment Act (Dawes Act) of 1887 on the Spokane Indian Reservation

### **STOI Connection:**

- Land (distribution, use, allotment)
- Tribal Affiliation

### **Background info needed:**

- Tribal identity – detrimental to tribal people who took land off the reservation.
- Impact on tribes who were living on land OFF reservation. (Upper, Middle, Lower Split)
- Non tribal member's accessing reservation allocation.
- Indian Removal Act

### **Vocabulary:**

- Assimilation
- Allotment
- Jurisdiction
- Immunity
- Identity politics (loss of tribal affiliation)
- Dawes Act/Roll

### **Spokane Tribal Values**

- Land and environment
- Community
- Home
- Generosity
- Respect

## Lesson Plan:

### **The teacher will:**

- Activate discussion by using quote from Chief Joseph.

"Do not misunderstand me [and] my affection for the land. I never said the land was mine to do with as I chose. The one who has the right to dispose of it is the one who has created it. I claim a right to live on my land, and accord you the privilege to live on yours. The earth is the mother of all people and all people should have equal rights upon it. "You might as well expect the rivers to run backward as that any man who was born a free man should be contented when penned up and denied liberty to go where he pleases..." Chief Joseph
- Teacher facilitate discussion:
  - Who is Chief Joseph?
  - What point is Chief Joseph making about Indian ownership of the land? • How did the white man's use of land differ from the Indian's use of land?
  - How did the white man's view of land ownership differ from the Indian's view? • Do Native Americans own land today?
  - Do you agree with Chief Joseph's view of land ownership?

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- Teacher will pass out articles and read with group. To build background knowledge for reading of Dawes Act

Students read the newsletter “How do you Shrink Land?” [http://02af27e.netsolhost.com/indianed/wp-content/uploads/2012/06/HS\\_US\\_L1\\_Allotment\\_Article.pdf](http://02af27e.netsolhost.com/indianed/wp-content/uploads/2012/06/HS_US_L1_Allotment_Article.pdf)

Introduction to the History of Allotment

<http://www.indianlandtenure.org/ILTFallotment/introduction/introI.htm>

and Glossary of Allotment terms

<http://www.indianlandtenure.org/ILTFallotment/glossary/terms.htm>

- Teacher will pass out copies of the Dawes Act and read together with students. Pausing to discuss meaning and discuss thoughts/feelings of the act.
- Teacher will pass out Homestead Act. Students and teacher will compare the language and impacts in both acts.

<http://www.ourdocuments.gov/doc.php?doc=50>

<http://www.ourdocuments.gov/doc.php?flash=true&doc=31&page=transcript>

- **Option:** use the National Archives *Written Document Worksheet*

[https://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](https://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

### Activity:

Students will reflect using the venn diagram and what they have learned reading the two acts. Students will write at least one paragraph describing their learning and thinking around that learning.

### Enrichment:

- Research Cobel Settlement to identify connections to the Dawes Act and how it tried to solve the consequences of the Dawes Act.

### Materials Needed:

- Article from website above
- Minutes of a meeting at Spokane Falls discussing upper and middles having to choose where to go and what tribe to be a part of.

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

Paragraph turned in with reflection of learning.

### LESSON ALIGNED TO:

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**COMMON CORE STANDARDS:**

**STOI Departments**