

## UNIT 4: MIDDLE SCHOOL – UNITED STATES HISTORY

### US DEVELOPMENT AND STRUGGLES IN THE WEST: DAWES ACT

#### Level 1

#### Instructional Support Materials

[Dawes Act Newsletter](#)

[Dawes Act Newsletter \(Spanish Language Version\)](#)

[Dawes Act Newsletter Vocabulary Sheet](#)

[Dawes Act Newsletter Vocabulary Sheet \(Spanish Language Version\)](#)

[Frayer Model Worksheet Example](#)

[Frayer Model Worksheet Example \(Spanish Language Version\)](#)

[Frayer Model Worksheet](#)

[Frayer Model Worksheet \(Spanish Language Version\)](#)

Thesaurus for each pair of students

Optional: Computers

[History of Allotment](#)

[History of Allotment \(Spanish Language Version\)](#)

[Land Tenure Glossary](#)

[Land Tenure Glossary \(Spanish Language Version\)](#)

---

#### Learning Goals

Students will be able to:

- Understand the continued impact of assimilation to tribal Nations resulting from the Dawes Severalty Act of 1887 (also known as the General Allotment Act of 1887).
- Identify text-based evidence to support definitions of key vocabulary terms.
- Learn a vocabulary strategy.

---

**Time:** 1 – 2 class periods

---

#### Essential Question:

4. What are the ways in which Tribes respond to the threats and outside pressure to extinguish their cultures and independence?

---

#### Teacher Preparation

1. Copy “Dawes Act Newsletter” Vocabulary Sheet to distribute one word for each pair of students. Put words in a hat or container. Vocabulary words may need to be used by multiple groups.

