

# American Indian Civil Rights Movement

## **Goals:**

### **To meet Minnesota State Standards:**

- 9.4.4.22.5 Explain the roots of the various civil rights movements, including African American, Native American, women, Latino American and Asian American
- 9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups
- 9.4.4.22.7 Evaluate the legacy and lasting effects of the various civil rights movements of the 1960s and 70s; explain their connections to current events and concerns

## **Essential Question:**

### **Directions:**

You have chosen to investigate American Indian Civil Rights movement. You will have two days to analyze articles, videos and interviews to find out more about the American Indian Civil Rights movement. You should access at least two of the resources for each one of the categories on the graphic organizer and analyze them to pull out specific information about the movement. The resources are linked directly into the graphic organizer and you can add your notes directly to the graphic organizer.

You will have at least one day to synthesize the information you pulled out of the resources to show what you know.

# American Indian Civil Rights Movement

<b>Roots -</b>	
<b>What was the American Indian Movement and what led to its formation?</b>	
<a href="http://blogs.denverpost.com/captured/2014/01/02/wounded-knee-1890-1973-photos/6496/">http://blogs.denverpost.com/captured/2014/01/02/wounded-knee-1890-1973-photos/6496/</a>	AIM Background flyer // treaty of 1868
<a href="http://www.aimovement.org/ggc/history.html">http://www.aimovement.org/ggc/history.html</a>	
<a href="http://www.eyewitnesstohistory.com/knee.htm">http://www.eyewitnesstohistory.com/knee.htm</a>	
<b>What were some of the obstacles American Indians faced?</b>	
<a href="https://www.youtube.com/watch?v=QVYShOZkZGsh">https://www.youtube.com/watch?v=QVYShOZkZGsh</a> <a href="http://www.aimovement.org/archives/index.html">http://www.aimovement.org/archives/index.html</a>  <a href="http://www.downsizinggovernment.org/interior/indian-lands-indian-subsidies">http://www.downsizinggovernment.org/interior/indian-lands-indian-subsidies</a>	<p>Students choose which specific aspect of Native American history and US government interaction they wish to learn more about (gaming, land regression, etc).</p>
	<p>Art of Stealing PDF // Lakota Women statement PDF // Survival Schools PDF // Land grants // Notes from a Day at Wounded Knee PDFs //</p>
<b>What will be the legacy/lasting effects?</b>	
<a href="http://www.nytimes.com/learning/general/onthisday/big/0508.html#article">http://www.nytimes.com/learning/general/onthisday/big/0508.html#article</a>	Impact of Wounded Knee PDF

<a href="http://www.manataka.org/page1710.html">http://www.manataka.org/page1710.html</a>	

### **Day 3 Teaching Notes/ Demonstrating What They Know**

The final task for researching the AIM movement is intended for the students to show what they know. Two full days should be given for research. Possible final tasks are below:

#### **1. Google Slides/Keynote Presentation**

- a. In this presentation students should create slides demonstrating learning about the roots, obstacles, and legacy of the AIM movement. The presentation should be at least 7-10 slides. The final slide students should explain how their thinking about AIM and/or Native Americans changed from what they learned. Students should also address what they can do to continue to support the missing narrative of Native Americans.

#### **2. Poster/Pamphlet**

- a. In this activity students should create a pamphlet that could be distributed at a museum or historical site. The premise is the same as the presentation above, however the students will demonstrate their learning by what they include in their pamphlet. This task should also address how their thinking has changed and what they can do to support and give attention to Native Americans and the problems that continue to plague their people.

#### **3. Letter to Congress**

- a. In this activity students will draft a letter to their congressperson. In this letter students should demonstrate what they have learned about the ongoing mistreatments of Native Americans and provide a solution to the current crisis in the community OR an appropriate way to recognize Native Americans and the sacrifices they have made to honor their people, customs, and traditions.

**As students investigate the different texts they should record what they learn in the graphic organizer below. They will use these notes to complete the final activity demonstrating all they learned.**

<u>Roots</u>	<u>Obstacles</u>	<u>Legacy/Last Effects</u>	<u>Remaining Questions</u>