

Federal Indian Policy – Tribal Reorganization

Fast Facts

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

Stage 1 Desired Results

Established Goals

Social Studies Standard 2, Benchmark 8.3 Identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state and federal governments.

Understandings

- Prior to European contact all tribes had structured forms of government to manage their affairs.
- Historically, U.S. laws and policies have done much damage to American Indian cultures.
- Federal Indian Policy led to the formation of contemporary tribal governments.
- The U.S. Government has been influencing tribes through various federal policies, and the policy of tribal reorganization in the 1930's helped to establish modern tribal governments. (Essential Understandings 5 and 7)

Essential Questions

- What factors influenced the passage of the 1934 Indian Reorganization Act?
- To what extent did the Meriam Report influence U.S. Government officials?
- To what extent are Montana tribal governments similar and how do they differ in certain aspects?

Students will be able to...

- demonstrate an understanding of the rationale and results of the 1934 Indian Reorganization Act.

Students will know...

- each Montana tribal nation has a unique form of contemporary government that was developed as a direct result of Federal Indian Policy.

Stage 2 Assessment Evidence

Performance Tasks

1. Students will use their listening and note taking skills as they will be required to take notes and rephrase major concepts/issues in a brief essay/oral presentation.

Stage 3 Learning Plan

Ask students what they currently know about contemporary tribal governments. Brainstorm a list of ideas they come up with and write on the board/overhead.

Tell students you will be giving a brief historical overview about how contemporary tribal governments were formed as a direct result of Federal Indian Policy. Key points include: prior to European contact each tribe had a traditional form of government (highly structured in most cases) that dealt with internal and external affairs of the tribe and contemporary tribal governments are recent phenomena but some do have cultural components that integrate traditional practices.

Students will be required to take notes and write up a brief essay (one page) about what they have learned and present their summary back to the class in the form of a one-minute speech highlighting the main points they got from the lecture. Students could also share their reaction to the information learned. Have them explain why it is important for all Montanans to have a basic understanding of tribal governments.

Student work should be evaluated based upon them demonstrating an understanding of the main points put forth in the lecture.

Students could also do close analytical read of the Indian Reorganization Act and highlight key terms and ideas for use in their presentations.

Teacher Background

Juneau, Stan, revised and updated by Walter Fleming and Lance Foster. "Chapter Four: The Allotment Period (1887-1934)" and "Chapter Five: Tribal Reorganization Period (1934-1953)," [*History and Foundation of American Indian Education Policy*](#), Helena, MT: Montana Office of Public Instruction, 2013.

Cajune, Julie. "Chapter Seven Tribal histories Narrative – Indian Reorganization Act: The Indian New Deal," [*Montana Tribal Histories: Educators Resource Guide*](#), Helena, MT: Montana Office of Public Instruction, 2011, 2013.

Cajune, Julie, "Indian Reorganization Act (Wheeler-Howard Act)," [*Montana Tribal Histories: Educators Resource Guide Companion DVD*](#), Helena, MT: Montana Office of Public Instruction, 2011, 2013.