

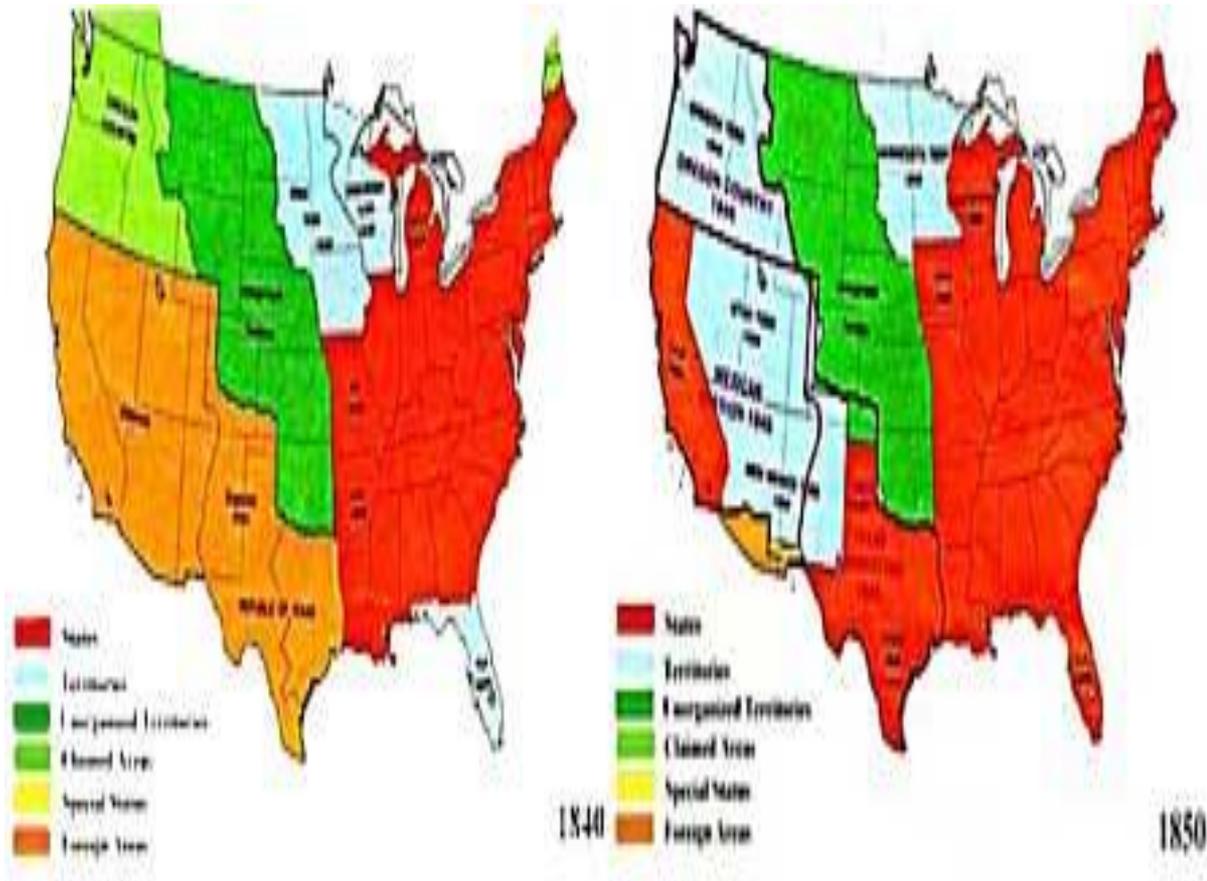
*‘Columbus told his patrons the King and Queen of Spain that the lands were “so good and fertile” that there was “no one who could believe if he had not seen them.” All that was lacking was “a settlement and the order to the people to do what is required.” The natives, he went on, “have no arms, and are without warlike instincts; they all go naked, and are so timid that a thousand men would not stand before three of our men. So that they are good to be ordered about, to work and sow, and do all that may be necessary, and to build towns, and they should be taught to go around clothed and to adopt our customs.”’*

**-David Reynolds, *America, Empire of Liberty***

**Just on the basis of this quote alone, what do you anticipate to see in this section of the course?**

Watch the following [short film](#), about recent events on the Pine Ridge Reservation.

