



## Annotated Resource Set (ARS)


### Ute Teacher Resource Guide-Secondary

Title / Content Area:	American Indian Civil Rights-U.S. History	
Developed by:	Kelly Jones-Wagy	
Grade Level:	9-12	
Contextual Paragraph	<p>U.S. history discusses the movement of American Indian tribes to reservations and the final battle between American Indians and the U.S. Government. The relationship between tribes and the U.S. Government did not end in the 1890s. The Native American Civil Rights Movement occurred in the 1960s and 1970s, at the same time as the Chicano Movement (El Movimiento) and the African American Civil Rights Movement.</p> <p>The Native American Civil Rights Movement became much larger with the enactment of the Indian Termination Policy in 1953 and continued to gain momentum with the founding of the American Indian Movement in 1968. There were several violent encounters between members of AIM and federal law-enforcement officials. The movement subsided when Congress passed several laws providing sovereignty to American Indian tribes, but inequity between those who live on American Indian reservations and other populations in the United States is prevalent today.</p>	

## Resource Set-Geography and early 20<sup>th</sup> Century

Title	Federally recognized Native American reservations within the West Central OCDETF Region	Act of June 2, 1924	A Dream Deferred	“We Took Away Their Best Lands, Broke Treaties:” John Collier promises to reform Indian policy	
Description	Map of American Indian reservations	American Indian Citizenship Act of 1924	Langston Hughes Poem	1938 Report of the Interior	
Teacher Notes	Modern day connection to the American Indian tribes in the United States	Declared that all American Indians born in the United States borders were to be issued citizenship	Harlem Renaissance poem	Primary source about the condition of American Indian reservations during the Great Depression. Collier explains several treaties that the U.S. Government broke with American Indian tribes.	
Thumbnail	 <p>A map of the West Central region of the United States, including parts of Montana, Wyoming, Colorado, Nebraska, Kansas, Oklahoma, and Missouri. Major cities are marked with red dots, and Indian reservations are indicated by orange shaded areas. A legend in the bottom left corner identifies symbols for Major Cities, Indian Reservations, and Interstate Highways.</p>	 <p>A historical document titled "Receipt of the Bill of Rights" with a date of "1924". It features a large red seal in the top right corner and several lines of text, including a signature at the bottom.</p>			
Link	<a href="http://www.justice.gov/archive/ndic/pubs28/29239/westcentral.htm">http://www.justice.gov/archive/ndic/pubs28/29239/westcentral.htm</a>	<a href="http://www.archives.gov/historical-docs/todays-doc/?dod-date=602">http://www.archives.gov/historical-docs/todays-doc/?dod-date=602</a>	<a href="http://www.poetryfoundation.org/poem/17588">http://www.poetryfoundation.org/poem/17588</a> 4	<a href="http://historymatters.gmu.edu/d/5058/">http://historymatters.gmu.edu/d/5058/</a>	

## Resource Set-Civil Rights Era


Title	House Concurrent Resolution 108	The Alcatraz Indian Occupation	American Indian Movement	The Second Battle of Wounded Knee	Indian Civil Rights Act
Description	1953 Act of Congress known as the American Indian Termination Policy	Overview of the American Indian Movement occupation of Alcatraz	Encyclopedia Britannica overview of the founding of the American Indian Movement	YouTube documentary (11 minutes). 1973 occupation of Wounded Knee.	1968 Indian Bill of Rights
Teacher Notes	<p>This policy began the process of the Federal Government reclaiming over 2 million acres of Indian reservation territory from the tribes. It also forced many American Indians into cities and away from the traditional structure of the tribes.</p>	<p>Academic paper regarding the occupation of Alcatraz from 1969-1971. Alcatraz was abandoned at the time. This was a reaction to the American Indian Termination Policy</p>	Short summary of the timeline of the AIM	<p>CAUTION: There is some mature language and minimal violence.</p> <p>Includes interviews with Russell Means about footage from the 1973 standoff at Wounded Knee.</p>	
Thumbnail					
Link	<a href="http://digital.library.okstate.edu/kappler/vol6/html_files/v6p0614.html">http://digital.library.okstate.edu/kappler/vol6/html_files/v6p0614.html</a>	<a href="http://www.nps.gov/alcatraz/learn/historyculture/we-hold-the-rock.htm">http://www.nps.gov/alcatraz/learn/historyculture/we-hold-the-rock.htm</a>	<a href="http://www.britannica.com/topic/American-Indian-Movement">http://www.britannica.com/topic/American-Indian-Movement</a>	<a href="https://www.youtube.com/watch?v=hSmrNXBf-wU">https://www.youtube.com/watch?v=hSmrNXBf-wU</a>	<a href="http://www.tribalinstitute.org/lists/icra1968.htm">http://www.tribalinstitute.org/lists/icra1968.htm</a>

