

1875 – 1899

THE DAWES ACT

LESSON PLAN

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Lesson Plan: The Dawes Act

Lesson Grade Level:

8th - 12th Grades

Lesson Objectives:

1. Students will analyze the implications of the Dawes Act for Native Americans.
2. Students will analyze the pros and cons of the Dawes Act.
3. Students will evaluate the Federal Government's Indian policy during the latter part of the 19th century and the early part of the 20th century.
4. Students will develop skills to analyze primary documents, maps, letters, etc.

Nebraska State SOCIAL STUDIES Standards

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.5. By the end of eighth grade, students will describe growth and change in the United States from 1801-1861.

Standard 8.1.7. By the end of eighth grade, students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Standard 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Standard 8.4.3. By the end of eighth grade, students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Standard 8.4.4. By the end of eighth grade, students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

Standard 8.4.5. By the end of eighth grade, students will interpret economic and political issues as expressed in various visuals.

Standard 8.4.6. By the end of eighth grade, students will improve their skills in historical research and geographical analysis.

Standard 12.1.4. By the end of twelfth grade, students will analyze the impact of immigration on American life, identifying factors.

Standard 12.1.5. By the end of twelfth grade, students will summarize causes and effects of the Industrial Revolution.

Standard 12.1.12. By the end of twelfth grade, students will explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Standard 12.1.13. By the end of twelfth grade, students will develop skills for historical analysis.

Standard 12.1.14. By the end of twelfth grade, students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

Standard 12.2.10. By the end of twelfth grade, students will analyze major 20th century historical events.

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.3.6. By the end of twelfth grade, students will analyze the structure, and function of the United States national governments and its relationship to state governments.

Standard 12.4.6. By the end of twelfth grade, students will analyze the forces of conflict and cooperation.

Nebraska State **READING & WRITING** Standards

Standard 8.1.1. By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.3. By the end of the eighth grade, students will identify and classify different types of text.

Standard 8.1.5. By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 8.1.6. By the end of the eighth grade, students will identify similarities and differences across a variety of eighth grade reading selections.

Standard 8.1.7. By the end of the eighth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, or media.

Standard 8.2.2. By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.

Standard 8.2.3. By the end of the eighth grade, students will revise and edit descriptive compositions.

Standard 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.3.2. By the end of the eighth grade, students will use multiple presentation styles for specific audiences and purposes.

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Standard 12.1.2. By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.

Standard 12.1.3. By the end of the twelfth grade, students will identify and use characteristics to classify different types of text.

Standard 12.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.1. By the end of the twelfth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

Standard 12.2.2. By the end of the twelfth grade, students will write compositions with focus, related ideas, and supporting details.

Standard 12.2.4. By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.

Standard 12.2.5. By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Standard 12.3.2. By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.

Introduction:

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Option #1:

1. Introduce the lesson by providing students with the Chief Joseph Quotation handout located in the Resources section at the end of this document or project the following on an overhead transparency:

"Do not misunderstand me [and] my affection for the land. I never said the land was mine to do with as I chose. The one who has the right to dispose of it is the one who has created it. I claim a right to live on my land, and accord you the privilege to live on yours. The earth is the mother of all people and all people should have equal rights upon it.

"You might as well expect the rivers to run backward as that any man who was born a free man should be contented when penned up and denied liberty to go where he pleases..."

Chief Joseph

2. Conduct an oral discussion with students by using the following questions as a guide:
 - Who is Chief Joseph?
 - What point is Chief Joseph making about Indian ownership of the land?
 - How did the white man's use of land differ from the Indian's use of land?
 - How did the white man's view of land ownership differ from the Indian's view?
 - Do Native Americans own land today?
 - Do you agree with Chief Joseph's view of land ownership?

