Red Power Movement, Day 1 (90 minutes)

# Oklahoma Academic Standards:

Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

5. Cite specific textual and visual evidence to analyze the ongoing social and

political transformations within the United States.

C. Describe the goals and effectiveness of the Native American movement on

tribal identity and sovereignty including the American Indian Movement

(AIM), and the Siege at Wounded Knee.

# NCSS:

Thematic: Culture and Cultural Diversity; People, Places, and Environment; Power,

Authority, and Government

Disciplinary: History

Weekly Warm Up: 5 min.

## Objectives:

* Students will construct their own historical narrative of the experiences of Native Americans during the 1960s-70s by analyzing various primary sources covering multiple events and organizations from the Red Power movement.
* The students will break into 3 small groups to further analyze a specific event during the Red Power Movement by using the primary sources provided on the website and video/sound clips that support these primary sources.
* The students will begin planning their simulation (recreation of the Occupation of Alcatraz). The students will watch a short clip of a documentary of the OoA and meet with a local organizer who will help them think about all the components needed to facilitate an occupation/protest/event.

## Guiding Questions:

* What are the conditions that lead to the rise of the Red Power movement?
* How does learning about the Red Power movement inform Native Americans’ agency?

# Opening Activity (KWL): 5 min.

### Video (Sacheen Littlefeather Video):

* TPS: What’s going on in this video? What is she talking about? What year is this? Why is she accepting this award? Why is she dressed in her regalia? What does this tell us about the Red Power Movement

# Body: 80 minutes

**Activity 1: 30 min**

### Working with documents

### *(15 mins)*

### Students will break into 3 or 6 groups (depending on the size of the class). Using the website, all students will answer the document based questions for the primary sources in the section, “U.S. Red Power” (Documents A-D).

*If necessary, have the group review what they’ve gained from the first set of primary sources before moving on to different group sets*

### *(15 mins)*

### Each group will then analyze a particular event from the Red Power Movement:

### “The Occupation of Alcatraz” (Document E-G)

### “The Trail of Broken Treaties” (Document H-J)

“Wounded Knee II” (Document K-L)

They will need to identify what groups organized in the event, who is participating in the event, what is the goal of the event, and is this event part of the dominant narrative about the American Indian Movement—why or why not?

#### Activity 2: 25 min (Assessment)

### Creating a Narrative

### *(10 mins)*

### Using the handout, each group create a brief narrative of the Red Power movements, please draw on what you learned from the primary sources, but also feel welcome to draw on your own personal, prior knowledge about the Red Power movements.

### *(15 mins)*

### Each group will share the narrative they created with the larger class, and as a class we will compare and contrast the narratives created (specifically keeping in mind which event/organizations the small group analyzed).

#### Activity 3: 30 min

**Preparation of the Alcatraz Simulation**

*(5-10 mins)*

Short video clip from the PBS Documentary on the Occupation of Alcatraz

*(5 mins)*

Introduce local activist friend, have them give a brief intro on themselves and the type of work they do with communities

*(15 mins)*

Have the students start planning for the simulation:

* *What kind of roles are needed? (Need to decide on their role, so they can do* *some research at home?)*
* *What might the planning process look like?*
* *How are they going to spread the word?*

***Possible Roles/Way to organize the Simulation:***

* *Radio DJs – John Trudell*
* *Legal Workers – Belva Collier*
* *Faces of the Organization – Richard Oakes & Adam Fortunate Eagle (née Nordwall)*
* *Behind the Scenes Organizers – LeNada Means & Stella Leach*
* *Logistics Chair – Cleo Waterman*
* *Fundraisers – Grace Thorpe*
* *Advertisers*
* *Artists*