How The West Was Won
The Dawes Act and native culture

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Essential Question
How can differences in cultures lead to conflict? What does it mean to be invisible? How did America “win” the West?

Summary
In this lesson, students will analyze the differences between Native American and European cultures of the past, using the instructional strategies of Card Sorts, 4.2, 1 and a Gallery Walk, and by creating posters. Students will analyze various primary sources, including federal legislation and the writings of American colonists and Native Americans. While working in groups, students will decide if the West was won or stolen.

Snapshot
Engage
Students will work together to complete a Card Sort activity. They will justify their own ideas, consider the ideas of others, and modify their thinking as new information challenges their beliefs.

Explore
Students will use the Inverted Pyramid strategy to break down information from passages depicting Native American and European viewpoints on land ownership and Native American removal.

Explain
Students will read the "Dawes Act of 1887," at the website of PBS.org, and determine the main idea of the document, as well as the impact it had on Native American tribes.

Extend
Students will create speeches based on the viewpoints of several key people involved in Native American removal, the dissolution of tribal lands, and the overall loss of life and land endured by the Native Americans.

Evaluate
Students will participate in a Gallery Walk of student-created posters and listen to speeches based on key viewpoints during the dissolution of tribal lands.

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Standards

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

**USH.1.3C:** Examine the rationale behind federal policies toward American Indians including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership.

Attachments

- Card Sort Slips.docx
- Card Sort Slips.pdf
- Card Sorting Answer Sheet.docx
- Card Sorting Answer Sheet.pdf
- Inverted Pyramid - Explanations (Indian Affairs).docx
- Inverted Pyramid - Explanations (Indian Affairs).pdf
- Talking Museum Rubric.docx
- Talking Museum Rubric.pdf

Materials

- Notebook paper
- Pencils
- Poster board or copy paper
- Self-stick note pads
- Copies of the cards for the Card Sort activity
- Boxes to hold cut apart cards
- Colored pencils
- Markers
- Smartphone, or stopwatch.

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Using a Card Sort, students will organize European and Native American cultural traits. Beginning without knowing the names of the cultural groups, students will work in pairs or groups of three to sort the cards provided into two groups that they believe seem to go together. Students will place the cards in rows or columns, under the provided category headers. The teacher should monitor to see how students sort the items.

The students in each group will need to come to a consensus on which category each card should be a part of before sorting a new card.

During the activity, some probing questions the teacher may want to ask include:

- How did you chose to separate your cards?
- Which traits sound more American?
- Why do you believe nature is so important to one of the groups?

At the end of this discussion, the teacher should reveal that the two categories are Native American culture and European culture.
Explore

Teacher’s Note

Prior to this portion of the lesson, the teacher should make copies of the attached "Inverted Pyramid - Explanations." The text of "Chief Joseph Speaks: Selected Statements and Speeches by the Nez Perce Chief" (hyperlink) is available at "Archives of the West" on the website of PBS. "Chief Red Cloud on Indian Rights" (hyperlink) is available at the website of Sage American History.

Students will work on this portion of the lesson as individuals.

The teacher should write the following questions on the board:

- How did Native Americans feel about European views on land ownership?
- What are your beliefs about how the American Government was treating Native Americans regarding land ownership?

Teachers should then distribute copies of the attached "Inverted Pyramid - Explanations" handout for the Inverted Pyramid activity. Students will then choose to read either the handout of "Chief Red Cloud on Indian Rights," (hyperlink) or the selection of passages from "Chief Joseph Speaks" (hyperlink). As students read, they will fill out their pyramids.

The teacher should then discuss each speech using the questions written on the board, and explain how the difference between the cultures led to the violation of Native American rights.

Additional questions the teacher should ask are:

- Has our government been guilty of civil rights abuses before?
- If yes, give some example of those abuses?
- What evidence do we have of those civil rights abuses?

Teacher’s Note

The teacher may choose to have students share their ideas after the readings in order to identify any misconceptions and help other students broaden their ideas by hearing other perspectives. If some students struggle with reading or understanding historical concepts, it may be beneficial to have students work in pairs to share their thoughts and ideas prior to writing down responses.
Explain

Teacher's Note

Be sure to facilitate this portion of the lesson well, as some students may struggle with the language in this document. It is recommended that students who are strong readers be paired with those who are on lower reading levels.

