

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

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