US Development and Struggles in the West, Industrialization, Immigration, and Urbanization – Level 3
GLE’s Covered: History 4.1.2 Part Four, 4.1.4; Civics 1.3.1; Economics 2.1.1

In level three, students will:

- Review lessons one and two on the allotment of Indian lands
- Understand the impact of Indian “reformers” on Indian land allotment policies in the United States.
- Understand the “idealism and motivation behind the Dawes act and the reaction of Indian peoples to the carving-up of their lands.”
- Use the Indian Land Tenure Foundation’s lessons on the Dawes Act. For a copy, click on the following link and scroll down to Level 3: INDIAN LAND TENURE DAWES ACT LESSONS

Step One:
Teachers should review level’s one and two prior to implementing level three curriculums. Level Three offers a deeper understanding of both the Dawes act and the motivation behind the creation of the act by non Indian reformers seeking to “save” the Indian people. The lesson plan is included on the Indian Land Tenure site, however a direct link to the lesson, through NebraskaStudies.Org, is provided here: http://www.nebraskastudies.org/0000/contents.htm. (Note: the hyperlink on the Land Tenure website is no longer active.) Please note that some of the lesson activities focus specifically on Nebraska state history – as the focus of our unit is US History, this should not deter you from use of the lesson which provides valuable insights into the thinking of both Indians and whites during this era.

This website offers two options for introducing the Dawes act lesson to students. Both introductions are powerful and I would suggest that using both would be appropriate as you introduce students to the deeper meaning of the Dawes act and its consequences for native people. Option one requires only a handout and/or overhead projector, while option two offers lyrics to songs that are easily accessible through many online music sources.

Step Two – Student Evaluation:
Two evaluative tools are provided on the Nebraska Studies website for checking your students understanding of the Dawes act. In addition, the website suggest extension activities that are useful for creating personal connections to the topic. Extension activity #5 would be an especially rich and rigorous extension to the evaluation process.

In addition, if the required Civics CBA has already been addressed at the middle level, consider using either the “Why History” or “Causes of Conflict” CBA structure to implement an evaluation of student’s deeper understanding of the material. Links to these CBA’s can be found here: http://www.k12.wa.us/SocialStudies/CBAs/MiddleSchool.aspx.