

Unit 2: Native Americans



- 2A** Native American History and Culture
Unit 2 KWA Support 2A
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- 2D** Native American Boarding Schools
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Support 2F
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- 2H** Native American Sovereignty and Government
- 2I** Native American Civil Rights Effectiveness

Ethnic Studies Lesson 2A: Native American History and Culture

TOPIC:

NATIVE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Themes:

1. Identity
2. History and Movement

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.9-10/RI.11-12)

Analyze various accounts of a subject told in different mediums, including which details are emphasized in each account (RI.9-10.7/RI.11-12.7).

Lesson Purpose

Students have been exposed to Native American studies throughout their elementary and middle school years. This unit will help to consolidate that knowledge and prepare them for current civil rights discussions.

Essential Questions

How has life changed for American Indians in the United States over the last 350 years?

Materials

[KWL Chart](#)

[Shared Research Document](#)

[Administration for Native Americans](#)

[Native Lands Map](#)

[National Humanities Center](#)

[Bureau of Indian Affairs](#)

[Teaching Young Children about Native Americans](#)

[US Census: Detailed Data for Hundreds of American Indian and Alaska Native Tribes](#)

[Academy of Arts and Sciences](#)

[National Geographic](#)

[Centers for Disease Control](#)

[Native American Guardians' Association](#)

[National Museum of the Native American](#)

[Gladstone Institute](#)

[Native American Heritage Commission](#)

[Michigan State University](#)

[The Conversation](#)

[National Science Foundation](#)

Vocabulary

American Indian
colonization

Native American
pre-Columbian

tribe
nation

Lesson Steps

Step 1:

- In order to prepare for Lesson 2F, students may be asked to read *Code Talker: A Novel about the Navajo Marines of World War Two*, by Joseph Bruchac. This is optional but can be used in a future lesson. Point students to the essential question for this lesson: How has life changed for American Indians in the United States over the last 350 years?
- Remind students that the terms *Native American* and *American Indian* are both acceptable to use, but it is often preferable to use the specific tribal name ([Teaching Young Children about Native Americans](#)).
- As a class, ask students to share what they already know about Native American culture in the United States and correct/record their answers on a copy of this unit's shared [KWL chart](#). Pay particular

attention to Native American students' answers in your classroom. Ask students to reflect on what they would like to learn from this lesson. Record their answers on the KWL chart, and adjust the shared research Google document to reflect any additional lines of inquiry.

Step 2:

- Break the students into three heterogeneous groups. Share a copy of the [Group Research document](#) with each group and give edit access. Ask each group to research their topic and appropriately cite their source. Remind students to use appropriate and authoritative sources. Examples of such sources are listed in the research document. Review the shared document frequently, and seek out groups to adjust their understanding or point them to new resources during their discussion.
- Once the group research is completed, redistribute the groups so that each new group has one or more experts from each of the group research projects. Each student will share in their new group what they had learned from their group research project while trying to answer the question, "How has life changed for American Indians in the United States over the last 200 years?"

Step 3:

- As a class, go over the research project and check for source citations. Have a discussion with the class about how citing their sources across this class will be helpful in writing end-of-unit essays and the final essay for this class. Record what students learned on the "Learned" column of the KWL chart. As a class, ask students this lesson's question, "How has life changed for American Indians in the United States over the last 350 years?"

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, ask students to write a short paragraph about what they hope to learn in this class in their journal. Their journal will be used for class notes, quick assessment paragraphs, and ongoing research.

Additional Readings and Resources

[JSTOR: The Actual Role of the Bird Woman: Purposeful Member of the Corps or Casual "Tag Along"?](#)

[National Park Service, Roger Williams: To Know a People \(Rhode Island and Native American Relationship Tolerance\)](#)

Schugg, Mark C. et al. *Economic Episodes in American History*, 2nd ed., 2019 (property rights among Indians 103-109, buffalo hunting 113-118).

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1999, chap. 5.

Thomas SowellTV: [The Civilization of the Americas](#)

[Thomas SowellTV: The Surprising Truth Behind the Disunity Among Indians](#)

[The true story of the first Thanksgiving](#)

[The True Story of Sacagawea](#)

[What is the Chief Seattle myth?](#)

NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES: America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Ethnic Studies 2A: KWL Chart

KNOW

WONDER

LEARNED

What do we think we already know about this topic?

What do we wonder about this topic? Write your questions below.

After the research is completed, what did we learn? Make sure to cite your source.

<i>What do we think we already know about this topic?</i>	<i>What do we wonder about this topic? Write your questions below.</i>	<i>After the research is completed, what did we learn? Make sure to cite your source.</i>

Ethnic Studies 2A: Group Research

Make sure to use reliable online sources, such as .gov or .edu websites. Google short answers are not reliable. Example websites are included below

Group 1: Demographics

QUESTION	ANSWER	SOURCE
Approximately how many pre-Columbian American Indians were in the present-day United States, and approximately how many tribes were there?		Administration for Native Americans Native Lands Map Bureau of Indian Affairs US Census
How many American Indian tribes exist today, and approximately how many people identified themselves as Native American or Alaskan Native in the last census?		
What was the primary cause of death for American Indians in the last 200 years?		
What states have the most registered tribes, and what states have the most people who identify themselves as Native Americans?		
How did roles differ for men and women in Native American society?		