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Option #2:

1. Print copies of the lyrics from the Dave Matthews Band's "Don't Drink the Water" off the album "Before These Crowded Streets."
http://www.lyricsdomain.com/4/dave_matthews_band/dont_drink_the_water.html
2. Instruct students to underline powerful lines or write down images that come to mind for each verse. After students have read the lyrics, ask volunteers to describe the images that came to mind.
3. Ask students to discuss the meaning of the song and to compare/contrast the words of the song to the views of U.S. government officials of the late 1800s and early 1900s.
4. Have students read a description of the Dawes Allotment Act in their textbook or from the Nebraska Studies 1875-1899 timeline and have them compare/contrast the text of "Don't Drink the Water" with the text of the Dawes Act.
http://nebraskastudies.org/0600/stories/0601_0200.html
5. The use of contemporary music could be augmented by music from Native American musicians—either from the band Indigenous, or from Robbie Robertson's "Contact from the Underworld of Red Boy," that interestingly combines traditional and contemporary musical riffs and offers a similar take on dispossession of native peoples, but from a native songwriter.
[http://en.wikipedia.org/wiki/Indigenous_\(band\)](http://en.wikipedia.org/wiki/Indigenous_(band))
http://www.indigenoumusic.net/indigenous_content.html
http://theband.hiof.no/albums/contact_from_the_underworld_of_red_boy.html
<http://music.yahoo.com/Robbie-Robertson/lyrics/262544>

The Resources**Books:**

- Goldfield, David, etc. **The American Journey. A History of the United States.** Upper Saddle River, New Jersey: Prentice Hall, 1998.
- Naugle, Ronald C. and Olson, James. **History of Nebraska.** 3rd edition. Lincoln: University of Nebraska Press, 1997.
- Wilson, Dorothy Clarke. **Bright Eyes. The Story of Susette La Flesche, an Omaha Indian.** New York: McGraw-Hill Book Company, 1974.

Magazines:

- Mathes, Valerie Sherer and Lowitt Richard. Eds. I Plead for Them. An 1882 Letter from Alice Cunningham Fletcher to Senator Henry Dawes." *Nebraska History.* Spring 2003. Vol. 84. No. 1. Pp. 36-41.
- Mattison, Ray H. "The Indian Reservation System on the Upper Missouri, 1865-1890." *Nebraska History.* Vol. 36. No. 3. September 1955. Pp. 141-172.
- Pyne, John and Sesso, Gloria. "Federal Indian Policy in the Gilded Age." *OAH Magazine of History.* Spring 1995. Pp. 46-51.
- Powe, Faye. "Perspectives on the American Landscape." *Social Education.* March 1998. Pp. 126-133.

Internet Resources:

- Comparing Allotment and Homesteading, 1900-1915. California State University San Marcos.
<http://www.csusm.edu/nadp/acompare.htm>
- General Allotment Act. [Series of charts showing distribution of Indian lands] California State University San Marcos. <http://www.csusm.edu/nadp/atables.htm>
- 100 Milestone Documents, National Archives.
<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>
- PBS. New Perspectives of the West.
<http://www.pbs.org/weta/thewest/program/>
- PBS. The West. The Nez Perce and the Dawes Act.
http://www.pbs.org/weta/thewest/lesson_plans/lesson03.htm
- Prairie Settlement. Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters] Library of Congress. American Memory Collection.
<http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html>
- Teaching with Documents Lesson Plan: Maps of Indian Territory, the Dawes Act, and Will Rogers' Enrollment Case File. National Archives. Digital Classroom.
<http://www.archives.gov/education/lessons/fed-indian-policy/>
- Graphic Organizers
<http://www.graphic.org/venbas.html>
<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>
- Glencoe. Graphic Organizer
http://teachingtoday.glencoe.com/userfiles/file/graphic_organizer_affective.pdf
- Nebraska Dept. of Education Academic Standards.
<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>
- Nebraska Dept. of Education State Social Studies/History Standards.
<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>
- Nebraska State Historical Society.
<http://nebraskahistory.org/oversite/research.htm>
- Nebraska State Historical Society: Nebraska History magazine
<http://nebraskahistory.org/publish/publicat/history/index.htm>
- Nebraska State Historical Society: Nebraska Trailblazer
<http://www.nebraskahistory.org/museum/teachers/material/trailist.htm>
- Rubrics General Rubric
<http://www.socialstudieshelp.com/rubric.htm>

School Improvement in Maryland. Instruction. Social Studies Rubric.

http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html

Starr, Larry. Nebraska State Dept. of Social Studies Education. Nebraska Social Studies Resource.

