



Alcatraz to Standing Rock

Time: One-two days

Grade Level: 9-12

Purpose (What will students learn from this lesson?):

Students will be introduced to critical elements of federal laws and treaties that led to the historical mistreatment and genocide of Native people in the U.S. Students will understand, analyze and describe the significance/impact of Alcatraz, Wounded Knee and DAPL and explain how they connect/promote the concept of Pan Indian solidarity. Students will be able to explain the impact of AIM and the Standing Rock Movement to the overall social justice movement.

Unit Enduring Understandings Alignment:

- Settler colonialism in the United States led to the forcible displacement of Native people in the United States.
- Native American activists used federal laws and broken treaties to launch a movement for human justice.
- We understand that change can only occur when marginalized people unite, organize, and mobilize social movements that fight settler colonialism, racism and injustice.
- We recognize the importance of agency and taking political stances on behalf against oppression and the impact it has on Native Americans in the U.S.

Lesson Guiding Questions:

- How did federal laws help/hurt the living conditions of Native American and American Indian people in the United States?
- How did the movements supported by AIM contribute to the improvement of the social conditions and lives of Native American and American Indian in the United States?

Essential Skills:

- Students will be able to think, reason and explain how A.I.M used key elements of federal laws and broken treaties to build a social movement and engage in decolonial practices.
- Students will engage in a variety of listening and writing activities on substantive issues facing American Indians in the United States.

- Students will critically analyze the motives of A.I.M and articulate what led to occupations of Alcatraz, Wounded Knee and Standing.
- Students will analyze, apply and evaluate the impact of American Indian social movements to the overall movement for social justice

Cultural Wealth (Yosso, p. 78):

- Linguistic Capital
- Social Capital
- Navigational Capital
- Resistance capital

Ethnic Studies Principles Alignment:

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and people of color (POC).
- Celebrate and honor Native People/s of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth.
- Critique empire and its relationship to white supremacy, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society
- Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels to ensure a truer democracy.

Standards Alignment (CA History-Social Science)

- 11.10 Students analyze the development of federal civil rights and voting rights.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
- 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair

trial; the relationship of religion and government.

Standards Alignment

- CCSS.ELA-LITERACY.CCRA.W.9; (CA ELD 2.I.A.2)
- CCSS.ELA-LITERACY.RH.9-10.1 (CA ELD 2.I.B.6a)

Materials:

<p>Slide deck Video clips (embedded in lesson) Student handouts</p>	<p>Writing Instruments Chart Paper LCD player Computer</p>
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Modifications, Accommodations, Resources for Multilingual Students :

<p>Throughout the lesson, students are encouraged to ask questions and teachers may be required to accommodate the languages of students by scaffolding terms, creating collective assignments, etc.</p>	
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Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
Indian Sovereignty	Right and responsibility to govern one's nation culturally, economically, and geographically, inclusive of sphere's of tribal influence.	Use vocabulary builders to teach key terms. Also call attention to terms as they are explained in the slides.
Land	Home to Native Americans or where natives moved to.	

Treaties	Ratified agreements between countries, including land ownership, natural resources, water rights and cultural activities	
Fort Laramie Treaty	1868 agreement that Native Americans could occupy abandoned federal government land.	
AIM	Pan Indian movement calling for treaty rights and justice, cultural recognition and Native Pride.	
Pan Indian	Various Native people who live away from their ancestral tribal lands.	
NoDAPL	Environmental protests against the North Dakota Access Pipeline calling for water protection.	
Indian Country	Lands in which tribal sovereignty applies and state power is limited, including unceded lands.	
Terminated	Federal trust responsibility and jurisdiction turned over to the state and trust land status removed.	

C1: Cultural Ritual and Energizer

Title of Cultural Energizer: Comparing the Past to the Present

STEP	DESCRIPTION	TIME
Step 1	<p>Slide 2 Land Acknowledgement</p> <p>We acknowledge that important work is taking place throughout the unceded territory of California, home to nearly 200 tribal nations. We acknowledge and honor the original inhabitants of our various regions. A land acknowledgement is a critical step towards working with native communities to secure meaningful partnership and inclusion in the stewardship and protection of their cultural resources and homelands.</p> <p>Let's take a moment to honor these ancestral grounds that we are collectively gathered upon by acknowledging the _____ and</p>	2 minutes

