

## UNIT 5: HIGH SCHOOL – UNITED STATES HISTORY

### MOVEMENTS AND ISSUES AT HOME: INDIAN CIVIL RIGHTS AND SELF-DETERMINATION

#### Level 2

#### Instructional Support Materials

[\*Statistics – Portrait of American Indian Life from 1953 – 1970\*](#)

[\*Time of Tribal Self-Determination: A Framework\*](#)

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#### Learning Goals

By the end of instruction, students will:

- Understand the political and social aims of American Indian activism and the self-determination era.
  - Understand at least two pieces of legislation that effectively began the self-determination era.
  - 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
  - Summarize three tribal self-determination legislation, events, and executive orders.
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**Time:** Approximately 3 class periods

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#### Teacher Preparation

Make class copies of:

- *Statistics – Portrait of American Indian Life from 1953 – 1970*
  - *Time of Tribal Self-Determination: A Framework*
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## Learning Activities

### Day 1

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

### Day 2-3

1. Students will work in groups to complete a themed timeline on one of the following subjects:
  - a. *Timeline of Indian Activism: AIM*  
Resource: “[Timeline of Indian Activism](#)”
  - b. *Timeline of Indian Activism: non-AIM*  
Resource: “[Timeline of Indian Activism](#)”
  - c. *Timeline of the American Indian Women’s Service League* Resource: “[American Indian Women’s Service League](#)”
  - d. *Timeline of Fort Lawton Occupation 1969 – 1977*  
Resource: “[By Right of Discovery](#)”
  - e. *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 “[Laws Reflect Changing Status of American Indians in US History](#)”
2. 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.
3. Ask group members in #1-4 to identify a group spokesperson to be interviewed by group #5 about the following subjects:

