

INDIAN CIVIL RIGHTS & SELF-DETERMINATION

When House Bill 1495 was passed by the Washington State legislature in 2005, a powerful opportunity for teachers arose. The state officially recommended inclusion of tribal history in all common schools. Since Time Immemorial: Tribal Sovereignty in Washington State is the result. This curriculum uses three approaches:

a. An inquiry based approach with five essential questions:

- i. How does physical geography affect the distribution, culture, and economic life of local tribes?*
- ii. What is the legal status of tribes who negotiated or who did not negotiate settlement for compensation for the loss of their sovereign homelands?*
- iii. What were the political, economic, and cultural forces consequential to the treaties that led to the movement of tribes from long established homelands to reservations?*
- iv. What are the ways in which tribes responded to the threats to extinguish their cultures and independence, such as missionaries, boarding schools, assimilation policies, and the reservation system?*
- v. What have tribes done to meet the challenges of reservation life? What have these tribes, as sovereign nations, done to meet the economic and cultural needs of their tribal communities?*

b. A place-based approach—Our approach encourages teachers and students to address the essential questions in the context of tribes in their own communities.

c. An integrated approach—Teachers choose how much time to spend on tribal sovereignty content to complete their units throughout the year. The integrated approach provides three levels of curriculum for each of the OSPI recommended social studies units, each level building on the last. Where appropriate, units build toward successful completion of Content Based Assessments (CBA).

INDIAN CIVIL RIGHTS & SELF-DETERMINATION

A. Level 1: (Approx. 2, 50 minute class period)

By the end of instruction, students will:

- Recognize that the Civil Rights Era also included a civil rights era for tribal people
 - 1. Students will summarize an interactive timeline of the Indian occupation of Alcatraz.*
 - 2. Students will read an article on Indian activism and complete a dialectic journal.*

B. Level 2: (Approx. 3, 50 minute class period)

By the end of instruction, students will:

- understand the political and social aims of American Indian activism and the self-determination era and
- understand at least two pieces of legislation that effectively began the self-determination era.

1. *Students will work in groups to create themed timelines on:*

- Indian Activism: AIM*
- Indian Activism: non-AIM*
- American Indian Women's Service League*
- Fort Lawton Occupation*
- Tribal Self-Determination Legislation & Events*

2. *Students will summarize three tribal self-determination legislation, events, and executive orders.*

C. Level 3: (Approx. 9, 50 minute class period)

By the end of instruction, students will:

- use oral history to compare the termination and self-determination eras and understand American Indian activism as an agent of change between the eras.
- analyze and evaluate the aims and effects of at least one piece of federal self-determination legislation on a local tribe.
 1. *Students will review oral history and strategies for conducting meaningful interviews.*
 2. *Students will formulate interview questions and watch video interviews of the following subjects:*
 - Indian Occupation of Alcatraz*
 - American Indian Women's Service League*
 - Fort Lawton Occupation*
 - Tribal Self-Determination Legislation & Events*
 3. *Students will interview a community member or panel with memory of the Termination Era, American Indian activism, and the Self-Determination Era*
 4. *Students will evaluate their interview, publish a report of the interview, and present their findings.*
 5. *Students will reflect on the how American Indian activism affected a transition in federal policy towards American Indians from Termination to Self-Determination.*
- Recognize landmark court decision and legislation that affected and continues to affect tribal sovereignty and understand that tribal sovereignty enables tribes to protect their ways of life and the development of their nations (tribal sovereignty objectives 1 & 2)

- Analyzes and evaluates how people in the US have addressed issues involved with the distribution of resources and sustainability in the past or present. (GLE 2.4.1, grade 11) (GLE 3.1.2, grade 11) Analyzes cultural interactions. (GLE 3.2.2, grade 11) Analyzes how local tribes used the court system to regain their sovereign rights.(GLE 4.2.2, grade 11) (GLE 4.3.1, grade 11) (GLE 5.2.1, grade 11)
- Corresponding CBA: Dig Deep Analyzing Sources

US History Movements and Issues at Home (1945 -1991)

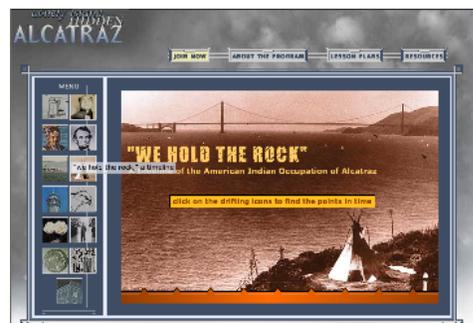
INDIAN CIVIL RIGHTS: A STATEMENT FOR TRIBAL SELF-DETERMINATION

Level 1

Level 1: Students will recognize that the Civil Rights Era also included a civil rights era for tribal people by studying a timeline of the Indian occupation of Alcatraz and creating a dialectic journal in response to an article.

Day 1-2

- Motivate the lesson by asking students:
 - *What do you know about Alcatraz Island?*
 - *What do you know about Civil Rights Movements in America?*
- Tell students Alcatraz was the site of a major American Indian Movement.
- Distribute the student hand-out “**We Hold the Rock: A Timeline**” and tell students they will be summarizing major events during the American Indian occupation of Alcatraz.
- Bring up the interactive (flash) timeline of the American Indian Occupation of Alcatraz at <http://www.kqed.org/w/alcatraz/flash/movie.html>
- If you’re working as a class (recommended to enhance discussion), call on student volunteers to select the “drifting icons.”



- Next, distribute the student hand-out “**Indian Activism: A Dialectic Journal**”
- Explain to students that a dialectic journal is a way to report on an event using two different perspectives. In the column on the left, they can report on a passage, phrase, quote, main idea, important event, key fact, name of a document, or anything else they feel is important to Indian Activism. In the column on the right, they will use the same event, but this time report on a reaction, significance, connection, comparison, judge an idea, predict a future outcome, or reflect in any other way they feel is meaningful to them about the event.

- Lead the class through an example using the interactive article called “Leap of Faith” at

<http://www.kqed.org/w/alcatraz/flash/movie.html>

- Tell the students to write the following statement in the left side of their journal:

Unsatisfied with a symbolic claim of Alcatraz, Richard Oakes (Mohawk) leaped from the Monte Cristo and swam 250 yards to Alcatraz Island. Although he left the island soon after reaching it, he swore to return

- Ask students to report a reflection, reaction, or comment upon what has been recorded, give an opinion with supporting evidence, or make a prediction in the right side of their journal.

- Tell students they will use the article “Indian Activism” from the website

<http://www.pbs.org/itvs/alcatrazisnotaniland/activism.html> to complete the rest of their journal.



<http://www.pbs.org/itvs/alcatrazisnotaniland/activism.html>

Extension

On September 21, 1972 Richard Oakes (Mohawk) died of a gunshot wound in northern California at the age of 30. His killer, Michael Morgan was first charged with murder which was changed to involuntary manslaughter and eventually freed, outraging the Indian community.

Have students write a letter to the children and widow of Richard Oakes, discussing the stand he took in 1969 and its effect on all American Indians.

Looking Ahead to Level Two Curriculum:

If time allows, direct students to the website page for Indian Activism > Timeline at <http://www.pbs.org/itvs/alcatrazisnotaniland/timeline2.html> and ask them find out what happened in July 1970.

Ask students to hypothesize the different themes of the 22 legislative proposals that would support Indian self-determination (self-rule).