	<p>support the resilience and strength that all Indigenous people have shown worldwide (<i>California Indian Culture & Sovereignty Center, CSU San Marcos</i>).</p>	
Step 2	<p>Slide 2 Ancestor Acknowledgement- Estanislao</p> <p>Estanislao (Lakisamni Yokut)</p> <p>Cucunuchi, baptized as Estanislao, was an Indigenous Alcalde of Mission San Jose. He is famous for leading bands of armed CA Indians, both mission and free, in a revolt against the Mexican government and Missions San Jose, Santa Clara and Santa Cruz (1828-29). Later in 1829 Estanislao asked for and was given a pardon by the Mexican CA Governor. (Wikipedia)</p>	5 minutes
Step 3	<p>Slides 4 Compare and Contrast Photos</p> <p>Introduce the first two slide and ask the students to respond to the following questions:</p> <ol style="list-style-type: none"> 1. Please explain what these two photos have in common and how they are different. 2. What is happening in these photos? What are people doing? 3. Do these photos look familiar? 4. Do you approve or disapprove of what these people are doing? why? 	10 minutes
Step 4	<p>Slide 5 Photos Explained</p> <p>Photo on the left: The original description reads: “Native Protest March, Terre Haute, May 20, 1978: a group of about 350 Indians arrived this afternoon in Terre Haute. Most of them were crowded in cars and pickups, but almost fifty of them were leading the group on foot. They began their 'longest walk' in February from the West coast and intend to arrive in the capital by July 9. They hope this march will draw public attention to a number of pending bills which they believe will undermine their culture.” The Longest Walk was one of the last events formally staged by the American Indian Movement. It was intended to symbolize the historical displacement of Native Americans from their homelands and to protest contemporary conditions in Native American communities.</p>	4 minutes

	<p>Photo on the right: Indigenous rights groups and tribal governments say the Dakota Access Pipeline is illegal, operating, threatening Indigenous sovereignty and increasing the risk of pollution to the middle Missouri River watershed. DAPL's future is uncertain as they wait for the Army Corps of Engineers to release an environmental review. The protest became national and international news.</p>	
Step 5	<p>Slide 6 Explain Student Outcomes to the Students:</p> <ul style="list-style-type: none"> ● Identify and describe critical elements of federal laws and treaties that led to the historical mistreatment of American Indian and native people of the U.S. ● Reflect, analyze and describe the impact the occupation of Alcatraz had on the greater American Indian Civil Rights movement and the concept Pan Indian solidarity. ● Critically analyze the American Indian sociopolitical movements from the American Indian Movement to the Standing Rock Sioux protest of the Dakota Access Pipeline, and their impact on social justice movements like the movement for environmental justice. 	3 minutes

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity: From Alcatraz to Standing Rock Contextualized

Description:

	DESCRIPTION	TIME
Step 1	<p>Slide 7 & Anticipatory handout</p> <ol style="list-style-type: none"> 1. Ask students to participate in the following anticipatory activity: MAKE A COPY 2. Review the anticipatory activity, explain to the student that will be engaging with these terms throughout the lessons. 	5 -10 mins
Step 2	<p>Slide 8 Critical Concepts Defined</p> <ol style="list-style-type: none"> 1. Review the critical concepts with students. 	3-5 minutes

	<p>2. Remind them that the terms will be embedded throughout the lesson.</p> <p>3. As we review the slide they will notice certain terms are bolded and italicized. This is done so that students can learn the terms in context.</p>	
<p>Step 3</p>	<p>Slide 9 Significant Laws and Policies</p> <p>Explain each of the following federal laws and policies to students and their impact on Native Communities. Please place significant attention to <i>PL 959 The Indian Relocation Act and the Indian Civil Rights Act</i> in that both of these laws impact the urbanization of American Indians and the subsequent movement for justice and liberation.</p> <p>Please review federal laws and treaties on the slide:</p> <ul style="list-style-type: none"> ● Ratified US Constitution in 1789 <ul style="list-style-type: none"> Recognizes Indian tribes as distinct governments ● 1880s Boarding School System and Native Family Separation <ul style="list-style-type: none"> Forcible removal/kidnapping of Native children from homes ● 1924 US Citizenship <ul style="list-style-type: none"> Granted to all American Indians, some say for grand service during WW I ● 1940's-mid 1960's Federal Indian Termination Policy <ul style="list-style-type: none"> The policy ended the federal government's recognition of sovereignty of tribes, trusteeship over Indian reservations, and the exclusion of state law's applicability to Native persons. ● <i>1956 PL 959 Indian Relocation Act</i> <ul style="list-style-type: none"> Intended to encourage American Indians to leave Indian reservations, acquire vocational skills, and assimilate into the general population. ● 1953 PL 83-280 	<p>2 minutes</p>

Terminated Native fishing rights, maple tapping, and wild rice harvesting to tribes of Minnesota, Wisconsin, California, Oregon, Nebraska and Alaska upon statehood. (California is a PL 280 state)

- **1968 Indian Civil Rights Act**

Enacted by Congress to keep Indian tribal governments from enacting or enforcing laws that violate certain individual rights of the US Constitution.

