



Land Back: Self-Determination, Sovereignty and Federal Recognition

Time: Three Days, 1 Hour each day

Cultural Production may take more time

Grade Level: 6-12

SLIDES

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

Students will learn about the fight for federal recognition, specifically against the Bureau of Indian Affairs' "extinction" classification of the Native people in the United States. They will be introduced to critical terms related to American Indian sovereignty and self-determination. Students will then engage in a course of action to support tribal recognition from the federal government.

Unit Enduring Understandings Alignment:

- What do words like settler colonialism, sovereignty, land back, and federal recognition mean and what is their relevance to the movement for federal recognition, self-determination, and land back of Native people?
- What is federal recognition, and why is it relevant to the Native Americans today?
- What is the federal government's role in relation to Indigenous people in the U.S.?
- What is the role of student and community advocacy on issues like Indigenous justice, activism, and decolonization?

Lesson Guiding Questions:

- How does the fight for federal recognition help/harm Native American sovereignty, self-determination, and the land back movement?
- What can we do to help Native Americans achieve federal recognition?

Essential Skills:

Skills:

- Critical Reading, Writing, and Speaking
- Individual and Group/Collaborative work
- Reimagining and recreating a more democratic and racially just world for Native peoples in the U.S.

Cultural Wealth (Yosso, p. 78):

- **Aspirational** - the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers
- **Resistant** - refers to those knowledge and skills fostered through oppositional behavior that challenges inequality.
- **Social** - refers to the important roles of social organizations and networks in creating a support base for marginalized communities.

Ethnic Studies Principles Alignment:

- **Celebrate** and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth
- **Critique** - empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, xenophobia, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression;
- **Connect** - ourselves to past and contemporary resistance movements that struggle for social justice on global and local levels to ensure and truer democracy;
- **Conceptualize** - imagine, and build new possibilities for post imperial-life that promote collective narratives of transformation and resistance, critical hope, and radical healing

Standards Alignment

- **Standard Identifier: HSS-5.3**
Grade: 5
Course: United States History and Geography: Making a New Nation, Grade 5
Standard: Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- **Standard Identifier: HSS-8.12.2**
Grade: 8
Course: United States History and Geography: Growth and Conflict, Grade 8
Overarching Standard: HSS-8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.
Standard: Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
- **Standard Identifier: HSS-11.10.5**
Grade: 11
Course: United States History and Geography: Continuity and Change in the Twentieth Century, Grade 11
Overarching Standard: HSS-11.10 Students analyze the development of federal civil rights and voting rights.
Standard: Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

- **Standard Identifier: HSS-PoAD.12.7**

Grade: 12

Course: Principles of American Democracy, Grade 12

Standard: Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

Materials:

Handouts (embedded in template) Film clips (embedded in template) Access to computer Internet Access	Poster paper Markers Screen Glue Card Stock Materials for making final cultural production activity.
---	---

Modifications, Accommodations, and Resources for Multilingual Students :

<ul style="list-style-type: none"> ● The teacher should use appropriate ELL activities, such as aloud, think-pair-shares, and anticipation guides, to scaffold complex terms. Some of those activities are embedded in this lesson. ● Translanguaging activities are a valuable tool in supporting ELL students. They include using bilingual dictionaries for complex concepts, prewriting assessments of vocabulary terms, and encouraging students to negotiate the target language using their home language with other bilingual students. Finally, an explicit set of language objectives should be developed to guide teaching.
--

Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept
Self Determination	is defined as the process by which a person establishes their own agency and motivation with the hope of controlling their own life (LESMCC glossary)
Indian Sovereignty	The right and responsibility to govern one's nation culturally, economically, and geographically, including spheres of tribal influence.
Federal Recognition	Right and responsibility to govern one's nation culturally, economically, and geographically, inclusive of the sphere of tribal influence

Land Back	Returning land to Native people.
Terminated	Federal trust responsibility and jurisdiction turned over to the state, and trust land status removed.

C1: Cultural Rituals and Energizer

Description:

How will you engage the students? This energizer contributes to setting the “culture” of the classroom while also connecting the main concepts of lesson plan to the students prior experiences/knowledge/interests. Please indicate if this ritual or energizer should be done daily, weekly, or just one time. We encourage Ethnic Studies lessons to start off with land and ancestor acknowledgment.

