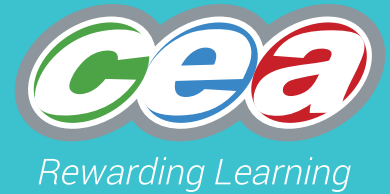


GCSE



CCEA GCSE TEACHER GUIDANCE

History

Unit 1 Section A Option 2:
Life in the United States of America,
1920–33

Resource Pack:
Life for minority groups – Problems
faced by Native Americans

Updated : 2 February 2022

Option 2: Life in the United States of America, 1920–33

Introduction to Resource Pack

This pack has been developed to help support the teaching and learning of *Life in the United States of America, 1920–33* and, in particular, content new to this option - *Life for minority groups: Problems faced by Native Americans*. The specification content for this topic is:

Problems faced by Native Americans	<ul style="list-style-type: none">• the policy of allotment and the impact on Native Americans• education and the experience of Native Americans
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For each activity, there is a *teacher guidance* section as well as *instructions for students*. Some brief background information for each activity is also provided. Each activity provides opportunities to develop the statutory skills requirements of the Northern Ireland Curriculum at Key Stage 4 as well as the skills students will be expected to demonstrate in the examination for this option:

- demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1); and
- explain and analyse historical events and periods studied using second-order historical concepts including continuity, change, cause, consequence, significance, similarity and difference (AO2).

Background to the topic

Native American Indians resided in the United States for many centuries, however, by the 1920s their lifestyle had changed radically. Conflict between the Native Americans and white settlers throughout the 19th century had reduced the influence of the Native Americans and had unsettled the traditional pattern of land ownership. In 1887 and 1891 the US government introduced Allotment Acts (also known as the Dawes Acts) in an attempt to regulate Native American control over their tribal lands. The government allocated allotments to the heads of Native American households and remaining surplus land was bought by the government and sold on to businesses.

By the 1920s, Native Americans lived in reservations across the United States and much of the land which had been possessed by various tribes was no longer settled by the Natives. The government sought to 'civilise' the Native American population, mostly notably through education. Government run day and boarding schools sought to culturally assimilate Native American children, for example, they were no longer allowed to speak their own native language or practise their own customs. On arrival at these schools, Native American children had their long hair cut, were given American style clothing and had to attend Christian church services. By 1920, it was often a daily struggle for Native Americans to maintain their concepts of culture, identity and tradition. The Meriam Report of 1928 confirmed that government attempts at

assimilation had degraded the lives of Native Americans with gross deficiencies uncovered in the provision for Native American healthcare and education as well as their economic prospects.

Activity One

Title: Life for Native Americans in the 1920s

Key Question: What problems did Native Americans face in the 1920s?

Instructions for Students

- * Your teacher will provide you with information cards (Template A) relating to the problems faced by Native Americans in the 1920s.
- * Study each information card and decide whether the information relates to the political, cultural or economic life of Native Americans.
- * Task One – CATEGORISE - Use the table (Template B) provided to record each piece of information under the correct heading.
- * Task Two – ALLOCATE - Place the problems faced by Native Americans within the pie chart. Give each problem the space you feel reflects its significance. You may choose to give all problems equal space. (Template C)
- * Task Three – JUSTIFY - Summarise your ideas on the problems faced by Native Americans in the 1920s (Template D).

Teacher Guidance

- * Cards may be edited to provide more or less information, depending on the ability of students. Resources could also be enlarged to A3 to facilitate group work.
- * The classification table (Template A) is required to complete this task.
- * The Allocation Activity (Template B) is intended to encourage students to consider the impact of the policies. Students should be encouraged to discuss their findings and accept differing interpretations.
- * These tasks could be completed independently or in groups.

Activity One

Template A - Native American Information Cards

<p>Natives Americans only became citizens in 1924 under the Indian Citizenship Act</p>	<p>Native Americans were not permitted to wear tribal dress or makeup</p>	<p>Tribal languages were forbidden</p>
<p>Native Americans were encouraged to follow Christianity, not tribal religions</p>	<p>1887 Allotment Act led to the redistribution of tribal lands</p>	<p>Some Native Americans sold their land to white people. Land ownership decreased.</p>
<p>Native Americans had to attend boarding schools to receive a traditional American education</p>	<p>From 1917 Native Americans lived on reservations</p>	<p>Native Americans did not have the right to vote until 1924</p>

