

UNIT 2: HIGH SCHOOL – UNITED STATES HISTORY

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

Level 2

Instructional Support Materials

[Reading Between the Lines: The Allotment Act of 1887](#)

[What Were the Results of Allotment?](#)

[What Were the Results of Allotment? \(Spanish Language Version\)](#)

Learning Goals

Students will:

- Understand that allotment was the next logical step to further the expansion and industrialization of the U.S.
 - Understand the role “Friends of the Indians” had in passing the Dawes Act.
 - Differentiate between the purpose of Allotment and the results.
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Time: 2 class periods

Teacher Preparation

- Make classroom copies of:
 - *Reading Between the Lines: The Allotment Act of 1887*
 - *What Were the Results of Allotment?*
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Learning Activities

1. Students will use the hand-out “*Reading Between the Lines: The Allotment Act of 1887*” both as an introduction to level 2 activities and as a graphic organizer to compare quotes.
 2. Summarize the role “Friends of the Indians” like Henry Dawes had in passing the Dawes Act.
 3. Use the internet to find quotes about the Allotment/Dawes Act. Classifies the quotes using a graphic organizer according to the underlying assumption represented in the quote.
 4. Read “*What Were the Results of Allotment?*” and discuss the author’s main points as a class.
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