

Federal Indian Policy – Termination

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grades 7-8
Suggested Duration: Two Class Periods

Stage 1 Desired Results

Established Goals

Students will gain a basic understanding of the federal Indian policies of termination and relocation.

Social Studies Standard 4, Benchmark 8.7 Students will summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.

Understandings

- The U.S. Government has been influencing tribes through various federal policies and the policy of termination and relocation was an attempt at "mainstreaming" American Indian people (Essential Understanding 5).

Essential Questions

- How would you feel if someone asked you to leave your home and move to a big city?
- Why would the federal government want to terminate American Indian reservations?
- To what extent did the policy of relocation help unite American Indians around common causes?

Students will be able to...

- develop a better understanding of the unique issues regarding the history of American Indians and how interactions with the federal government have evolved over time.

Students will know...

- key factual information about the policies of termination and relocation and how these impacted one Montana American Indian family.

Stage 2 Assessment Evidence

Performance Tasks

1. Watch Chapter 6 of the Montana Historical Society DVD entitled *Montana Mosaic* and take notes and summarize key points put forth in the video.

Stage 3 Learning Plan

Learning Activities

Start the class of by telling students the federal government has just issued a new law and is asking that your family leave your home town (due to economic factors) and you must move to a large urban city in another state to find work. How would you feel? Where would you go? Why would the government pass such a law?

Tell students that in the 1950s there were federal Indian policies enacted called termination and relocation that were intended to do away with American Indian reservations and move Indians into big cities so they could find work and be assimilated into "mainstream" society.

Have them watch chapter six of the *Montana Mosaic* DVD (approximately 20 minutes long) and ask them to take notes during the film clip. After the film have them write up a one-page reaction paper to what they learned. Lead a class discussion regarding their reactions to the film and collect the reaction papers before students leave the class.

Resources

"Chapter 6: Federal Indian Policy," [Montana Mosaic: 20th Century People and Events](#). Helena, MT: Montana Historical Society, 2006.

Juneau, Stan, revised and updated by Walter Fleming and Lance Foster. "Chapter Six: Termination of Indian Tribes 1953-1975)," [History and Foundation of American Indian Education Policy](#). Helena, MT: Montana Office of Public Instruction, 2013.

Cajune, Julie. "Chapter Eight Tribal Histories Narrative – Relocation and Termination: Going, Going, Gone," [Montana Tribal Histories: Educators Resource Guide](#), Helena, MT: Montana Office of Public Instruction, 2011, 2013.

Montanatribes.org See [Essential Understanding 5](#)