

Unit Essential Questions:

1. What is cultural erasure and how does it impact communities?
2. Who should tell our stories, and why does it matter?

Lesson5: Repairing Relationship to Place

LESSON INTRODUCTION

Time Frame: 2 class periods

Materials: Slideshow, posters, post its, copies of hyperlinked “The Atlantic” article

In this lesson, students explore the cultural significance of various geographic locations in the traditional territory of multiple tribal communities.

Students then explore the history and legacy of the National park system, including the impact it has on Native communities across the country. Students then learn about the movement to return land back to Native communities, as well as ongoing cultural revitalization projects.

ENGAGE

Teacher Directions:

Ask students to complete a journal entry answering the following:

1. Have you ever had something stolen from you? What did it feel like?
2. When someone has had something stolen from them, what is the best way to right the wrong they have experienced?

Discussion Tip: Students will likely talk about the desire to have items that have been stolen, returned. Use this discussion to preface the lesson, in which students will explore the confiscation of Native land from Native peoples, by the US government.

EXPLORE

Part 1:

Teacher Directions:

Show students the two short videos highlighting the Kashia Pomo relationship to the land.

Ask students to reflect on the following questions:

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1. How do these Native people relate to their ancestral land?
2. Where are your ancestors from (generally)? What is your relationship like to your ancestral homeland?

Recommended sources:

Source 1: [Kashia Pomo Relationship with Ocean](#)

Source 2: [Kashia Pomo Return Home](#)

EXPLAIN

Teacher Directions:

Explore the visual on **slide 7**. Explain that Native people have collectively lost 5 billion acres of land since in the 18th-20th Centuries. You may reflect on the political and cultural movements occurring in the U.S. during this time, reviewing Western Expansion, the Gold Rush, Trail of Tears, etc.

Review the map of the National Park system on **slide 8**. Explain that Native people once lived on the land where the parks now sit, and that in some cases, Native people were removed to make space for the parks to exist.

ELABORATE

Teacher Directions:

Create 4 posters labeled as following around the room:

Poster 1: Culture

Poster 2: Physical Location

Poster 3: Ecology

Poster 4: Combatting Erasure, Increasing Visibility

Provide students with a copy of “Return the National Parks to the Tribes” by David Treuer, an Ojibwe writer/journalist.

Provide students post its for note taking.

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Article: <https://www.theatlantic.com/magazine/archive/2021/05/return-the-national-parks-to-the-tribes/618395/>

You may also choose to have students listen to the podcast episode version of the article: “The Problem with America’s National Parks”. (20+min)

Podcast: <https://www.theatlantic.com/podcasts/archive/2021/04/national-parks-native-americans/618574/?preview=nt6XmOPb2Hxv5v6NBAbyAWTG4c0>

Ask students to read and/or listen to the materials on the U.S. National Park system. As students engage with the material, have them collect examples of:

1. **Cultural impact of national parks on Native people**
2. **Impact on the location of Native people**
3. **Ecological impact of the National Parks, from a Native lens**
4. **How to improve Native visibility in the parks for the future**

You may choose to break students up into pairs of small groups, and have each group collect evidence on one of the prompts above.

When students have collected their evidence, have them place their post its on then posters, and observe their classmates’ contributions.

EVALUATE

Teacher directions:

As a class, discuss the essential questions explored in this unit:

1. How would returning land to Native communities support the health and visibility of the community?
2. What challenges do you think might come up during the process of returning land to Natives?

VOCABULARY

Repatriation: the process of returning an asset, an item of symbolic value, or a person—voluntarily or forcibly—to its owner or their place of origin or citizenship

Reclaim: retrieve or recover (something previously lost, given, or paid); obtain the return of.

Resilience: the capacity to recover quickly from difficulties; toughness.

Revitalize: imbue (something) with new life and vitality.

STANDARDS

Common Core:

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Vocabulary:

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Seven Essential Understandings:

Essential Understanding 5 - There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods: Colonization/Colonial Period 1492 – 1800s; Treaty Period 1789 – 1871; Assimilation Period - Allotment and Boarding School 1879 – 1934; Tribal Reorganization Period

1934 – 1958; Termination and Relocation Period 1953 – 1971; Self-determination Period 1968 – Present.

SOURCES

Source 1:

[Kashia Pomo Relationship with Ocean](#)

Source 2:

[Kashia Pomo Return Home](#)

Article:

<https://www.theatlantic.com/magazine/archive/2021/05/return-the-national-parks-to-the-tribes/618395/>

Podcast: <https://www.theatlantic.com/podcasts/archive/2021/04/national-parks-native-americans/618574/?preview=nt6XmOPb2Hxv5v6NBAbyAWTG4c0>