



1.4.1 - Chapter 9: The Persistence of Sovereignty Task Overview



Summary:

This chapter dismantles the Turner thesis on democratic civilization as a racist structure to frame “the Indian problem” and US policy based on assimilation or extinction of Indigenous identities and lifeways. A background of Indian education and an overview of the continued US quest for empire with taking Hawaii and Alaska are included. Chapter 9 also looks at case studies of Indigenous exercise of sovereignty over illegal land claims using the same policies and court systems that stripped lands, including the resistance to termination- and relocation-era policies. The chapter spans the mid-nineteenth and mid-twentieth centuries.

Required Tasks:

1. Engage in the chapter, Chapter 9: The Persistence of Sovereignty *here*. Youtube’s close-caption will aid in the visual text. The Kindle text-to-speech is the audio, an audio book for *An Indigenous Peoples’ History of the United States for Young People* has not been developed, yet. Task time should take ~32 minutes.
2. Collaboration with a partner; remember to take notes. The following are possible collaboration questions. Task time should take ~10-20 minutes. There is a total of 12 points available for this task.
 - I. What are some considerations a person would need if they were forced to make a choice between assimilation or extinction? How would that choice impact their identity?
 - II. How does the process and designation of public lands for national parks and monuments serve to further strip essential rights from Indigenous people?
3. Writing prompts provide an opportunity to engage in the reflective process. Each writing prompt should be 5 well-organized sentences. The following are the two prompts for this component. Task time should take 20-30 minutes. There is a total of 12 points available for this task.
 - I. In a turn of events, Indigenous nations began using the very systems that oppressed them to accomplish such things as ...
 - II. Native Alaskans were at the forefront of the civil rights movement with their activism through ...

4. The following are discussion questions that will be discussed in-class. Task time should take 10-15 minutes per discussion question. There is a total of 12 points available for this task.
 - I. How does the intergenerational trauma that was experienced during the harsh boarding-school era unintentionally work to promote the goals of extinction?
 - II. How did Native Hawaiians exercise and institute their sovereignty as an independent nation differently than other Indigenous nations did within the boundaries of the US?
5. Choose one of the following activities to develop a further understanding of Chapter 9: The Persistence of Sovereignty Task time should take ~120-180 minutes. There is a total of 45 points available for this task.
 - I. Using the US National Parks Service website ([here](#)) and the Native Land app or website ([here](#)), select a national park and learn about its land and history of its people. Research how it came to be a national park and find out whose Indigenous lands it occupies. Create a poster or slideshow to present to your peers.
 - II. Visit the digital archives for Carlisle Indian Industrial School ([here](#)) and select a student. Read the student record and any documents that might be available. After reading about your selected student, use the questioning strategies suggested to critically examine the writing, then make a determination about the authorship.
 - III. Go online to find the website of any Indigenous nation near you (the .gov or .org suffix is usually a good indicator that the site is official, but some nations use the .com suffix, so just be careful as you search). Using the information on the official website, make a chart that shows the preferred name of the nation and the commonly used name. See if you can find out how the name was changed and by whom. Also, try to find a nation that has gone through the process of reclaiming its original preferred name and enter that information on your chart. Write a summary about why naming matters.
 - IV. Visit the Library of Congress ([here](#)) to access the primary source “Supreme Court Report: US v. Winans” case, or view the summary of the case file ([here](#)). Write and illustrate a children’s book to tell the story about the case and its significant outcomes.
 - V. Compare the citizenship rights of Indigenous peoples in the United States with other groups of people whose citizenship and voting rights were withheld. Create a timeline to demonstrate when different people in the United States were granted citizenship/ voting rights.

Chapter Task Rubric

Collaboration with a Partner					Earned Points
		Developing = 2	Proficient = 3	Advanced = 6	
Question #1	6	Attempts to answer the question.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	
Question #2	6	Attempts to answer the question.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	
Writing Prompts					
		Developing = 3	Proficient = 6	Advanced = 9	
Question #1	9	Attempts to answer the question.	Provides an example, explanation for the question, and at least 3 sentences.	Provides evidence from the text with in-text reference, explanation of the question, and at least 5 sentences.	
Question #2	9	Attempts to answer the question.	Provides an example, explanation for the question, and at least 3 sentences.	Provides evidence from the text with in-text reference, explanation of the question, and at least 5 sentences.	
In-Class Discussion Questions					
		Developing = 2	Proficient = 4	Advanced = 6	
Question #1	6	Attempts to address the question and engage in discourse.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	

Question #2	6	Attempts to address the question and engage in discourse.	Provides an example and explanation for the question.	Provides evidence from the text with in-text reference and explanation of the question.	
Student Choice Activity					
		Developing = 15	Proficient = 30	Advanced = 45	
Student Activity	45	Attempts to demonstrate an understanding of the activity.	Provides an example and explanation for the activity.	Provides evidence with <i>reference page</i> and explanation of the activity.	
Possible Points	87	Total Points Earned			
Comments:					