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Group 2: Worldview and Religions

QUESTION	ANSWER	SOURCE
<p>Even though there were hundreds of Native American religions at the time of colonization, what were some of the defining characteristics of Native American religion?</p>		<p>National Humanities Center Academy of Arts and Sciences</p>
<p>What were Circular No. 2970 and the American Indian Religious Freedom Act?</p>		<p>National Geographic</p>
<p>How have Native Americans interacted with Christianity?</p>		

Group 3: Contributions of Native American Individuals

QUESTION	ANSWER	SOURCE
<p>How did/do Native Americans influence American science, medicine, and education? (Make sure to touch on the Sequoyah and Cherokee alphabet.)</p>		<p>Centers for Disease Control</p>
<p>How did/do Native Americans influence American sports? (Make sure to touch on Jim Thorpe.)</p>		<p>Native American Guardians' Association</p>

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<p>How did/do Native Americans influence American food?</p>		<p>National Museum of the Native American</p>
<p>How did/do Native Americans influence science?</p>		<p>Gladstone Institute</p>

Group 4: Native Americans and the environment

QUESTION	ANSWER	SOURCE
<p>How did Native Americans mark their territory to avoid the common use of resources?</p>		<p>Native American Heritage Commission Michigan State University</p>
<p>What are two sides to how Native Americans used or overused the buffalo?</p>		<p>The Conversation</p>
<p>What are two sides to Native Americans before and after having horses?</p>		<p>National Science Foundation</p>

Ethnic Studies Lesson 2B: Native American Geography

TOPIC:

NATIVE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Themes:

1. Identity
2. History and Movement

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.9-10/RI.11-12)

Analyze how the author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning (RI.11-12.5).

Writing—(W.11-12)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (W.11-12.5).

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Analyze the geographic, political, economic, religious, and social structures of the early civilizations of Native Americans (History-Social Science Content Standard 6.1).

Analyze the geographic, political, economic, religious, and social structures of the major Native American cultural groups (History-Social Science Content Standard 5.3).

Lesson Purpose

Students will discuss the five major cultural regions of Native Americans across the United States and evaluate the role of geography in the development of American Indian culture.

Essential Questions

How does the geography of the United States impact the development of Native American culture?

How has life changed for American Indians in the United States over the last 350 years?

Materials

[National Museum of the American Indian—Native Knowledge 360—American Indian Cultures](#)

[Native Knowledge 360—Northern Plains History](#)

[Native Knowledge 360—Pacific Northwest History](#)

[Support Worksheet](#)

[KWL Chart](#)

Vocabulary

culture	customs	generation
dynamic	Indigenous	viability
kinship		

Lesson Steps

Step 1:

- Show students the key concepts from the American Indian Culture page of the National Museum of the American Indian’s Native Knowledge 360 page found [HERE](#). Ask students to read the introduction and bullets (using a popcorn, round robin, or other method). Clarify the elements of culture and other vocabulary from the bullet points. Ask how these elements of culture are similar to what would be reflected in other cultures.
- Bring out a large map or atlas of the United States. If one is unavailable, this [National Geographic](#) map or this [Britannica map](#) with regional lines could be used. Ask students what they already know about five to eight Native American cultural regions. Make sure they are aware of Southeast, Southwest, California, Great Basin, Plains, Northeast, Plateau, Northwest Coast (or Pacific Northwest), American Subarctic (or Alaskan Native), and Pacific Islander regions.

Step 2:

- Let the students know they will be discussing two cultural regions in order to highlight the concept of culture and how its formation is still ongoing. Students will look at the Northern Plains and the Pacific Northwest. Divide the class into eight groups. Four groups will do activities on the [Native Knowledge 360 Pacific Northwest History and Cultures](#) page and four groups will do activities on the [Native Knowledge 360 Northern Plains History and Cultures](#) page. Students will do only one of the horizontal questions or bands and answer the questions on the lesson worksheet found [HERE](#). Encourage students to use quotes from their research to support their claims and cite their source.

Step 3:

- As a class, have each group present the answers to their questions. Students can fill in their own worksheets from the explanations of other groups in order to create more supporting evidence for their homework. Make sure students understand these important points about Native American culture:
 - There are five to eight recognized Native American cultural regions. There is no single native American culture.
 - Native Americans are individuals as well as members of a tribal group.
 - Culture is shaped by many factors and is ongoing.
 - Kinship is an important part of Native American culture.

Step 4:

- Continue to fill in the KWL chart from the first lesson. As a class, ask this lesson's question, "How does the geography of the United States impact the development of Native American culture?" and ask this unit's question, "How has life changed for American Indians in the United States over the last 350 years?"

Essential Question Assessment, Application, Action, and Reflection

If time allows and for homework, ask each student to use their worksheet to write a two-paragraph essay on the essential question, "How does the geography of the United States impact the development of Native American culture?" The first paragraph should reflect the student's understanding of what culture is and how there is no one American Indian culture. The second paragraph should show examples of culture from their reading. Students should use quotes or details from the reading and cite their sources carefully.

