

Native American Boarding School Curriculum:

Chilocco Indian Agricultural School

6th to 8th grade and 9th to 12th grade

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Introduction

This curriculum unit contains a series lessons targeted at 6th- 8th and 9th -12th grade students in Oklahoma and beyond. The curriculum units are devised to elicit critical thinking, like that promoted by the Stanford History Education Group, teach appropriate skills based on national standards, and promote an Indigenous perspective of history. This work also relies on essential questions as a framework to guide the student through the inquiry unit.

The essential questions, related to the purpose and impact of Indian boarding schools and their subsequent reforms, are assessed in multiple ways throughout the unit. A student engaged in this curriculum is guided through an overview of the curriculum's purpose and process by the teacher before engaging in a series of videos and embedded resources housed on the OOHHP's web page. Students will move between explanatory videos and embedded primary and secondary sources on the Educator's Resources tab of the Chilocco website. These materials are experienced either as a whole class on a large projector or from individual Chromebooks common in most classrooms. The videos and embedded resources clearly marked in sequential order are then used in small or large group activities. Student understanding is assessed through their analysis and exploration of multiple perspectives of history. It is strongly suggested to use exit tickets or demonstration of learning activities after each lesson to assess student progress. Materials include the framework of the curriculum unit in an Understanding by Design (UBD) structure that clearly outlines the objectives, student learning, materials, and sequential order of the individual lessons.

The purpose of this curriculum is to meet the needs of the OOHHP and the Chilocco Indian Agriculture School in promoting the history and experiences documented in archival and oral history research. This proposed curriculum engages students, through inquiry, with the evolving history and experiences at Chilocco. Through a historical lens, this curriculum balances its focus on assimilative practices of the federal government, including militarization of the boarding school space with an evolving perspective of how Chilocco, in later years, became a space reclaimed by students and tribes to further their educational values and contribute to the growth of their tribes and the state.

Curriculum Unit Overview:

This curriculum contains three overarching sections containing various individual lessons per unit. The first unit focuses on a background to the history of Indian removal and the creation of Indian Territory and statehood and the formation of Chilocco in 1884 until the 1930's. The second unit focuses on the beginning of Chilocco from 1930's to the 1960's. The final unit focuses on the evolution of Chilocco from the 1960's to Chilocco's closure in 1980. Teachers should be able to locate the evolution of Chilocco in relation to the Great Depression and World Wars I and II.

Curriculum Objectives

- To examine how Indian education legacies exist in multiple and conflicting ways.
- To portray a complicated history; how positive and negative experiences can exist simultaneously and complicate our view of history.
- To explore the assimilation practices of the federal government in Indian Boarding schools.
- To analyze the use of military practices of Chilocco and the role of the National Guard in the school's later years.
- To explore the nature of youth resistance to assimilation forces while reinforcing tribal culture.
- To analyze the change in policies and practices in Chilocco before and after the Meriam and Kennedy reports.
- To identify through a historical look at Chilocco, a connection to modern Native identity.

Time Frame

Each of the three section of the unit will take from three to five days to complete based on time spent in class each day. The information is largely chronological, but the units could be taught in isolation depending on the needs of the teacher. The unit, in its entirety, would most easily fit into a four week period.

Assessment

Assessment for this unit is shaped by use of primary and secondary sources to evaluate hypotheses and assess student usage of evidence to make and refute claims. Assessment of this type poses extra challenges for the teacher, but ultimately provides a more dynamic view of student learning and a more rewarding classroom experience for everyone. Many times, units, such as this, can assess student learning through written arguments found in state and Common Core standards throughout the nation. ELA teachers using research, claims, and evidence as building blocks in an argumentative essay workshop will be able to utilize this unit to create a rich and layered course of study. Daily formative assessments like exit tickets and demonstration of learning activities can provide meaningful data about student progress towards your daily objectives.

Please note: It is especially important to rely on assessments that require evidence based claims when dealing with topics about the historical and current Native American experience. Misinformation and misunderstanding can interfere with gaining a larger view of Native students at Indian Boarding schools. The documentary, oral histories, maps and charts provided in this unit are by no means conclusive or the experience of every student at every Indian boarding school.

C3 Framework for Social Studies Standards

Regardless of state, all social studies instructors have access to and largely utilize the C3 national standards. The local content is determined by state, but the C3 standards provide a framework for larger objectives beyond specific content knowledge. This curriculum is embedded within the C3 framework. The content covered in this large scale unit, regardless of grade level, are represented in the Dimension 2 areas of applying disciplinary concepts. This work also embodies Dimensions 1 and 3 of the framework by including activities that require students to evaluate multiple sources after forming questions and hypothesizes. This unit is guided by the C3 framework and inspired by the approaches of national social studies curriculum offered by the Stanford History Education Group. Table 1 provides an overview of the four dimensions within the C3 framework.

Table 1.

<i>Dimension 1: Developing Questions and Planning Inquiries</i>	<i>Dimension 2: Applying Disciplinary Tools and Concepts</i>	<i>Dimension 3: Evaluating Sources and Using Evidence</i>	<i>Dimension 4: Communicating Conclusions and Taking Informed Action</i>
By the end of 8th Grade	By the end of 8th Grade	By the end of 8th Grade	By the end of 8th Grade
D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.	D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
D1.4.6-8. Explain how the relationship between supporting questions and	D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues	D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.	D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the

compelling questions is mutually reinforcing. D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. By the end of 12th Grade D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. D1.4.9-12. Explain how supporting questions contribute to an inquiry and	and problems in government and civil society. D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily	D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both. By the end of 12th Grade D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.	strengths and weaknesses of the explanations. D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). D4.4.6-8. Critique arguments for credibility. D4.5.6-8. Critique the structure of explanations. D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
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how, through engaging source work, new compelling and supporting questions emerge. D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	lives of people in both nearby and distant places. D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.His.4.6-8. Analyze multiple factors that influenced the	D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.	D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. By the end of 12th Grade D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues
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	perspectives of people during different historical eras. D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past. By the end of 12th Grade D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international		outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations. D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy
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	agreements on the maintenance of national and international order. D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between		identification, and complex causal reasoning. D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
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	the locations of places and regions and their political, cultural, and economic dynamics. D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales. D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions		
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	changes over time and is shaped by the historical context. D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.		
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Oklahoma State Standards

Oklahoma Academic Standards (OAS) for Social Studies suggests a coherency storyline as a “plumb line” to draw all curriculum components together. Following that line of thought, this unit begins with essential questions for that ground our purpose throughout the curriculum units.

Grades 6th to 8th

Essential Questions:

How can education be assimilation?

What does the individual and tribe gain and lose from assimilation?

Can oppressive systems, like Indian Boarding schools, change their role?

Student Learning:

6th-8th grades

- Part 1: 1884-1930's
 - How does Indian removal from native lands to Oklahoma impact the education of Native American children?
 - What is the role of the government in creating and running Indian Boarding schools?
 - How can a boarding school change a student's beliefs or culture?
- Part 2: 1930's-1960's
 - What was the relationship between the Dawes Act and Chillico's mission of providing agricultural training to Native Americans?
 - How did training Native children in vocational practices impact their employment choices?
- Part 3: 1960's- 1980's
 - What role did the National Guard play at Chillico?

Possible 6th -8th OAS Social Studies Standards for this unit

6th grade

Content Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.

Content Standard 2: The student will examine the cultural and physical characteristics of the major regions of the Western Hemisphere.

3. Describe the characteristics and relative location of major cultural regions of the Western Hemisphere including A. the Maya civilization of Mesoamerica, B. the Inca civilization of Latin America, C. the Inuit indigenous peoples of the Arctic, D. Hispanic communities of the United States and indigenous peoples of North and South America, and

Content Standard 4: The student will analyze the human systems of the Western Hemisphere in the context of the world's peoples and cultures.

1. Identify and describe cultural traits of language, ethnic heritage, social systems, religion, and traditions including how cultural diffusion impacts societies

8th Grade

Content Standard 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.

2. Summarize the significance and impact of the Jacksonian Era including the A. Election of Andrew Jackson as a victory for the common man, B. Nullification Crisis and the development of the states' rights debates as typified by the arguments put forth by Senator Daniel Webster and Senator John C. Calhoun, and C. Impact of government policies, non-adherence to treaties, and territorial expansion on Native American lands including the resistance and removal of the Five Tribes.
6. Examine the concept of Manifest Destiny as a motivation and justification for westward expansion, including the A. Territorial growth resulting from the annexation of Texas, the Mexican Cession, and the Gadsden Purchase, B. Causes of the rapid settlement of Oregon and California, C. Impact upon Native American culture and tribal lands, and D. Growing sectional tensions regarding the expansion of slavery.

Grades 9th to 12th

Essential Questions:

How can education be assimilation?