- 1975 Indian Self Determination and Education Act

Reverses the federal termination policy, but doesn't restore the tribes that were previously terminated.

- 1978 American Indian Religious Freedom Act

Protects the rights of American Indians to exercise their traditional religions by ensuring access to sites, use and possession of sacred objects, and the freedom to worship through ceremonials and traditional rites.

- 1978 Indian Child Welfare Act

Promote stability of Indian children, tribes and families jurisdiction over the removal of American Indian children from their families in custody, foster care and adoption cases. (Currently under Supreme Court review)

Additional Points:

- In 1953, Congress passed a resolution to begin a federal policy of "termination," through which American Indian tribes would be disbanded and their land sold. Working under this mandate, the Bureau of Indian Affairs (BIA) launched the Urban Relocation Program to move Indians off reservations into urban areas, aiming to break down tribal ties.
- In 1950, the average Native American on a reservation was making \$950 a year, while across the country the average Black person earned \$2,000, and the average white person earned almost \$4,000. Offering job training and a better life, BIA agents recruited individuals and families to move

	<p>to Chicago, Denver, Los Angeles, St. Louis, Cleveland, and Dallas, among other cities. In some cases, the BIA delivered its promises in terms of temporary housing and training; in many cases, the services fell short.</p>	
<p>Step 4</p>	<p>Slide 10 Indian Relocation Act of 1956: Public Law 959-Adult Vocational Training Program</p> <p>Please explain the following on the slides:</p> <ul style="list-style-type: none"> ● A federal legislation encouraging American Indians to leave the reservation to urban communities. ● Native people were told they would be offered lucrative jobs, educational opportunities, and vocational training. ● American Indians were also guaranteed health care, housing and relocation support. ● Native People were expected to assimilate into the “general” population. ● American Indian reservations could then be terminated making way for settler colonialism/land acquisition. <ul style="list-style-type: none"> ○ Reservations with “profitable” natural resources were targeted. ○ 1953-1964, 109 tribes were terminated <p>Play the following PBS video clip</p> <ul style="list-style-type: none"> ● ca.pbslearningmedia.org/resource/arct.socst.ush.15r.elocation/the-relocation-of-native-americans-american-experience/?student=true&focus=true 	<p>5 minutes</p>
<p>Step 5</p>	<p>Slide 11 AIM</p> <p>Explain how relocation led to urbanization of Native peoples. In some cases connecting peoples from various Indian tribes. The living conditions were horrific and American Indian young people began to coalesce and organize.</p> <p>Please read information on the slide, such as:</p> <p>In 1964, Clyde Bellecourt formed the “Red Ghetto People” in response to an increase of Native American “profiled” arrests in the cities of St.Paul and Minneapolis. The group would photograph arrests at targeted “Indian Bars” and warn people when the police were driving in.</p>	<p>3 minutes</p>
	<p>Slide 12 AIMs Primary Goals</p>	<p>2 minutes</p>

Step 6	<p>The American Indian Movement’s primary goal was to achieve Native American <i>sovereignty</i> by gaining full recognition of ALL Indian <i>treaties</i> by the United States government and restoration of treaty negotiations.</p> <ul style="list-style-type: none"> ● Please read additional; information on AIM on the slid and explain to students that AIM also sought to: <ul style="list-style-type: none"> ● Defend the civil liberties of Native Americans and their liberties. ● Protect urban Indians ● Re-establish native language and culture. ● Improve the health, education, welfare, and housing for Native families. ● End Police brutality and document further abuses. ● Called for better care of the <i>land</i> and environment. 	
	<p>Slide 13 Clyde Betancourt</p> <p>Play short video: https://youtu.be/LLh3gw0kVhQ</p>	3 minutes
	<p>Slide 14 Occupation of Alcatraz</p> <ul style="list-style-type: none"> ● Prior to the 1969 Occupation of Alcatraz Island, on March 9, 1964 there was an occupation by college students that lasted one day and on November 9, 1969 there was another one day occupation. <p>Please read information on three additional occupations.on the slide:</p> <ul style="list-style-type: none"> ● Indians of All Tribes (IOAT) claimed that all retired, abandoned, or out of service federal land was to be returned to the Indians who once occupied it (<i>Fort Laramie Treaty</i>). Alcatraz Federal Penitentiary was closed in 1963. The IOAT felt that the island should be returned to Indians. ● The occupation energized Pan Indian activism and solidarity, AIM being the voice of the occupation. 	3 minutes
	<p>Slide 15 Alcatraz to Wounded Knee</p> <ul style="list-style-type: none"> ● Please read information on the slide on three additional occupations. <p>Note additional information:</p> <ul style="list-style-type: none"> ● BIA takeover: Had arranged for local churches to provide food and housing for the week. Upon arrival, the offers 	3 minutes

