

UNIT 3: HIGH SCHOOL – UNITED STATES HISTORY

REFORM, PROSPERITY, AND DEPRESSION: INDIAN REORGANIZATION ACT

Level 3

Instructional Support Materials

[Indians as Citizens Article](#)

[Indians as Citizens Article \(Spanish Language Version\)](#)

[IRA/Immigration Graphic Organizer](#)

[IRA/Immigration Graphic Organizer \(Spanish Language Version\)](#)

[U.S. Foreign Policy CBA](#)

Learning Goal

- Students will analyze and evaluate the success of the Indian Reorganization Act or other federal Indian policy on a local tribe.
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Time: Approximately 2 class periods

Teacher Preparation

- Make classroom copies of the *Indians as Citizens* Article and *IRA/Immigration Graphic Organizer*.
 - Note: Although not all tribes created constitutions under the IRA, contact the tribe closest to your school to inquire about the availability of their tribe's Constitution. GOIA Tribal Directory: <http://www.goia.wa.gov/Tribal-Directory/TribalDirectory.pdf>
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Learning Activities

Day 1

1. Explain the idea of dual citizenship and that Indian people who are enrolled members of a tribe are dual citizens of the tribal government as well as the United States government, just as other people may be dual citizens of two other nations. Have students read "*Indians as Citizens*" for further clarification.
2. Together read the [Preamble to the United States Constitution](#). Discuss the definition of a "preamble" = A preface, an introduction or explanation of what is to follow.
3. Discuss words contained in the preamble that students do not know, or that they feel other classmates may not know. Include those words on a classroom wall thesaurus.

4. Students will group themselves according to interest and will research and look at samples of tribal constitutions to compare and contrast to the United States Constitution.

Tribal Constitutions for 8 Washington tribes:

[Jamestown S'Klallam Tribe](#)

[Confederated Tribes of the Colville Reservation](#)

[Nisqually Indian Tribe](#)

[Port Gamble S'Klallam Tribe](#)

[Puyallup Tribe of Indians](#)

[Sauk-Suiattle Indian Tribe](#)

[Shoalwater Bay Tribe](#)

Snoqualmie Tribe of Indians:

<http://www.snoqualmieltribe.us/sites/default/files/linkedfiles/constitution.pdf>

[Tribal Court Clearinghouse](#)

Note: Although not all tribes created constitutions under the IRA, contact the tribe closest to your school to inquire about the availability of their tribe's Constitution. GOIA Tribal Directory: <http://www.goia.wa.gov/Tribal-Directory/TribalDirectory.pdf>

5. Students will list at least 10 similarities and 10 differences that they observe between the two documents in the preamble sections.

Day 2

1. The IRA of 1934 represented a shift in federal policy away from forced acculturation and assimilation, but tribal people had different opinions about the effects of the IRA on their tribes.
 - a. Listen to Ramon Roubideaux (Brule Sioux) as he criticized the IRA in "It set Aside the Indian as a Problem." Text and audio can be found at: History Matters: <http://historymatters.gmu.edu/d/76/>
 - b. Listen to Amos Owen (Mdewakanton Sioux) as he gives a mixed review of the IRA in "It Didn't Pan Out as We Thought It Was Going to." Text and audio can be found at: History Matters: <http://historymatters.gmu.edu/d/34>
 - c. Listen to Alfred DuBray (Sioux) as he praises the IRA in "It Had a Lot of Advantages." Text and audio can be found at: History Matters: <http://historymatters.gmu.edu/d/33>
2. Have students research the economic, social, political, health, and educational effects of the Indian Reorganization Act.

Resources:

 - a. "We Have Got a Good Friend in John Collier": A Taos Pueblo Tries to Sell the Indian New Deal: <http://historymatters.gmu.edu/d/26>
 - b. Indian Land Tenure - Historic Allotment Legislation: <http://www.indianlandtenure.org/ILTFallotment/histlegis/histlegisVI.htm>