What does the individual and tribe gain and loose from assimilation?

Can oppressive systems, like Indian Boarding schools, change their role?

Student Learning:

9th – 12th

- Part 1: 1884-1930's
 - What role did Indian boarding schools play in the assimilation of Native Americans?
 - How did boarding schools impact the future of Native youth in the United States?
 - How did official reports, like the Meriam report, change the way Native Americans were educated at government schools?
- Part 2: 1930's-1960's
 - How did student drawings in the Chilocco Annual (Yearbook) portray student perspectives on their education?
 - What was the most important sport? Why did it seem to be important? What role did women's sports play at Chilocco?
 - What area of study got the most emphasis?
 - What activities or aspects of Chilocco life seem to be missing from the Chilocco Annuals?
- Part 3: 1960's- 1980's
 - How did militarizing Indian Boarding schools change student education and increase student participation in World War 1?
 - How did militarization serve the assimilation agenda of the Native boarding schools?
 - What were the reasons Chilocco students gave for joining the military?

Possible 9th-12th OAS Social Studies Standards on Oklahoma History

Content Standard 1: The student will describe the state's geography and the historic foundations laid by Native American, European, and American cultures

1. Integrate visual information to identify and describe the significant physical and human features including major trails, railway lines, waterways, cities, ecological regions, natural resources, highways, and landforms.
2. Summarize the accomplishments of prehistoric cultures including the Spiro Mound Builders.
3. Compare and contrast the goals and significance of early Spanish, French, and American expeditions including the impact of disease, interactions with Native Americans, and the arrival of the horse and new technologies.
4. Compare and contrast cultural perspectives of Native Americans and European Americans regarding land ownership and trading practices.

Content Standard 2: The student will evaluate the major political and economic events that transformed the land and its people prior to statehood.

1. Summarize and analyze the role of river transportation to early trade and mercantile settlements including Chouteau's Trading Post at Three Forks.
2. Describe the major trading and peacekeeping goals of early military posts including Fort Gibson.
3. Integrate visual and textual evidence to explain the reasons for and trace the migrations of Native American peoples including the Five Tribes into present-day Oklahoma, the *Indian Removal Act of 1830*, and tribal resistance to the forced relocations.

4. Summarize the impact of the Civil War and Reconstruction Treaties on Native American peoples, territories, and tribal sovereignty including the
 - A. Required enrollment of the Freedmen,
 - B. Second Indian Removal and the role of the Buffalo Soldiers,
 - C. Significance of the Massacre at the Washita,
 - D. Reasons for the reservation system, and
 - E. Establishment of the western military posts of Fort Sill, Fort Supply, and Fort Reno.
5. Cite specific visual and textual evidence to assess the impact of the cattle and coal mining industries on the location of railroad lines, transportation routes, and the development of communities.
6. Analyze the influence of the idea of Manifest Destiny on the Boomer Movement including the official closing of the frontier in 1890.
7. Compare and contrast multiple points of view to evaluate the impact of the *Dawes Act* which resulted in the loss of tribal communal lands and the redistribution of lands by various means including land runs as typified by the Unassigned Lands and the Cherokee Outlet, lotteries, and tribal allotments.

Content Standard 3: The student will analyze the formation and development of constitutional government in Oklahoma.

1. Compare and contrast the development of governments among the Native American tribes, the movement for the state of Sequoyah, the proposal for an all-Black state, and the impact of the *Enabling Act* on single statehood.
2. Describe and summarize attempts to create a state constitution joining Indian and Oklahoma Territories including the impact of the Progressive and Labor Movements resulting in statehood on November 16, 1907.
3. Compare and contrast Oklahoma's state government to the United States' national system of government including the branches of government, their functions, and powers.
4. Describe the division, function, and sharing of powers among levels of government including city, county, tribal, and state.
5. Identify major sources of local and state revenues and the services provided including education, infrastructure, courts, and public safety.
6. Describe state constitutional provisions including the direct primary, initiative petition, referendum, and recall.

Content Standard 4: The student will examine the transformation of Oklahoma during times of boom and bust of the 1920s through the 1940s.

1. Compare and contrast the successes and failures of the United States policy of assimilation of the Native Americans in Oklahoma including the passage of the Indian Citizenship Act of 1924 and the effects of the Indian boarding schools (1880s-1940s) upon Native Americans' identity, culture, traditions, and tribal government and sovereignty.

Content Standard 5: The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma during the 1950s through the present.

5. Analyze the evolving relationship between state and tribal governments impacting tribal self-determination and control over Native American lands and resources including issues of joint jurisdiction, taxation, and gaming.

Assessments, Activities, and Materials of Chilocco Curriculum Part One

Essential Questions:

How can education be assimilation?

What does the individual and tribe gain and loose from assimilation?

Can oppressive systems, like Indian Boarding schools, change their role?

	6 th -8 th	9 th - 12 th	
Student Learning	Assessments/Activities	Assessments/Activities	Materials
Indian removal	Maps of Indian Territory and Statehood	Maps of Indian Territory and Statehood	Map at this link: Map of the Sites of Indian Tribes of North America When first known to the Europeans about 1600 A.D. along the Atlantic and about 1800 A.D. on the Pacific. https://cdm17279.contentdm.oclc.org/digital/collection/OKMaps/id/3623 George Catlin's map of the Indian country, approximate location of tribes in 1833, and showing the buffalo ranges https://cdm17279.contentdm.oclc.org/cdm/ref/collection/OKMaps/id/4494 From the Library of Congress: A map of the British and French dominions in North America, with the roads, distances, limits, and extent of the settlements, https://www.loc.gov/item/74693187/ From the Univ of Alabama: The Distribution of Indian Tribes in the Southeast Around the Year 1715

			http://cartweb.geography.ua.edu/lizardtech/iserv/calcrqn?cat=Special%20Topics&item=Native%20Americans/NativeAm1922e.sid&wid=500&hei=400&props=item(Name,Description),cat(Name,Description)&style=default/view.xsl&plugin=true
Assimilation as “Erase and Replace”	Graphic Organizers to list ways assimilation occurred in Federal Indian boarding schools. Examine popular ideology at the time, e.g. Pratt’s “Kill the Indian to Save the Man”	Pictorial Analysis Identify locations of boarding schools throughout the country Examine popular ideology at the time, e.g. Pratt’s “Kill the Indian to Save the Man”. Ask students to discern how Pratt’s view of assimilation is similar to current events.	Indian Removal and assimilation Packet
DAWES ACT- Act out allotment	Act out allotment and discuss consequences	Challenge perspectives: What was the impact of the Dawes Act?	Dawes Act Packet
Subverting authority	Using “Quick Writes” techniques from the National Writing Project, write about potential mischief or personal reactions to being in a boarding school run by another culture.	Using “Quick Writes” techniques from the National Writing Project, write about potential mischief or personal reactions to being in a boarding school run by another culture.	Indian Removal and Assimilation Packet

Chilocco Schedule	Examine documents detailing schedule and oral histories describing their typical day. Have students write out their schedules and based on the same time frames. Discussion of what is gained and lost by the more structured schedule. Who today may have a different schedule and what does that mean in terms of access to opportunities? What would we give up our time (and effort) to learn today?	Examine documents detailing schedule and oral histories describing their typical day. Using organizers, compare several oral histories about student life and prepare hypothesizes about students' lives. Examine the hidden curriculum in the schedule and the possible reasons for its inception. Examine benefits and consequences to this type of schedule for young people.	
Meriam report	Examine Quotes from the Meriam report and draw conclusions about conditions of Native Americans at the time of the report.	Examine document, develop hypotheses and compare and contrast policy shifts	Meriam Report Packet

Chilocco Indian Agricultural School Indian Curriculum

Part One

Indian Territory, Statehood, and Chilocco's creation from 1884 until the 1930's

6 th -8 th and 9 th to 12 th	
STAGE 1 – DESIRED RESULTS	
Goals: To discuss the events leading up to the creation of Chilocco and the mission and tools used in boarding school education.	
Understandings: <i>Students will understand that...</i> ○ Indian removal from native lands to Oklahoma impacted the education of Native American children. ○ The role and policies of the federal government in creating and running Indian Boarding schools. ○ That education can be assimilative. That boarding schools change students' beliefs and eradicate culture.	Essential Questions: How can education be assimilation? What does the individual and tribe gain and loose from assimilation? Can oppressive systems, like Indian Boarding schools, change their role?

