

The History of Allotment

The Dawes Severalty Act of 1887

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Grade Level	9th – 12th Grade	**Duration**	1-2 days
Subject	Social Studies		
Course	U.S. History		

Essential Question

How do laws have a lasting impact on individuals?

Summary

In this lesson, students will explore the history of the loss of land for Native American tribes and how policies in place further contributed to the loss. Students explore the Dawes Severalty Act of 1887, the Curtis Act, and the Burke Act and their lasting impacts. To extend their learning, students examine primary source documents to help answer the essential question.

Snapshot

Engage:

Students watch a video showing the land taken from Native Americans over time and complete a S-I-T reflection.

Explore:

Students use the Painting a Picture strategy to make observations and inferences about images of different artifacts.

Explain:

Students read an article using the Stop and Jot strategy, then proceed to jigsaw the article with their group.

Extend:

Students analyze several primary source documents using the H.I.P.P strategy.

Evaluate:

Students complete an Exit Ticket to reflect on their learning.

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

- H.I.P.P. Graphic Organizer—The History of Allotment - Spanish.docx
- H.I.P.P. Graphic Organizer—The History of Allotment - Spanish.pdf
- H.I.P.P. Graphic Organizer—The History of Allotment.docx
- H.I.P.P. Graphic Organizer—The History of Allotment.pdf
- Lesson Slides -The History of Allotment.pptx
- Painting a Picture Chart—The History of Allotment - Spanish.docx
- Painting a Picture Chart—The History of Allotment - Spanish.pdf
- Painting a Picture Chart—The History of Allotment.docx
- Painting a Picture Chart—The History of Allotment.pdf
- Painting a Picture Document Set-The History of Allotment.docx
- Painting a Picture Document Set-The History of Allotment.pdf
- Primary Source Documents 2.pdf
- Surprising, Interesting, and Troubling (S-I-T)—The History of Allotment - Spanish.docx
- Surprising, Interesting, and Troubling (S-I-T)—The History of Allotment - Spanish.pdf
- Surprising, Interesting, and Troubling (S-I-T)—The History of Allotment.docx
- Surprising, Interesting, and Troubling (S-I-T)—The History of Allotment.pdf
- The History of Allotment Article—The History of Allotment - Spanish.docx
- The History of Allotment Article—The History of Allotment - Spanish.pdf
- The History of Allotment Article—The History of Allotment.docx
- The History of Allotment Article—The History of Allotment.pdf

Materials

- Lesson Slides (attached)
- Surprising, Interesting, and Troubling Handout (attached, one per student)
- Painting a Picture-Document Set (attached, class set)
- Painting a Picture Chart (attached, one per student)
- Article -The History of Allotment (attached, one per student)
- H.I.P.P. Graphic Organizer (attached, one per student)
- Device with internet Access
- Allotment Documents (attached, optional)
- Pen/Pencil

10 minutes

Engage

Use attached **Lesson Slides** to guide the lesson. Begin by displaying **slide 2**. Explain to students that they will be watching a brief video and analyzing an image, as they review the sources they should consider something surprising, interesting, and troubling.

Teacher's Note: The Invasion of America Video

This video is derived from an eHistory project, founded by Historians at the University of Georgia. Additional research and information about the map in the video can be found on the University of Georgia's website here. Consider showing the video multiple times to allow students to observe various details.

Transition to **slide 3** and play the video called "The Invasion of America" which shows the change in the amount of land Native American tribes owned over time. Next, have students analyze the image titled "Indian Land for Sale." Have students take note of the location of the land, the amount of acres, and the pricing.

Embedded video
https://youtube.com/watch?v=pJxrTzfG2bo

Now that students have viewed both pieces, move to **slide 4** and review the S-I-T strategy. Distribute the Surprising, Interesting, and Troubling Handout and have students write out their thoughts about both the video and image and identify the following:

- A **surprising** fact or idea
- An **interesting** fact or idea
- A **troubling** fact or idea

Teacher's Note: S-I-T

Students may also complete the S-I-T activity in an existing classroom notebook. If this route is taken, display the image on **slide 3** for students to view and they write out their thoughts.

After students have taken time to write out their thoughts, invite them to share their responses with the whole class. Once students have shared their thoughts, transition to **slide 5** with the lesson objectives and explain to students that they will be exploring federal policies that had an impact on tribal sovereignty and land ownership.

15 minutes

Explore

Teacher's Note: Activity Preparation

Prior to class, print and hang up the images in the **Document Set-Painting a Picture Packet** around the classroom for students to access. Consider printing more than one set for students to spread out.

