

Lesson Plan – Contemporary Indian Policy
AP U. S. History
Notre Dame Academy – Sandra Gibson-Quigley
5/14/08 and 5/19/08

Objectives: To review and develop an understanding of U.S. government policies towards Native Americans from the era of contact to the present; with a particular focus on the 20th century.

MA Frameworks:

USI.16 Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense. (H, C)

USI.26 Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness.

USII.4 Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians.

USII.12 Analyze the important policies, institutions, and personalities of the New Deal era.

USII.28 Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon.

Procedure: [Note: Students are normally divided into groups of 3 – 4 students; and usually work collaboratively throughout each class]

Day 1 (ca. 45 mins).

Each group is assigned a time period (pre-contact, 1600s, 1700s, 1800 – 1850, 1850 – 1900).

Utilizing their textbooks and other books, each group develops a list of 5-8 significant facts, events, and/or issues about Native Americans for their assigned time period, and lists these on newsprint. Each group presents their findings to the class. Following the presentations, each group develops two (2) generalizations regarding Native Americans (suggest that one address the fate of Native Americans and one address the policies of the U.S. government) from contact to 1900. Groups share their generalizations with the class.

Homework: Read handout “Contemporary Indians: Renaissance of an Ancient People”, from Reader’s Digest *America’s Fascinating Indian Heritage* (Pleasantville, NY: 1978), pp. 392 – 397.

Day 2 (90 mins.)

Activity: Students read “Bureau of Caucasian Affairs” from Kovacs, Mary Anne, et al, *Advanced Placement U.S. History 2: Twentieth-Century Challenges, 1914-1996* (The Center for Learning, 2006 edition), Lesson 27, pg. 151. Active reading (i.e. In their groups, students take turns reading the handout aloud to each other).

Processing: Each student writes a response/reaction to the reading on a separate sheet of paper. After a few minutes, students pass their papers on to another student (group to group), and each student responds to what the previous student wrote. Do this 3 – 4 times. Return papers to original writers. Ask for individual responses/reactions to reading and student responses.

Activity: Hand out “20th Century significant events and historic legislation” (excerpts from *The New York Public Library American History Desk Reference*. New York: MacMillan, 1996, pp. 9 – 22). Using information from the handout and from their homework assignment, students identify the five (5) most important events/actions for Native Americans in the 20th century. Group must come to a consensus, and must be able to explain why they chose these events. List on newsprint; post on board; and explain to the class. Each group then develops a generalization about Native Americans in the 20th century, and shares the generalization with the group.

Handout: Clyde Warrior, “‘We Are Not Free’: From Testimony before the President’s National Advisory Commission on Rural Poverty (1987)”. *First Peoples: A Documentary Survey of American Indian History*, Colin G. Calloway. Boston: Bedford/St. Martin’s, 2008. Pp. 492-495. Review main points with students.

Activity: Presidential proposal for 10-year program to achieve progress in improving the living conditions of Native Americans from *Advanced Placement U.S. History 2: Twentieth-Century Challenges, 1914-1996* (The Center for Learning, 2006 edition), Lesson 27, part C, pg. 155. Each group of students develops an outline of program, an introduction to be included in a “State of the Union” speech, and a “two-word” sound bite to label this program. (See attached.). Each group reports their findings.

Assessment: Group work; participation; oral responses; presentations; teacher observation.