Students will know: • The change in Indian Territory over the course of Indian removal • The push towards westward expansion and the philosophy of Manifest Destiny • Assimilation and the philosophy of the creation of Indian Boarding schools • The basic elements of the Dawes Act • Students at Indian boarding school were far from home with few options and few ways to resist. • Summarize the findings of the Meriam report.	Students will be able to: • Examine changes in maps over time and draw conclusions about westward expansion and Native American experience of Indian Removal (Timeline and Maps) • Examine Before and After photos from Carlisle • Examine the popular opinion of America at the time through Pratt's famous quote "...Kill the Indian to save the man." (Dawes Packet). • Hypothesize about assimilation practices using before and after pictures of boarding school children • Examine pictures of Alice Fletcher on the Dawes Act for evidence of popular sentiment of advocates for Native Peoples. Question reasons tribes might have given in opposition to the Dawes act and those non-natives acting as advocates. • Explain that the Dawes Act in forcing individualism through the dissolution of tribal lands supported the creation of Indian boarding schools. Connect that the Dawes act was a foundation of the policy to educate Native Americans in white ways so that they would abandon their culture and be live by the values and rules of white society. • Debate the methods and results of assimilation on Native Americans. Expand the discussion of assimilation to people in other parts of the world and current events. • Hypothesize how the Chilocco schedule impacted students' education, behavior, and emotional well-being. • Hypothesize possibilities for how students could resist the boarding school. • Using secondary information from <i>They Called it Prairie Light</i> predict the outcomes for students after reading about Chilocco runaways.
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	• Explain the experience of students in Indian boarding schools by examining excerpts from the Meriam report. • Develop a hypothesis about the policy shifts from the Dawes report act to the Meriam Report. Use quotes from Meriam to explain new federal government approach to Indian Education. 9th to 12th grades All of the above and including: • Examine quotes by Alice Fletcher on the Dawes Act for evidence of popular sentiment of advocates for Native Peoples. Question reasons tribes might have given in opposition to the Dawes act and those non-natives acting as advocates. • Connect the theme of Manifest Destiny to the assimilation policies of boarding schools.
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STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks: 1. Graphic organizer comparison of a list of assimilation of Chilocco Students and listing the courses, schedules, types of learning in student's school. 2. Students will do a brochure for Chilocco from the time period covered. Each of the three time periods covered in the three segments of this unit will end in a student-made brochure advertising Chilocco as a school to attend.	Other Evidence: Socratic Seminar Generating and supporting hypotheses Evaluating primary and secondary sources Documenting group thinking Writing from different perspectives in history Class debate
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STAGE 3 – LEARNING PLAN

Unit Sequence

Materials:

Indian Removal Packet- Maps, Removal timeline, past homeland map

Dawes- Act Packet- transcription of Dawes Act, Picture of Advertisement, Picture of Alice Fletcher

Chilocco Creation Packet- Pictures, schedule, map of campus,

Learning Activities:

1. **Begin the unit with a discussion about boarding schools and how some groups were educated differently than others in the United States. Watch Part 1 of the Chilocco documentary to see an overview of the school from 1884 to the 1930's. Make a note of student questions from the class discussion of the video. Review essential**

questions for this unit. If there is a significant lack of background knowledge, consider starting with Stanford History Education Group's Reading Like a Historian lesson *Indian Removal*.

2. Using the Maps and Manifest Destiny document, explore how maps change over time. Review the history of Indian removal and have a set of maps for classroom discussion. Using the maps, have students analyze the drawings of land over time. Ask students to draw conclusions about the land promised through treaties before and after removal. Have students discuss whether the role of the federal government in loss of Indian land. Have students document their thinking and turn in as a formative assessment.
3. Explain the concept of assimilation before beginning the next lesson. Help students understand that writing that focused on "civilizing" Native people to live in American society is a different way of saying assimilation. Write General Pratt's popular saying "Kill the Indian to Save the Man" on the board. Using a classroom set of the Indian Removal and Assimilation packet, read the abbreviated version of Pratt's speech where he uses that phrase. Ask students to identify the argument, claims and details in this speech. Examine Pratt's philosophy of education that created Carlisle Indian Boarding School which was the model for the Chilocco School, which came later. Using the speech, help students focus on guiding questions such as: How does Pratt view the government's role in Indian Education? Hypothesize the motives of Pratt and the federal government creating Indian boarding schools. Why do you think Pratt was viewed as a hero by many white Americans?

Assessments, Activities and Materials for Chilocco Curriculum: Part Two

	6 th -8 th	9 th -12 th	
EQ: Can a government change its approach? Can a government accept responsibility for their actions against their own citizens?			
Learning Objectives	Assessments/Activities	Assessments/Activities	Materials
Agriculture Curriculum	In class discussion, using pictures and the documentary, identify what life must have been like for students at Chilocco. Have students generate what an agriculture curriculum might look like today. Discuss how our culture has shifted from an agrarian society. Explore how the Dawes Act and land allotment would hinder Native Americans and put them at the mercy of agriculture education and white farmers.	Following the activities listed in 6 th to 8 th grade, additionally have students focus on the educational outcomes for Native students who were encouraged to focus on vocational rather than academic skills. Explore how their parents would interpret a mandatory vocational approach at their own school if that were to happen today.	Chilocco Documentary Part Two The Part Two: Agriculture and the Indian Reorganization Act Handout: For more background in agriculture in the US throughout history see: https://www.agclassroom.org timelines provided explain farming in the US from this time period.
Indian Reorganization Act	In class discussion, list the features of the Indian Reorganization Act and hypothesize ways that	In the midst of the Great Depression, the Indian Reorganization Act occurs as a response to the Meriam report. Examine the shifts in policy and write/discuss	The Part Two: Agriculture and the Indian Reorganization Act Handout:

	Chilocco might change in response. Connect back to the Meriam Report findings.	whether the federal government did enough to make up for the devastation of the Dawes Act.	Chilocco Documentary Part Two
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Chilocco Indian Agricultural School Indian Curriculum <i>Part Two</i> 1930's to 1960's 6th – 8th and 9th- 12th	
STAGE 1 – DESIRED RESULTS • Template taken from resources provided at www.jaymctighe.com	
Established Goals: To examine the events that defined Chilocco curriculum and student experiences from the 1930's to 1960's	
Understandings: <i>Students will understand that...</i> • Chilocco curriculum focused on agricultural and vocational training rather than academics	Essential Questions: • Essential Questions: How can education be assimilation?

• The Indian Revitalization Act came about after the Merriam report and the Dawes Act illustrated the continuing problems facing Native Americans. • The Indian Revitalization Act tried to minimize the damage done by the Dawes Act by promoting Native sovereignty.	What does the individual and tribe gain and loose from assimilation? Can oppressive systems, like Indian Boarding schools, change their role? What is Native sovereignty? What is the connection between assimilation and tribal sovereignty today?
Students will know: • Agriculture education practices at Chilocco • The intent and timing of the Indian Revitalization Act • The Indian Revitalization Act was a response to problems associated with the allotment system of the Dawes Act	Students will be able to: • Explain that the Indian Restoration Act was created after the problems of land allotment • Explain why the allotment system didn't help Native Americans • Compare the agriculture and vocational curriculum of Chilocco to the student's own education • Explain how an education based on agriculture and vocational skills would help and hinder students in the future

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Examine Chilocco pictures in packet as evidence to describe education (if necessary go back to Part One of the unit for Chilocco's daily student schedule).

Make a T-Chart graphic organizer comparing the education of today with the agriculture and vocational curriculum of Chilocco

Quick write over the problems with the Dawes' Act. Focus on the fact that each tribal member was given 80 acres and forced to live individual (not communally) and become farmers even if that wasn't the practice of the people. Attempt to write like a lawyer representing the Native Americans disadvantaged by the Dawes Act.

Cite as evidence that the Indian Restoration Act is evidence that the federal government acknowledges that the Dawes act created widespread poverty and harm to Native peoples.

Other Evidence:

Socratic Seminar

Generating and supporting hypotheses

Evaluating primary and secondary sources

Documenting group thinking

Writing from different perspectives in history

Class debate

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STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

1. Start with a review of the Dawes Act to remind students of how the allotment system forced Native people to end their tribal way of life and begin farming under a capitalist system.
2. Examine photos from Chilocco to gather evidence about an agriculture and vocational curriculum. Generate a hypothesis about the advantages and disadvantages of this type of education. Compare the objectives of an agriculture and vocational education to the one students' education by using a T-chart graphic organizer. Expand the conversation and discuss the long term effects this type of education could have on tribes.
3. Examine the summary of the Indian Reorganization Act (aka The Indian New Deal) from the National Archives. Discuss the significance of the federal government's shift in policy and acknowledgement that the Dawes Act injured Native people and led to more poverty and loss of tribal sovereignty.
4. Write a brief essay as a lawyer in the 1930s representing a tribe to the federal office Bureau of Indian Affairs. Make claims of wrongdoings and disadvantages brought about by government policy. Cite information from the Dawes Act and the IRA or the Oklahoma Indian Welfare Act. Examine the pros and cons of the curriculum at Indian Boarding Schools based on what you know about your own education. Conclude your paper with suggestions about corrections to public policy.

