

UNIT 4: HIGH SCHOOL – UNITED STATES HISTORY

WORLD WAR II, THE COLD WAR, AND INTERNATIONAL RELATIONS: TERMINATION AND RELOCATION

Level 3

Instructional Support Materials

Webquest: <http://zunal.com/introduction.php?w=64555> (*Available soon—being updated*)

Article: [The Tribe that would Not Die](#)

Article: [Tribes Forced to Prove Existence](#)

[“Uncertainties Abound for Future Gaming Tribes” Article](#)

[“Uncertainties Abound for Future Gaming Tribes” Article \(Spanish Language Version\)](#)

[“US Pledges Overhaul of Federal Tribal Recognition System” Article](#)

[“US Pledges Overhaul of Federal Tribal Recognition System” Article \(Spanish Language Version\)](#)

[Federal Recognition of Indian Nations](#)

[Federal Recognition of Indian Nations \(Spanish Language Version\)](#)

[PL 280 Questions](#)

**Thunderheart Movie Questions*

**Thunderheart Movie Answer KEY*

[U.S. Foreign Policy CBA](#)

[Checks and Balances CBA](#)

**The movie, Thunderheart” is not included within the STI curriculum*

Learning Goals

Students will:

- Compare and contrast the process of gaining recognition for the Klamath tribe and the Duwamish tribe and state the reasons for each tribe’s eventual success or failure in gaining recognition.
 - Recognize and criticize the process of gaining tribal recognition for its value in endorsing a distinct cultural identity.
 - Analyze why Public Law 280 was implemented.
 - Study the effects of PL280 on various tribes and Nations around the country.
 - Evaluate how PL280 affected the federal, state, and tribal governments.
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Time: Approximately 7 class periods

Learning Activities

Day 1-2

1. Ask students to imagine they are in a large room full of thousands of people from all over the world. They must quickly identify the Americans in the room.

2. Ask the students how they would find the other Americans in the room. What do Americans have in common that makes them different from other people in the room? What kinds of questions could they ask an individual to discover whether she or he is an American (without using the word “American”)?
3. Collect student responses on the board. Save these for a later discussion.
4. Ask students what might make it difficult to find all the Americans in the room?
5. Remind students that the Klamath were terminated as a tribe in the 1950s, and they were no longer eligible for federal housing, social services, medical program, economic development, or educational assistance. Direct students to view the **“Klamath Termination Profile – Before and After”** on the webquest in the Resources under the “PROCESS” tab which summarizes the overall welfare of the [Klamath before and after Termination](#).

Klamath Termination Act, 1954	
Before Termination	After Termination (1966-1980)
Fewer than 5 tribal members on public assistance.	28% of the Klamath people died by the age of 25, and 52% died by the age of 40.
Tribal member income was 93% of that earned by non-Indians.	40% of all deaths were alcohol-related.
Tribes provided jobs, per-capita payments from timber sales, medical services, land for homes, and revolving loans.	Infant mortality was 2.5 times the Oregon statewide average, and 70 percent of adults did not complete high school.
Klamath Tribes were one of the wealthiest tribes in the nation.	Tribal poverty levels were three times that of their non-Indian neighbors.

6. Review the steps a tribe must take to gain federal recognition using the graphic organizer *“Federal Recognition of Indian Nations”*. Break students into two groups. Students will complete the graphic organizer *“Federal Recognition of Indian Nations”*.
 - One group of students will research the Duwamish attempts for recognition by:
 - visiting their website <http://www.duwamishtribe.org/oralhistory.html> (website contains a video clip),
 - reading the article *“The Tribe that would Not Die”*, and
 - listening to the audio clip **“PRX Urban Indian Experience Episode 1 – The Duwamish: Seattle’s landless tribe”** at the website <http://www.prx.org/pieces/1145>
 - One group of students will research the Klamath attempts for recognition by visiting their website <http://www.klamathtribes.org/>
 - **OPTIONAL:** If your class size is large enough and time permits you may also create a third group of students who will research the **Samish Tribe’s** attempts for recognition at <http://www.samishtribe.nsn.us/>

