

DAKOTA ACCESS PIPELINE UNIT 3: LESSON PLAN 2

LESSON 2: INDIAN RESERVATIONS

Objectives

- Students will examine the U.S. government’s efforts to move Indians onto reservations in the 1800s.
 - Students will read the U.S. laws that took away Indian land rights on the Great Plains.
 - Students will read about the perspectives of American Indians who were forced off of their tribal lands, and onto reservations.
- Teacher will clarify challenging terms and reinforce vocabulary key terms.
- Students will be able to make claims about players’ perspectives and will be able to justify these claims by locating text-based evidence that support these claims.
- Students will be able to distinguish between primary and secondary sources.

Standards

- Common Core Social Studies Standards: [CCSS.ELA-Literacy.RH.6-8.1](#); [CCSS.ELA-Literacy.RH.6-8.2](#); [CCSS.ELA-Literacy.RH.6-8.8](#); [CCSS.ELA-Literacy.RH.6-8.9](#)
- Virginia History and Social Science Standards of Learning (SOL): USII.4a

Materials

- “Dakota Pipeline” photoset
- Lesson 2 Graphic Organizer
- Lesson 2 Indian Reservation Introduction
- Handout 1: We Rather Would Have Died—Standing Bear, 1879 (Primary Source)
- Handout 2: Dawes Act, 1887 (Primary Source)
- Handout 3: The End of the Dream—Black Elk, 1932 (Primary Source)
- Handout 4: “Long Hair” Letter—William Arthur Jones, 1902 (Primary Source)
- Lesson 2 Discussion Questions and Writing Prompt
- Lesson 2 Key Terms

BEFORE BEGINNING USE OF MATERIALS

- Make sure the class has practiced **communicative discussion** in Lesson 1.
- See *additional sample activities in Social Domain section*.

Probing for Prior Knowledge (15 minutes)
Activate Prior Knowledge: Have students use their graphic organizer to complete the pre-reading activity. This can be done individually or as a whole group. Students can share out with the class.
Review students’ prior knowledge of American Indian life on reservations and tribal life before they were relocated. Explain that today the class will be learning more about the U.S. governments efforts to relocate American Indians.

Be sure to explain the difference between primary and secondary sources with students: Sample Language Below:

- Primary sources are firsthand accounts that happened during that particular historical time period. They can be letters, diary entries, speeches, newspapers (from that time period), photographs, etc.
- Secondary sources are not complete firsthand accounts, although they can contain primary source information such as quotes from people who lived during that time in history. Secondary sources are accounts that have taken place outside of that particular historical time period. They can be published research articles, books, and other forms of media on a particular historical topic.¹

Key Terms (10-15 minutes)
Review key terms from the unit if needed.
<ul style="list-style-type: none">• Review terms and definitions as a class.• Clarify any terms students may have had difficulty with.• Handout the key terms list with definitions for students to use for reference

Reading Materials (20-30 min)
Break students up into groups of 4-5 students. Students can read the primary and secondary sources individually or together in groups/pairs. Students can use the graphic organizer provided in order to complete reading tasks while they read and to help track their comprehension.
<ul style="list-style-type: none">• These should be heterogeneous groupings based on reading levels so that students can collaborate effectively with less assistance from the teacher.• Circulate and offer help if needed.• After reading, have the students discuss the following questions in small groups:<ul style="list-style-type: none">○ What surprised you?○ What didn't surprise you?○ What questions do you still have?○ Why do you think we are focusing on these particular cases?• After having students discuss these questions in small groups, bring them back together and discuss these questions as a whole group.

Discussion (20 minutes)
<ul style="list-style-type: none">• Once the students complete the readings, tell them that they will now engage in discussion amongst themselves about some of the issues the readings brought up.

¹ For more information, see: <https://umb.libguides.com/PrimarySources/secondary>

<ul style="list-style-type: none">• Allow students break into small groups to discuss the Lesson 2 discussion questions. Students can use the other handouts to refer to for discussion. Remind students to engage in transactive discussion. Have students share out among the whole group.• Circulate while students discuss; do not necessarily provide answers but ask probing questions to proposed simple solutions.• You can also assign roles within groups:<ul style="list-style-type: none">○ i.e. question reader, note taker, reporter
<p>For transactive discussion, have students do three rounds of dialogue.</p> <ul style="list-style-type: none">• In the first round, students will consider one side of the argument and come up with affirmative reasons to support it.• In the second round, students will consider the counter argument and come up with reasons to refute it• In the third round, students will work together to come up with the best argument to the question that takes into account both perspectives.○ They should have some familiarity with this process if you have done practice with transactive discussions previously. Remind students that they are working together to try to find the best solution.

Writing Prompt
Have students independently answer the writing prompt on the discussion questions handout.
<i>This can be assigned as homework if time does not permit completion.</i>

Standards

Common Core Social Studies Standards

- [CCSS.ELA-Literacy.RH.6-8.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources.
- [CCSS.ELA-Literacy.RH.6-8.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- [CCSS.ELA-Literacy.RH.6-8.8](#)
Distinguish among fact, opinion, and reasoned judgment in a text.
- [CCSS.ELA-Literacy.RH.6-8.9](#)
Analyze the relationship between a primary and secondary source on the same topic.

Virginia History and Social Science Standards of Learning (SOL)

- [USII.4a](#)

The student will apply social science skills to understand how life changed after the Civil War by examining the reasons for westward expansion, including its impact on American Indians.