



Grade Level:  
Subject:

# Legislative Acts: Mini Lessons

## ESSENTIAL UNDERSTANDINGS

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

## LEARNING OUTCOMES

- Students will be able to explain important legislative acts relating to Native American tribes
- Students will be able to create connections between Federal Indian Policy and other events in U.S. history
- Students will be able to interpret images and artwork relating to Federal Indian Policies

## CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Proximity
- Higher level thinking: analyzing
- Preserving and honoring cultural history
- Student talk, working together and individually

## ASSESSMENT

Students will be assessed on their proficient responses to the review questions following each legislative act.

## 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.

The Legislative Acts Presentation is divided into 5 mini lessons: The Dawes General Allotment Act, the Indian Reorganization Act, Western Oregon Indian Termination Act, The Indian Relocation Act, and the Grand Ronde Restoration Act. Each mini lesson includes information on the act, a Stop and Think question relating to imagery, and five review questions designed to help students summarize and create connections.

## MATERIALS

- [Legislative Acts Presentation](#)

## LOGISTICS

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

**Whole Class**      Teams: 3-5

Pairs                      **Individually**

## TIME REQUIRED

**5, 20 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

- **Allotment** - dividing communally held Indian tribal lands into individually owned private property
- **Assimilation** - the process whereby individuals or groups of differing ethnic heritage are absorbed into the dominant culture of a society.
- **Indian Reservation:** land held for special use, in this case a place for Native Americans
- **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

## Opening

**Optional:** Students may benefit from viewing this Crash Course History video from John Greene: <https://youtu.be/Q16OZkgSXfM>

## Activity

The Legislative Acts Presentation is divided into 5 mini lessons:

1. The Dawes General Allotment Act
2. The Indian Reorganization Act
3. The Western Oregon Indian Termination Act
4. The Indian Relocation Act
5. The Grand Ronde Restoration Act

Each mini lesson includes:

- Background information on the legislative act
- “Stop and Think” question(s) relating to imagery
- Five review questions designed to help students summarize and create connections

These mini lessons are designed to be easily incorporated into current U.S. History Timeline curriculums. The lessons should take approximately 20 minutes but can be expanded upon further with the use of additional resources.

“Stop and Think” questions should be treated as classroom discussion questions. They aim to promote interpretation of imagery and the opportunity for students share their perspective on the legislative acts.

Reflection questions are designed for students to answer individually through written responses. These questions aim to assist students in summarizing the legislative acts and drawing connections between the acts and other events in U.S. History.

---

## Differentiation

- “Stop and Think” questions can be answered individually in written response
- Reflection questions can be answered in whole group, small group, or partner format using either verbal or written responses
- 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 5 groups and assign each group an act. Students can research more information about the important events and legislation that occurred during their era of that act 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

Legislative Acts Presentation:

[https://docs.google.com/presentation/d/1NoPHO3ZTgIy79Aa4VVPD0b\\_lm5xpBICTV6zXuN6e3So/edit?usp=sharing](https://docs.google.com/presentation/d/1NoPHO3ZTgIy79Aa4VVPD0b_lm5xpBICTV6zXuN6e3So/edit?usp=sharing)

The Dawes General Allotment Act:

<https://www.ourdocuments.gov/doc.php?flash=false&doc=50&page=transcript>

The Indian Reorganization Act:

<https://www.govinfo.gov/content/pkg/COMPS-5299/pdf/COMPS-5299.pdf>

The Western Oregon Indian Termination Act:

<https://www.govinfo.gov/content/pkg/STATUTE-68/pdf/STATUTE-68-Pg724.pdf#page=5>

The Indian Relocation Act:

<https://www.govinfo.gov/content/pkg/STATUTE-70/pdf/STATUTE-70-Pg986.pdf>

The Grand Ronde Restoration Act:

<https://www.govtrack.us/congress/bills/98/hr3885/text>

### 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\\_nutTwca8X6ArG7OBv\\_lcRfHSXj3JuWDiL-w/edit?usp=sharing](https://docs.google.com/presentation/d/1xDtqV1f_nutTwca8X6ArG7OBv_lcRfHSXj3JuWDiL-w/edit?usp=sharing)
- 4th Grade Grand Ronde Restoration (presentation):  
[https://docs.google.com/presentation/d/1WwP6sfWIsG6NaEjKf0QWk1AoE\\_2KhdPOmUExAFG6o8/edit?usp=sharing](https://docs.google.com/presentation/d/1WwP6sfWIsG6NaEjKf0QWk1AoE_2KhdPOmUExAFG6o8/edit?usp=sharing)
- Treaties, Termination, Restoration Background for Teachers:  
<https://drive.google.com/file/d/12TOYKNlv6ms9nJRXHaa0s0nyS5HrtD8l/view?usp=sharing>
- Federal Indian Policy Presentation by CTGR Education Manager Angela Fasana:  
<https://youtu.be/2ijkEjrjSA>
- Bureau of Indian Affairs (BIA) Website: <https://www.bia.gov/bia>