Land and Promises

Trace how settlement and federal actions changed American Indian communities.

6-12.US1.31 "Trace and explain how settlement patterns, federal policies, and treaties impacted American Indians through reservations, removal, and forced assimilation."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two ways settlement pressured American Indian lands, circle two named federal laws or treaties, and number three effects on communities in the order they appear. Use your marks to trace how one action led to another.

When Settlers Wanted More Land

1. In the 1830s, white settlers wanted more farmland in the Southeast, especially for cotton. Cherokee towns, farms, and schools stood on land the settlers sought. Congress passed the Indian Removal Act in 1830, giving the federal government power to negotiate exchanges of Native lands east of the Mississippi River for lands west of it. In 1835, a small group of Cherokee signed the Treaty of New Echota, agreeing to give up Cherokee land in the East. Most Cherokee opposed this treaty. In 1838, U.S. soldiers forced thousands of Cherokee west. Many died during the journey known as the Trail of Tears.

2. Decades later, settlers and railroad companies pushed into the Great Plains. The railroads brought newcomers and helped hunters ship bison hides east, while the loss of bison threatened the Lakota food supply. The 1868 Fort Laramie Treaty set aside the Great Sioux Reservation, including the Black Hills, for the Lakota and other Sioux peoples. After gold was found in the Black Hills in 1874, miners entered despite the treaty. In 1877, the federal government took the Black Hills. More Lakota land was later opened to settlers, shrinking the land where Lakota communities could live and govern themselves.

3. Reservations did not end federal control. The Dawes Act of 1887 divided land on many reservations into individual plots, called allotments. Land declared surplus was sold to non-Native settlers. This policy weakened shared landholding and cost many American Indian nations land. Federal officials also sent American Indian children to boarding schools, sometimes taking them from their families by force. At many schools, children were punished for speaking their own languages and were taught to follow white American customs. Some children resisted and kept traditions alive. Together, land policies and schooling pressed communities to change how they lived, while families worked to preserve their identities.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did settlers' demand for farmland and federal actions lead to Cherokee removal?

2. Why does the passage say that most Cherokee opposed the Treaty of New Echota? Explain how that detail changes your understanding of their removal.

3. Trace what happened to the Black Hills from the 1868 treaty to 1877. How did settlement pressure affect the Lakota?

4. How did allotment and boarding schools each pressure American Indian communities to change?

3 YOUR TURN

Your own words

Write a 70 to 90 word museum label comparing Cherokee removal and the Lakota loss of the Black Hills. Explain how settlement pressure and a federal treaty or law affected each group, then describe one effect they shared and one important difference.

ANSWER KEY

Land and Promises

GRADES 6-12 · 6-12.US1.31

PART 1 · READ AND MARK

Underline two ways settlement pressured American Indian lands, circle two named federal laws or treaties, and number three effects on communities in the order they appear. Use your marks to trace how one action led to another. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did settlers' demand for farmland and federal actions lead to Cherokee removal?	**Settlers sought Cherokee farmland. The Indian Removal Act authorized land-exchange negotiations, and the Treaty of New Echota was used to give up Cherokee land in the East. U.S. soldiers then forced thousands of Cherokee west.**
2	Why does the passage say that most Cherokee opposed the Treaty of New Echota? Explain how that detail changes your understanding of their removal.	**Only a small group of Cherokee signed the treaty. The detail shows that the treaty did not represent the wishes of most Cherokee who were later forced west.**
3	Trace what happened to the Black Hills from the 1868 treaty to 1877. How did settlement pressure affect the Lakota?	**The treaty set aside the Black Hills as part of the Great Sioux Reservation. Gold seekers entered despite the treaty, and the federal government took the Black Hills in 1877, reducing Lakota control of their land.**
4	How did allotment and boarding schools each pressure American Indian communities to change?	**Allotment divided shared reservation lands into individual plots and led to land sales. Boarding schools separated children from families and punished them for speaking their languages while teaching white American customs.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Settlers wanted Cherokee farmland in the Southeast, and the disputed Treaty of New Echota helped the U.S. government force Cherokee people west. Later, gold seekers entered the Black Hills even though a treaty had set the area aside for the Lakota. The government then took the Black Hills. Both groups lost control of land where their communities had lived. The Cherokee were forced on a long journey west, while the Lakota faced a treaty violation and shrinking reservation lands.

Accept responses that connect settlement pressure to the relevant federal action and its effect, even if students use different wording. The museum label should distinguish forced Cherokee removal from the seizure of Lakota treaty land.