STEP	DESCRIPTION	TIME
Step 1		
Step 2		
Step 3		

C2: Critical Concepts

Description: How will you present the critical concepts and vocabulary to the students? *Will you do an interactive lecture, video, text, or activity?*

STEP	DESCRIPTION Critical Concepts	TIME
Step 1	Critical Concepts <ul style="list-style-type: none"> Explain to students that although this particular lesson focuses on the Muwekma Ohlone, other tribes are also seeking federal recognition. The teacher should then read the terms on the slide. Ask students to think about what the term looks like. 	
Step 2	Draw your response <ul style="list-style-type: none"> Explain the rubric to the students and the task at hand. Place students into five groups. 	20 minutes to 45 minutes

	<ul style="list-style-type: none"> Students should draw a graphic depiction of the word assigned. The teacher may need to find pictures to facilitate visualizations. Students should prepare a short explanation of the visual. Students should find one piece of evidentiary support. 	
Step 3	Student Presentation of Work	45 minutes
Step 4	Post Posters where students can refer to them during the lesson	15 minutes
	DESCRIPTION: Critical Content	
Step 5	Individual, team, or group activity <ul style="list-style-type: none"> The teacher should ask students to listen silently to the video by Charlene C. Nijmeh entitled Colonizers Who Live Among Us. Here are the words for students to read along as they listen. The discussion questions are as follows: <ul style="list-style-type: none"> Any words that confuse you? Any “ahas”? Any “wows” now that’s something that hits me in my heart? 	30 minutes
Step 6	The teacher should debrief the video and... <ul style="list-style-type: none"> Clarify outstanding terms Make sure to deal with feelings that the video uncovers Relate it back to the earlier vocabulary words. 	20 minutes
Step 7	Engage Students in Community Dialogue <ul style="list-style-type: none"> What are the Muwekma Ohlone people fighting for, and why? Charlene’s mom said, “ You have to be ready to fight for your people Raise your voice (Yes), Make them hear you (Yes), BUT don’t ever raise the shovel. Don’t become them. What did Charlene’s mother mean by this? How would you feel knowing that at one point in your life, your racial or ethnic community was recognized, and then years later in your lifetime, you are told that your community and people are extinct? What does Chairwoman Nijmeh say concerning “repatriation and protecting our ancestors?” What does this mean? The Muwekma Ohlone people are concerned about federal recognition. How is this issue reflected in the text? 	30-45 minutes
Step 8	The teacher may wish to assign one question per group and ask students to chart their responses. The teacher may ask for a report out, a gallery walk, or both.	30 minutes
	The teacher should read and clarify what is written on the slide: What is gained from federal recognition? <ul style="list-style-type: none"> Protection of NAGPRA for sacred burial sites, like the shell mounds. This would help tribes retain ancestor remains from universities and researchers. It would also help tribes pursue stolen land and preserve cultural renewal and sovereignty. In California, students from recognized tribes can get free tuition 	3-5 minutes

	<p>at CSU and UC.</p> <ul style="list-style-type: none"> The Muwekma Ohlone were a federally recognized tribe and recognition was never officially terminated. Under the leadership of Rosemary Cambra the tribe sought restoration of its status. It was denied in 2002. 	
--	--	--

C3: Cultural Production

STEP	DESCRIPTION	TIME
Step 1	<p>The teacher should ask students to popcorn read the text on slide:</p> <ul style="list-style-type: none"> Content Goal: By creating a picket sign, I can synthesize my opinion on Indigenous rights and the Native American struggle for federal recognition. Language Goal: I can orally explain my picket sign through a <u>critical inquiry cycle</u> from my peers. My action example will be a letter. 	
Step 2	The teacher should have students complete the inquiry cycle on the picket sign and the letter.	1 hour
Step 3	Students should present their work.	1 hour

C4: Conclusive Dialogue/Critical Circular Exchange

Community Circle	<p>Form a community circle and have students share their understandings of:</p> <ul style="list-style-type: none"> Based on your learnings in this unit, <ul style="list-style-type: none"> Understanding and respecting POVs Land Rights and Federal Recognition Discuss one major takeaway. Discuss what you might do to transform your relationship with the Native American Community where you are situated. How will you work toward a genuine relationship?
-------------------------	---

Lesson Plan Contributors: Jorge Pacheco, Marty Meeden & Theresa Montaña