Assessments, Activities, and Materials of Chilocco Curriculum: Part Three

EQ: Can people take repressive education and make it their own? What does resiliency look like after assimilation-based education?	6 th -8 th	9 th -12 th	
Learning Objective	Assessments/Activities	Assessments/Activities	Materials
Signs of resiliency	Compare the information on classes and the school from the archives of Chilocco Annuals from 1926, 1954, and 1973 Explore these annuals for evidence of change before the Meriam report (1926) and after the report (1954) and then after the Kennedy report (1973) What do we notice about the changes in the students and the school itself? Discuss the role of the students in the creation of the annuals or evolution of their thoughts in the three annuals.	Compare Art work and Dedication pages of Chilocco Annuals from the years: 1926, 1942, 1954, 1962, 1971, 1973 Using these annuals, what evidence can we find for a change in the Chilocco Student? What evidence of resiliency can we find? Compare this data with the oral histories that describe a love for Chilocco that was unlikely to be felt in the early days. Examine the evolving role of the school in the lives of Native youth. Examine the idea of reappropriation. Question	

		whether an assimilative tool can be reappropriated and used by tribes and Native youth.	
National Guard	Introduce Oral histories of the National Guard at Chilocco. Examine the role it played in student's lives. How does this relate to the student's daily schedule?	Using oral histories and Chilocco Annuals, create an analysis of the impact of having a National Guard unit on campus. Elicit small group discussion: What benefits to the military for aligning with a school? What does the school gain? Why is this not common practice everywhere?	Access to Chilocco Alumni Oral Histories: https://dc.library.okstate.edu/digital/collection/p17279coll12/search/page/1 Oral histories that speak to National Guard experience include: Charles LeClair Alfred Fredo Frank Kekahbah (or any that your prefer that are crosslisted with National Guard or Military Experience) Explanation of using or conducting oral histories in the classroom: http://www.readingrockets.org/article/oral-history Extension: Oral History Lesson Plan http://parkcityhistory.org/wp-content/uploads/2013/08/Oral-History-Lesson-Plan.pdf

Chilocco Indian Agricultural School Indian Curriculum

Part Three

1960's to 1980

6th-8th and 9th to 12th

STAGE 1 – DESIRED RESULTS

- Template taken from resources provided at www.jaymctighe.com

Established Goals: To explore how Chilocco had changed in its later use to be a safe haven for Native American expression and Identity.

Understandings: *Students will understand that...*

- Chilocco changed its view of Native Americans over time.
- Students at Chilocco began to show signs of resistance to prejudice and assimilation.
- The National Guard played a large role on the Chilocco campus and encouraged militarization and patriotism.
- Having a military presence on campus impacted students views of patriotism and tribal sovereignty.
- Examining Primary Sources, like old yearbooks and oral histories provides evidence to better understand historic events.

Essential Questions:

How can education be assimilation?

What does the individual and tribe gain and loose from assimilation?

Can oppressive systems, like Indian Boarding schools, change their role?

Students will know:

Students will be able to:

1. That Chilocco became more accepting of Native American culture over time by allowing for more cultural and crafting activities including a “dramatic club” for the reenactment of dances and ceremonies. 2. The federal government purposefully placed a National Guard at Chilocco for the purposes of recruitment. 3. Likewise, Native Americans had the highest number of enlistments per percentage of population than any other group of people. Up to 25% of Native Americans signed up with the U.S. military.	1. Examine primary documents for evidence and test hypotheses about historic events. 2. Examine primary documents to explain how Chilocco changed over time. 3. Explain how the heavily assimilative practices of Chilocco in the early years eventually gave way to students’ expressions of Native identity and resiliency. 4. Explain how oral histories are gathered and used in history. 5. Use oral histories to provide evidence into the student’s experience at Chilocco in the later years. 6. Write about the complicated past of Chilocco and it’s role in assimilation of Native Americans. 7. Discern the benefits and disadvantages to having a military presence at a boarding school. 8. Explain the Native American participation in the military and various wars.
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STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks: 1. Conduct research on at least three annuals from the Chilocco Archives (1926, 1954, 1973) to hypothesize how the school changed over time.	Other Evidence: Socratic Seminar Generating and supporting hypotheses Evaluating primary and secondary sources
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2. Write about the influence of the National Guard at Chilocco. 3. Using an oral history for the OSU Oral History Website (link found on the Chilocco Curriculum Page) explain the Chilocco experience from a student's perspective. Include any themes on military or the National Guard to examine student perspectives. Write an essay containing evidence from at least three sources in addition to the oral history the student selected.	Documenting group thinking Writing from different perspectives in history Class debate
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STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

1. Watch Part Three of the Documentary
2. What do we notice about the changes in the students and the school itself? Discuss the role of the students in the creation of the annuals or evolution of their thoughts in the three annuals.
3. Have students electronically access the Chilocco annuals from 1926, 1954, and 1973. Have them document their observations of courses offered, artwork, and quotes used by the students who created the annual. Note expressions of Native American Identity and interest in Native activities/culture. Notice how the inclusion of Native art in the annuals of later years demonstrates students' resistance to the assimilative education at Native

boarding schools. **Alternative Project:** Create a visual display representing the change in Chilocco over time. Use images from the various packets in this unit and the annuals on the website as material for the

4. Review a brief account of Native Americans serving in the military:
<https://americanindian.si.edu/education/codetalkers/html/chapter4.html>
5. Introduce students to the OSU oral history webpage that contains Chilocco Alumni oral histories. (INSERT PAGE HERE)
 - Have students select a Chilocco Alumni and listen to their oral history. Have students take notes related to their educational experience, culture, and military experience. Students will use this information and information from three other sources to write a brief paper examining the experiences of Chilocco students in the last years of the school. Students can create a brochure or pamphlet based on the information they have gained through this unit. Their pamphlet should contain with a brief history of Chilocco and various governmental policies. It should also contain information and possible quotes from the oral history. Make the brochure visually interesting by incorporating images and facts from the unit. There are lots of brochure templates for social studies on the web. Publisher is also a useful tool. A rubric is not included for this project so that it can be adapted to the teacher's needs.

Agriculture Curriculum in Chilocco



Plow circa early 1900s

Oklahoma
Historical
Society®



<https://okhistory.cuadra.com/starweb3/l.skca-catalog/servlet.starweb3>

THE "BIG HERD" CORRAL ADJACENT TO THE "LONG SHED" SHELTER



<https://okhistory.cuadra.com/starweb3/l.skca-catalog/servlet.starweb3>

Farm Barn
Oklahoma
Historical
Society®



<https://okhistory.cuadra.com/starweb3/l.skca-catalog/servlet.starweb3>

Farm equipment used in the 1950's

Oklahoma
Historical
Society®



Chilocco "Ice cream is manufactured by dairy students as a part of their training in agriculture."

