



Grade Level: High School
Subject: Government

Federal Indian Policy

ESSENTIAL UNDERSTANDINGS

- Sovereignty
- History
- Tribal Government
- Identity
- Treaties w/ the US
- Genocide, Federal Policy and Law

LEARNING OUTCOMES

- Students will be able to identify the ways in which the history of Tribal Nations intertwines with the history of the United States
- Students will be able to explain the importance of key legislation
- Students will be able to summarize the history of the relationship between Tribal Nations and the United States Federal Government

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Interaction with others through group discussion
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their proficient completion of the comprehension and reflection questions.

Overview

In this lesson, students will be examining and reflecting upon the past and present relationship between Tribal Nations and the United States Federal Government.

***NOTE:** This lesson can be taught as a whole or can be divided into smaller lessons based on timeline eras. This provides the opportunity to integrate Federal Indian Policy throughout an entire course.

MATERIALS

- [Federal Indian Policy Presentation](#)
- [Federal Indian Policy Worksheet Questions](#)

LOGISTICS

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

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

2-3, 50-minute periods

OR

8, 15-minute sessions

STANDARDS

Oregon Social Studies Academic Content Standards

Civics and Government HS.4 Describe core elements of early governments that are evident in United States government structure.

Civics and Government HS.7 Evaluate the relationships among governments at the local, state, tribal, national, and global levels.

Historical Knowledge HS.59 Analyze and explain the history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present.

Historical Knowledge HS.62 Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups and individuals in shaping the cultures of Oregon, the United States, and the world.

Background for Teachers

The United States Federal Government and Tribal Nations have a long-standing relationship full of agreements, broken promises, and trust issues. It is dynamic, evolving and encompasses several hundred years of federal policies and interaction with tribes. The sources of federal Indian policy include principles of international law, the United States Constitution, treaties with Indian tribes, federal statutes and regulations, executive orders, and judicial opinions.

Additional Resources:

- [This Land](#) (podcast)
- [4th Grade Grand Ronde Termination](#) (presentation)
- [4th Grade Grand Ronde Restoration](#) (presentation)
- [The Grand Ronde Termination Act](#)
- [Treaties, Termination, Restoration Background for Teachers](#)
- <https://youtu.be/2ijkEjrjSA>
- [Bureau of Indian Affairs \(BIA\) Website](#)

VOCABULARY

- **Federal Indian Policy** - Federal Indian policy establishes the relationship between the United States Government and the Indian Tribes within its borders.
- **Articles of Confederation** - the original constitution of the US, ratified in 1781, which was replaced by the US Constitution in 1789.
- **Tribal Sovereignty** - Tribal sovereignty refers to the right of American Indians and Alaska Natives to govern themselves. Sovereignty for tribes includes the right to establish their own form of government, determine membership requirements, enact legislation and establish law enforcement and court systems.
- **Treaty** - a legally binding agreement between sovereign nations
- **Indian Reservation:** land held for special use, in this case a place for Native Americans

Opening

As an introduction to the materials in this lesson, students will watch a portion (3:09-7:34) of a John Green's Crash Course History Video: [Westward Expansion: Crash Course US History #24](#). (The link to this video can be found on the first slide of the presentation as well)

This video covers a large amount of information and is only meant to introduce the topic. Teachers may ask students:

- *Have you heard about any of this before?*
- *How much of this information was new to you?*

Activity

NOTE: This lesson can be taught as a whole or can be divided into smaller lessons based on timeline eras. This provides the opportunity to integrate Federal Indian Policy throughout an entire course.

1. Begin the lesson by showing students the Federal Indian Policy Presentation. Teachers should refer to "Speaker's Notes" for additional information and/or questions on each slide. Teachers should factor in time to stop and give time for students to answer questions on each slide. Their answers can be in a whole-group, small-group, partner, or individual format depending on teacher/student preference
2. The Federal Indian Policy Presentation is divided into 8 eras, with a "Comprehend & Reflect" slide following each era.
 - a. 1774-1789: The Confederation Period
 - b. 1789-1825: Trade & Intercourse Era
 - c. 1825-1850: Removal Era
 - d. 1850-1887: Reservation Era
 - e. 1887-1934: Allotment & Assimilation Era
 - f. 1934-1940: Indian Reorganization Era
 - g. 1940-1961: Termination Era
 - h. 1961-Present: Self-Determination Era

NOTE: If the lesson is being taught as a whole, teachers can choose to skip over "Comprehend & Reflect" slides as the questions are the same as the worksheet.

Closure

Students will need to answer the "Comprehend & Reflect" questions using **either** the "Comprehend & Reflect" slides or the Federal Indian Policy worksheet (they are the same questions)

NOTE: If the lesson is taught in pieces by era, it may be easier to have students answer the questions using the presentations slides. If the lesson is taught as a whole, the teacher can use the Federal Indian Policy worksheet for assessment.

Differentiation

- Teachers can choose to divide this presentation in any format that best suits their curriculum plan.
- Students may benefit from a printed hard copy or an accessible digital copy of the presentation to answer questions and take notes upon.

Extension

- To dive further into this lesson, divide students into 8 groups and assign each group an era. Students can research more information about the important events and legislation that occurred during their era and how it fit into the events/legislation occurring in other areas of the country and/or world.
- Included with this lesson are numerous additional resources. Allow students time to explore these resources and see what connections they can make with the material.

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

John Green's Crash Course History Video: Westward Expansion: Crash Course US History #24:
<https://youtu.be/Q16OZkqSxfM> (Suggested Clip 3:09-7:34)

Federal Indian Policy Presentation:
<https://docs.google.com/presentation/d/1rjZmaiRj5p1wuyvVAIPZqtfBZGSp62hPBcNFX8ED52w/edit?usp=sharing>

Federal Indian Policy Worksheet Questions:
https://drive.google.com/file/d/1P7UajRfiWTxzF9_513n5ln-8PNMv_8k/view?usp=sharing

Additional Resources:

- This Land (podcast): <https://crooked.com/podcast-series/this-land/>
- 4th Grade Grand Ronde Termination (presentation):
https://docs.google.com/presentation/d/1xDtqV1f_nutTwca8X6ArG7OBy_IcRfHSXj3JuWDiL-w/edit?usp=sharing
- 4th Grade Grand Ronde Restoration (presentation):
https://docs.google.com/presentation/d/1WwP6sfWlsG6NaEjkf0QWk1AoE_2KhdPOmUExAFG6o8/edit?usp=sharing
- The Grand Ronde Termination Act:
<https://drive.google.com/file/d/1Ydcg22bwmF9gS-DGskvLvXG2W1iSBpk8/view?usp=sharing>
- Treaties, Termination, Restoration Background for Teachers:
<https://drive.google.com/file/d/12TOYKNlv6ms9nJRXHaa0s0nyS5HrtD8l/view?usp=sharing>
- Federal Indian Policy Presentation by Angela Fasana: <https://youtu.be/2ijkEjrifSA>
- Bureau of Indian Affairs (BIA) Website: <https://www.bia.gov/bia>