

Title

The Sioux Act of 1889.

Grade Level

7th Grade.

Theme

The diminishment of the Great Sioux Reservation through the Sioux Act of 1889.

Duration

Two 40-minute class periods.

Goal

To enable students to visualize the diminishment of the Great Sioux Reservation to the six individual reservations of Rosebud, Pine Ridge, Cheyenne River, Standing Rock, Lower Brule, and Crow Creek.

Objectives

- Students will understand that reservations are lands reserved by tribes for their own use.
- Students will understand that the surrender of land to the United States through treaty was in exchange for education, housing, health care, and rations.
- Students will be able to describe the boundaries of each of the six reservations carved from the Great Sioux Reservation.

South Dakota Standards

Multiple programs and pathways will support improved student achievement across the curriculum.

Cultural Concept

Regardless of the diminished land area, reservations continue to be home to Native people who live there and who remain connected to that place.

Cultural Background

Land is physically, socially, spiritually, and ceremonially essential to Native people. The reservation land that Native people reserved for themselves through treaties in exchange for education, housing, health care, and rations, continues to be home and the place where essential aspects of their lives continue.

Student Activities

Students will work with a partner to review an already created map of the Great Sioux Reservation, individual reservation flags, and reservation capitals (tribal headquarter). Each pair of students will read the description of one of the six reservations set aside for each of six tribes (Rosebud Sioux Tribe, Oglala Sioux Tribe, Standing Rock Sioux Tribe, Cheyenne River Sioux Tribe, Lower Brule Sioux Tribe, Crow Creek Sioux Tribe). Using lines of latitude, longitude, waterways, and county lines, students will create maps to scale of each of the six reservations. Each student pair will present information regarding the selected reservation to the larger group.

Resources

- Student created maps of the Great Sioux Reservation.

- Copies of Sections 1 through 7 of An act to divide a portion of the reservation of the Sioux Nation of Indians in Dakota into separate reservations and to secure the relinquishment of the Indian title to the remainder, and for other purposes.
- South Dakota base map with latitude, longitude, waterways, and county lines.
- Pencils.
- Brown craft paper.
- Colored Pencils.
- Scissors.
- Card sets (2"x4") of colored reservation flags, reservation capitals, and reservation land area shapes for each student.

Assessment

Students will individually complete an assessment matching tribal flags, capitals, and land area shapes.

References

United States Government. (1904). An act to divide a portion of the reservation of the Sioux Nation of Indians in Dakota into separate reservations and to secure the relinquishment of the Indian title to the remainder, and for other purposes, 50th Cong. 25 Stat.888 (1889, March 2). In C. Kappler (Ed.), *Indian affairs: Laws and treaties* (Vol. I, Laws). Washington: Government Printing Office. Retrieved from the Oklahoma State University Library website:
http://digital.library.okstate.edu/kappler;VollHTNL_files/SES0528.html

Developer

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