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).

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:
   a. Indian Activism: AIM
   b. Indian Activism: non-AIM
   c. American Indian Women’s Service League
   d. Fort Lawton Occupation
   e. 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:
   a. Indian Occupation of Alcatraz
   b. American Indian Women’s Service League
   c. Fort Lawton Occupation
   d. 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 & SELF-DETERMINATION: TIMELINE Level 2

Level 2: Students will understand the political and social aims of American Indian
activism and the self-determination era.

Students will understand at least two pieces of legislation that effectively began
the self-determination era.

Day 1

• Read or project the statements from the handout
“Statistics – Portrait of American Indian Life from
1953 – 1970”
• Ask students to fill in the blanks with their best
estimates or guesses.
• Direct students to the interactive (flash) website “47
Cents an Acre” at
http://www.kqed.org/w/alcatraz/flash/movie.html
• Discuss student estimates with actual answers as you
uncover each statistic.

Day 1-3
• Students will work in groups to complete a themed timeline on one of the following
subjects:
  1. Timeline of Indian Activism: AIM
     Resource: “Timeline of Indian Activism”
     http://www.pbs.org/itvs/alcatrazisnotanisland/timeline.html

  2. Timeline of Indian Activism: non-AIM
     Resource: “Timeline of Indian Activism”
     http://www.pbs.org/itvs/alcatrazisnotanisland/timeline.html

  3. Timeline of the American Indian Women’s Service League
     Resource: “American Indian Women’s Service League”
     http://depts.washington.edu/civilr/AIWSL.htm

Resource: “By Right of Discovery”
http://depts.washington.edu/civilr/FtLawton_takeover.htm

5. Timeline of self-determination legislation, executive orders, and events from 1953 – 1991 (this group is special in that a framework for the timeline will be provided, but students in this group must compile the majority of their timeline from interviewing and gathering information from students in other groups).

Resources: “Time of Tribal Self-Determination: A Framework” student hand-out
http://www.america.gov/st/peopleplace-english/2008/November/20061106163901bpuh0.5341455.html

• Groups #1-4 will also be responsible for additional research and contributing at least 3 entries to the fifth group’s (Group #5) timeline of self-determination legislation, executive orders, and events.
• Ask group members in #1-4 to identify a group spokesperson to be interviewed by group #5 about the following subjects:

<table>
<thead>
<tr>
<th>Group #1: AIM</th>
<th>Group #2: non-AIM</th>
<th>Group #3: AIWSL</th>
<th>Group #4: Ft. Lawton</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cabazon</td>
<td>on Poverty</td>
<td></td>
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<tr>
<td>Mineral Development Act</td>
<td>Regulatory Act</td>
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<tr>
<td>1990 – Native</td>
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<tr>
<td>American Languages Act</td>
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</tbody>
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• Students will present their themed timelines as a group