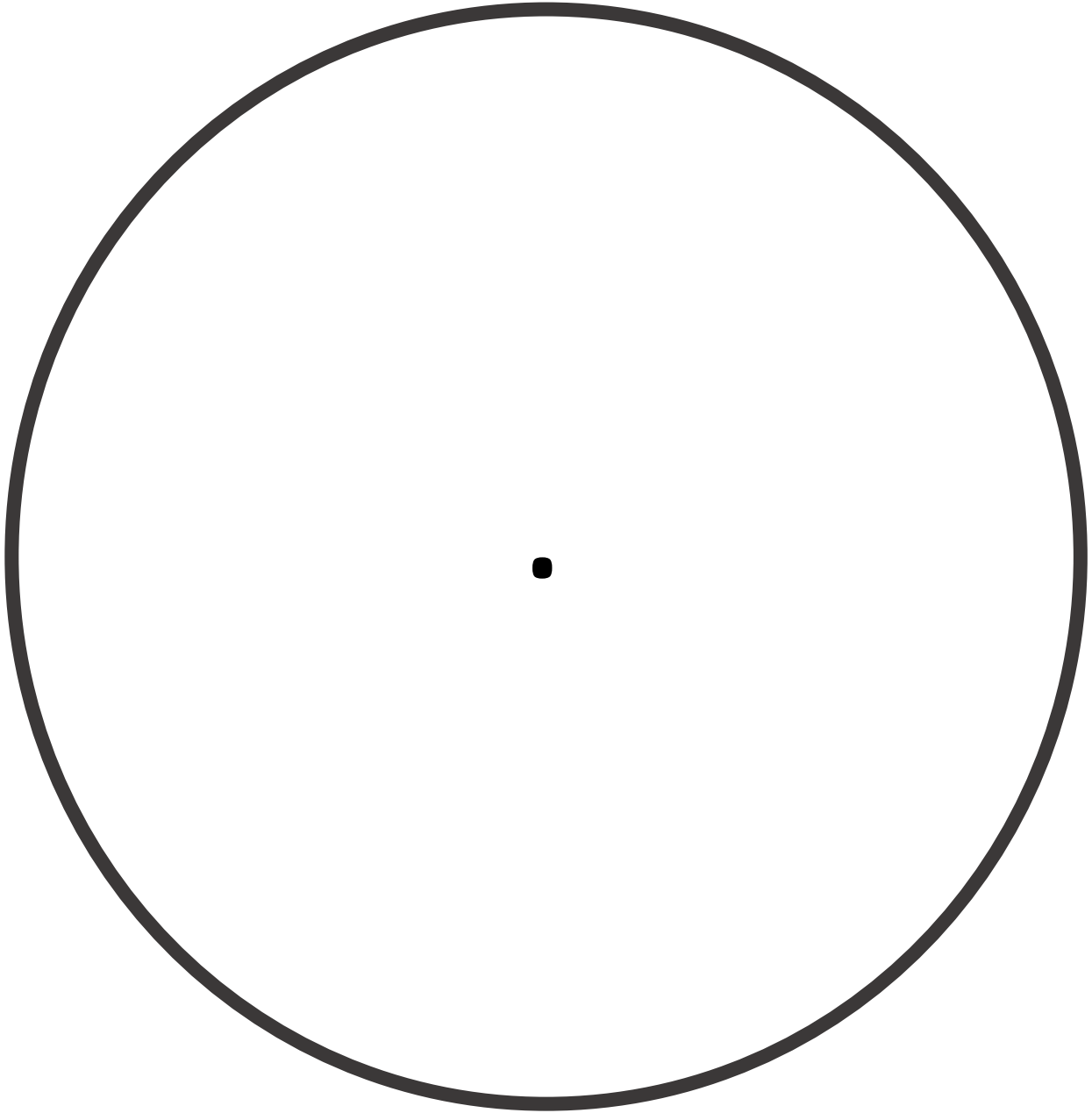
Activity One

Template B - Problems faced by Native Americans in the 1920s

Problems faced by Native Americans in the 1920s		
POLITICAL	ECONOMIC	CULTURAL

Activity One

Template C – Allocation Activity



Activity Two

Title: Life for minority groups in the USA in the 1920s.

Key Question: How did the problems faced by Native Americans compare with those faced by black Americans and the immigrant population?

Instructions for Students

- * This is a role play exercise.
- * Your teacher will provide you with a role play card (Template A) – study the information provided on your character.
- * You will also have a worksheet (Template B) to help you record relevant information for other characters.
- * Share your story with a partner, giving him/her time to record key points using the note-making template (Template B). Reverse roles and repeat this activity with your partner.
- * When your teacher instructs you, move around the room recording information about each new character you ‘meet’. Students should try and ‘meet’ as many characters as possible.
- * Use the information you found out in the role play activity to categorise the problems faced by minority groups using the headings provided in Template B.
- * The final activity requires you to draw on your previous learning on the problems faced by black Americans and immigrants in the USA in the 1920s. You must compare experiences of minority groups, including Native Americans, and draw out the similarities and differences between the problems faced by each group. Use the Venn diagram (Template C) to record your ideas.