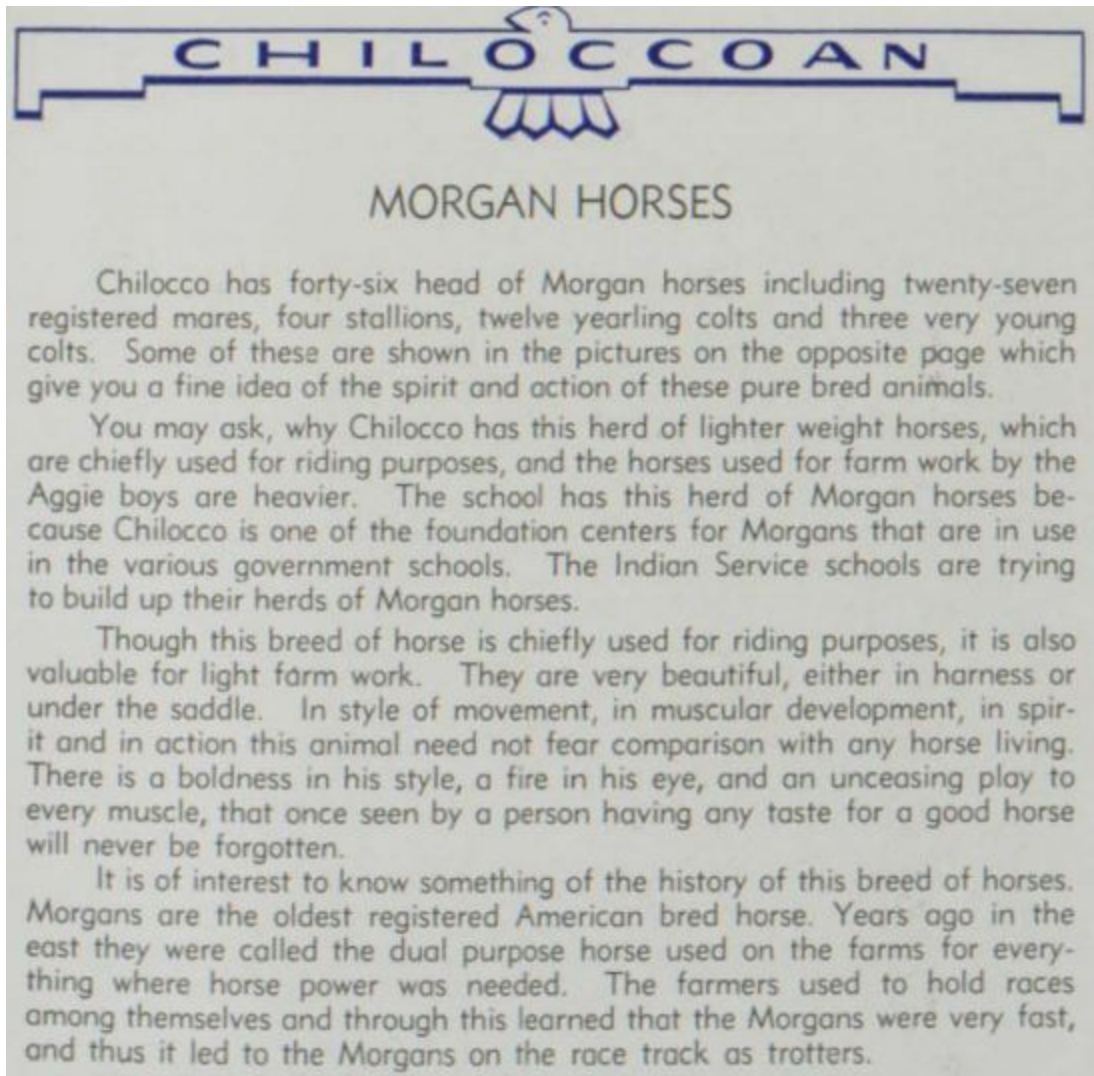


Boys raising poultry at Chilocco



Girls at Home Economics Class in Chilocco

Excerpt from the Chilocco Annual of 1942



CHILOCCOAN



Indian Reorganization Act

1934

Signed by President Franklin Roosevelt



The allotment system brought on by the Dawes act necessitated an agricultural education for Native Americans. Native Americans were left with few resources and at the mercy of white farmers. The Indian Reorganization Act (IRA) was supposed to end the selling of Indian lands and enable tribes to regain some sovereignty and self-governance.

“Indian New Deal”

november 30, 2015 by jessiekratz, posted in - great depression

Today's post from Eric Rhodes, intern in the National Archives History Office, highlights the National Archives' Native American holdings in celebration of [Native American Heritage Month](#).



John Collier, Commissioner of Indian Affairs, with two unidentified Native American men, ca.1935. (National Archives Identifier 519179)

In the 1930s, in an effort to remedy the hardships Native Americans had faced under U.S. policy, Commissioner of the Bureau of Indian Affairs (BIA) John Collier took advantage of the reformist spirit of Franklin D. Roosevelt's Presidency to change the course of U.S.-American Indian relations.

American Indian policy in the late 1800s undermined native culture by forcing Native Americans to assimilate into the European-American lifestyle.

Native children were taken away from their families at a young age to off-reservation Indian boarding schools.

Moreover, the Dawes Act of 1887 instituted the practice of allotment—the division of tribal land into personal tracts—which destabilized native communal life.

Collier, a prominent activist for Native American rights, was well aware of the negative effects these policies had on Native American communities.



Albuquerque Indian School in 1885, relocated from Duranes to Albuquerque in 1881. (National Archives Identifier 292865)

In 1923 Collier became the Secretary of the Indian Defense Association (IDA). During his tenure at the IDA, the Institute for Government Research released the Meriam Report, which detailed the poor condition of tribal economies and the utter destitution in the Indian country.

According to the report, the average national per capita income in 1920 was \$1,350 while the average Native American made only \$100 a year.

The Meriam Report implicated U.S. Indian policy in helping to create such poverty.

Collier set out to reform Indian policy after President Franklin D. Roosevelt appointed him to serve as the head of the BIA in 1933. The Collier era saw a dramatic change in the direction of U.S. American Indian policy, and that change would be initiated by the “Indian New Deal.”

Instead of the goal of immediate and total assimilation, Collier set about to preserve what remained of American Indian culture. As an initiative of the Indian New Deal, he hired anthropologists to document Indian languages and ways of life.

In the case of Indians living in widely scattered communities, so that it is extremely difficult to render effective services and cooperative authorities with state authorities would help both Indians and whites living in these more isolated areas.

There is a new departure in this bill making it mandatory for the states to meet certain minimum standards of service, such standards to be not lower than the highest set up by the states. Experience has demonstrated that the efforts of the states to establish better standards are aided to a considerable degree if the Federal Government reinforces the state's own requirements.

The present state departments of social welfare are furnishing types of service such as foster home placement for neglected and abandoned children, institutional care of delinquents, mothers' pensions, protection work with prodigals and special supervision of relief progress. These are of special importance for Indian welfare and under the relief and welfare provisions of the legislation in question, Indian residents would be able to secure services afforded by these state welfare activities. It is not justifiable for us to enter upon expensive legislation of this kind without securing a combination of State and Federal resources in feasible.

The term "medical attention" would involve physical examinations, medical and surgical work and treatment, hospitalization, dispensary and convalescent care, nursing, sanitation and the application of such other public health measures as might be necessary including the prevention, investigation, suppression and control of contagious and communicable diseases. In recent years there has been a marked interest on the part of health officials of several states in the health activities for the benefit of the Indian citizens within the states. With an enlarged cooperation with the states, tremendous improvement should follow.

I would emphasize that the legislation is to be no way mandatory but persuasive only. States may voluntarily participate in any or all of the fields mentioned or the Secretary may seek assistance in all or part of these fields of Indian administration. The enactment of the bill will be a foremost step in the handling of Indian affairs.

If you desire further information, please do not hesitate to call upon me.

Sincerely yours,
Howard John Collier
Commissioner.

Memo from John Collier to Senator Thomas O'Malley regarding justifications for Senate Bill 2571 (what would become the Johnson-O'Malley Act), February 26, 1934. (National Archives Identifier 559808)

Indian Agencies hired photographers to capture Native American culture.

Collier also helped establish the Indian Arts and Crafts Board, tasked with promoting and preserving Native American material culture.

The Arts and Craft Board established a system of authenticating products and enacting marketing strategies which led to some economic development for certain Native American groups during the country's most severe depression.

The Indian New Deal also forwarded the cause of Native American education. Curricular committees serving Native Americans began to incorporate the languages and customs that had been documented by Government-funded anthropologists in their newly bilingual syllabi.

While the Government continued to mandate that Native Americans attend Federal schools, it subsidized the creation of 100 community day schools on tribal lands.

The Johnson-O'Malley Act of 1934, which Collier helped to steer through Congress, offered states Federal dollars to support their Native American education, health care, and agricultural assistance programs.



Navajo CCC workers build a diversion, Tuba City, Arizona. (Records of the Bureau of Indian Affairs, National Archives)

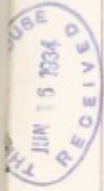
To ease unemployment, thousands of Native Americans were employed under a separate division of the Civilian Conservation Corps (CCC). This division, which was popularly abbreviated as the CCC-ID, allowed Native Americans to work on public works projects on their own reservations.

The Indian New Deal's premiere piece of legislation was the Indian Reorganization Act of 1934 (IRA).

The IRA abolished the allotment program detailed in the Dawes Act and made funds available to Native American groups for the purchase of lost tribal lands. It required that Indians receive preferential treatment when applying to BIA jobs on the reservation. Finally, the IRA called for a referendum on home rule and self-governance, asking tribes to vote to establish new tribal councils.

While it was not a wholesale success, the Indian New Deal was integral in changing U.S. Government policies toward American Indians.

Visit our [website](#) to learn more about the historical records relating to Native Americans in National Archives' holdings.



Seventy-third Congress of the United States of America;
At the Second Session.

Begun and held at the City of Washington on Wednesday, the third day of January, one thousand nine hundred and thirty-four.

AN ACT

To conserve and develop Indian lands and resources; to extend to Indians the right to form business and other organizations; to establish a credit system for Indians; to grant certain rights of home rule to Indians; to provide for vocational education for Indians; and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That hereafter no land of any Indian reservation, created or set apart by treaty or agreement with the Indians, Act of Congress, Executive order, purchase, or otherwise, shall be allotted in severalty to any Indian.

SEC. 2. The existing periods of trust placed upon any Indian lands and any restriction on alienation thereof are hereby extended and continued until otherwise directed by Congress.