- 1. What problems affect the Oglala-Lakota on Pine Ridge?*
- 2. What reasons are given for the existence of these problems?*
- 3. What is the role of government in the lives of the Native Americans?*
- 4. What do the protestors at the end believe is the cause of the Native American's problems?*



In 1840, the entire southwestern corner of the United States was controlled by foreign powers (shown in orange), and the territorial dispute over the Oregon Territory (light green) had not been settled. By 1850 the U.S. had control of lands from the Atlantic to the Pacific, covering almost all of today's continental United States.

**Read through the  
information about Manifest  
Destiny.**

***How do you think the  
'settlers' of America would  
view the Native Americans?***

**"They made us many promises, more than I can remember, but they never kept but one: they promised to take our land and they took it."**

*-Chief Red Cloud of the Pawnee Tribe*

***Read through the information provided about Native American culture. Create a list for your notes of the key features of native American culture, leaving at least a line's space between each point.***

**“God gave us the earth and the fullness thereof... I do not believe in donating to these indolent savages the best part of my territory, and I do not believe in placing Indians on an equality with the white man as landholder.”**

*-Edward McCook, governor of Colorado 1869-1875*

***Underneath each of the points you have made, identify how this might potentially have conflicted with the attitudes and culture of the Americo-European settlers.***



**Given the differences between white European American and Native American culture, what would we expect to see and why?**

- ***How would ideas of racial superiority lead the settlers to behave towards Native Americans?***
- **How would the economic beliefs of the settlers lead them to behave towards Native Americans?**
- ***How would the religious beliefs of the settlers lead them to behave towards Native Americans?***
- **How would the belief in Manifest Destiny lead the American government to behave towards Native Americans?**

# Reading

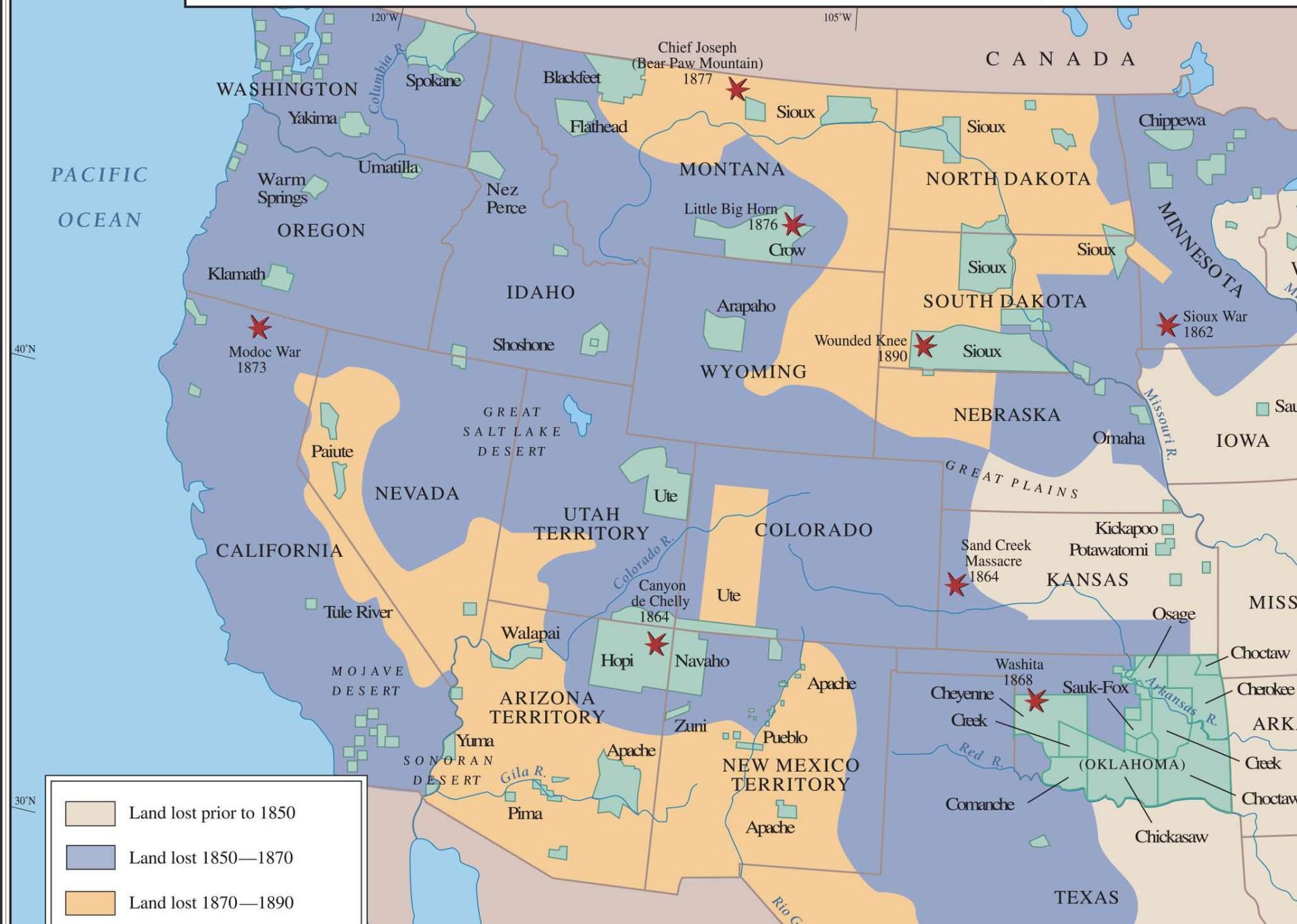
- **Read and take notes from chapter ten of the orange textbook.**
- **Due: Thursday**