Teacher Guidance

- * You may wish to use some or all of the role play cards provided. It is important, however, that all groups are represented in order for students to be able to draw comparisons between minority groups. You may also want to add additional information to the cards or give more than one character card to each student if the class is small.
- * This activity could be followed up with a Hot Seating activity to help students empathise with conditions faced by minority groups living in the USA in the 1920s. Alternatively, a debate could be held to determine which group the class believe to have experienced most hostility and why this may have been the case.
- * Templates A, B and C are required to complete Activity Two – role play cards, note-making template and Venn diagram.

Activity Two

Template A - Role Play Cards

<p>You are an Irish Catholic immigrant. Your family moved to America after the famine in the 1840s. As a Catholic, you are discriminated against.</p>	<p>You are a Native American male who has grown up with his family on a reservation. You are not entitled to vote.</p>	<p>You are a black teenager living in Chicago. Your family moved to the city from the South in search of a better life. You live with your family in a ghetto.</p>
<p>You are a nine year old black child. You go to school, but you receive a poor quality education as the Jim Crow laws discriminate against schools like yours. You do not have books to read or books to write in.</p>	<p>You are a Chinese immigrant who arrived in the USA before the Chinese Exclusion Act of 1882 was introduced. As a result of this law, the rest of your family was not permitted entry into America.</p>	<p>You are a Native American of the Cherokee Tribe. Despite being born in America you are not considered an American citizen. You have no legal rights or protection.</p>
<p>You are a young Native American. You do not speak very good English because when you are with your family and tribe, you only speak your native tribal language. You are often forced to speak English which makes you uncomfortable.</p>	<p>You are a black woman and you are a housewife. You cannot vote, your job opportunities are limited and you struggle to look after your family on your husband's wage alone. You worry about where your next meal will come from.</p>	<p>You are an Italian Catholic immigrant. You brought your family to the USA but shortly after you arrived your son joined Al Capone's gang. You and your family face discrimination because your English is not good and many Americans are suspicious of your family and its new connections.</p>
<p>You are the owner of a company in the USA. You are German. As a result of the First World War, the American public have stopped buying goods from your company. They feel it is unpatriotic to buy German produced goods. Your business is in danger.</p>	<p>You are a Native American Chief. You face discrimination as your tribe is not permitted to wear customary costume and makeup and you have been forced to cut your hair. You have also been told to encourage your people to follow Christianity and not your traditional tribal religion.</p>	<p>You are a black farm labourer. You are forced to work long hours in order to make enough money to support your family. Your boss, a white landowner, pays you very little and is having to reduce his staff. You are the only black labourer on the farm and you are likely to be fired first.</p>

<p>You are a black American who has recently decided to move to the North because, living in the South, you face discrimination from the Jim Crow laws. Your brother was recently lynched by the Ku Klux Klan. You are planning to migrate with your family in search of a better life.</p>	<p>You are a Russian immigrant. You fled Russia following the Communist revolution of 1917 fearing political persecution. You face hostility because many Americans believe that you will try to spread Communist ideas.</p>	<p>You are a young Native American. Recently, you have been withdrawn from the school on your reservation and have been forced to attend an American boarding school. You rarely see your family and are forced to participate in activities and sports which are unfamiliar to you.</p>
<p>You are a Jew from Eastern Europe. You fled your home during the pogroms of the 19th century and sought a freer and better life for yourself in the USA. You face discrimination and hostility from many people because you are not a WASP.</p>	<p>You are a Mexican immigrant who managed to cross the border into the USA hoping for a better quality of life. You speak little or no English and you cannot secure a job because employers will hire white workers before you.</p>	<p>You are a black man whose grandfather worked as a slave on a plantation in South Carolina during the 1850s. As a result of the Grandfather Clause, you cannot vote. You are discriminated against politically and you have no way to prevent it. You have no political power.</p>

Activity Two

Template B - Note-making on role play characters

Problems faced by minority groups in the USA in the 1920s			
PROBLEM	Black Americans	Immigrants	Native Americans
POLITICAL (for example: voting, rights)			
ECONOMIC (for example: jobs)			
SOCIAL (for example: housing, education, religion)			

Activity Two

Template C - Venn diagram to show problems faced by minority groups in the 1920s