	<p>were mysteriously revoked. AIM eventually settled for housing at the BIA.</p> <ul style="list-style-type: none"> ● Resource: Manifesto ● Custer County: Sara Bad Heart Bull, Wesley’s mom was beaten, choked and arrested by police—eventually sentenced to 5 years in prison. Wesley’s murderer served 2 months probation. 	
Step 12	<p>Slide 16 Wounded Knee</p> <ul style="list-style-type: none"> ● Please read information on the slide <ul style="list-style-type: none"> ● Trail of Broken Treaties ● Twenty Demands were presented to Nixon connected to the myriad of broken treaties ● Occupation of BIA 11/3-11/9 1972, left when assured the demands would be addressed. ● After “promises made” AIM announced the victory at Pine Ridge, the tribal chair proclaimed a “state of emergency” and banned AIM activities. He also called in marshalls. ● On February 23, 1973 fifty carloads of AIM members converged on the site of the 7th cavalry massacre. ● Though AIM and the federal government entered negotiations. Federal government blocked anyone from entering and fighting ensued. ● The occupation lasted 71 days. 	4 minutes
	<p>Slide 17 Alcatraz 50 Years Later</p> <p>Please play video clip https://youtu.be/U9sBk8Stms4</p>	6 minutes
Step 12	<p>Slide 18 Dakota Access Pipeline. Forty Years after Alcatraz:</p> <p>Please read the following information on the slide:</p> <ul style="list-style-type: none"> ● Dec. 2015 - Jan 2016 The U.S. Army Corps of Engineers for the Omaha District publishes a draft of its plan to approve the Dakota Access Pipeline route under the Missouri River. ● April 2016 U.S. Army Corps determines there are no sites. ● April 1, 2016 LaDonna Brave Bull Allard establishes the Sacred Stone Camp to protest the D.A.P.L. ● Key Moments In The Dakota Access Pipeline Fight (NPR) 	2 minutes

	<p>Feb. 22, 2017</p> <p>Resource; Dakota Access Pipeline Environmental Assessment</p>	
<p>Step 13</p>	<p>Slide 19 NoDAPL</p> <p>Please read the following information on the slide:</p> <ul style="list-style-type: none"> ● <i>NoDAPL</i> originally focused on stopping the pipeline, but to the Native community it also brought greater awareness to the vulnerability of the <i>land</i> and called attention to the need for continuing improvement of the living conditions of those living in <i>Indian country</i>. ● <i>NoDAPL</i> also became an organizing and solidarity movement for those interested in environmental justice, especially young people. ● It is important to note that the <i>NoDAPL</i> movement was Indian led and involved hundreds of native youth. 	<p>1 minute</p>
<p>Step 14</p>	<p>Step 20 Grassroots Movement Inspires Global Action</p> <p>The American Indian/Alaska Native Caucus of both CTA and NEA were influential in getting NEA support for Standing Rock. In addition, please review the list of global actions. You may add a few of your own.</p> <p>The following are written on the slide:</p> <ul style="list-style-type: none"> ● Water is Life” campaign. (Mni Wiconi) ● Social Media: #respectourwater, #nodapl, #mniwiconi, and #waterislife ● Standing Rock Sioux Tribe filed injunctions against the U.S. Army Corps of Engineers, U.S. Department of Interior, the U.S. Environmental Protection Agency, and the Advisory Council on Historic Preservation ● Summer of 2016, a group of young activists ran from Standing Rock to Washington D.C. to present a petition in protest to the construction of the pipeline. ● September 2016 Arrests of activists were made. Over 300 federally recognized Native tribes were residing in the camp, including AIM members. ● January 2017, Trump approved the construction of the pipeline. ● March 2020, a federal judge sided with the tribe and ordered an environmental impact statement be created. 	<p>3 minutes</p>