**“The treatment of the  
Native Americans in the  
late 19<sup>th</sup> Century  
constitutes a genocide.”**

*How far do you agree?*

***What is a genocide?***

# NATIVE AMERICAN TERRITORIAL LOSSES, 1850—1890



**In your groups, assign a person to each section of the reading:**

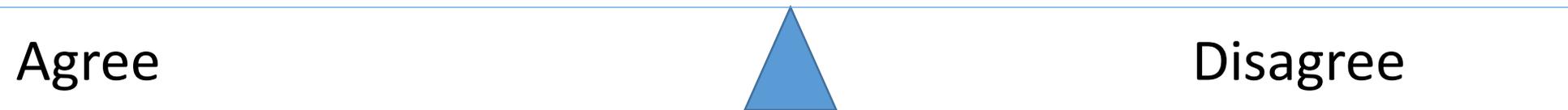
- **Indian Removal Act**
- **Homesteaders Act**
- **Treaties**
- **Boarding Schools**
- **Sand Creek Massacre**
- **Reservation policy (textbook)**
- **Life on the Reservations (textbook)**

**Using this information, complete the table identifying whether the American government's treatment of the Native Americans could constitute an act of genocide.**

<b>Stage of Genocide</b>	<b>Evidence that this condition was met</b>	<b>Did the behaviour of the American settlers and government suggest that this stage had been reached? Explain.</b>
Classification		
Symbolisation		
Dehumanisation		
Organisation		
Polarisation		
Preparation		
Extermination		
Denial		

**What consequences might the ideology of those pursuing the 'manifest destiny' of the white man have upon the Native American population?**