Additional Readings and Resources

[Native Knowledge 360 Lesson Plans](#)

[Quakers in the World—Rights of Indigenous People](#)

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, chap. 5.

[The three main groups of Alaskan Natives: Indian, Eskimo and Aleut](#)

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Ethnic Studies Lesson 2C: Native American Removal

TOPIC:

NATIVE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Themes:

2. History and Movement
3. Systems of Power

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
4. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression.
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

(RI.11-12.4)

Writing—(W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Analyze the relationships among the American Indian nations, the United States, and other world nations, including but not limited to treaties, agreements, and diplomacy. (History-Social Science Content Standard 8.5)

Understand the economic, social, and political effects of the Indian Removal Act and other federal policies on American Indian nations. (History-Social Science Content Standard 8.8)

Understand the effects of the westward movement on American Indian nations, including the Trail of Tears, the establishment of reservations, and assimilation policies. (History-Social Science Content Standard 8.8)

Lesson Purpose

Students will explore the timeline of Indian removal and articulate ways that Native Americans were impacted and responded.

Essential Questions

What were the events leading up to Indian removal, and how were Native American tribes impacted?

How has life changed for American Indians in the United States over the last 350 years?

Materials

[PBS: History in a Nutshell, The Trail of Tears \(12 minutes, 41 seconds\), August 26, 2022](#)

[National Museum of the American Indian, Native Knowledge 360, How Did Six Different Native Nations Try to Avoid Removal?](#)

[Worksheet](#)

[Department of the Interior: Map of Federally Recognized American Indian Reservations](#)

[KWL Chart](#)

Vocabulary

American Indian removal

Trail of Tears

Andrew Jackson

treaties

Lesson Steps

Step 1:

- Ask students if they have ever studied or heard about the Native American Removal Act of 1830. Refresh their understanding of events leading up to the act, including a map (example [HERE](#)) of the Louisiana Purchase of 1803 and what lands were considered “Indian country.” As a class, show students the [WORKSHEET](#) they will be filling out. Have students watch [PBS: History in a Nutshell](#) (video 12 minutes, 41 seconds). As students watch, they should fill out the shared worksheet with information from the video. The video should be frequently paused to allow students to take notes.

Step 2:

- Once the video is complete, have students work in pairs to create an event card on a 3x5 card. Event cards should include the who, what, where, when of the event. Assign one of the 15 dates to each pair of students and have them design an event card for that date. Students may need to conduct additional research in order to fully design the card. Have students mount the cards on a class timeline chart on the wall. (The timeline will be an ongoing project and will include parallel timelines for other ethnicities. Make sure to include enough wall space.) Alternatively, the cards and the timeline could be presented digitally.

Step 3:

- Once students have completed this assignment, as a class, ask students to view [Department of the Interior: Map of Federally Recognized American Indian Reservations](#) (this map is slow to load, but it is the most authoritative map of current reservation locations). Ask students to comment on what they notice about the map, where reservations currently are, and why that might be that way.

Step 4:

- In the same pair groups, ask students to review examples of how Native American tribes responded to Indian removal. [Students should access the National Museum of the American Indian, Native Knowledge 360, How did six different Native Nations try to avoid removal?](#) Students should create an additional timeline event card with the who, what, when, and where of the Native American response.
- When pairs have completed their event card, have student pairs share their event card with the class and post on the timeline.

Step 5:

- As a class, ask students to respond to this lesson's questions, "What were the events leading up to Indian removal, and how were Native American tribes impacted?" and this unit's question, "How has life changed for American Indians in the United States over the last 350 years?" Make sure to note any additional questions or lines of inquiry to the KWL chart.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students write a newspaper article with the who, what, when, and where of an event from the Indian Removal period. To prepare students for this task, students can read from an original article: [Iowa State Historical Society: Tribal Newspaper Article about Cherokee Nation and White Settlers in Georgia, March 4, 1829.](#)

Additional Readings and Resources

[Iowa State Historical Society: Tribal Newspaper Article about Cherokee Nation and White Settlers in Georgia, March 4, 1829.](#)

[National Museum of the American Indian, Digital Lesson and Instructional Resource: American Indian Removal: What Does It Mean to Remove a People?](#)

[National Museum of the American Indian, Hear from the Historian: American Indian Removal, Dr. Mark Hirsch](#)

[Primary Source: Library of Congress, Digital Collections, Indian Removal Act Debate References](#)

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Primary Source: O'Sullivan, John L. "Annexation." In the *United States Magazine and Democratic Review*, Vol. XVII (July 1945).

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, 311-312.

Sturgis, Amy H. *The Trail of Tears and Indian Removal*. Greenwood, 2006.

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Ethnic Studies 2C: Indian Removal

While watching the video below, fill in information in the table.