Using the 4.2.1 instructional strategy, students will read the "The Dawes Act of 1887" (hyperlink) available at "Archives of the West" on the website of PBS.

Teacher's Note

The Dawes Act is also known as the General Allotment Act of 1887.

After reading this text, the teacher should ask students to individually list the four most important ideas it contains.

1. In pairs, students will share what they believe to be most important and agree on the top two ideas from their lists.

2. The teacher should have each student pair join another pair to form groups of four. Each group must then discuss and agree on the single most important idea from "The Dawes Act of 1887."

3. Individually, students will free-write about the purpose of the Dawes Act and what it meant for Native Americans. Students will explain what they know well enough that someone who is not informed would be able to understand. This should take approximately three to five minutes.

4. Students will then return to their groups and combine their final answers. These answers, explanations of how the Dawes Act affected Native Americans, should be written on the bottom of a poster that each group creates.

To conclude this portion of the lesson, the teacher should connect the Dawes Act with passages read earlier in the unit. Questions the teacher may want to include at this point in the lesson are:

- Which cultural views would most align with the ideas of the Dawes Act?
- Do you believe the Native American tribes understood what leases and other land allotment agreements meant?
- Is it possible that the U.S. Government lied to tribes in order to benefit from their lands?
- After reading the earlier passages, which individuals would agree with the ideas of the Dawes Act?
- Which individuals would disagree?
- Would you consider the Dawes Act a violation of civil rights? Justify your answer.
Extend

Students will work in pairs to create speeches and visuals in this portion of the lesson. Each pair of students must agree on one of the passages read earlier in the lesson to use as a resource. Students must make a claim using the information from the preceding parts of this lesson.

Each pair of students will write a claim on poster board. One student within each pair will create a short speech based on the chosen perspective, and the other student in the pair will create an image symbolizing the Dawes Act, or another event prior to this legislation that made the path to the dissolution of Native American lands possible.

For example, if a student wrote about Native Americans respecting nature, a tree and a peace symbol combined might be drawn as a visual symbolizing the claim. Meanwhile, the other student in the pair would be writing a short speech about why nature is a gift from God and how they dislike it being used to create riches.

A rubric for the speech is attached to this lesson, in order to give students an idea of the expectations for this assignment.

Teacher's Note

The teacher may choose to allow students to use the Internet as a source for images, additional speeches, and information about artifacts used during the time period of the dissolution of Native American lands. These images can be printed and added to the poster board to increase visual engagement.

Teacher's Note

As a possible additional extension to this lesson, the teacher may want to investigate using "The Nez Perce and the Dawes Act," (hyperlink) by J. B. Schur, at PBS.org.
Evaluate

Students will participate in a "talking museum," using a form of the Gallery Walk/Carousel instructional strategy. Students will display the posters created earlier in the lesson around the classroom.

The students that wrote speeches will stand next to their posters.

Students that created the visuals for the posters will gather in groups of three or four and become “museum enthusiasts,” circulating around the room as if they are at an art gallery.

Using a stopwatch, or a smartphone, the teacher should time each "round" of visits to the exhibited posters. Three minutes is an acceptable amount of time for students to visit a display. At the beginning of each round, as groups look at the exhibits, students who created the speeches will perform them as an “interactive feature” of each station.

At each exhibit, group members are to leave at least two constructive critiques, listing other ideas students might consider or things that they notice.

After all groups have visited each poster, all students will return to their own posters. Give groups the opportunity to reflect on the critiques provided during the activity, then make necessary adjustments to the work.

Pose the following questions as an Exit Ticket: Was the Dawes Act fair and just? Why?

Teacher's Note

Facilitation is key for this portion of the lesson to be successful. The teacher should engage students while walking from station to station and ask probing questions. For example, what other images could students have used on their posters? Is the information presented clearly? Students should be kept informed of the time they have left to complete the activity, with reminders every 30 to 45 seconds. The teacher may want to add a "professionalism" grade to this section of the lesson to encourage positive student behaviors.
Resources

- Bellringers and Exit Tickets Instructional Strategy: K20 Center. (n.d.). Copyright 2015, Board of Regents of the University of Oklahoma. Retrieved from https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505d6f2
- Gallery Walk/Carousel Instructional Strategy: K20 Center. (n.d.). Copyright 2015, Board of Regents of the University of Oklahoma. Retrieved from https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505a54d