Step 15	<p>Slide 21 The goal was...</p> <p>Please review information at the slide:</p> <ul style="list-style-type: none"> • The goal was to protect the <i>land</i> and the people against the destruction of the environment and sacred religious sites. There was also a call for the enforcement of the Ft. Laramie Treaty. The movement included legal challenges to the government's continued abuse of <i>treaty</i> rights (water rights). • Aug. 15, 2016 <ul style="list-style-type: none"> • Dakota Access LLC, a subsidiary of the pipeline company Energy Transfer Partners, countersues leaders of the Standing Rock Sioux, alleging that protesters near the Lake Oahe river crossing have "halted construction activities" that had been scheduled to begin five days earlier. • "On Wednesday August 10, 2016, representatives of Dakota Access arrived at the Construction Site and were met with resistance by approximately 15 to 30 individuals ... who were protesting the construction of the Pipeline. By the afternoon, the number of individuals protesting at the Construction Site increased to approximately 100," the company wrote. 	1 minute
Step 16	<p>Slide 22 Dallas Goldtooth</p> <p>Please play the following video https://youtu.be/_3vLYvQIXUk</p>	3 minutes
Step 16	<p>Slide 23 Compare and Contrast</p> <p>Please ask students to take a good look at the two photos. Explain that we began with two photos and we will conclude with two photos</p> <p>Think-Pair-Share</p> <ul style="list-style-type: none"> • What can you infer about the intergenerational similarities in the movements of AIM/Native youth of the past and native youth involved in NoDAPL? 	10 minutes
Step 17	Slide 24 Similarities	5-7 minutes

Step 18	<ol style="list-style-type: none"> 1. Ask students to share their response and chart on paper or white board. 2. Please share the similarities posted on the slide. 3. Where do the movements converge? Why is there so much similarity decades later? 	
	<p>Slide 25 Standing Rock Resistance and Our Fight for Indigenous Rights, Tara Houska</p> <p>Please play the following video clip https://youtu.be/wD3-6JIUF7M</p>	11 minutes
	<p>Slide 25 Ongoing Resistance and the Call for Justice</p> <p>Explain to students that the struggle for native rights is far from over and discuss and few of the following movements. You may wish to add to this list or have your students add their ideas.</p> <ul style="list-style-type: none"> ● Murdered & Missing Native Women (May 5, Red Shawl D1y) ● Revitalization of Culture and Language ● Rock Your Mocs Week (Started by a high school student in Oklahoma to be proud of Native footwear. Nov. 15) ● National Native Youth Council ● American Indian Centers with more cultural and educational services. ● Seed protection and revitalization of foodways ● Protection of sacred sites ● Land Acknowledgements ● Implementation of AB-1554 (Ramos) Pupil instruction: California Indian Education Act ● Global solidarity with other indigenous peoples. 	

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies):

Description: Creating a Hopeful Feature. It is recommended that this unit follow with a community action research project

STEP	DESCRIPTION	TIME
Step 1	<p>Have student create a visual, performance art or poster on next steps:</p> <ol style="list-style-type: none"> 1. Think About your prior and newly attained knowledge of this piece of the Native American story. What did you learn and what do you still need? 2. Action <ol style="list-style-type: none"> a. 1. Today I will teach the following new information _____ to my community, but I still need: _____. b. I will ask my community to be community responsive to the Native struggles for justice by engaging in the following activity _____. 	20 minutes
Step 2	<p>Presentation and Gallery Walk Ask students to present their “Hopeful Resistance” Action. As they do, ask students to take notes on the following questions</p> <ul style="list-style-type: none"> ● What is the title of the image? Who were the students involved? ● How does the “Hope for the Future” connect to the issues discussed in the lesson? ● What message is the action sending? ● How does this image help further the mission of AIM? 	30-45 minutes

C4: Conclusive Dialogue/Critical Circular Exchange

Guiding Principles Standards	Slide 28 Guiding Principles Slide 29 Standards
Acknowledgements	Slide 30 <ul style="list-style-type: none"> ● The American Indian Caucus of both CTA and NEA ● The Ethnic Minority Affairs Committee of both CTA

and NEA,

- All the educational professionals who donated time and money to support the NoDAPL movement.
- All the educational professionals that made time to go to Standing Rock and other protest sites*.
- All those who continue to call attention to the social, political and injustice facing American Indian and Native Americans in the U.S.

Note: Thoughts and prayers to CTA AI/AN brother Tom Flanagan who made it to Standing Rock just prior to his untimely death.

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