

Native American History: Unit 5 Self Determination and Sovereignty 1970-2010 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.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

Enduring Understanding

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

Members of the American Indian Movement (AIM) and the Red Power Movement resorted to an active and militant approach to achieve sovereignty.

The 1971 protests at Mount Rushmore and the 1972 occupation of the Bureau of Indian Affairs building reflect efforts to gain self determination for American Indians.

Students will learn the historical significance of:

- Legislative and judicial branches in the rights of American Indians
- Legacy of Wounded Knee
- Tribal Colleges

- 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 work to gain sovereignty and self determination?

What were the goals of the American Indian Movement?

To what extent was the American Indian Movement successful?

Knowledge and Skills

SWBAT examine the efforts of the Red Power Movement to gain self-determination and sovereignty.

SWBAT analyze the goals of the American Indian Movement in achieving sovereignty.

SWBAT evaluate the successes and failures of the American Indian Movement in achieving sovereignty.

Resources

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

Photograph of "The Native American Embassy" occupation of the BIA Building (Page 549 of *First Peoples: A Documentary Survey of American Indian History* by Colin Calloway)

Photograph of "Boy and Four Corners Power Plant" (Page 562 of *First Peoples: A Documentary Survey of American Indian History* by Colin Calloway)

Photograph of "If I Stay on the Rez" (Page 584 of *First Peoples: A Documentary Survey of American Indian History* by Colin Calloway)

Mary Crow Dog *I Would Have My Baby at Wounded Knee* (1991)

Transfer Goals

Students should be able to independently understand how historical events such as Wounded Knee impact attitudes and perspectives on modern day issues involving Indian sovereignty and Reservation Life on the Pine Ridge Reservation.

Students should be able to independently understand the context of the timeperiod by using primary and secondary sources related to the reasons that American Indians used a militant approach to work towards gaining sovereignty in the Red Power Movement.

Overarching Transfer Goals for the course:

Students should be able to independently appreciate 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.