[PBS: History in a Nutshell, The Trail of Tears \(12 minutes, 41 seconds\), August 26, 2022](#)

EVENT	WHEN, WHERE	WHO, WHAT
Louisiana Purchase	<i>1803, land west of the Mississippi—not including Oregon Territory and Spanish holdings</i>	<i>President Thomas Jefferson purchased the land from the French and encouraged Eastern tribes to move voluntarily west of the Mississippi</i>
Discovery of gold in Georgia		
Andrew Jackson becomes president of the US		
Indian Removal Act		
Georgia Land Lottery		
Seminole War		
<i>Cherokee Nation v. Georgia</i>, Supreme Court case		

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EVENT	WHEN, WHERE	WHO, WHAT
<i>Worster v. Georgia</i> , Supreme Court case		
Martin Van Buren becomes president of the US		
Choctaw removal		
Seminole removal		
Creek removal		
Chickasaw removal		
Cherokee Trail of Tears		

Ethnic Studies Lesson 2D: Native American Boarding Schools

TOPIC:

NATIVE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Themes:

2. History and Movement
3. Systems of Power

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
4. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression.
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (RI.11-12.4).

Writing—(W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.11-12.1).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.11-12.4).

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Lesson Purpose

Students will be able to discuss the physical, mental, emotional, and spiritual effects on American Indians of the US policy on boarding schools, as well as understand current movements and legislation regarding this legacy.

Essential Questions

How did the US Indian boarding schools affect Native children and their families?

Why are American Indian boarding schools such an untold story, and what are concerned citizens doing today?

How has life changed for American Indians in the United States over the last 350 years?

Materials

[PBS: Unspoken: America's Native American Boarding Schools](#)

[Worksheet](#)

[KWL Chart](#)

Vocabulary

assimilation

Bureau of Indian Affairs

Office of Indian Affairs

legacy

generational trauma

Lesson Steps

Step 1:

- As a class, ask students to watch [PBS: Unspoken: America's Native American Boarding Schools](#) (video 56 minutes, 43 seconds). Let students know they will be completing [Support Worksheet 2D](#) while the video is playing.

Step 2:

- Have students return to the whole class discussion. Have students share their answers in think-pair-share groups of two. Students can continue to add to their vocabulary and understanding on their worksheets. Ask for volunteers to share their impressions of the Indian boarding school policies. Ask students to share what was new information for them today, and add follow-up questions to this unit's KWL chart.

Step 3:

- Ask students what they believe is being done today. They will have an opportunity to research that for homework. Add what was learned and additional questions to this unit's KWL chart. As a class, ask students to respond to this lesson's questions, "How did the U.S. Indian boarding schools affect Native children and their families? Why are American Indian boarding schools such an untold story, and what are concerned citizens doing today?" and this unit's question, "How has life changed for American Indians in the United States over the last 350 years?"

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, ask students to research what is being done today to address the legacy of Native American boarding schools. (Some links are available in Additional Readings and Resources.) Ask students to write a short paragraph on one movement today.

Additional Readings and Resources

[AP News: Native American leaders visit site of archeological dig to find remains of boarding school students](#)

[CA. Gov: Governor's Office of Tribal Affairs: California Truth and Healing Council](#)

[Gov Track U.S. S.1723](#)

[Friends Committee on National Legislation: Support the Establishment of a Truth and Healing Commission on Indian Boarding Schools](#)

[The National Native American Boarding School Healing Coalition](#)

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Ethnic Studies Lesson 2E: Native American Reservation System

TOPIC:

NATIVE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

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Themes:

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3. Systems of Power

Values and Principles:

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5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account (RI.11-12.7).

Writing—(W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.11-12.1).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.11-12.4).

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Analyze the impact of westward expansion, including Manifest Destiny, on American Indian nations and the Indian reservation system (History-Social Science Content Standard 8.8).

Understand the effects of the westward movement on American Indian nations, including the establishment of reservations, treaty-making, and assimilation policies (History-Social Science Content Standard 5.3).

Analyze the effects of federal Indian policies on tribal sovereignty and self-determination, including contemporary issues facing Native Americans today (History-Social Science Content Standard 8.12).

Lesson Purpose

Students will research the impact of the reservation system on Native Americans.

Essential Questions

How did the concept of Manifest Destiny and continued movement west affect the formation of the Indian reservation system, and how does that continue to affect Native Americans today?

How has life changed for American Indians in the United States over the last 350 years?

Materials

[Library of Congress: Westward Expansion: Encounters at a Cultural Crossroads](#)

[Library of Congress: Primary Source Analysis Tool](#)

[Smithsonian American Art Museum](#)

[National Archives: Treaty of Fort Laramie \(1868\)](#)

[Hopi Reservation, Arizona State University](#)

[Nez Perce Tribe: History](#)

[Shoshone-Bannock Tribes: History](#)

[National Museum of the American Indian: Unratified California Treaty K, 1852](#)

[KWL Chart](#)

Vocabulary

reservation

Oregon Territory

Manifest Destiny

allotment

assimilation

Lesson Steps

Step 1:

- Make copies of the Library of Congress [primary source analysis tool](#). As a class, ask students what they already know about the term Manifest Destiny. Use a group reading strategy such as round robin or

popcorn to read the Background Information from the [Library of Congress on Westward Expansion](#) (halfway through the page). Show students the [primary source analysis tool](#), and conduct a guided walkthrough of the worksheet using the *American Progress* painting by John Gast, 1872, and the map of Indian Reservations, 1883, tiles on the Westward Expansion page.