<http://www.nde.state.ne.us/SS/>

The American Memory Collection. All Collections.

<http://memory.loc.gov/ammem/amtitle.html>

The American Memory Collection. Library of Congress.

<http://memory.loc.gov/ammem/ammemhome.html>

The Library of Congress Learning Page: The Historians' Sources: Analysis of Primary Sources.
"Questions for Analyzing Primary Sources."

<http://memory.loc.gov/ammem/ndlpedu/lessons/psources/analyze.html>

The Process:

1. Have students read the Dawes Act section of the 1875-1899 timeline on Nebraska Studies:
http://nebraskastudies.org/0600/stories/0601_0200.html
2. Next, instruct students to read the "Dawes Act" document, linked from the above page. Conduct an oral discussion with students using the following questions as a guide for the discussion:
 - a. Who is Dawes?
 - b. What are the key provisions of the Dawes Act?
 - c. Why was the Dawes Act passed?
 - d. How did Native Americans react to the passage of the Dawes Act?
 - e. Was the Dawes Act successful? Why or why not?
 - f. If you had the opportunity to revise the Dawes Act, what modifications would you suggest to make the act more successful?
3. Direct students, either as individuals or as a cooperative endeavor, to use the National Archives *Written Document* Worksheet located in the Resources section at the end of this document as a guide for analyzing the Dawes document.
4. Instruct students to compare and contrast the Dawes Act with the Homestead Act. A copy of the Homestead Act is available at the National Archives *100 Milestone Documents* website located at:
<http://www.ourdocuments.gov/doc.php?flash=true&doc=31&page=transcript>
5. Direct students, individually or in a cooperative learning activity, to use a Venn diagram to compare and contrast the two documents. A sample Venn diagram is located in the Resources section at the end of this document. After students have completed their diagrams, have student volunteers place them on an overhead transparency or on the chalkboard. The teacher can then use the various diagrams to point out similarities and differences among the various diagrams constructed by the students.
6. Have students read the quotes of the following persons from the Dawes Act section of the Nebraska Studies 1875-1899 timeline:
Alice Fletcher a Nez Perce Indian Senator Dawes

Ask students to compare and contrast the three quotations. The teacher can use the following as a guide for the discussion:

- a. Define the following terms:
thralldom Sphinxes civilized Magna Carta
- b. Who are the following?
Alice Fletcher Nez Perce Henry L. Dawes

- c. What do you think Alice Fletcher meant when she said the Dawes Act would be like the Magna Carta for the Indians?
 - d. Why do you think Fletcher felt the tribes and reservations systems were not good for the Indians? Do you agree?
 - e. Why would Indians be opposed to the Dawes Act?
 - f. What characteristics did Dawes feel made a person civilized? Would the Indians agree with his views? Why or why not?
7. Provide students with copies of the following quotes about the Dawes Act, located in the Resources section at the end of this document.

"The Indian may now become a free man; free from the thralldom of the tribe; free from the domination of the reservation system; free to enter into the body of our citizens. This bill may therefore be considered as the Magna Carta of the Indians of our country."

Alice Fletcher

"The Dawes Act was a way to break up the whole tribal structure of Native American nations. Instead of saying you are a group of people, all of a sudden you are individual landowners — you are Americans. And so it was designed to break up community, to civilize people, make us farmers, and also break up our tribal structure."

Charlotte Black Elk

"Alice explained... the land allotment... and her wish that the whole people would see the wisdom of the great change... At length one man stood up, a tall, broad-shouldered fellow... He said, 'We do not want our land cut up in little pieces...' A groan of assent ran along the dark line of Sphinxes... 'We must come together and decide whether we will have this law...' She told them that there is nothing for them to decide... The law must be obeyed."

