**\*\*Park Name**

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| --- |
| Homestead National Monument of America |

**\*\*Lesson Plan Title (255 characters maximum)**

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| --- |
| Dawes Act |

**Original Lesson Hyperlink**

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| --- |
| <http://www.nps.gov/home/forteachers/classrooms/dawes-act.htm> |

**Editor**

|  |
| --- |
| Georgia Tsin |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

|  |
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| In "Dawes Act" students will look at the similarities differences between the Homestead Act and the Dawes Act by analyzing primary sources.  In this lesson, students will answer the following essential question: What are the cause and effects of the Dawes Act? |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_x\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

|  |
| --- |
| <http://www.nps.gov/common/uploads/teachers/assets/images/mwr/park/home/F60C63EF-B270-5C9E-451F5C3DA0F6CFE2/F60C63EF-B270-5C9E-451F5C3DA0F6CFE2.jpg> |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

|  |
| --- |
| Indian Land for Sale Ad |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to** [**http://www.corestandards.org/**](http://www.corestandards.org/)

|  |
| --- |
| **Select Grade Level: 6th – 8th Select Subject Area: English Language Arts Standards**  **Check off Common Core Standards:** CCSS.ELA-Literacy.RH.6-8.1 through 6-8.10 |

**\*\*State Standards:**

|  |
| --- |
| **Select State:** Nebraska **Select Subject:**  History  **Select Grade Level: 8th**  **Check off State Standards:**  8.1.2, 8.1.5, 8.4.2 |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_x\_\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

\_x\_\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a prior experience.

\_x\_\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_x\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build relationships for NEW situations.

\_\_x\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

**Learning Styles (Check As Many as Apply)**

There are many ways for students to learn and show what they have learned. Different learners have different styles that are dominant. The more learning styles represented in lesson, the more students the lesson will reach. Consider the student tasks within the lesson. Then check off learning styles represented.

\_\_x\_ **Visual/Spatial:** Learning or showing understanding through pictures, images, and space.

\_\_\_ **Auditory/Musical:** Learning or showing understanding through sound and music.

\_\_x\_ **Verbal/Linguistic:** Learning or showing understanding through spoken or written words.

\_\_\_ **Physical/Kinesthetic:** Learning or showing understanding through your body, hands and touch.

\_\_\_ **Logical/Mathematical:** Learning or showing understanding with logic, reasoning, and systems.

\_\_x\_ **Interpersonal:** Learning or showing understanding through working in groups or with others.

\_\_x\_ **Intrapersonal:** Learning or showing understanding through working alone and use self-study.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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**Lesson Duration**

**Time to complete this lesson plan in minutes (25 characters maximum)**

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| --- |
| 60 minute lesson |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| In "Dawes Act" students will look at the differences between the Homestead Act and the Dawes Act.    The Homesteaders, Immigrants, and American Indians unit is broken up into six lesson plans, taking 45-120 minutes to complete, targeting sixth through eighth grade students.  A class does not have to complete every lesson in the unit - each lesson comes with its own set of objectives and resources.  This is lesson 6 of the unit.  The first people living on the prairie were the ancestors of the various American Indian Tribes. Through archeology, we can surmise that the plains have been inhabited for centuries by groups of people who lived in semi-permanent villages and depended on planting crops and hunting animals. Many of the ideas we associate with American Indians such as the travois, various ceremonies, tipis, earth lodges, and controlled bison hunts, come from these first prairie people.  Horses were brought to Mexico by the Spanish in the 1600s. With the migration of the horse from Mexico in the 1700s, the culture of the plains people changed to one that was more mobile. Before the horse, the cultures hunted and traveled in relatively small restricted areas. With the introduction of the horse into American Indian society, greater distances could be covered. The horse became a status symbol to the American Indian and individuals amassed vast herds of these animals.  The first known historic tribe in the plains area was the Pawnee who lived in earth lodges part of the year and in tipis during the summer and fall hunts. The earth lodge tribes such as the Arikara, Hidatsa, Mandan, Omaha, Oto, Ponca, Pawnee, Wichita, Winnebago, among others, planted crops such as corn, squash, and beans and stored their food in underground storage caches. Their semi-subterranean lodges held from 10 to 40 people. Several lodges were grouped together to form fortified villages. Smaller groups ventured out with tipis for the bison hunts, returning to the earth lodge for winter.   Other tribes associated with the Great Plains. were the Lakota-Sioux, Cheyenne, Arapahos, Comanche, Kiowa, Crow, among others. They lived mainly in tipis, traveling through the Plains region. These groups were the great hunters of the Plains following the bison or "buffalo" and foraging for berries, roots, and other plants. They lived in extended family relationship groups, traveling to familiar places and encampments. Often, they traded and warred with the earth lodge dwellers. When the prairie was changed by the coming of Euro-Americans, the culture of the prairie tribes was dramatically affected. The prairie tribes were moved off their traditional homelands onto reservations by the United States government to make way for the ever increasing settlement. They were forced into a foreign lifestyle that was in opposition to their own. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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| Assimilation – To become a part of a different society, country including adopting that different society’s culture and means  Homestead – A house, land, or other buildings owned  Allotment – The amount given to a particular person  Register – Sign-Up |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| \*Print off per pair of students: “Transcript of the Dawes Act”, “Transcript of the Homestead Act”, “Map of Indian Territory Before and After Dawes Act”  \*Print off per student: “Venn Diagram” and “Remembering the Dawes Act”  \*Write on the board the following quote: “The mission of the United States is one of benevolent assimilation.” --William McKinley |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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| 1. Read the quote you have written on the board: “The mission of the United States is one of benevolent assimilation.” --William McKinley 2. Ask students to go to one wall of the classroom if they agree with that statement and to another wall if they disagree. 3. Ask the students that they think this quote is saying about the United States. 4. Explain to students that today they will be learning about the purpose and legacy of the Dawes Act by looking at the act itself. |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc. Make sure your lesson includes new content (information, readings, powerpoint, facts, etc) and something for students to do with that content (lab, simulation, activity, game, primary sources etc).**