- Break students into groups and ask them to review several of the other primary sources on the page, with an emphasis on the question, “How do these primary sources reflect the idea of ‘Manifest Destiny,’ defined by the initial background reading as ‘the idea that the United States was destined to expand across the entire continent?’” Also, ask students to reflect on whether their source might represent a different point of view.
- When students have completed their research, as a class, have each group present their source, focusing especially on their questions and further investigations. If time allows, as a class, show students one more page, the [Smithsonian American Art Museum: Manifest Destiny](#), and pay close attention to the John Louis O’Sullivan *Eastern State Journal* article (1846) under the Primary Source drop-down at the bottom of the page. Conduct a final primary source analysis worksheet on this reference.

Step 2:

- Have students return to their groups. Give each group one of the following reservation system milestones, and ask students to complete an event card on a 3 x 5 card that is similar to what was created in lesson 2C for Indian removal. Students should focus on the who, what, when, and where questions for their event card. Students may also note whether Native American signing of the treaty was motivated by retaining some lands or rights, by ending war, or through coercion.
 - [Treaty of Fort Laramie \(1868\): National Archives](#)
 - [Navajo Treaty of 1868: Smithsonian, Native Knowledge 360](#). Ask students to also research the Navajo flag that shows original reservation boundaries and current boundaries.
 - [Hopi Reservation \(1882\), Arizona State University](#)
 - [Nez Perce Tribe: History](#)
 - [Shoshone-Bannock Tribes: History](#)
 - [National Museum of the American Indian: Unratified California Treaty K, 1852](#)
- When students have completed their event cards, have students present them to the class and add to the timeline that was created during lesson 2C on Indian Removal. Explain what allotment was, for those students who encountered that policy. Remind students that approximately 374 treaties were ratified during the 1900s (additional information and treaty images can be found [HERE](#)). Ask students to reflect on if they believe that the terms of these treaties were honored or how they continue to affect Native Americans today, making note of the significant hardships and disruptions for Native American communities, including loss of land, forced relocation, and cultural upheaval.
- Ask students to reflect on the difference between the policies of assimilation and creating reservations. How are reservation policies the same as or different from boarding schools or allotment policies? Remind students that as of 2022, 87 percent of American Indian and Alaskan Native citizens reside outside of reservations. How does that reflect on Native American assimilation or culture? (more information on demographics can be found [HERE](#)).

Step 3:

- Finally, ask students to add what they have learned to the KWL chart that was started in lesson 2A. As a class, ask students this lesson’s questions, “How did the concept of Manifest Destiny and continued movement west affect the formation of the Indian reservation system, and how does that continue to affect Native Americans today?” and this unit’s question, “How has life changed for American Indians in the United States over the last 350 years?”

Essential Question Assessment, Application, Action, and Reflection

If there are any local reservations nearby, or a spokesperson can be located, consider asking a guest speaker to address the class on the history or present-day realities of a local reservation. As an alternative, have students read [Native American Aid, Living Conditions](#). As students listen or read, have them take notes to answer the question of “How do reservations continue to affect the lives of Native Americans today?” Students should write a short paragraph and cite their source of information.

Additional Readings and Resources

[Library of Congress: Primary Source Analysis Tools](#)

[National Archives: The Secret Treaties with California’s Indians](#)

[National Museum of the American Indian: Nation to Nation: Treaties Between the United States and American Indian Nations](#)

[Native American Aid, Living Conditions](#)

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, 299-300, 317-319.

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Ethnic Studies Lesson 2F: Native American Contributions to WWII

TOPIC:

NATIVE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Themes:

1. Identity
2. History and Movement

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging (RI.11-12.5).

Writing—(W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.11-12.1).

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (W.11-12.5).

Social Sciences Standards (11th and 12th Grade):**History-Social Science Content Standards—(Grades 9-12)**

Analyze the significant events, including military campaigns and battles, of World War II and their impact on American Indian communities, particularly the contributions of the Navajo or Diné People (History-Social Science Content Standard 11.7).

Lesson Purpose

Students will be able to evaluate the concept of “warrior” and the contribution of American Indians—especially the Navajo or Diné People—to World War II.

Essential Questions

How did the Diné People use their language to help in World War II? How did they respond to this request after language removal during the Indian boarding school period?

What does the term warrior mean? Why do Native American youth continue to serve in the military in high numbers?

How has life changed for American Indians in the United States over the last 350 years?

Materials

[Military Times \(November 15, 2019\), A “Warrior Tradition”: Why Native Americans continue fighting for the same government that tried to wipe them out](#)

[PBS: Native Americans and Stereotypes: The Warrior Tradition \(18 minutes, 29 seconds\)](#)

[KWL Chart](#)

[Worksheet](#)

[National Museum of the American Indian](#)

Vocabulary

Pacific war	demographic	veteran
Diné People	warrior	culture

Lesson Steps***Step 1:***

- Depending on the amount of time available for your lesson, you may have had students read *Code Talker* by Joseph Bruchac, done a read-aloud of *Navajo Code Talkers* by Nathan Aaseng, or watched the longer version of the PBS documentary [The Warrior Tradition](#). All of these were mentioned in the first lesson of the Native American unit and could have been conducted during the previous few Native American lessons.
- Ask students what they already know about Native American service during World War II or about the Code Talkers. As a class, have students watch [PBS: Native Americans and Stereotypes: The Warrior](#)

[Tradition](#) (18 minutes, 29 seconds). Show students this unit's Worksheet. Form students into five groups. Students will view the following two resources in order to complete the answers on their group's copy of the worksheet.