Begin by passing out the **Painting a Picture Chart** to each student. Display **slide 6** and introduce the Painting a Picture strategy. Explain to students that they will be going around the room examining the images displayed. As they reach each image, they should record their observations and inferences on the **Painting a Picture Chart**. Take a moment to distinguish the differences between observations and inferences with the class. Tell students that they will have about 15 minutes to make observations and inferences about the photos. A timer can be found on **slide 7.**

Once students have worked through all the images, invite a few to share their observations and inferences. As students share, add any other information you think is important to point out. **Slides 8-11** are available to guide the conversation. Transition to **slide 12** and display the essential question:

How do laws have a lasting impact on individuals?

Wrap up the conversation by explaining to students that today they will explore how all of these artifacts had a lasting impact on tribal sovereignty.

Teacher's Note: Alternative Approaches

As an alternative to gallery walking the images, you can also print copies of the attached Painting a Picture Document Set and have students do this in small groups. Another alternative would be to show the images on slides 8-11 to students rather than printing them out and review the images as a class. If this approach is taken, hide the text from the slides.

15 minutes

Explain

Display **slide 13** and introduce the Jigsaw strategy. Students move into groups of three. Distribute a copy of the attached **Article-The History of Allotment** to students. Explain to students that as a group they will be reading about the history of allotment policies and using the Stop and Jot strategy to summarize their takeaways. Instruct groups to read the introduction paragraph together. Once they've read the introduction, each group member will summarize one of the following Acts:

- **The Dawes Severalty Act of 1887**
- **The Curtis Act (1898)**
- **The Burke Act (1906)**

After they have had ample time to read and write out their thoughts for their assigned parts, ask them to share the information they have gathered with the other group members. Display **slide 14** and explain that as group members take turns sharing, students should be filling out their summaries for the remaining Acts.

15 minutes

Extend

Teacher's Note: Preparing for the Primary Source Analysis/HIPP

The primary source documents can be reached and shared electronically. Share the shortened link with the class http://k20.ou.edu/dawes . If you prefer hard copy handouts, they are attached and labeled **Allotment Document Set**. Students will use the HIPP strategy to analyze the document set in groups paired with a graphic organizer. You can decide whether groups use one handout as a group, or one per student.

When students have read about the history of allotment, explain to them that they will analyze three primary source documents using the H.I.P.P. strategy. Display **slide 15** with instructions on how to use the H.I.P.P. strategy and the shortened link for the primary source documents.

Students will remain in their same groups and read through the set of documents. Once they have read the documents, they will add their notes in the **H.I.P.P. Graphic Organizer** as a group. Explain to students that they should review all of the documents first then answer the questions keeping all of the documents in mind. Once you have allowed time for students to complete the activity as a class, review each part of the **H.I.P.P. Graphic Organizer** as a class. During this time clarify any misconceptions students might have about the Allotment Documents they reviewed.

10 minutes

Evaluate

Have students turn in the **H.I.P.P. Graphic Organizer** from the Extend section and any other desired handout. These can serve as assessments for this lesson. If time allows, assess their understanding further by displaying **slide 16** and using the following prompt as an Exit Ticket:

How do laws have a lasting impact on individuals?

Have students reflect on how the lives of members of Tribes were affected through the policy of allotment and Laws that enforced this policy. Students can submit their responses on a classroom notebook or alternatively, on the back of one the existing handouts or having the discussion out loud as a class.

Resources

ArcGIS web application. (n.d.). https://usg.maps.arcgis.com/apps/webappviewer/index.html?id=eb6ca76e008543a89349ff2517db47e6

Dawes Act allotment documents by Art Department. Infogram. (n.d.). https://infogram.com/dawes-act-allotment-documents-1hdw2jpox7o7p2l?live

eHistory.org. (2014, June 2). The invasion of America [Video]. YouTube. https://youtu.be/pJxrTzfG2bo

Fisher, W. L., Valentine, R. G., United States Department Of The Interior, I. B. & Printed Ephemera Collection. (1911) Indian land for sale: get a home of your own, easy payments. Perfect title. Possession within thirty days. Fine lands in the West. [United States Publisher not identified] [Pdf] Retrieved from the Library of Congress, https://www.loc.gov/item/2015657622/.

K20 Center. (n.d.). Bell Ringers and Exit Tickets. Strategies. https://learn.k20center.ou.edu/strategy/125

K20 Center. (n.d.). H.I.P.P.. Strategies.https://learn.k20center.ou.edu/strategy/1618

K20 Center. (n.d). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179

K20 Center. (2021, May 6). Painting a picture. Strategies. https://learn.k20center.ou.edu/strategy/1331

K20 Center. (2021, February 12). S-I-T (Surprising, interesting, troubling). Strategies. https://learn.k20center.ou.edu/strategy/926

K20 Center. (2020, September 16). Stop and jot. Strategies. https://learn.k20center.ou.edu/strategy/168

K20 Center 15 minute timer. YouTube. (2021c, September 21). https://youtu.be/m3zT2IxZQaw?si=EcRZEQL1P1RVRMo0