



Grade Level: 8
Subject: Social Studies

The Demise of Indian Land

ESSENTIAL UNDERSTANDINGS

- Since Time Immemorial
- History
- Identity
- Language
- Genocide, Federal Policy, & Laws
- Treaties with the United States
- Sovereignty

LEARNING OUTCOMES

- Students will be able to identify the key components of the Organic Act of 1848
- Students will be able to identify the key components of the Donation Land Claim Act of 1850
- Students will be able to identify the key components of the Dawes Act of 1887
- Students will be able to indicate how the Organic Act, the Donation Land Claim Act, and the Dawes Act are related to the issue of land and Native Americans
- Students will be able to relate to the Native American loss of land and the places they called home through class discussion

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Proximity
- Interaction with others through whole group discussion
- Preserving and honoring cultural history

ASSESSMENT

Students will be assessed on their participation in class discussions and on their proficient completion of the Sacred Place drawing and Exit Slip.

Overview

Students will be introduced to the process that led to the dwindling of Native American land in the Pacific Northwest. Students will look at primary sources, such as the Organic Act of 1848, the Donation Land Claim Act of 1850, and the Dawes Act of 1887. This lesson will shed light as to how Westward Expansion affected the tribes in Oregon and how the places they once called home were taken from them and given to incoming settlers and immigrants.

MATERIALS

- [Demise of Indian Land Presentation](#)
- [Demise of Indian Land Exit Slip](#)
- [Demise of Indian Land Word Search](#)

LOGISTICS

- Where does this activity take place?
Classroom
- How are the students organized?

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

50 minutes

STANDARDS

Oregon Social Sciences Academic Content Standards

Civics and Government 8.5 Examine and analyze significant documents establishing civil rights in the United States and Oregon, including (but not limited to) the Constitution, Bill of Rights, 13th -15th Amendments and Oregon Constitution

Civics and Government 8.6 Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900 and their lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups.

Civics and Government 8.7 Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level.

Historical Knowledge 8.24 Examine the causes of westward expansion, the resulting cultural and physical genocide, and the methods of resistance, change, and adaptation, by indigenous peoples in response to the invasion of their lands

English Language Proficiency Standards

6-8.1 An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

6-8.2 Ann ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Background for Teachers

The Grand Ronde Reservation was established by Executive Order on June 30, 1857. Originally 61,000 acres, it was located on the headwaters of the South Yamhill River in the Oregon Coast Range. Federal actions in the late 1800s quickly decreased the Grand Ronde Reservation land-base.

The General Allotment Act of 1887 was designed to transition tribal members into farmers. Under this act, the government divided the Grand Ronde Reservation into 270 allotments for individual tribal members, totaling slightly more than 33,000 acres. This act also allowed tribal allotment lands to go from federal trust status to private ownership after 25 years. This resulted in major portions of the Reservation being lost to non-Native ownership. Then, in 1901, U.S. Inspector James McLaughlin declared a 25,791-acre tract of the Grand Ronde Reservation “surplus” and the U.S. sold those “surplus” lands for \$1.16 per acre.

*See Copies of Acts PDF for more specific information on the legislative acts discussed in this lesson

Websites:

https://www.oregonencyclopedia.org/articles/confederated_tribes_of_grand_ronde/#.YdSNv2iMK71

<https://ndnhistoryresearch.com/2016/12/09/the-grand-ronde-acreage-history/>

VOCABULARY

- **Organic Act of 1848** - Established Oregon Territory
- **Donation Land Claim Act of 1850** - Granted every White settler land and encouraged other settlers to travel to Oregon
- **Dawes Act of 1887** - Divided up the reservation, allotted land to Native Americans, and sold the surplus land to settlers
- **Time Immemorial** - a phrase referring to peoples and tribes living since the beginning - beyond memory or record, usually used in reference to the time in which Indigenous Peoples lived within their lands
- **Sacred** - Set apart for, and dedicated to, some person, place, purpose, sentiment, etc.
- **Reservation** - a piece of land held for special use - for tribes, land held in trust by the U.S. Federal Government for Native American tribes to live on or provide resources to fund their activities
- **Treaty** - legal agreement(s) between two or more sovereign nations. Treaties may be ratified or unratified, meaning they are confirmed and binding by all parties in the agreement, or not confirmed. Under the United States Constitution, treaties are considered part of the supreme law of the land.
- **Sovereignty** - the act of having independent political, social, and economic power.