Jane Gay

8. Then instruct students to answer through oral discussion or as an individual writing assignment the following:
- a. Who are the following people?
Alice Fletcher Charlotte Black Elk Jane Gay
 - b. Compare and contrast the views those three people have of the Dawes Act.
 - c. Do you agree with any of their views? Why or why not?

Background information is provided at PBS. The West. *The Outcome of Our Ernest Endeavors* located at:

<http://www.pbs.org/weta/thewest/program/episodes/eight/ourearnest.htm>

9. Review with students the provisions of the following pieces of legislation: Dawes, Burke, and Wheeler Howard (Indian Reorganization Act). Then have students, individually or in groups, create an expanded Venn diagram to compare and contrast the three pieces of legislation.

Background information for the Burke Act and the Wheeler Howard Act:
 Wheeler Howard Act 1934: <http://www.infca.org/tribes/IRA.htm>
 Burke Act 1906 <http://www.csusm.edu/nadp/a1906.htm>
 or <http://www.csusm.edu/nadp/a1906.htm>

Learning Advice:

1. Review the Nebraska State Historical website at <http://www.nebraskahistory.org/> and familiarize students with the Nebraska History magazine located at: <http://www.nebraskahistory.org/publish/publicat/history/index.htm>
Teachers/students can order copies of the magazine from the NSHS or check with their local library to see if they have copies.
2. Review the contents of the Nebraska Department of Education Social Science Resource Home Page and review the links with students. <http://www.nde.state.ne.us/SS/>.
3. Have students identify and/or define the following terms after they have had the opportunity to read the information contained on the Nebraska Studies website concerning the Dawes Act:

allotment	Indian reservation system	Henry L. Dawes
Burke Act	Magna Carta	Alice Fletcher
Dawes Act	Nez Perce Indians	Jane Gay
Homestead Act	severalty	Susette La Flesche

Indian Reorganization Act (Wheeler Howard Act)
Helen Hunt Jackson's book, *A Century of Dishonor* (1881)

Conclusion:

Students will have learned the provisions of the Dawes Act and how Indians viewed the act. Furthermore, students will evaluate why people like Henry Dawes and Alice Fletcher supported the act and what they hoped to achieve. Students will also have learned what the goals of the Federal Government were with reference to the Indian population from the late 1880s to the late 1930s. Students will have learned how to analyze primary resources by utilizing the National Archives analysis worksheets.

Assessment Activities:

One or both of the following activities could be used to assess student knowledge.

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Activity # 1: Analytical Essay

1. Instruct students to do a written essay of a minimum of 500 words analyzing the pros and cons of the Dawes Act and include a discussion of the following:
 - a. Why did Dawes propose the Dawes Act and was he successful in achieving his objectives?
 - b. How did the Indians view the act?
 - c. How would the student have modified the act to make it more acceptable to the Indians?
2. Include a thesis statement, documentation, a bibliography, etc. Use a rubric to assess student knowledge. Teachers can create their own rubric or use one of the following rubrics:
School Improvement in Maryland, Social Studies Rubric.
http://www.mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html.

Activity # 2: Multiple Choice

Answers to the Multiple Choice assessment activity:

Print out enough copies for each student of the *THE DAWES ACT Multiple Choice* worksheet in the Resources section of this document.

Answers to the Multiple Choice assessment activity:

1. A 2. A 3. B 4. B 5. B 6. C 7. C

Possible Extension Activities:

1. Instruct students to review *Archives of the West* located at http://www.pbs.org/weta/thewest/lesson_plans/lesson03.htm
 Have students review the two documents listed under activity 3 number 4: *Indian Policy Reform* by President Chester Arthur and *The Dawes Act*. After students have read the first document, make two columns on the blackboard, one labeled "problems" and the other "solutions." Elicit from students the following information and list their answers on the board:
 - a. What problems does Arthur identify regarding the U.S. government and the Indians? List them.
 - b. What solutions does Arthur offer to remedy the situation?
 - c. Whom does Arthur blame, if anyone, for the sorry state of Indian and U.S. relations?
 - d. What is the "tone" of his speech?
 - e. How does Arthur view American Indians?
 - f. What do you think are his sources of information?
 - g. What is your opinion of the solutions he puts forth? Debate them one by one.