- [Military Times \(November 15, 2019\), A "Warrior Tradition": Why Native Americans continue fighting for the same government that tried to wipe them out](#)
- [National Museum of the American Indian](#)

Step 2:

- When students have completed their research, post large poster paper around the room with one of the worksheet questions on each of the five charts. Have students write their groups answers on each of the five charts. Have students walk through the posters and put their questions on sticky notes on each poster. As a class, have students listen to the teacher call out the responses and questions to the group.

Step 3:

- As a class, ask students this unit's questions, "How did the Diné People use their language to help in World War II? How did they respond to this request after language removal during the Indian Boarding School period? What does the term 'warrior' mean? Why do Native American youth continue to serve in the military in high numbers?" and this unit's question, "How has life changed for American Indians in the United States over the last 350 years? Add questions and answers to this unit's KWL chart.

Essential Question Assessment, Application, Action, and Reflection

If students read *Code Talker: A Novel about the Navajo Marines of World War Two*, by Joseph Bruchac, as suggested in lesson 2A, have students write their reflection on the book.

If time permits and for homework, print a copy of "[Semper Fidelis: Code Talkers](#)" and have students select a page to create black-out poetry. Explain the Congressional Medal before students begin to circle words that reflect their understanding of the Code Talkers. Students can black out all other words and decorate the page to honor the recipients. Encourage students to see if their words can create a poem. See these tutorials on blackout poetry [HERE](#) and [HERE](#). Have students read their poems out loud and post in the classroom. Consider reading these original poems about the [Code Talkers: Navajo Code Talkers | Poem](#) and [Navajo Code Talkers](#).

Additional Readings and Resources

Aaseng, Nathan. *Navajo Code Talkers*, foreword by Roy W. Hawthorne (Diné). Walker, 1992.

[American Indians in Children's Literature—Review of Code Talker literature](#)

Bruchac, Joseph (Abenaki). *Code Talker: A Novel about the Navajo Marines of World War Two*. Dial, 2005.

[How to Blackout Poetry | Arapahoe Libraries](#)

[Jevic, Adam. "Semper Fideles: Code Talkers." Prologue 33, no. 4 \(Winter 2001\).](#)

[Navajo Code Talkers | Poem](#) and [Navajo Code Talkers](#)

[PBS: The Warrior Tradition \(54 minutes, 51 seconds\)](#)

[What Is Blackout Poetry? Examples and Inspiration | Writers.com](#)

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Ethnic Studies 2F: Native American Contributions to World War II

Answer the following questions, after watching the video and visiting these websites: [Military Times, A 'Warrior Tradition,'](#) [The National Museum of the American Indian,](#) [Why We Serve.](#)

1. What were some of the reasons that Native Americans joined the military in World War I and World War II?
2. What do you believe being a warrior means? What do you believe Native Americans might think being a warrior means? Are the words *soldier* and *warrior* interchangeable?
3. Describe how the Navajo—Diné People—used their language to help in World War II. How was this kept secret?
4. Why was the use of their language during World War II important for a sense of pride to the Diné People?
5. Why do you think that Native Americans continued to enlist in the military in higher percentage numbers than other groups in the United States?

Ethnic Studies Lesson 2G: Native Americans in Alaska

TOPIC:

NATIVE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Themes:

1. Identity
2. History and Movement

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (RI.11-12.4).

Writing—(W.11-12)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (W.11-12.5).

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Lesson Purpose

Students will learn about the Alaskan Native tribes and the Alaskan Inuit and some of their challenges.

Essential Questions

What are some defining characteristics and challenges of Native Alaskans and the Inuit?

How has life changed for American Indians in the United States over the last 350 years?

Materials

[Alaskan-Natives, Eskimo, Inuit, and Inupiaq](#)

[C-Span, Alaska Native Heritage](#)

[Minority Rights Group: Alaska Natives in the United States of America](#)

[BLM Alaska Native Tribes](#)

[KWL Chart](#)

Vocabulary

Athabaskan

Inuit

Lesson Steps

Step 1:

- As a class, ask students what they know about the first peoples of Alaska. Students know that there are two distinct groups in Alaska, based on where the people were from and their languages: Native Alaskans and the Inuit. Use a group reading strategy such as round robin or popcorn to read [Alaskan-Natives, Eskimo, Inuit, and Inupiaq](#). As students read, have them take notes on the preferred terms for the Inuit.
- When students have completed reading, as a class, have students share their notes.

