

# **Native American History: Unit 4 The Great Crash to Alcatraz 1929-1969 Copied from: Native American History,**

Content Area: **Social Studies**  
Course(s): **History**  
Time Period: **Semester 1 & 2**  
Length: **2-3 weeks**  
Status: **Published**

## **Standards**

---

WHST 11-12.1 a,b,c,d,e

WHST 11-12.2 a,b,c,d,e

WHST 11-12.4

WHST 11-12.5

WHST 11-12.6

WHST 11-12.7

WHST 11-12.8

WHST 11-12.9

WHST 11-12.10

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.D.11.c - Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

## **Enduring Understanding**

---

**\*\*The curriculum is based on *First Peoples: A Documentary Survey of American Indian History* by Colin Calloway**

Although some American Indians resented the U.S. Government prior to World War II as they continued to fight for self determination, American Indians were loyal to the U.S. Government during World War II in order to defeat the Axis powers.

Students will learn that American Indian men and women contributed to the Allied successes in World War II. Some American Indians such as the Navajo Code Talkers were not widely recognized for their service to America in WWII until recently because the U.S. Government thought they may call upon the Code Talkers again in future conflicts and wanted their contributions to remain a secret.

Students will learn the historical significance of:

- Iroquois declaration of war on Germany
- Ira Hayes and Flag Raising at Iwo Jima
- Protests at Alcatraz
  
- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
  
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

## **Essential Questions**

---

How did American Indians contribute to World War II?

What was the purpose of the Red Power movement?

Why did American Indians use a militant approach in order to gain sovereignty?

## **Knowledge and Skills**

---

SWBAT analyze photographs of American Indians in World War II in order to explain their contribution to the Allied Powers.

SWBAT examine the factors that led to the success of the Navajo Code Talkers in the Pacific Theatre.

SWBAT evaluate the effectiveness of methods used by the American Indian Movement (AIM) in the protests at Alcatraz.

## **Resources**

---

*First Peoples: A Documentary Survey of American Indian History* by Colin Calloway

*Picture Essay: Indians and World War II* (Pages 553-539 in *First Peoples: A Documentary Survey of American Indian History* by Colin Calloway)

Photograph of "Indians Welcome" sign at Alcatraz from Indian occupation

## **Transfer Goals**

---

Students should be able to independently understand the Point of View of American Indians who demonstrated American patriotism during World War II by fighting as US soldiers or by declaring war as a nation against the Nazis. (i.e. Navajo Nation declared war on Nazis)

Students should be able to independently use their learning to communicate in writing and speaking the

effectiveness of methods used by the American Indian Movement (AIM) in the protests at Alcatraz.

Overarching Transfer Goals for the course:

Students should be able to independently gain an appreciation for the often untold historical narratives involving American Indians. Students will view American Indians and American Indian Nations as key players who both influenced US History and were influenced by US History. Students should be able to independently discover connections between historical events and modern day issues and controversies involving American Indians.