Then have students turn to the extract from the Dawes Act in the Nebraska Studies 1875-1899 timeline.

http://nebraskastudies.org/0600/stories/0601_0200.html

Have them answer the following questions after they have read the information:

- a. In what ways does the Dawes Act seem to remedy the problems identified by Arthur?
 - b. In what ways does the act seem to be protecting Indians?
 - c. In what way(s) does the act weaken and dismantle the power of Indian nations?
 - d. What do you predict will be the outcome of the Dawes Act on Indian nations?
2. Have students access PBS's *The West* and the segment titled "The Outcome of Our Earnest Endeavors" from Episode 8 "One Sky Above Us" located at: <http://www.pbs.org/weta/thewest/program/episodes/eight/ourearnest.htm>

After students have had the opportunity to read the information, engage students in a discussion using the following questions as a guide:

- a. Who were Alice Fletcher and Jane Gay, and what were their views of the Dawes Act?
- b. Who were the Nez Perce and Chief Joseph? How did Chief Joseph feel about the Dawes Act?
- c. Why did the Nez Perce call Alice Fletcher the Measuring Woman?
- d. Was the Dawes Act a success story for the Nez Perce? Why or why not?
- e. Was the Dawes Act, in general, a success or failure with reference to improving the lives of Native Americans?

3. Direct students to select an existing reservation in the United States, research its history, and determine the circumstances that allowed it to continue to exist throughout periods of varying federal policies. Ask students to report their findings in the form of a newspaper feature story.
4. Instruct students to read the background information and document from the National Archives' Teaching With Documents Lesson Plan: Maps of Indian Territory, the Dawes Act, and Will Rogers' Enrollment Case File located at:
<http://www.archives.gov/education/lessons/fed-indian-policy/>

Review the information with the students and then assign students, individually or groups of students, to complete one of the following lessons located at

<http://www.archives.gov/education/lessons/fed-indian-policy/activities.html>

1. Brainstorming/ Group Discussion
 2. Map Analysis and Comparison
 3. Class Discussion
 4. Document Analysis
 5. Creative Writing
5. Debating the Dawes Act
 - Divide the class into teams. Each team will present an argument, which focuses on a different controversy about the Dawes Act. Both teams should read selections from "With the Nez Perces" by E. Jane Gay:
<http://www.pbs.org/weta/thewest/resources/archives/eight/fletcher.htm>
- and "What Were the Results of Allotment" by Professor E.A. Schwartz:
<http://www.csusm.edu/nadp/asubject.htm>

Directions for each team are as follows:

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Team I

Team I will pretend that they are being brought before a Congressional Committee in 1900 to re-evaluate the Dawes Act, and to hear alternative plans. Class members on Team II will act as members of Congress at the hearing.

Team I should be divided into three smaller groups composed of from two to five students each. One group will be assigned to defend the Dawes Act. The two other groups must brainstorm alternative legislation to the Dawes Act and present it before the Committee. When the three groups have presented their plans to the Congressional Committee, the Committee (i.e. the rest of the class) will discuss the plans and vote to adopt the one it deems best.

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Team II

This team will debate an issue of current historical interpretation. They will be divided into two opposing sides to debate the following resolution:

Resolved: That the Dawes Act was the result of well-intentioned reformers who had reasonable expectations that it would improve life for American Indians.

The affirmative team will support the proposition, the negative team will argue against the proposition.

Class members in Team I will act as judges for the debate presented to the class by Team II.