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| 1. Ask students to find a partner. Give each partnership one copy the Homestead Act, one copy of the Dawes Act, one copy of the Homestead Act Maps, and two copies of the Venn diagram. 2. Ask students to look over the acts and maps to answer the research questions on the Venn diagram. 3. Then, ask the students to complete the Venn diagram on the back to compare the Homestead Act and Dawes Act. 4. Ask the students to describe the positive effects of the Homestead Act and Dawes Act. Also, ask the students the negative effects of the Homestead and Dawes Acts. Brainstorm a list on the board. |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

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| 1. Hand out to each student a copy of “Remembering the Dawes Act”. Explain to students that they will be writing a eulogy for the Dawes Act. Remind students that this eulogy should be showing what they understand about the Dawes Act’s effects, both positive and negative. |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

|  |
| --- |
| Homestead and Dawes Act Venn Diagram |

**Summary (how does the material function in the lesson?):**

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| --- |
| Students will be completing these questions as they look at the primary sources. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #2**

**Title (255 characters maximum):**

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| --- |
| Homestead Act Transcript |

**Summary (how does the material function in the lesson?):**

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| Primary source for use with Venn diagram questions |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
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| Note to Web Team – Pages 3 and 4 in original lesson pdf |

**Material #3**

**Title (255 characters maximum):**

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| Dawes Act Transcript |

**Summary (how does the material function in the lesson?):**

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| Primary source for use with Venn diagram questions |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| Note to Web Team – Pages 5-8 in original lesson pdf |

**Material #4**

**Title (255 characters maximum):**

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| Map of Indian Territory Before and After Dawes Act |

**Summary (how does the material function in the lesson?):**

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| --- |
| Primary source for use with Venn diagram questions |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

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| --- |
| Remembering the Dawes Act |

**Summary (how does the material function in the lesson?):**

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| This will assess student understanding of the purpose and effects of the Dawes Act. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| \*Choose mixed-ability partners for research  \*Highlight transcripts of the Acts to emphasize important sections |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| **Students will assume the role of a United States Congressman and use the text of the Dawes Act, the following quotes and other sources to debate the necessity of the Dawes Act. Finally, they will vote on the passage of the bill.** Divide students into two groups. One group will be in support of the Dawes Act and one will oppose it. Give students time to do additional research and prepare arguments in defense of their positions. Assist students with incorporating the information they gather into their arguments. |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

|  |
| --- |
| This lesson plan is part of a larger curriculum unit on Homesteaders, Immigrants, and American Indians for grades sixth through eighth. To view the entire curriculum or other individual lesson plans, please click the links below.  [Homesteaders, Immigrants and American Indians](http://www.nps.gov/home/forteachers/classrooms/upload/2012-Homesteaders-6-8.pdf) (entire unit)  Lesson 1: [Agriculture and Inventions](http://www.nps.gov/home/forteachers/classrooms/home68pre1.htm) Lesson 2: [Territorial Ranges](http://www.nps.gov/home/forteachers/classrooms/home682pre2.htm) Lesson 3: [Land Use](http://www.nps.gov/home/forteachers/classrooms/land-use.htm) Lesson 4: [American Indian Reservations](http://www.nps.gov/home/forteachers/classrooms/home68post1.htm) Lesson 5: [Homestead Shelters](http://www.nps.gov/home/forteachers/classrooms/homestead-shelters.htm) Lesson 6: Dawes Act (This lesson) |