

Federal Policy Activity:

American Indian decimation by disease, violence, genocide, and federal policy

Estimated size of Class: 35 (Scale activity up or down dependent on class size)

Populate classroom with American Indian tribal societies.

Establish non-playing area. (to remove students to)

Depending upon class size and area to move to, establish students individually or in small groups all over classroom.

Set up identity from east to west (use maps for tribal identities) and form alliances. (some tribes were traditionally identified as allies or enemies).

First Encounter occurs. (Read quotes from First Encounters)

Death from disease and violence follow immediately. (Remove 2 students to non-playing area)

Show and read portions of copy of 1755 proclamation for Indian scalps. (Remove 2 more students)

1744 Treaty of Lancaster establishes Appalachian Mountains as physical boundary between settlers and Indians. (Move northeastern-most students to more western and southern areas)

Indians sold as slaves to work plantations and mines. (Remove 2 more students)

1830 Indian Removal Act by Pres. Andrew Jackson extinguishes Indian land rights east of the Mississippi. (All students in eastern one-third of classroom moves to western side) (Remove two more students due to death by exposure, disease, etc.)

1854 Indian Appropriation Act gives Congress authority to establish reservations (move specific students to specific places-mostly south central area (representing Oklahoma) and again remove two more students due to war and disease)

1862 Homestead Act and Railroad Act by Abraham Lincoln crushes Indian resistance (remove two more students -death by disease, violence, genocide)

Decimation of Plains Indians food source (buffalo) (remove two more students -death by starvation)

1890 Last of Indian Wars over (remove two more students -war and violence)

1887 Indian Allotment Act which eliminates right of Indians to hold tribal land in common (individual ownership) (teacher removes specific students from area -simulates no choice in communal living - move students to Oklahoma area)

Oklahoma becomes final destination for some 60 tribes in the 1880's (show map)

Tribal children removed to boarding schools, Native religious practices suppressed. (remove two more students - depression, violence)

1934 Indian Reorganization Act perpetuates assimilation (remove two more students - large urban Indian population, few ever return to reservation)

1945-1961 Termination Era begins (select four students from two tribal units to terminate and remove) Federal recognition only goes to those playing the game well.

Exploitation by corporate interests further reduces reservations, increases pollution

US government continues to reduce Indian population with substandard housing, medical services, etc. (remove two more students)

1961-present Self-Determination Era begins -” . . .tribal governments emerged in the closing decades of the 20th century in a much better position and with high status than they entered it.”
Vine DeLoria, Jr.-p.14 of *Indian Tribes as Sovereign Governments*