1900-1924
Native American Citizenship

activities

Created by Michael Young, former History Department Chair, Omaha Burke High School

<table>
<thead>
<tr>
<th>grade level</th>
<th>page</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
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<td>2</td>
<td>4 6</td>
</tr>
<tr>
<td>3</td>
<td>HS</td>
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1. DISCUSSION
   Voting Rights

2. DISCUSSION
   Indian Policies

3. ORAL & WRITTEN PRESENTATION
   Viewpoints

- Resources
- Nebraska Department of Education Content Area Standards

nebraska studies.org


Have students read the interview with Henry Mitchell that relates to Indian citizenship and Indian voting rights, located on the 1924 Indian Citizenship Act: What Citizenship Meant page in the Native American Citizenship section of Nebraska Studies: http://nebraskastudies.org/1900-1924/native-american-citizenship/.

Then, have students discuss the following questions:

- Who is Henry Mitchell?
- Does Henry think it is important for Indians to have the right to vote? Why or why not?
- Why does he say Indian representatives to the Maine State Legislature are not paid the same as white legislators?
- When was the interview conducted?
- When were all Native Americans granted citizenship? Did all American Indians receive the right to vote at the same time? When do you think all Native Americans should have been declared citizens and had the right to vote?

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**Nebraska Department of Education Content Area Standards**

**Language Arts**

LA 8.1.6 Comprehension; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency:
2 Indian Policies

activity

Discussion

Analyze the chart titled “U.S. Indian Policy Timeline” on the first page of the Native American Citizenship section of Nebraska Studies. [Link](http://nebraskastudies.org/1900-1924/native-american-citizenship/) as well as related sources. Explain the purpose of the following policies adopted by the federal government to regulate the American Indian:

- Treaties
- Indian removal
- Reservations
- Indian wars
- Allotments
- 1924 Indian Citizenship Act

Indicate the dates for the Burke Act and World War I. Evaluate how each occurrence relates to Federal Government Indian policy. Explain how each affected Native Americans.

Nebraska Department of Education Content Area Standards

Social Studies

SS HS.1.1; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5
Students will be assigned to one of the following groups and do research to support an oral and written presentation on one of the following viewpoints concerning federal government Indian policies:

1. Treaty-Making Policy
   - Non-Indian viewpoint
   - Indian viewpoint

2. Indian Removal Policy
   - Non-Indian viewpoint
   - Indian viewpoint

3. Reservation Policy
   - Non-Indian viewpoint
   - Indian viewpoint

4. Allotment Policy
   - Non-Indian viewpoint
   - Indian viewpoint

Students will cooperate in completing a written analysis expressing the viewpoints of their assigned group. Each group will select one person to give an oral presentation highlighting the key points of the written assessment. Students can then engage in an open discussion period where any individual student can question the comments made by speakers of the various groups. The teacher or assigned students can moderate the discussion.

Nebraska Department of Education Content Area Standards

Social Studies
SS HS.1.1; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.3; SS HS.4.4; SS HS.4.5

Language Arts
LA 12.1.1; LA 12.1.6; LA 12.1.8; LA 12.3.2
1900-1924
Native American Citizenship

resources

Map Analysis Worksheet  6
Photograph Analysis Worksheet  7
Written Document Analysis Worksheet  8

Nebraska Department of Education Academic Standards https://www.education.ne.gov/contentareastandards/
National Archives http://www.archives.gov/index.html

nebraskastudies.org
### 1900-1924 Native American Citizenship

**National Archives: Map Analysis Worksheet**

<table>
<thead>
<tr>
<th>1. TYPE OF MAP (check one)</th>
<th>2. PHYSICAL QUALITIES OF THE MAP (check one or more)</th>
<th>3. DATE OF MAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>.... Raised relief map</td>
<td>.... Compass</td>
<td>............................................................</td>
</tr>
<tr>
<td>.... Topographic map</td>
<td>.... Handwritten</td>
<td>............................................................</td>
</tr>
<tr>
<td>.... Political map</td>
<td>.... Date</td>
<td>............................................................</td>
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<tr>
<td>.... Contour-line map</td>
<td>.... Notations</td>
<td>............................................................</td>
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<tr>
<td>.... Natural resource map</td>
<td>.... Scale</td>
<td>............................................................</td>
</tr>
<tr>
<td>.... Military map</td>
<td>.... Name of mapmaker</td>
<td>............................................................</td>
</tr>
<tr>
<td>.... Bird's-eye view</td>
<td>.... Title</td>
<td>............................................................</td>
</tr>
<tr>
<td>.... Artifact map</td>
<td>.... Legend (key)</td>
<td>............................................................</td>
</tr>
<tr>
<td>.... Satellite photograph/mosaic</td>
<td>.... Other</td>
<td>............................................................</td>
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<tr>
<td>.... Pictograph</td>
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<tr>
<td>.... Weather map</td>
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<td>.... Other</td>
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<tr>
<th>4. CREATOR OF MAP</th>
<th>5. WHERE WAS THE MAP PRODUCED?</th>
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### 6. MAP INFORMATION

**A. List three things in this map that you think are important:**

1. ........................................................................................................................................................................................................
2. ........................................................................................................................................................................................................
3. ........................................................................................................................................................................................................

**B. Why do you think this map was drawn?**

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**C. What evidence in the map suggests why it was drawn?**

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**D. What information does the map add to the textbook’s account of this event?**

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**E. Does the information in this map support or contradict information that you have read about this event? Explain.**

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Write a question to the mapmaker that is left unanswered by this map.

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Designed and developed by the Education Staff • National Archives and Records Administration, Washington, DC 20408 • http://www.archives.gov
STEP 1. OBSERVATION
A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
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</thead>
<tbody>
<tr>
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STEP 2. INFERENCE
Based on what you have observed above, list three things you might infer from this photograph.

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STEP 3. QUESTIONS
A. What questions does this photograph raise in your mind?
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B. Where could you find answers to them?
...........................................................................................................................................................................................................
...........................................................................................................................................................................................................
## National Archives: Written Document Analysis Worksheet

1. **TYPE OF DOCUMENT** (Check one)
   - Letter
   - Patent
   - Memorandum
   - Map
   - Telegram
   - Press release

2. **UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT** (Check one or more):
   - Interesting letterhead
   - Handwritten
   - Typed
   - Seals
   - ... Notations
   - ... RECEIVED stamp
   - ... Other

3. **DATE(S) OF DOCUMENT:**

4. **AUTHOR (OR CREATOR) OF THE DOCUMENT:**

5. **POSITION (TITLE):**

6. **FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?**

6. **DOCUMENT INFORMATION** (There are many possible ways to answer A-E.)
   
   A. List three things the author said that you think are important:
      1. ............................................................
      2. ............................................................
      3. ............................................................

   B. Why do you think this document was written?
      ............................................................

   C. What evidence in the document helps you know why it was written? Quote from the document.
      ............................................................

   D. List two things the document tells you about life in the United States at the time it was written:
      1. ............................................................
      2. ............................................................

   E. Write a question to the author that is left unanswered by the document
      ............................................................
Social Studies Standards

HS

SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.4.1 Analyze and evaluate patterns of continuity and change over time in history.

SS HS.4.2 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.5 Apply the inquiry process to construct and answer historical questions.
Language Arts Standards

8

LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 8.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

HS

LA HS.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

LA HS.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

LA HS.1.8. By the end of the twelfth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, and media.

LA HS.3.2. By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.