

## UNIT 5: HIGH SCHOOL – UNITED STATES HISTORY

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

#### Level 3

#### Instructional Support Materials

[Oral History Project: American Indian Activism as an Agent of Change from Termination to Self-Determination](#)

[Dig Deep – Analyzing Sources CBA](#)

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#### Learning Goals

By the end of instruction, students will:

- Use oral history to compare the termination and self-determination eras and understand American Indian activism as an agent of change between the eras.
  - Analyze and evaluate the aims and effects of at least one piece of federal self-determination legislation on a local tribe.
  - Review oral history and strategies for conducting meaningful interviews.
  - Formulate interview questions and watch video interviews of the following subjects:
    - Indian Occupation of Alcatraz
    - American Indian Women’s Service League
    - Fort Lawton Occupation
    - Tribal Self-Determination Legislation & Events
  - Interview a community member or panel with memory of the Termination Era, American Indian activism, and the Self- Determination Era.
  - Evaluate their interview, publish a report of the interview, and present their findings.
  - Reflect on how American Indian activism affected a transition in federal policy towards American Indians from Termination to Self-Determination.
  - Recognize landmark court decision and legislation that affected and continues to affect tribal sovereignty and understand that tribal sovereignty enables tribes to protect their ways of life and the development of their nations.
  - Analyze and evaluate how people in the US have addressed issues involved with the distribution of resources and sustainability in the past or present.
  - Analyze cultural interactions.
  - Analyze how local tribes used the court system to regain their sovereign rights.
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**Time:** Approximately 9 class periods

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### **Teacher Preparation**

- Review learning activities.
  - Contact tribal leaders to participate as interviewees or guest speakers.
  - Invite panel and audience participants.
  - Prepare hand-made gifts for participating interviewees, guest speakers and invited panel and audience.
  - Make classroom copies of *Oral History Project: American Indian Activism as an Agent of Change from Termination to Self-Determination*
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### **Learning Activities**

#### **Day 1**

1. Introduce the students to oral history using the hand-out “*Oral History Project: American Indian Activism as an Agent of Change from Termination to Self-Determination*”.
2. Research a possible interviewees or a panel of guest speakers for the students to interview that will be able to speak on the Termination Era, American Indian activism, and Tribal Self-Determination.

#### **IDEAS for SPEAKERS**

- Local tribal council
  - Tribal Cultural Resource Department
  - United Indians of All Tribes
  - American Indian Women Service League
  - Seattle Indian Health Board • American Indian Vietnam Veteran
  - Daybreak Star Staff
3. You will need to contact these individuals in advance to set-up dates for interviews or conference calls that work well with your class period.
  4. Have students practice composing interview questions.
  5. Give students 5 minutes to formulate interview questions regarding: *The American Indian Occupation of Alcatraz*
  6. Show students the video interviews of:
    - Adam Fortunate Eagle, Dr. LaNada Boyer, Richard Oakes, Millie Ketcheshawno, Denise Quitiquit, John Trudell, and Don Patterson <http://www.pbs.org/itvs/alcatrazisnotaniland/people.html> (repairing link)
  7. After viewing the interview, discuss what questions were/weren't answered. What statements did the American Indian activists make that gave ideas for good interview questions.

## Day 2

1. Give students 5 minutes to formulate interview questions regarding:
  - *The American Indian Occupation of Fort Lawton and the establishment of a Seattle Indian community center*
2. Show students the video interviews of (repairing/re-routing final 4 links below):
  - [Randy Lewis](#)
  - [Lawney Reyes](#)
  - Various American Indian activists
  - <http://www.seattlechannel.org/videos/video.asp?ID=3071012>
  - Essex Porter
  - <http://www.kirotv.com/video/22919205/index.html>
3. After viewing the interview, discuss what questions were/weren't answered. What statements were made that gave ideas for good interview questions.
4. Practice composing interview questions.
5. Give students 5 minutes to formulate interview questions regarding: *American Indian Women Service League*. Show students the video interview of: [Ramona Bennett](#).
6. After viewing the interview, discuss what questions were/weren't answered. What statements did Ramona Bennett make that gave ideas for good interview questions?

## Day 3 – 4

1. Practice composing interview questions.
2. Give students 5 minutes to formulate interview questions regarding: *Tribal Self-Determination and the Muckleshoot Tribe*.
3. Show students the video interview of: [Willard Bill](#)
4. After viewing the interview, discuss what questions were/weren't answered. What statements did Willard Bill make that gave ideas for good interview questions?
5. Inform students there will be a guest speaker coming to the class for them to interview. 6) Give some background information for the speaker. Ask students to use what they've learned about interviewing to formulate a list of questions for the interviewee(s).
6. Practice interviewing techniques by having a student interview you or another student, with other students observing and then discuss what they saw followed by a debriefing session where you reflect on the experience, discuss what kinds of questions worked best, and identify strategies for improving the interview.
7. Ask the students to decide whether the interview will be: elaborate (filmed and edited), moderate (taped and transcribed, with editing), or elementary (interview with notes).

**Day 5**

1. Students carry out oral history interviews. **REMEMBER!** If you are interviewing an elder, it is customary to bring a gift. A hand-made item or food is perfectly acceptable.

**Day 6-7**

1. Students evaluate their interview, edit and shape their interview, evaluate bias and point of view, and plan a report on their interview subject.
- 2) Publishing. Students make either a:
  - book,
  - a wall display,
  - a website, or
  - other public display of their interviews and what they learned about this period. Photographs of the interview subject from the past and today, can enhance such displays.

**Day 8**

1. Panel and audience. The day of presentations provides an excellent opportunity to provide students with a real audience. Consider inviting:
  - parents,
  - other teachers (during their conference periods),
  - administrators,
  - tribal and non-tribal community members into your classroom to hear the presentations and to also be on hand afterward to congratulate project teams.

**Day 9**

1. Lead a class discussion and evaluation of:
  - American Indian transformation of federal-Indian policy
  - A comparison of the Termination and Self-Determination eras
  - An analysis of the aims and effects of federal self-determination legislation
2. Final reflection. In addition, students write a final reflection on the unit, discussing how American Indian activism affected a transition in federal policy toward American Indians from Termination to Self-Determination. This can be anything from extended journal writing and a learning log to a more formal essay.

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