

Cultural Lit. 40: Native American Self Determination

Summary

Students will: List the main events in historical sequence of Self Determination 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.

Instructional Procedures

Anticipatory Set:

Post the names and words 'Self-Determination, pan-Indian, Civil Rights' 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 students follow along, from Waldman, p. 221 and-224, Self Determination.
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 Self Determination (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 Self Determination.

Authors

[Utah LessonPlans](#)