

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.
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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?