- Teams can be divided with each member assigned to debate one particular issue such as:
 - a. Who were the most active sponsors of the Dawes Act?
 - b. Were the sponsors aware of whether or not the kind of land allotted under the Dawes Act was actually suitable for farming?
 - c. Was it unreasonable to believe that private property and farming were superior to communally held land devoted to hunting, gathering and/or farming?
 - d. What role, if any, did Indians themselves play in arguing for or against the Dawes Act?
 - e. What happened to land not allotted to Indians? What does this show about possible motives of the plan?

- Acquire a copy of the Spring 2003 Vol. 84. No. 1 issue of Nebraska History from the Nebraska State Historical Society
<http://www.nebraskahistory.org/>
and make copies of the article titled 'I Plead for Them' An 1882 Letter from Alice Cunningham Fletcher to Senator Henry Dawes," pages 36-41. After students have had an opportunity to read the article, have them answer the following questions orally or in a written format:
 - a. Who are Alice Fletcher and Henry Dawes?
 - b. Why is Alice Fletcher writing to Dawes?
 - c. Is Alice Fletcher's letter a primary resource? Why or why not?
 - d. Does Alice Fletcher's letter appear to have influenced decisions made by Dawes? Explain.
 - e. Does Alice Fletcher approve of the Dawes Act? Explain.
 - f. Cite what you consider to be the three most significant points made in Alice Fletcher's letter and explain why.

1875 – 1899

THE DAWES ACT

RESOURCES

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Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

RESOURCES

Chief Joseph Quotation

"Do not misunderstand me [and] my affection for the land. I never said the land was mine to do with as I chose. The one who has the right to dispose of it is the one who has created it. I claim a right to live on my land, and accord you the privilege to live on yours. The earth is the mother of all people and all people should have equal rights upon it.

"You might as well expect the rivers to run backward as that any man who was born a free man should be contented when penned up and denied liberty to go where he pleases..."

Chief Joseph

RESOURCES

Dawes Act Quotations

"The Indian may now become a free man; free from the thralldom of the tribe; free from the domination of the reservation system; free to enter into the body of our citizens. This bill may therefore be considered as the Magna Carta of the Indians of our country."

Alice Fletcher

"The Dawes Act was a way to break up the whole tribal structure of Native American nations. Instead of saying you are a group of people, all of a sudden you are individual landowners, you are Americans. And so it was designed to break up community, to civilize people, make us farmers, and also break up our tribal structure."

Charlotte Black Elk

"Alice explained... the land allotment... and her wish that the whole people would see the wisdom of the great change... At length one man stood up, a tall, broad-shouldered fellow... He said, 'We do not want our land cut up in little pieces...' A groan of assent ran along the dark line of Sphinxes... 'We must come together and decide whether we will have this law...' She told them that there is nothing for them to decide... The law must be obeyed."

Jane Gay

RESOURCES

National Archives Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|----------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|-------------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

Designed and developed by the Education Staff
National Archives and Records Administration, Washington, DC 20408
<http://www.archives.gov>