SEC. 3. The Secretary of the Interior, if he shall find it to be in the public interest, is hereby authorized to restore to tribal ownership the remaining surplus lands of any Indian reservation heretofore opened, or authorized to be opened, to sale, or any other form of disposal by Presidential proclamation, or by any of the public-land laws of the United States: *Provided, however,* That valid rights or claims of any persons to any lands so withdrawn existing on the date of the withdrawal shall not be affected by this Act: *Provided further,* That this section shall not apply to lands within any reclamation project heretofore authorized in any Indian reservation: *Provided further,* That the order of the Department of the Interior signed, dated, and approved by Honorable Ray Lyman Wilbur, as Secretary of the Interior, on October 28, 1932, temporarily withdrawing lands of the Papago Indian Reservation in Arizona from all forms of mineral entry or claim under the public land mining laws, is hereby revoked and rescinded, and the lands of the said Papago Indian



first page of the Indian Reorganization Act of 1934, June 18, 1934. (National Archives Identifier 7873515)

Taken from National Archives: <https://prologue.blogs.archives.gov/2015/11/30/indian-new-deal/>

Oklahoma's reworking of the Indian Reorganization Act of 1934

Native Americans and white citizens who desired Indian lands both distrusted the new legislation. Oklahoma politicians immediately set to work to limit the IRA's legislative impact on Oklahoma by declaring the IRA was mainly for Native American Reservations. A new legislation called the Oklahoma Indian Welfare was adopted in its place.

The following is an excerpt from Oklahoma Historical Society on the new modified legislation:

Sen. Elmer Thomas of Oklahoma opposed forcing Indians from their allotments and back into reservations, which, he believed, would consist of the poorest lands. In his opinion, Oklahoma was "the Siberia of the Indian race." He and the others of Oklahoma's congressional delegation believed that the Wheeler-Howard Act was not beneficial for the state. They cited the need to carefully regulate methods of land purchase and the need to extend credit to Indians to buy property. They also noted the protests from whites who wanted to acquire Indian acreage.

In 1935 Oklahoma's delegation captured three committee chairs: Wilburn Cartwright, House Roads Committee; Representative-at-large William C. Rogers, House Indian Affairs Committee; and Elmer Thomas, Senate Indian Affairs Committee. They all agreed that the Wheeler-Howard Bill was for reservation Indians and did not relate to Oklahoma's situation. Representative Rogers, speaking to the Oklahoma Education Association, suggested that the Oklahoma delegation would write a new bill offering a more up-to-date New Deal for the state's Indians. The Thomas-Rogers Bill (Oklahoma Indian Welfare Bill) was introduced by Senator Thomas on February 26, 1935, as S. B. 2047 and by Representative Rogers on February 27, 1935, as H.R. 6234.

The original Thomas-Rogers Bill had eighteen sections dealing with the perceived fears of whites regarding assimilation of Indians, exempting reservation mineral deposits from state taxation, and preventing Indians from selling their individual land allotments.

Parts of northeastern Oklahoma were strongly opposed to the bill. Osage County particularly objected to removing probate control of Indian land, property, and money from Oklahoma courts and giving control to the secretary of the interior.

Due to strong opposition to the Thomas-Rogers Bill in its original form, the Oklahoma congressional delegation knew the measure could not pass without significant changes satisfactory to everyone. A new bill was drawn up, eight sections were added, and Osage County was eliminated from the language. The new legislation dealt with how individual Indians could obtain land and how tribes could adopt constitutions and obtain credit and lands, yet it left issues regarding probate and inheritance to the state courts. The Oklahoma Indian Welfare Bill became law on June 26, 1936, a result of politics and compromise.

Brian F. Rader

Source: <https://www.okhistory.org/publications/enc/entry.php?entry=OK059>

Review of the allotment system through the Dawes Act

<https://www.pbs.org/video/dawes-allotment-act-4gxnnz/>

504 f. JMB
Public No 43

Forty-Ninth Congress of the United States of America;

At the Second Session,

Began and held at the City of Washington on Monday, the SIXTH day of December, one thousand eight hundred and eighty-six.

AN ACT

To provide for the allotment of lands in severalty to Indians on the various reservations, and to extend the protection of the Laws of the United States and the Territories over the Indians, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in all cases where any tribe or band of Indians has been, or shall hereafter be, located upon any reservation created for their use, either by treaty stipulation or by virtue of an act of Congress or executive order setting apart the same for their use, the President of the United States be, and he hereby is, authorized, whenever in his opinion any reservation or any part thereof of such Indians is not suitable for agricultural and grazing purposes, to cause said reservation, or any part thereof, to be surveyed, or resurveyed if necessary, and to allot the lands in said reservation in severalty to any Indian located thereon in quantities as follows:

To each head of a family, one quarter of a section;

To each single person over eighteen years of age, one eighth of a section;

To each orphan child under eighteen years of age, one eighth of a section; and

To each other single person under eighteen years of age, or who may be born prior to the date of the order of the President directing an allotment of the lands embraced in any reservation, one sixteenth of a section. Provided, That in case there is not sufficient land in any of said reservations to allot lands to each individual of the classes above named in quantities as above provided, the lands embraced in such reservation or reservations shall be allotted to each individual of each of said classes pro rata in accordance with the provisions of this act; and provided further, That where the treaty or act of Congress setting apart such reservation provides for the allotment of lands in severalty in quantities in excess of those herein provided, the President, in making an allotment upon such reservation, shall allot the lands to each individual Indian belonging thereon in quantity as specified in such treaty or act, and provided further, That where the lands allotted are only valuable for grazing

What is this you call property? It cannot be the earth, for the land is our mother, nourishing all her children, beasts, birds, fish and all men. The woods, the streams, everything on it belongs to everybody and is for the use of all. How can one man say it belongs only to him?

-- *Massasoit Sachem, leader of the Wampanoag, 1600s*



Alice Fletcher, a non-native woman and Agent of the Bureau of Indian Affairs, while respecting tribal culture, pushed for the dissolution of tribal lands as a way to promote economic prosperity for the Indians.

"The Indian may now become a free man; free from the thralldom of the tribe; free from the domination of the reservation system; free to enter into the body of our citizens. This bill may therefore be considered as the Magna Carta of the Indians of our country." Alice Fletcher (about the Dawes Act).

Quote and Picture taken from:

<https://www.pbs.org/weta/thewest/program/episodes/eight/ourearnest.htm>

Alice Cunningham Fletcher and other reformers saw changing tribal owned land into individually owned land allotments as a necessary move for Native Americans to assimilate into white civilization. Alice traveled the country trying to convince American Indians of the allotment system. She created allotments and was hired by the Bureau of Indian Affairs to continue the process nation-wide.

There were other first-hand accounts of Alice Fletcher and the Dawes Act:

"The Dawes Act was a way to break up the whole tribal structure of Native American nations. Instead of saying you are a group of people, all of a sudden you are individual landowners — you are Americans. And so it was designed to break up community, to civilize people, make us farmers, and also break up our tribal structure." Charlotte Black Elk

"Alice explained... the land allotment... and her wish that the whole people would see the wisdom of the great change... At length one man stood up, a tall, broad-shouldered fellow... He said, 'We do not want our land cut up in little pieces...' A groan of assent ran along the dark line of Sphinxes... 'We must come together and decide whether we will have this law...' She told them that there is nothing for them to decide... The law must be obeyed." Jane Gay

(quotes taken from Dawes Act resources from the National Park Service Website and can also be found on pbs.org)

Indian Response to land ownership and the Dawes act:

What is this you call property? It cannot be the earth, for the land is our mother, nourishing all her children, beasts, birds, fish and all men. The woods, the streams, everything on it belongs to everybody and is for the use of all. How can one man say it belongs only to him?

- *Massasoit Sachem, leader of the Wampanoag, 1600s*

When I think of our condition, my heart is heavy. I see men of my own race treated as outlaws and driven from country to country, or shot down like animals.

I know that my race must change. We cannot hold our own with the white men as we are. We only ask an even chance to live as other men live. We ask to be recognized as men. We ask that the same law shall work alike on all men. If an Indian breaks the law, punish him by the law. If a white man breaks the law, punish him also.

Let me be a free man, free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to talk, think and act for myself -- and I will obey every law or submit to the penalty.

Whenever the white man treats the Indian as they treat each other then we shall have no more wars. We shall be all alike -- brothers of one father and mother, with one sky above us and one country around us and one government for all. Then the Great Spirit Chief who rules above will smile upon this land and send rain to wash out the bloody spots made by brothers' hands upon the face of the earth. For this time the Indian race is waiting and praying. I hope no more groans of wounded men and women will ever go to the ear of the Great Spirit Chief above, and that all people may be one people.