**Resource Set-Civil Rights Era and Current Events**


Title	Dr. Lehman Brightman LED The Longest Walk- 1978	American Indian Religious Freedom Act	Obama’s Indian Problem	Title VIII-Indian, Native Hawaiian, and Alaska Native Education Act	“The Indian Wars Never Ended”
Description	YouTube video of speech at the end of the Longest Walk (8 minutes)	August 1978 congressional act protecting the religious freedom and culture of American Indian tribes	The Guardian (UK) presents an argument from 2010 about the state of American Indian reservations in the 21 <sup>st</sup> century	Congressional act that provides federal funding for the education of American Indian children on reservations.	2007 public service announcement funded by the Native American Rights Fund
Teacher Notes	In 1978, AIM organized a walk from San Francisco to Washington D.C. Includes information about sterilization, proposed Congressional legislation. Audio is excellent; the video montage has some inaccurate information.		Current event regarding the suicide crisis on the Pine Ridge Reservation in South Dakota	Gives American Indian tribes both the funding and local control over education of tribal members.	
Thumbnail					
Link	<a href="https://www.youtube.com/watch?v=o86w-erjlgQ">https://www.youtube.com/watch?v=o86w-erjlgQ</a>	<a href="http://www.nps.gov/history/local-law/fhpl_indianrelfreact.pdf">http://www.nps.gov/history/local-law/fhpl_indianrelfreact.pdf</a>	<a href="http://www.theguardian.com/global/2010/jan/11/native-americans-reservations-poverty-obama">http://www.theguardian.com/global/2010/jan/11/native-americans-reservations-poverty-obama</a>	<a href="http://www2.ed.gov/policy/elsec/leg/esea02/pg98.html">http://www2.ed.gov/policy/elsec/leg/esea02/pg98.html</a>	<a href="https://www.youtube.com/watch?v=8EwxxCijSbA&amp;feature=youtu.be">https://www.youtube.com/watch?v=8EwxxCijSbA&amp;feature=youtu.be</a>



## Foundations Annotations




### Curriculum Connections




The study of the Native American Civil Rights Movement can be placed in multiple curricular areas of social studies.

- US History: Civil Rights Movement
- Government/Civics: May be used while discussing Civil Rights or the extent of federal power



### Curriculum Standards



#### Colorado State Standards:

History 1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.

- a. Evaluate a historical source for point of view and historical context
- b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses

History 2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time



h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion.

## Inquiry Activities & Strategies

1. Can be used side by side with the Civil Rights Movement in the late 1960's or can be used as a separate unit within Civil Rights.
2. Have students read the Langston Hughes poem prior to introducing the unit in order to give them an understanding of the 1960's social movements.
3. Resources are in chronological order. The early 20<sup>th</sup> century sources put in context the distrust between the tribes and the US Government. This is a great comparison to the African American Civil Rights movement, in which the distrust was typically of the states or local governments. Discussion Question: Why did the leaders like Martin Luther King Jr. feel that they could turn to federal legislation to protect the rights of African Americans by the late 1960's, but the American Indian Movement did not trust the US Government?
4. Reading the Indian Termination Act of 1953-Congress felt that they were doing the right thing because of the atrocious living conditions on Reservations in the 1950's, but their actions led to even more problems for Tribes. Why?
5. AIM occupation of Alcatraz-What was the goal of AIM? Why didn't the government use force earlier in the occupation?
6. What are the historically contributing factors to the suicide crisis on Reservations? What power does the president have to rectify the situation?
7. Extension: If your students are very interested in the movement- "Is Leonard Peltier a political prisoner or a criminal rightfully imprisoned?"-Peltier has been in prison since 1975 for the murder of two FBI agents at the Pine Ridge Reservation. (freeleonard.org) provides background information from Peltier's point of view. <https://www.fbi.gov/minneapolis/about-us/history-1/the-resmurs-case> provides the FBI report.

## Other Resources

 **Web Resources** 

 **Secondary Sources** 

 **Print and Other Media Resources** 

Annotated Source Template courtesy of Teaching with Primary Sources: Metropolitan State University of Denver