Grades: High School  
Subjects: U.S. History, Government, English Language Arts  
Time required: One 90-minute class period  
Author: Colbi Layne Hogan, Teaching with Primary Sources—MTSU

OVERVIEW
When the Fourteenth Amendment was ratified in 1868, “all persons born or naturalized in the United States,” including recently enslaved persons, were guaranteed the rights of citizenship. However, the amendment did not extend suffrage or grant citizenship to American Indians. The Dawes Act of 1887 was meant to prompt assimilation by establishing American Indian schools and distributing tribal land, but aspects of traditional American Indian culture were destroyed in the process. Things changed in 1924 when the Indian Citizenship Act, or Snyder Act, granted full citizenship to American Indians. However, because voting rights were left to individual states, decades passed before American Indians’ rights were fully protected throughout the nation.

UNDERSTANDING GOAL
Students will discover the path to citizenship for American Indians, including the extension of suffrage and how federal policy has impacted their identities and traditional ways of life.

OBJECTIVES
The student will:
- Define citizenship and discuss the struggles that minority groups have fought to obtain it.
- Work in groups to analyze a political cartoon from 1871.
- Read excerpted primary source documents and answer corresponding questions.

INVESTIGATIVE QUESTION
How has federal policy shaped citizenship for American Indians?

CURRICULUM STANDARDS
United State History and Geography
- US.02 Examine federal policies toward American Indians, including: the movement to reservations, assimilation, boarding schools, and the Dawes Act.

Foundations of Constitutional Government
- GC.31 Describe what should be reasonably expected from any citizen or resident of the U.S., and explain why it is important for the well-being of the nation, including: Being informed on civic issues, Obeying the law, Paying taxes, Respecting the rights of others, Serving as a juror, Serving in the military or alternative service, Volunteering and performing public service, Voting

11th/12th Grade English/Language Arts
- 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RL.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing one’s own clearly and persuasively.
- 11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.
Primary Sources

- Jim Thorpe’s Experience with Assimilation at Indian Boarding Schools [March 18, 2011]
- "Move on!" Has the Native American no rights that the naturalized American is bound to respect? / / Th. Nast. [1871]
- The Statutes at Large of the United States [...] [1923-1925] (Page 284 in the PDF, page 253 in the actual document)
- [The Life of Henry Mitchell], Maine [1938-39]

Resources for Teachers

- Dawes Act
- Thomas Nast
- Voting Rights for Native Americans
- Congress Granted Citizenship...
- Primary Source Set: The Fourteenth Amendment and American Indians (p. 3)
- American Indians of the Pacific Northwest Collection

Materials

- “Move on!” Cartoon pieces
- Image Analysis Form
- Excerpts from The Statutes at Large and [The Life of Henry Mitchell]
- Pen/ pencil

DAY 1

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<th>Step 1</th>
<th>Begin class by asking students, “What is citizenship?” Have students use the board to write what comes to their minds, a definition of the term, or questions they might have regarding the topic. The class may write things such as: the 14th amendment, flags, naturalization ceremonies, voting, the Pledge of Allegiance, being born in the United States, the Constitution, the Bill of Rights, paying taxes, jury duty, or registering for the draft.</th>
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| Step 2 | After addressing topics and questions posed by the class’s response, define “citizen” (a legally recognized subject or national of a state or commonwealth, either native or naturalized) and shift the conversation to American Indian citizenship. Ask students to share what they know about the topic. Discuss Indian reservations and the Dawes Act. Play this short video interview about athlete Jim Thorpe, boarding schools, and assimilation. How is assimilation related to citizenship? What was the purpose of American Indian boarding schools? Explain that despite being established in North America long before the United States was a country, American Indians were not given citizenship until 1924.

*Note: For additional information about discussion topics, click the links under “Resources for Teachers.”
| Step 3 | Divide the class into small groups to analyze one section of the “Move on!” cartoon. Ask students to notice specific details such as the background, the subject, actions that are occurring in the image, and any visible wording or titles. Have students predict what the cartoon is about, its purpose, and when it was created.  
*Note: The cartoon located on p. 4 has been divided into four pieces that need to be cut out before distributing to the groups. In the first groupings, each student should have the same piece to analyze. In the second groupings (jigsaw), they will create the full cartoon by combining their pieces with three new group members who have different pieces. |
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<td>Step 4</td>
<td>Once students are finished analyzing their quarter of the cartoon, have them move to jigsaw groups and create a whole version of the cartoon by combining all four pieces. You may want to project the cartoon for discussion purposes as well.</td>
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<td>Step 5</td>
<td>Ask students to work in groups to analyze the whole cartoon and fill in the Image Analysis Form.</td>
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<td>Step 6</td>
<td>As a class, discuss the cartoon’s purpose and the argument of the artist, Thomas Nast. How is the 14th amendment being violated? Why do certain groups get denied their civil rights? What are the perceived advantages and disadvantages of denying civil rights to another person or group? In this example, what do the “naturalized Americans” hope to gain by telling the Native American to “Move on!”?</td>
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<td>Step 7</td>
<td>Next, have students read excerpts from The Statutes at Large and [The Life of Henry Mitchell] and answer the corresponding questions to each before sharing their thoughts with the class.</td>
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<td>Step 8</td>
<td>As an exit ticket, ask students to think about Nast’s cartoon, the legislative act, and Henry Mitchell’s interview while answering the lesson’s investigative question: How has federal policy shaped citizenship for American Indians?</td>
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**Evaluation**

- Image Analysis Form – 20 pts.
- Participation in group and class discussions – 30 pts.
- Questions from excerpts – 50 pts.
- Exit Ticket – Formative assessment

**Extension**

- After the Indian Citizenship Act of 1924 was passed, President Calvin Coolidge was adopted by the Sioux who called him “Leading Eagle, our greatest chief.” Have students investigate how other groups reacted to this legislation or how other presidents handled American Indian policy decisions.
- Have students research current issues regarding American Indians:
  - Bear Ears National Monument Is Shrinking
  - Dakota Access Pipeline (2017) and (2018)
- Discuss how U.S. citizenship impacted the sovereignty of tribal nations. Compare that to the ongoing debates about citizenship and statehood for U.S territories like American Samoa and Puerto Rico.
"Move on! Has the Native American no rights that the naturalized American is bound to respect?" - Th. Nast [1871]
"Move on!" Has the Native American no rights that the naturalized American is bound to respect? / / Th. Nast. [1871]
1. What type of document is this?

2. In your own words, explain what Congress decided.

3. Notice the date of this document. World War I ended in 1918. How might this act have been related to societal changes that occurred during and after the war?

4. Predict how the lives of American Indians might have changed because of this act.
One of the Indians went over to Old Town once to see some official in the city hall about voting. I don’t know just what position that official had over there, but he said to the Indian, ‘We don’t want you people over here. You have your own elections over on the island, and if you want to vote, go over there.’

Just why the Indians shouldn’t vote is something I can’t understand.

“'The Life of Henry Mitchell.' Robert Grady, interviewer; Old Town, Maine, ca. 1938-1939. American Life Histories: Manuscripts from the Federal Writers’ Project, 1936 to 1940. Manuscript Division

1. From where did this excerpt come? What type of source is this?

2. What can you infer by comparing the date of this excerpt with the 1924 date on the Indian Citizenship Act? What does the excerpt tell you about how American Indians were treated?

3. What other social, political, or cultural issues do you think American Indians struggled with in the 20th century?

4. Have things improved for American Indians? In terms of citizenship, what issues still need to be addressed regarding American Indians?