Chief Joseph, in Washington D.C., 1879

Obtained from: <https://www.pbs.org/weta/thewest/resources/archives/six/jospeak.htm>

Transcript of Dawes Act (1887)

**Forty-Ninth Congress of the United States of America;
At the Second Session,**

Begun and held at the City of Washington on Monday, the sixth day of December, one thousand eight hundred and eight-six.

An Act to provide for the allotment of lands in severalty to Indians on the various reservations, and to extend the protection of the laws of the United States and the Territories over the Indians, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in all cases where any tribe or band of Indians has been, or shall hereafter be, located upon any reservation created for their use, either by treaty stipulation or by virtue of an act of Congress or executive order setting apart the same for their use, the President of the United States be, and he hereby is, authorized, whenever in his opinion any reservation or any part thereof of such Indians is advantageous for agricultural and grazing purposes, to cause said reservation, or any part thereof, to be surveyed, or resurveyed if necessary, and to allot the lands in said reservation in severalty to any Indian located thereon in quantities as follows:

To each head of a family, one-quarter of a section;

To each single person over eighteen years of age, one-eighth of a section;

To each orphan child under eighteen years of age, one-eighth of a section; and

To each other single person under eighteen years now living, or who may be born prior to the date of the order of the President directing an allotment of the lands embraced in any reservation, one-sixteenth of a section:

Provided, That in case there is not sufficient land in any of said reservations to allot lands to each individual of the classes above named in quantities as above provided, the lands embraced in such reservation or reservations shall be allotted to each individual of each of said classes pro rata in accordance with the provisions of this act: And provided further, That where the treaty or act of Congress setting apart such reservation provides the allotment of lands in severalty in quantities in excess of those herein provided, the President, in making allotments upon such reservation, shall allot the lands to each individual Indian belonging thereon in quantity as specified in such treaty or act: And provided further, That when the lands allotted are only valuable for grazing purposes, an additional allotment of such grazing lands, in quantities as above provided, shall be made to each individual.

Sec. 2. That all allotments set apart under the provisions of this act shall be selected by the Indians, heads of families selecting for their minor children, and the agents shall select for each orphan child, and in such manner as to embrace the improvements of the Indians making the selection. where the improvements of two or more Indians have been made on the same legal subdivision of land, unless they shall otherwise agree, a provisional line may be run dividing said lands between them, and the amount to which

each is entitled shall be equalized in the assignment of the remainder of the land to which they are entitled under his act: Provided, That if any one entitled to an allotment shall fail to make a selection within four years after the President shall direct that allotments may be made on a particular reservation, the Secretary of the Interior may direct the agent of such tribe or band, if such there be, and if there be no agent, then a special agent appointed for that purpose, to make a selection for such Indian, which selection shall be allotted as in cases where selections are made by the Indians, and patents shall issue in like manner.

Sec. 3. That the allotments provided for in this act shall be made by special agents appointed by the President for such purpose, and the agents in charge of the respective reservations on which the allotments are directed to be made, under such rules and regulations as the Secretary of the Interior may from time to time prescribe, and shall be certified by such agents to the Commissioner of Indian Affairs, in duplicate, one copy to be retained in the Indian Office and the other to be transmitted to the Secretary of the Interior for his action, and to be deposited in the General Land Office.

Sec. 4. That where any Indian not residing upon a reservation, or for whose tribe no reservation has been provided by treaty, act of Congress, or executive order, shall make settlement upon any surveyed or unsurveyed lands of the United States not otherwise appropriated, he or she shall be entitled, upon application to the local land-office for the district in which the lands are located, to have the same allotted to him or her, and to his or her children, in quantities and manner as provided in this act for Indians residing upon reservations; and when such settlement is made upon unsurveyed lands, the grant to such Indians shall be adjusted upon the survey of the lands so as to conform thereto; and patents shall be issued to them for such lands in the manner and with the restrictions as herein provided. And the fees to which the officers of such local land-office would have been entitled had such lands been entered under the general laws for the disposition of the public lands shall be paid to them, from any moneys in the Treasury of the United States not otherwise appropriated, upon a statement of an account in their behalf for such fees by the Commissioner of the General Land Office, and a certification of such account to the Secretary of the Treasury by the Secretary of the Interior.

Sec. 5. That upon the approval of the allotments provided for in this act by the Secretary of the Interior, he shall cause patents to issue therefor in the name of the allottees, which patents shall be of the legal effect, and declare that the United States does and will hold the land thus allotted, for the period of twenty-five years, in trust for the sole use and benefit of the Indian to whom such allotment shall have been made, or, in case of his decease, of his heirs according to the laws of the State or Territory where such land is located, and that at the expiration of said period the United States will convey the same by patent to said Indian, or his heirs as aforesaid, in fee, discharged of said trust and free of all charge or incumbrance whatsoever: Provided, That the President of the United States may in any case in his discretion extend the period. And if any conveyance shall be made of the lands set apart and allotted as herein provided, or any contract made touching the same, before the expiration of the time above mentioned, such conveyance or contract shall be absolutely null and void: Provided, That the law of descent and partition in force in the State or Territory where such lands are situate shall apply thereto after patents therefor have been executed and delivered, except as herein otherwise

provided; and the laws of the State of Kansas regulating the descent and partition of real estate shall, so far as practicable, apply to all lands in the Indian Territory which may be allotted in severalty under the provisions of this act: And provided further, That at any time after lands have been allotted to all the Indians of any tribe as herein provided, or sooner if in the opinion of the President it shall be for the best interests of said tribe, it shall be lawful for the Secretary of the Interior to negotiate with such Indian tribe for the purchase and release by said tribe, in conformity with the treaty or statute under which such reservation is held, of such portions of its reservation not allotted as such tribe shall, from time to time, consent to sell, on such terms and conditions as shall be considered just and equitable between the United States and said tribe of Indians, which purchase shall not be complete until ratified by Congress, and the form and manner of executing such release prescribed by Congress: Provided however, That all lands adapted to agriculture, with or without irrigation so sold or released to the United States by any Indian tribe shall be held by the United States for the sale purpose of securing homes to actual settlers and shall be disposed of by the United States to actual and bona fide settlers only tracts not exceeding one hundred and sixty acres to any one person, on such terms as Congress shall prescribe, subject to grants which Congress may make in aid of education: And provided further, That no patents shall issue therefor except to the person so taking the same as and homestead, or his heirs, and after the expiration of five years occupancy thereof as such homestead; and any conveyance of said lands taken as a homestead, or any contract touching the same, or lieu thereon, created prior to the date of such patent, shall be null and void. And the sums agreed to be paid by the United States as purchase money for any portion of any such reservation shall be held in the Treasury of the United States for the sole use of the tribe or tribes Indians; to whom such reservations belonged; and the same, with interest thereon at three per cent per annum, shall be at all times subject to appropriation by Congress for the education and civilization of such tribe or tribes of Indians or the members thereof. The patents aforesaid shall be recorded in the General Land Office, and afterward delivered, free of charge, to the allottee entitled thereto. And if any religious society or other organization is now occupying any of the public lands to which this act is applicable, for religious or educational work among the Indians, the Secretary of the Interior is hereby authorized to confirm such occupation to such society or organization, in quantity not exceeding one hundred and sixty acres in any one tract, so long as the same shall be so occupied, on such terms as he shall deem just; but nothing herein contained shall change or alter any claim of such society for religious or educational purposes heretofore granted by law. And hereafter in the employment of Indian police, or any other employees in the public service among any of the Indian tribes or bands affected by this act, and where Indians can perform the duties required, those Indians who have availed themselves of the provisions of this act and become citizens of the United States shall be preferred.

Sec. 6. That upon the completion of said allotments and the patenting of the lands to said allottees, each and every number of the respective bands or tribes of Indians to whom allotments have been made shall have the benefit of and be subject to the laws, both civil and criminal, of the State or Territory in which they may reside; and no Territory shall pass or enforce any law denying any such Indian within its jurisdiction the equal protection of the law. And every Indian born within the territorial limits of the United States to whom allotments shall have been made under the provisions of this act, or

under any law or treaty, and every Indian born within the territorial limits of the United States who has voluntarily taken up, within said limits, his residence separate and apart from any tribe of Indians therein, and has adopted the habits of civilized life, is hereby declared to be a citizen of the United States, and is entitled to all the rights, privileges, and immunities of such citizens, whether said Indian has been or not, by birth or otherwise, a member of any tribe of Indians within the territorial limits of the United States without in any manner affecting the right of any such Indian to tribal or other property.

Sec. 7. That in cases where the use of water for irrigation is necessary to render the lands within any Indian reservation available for agricultural purposes, the Secretary of the Interior be, and he is hereby, authorized to prescribe such rules and regulations as he may deem necessary to secure a just and equal distribution thereof among the Indians residing upon any such reservation; and no other appropriation or grant of water by any riparian proprietor shall be permitted to the damage of any other riparian proprietor.