- **OPTIONAL:** Students may also research the **Cowlitz Tribe's** attempts for recognition at <http://www.cowlitz.org/>
- **OPTIONAL:** Students may also research the **Chinook Tribe's** attempts for recognition at <http://chinooknation.org>
- **OPTIONAL:** Students may also research the **Jamestown S'Klallam Tribe's** attempts for recognition at <http://www.jamestowntribe.org>

Day 3

1. Students analyze how the tribe they're studying met or did not meet the qualifications as a tribe for recognition using the appropriate article and video clip. Students create a class chart for recognition telling how the tribe met or did not meet the qualification for federal recognition as a tribe.
2. Students will read "**Tribes Forced to Prove Existence**" and may also read
 - "Uncertainties Abound for Future Gaming Tribes" and
 - "US Pledges Overhaul of Federal Tribal Recognition System" available in the resources section of the webquest PROCESS section.

Day 4

1. Review the student responses for identifying Americans.
2. Lead a classroom discussion based on the following questions:
 - *How do the 7 criteria for tribal federal recognition compare to your responses for how to identify Americans?*
 - *Do you feel the 7 criteria for tribal federal recognition is fair? Why or why not?*
 - *Why would a tribe want to gain federal recognition.*
 - *Does the tribal federal recognition system leave room for corruption? How?*
 - *How do members of unrecognized tribal members compare to Urban Indians?*
 - *What types of changes do you predict there will be in the 7 criteria for tribal federal recognition?*

Day 5

1. Begin today's lesson with a short set of three free-writes (the students write for a short period of time usually less than a minute). A statement will be read following each free-write. A timer or clock with a second hand would be helpful.
2. Tell students that you will be giving them a topic to write about for a minute. What they write will not be shared unless they want to share it and the only rule during a free-write is that they all must write.
3. Ask students to write the prompt for the free-write, "What should happen to a non-Indian father if he abuses his Indian child while living on an Indian reservation?" Give the students one minute to write.

4. Share the following statement:
A non-Indian father is not prosecuted for misdemeanor abuse of his Indian child on an Indian reservation because the tribe lacks jurisdiction to prosecute non-Indians, the state lacks jurisdiction to prosecute offenses involving Indians and committed in Indian country, and the U.S. attorney lacks resources to prosecute misdemeanors. (<http://www.tribal-institute.org/articles/feldman1.htm>)
5. Ask Students to write the prompt for the free-write, “An Indian and a non-Indian go on a crime spree. Which of the following crime represents the most serious of their offenses: robbing a tribal casino, receiving a speeding ticket in Phoenix, robbing a convenience store in California, or trespassing on a beach in Mexico? Should they both be prosecuted? Explain”
6. Share the following statement:
Bonnie, an Indian, and Clyde, a non-Indian who resides with Bonnie in Indian country, rob the tribal casino, receive a speeding ticket in Phoenix, rob a convenience store in California, and trespass on the beach in Mexico. They could both be fully prosecuted by all jurisdictions in which they committed their offenses except the Indian tribal jurisdiction where they reside and where they committed the most serious crime. The tribe could only prosecute Bonnie for a misdemeanor and could not prosecute Clyde at all. (<http://www.tribal-institute.org/articles/feldman1.htm>).
7. Tell students that the scenarios described represent the problem of jurisdiction created in 1953 by Public Law 280 which gave states power to extend their criminal and civil law over Indian Reservations. Public Law 280 also falls under the umbrella of a rapid assimilation program of this time period along with Termination and federal Relocation. Ask student to visit a series of website and complete a handout *Public Law 280*.
“[Public Law 280: Issues and Concerns for Victims of Crime in Indian Country](#)”
[Questions and Answers about Public Law 280](#)
[Resolving State-Tribal Jurisdictional Dilemmas](#)
[Public Law 280 on the Quinalt Reservation](#)
8. Write a short essay evaluating how PL280 affects the federal, state, and tribal governments.

Day 6 – 7 (OPTIONAL)

1. Obtain a copy of the movie *Thunderheart*.
 2. As students watch the movie, they will complete a hand-out of multiple choice, true/false, and short answer questions.
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