Opening

Ask students to think quietly about their most sacred place/ Discuss with students the definition of “sacred” and what it means to have a sacred place. Have students draw a sketch about their Sacred Place using the worksheet provided. Ask students prompting questions such as:

- *Is your sacred place somewhere you currently reside or a different space?*
- *What does your sacred place look like?*
- *How do you feel when you think about your sacred place?*
- *What type of activities are conducted in your sacred place?*
- *Is there anyone else who may share the same sacred place as you?*
- *When you are away from your sacred place, do you feel homesick? Why or why not?*
- *How would you feel if someone took your sacred place and turned it into something else?*

After discussing some of these questions with students, explain that they will be learning about the land that was taken away from Native Americans and how many of them were permanently removed from their sacred places.

Activity

1. Begin the Demise of Indian Land presentation with the students.
2. As you present, check the notes for each slide. Teacher’s Notes will be included here and may include prompting questions or spots for further clarification.

Slide 4

- Do you think any Native Americans sat on this government?*
- Why do you think they were excluded from this process?*
- What language in this paragraph supports Native Americans, their rights, and their freedom?*
- What language in this paragraph gives the settlers the ability to make changes to this policy? (UNLESS)*
- What the paragraph refers to “authorized by the representatives of the peoples” do you think they included representation of Native American peoples?*

Slide 6

- What language in this paragraph supports Native Americans, their rights, and their freedom?*
- What language in this paragraph gives the settlers the ability to make changes to this policy?*

Slide 9

- The language used in this section is taken from the official Act document, including the term “half-breed”. What does the usage of this term tell us about the views of Native Americans during this time? Is it still appropriate to use this terminology today? (NO)*

Slide 12

- How do you think the Native Americans felt about being removed from their homelands?*
- What complications could occur from the gathering and merging of multiple tribes/bands?*

Slide 13

- Look at the image on this slide: What message do you think the artist was trying to convey in this drawing?*

Activity cont.

Slide 14

-This same rule did not apply for the White settlers who purchased the leftover land on the Reservation. Can you make an inference as to how the government felt towards the Native Americans versus the White settlers?

(Possible Answer: The U.S. Government did not trust the Native Americans to own and manage their own land. They wanted to maintain control over the Native Americans, their resources, and their rights.)

Slide 15

-When the U.S. Government refers to the “civilization of Indians” what does that mean?

(Possible Answer: Assimilation. The U.S. Government wanted the Native Americans to assimilate into White culture - live in traditional settler houses, wear settlers clothing, send their children to formal school, etc.)

-Look at the quote and the image on this slide: What do you think this quote means?

Closure

Have students complete the Demise of Indian Land Exit Slip

Differentiation

- Students may choose to write about their Sacred Place rather than draw/sketch
- This lesson may be divided up into two sessions

Extension

- Students who finish early can work on the Demise of Indian Land Word Search

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)

Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

Demise of Indian Land Presentation:

<https://docs.google.com/presentation/d/1KqcSoP-ewvL1cno3i6EOOM9WOG1KXVUAKcD0rWnRVHs/edit?usp=sharing>

Demise of Indian Land Exit Slip:

https://drive.google.com/file/d/1nbVkelINoEtXwb6342yKyLor_i0brXrX/view?usp=sharing

Demise of Indian Land Word Search:

<https://drive.google.com/file/d/1pgAcPJkgPM6dZMvT9cb0jTs-VsIJFQ5k/view?usp=sharing>

Copies of Acts: <https://drive.google.com/file/d/1hCaJx6z4jzqB4X75xeiRrTkZQl8TjzOn/view?usp=sharing>