

1900 – 1924

NATIVE AMERICAN CITIZENSHIP

ACTIVITIES

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*Created by Michael Young,
former History Department Chair, Omaha Burke High School*

Activity 1: Indian Policy Timeline

Activity Grade Level:

4th & 8th Grades

Activity: Chart Analysis

Have students review the "U.S. Indian Policy Timeline" chart on the first page of the Native American Citizenship section of Nebraska Studies.

http://nebraskastudies.org/0700/stories/0701_0140_01.html

Then, have them answer the following questions:

- Approximately how many years did the Indian Wars last?
- What is a treaty?
- How many years was the treaty-making era?
- What does allotment mean? How many years did the allotment era last?
- When was the Dawes Act and what were its provisions?
- What methods were used by the federal government to regulate American Indians between 1800 and 1930?

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.1. By the end of fourth grade, students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.2. By the end of fourth grade, students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Standard 4.1.5. By the end of fourth grade, students will describe Nebraska's history, including geographic factors, from European contact to statehood.

Standard 4.1.6. By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

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

Nebraska State READING & WRITING Standards

Standard 4.1.3. By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.

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.

Activity 2: Voting Rights

Activity Grade Level:
8th Grade

Activity: Discussion

Have students read the interview with Henry Mitchell that relates to Indian citizenship and Indian voting rights, located on the 1924 Indian Citizenship Act: What Citizenship Meant page in the Native American Citizenship section of Nebraska Studies:

http://nebraskastudies.org/0700/stories/0701_0148.html.

Then, have students discuss the following questions:

- Who is Henry Mitchell?
- Does Henry think it is important for Indians to have the right to vote? Why or why not?
- Why does he say Indian representatives to the Maine State Legislature are not paid the same as white legislators?
- When was the interview conducted?
- When were all Native Americans granted citizenship? Did all American Indians receive the right to vote at the same time? When do you think all Native Americans should have been declared citizens and had the right to vote?

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 4.1.2. By the end of fourth grade, students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Standard 4.1.5. By the end of fourth grade, students will describe Nebraska's history, including geographic factors, from European contact to statehood.

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

Nebraska State READING & WRITING Standards

Standard 4.1.4. By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

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

Activity 3: Indian Policies

Activity Grade Level:12th Grade**Activity: Discussion**

Analyze the chart titled "U.S. Indian Policy Timeline" on the first page of the Native American Citizenship section of Nebraska Studies.

http://nebraskastudies.org/0700/stories/0701_0140_01.html

as well as related sources. Explain the purpose of the following policies adopted by the federal government to regulate the American Indian:

- Treaties
- Indian removal
- Reservations
- Indian wars
- Allotments
- 1924 Indian Citizenship Act

Indicate the dates for the Burke Act and World War I. Evaluate how each occurrence relates to Federal Government Indian policy. Explain how each affected Native Americans.

Nebraska State SOCIAL STUDIES Standards

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

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

Nebraska State READING & WRITING Standards

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 12.1.6. 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.

Activity 4: Viewpoints

Activity Grade Level:
12th Grade

Activity: Oral and Written Presentation

Students will be assigned to one of the following groups and do research to support an oral and written presentation on one of the following viewpoints concerning federal government Indian policies:

1. Treaty-Making Policy
 - Non-Indian viewpoint
 - Indian viewpoint
2. Indian Removal Policy
 - Non-Indian viewpoint
 - Indian viewpoint
3. Reservation Policy
 - Non-Indian viewpoint
 - Indian viewpoint
4. Allotment Policy
 - Non-Indian viewpoint
 - Indian viewpoint

Students will cooperate in completing a written analysis expressing the viewpoints of their assigned group. Each group will select one person to give an oral presentation highlighting the key points of the written assessment. Students can then engage in an open discussion period where any individual student can question the comments made by speakers of the various groups. The teacher or assigned students can moderate the discussion.

Nebraska State SOCIAL STUDIES Standards

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Nebraska State READING & WRITING Standards

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 12.1.6. 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 12.1.8. By the end of the twelfth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, and media.

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

1900 - 1924**NATIVE AMERICAN
CITIZENSHIP****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

National Archives Map Analysis Worksheet

1. TYPE OF MAP (check one):

- | | |
|---|--|
| <input type="checkbox"/> Raised relief map | <input type="checkbox"/> Bird's-eye view |
| <input type="checkbox"/> Topographic map | <input type="checkbox"/> Artifact map |
| <input type="checkbox"/> Political map | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Contour-line map | <input type="checkbox"/> Pictograph |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Weather map |
| <input type="checkbox"/> Military map | <input type="checkbox"/> Other () |

2. PHYSICAL QUALITIES OF THE MAP (check one or more):

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Compass | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title |
| <input type="checkbox"/> Date | <input type="checkbox"/> Legend (key) |
| <input type="checkbox"/> Notations | <input type="checkbox"/> Other |
| <input type="checkbox"/> Scale | |

3. DATE OF MAP:

4. CREATOR OF MAP:

5. WHERE WAS THE MAP
PRODUCED?

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6. MAP INFORMATION

A. List three things in this map that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this map was drawn?

C. What evidence in the map suggests why it was drawn?

D. What information does the map add to the textbook's account of this event?

E. Does the information in this map support or contradict information that you have read about this event? Explain.

Write a question to the mapmaker that is left unanswered by this map.

RESOURCES

National Archives Photograph Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLE

OBJECTS

ACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

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:

