UNIT 4: MIDDLE SCHOOL – UNITED STATES HISTORY

US DEVELOPMENT AND STRUGGLES IN THE WEST: DAWES ACT

Level 1

Instructional Support Materials

Dawes Act Newsletter
<u>Dawes Act Newsletter (Spanish Language Version)</u>
Dawes Act Newsletter Vocabulary Sheet
Dawes Act Newsletter Vocabulary Sheet (Spanish Language Version)
<u>Frayer Model Worksheet Example</u>
Frayer Model Worksheet Example (Spanish Language Version)
<u>Frayer Model Worksheet</u>
<u>Frayer Model Worksheet (Spanish Language Version)</u>
Thesaurus for each pair of students
Optional: Computers
<u>History of Allotment</u>
History of Allotment (Spanish Language Version)
<u>Land Tenure Glossary</u>
Land Tenure Glossary (Spanish Language Version)

Learning Goals

Students will be able to:

- Understand the continued impact of assimilation to tribal Nations resulting from the Dawes Severalty Act of 1887 (also known as the General Allotment Act of 1887).
- Identify text-based evidence to support definitions of key vocabulary terms.
- Learn a vocabulary strategy.

Time: 1 – 2 class periods

Essential Question:

4. What are the ways in which Tribes respond to the threats and outside pressure to extinguish their cultures and independence?

Teacher Preparation

1. Copy "Dawes Act Newsletter" Vocabulary Sheet to distribute one word for each pair of students. Put words in a hat or container. Vocabulary words may need to be used by multiple groups.

- 2. Copy the "Dawes Act Newsletter" article for each student.
- 3. Copy Frayer Model Worksheet for each pair of students.

Learning Activities

- 1. Divide students in the class into pairs.
- 2. Read the article aloud to the class.
- 3. Explain to students that they will be learning with their partner about a specific word from the article, "Dawes Act Newsletter."
- 4. Project the Frayer Model Example for students to see. Demonstrate how to complete the worksheet using document-based evidence.
- 5. Distribute the Frayer Model Worksheet to each pair of students.
- 6. Have one student from each pair draw a vocabulary word for their team.
- 7. Have students complete the Frayer Model Worksheet using the "Dawes Act Newsletter," Thesaurus, and if available, a computer.
- 8. Have each paired group present their worksheet or do a gallery walk.

NOTES: