

**Grades: 6th - 8th Grade****Lesson: 1****Unit:** 2: American Indian land tenure history**Subject:** History/Social Studies**Additional Subject(s):** English Language Arts; Geography**Achievement Goal:** To learn about and research a tribe's land tenure history, focusing on the allotment and assimilation era in American Indian federal policy. This will include learning the basic terminology used in Indian land tenure history and modern land issues.**Time:** Multiple class periods**Lesson Description:**

Students explore internet resources to learn about the allotment and assimilation era of American Indian history and complete a historical case study of a tribe.

**Teacher Background:**

This lesson will introduce students to a period in American Indian history that is essential to a complete understanding of modern Indian land tenure issues. While it is common knowledge that tribes made treaties with the federal government and that these treaties were routinely broken in the western expansion of US government, the period of allotment and assimilation is less well-known despite the fact that two-thirds of reservation lands were lost to non-natives during this time.

While this lesson will introduce the defining characteristics of these eras of American Indian history, the best way for students to explore this era is to study their own tribe or the land history of other tribes during these eras, as a case study. In doing so, they will be taught how to perform basic tribal land history research.

**Teacher Preparation Resources:**

- Prepare copies of the Allotment Worksheet listed in the Lesson Resources section.
- Arrange student internet access for research on the websites listed in the Lesson Resources section.

**Student Activity:**

1. Have students review the Allotment Information online (listed in the Lesson Resources section).
2. Have students complete the Allotment Worksheet based on their internet research of the allotment and assimilation era of federal Indian policy on the Indian Land Tenure Foundation's website.
3. Direct students to do a case study research project on their own tribe or a tribe of their choice.
4. The students will reconstruct a tribal land tenure history of the tribe. Use the online resources listed in the Lesson Resources section.
  - For the Kappler's Indian Affairs: Laws and Treaties website, students need to look at Volume II for treaty research.
  - For The Library of Congress, Indian Cessions in the US, 1784-1894 webpage, the students need to perform the search by tribe name.
5. Complete case-study research outside of classroom time or arrange time for in-class research.
6. The student's research should be able to describe the following:
  - The tribe's aboriginal territory;
  - The date of their treaty (or treaties) and land cession, if any;
  - The size and location of original reservation and any subsequent changes;
  - If the tribe was allotted, when and how this occurred; and
  - The location of the tribe's reservation today.
7. After the research is completed, have students write a report on their findings regarding the tribal land tenure history for the tribe they researched.

**Evaluation:**

Evaluate how well students:

1. Describe a tribe's land tenure history, focusing on the allotment and assimilation era in American Indian federal policy.
2. Apply the basic terminology used in Indian land tenure history and modern land issues.

**Lesson Resources:**

- [Allotment Worksheet](#)
- The Indian Land Tenure Foundation [Allotment Information](#)
- [Kappler's Indian Affairs: Laws and Treaties](#)
- The Library of Congress, [Indian Cessions in the US, 1784-1894](#)

**Source URL:** <http://www.lessonsofourland.org/lessons/american-indian-land-tenure-history>

**Links:**

- [1] <http://www.lessonsofourland.org/sites/default/files/Allotment%20worksheet.pdf>
- [2] <https://www.iltf.org/resources/land-tenure-history/tribe-reservation-allotment-information>
- [3] <http://digital.library.okstate.edu/kappler/>
- [4] <http://memory.loc.gov/ammem/amlaw/lwss-ilc.html>
- [5] <http://www.lessonsofourland.org/grade-level/6th-8th-grade>
- [6] <http://www.lessonsofourland.org/flag/flag/lessons/446?destination=printpdf/446&token=tkVOULVUL5QpR-wSMryfgjVcx7cTvjjKG1FzK4ayItM>
- [7] [http://www.lessonsofourland.org/flag/unflag/recently\\_viewed/446?destination=printpdf/446&token=tkVOULVUL5QpR-wSMryfgjVcx7cTvjjKG1FzK4ayItM](http://www.lessonsofourland.org/flag/unflag/recently_viewed/446?destination=printpdf/446&token=tkVOULVUL5QpR-wSMryfgjVcx7cTvjjKG1FzK4ayItM)
- [8] <http://www.lessonsofourland.org/subjects/historysocial-studies>
- [9] <http://www.lessonsofourland.org/subjects/english-language-arts>
- [10] <http://www.lessonsofourland.org/subjects/geography>
- [11] <http://www.lessonsofourland.org/states/dakota-ojibwe>
- [12] <http://www.lessonsofourland.org/units/2-american-indian-land-tenure-history>