Sec. 8. That the provisions of this act shall not extend to the territory occupied by the Cherokees, Creeks, Choctaws, Chickasaws, Seminoles, and Osage, Miamies and Peorias, and Sacs and Foxes, in the Indian Territory, nor to any of the reservations of the Seneca Nation of New York Indians in the State of New York, nor to that strip of territory in the State of Nebraska adjoining the Sioux Nation on the south added by executive order.

Sec. 9. That for the purpose of making the surveys and resurveys mentioned in section two of this act, there be, and hereby is, appropriated, out of any moneys in the Treasury not otherwise appropriated, the sum of one hundred thousand dollars, to be repaid proportionately out of the proceeds of the sales of such land as may be acquired from the Indians under the provisions of this act.

Sec. 10. That nothing in this act contained shall be so construed to affect the right and power of Congress to grant the right of way through any lands granted to an Indian, or a tribe of Indians, for railroads or other highways, or telegraph lines, for the public use, or condemn such lands to public uses, upon making just compensation.

Sec. 11. That nothing in this act shall be so construed as to prevent the removal of the Southern Ute Indians from their present reservation in Southwestern Colorado to a new reservation by and with consent of a majority of the adult male members of said tribe.

Approved, February, 8, 1887. *Transcription courtesy of [the Avalon Project](#) at Yale Law School. Errors are retained from transcription. Emphasis added by Lisa Lynn Brooks*

INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN

EASY PAYMENTS



PERFECT TITLE

POSSESSION

WITHIN

THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED
IRRIGABLE

GRAZING

AGRICULTURAL DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SEALED BIDS ALLOTTEE INDIAN LAND AS FOLLOWS:

Location	Area	Average Price per Acre	Location	Area	Average Price per Acre
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,684.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64

FOR THE YEAR 1911 IT IS ESTIMATED THAT 350,000 ACRES WILL BE OFFERED FOR SALE

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent U. S. Indian School at any one of the following places:

CALIFORNIA
Baja
DOLAROS
Dynamis
HABBO
Lapwai
LAVAS
Eurasia
Yubia

MISNER J. A.
Daguerre
MONTANA
Dodge & Sons
MONTANA
Macy
Gardner
W. L. Gardner

SOUTH DAKOTA:
Deadwood
Farmington
OKLAHOMA:
Ada
Catoosa
Coffeyville
Duncan
Haskell
Lawton
Muskogee
Oklahoma City
Pawnee
Tulsa
Wagon Wheel
Wiley

RESEARCH:
Chen, C.
Friedman,
Huang,
Wang.

	SOUTH
Cherry	
Crown	
Cross	
Lawn	
Pine	
Road	
Shrub	

A: WASHINGTON
 Agency: Fort
 Fort
 Tolu
 Tolu
 WASHINGTON
 Office

WALTER L. FISHER,

University of the Bahamas

ROBERT G. VALENTINE,

Minister of Foreign Affairs

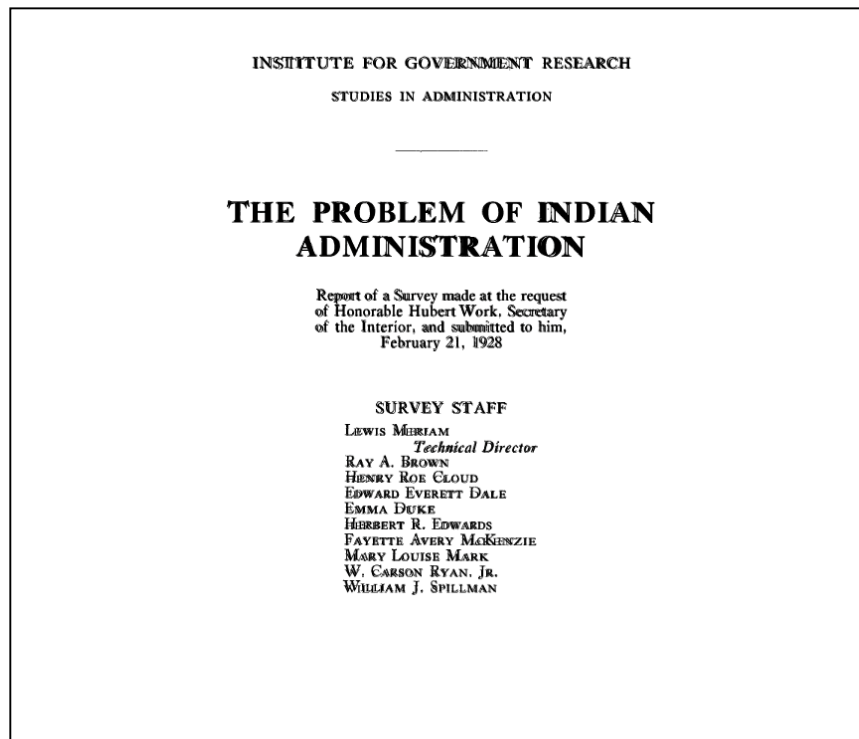
Popular advertisement for Indian land for sale.





John Gast's 'American Progress' (1872), depicting the US's westward expansion
(*Jared Farmer*)

Meriam Report Packet



From Chapter 1: A General Summary of Findings and Recommendations

The Conditions Among the Indians. An overwhelming majority of the Indians are poor, even extremely poor, and they are not adjusted to the economic and social system of the dominant white civilization. (p. 1)

The main occupations of the men are some outdoor work, mostly of an agricultural nature, but the number of real farmers is comparatively small. A considerable proportion engage more or less casually in unskilled labor. By many Indians several different kinds of activity are followed spasmodically, a little agriculture, a little fishing, hunting, trapping, wood cutting, or gathering of native products, occasional labor and hauling, and a great deal of just idling. Very seldom do the Indians work about their homes as the typical white man does. Although the permanent structures in which they live after giving up primitive dwellings are simple and such as they might easily build and develop for themselves, little evidence of such activity was seen. (p. 5)

In other instances, the land was excellent but the Indians did not appreciate its value. When individual allotments were made, they chose for themselves the poorer parts, because those parts were near a domestic water supply or a source of firewood, or because they furnished some native product important to the Indians in their primitive life. Frequently the better sections of the land originally set apart for Indians have fallen into the hands of the whites, and the Indians retreated to the poorer lands remote from markets. (p. 5)

The remoteness of their homes often prevents them from easily securing opportunities for wage earning, nor do they have many contacts with persons dwelling in urban communities where they might find employment. Even the boys and girls graduating from government schools have comparatively little vocational guidance or aid in finding profitable employment. (p. 6)

From Chapter 9: Education

The most fundamental need in Indian education is a change in point of view. Whatever may have been the official governmental attitude, education for the Indian in the past has proceeded largely on the theory that it is necessary to remove the Indian child as far as possible from his home environment. (p. 346)

Recognition of the Individual. It is true in all education, but especially in the education of people situated as are the American Indians, that methods must be adapted to individual abilities, interests, and needs. (p. 346)

The whole machinery of routinized boarding school and agency life works against the kind of initiative and independence, the development of which should be the chief concern of Indian education in and out of school. What all wish for is Indians who can take their place as independent citizens. The routinization characteristic of the boarding schools, with everything scheduled, no time left to be used at one's own initiative, every movement determined by a signal or an order, leads just the other way. It symbolizes a manner of treating Indians which will have to be abandoned if Indians, children and adults alike, are ever to become self-reliant members of the American community. (p.347)

[In answer to the question] Is it really worthwhile to do anything for Indians, or are they an "inferior" race? Can the Indian be "educated" ?... Few people who have handled Indian children in public schools, who have observed their remarkable talents in the arts, who have worked with

university students of Indian blood, or who have sat in Indian councils, have any doubts as to the inherent ability, mental and otherwise, of the Indian people. (p.353)

[This means] if anything the Indian is probably more adaptable, more docile, than is good for him. The submissiveness of Indian children to boarding school routine, the patience of Indians under difficult conditions, their willingness to surrender, at times, their most cherished cultural heritage, suggest that, without inquiring too deeply into the racial historical cause of it, the Indian of today is more than ordinarily susceptible to the changes the white man offers him under the label of education. (p.354)

Nearly every boarding school visited furnished disquieting illustrations of failure to understand the underlying principles of human behavior. **Punishments of the most harmful sort are bestowed in sheer ignorance, often in a sincere attempt to be of help.** (p. 382)

If there were any real knowledge of how human beings are developed through their behavior we should not have in the Indian boarding schools the mass movements from dormitory to dining room, from dining room to classroom, from classroom back again, all completely controlled by external authority; we should hardly have children from the smallest to the largest of both sexes lined up in military formation; and we would certainly find a better way of handling boys and girls than to lock the door to the fire-escape of the girls' dormitory. (p. 382)