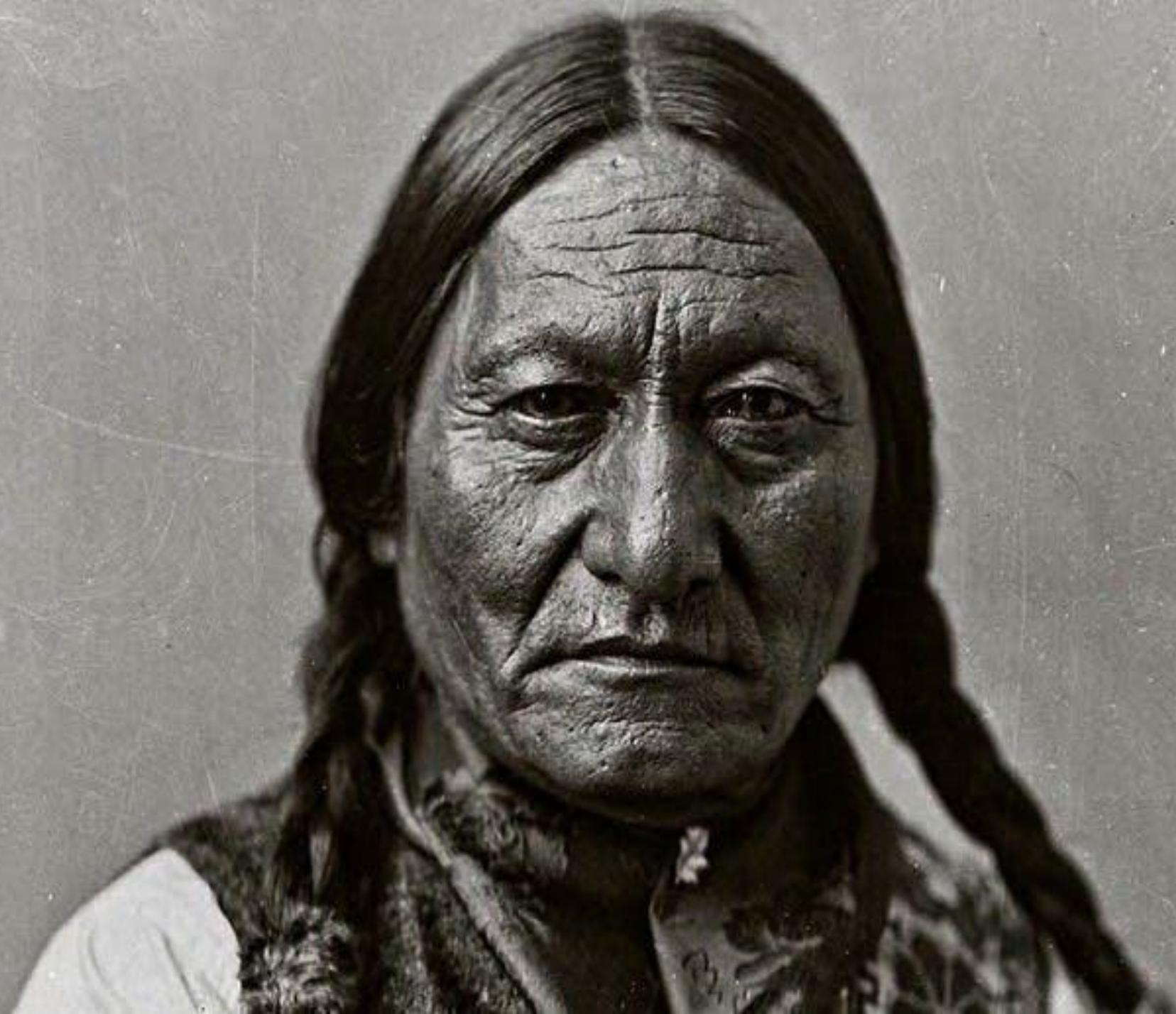
To what extent were the American government guilty of genocide of the Native Americans?



Agree

Disagree

<b><i>The Plains Wars / Indian Wars on the Nineteenth Century</i></b>					
	<b>Nez Percé Wars</b>	<b>Modoc Wars</b>	<b>Dakota War</b>	<b>Cheyenne Wars / Sand Creek</b>	<b>The War for the Black Hills</b>
What caused the conflict?					
What occurred during the conflict? How was it resolved?					
Who holds responsibility for the events that occurred, and why?					







**What caused conflict?**

***Who bore responsibility for the conflicts?***

**Which themes best explain the impact of the late 19<sup>th</sup> century upon Native Americans?**

*Homework:*

Read and take notes from chapter 11 of the textbook.

Complete the sheet on the impact and potential legacy of different factors upon settlers and natives.

**Pick two themes.**

**Which best explains the treatment of Native Americans between 1865-1900?**

**Which also played an important, but less significant, part?**

**Identify which was more important and write a conclusion that evaluates how and why one theme was of greater significance.**

***“They promised to take our land and they took it.” What factors affected relations between Native Americans and white Americans between 1840 and 1914?***

***How did these factors impact upon the behaviour of white American settlers? Give reasons and examples.***

*Westwards expansion and the coming of the railroad*

*The Civil War and the Plains Wars*

*A desire for cultural assimilation and education*

*Reservations and the Dawes Severalty Act*

***How did each factor impact upon the lives of Native Americans? Give reasons and examples.***

**Move into groups of four  
with people who have  
looked at the different  
themes in the textbooks.**

***Share your findings on the  
different matters so your  
description boxes are  
complete.***

**Which groups of people / factors were responsible for the degradation of Native American cultures?**

**Complete the impact boxes  
with the rest of your group.**

To what extent were the American government guilty of genocide of the Native Americans?