Step 2:

- Have students watch [C-Span, Alaska Native Heritage Center](#) (video 22 minutes, 30 seconds). As students watch, they should take notes on the major people groups and what surprises them about their cultures. Their notes should help them answer the question, “How did Native Alaskans adapt to their environment?”
- When students have finished watching, have students pair up with another student to share their notes. As a class, have student pairs share their notes.

Step 3:

- Prepare a printed copy of [Minority Rights Group: Alaska Natives in the United States of America](#) for pairs of students. As a class, ask students how many treaties were made and how many reservations there are in Alaska. Show students [BLM Alaska Native Tribes](#). Ask students what kinds of issues they believe are unique for Native Alaskans and what issues they believe are similar to those of Native Americans in the lower 48 states.
- Form student pairs and give them the printed copy of [Minority Rights Group: Alaska Natives in the United States of America](#). As student pairs read, have them highlight issues that are similar or different between Alaskan Natives and other Native American tribes.

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- When students have completed their reading, have pairs of students join another pair to share their notes. As a class, have groups of students share their notes.

Step 4:

- As a class, ask students this unit's questions, "What are some defining characteristics and challenges of Native Alaskans and the Inuit?" and this unit's question, "How has life changed for American Indians in the United States over the last 350 years?" Add to this unit's KWL chart.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students watch [PBS: An Unpredictable Environment](#) (video 3 minutes, 12 seconds). As students watch, they should take notes on how a changing climate is impacting some Alaskan Native peoples. Students should write a short paragraph and cite their source.

Additional Readings and Resources

[PBS: An Unpredictable Environment](#)

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, 317.

[The three main groups of Alaskan Natives: Indian, Eskimo, and Aleut](#)

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Ethnic Studies Lesson 2H: Native American Sovereignty and Government

TOPIC:

NATIVE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Themes:

1. Identity
2. History and Movement
3. Social Movements and Equity

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.
4. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression.
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (RI.11-12.4).

Writing—(W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.11-12.1).

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (W.11-12.5).

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Lesson Purpose

Students will explore the concept of sovereignty and how that applies to Native American tribes, their governments, and their relationship to state governments and the US federal government.

Essential Questions

When did Native American tribes become sovereign nations?

What do tribal governments look like?

What was and is the role of the Bureau of Indian Affairs in tribal governments?

How has life changed for American Indians in the United States over the last 350 years?

Materials

[PBS: Indian Pride 102: Treaties & Sovereignty](#)

[PBS: How Does Tribal Government Work? Wyoming's Native Americans](#)

[Bureau of Indian Affairs: History](#)

[BIA Kevin Gover's Historic Apology for the Bureau of Indian Affairs](#) (video 11 minutes, 58 seconds)

[KWL Chart](#)

Vocabulary

sovereignty

trustee

citizenship

Lesson Steps

Step 1:

- As a whole class, ask students to prepare for an interview with a tribal official who can answer questions about tribal nation sovereignty and their forms of tribal government. Record their interview

questions. Play the PBS [Indian Pride 102: Treaties and Sovereignty](#) video (from minute 4:40 to 14:42). Pause the video frequently as the students' questions are answered. If these questions aren't asked, be sure to address the issue of when sovereignty starts, how US treaties with Native American tribes are different from treaties with foreign countries and how they are the same, and where the basis and authority for tribal government came from.

Step 2:

- As a whole class, have students watch PBS: [How Does Tribal Government Work? | Wyoming's Native Americans](#) (video 8 minutes, 30 seconds). Pause the video frequently to see if any of the students' interview questions from earlier have been answered. Ask students what new, follow-up interview questions they have formed now.

Step 3:

- Print a copy of the Bureau of Indian Affairs history page (found [HERE](#)) and ask students to read in pairs. Students should underline unfamiliar words, circle key terms and vocabulary, and highlight the main points of the article. Ask students to consider these questions while they read:
 - What was the role of the BIA in treaty negotiations during the 18th and 19th centuries?
 - How is that role the same or different today?

Step 4:

- Add what they have learned to this unit's KWL chart. As a whole group, ask students to answer the questions from this unit—"When did Native American tribes become sovereign nations? What do tribal governments look like? What was and is the role of the Bureau of Indian Affairs in tribal governments?"—and this unit's question, "How has life changed for American Indians in the United States over the last 350 years?"

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students research a tribal court judge in the state of their choosing and write the draft of a follow-up letter or email asking additional questions or for clarification. Tribal court judges are often very willing to inform the public on questions of what sorts of cases they hear, whether non-Natives can be tried in tribal court, what powers the tribal court has, and whether a non-Native can sue a tribal member in tribal court. As time permits, the class may decide to send these letters and use the responses to add to their understanding. The letters or emails can be evaluated for the proper tone and form of a professional letter.

Additional Readings and Resources

Bernstein, David E. *Classified: The Untold Story of Racial Classification in America*. Bombardier, 2022.