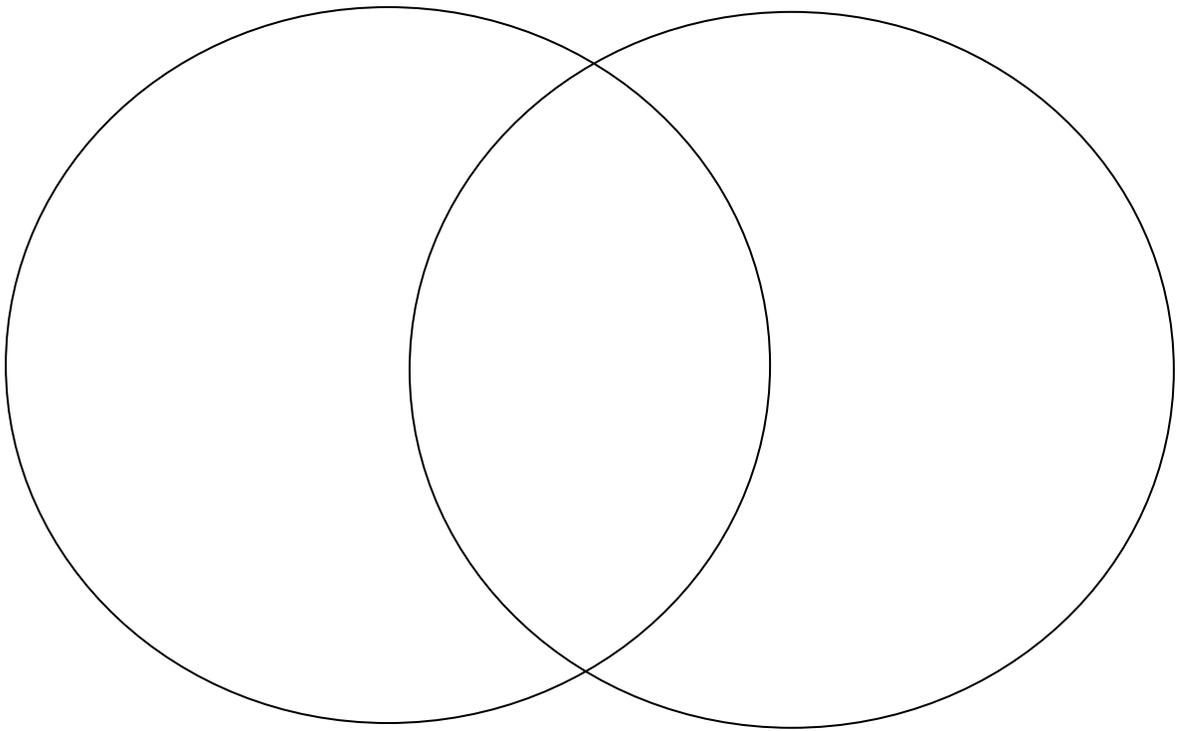
RESOURCES

Two-Part Venn Diagram

This is a Venn Diagram. You can use it to write down factors that are unique to one item in the left hand sector. Then plot those factors that are unique to another item in the right hand sector. Then look for factors that are present in both and plot those in the middle.

The Venn Diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc.

It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually.

