

UNIT 2: HIGH SCHOOL – UNITED STATES HISTORY

INDUSTRIALIZATION AND THE EMERGENCE OF THE UNITED STATES AS A WORLD POWER: THE ALLOTMENT ACT

Level 3

Instructional Support Materials

[*Cultural Interactions CBA*](#)

Learning Goals

Students will:

- Analyze how land was lost both during the allotment process and after the 25 year “trust period.”
 - Analyze information from geographic tools to consider how dividing lands (allotment) contributed to limitation of tribal sovereignty.
-

Time: Approximately 5 - 7 class period

Learning Activities

Day 1

Students will use internet research to understand how the Allotment Act of 1887 affected the political success of local tribes by answering four questions:

- How did the Allotment Act contribute to the loss of land of a local Indian tribe?
- How did tribes continue to lose land after Allotment?
- How does “checkerboarding” affect jurisdiction within reservation boundaries?
- When does a tribe have jurisdiction within the reservation bounds? The State?
- The federal government?

Day 2

Students will use internet research to answer two questions about how the Allotment Act of 1887 affected the economic and social success of local tribes:

- Did Indians become self-supporting farmers as a result of Allotment? Explain.
- Was the Dawes Act successful as a reformation movement to “civilize” the Indian?

Day 3

Students will synthesize their response to each question using the writing prompt: *Write a letter to the “Friends of the Indians” describing the political, economic, and social impacts of the Allotment Act on Indians.*

NOTES: _____

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.