

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 & SELF-DETERMINATION: ORAL HISTORY PROJECT

Level 3

Level 3: 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.

Students will analyze and evaluate the aims and effects of at least one piece of federal self-determination legislation on a local tribe.

Day 1

- Introduce the students to oral history using the hand-out “**Oral History Project: American Indian Activism as an Agent of Change from Termination to Self-Determination**”
- Research a possible interviewees or a panel of guest speakers for the students to interview that will be able to speak on the Termination Era, American Indian activism, and Tribal Self-Determination.
- You will need to contact these individuals in advance to set-up dates for interviews or conference calls that work well with your class period.
- Have students practice composing interview questions
- Give students 5 minutes to formulate interview questions regarding:
The American Indian Occupation of Alcatraz
- Show students the video interviews of:

Adam Fortunate Eagle, Dr. LaNada Boyer, Richard Oakes, Millie Ketcheshawno, Denise Quitquit, John Trudell, and Don Patterson

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

- After viewing the interview, discuss what questions

IDEAS for SPEAKERS

- Local tribal council
- Tribal Cultural Resource Department
- United Indians of All Tribes
- American Indian Women Service League
- Seattle Indian Health Board
- American Indian Vietnam Veteran
- Daybreak Star Staff



were/weren't answered. What statements did the American Indian activists make that gave ideas for good interview questions.

Day 2

- Give students 5 minutes to formulate interview questions regarding:
The American Indian Occupation of Fort Lawton and the establishment of a Seattle Indian community center
- Show students the video interviews of:

Randy Lewis

http://depts.washington.edu/civilr/lewis_randy.htm

Lawney Reyes

<http://depts.washington.edu/civilr/reyes.htm>

Various American Indian activists

<http://www.seattlechannel.org/videos/video.asp?ID=3071012>

Essex Porter

<http://www.kirotv.com/video/22919205/index.html>

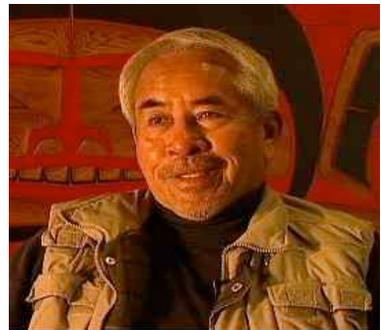
- After viewing the interview, discuss what questions were/weren't answered. What statements did **somebody** make that gave ideas for good interview questions.
- Practice composing interview questions
- Give students 5 minutes to formulate interview questions regarding:
American Indian Women Service League
- Show students the video interview of:

Ramona Bennet

<http://depts.washington.edu/civilr/bennett.htm>

- After viewing the interview, discuss what questions were/weren't answered. What statements did Ramona Bennet make that gave ideas for good interview questions?

Day 3 - 4



- Practice composing interview questions
- Give students 5 minutes to formulate interview questions regarding:

Tribal Self-Determination and the Muckleshoot Tribe

- Show students the video interview of:

Willard Bill

<http://depts.washington.edu/civilr/bill.htm>



- After viewing the interview, discuss what questions were/weren't answered. What statements did Willard Bill make that gave ideas for good interview questions?
- Inform students there will be a guest speaker coming to the class for them to interview. Give some background information for the speaker. Ask students to use what they've learned about interviewing to formulate a list of questions for the interviewee(s).
- Practice interviewing techniques by having a student interview you or another student, with other students observing and then discuss what they saw followed by a debriefing session where you reflect on the experience, discuss what kinds of questions worked best, and identify strategies for improving the interview.
- Ask the students to decide whether the interview will be: elaborate (filmed and edited), moderate (taped and transcribed, with editing), or elementary (interview with notes).



Day 5

- **Students carry out oral history interviews.**



REMEMBER! If you are interviewing an elder, it is customary to bring a gift. A hand-made item or food is perfectly acceptable.

Day 6-7

- Students evaluate their interview, edit and shape their interview, evaluate bias and point of view, and plan a report on their interview subject.

Publishing. Students make either a:

- book,
- a wall display,
- a website, or
- other public display of their interviews and what they learned about this period. Photographs of the interview subject from the past and today, can enhance such displays.



Day 8

Panel and audience. The day of presentations provides an excellent opportunity to provide students with a real audience. Consider inviting:

- parents,
- other teachers (during their conference periods),
- administrators,
- and community members into your classroom to hear the presentations and to also be on hand afterward to congratulate project teams.



Day 9

Lead a class discussion and evaluation of:

- American Indian transformation of federal-Indian policy
- A comparison of the Termination and Self-Determination eras
- An analysis of the aims and effects of federal self-determination legislation

Final reflection. In addition, students write a final reflection on the unit, discussing how American Indian activism affected a transition in federal policy towards American Indians from Termination to Self-Determination. This can be anything from extended journal writing and a learning log to a more formal essay.