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Native American Land Cessions, 1867-1890

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Title: Native American Land Cessions 1867-1890

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Grade Levels: High School 9-12

Time: 50 minutes

Focus Statement: As we move through our unit on the Gilded Age, we will spend time taking about the era's Westward expansion. In this age, the United States (US) made and broke several treaties with Native Americans. In this lesson students will be able to describe and feel the impact of federal policies on indigenous nations. The surrender of Chief Joseph, the Dawes Act, the death of Sitting Bull, and the massacre at Wounded Knee all show how the United States navigated their policy with Native Americans. It is important to teach this portion of US history so students can have an accurate view of the past and can better understand Native American people.

To help student get into the history habits of mind, students must understand the significance of the past to their own lives, both private and public, and to their society. We will learn about this era by reading and discussing primary and secondary sources describing these events. This will allow students to feel these events while reading, listening, and viewing historical material.

MN Standard: 9.4.4.20.4

Benchmark - Explain changes in federal Indian policy, especially in the areas of removal, sovereignty, land ownership, education and assimilation; describe the impact of the federal policies and responses by indigenous nations. (Development of an Industrial United States: 1870—1920)

Learning Objectives:

- Students will be able to explain the changes in federal Indian policy in the area of removal by sharing in a class discussion about Chief Joseph's surrender in 1877.
- Students will be able to explain the changes in federal Indian policy in the area of land ownership by sharing in a class discussion about Chief Gall's testimony at the Pratt Commission in 1888.
- Students will transcribe/amend the poem "As Red Men Die" showing their comprehension of the impact of federal policies on indigenous nations.

Resources:

- **Projector**
- **Laptop**
- **Copies of "As Red Men Die"**
- **Copies of the 1888 Pratt Commission**
- **Note taking material**
- **Paper for assessment**
- **Minnesota Puzzle**
- **South Dakota Magazine**
- **Copies of South Dakota Magazine**
- **Spikes**

Methods/Procedures

- 40 minute PowerPoint lecture including

- Slide 1 – Pass around RR spikes. Explain how the spikes are rusty underneath covered with a pretty covering. Much like the gilded age was pretty on the outside (economic growth, military strength, diversity) there was a ugly inside (child labor, KKK, land grabs)
- Slide 2 – Read this slide to the class
- Slide 3- Explain that we will be covering the changes in federal Indian Policy by following these treaties.
 - 1868 replaces 1851 treaty
 - Sand Creek lead to the Treaty of Arkansas. Two years later was replaced by Medicine Lodge. Signed by tribes listed
- Slide 4- Read to class, ask class to describe what they felt as this was read and what knowledge they learned from this reading.
 - 5 minute discussion on Chief Joseph’s surrender
- Slide 5- Describe map 1885 from the Department of the Interior
 - Show small land for Nez Perce (Chief Joseph’s tribe), and land of five tribes that signed the 1867 Medicine Lodge treaty
 - Discuss Dawes Act and impact on Native Americans
 - Land rush, Sooners
- Slide 6- What do you see or not see? Ask every student and write responses on the board.
 - Remind that this is 20 years after the 1867 Medicine Lodge treaty
 - Point out that what we don’t see is the Native Americans who were promised this land
- Slide 7- Read Slide
 - Gold found in 1874 in Black Hills
 - 1876 7th Calvary Battle of Little Bighorn
 - 20 years after treaty signed
- Handout Gall’s testimony and read it to the class
 - Explain that Gall was one of Sitting Bulls top aids
 - What can you take from this? Ask every student and write responses on the board.
- Slide 8- Read slide and link to students responses
- Slide 9- Review document
 - McLaughlin’s report, link to Galls testimony
 - Ask about possible bias in McLaughlin’s (an Indian agent) report
 - 5 minute discussion on Death of Sitting Bull report
- Slide 10- Pass out and read passages from South Dakota Magazine
- Slide 11- Point out 7th Calvary posing
- Slide 12 – Just 100 years prior Native American land stretched from Florida to California.
- Slide 13- Hand out poem and read to class
 - Explain how come we learn about this topic. Not anti-nationalism, but healing and understanding.
- Slide 14 – Have students solve MN puzzle
 - Inform students how MN is also linked
- Slide 15- Sources

End / Summary

- 10 minutes where students will transcribe/amend the poem “As Red Men Die” showing their comprehension of the impact of federal policies on indigenous nations. We will discuss these with the class.

Afterwards

Provisions for Individual Differences:

- I will check with the special education teachers to discuss possible accommodations for this lesson.

Self-Reflection (What worked? What needs Improvement? What changes would I make before doing the lesson again?)

- I will print off copies of the South Dakota Magazine article for students to follow along.
- I will include more discussion and chanced for students to share their personal opinions