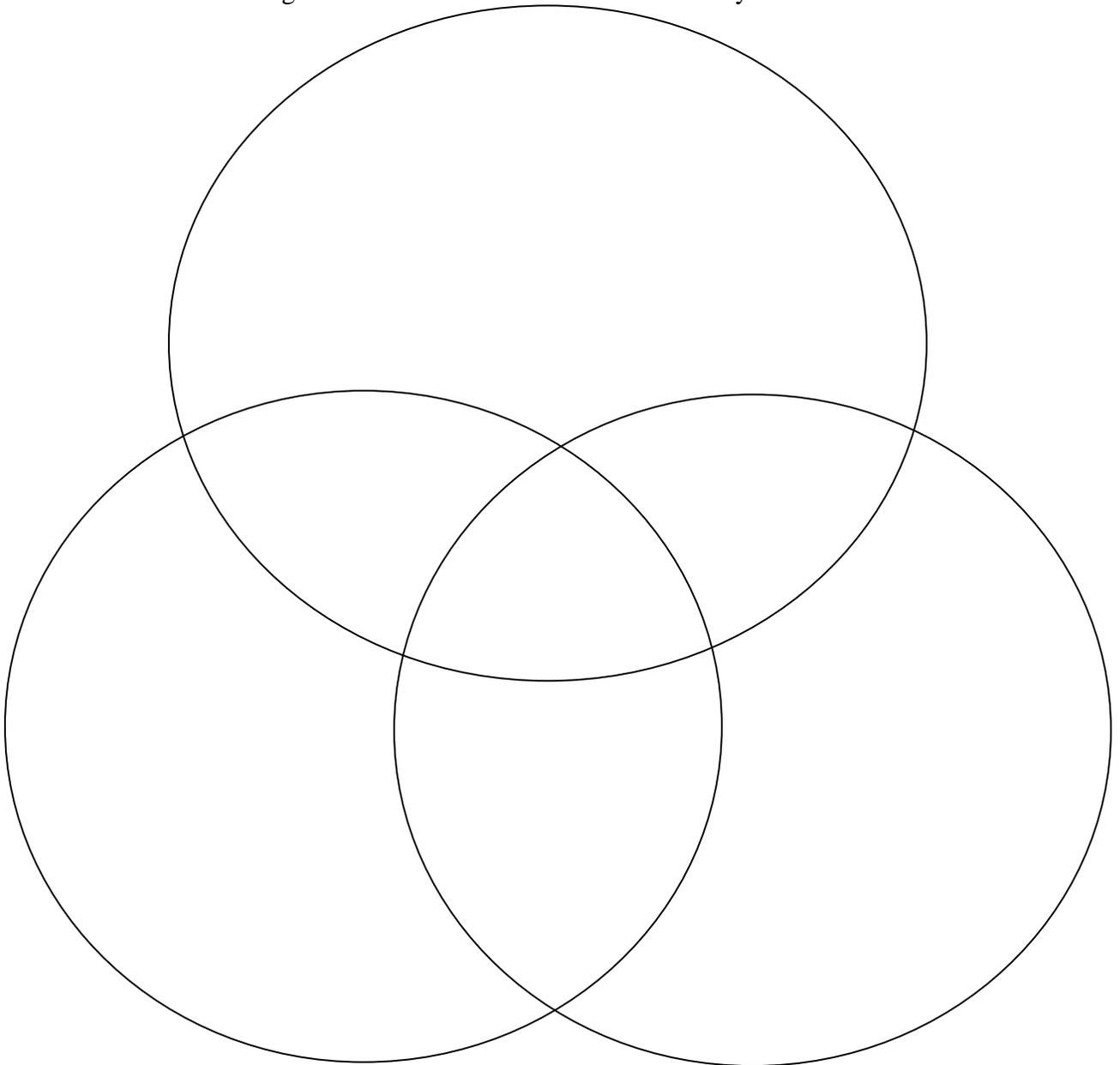


RESOURCES

Three-Part Venn Diagram

This is a Venn Diagram. You can use it to write down factors that are unique to one item in sectors farthest from the center. Then look for factors that are present in all three and plot those in the middle. Finally, look for factors that cross over just two of the areas and plot those in the remaining overlapping sections.

The Venn Diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc. It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually.



RESOURCES

The Dawes Act Multiple Choice Worksheet

Name _____

Directions: Circle the best answer.

1. Which of the following did not relate to distribution of land to Indians?
 - A. Smith Act
 - B. Wheeler Howard Act
 - C. Burke Act
 - D. Dawes Act
2. Which of the following was instrumental in getting the Dawes Act passed?
 - A. Chief Joseph
 - B. Alice Fletcher
 - C. John Burke
 - D. John Wheeler
3. The Dawes Act was designed to encourage:
 - A. Indians to live on reservations
 - B. the breakup of the tribes
 - C. Indians to become more reliant on the federal government
 - D. Indians to move to Canada
4. Which of the following was a leader of the Nez Perce Indians?
 - A. Chief Standing Bear
 - B. Chief Joseph
 - C. Chief Gay
 - D. Chief Black Elk
5. Senator Dawes hoped his legislation would:
 - A. force the Indians to move to the Oklahoma Territory
 - B. promote the assimilation of Indians into American society
 - C. encourage Indians to stay on the reservations
 - D. discourage Indians from competing with white farmers
6. The Indian who was the author of the following quotation was a member of which tribe?

"We do not want our land cut up in little pieces..."

 - A. Ponca
 - B. Sioux
 - C. Nez Perce
 - D. Omaha
7. According to the provisions of the Dawes Act, land not allotted to the Indians was:
 - A. reserved for African American immigrants
 - B. sold to Indians still living on the reservations
 - C. declared surplus and opened up to white settlement
 - D. to be given to the various Indian tribes