

DAKOTA ACCESS PIPELINE UNIT: LESSON PLAN 4

LESSON 4: AMERICAN INDIAN CIVIL RIGHTS MOVEMENT

Objectives

- Students will examine how American Indians resisted assimilation and oppression in the 20<sup>th</sup> century.
  - Students will read about the perspective of the U.S. government, and their classification of the American Indian Movement as “a revolutionary organization which is committed to violence.”
  - Students will read about the perspectives of American Indians activists who resisted assimilation.
- Teacher will clarify challenging terms and reinforce vocabulary key terms.
- Students will be able to make claims about players’ perspectives and will be able to justify these claims by locating text-based evidence that support these claims.
- Students will be able to distinguish between primary and secondary sources.

Standards

- Common Core Social Studies Standards: [CCSS.ELA-Literacy.RH.6-8.1](#); [CCSS.ELA-Literacy.RH.6-8.2](#); [CCSS.ELA-Literacy.RH.6-8.8](#); [CCSS.ELA-Literacy.RH.6-8.9](#)
- Virginia History and Social Science Standards of Learning (SOL): USII.4a

Materials

- Lesson 4 Graphic Organizer
- Lesson 4 American Indian Civil Rights Movement Introduction
- Video 1: Alcatraz Occupation (5:14) <https://www.youtube.com/watch?v=U9sBk8Stms4>
- Handout 1: LaNada War Jack Interview (Primary Source)
- Handout 2: Alcatraz Proclamation (Primary Source)
- Video 2: Wounded Knee Occupation (1:45) <https://youtu.be/bzHqAniYPHw>
- Handout 3: Dennis Banks Prison Interview (Primary Source)
- Handout 4: Senate Judiciary Committee Report (Primary Source)
- Lesson 4 Discussion Questions and Writing Prompt

BEFORE BEGINNING USE OF MATERIALS

- Make sure the class has practiced engaging in communicative discussion.
- See *additional sample activities in Social Domain section*.

Probing for Prior Knowledge (15 minutes)
Activate Prior Knowledge: Have students use their graphic organizer to complete the pre-reading activity. This can be done individually or as a whole group. Students can share out with the class.
Review students’ prior knowledge of social movements in the United States. Explain that today the class will be learning about a movement for civil rights that

emerged from American Indians. Explain and provide context for the American Indian Civil Rights Movement.

*Be sure to explain the difference between primary and secondary sources with students: Sample Language Below:*

- *Primary sources are firsthand accounts that happened during that particular historical time period. They can be letters, diary entries, speeches, newspapers (from that time period), photographs, etc.*
- *Secondary sources are not complete firsthand accounts, although they can contain primary source information such as quotes from people who lived during that time in history. Secondary sources are accounts that have taken place outside of that particular historical time period. They can be published research articles, books, and other forms of media on a particular historical topic.<sup>1</sup>*

### Reading Materials (20-30 min)

Break students up into groups of 4-5 students. Students can read the primary and secondary sources individually or together in groups/pairs. Students can use the graphic organizer provided in order to complete reading tasks while they read and to help track their comprehension.

- Have students complete the activities in this order:
  - Instruct students to read **American Indian Civil Rights Movement Introduction**.
  - Watch **Video 1**.
  - Students will then read **Handouts 1-2**, and summarize the author's perspective in the **graphic organizer**.
  - Watch **Video 2**.
  - Students will then read **Handouts 3-4**, and summarize the author's perspective in the **graphic organizer**.
- These should be heterogeneous groupings based on reading levels so that students can collaborate effectively with less assistance from the teacher.
- Circulate and offer help if needed.
- After reading, have the students discuss the following questions in small groups:
  - What surprised you?
  - What didn't surprise you?
  - What questions do you still have?
  - Why do you think we are focusing on these particular cases?
- After having students discuss these questions in small groups, bring them back together and discuss these questions as a whole group.

<sup>1</sup> For more information, see: <https://umb.libguides.com/PrimarySources/secondary>

Discussion (20 minutes)
<ul style="list-style-type: none"><li>Once the students complete the readings, tell them that they will now engage in discussion amongst themselves about some of the issues the readings brought up.</li><li>Allow students break into small groups to discuss the Lesson 4 discussion questions. Students can use the other handouts to refer to for discussion. Remind students to engage in transactive discussion. Have students share out among the whole group.</li><li>Circulate while students discuss; do not necessarily provide answers but ask probing questions to proposed simple solutions.</li><li>You can also assign roles within groups:<ul style="list-style-type: none"><li>i.e. question reader, note taker, reporter</li></ul></li></ul>
<p>For transactive discussion, have students do three rounds of dialogue.</p> <ul style="list-style-type: none"><li>In the first round, students will consider one side of the argument and come up with affirmative reasons to support it.</li><li>In the second round, students will consider the counter argument and come up with reasons to refute it</li><li>In the third round, students will work together to come up with the best argument to the question that takes into account both perspectives.</li><li>They should have some familiarity with this process if you have done practice with transactive discussions previously. Remind students that they are working together to try to find the best solution.</li></ul>

Writing Prompt
Have students independently answer the writing prompt on the discussion questions handout.
<i>This can be assigned as homework if time does not permit completion.</i>

Standards

Common Core Social Studies Standards

- [CCSS.ELA-Literacy.RH.6-8.1](#)  
Cite specific textual evidence to support analysis of primary and secondary sources.
- [CCSS.ELA-Literacy.RH.6-8.2](#)  
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- [CCSS.ELA-Literacy.RH.6-8.8](#)  
Distinguish among fact, opinion, and reasoned judgment in a text.
- [CCSS.ELA-Literacy.RH.6-8.9](#)  
Analyze the relationship between a primary and secondary source on the same topic.

## Virginia History and Social Science Standards of Learning (SOL)

- [USII.4a](#)

The student will apply social science skills to understand how life changed after the Civil War by examining the reasons for westward expansion, including its impact on American Indians.