# Cultural Lit. 39: Tribal Termination & Urbanization

## Summary

Students will: List the main events in historical sequence of Tribal Termination and Urbanization after receiving direct instruction, reading selected texts and working in group structures, within 1 class period.

#### Time Frame

1 class periods of 60 minutes each

#### Materials

- 1. Waldman, Carl and Braun, Molly. (Eds.) 2000. Atlas of the North American Indian. Facts on File.
- 2. Navajo Timelines: 1941-1969; and, 1970 to present
- 3. Marzano, Pickering, and Pollock. 2001. *Classroom Instruction that Works*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- 4. Stephens, E. and Brown, J. 2000. *A Handbook of Content Literacy Strategies*. Norwood, MA: Christopher Gordon.
- 5. Journal or notebook.
- 6. See also Thornton, Russell. 1990. *American Indian Holocaust and Survival: A Population History Since 1492*. Norman, Oklahoma: University of Oklahoma Press. Pp. 225-231 for specific demographic information on urbanization.

#### Instructional Procedures

### **Anticipatory Set:**

Post the names and words 'Acculturation, Relocation, Urban, pan-Indian' on the board, on a flipchart or on a projection device and ask the class if they are familiar with these words. Conduct a collective brainstorming session (utilizing group structures) and add the generated vocabulary words to posted ones. Allow students to postulate their understanding of words and concepts.

#### **Activities:**

- 1. Instructor will read aloud, while student's follow along, from Waldman, p. 219-220, Termination and Urbanization. Hand out or project figure 7.2 Contemporary Indian Lands in the United States, on page 222-23 for reference during reading.
- 2. Students will take notes (see Marzano, Pickering and Pollock p. 46, Informal Outline) while following along and listening to reader.
- 3. Utilizing group structures instructor will ask students to identify a present-day American Indian experience or phenomenon as a result of Termination and Urbanization (refer also to Navajo Timelines).
- 4. Students will record ideas in their journals (see Stephens & Brown--Content Journal, p. 28) and report to class from groups.

### Assessment Plan

Students will take notes utilizing note-taking frames to list main events in historical sequence and record in their journals their ideas and personal opinions regarding Termination and Urbanization.

# Authors

Utah LessonPlans