Cornell, Stephen, and Joseph P. Kalt. "Two Approaches to the Development of Native Nations: One Works, the Other Doesn't." In *Rebuilding Native Nations: Strategies for Governance and Development*, edited by Miriam Jorgensen. University of Arizona Press, chap. 1, 3-33. [Kalt, Rebuilding Native Nations, chap. 1 PDF](#)

Interview with Russell Means. https://americanarchive.org/catalog/cpb-aacip_224-257d81km

Kalt, Joseph P. *American Indian Self-Determination Through Self-Governance: The Only Policy That Has Ever Worked*. Statement to Commission on Native Children. December 15, 2022. [Kalt, Native Children Commission Hearing, 2022, PDF](#)

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Ethnic Studies Lesson 2I: Native American Civil Rights Effectiveness

TOPIC:

NATIVE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Themes:

2. History and Movement
4. Social Movements and Equity

Values and Principles:

2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (RI.11-12.4).

Writing—(W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.11-12.1).

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (W.11-12.5).

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Analyze the social, economic, and political factors that contributed to the Native American civil rights movement of the 1960s and 1970s (History-Social Science Content Standard 11.10).

Lesson Purpose

Students will understand the events leading up to the Native American civil rights movement of the 1960s and 1970s and discuss the effectiveness of the movement.

Essential Questions

What events precipitated the Native American civil rights movement of the 1960s and 1970s? How effective was the movement, and what are some of its legacies?

How has life changed for American Indians in the United States over the last 350 years?

Materials

[Library of Congress: Indian Citizenship Act](#)

[National Congress of American Indians \(1924\) About: From Imminent Threat to Self-Determination](#)

[University of Alaska, Fairbanks: Tribal Governance: Termination Era, the 1950s, Public Law 280](#)

[Digital Public Library of America: The American Indian Movement 1968-1978](#)

[*We Hold the Rock*](#)

[Bureau of Indian Affairs: Indian Self-Determination and Education Assistance Act \(1975\)](#)

[KWL Chart](#)

Vocabulary

civil rights

self-determination

citizenship

protest

occupy

Lesson Steps

Step 1:

- As a whole class, discuss what the term *civil rights* means. What type of rights do we take for granted as US citizens? Ask students what they have studied so far that might have led Native Americans across the US to protest for better civil rights by the 1960s. Let them know that they will be researching four events that came before the civil rights protests. Break the students into four groups and have them research the who, what, when, and where of the following events in order to create an event card for the timeline.
 - [Indian Citizenship Act of 1924](#)
 - [National Congress of American Indians \(1924\) About: From Imminent Threat to Self-Determination](#)

- [University of Alaska, Fairbanks: Tribal Governance: Termination Era, the 1950s, Public Law 280](#)
- [Digital Public Library of America: The American Indian Movement 1968-1978](#)

Step 2:

- As a class, have student groups present their event cards to the class and place them on the timeline. Let students know that after the relocation and termination period, there are several protest events, including: the occupation of Alcatraz Island (1970), the Trail of Broken Treaties walk (1972), the occupation of Wounded Knee (1973), the formation of the Women of All Red Nations (WARN) (1974), the Longest Walk from Alcatraz to Washington, DC (1978), and many others.
- As a class, watch [We Hold the Rock](#) (video 25 minutes, 39 seconds). As students watch the video, they should take notes to answer the question, “How effective was this movement?” Let students know that they should cite their evidence from the time frame of the video. The video should be stopped frequently to allow students to take notes.
- As a class, ask students to share their notes on the effectiveness of this act of protest.

Step 3:

- As a class, use a group reading strategy such as round robin or popcorn to read [Indian Self-Determination and Education Assistance Act \(1975\)](#). While reading, students should take notes on the who, what, when, and where of the event. As a class, complete an event card from the students’ notes.
- Follow up with these class questions: “How does becoming a US citizen, understanding government functioning, laws, land rights, and freedom of speech, empower people to seek improvement for themselves? Does this happen in all countries? What types of countries does this happen in?”

Step 4:

- As a class, ask students this lesson’s questions, “What events precipitated the Native American civil rights movement of the 1960s and 1970s? How effective was the movement and what are some of its legacies?” and this unit’s question, “How has life changed for American Indians in the United States over the last 350 years?”

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students complete an essay (five paragraphs or longer) summarizing their learning of “How has life changed for American Indians over the last 350 years?” All students should have access to this unit’s KWL chart, timeline, class supports, and homework assignments and should cite the sources of their information carefully.

Additional Readings and Resources

Bernstein, David E. *Classified: The Untold Story of Racial Classification in America*. Bombardier, 2022.

[Interview with Russell Means](#)

[New York Historical Society: Women and the American Story: Women of All Red Nations](#)

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Kalt, Joseph P. "The Role of Constitutions in Native Nation Building." In *Rebuilding Native Nations: Strategies for Governance and Development*, edited by Miriam Jorgensen. University of Arizona Press, chap. 4, 78-114.

[Kalt, *Rebuilding Nations*, chap. 4 PDF](#)

Lawrence, William J. "In Defense of Indian Rights." In *Beyond the Color Line: New Perspectives on Race and Ethnicity in America*, edited by Abigail Thernstrom and Stephan Thernstrom. Hoover Institution Press and Manhattan Institute, 2002, 391-404.

[The Property and Environmental Research Center: Un-American Reservations](#)

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, 317-319.

[Thomas Sowell: The Bureau of Indian Affairs](#) (video 6 minutes, 1 second)

NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES: America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.