

## UNIT 5: HIGH SCHOOL – UNITED STATES HISTORY

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

#### Level 1

#### Instructional Support Materials

[Timeline of Tribal Self-Determination](#)

[We Hold the Rock: A Timeline](#)

[Indian Activism: A Dialectic Journal](#)

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#### Learning Goals

By the end of instruction, students will:

- Recognize that the Civil Rights Era also included a civil rights era for tribal people.
  - Summarize an interactive timeline of the Indian occupation of Alcatraz.
  - Read an article on Indian activism and complete a dialectic journal.
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**Time:** Approximately 2 class periods

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#### Teacher Preparation

Make class copies of:

- *Timeline of Tribal Self-Determination*
  - *We Hold the Rock: A Timeline*
  - *Indian Activism: A Dialectic Journal*
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#### Learning Activities

##### Day 1-2

1. Motivate the lesson by asking students:
  - a. What do you know about Alcatraz Island?
  - b. *What do you know about Civil Rights Movements in America?*
2. Tell students Alcatraz was the site of a major American Indian Movement. Distribute the student hand-out “*We Hold the Rock: A Timeline*” and tell students they will be summarizing major events during the American Indian occupation of Alcatraz.
3. Bring up the interactive (flash) timeline of the American Indian Occupation of Alcatraz at <http://www.kqed.org/w/alcatraz/flash/movie.html>

4. If you are working as a class (recommended to enhance discussion), call on student volunteers to select the “drifting icons.”
5. Next, distribute the student hand-out “*Indian Activism: A Dialectic Journal*”
6. Explain to students that a dialectic journal is a way to report on an event using two different perspectives. In the column on the left, they can report on a passage, phrase, quote, main idea, important event, key fact, name of a document, or anything else they feel is important to Indian Activism. In the column on the right, they will use the same event, but this time report on a reaction, significance, connection, comparison, judge an idea, predict a future outcome, or reflect in any other way they feel is meaningful to them about the event.
7. Lead the class through an example using the interactive article called “*Leap of Faith*” at <http://www.kqed.org/w/alcatraz/flash/movie.html> (repairing link)
8. Tell the students to write the following statement in the left side of their journal: *Unsatisfied with a symbolic claim of Alcatraz, Richard Oakes (Mohawk) leaped from the Monte Cristo and swam 250 yards to Alcatraz Island. Although he left the island soon after reaching it, he swore to return.*
9. Ask students to report a reflection, reaction, or comment upon what has been recorded, give an opinion with supporting evidence, or make a prediction in the right side of their journal.
10. Tell students they will use the article “[Indian Activism](#)” to complete the rest of their journal.

### **Extension**

<http://www.kqed.org/w/Alcatraz/flash/movie.html>

On September 21, 1972 Richard Oakes (Mohawk) died of a gunshot wound in northern California at the age of 30. His killer, Michael Morgan was first charged with murder which was changed to involuntary manslaughter and eventually freed, outraging the Indian community. Have students write a letter to the children and widow of Richard Oakes, discussing the stand he took in 1969 and its effect on all American Indians.

### **Looking Ahead to Level 2 Curriculum:**

If time allows, direct students to the website page for Indian Activism > [Timeline](#) and ask them find out what happened in July 1970.

Ask students to hypothesize the different themes of the 22 legislative proposals that would support Indian self-determination (self-rule).

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