Agree



Disagree

**To what extent was the  
treatment of the Native  
Americans deliberate  
persecution prior to the  
First World War?**

“I want to say that further you are not a great chief of this country. That you have no following, no power, no control. You are on an Indian reservation merely at the sufferance of the government. You are fed by the government, clothed by the government, your children are educated by the government, and all you have and are today is because of the government. If it were not for the government you would be freezing and starving today in the mountains. I merely say these things to notify you that you cannot insult the people of the United States of America or its committees ...the government feeds and clothes and educates your children now, and desires to teach you to become farmers, and to civilize you, and make you as white men.”

*-Senator John Logan, 1883*

“In a short time a group of commissioners arrived to begin organization of a new Indian agency in the valley. One of them mentioned the advantages of schools for Joseph’s people. Joseph replied that the Nez Percés did not want the white man’s schools. “Why do you not want schools?” the commissioner asked. “They will teach us to have churches,” Joseph answered. “Do you not want churches?” “No, we do not want churches.” “Why do you not want churches?” “They will teach us to quarrel about God,” Joseph said. “We do not want to learn that. We may quarrel with men sometimes about things on this earth, but we never quarrel about God. We do not want to learn that.”

— *Dee Brown, Bury My Heart at Wounded Knee: An Indian History of the American West*



“These Indian tribes are the wards of the nation. They are communities dependent on the United States. Dependent largely for their daily food. Dependent for their political rights. They own no allegiance to the states, and receive from them no protection. Because of the local ill feeling, the people of the states where they are found are often their deadliest enemies. From their very weakness and helplessness, so largely due to the course of dealing of the federal government with them and the treaties in which it has been promised, there arises the duty of protection, and with it the power. This has always been recognized by the executive and by Congress, and by this Court, whenever the question has arisen.”

**Extract from the Supreme Court judgement *Lone Wolf vs Hitchcock, 1903*. The judgement allowed Congress to overrule pre-existing treaties with the Native Americans.**

***Why does this say that the Native Americans needed the support of the American government?***

***Whose fault is that, and why?***

“These Indian tribes are the wards of the nation. They are communities dependent on the United States. Dependent largely for their daily food. Dependent for their political rights. They own no allegiance to the states, and receive from them no protection. Because of the local ill feeling, the people of the states where they are found are often their deadliest enemies. From their very weakness and helplessness...there arises the duty of protection, and with it the power.”

*This is an extract from the judgement of a crucial Supreme Court judgement of 1903- Lone Wolf vs Hitchcock. Read through the summary you have been provided.*

- 1. What did the judgement allow Congress and the Federal government to do?***
- 2. What rights from the Medicine Lodge Treaty were taken away from the Kiowa?***
- 3. What does this tell you about the attitudes of the American government towards the tribal governments that ran the reservations?***
- 4. What opportunities might this offer to the American government in their relationship with the Native Americans?***

**In what ways would being given the status of 'a ward of the state' affect the lives of Native Americans?**

**In what ways was Lone Wolf vs Hitchcock significant?**

# Read through the information about the Dawes Severalty Act.

How could this information be used to support the following interpretations?

- 1. The American government had a desire to assimilate the Natives into 'Americans'*
- 2. The American government wanted to destroy Native cultures.*
- 3. The American government were not interested in the rights of Natives, and put the interests of white settlers first and foremost.*

**“The government’s approach to the Native American peoples was driven by a desire to ‘civilise’ them. The Dawes Act was ‘the Magna Carta of the Indians’ (Alice Fletcher, leader of the *Friends of the Indians*)”**

***“The ‘Indian Problem’ had been created by the behaviour of white settlers; the actions of the government in the late 19<sup>th</sup> / early 20<sup>th</sup> century were genuine attempts to solve the ‘Problem’.”***

**“The actions of the Federal government were a deliberate attempt to destroy Native American culture.”**

**For each of the interpretations given, outline the argument that you could make and the evidence that you could use to support it.**

<p><b>“The government’s approach to the Native American peoples was driven by a desire to ‘civilise’ them. The Dawes Act was ‘the Magna Carta of the Indians’ (Alice Fletcher, leader of the Friends of the Indians)”</b></p>	<p><b><i>“The ‘Indian Problem’ had been created by the behaviour of white settlers; the actions of the government in the late 19th / early 20th century were genuine attempts to solve the ‘Problem’.”</i></b></p>	<p><b>“The actions of the Federal government were a deliberate attempt to destroy Native American culture.”</b></p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------

--	--	--

**Which of these interpretations is the most convincing, and why?**

**Why is one  
argument more  
convincing than  
another?**



“All noncitizen Indians born within the territorial limits of the United States be, and they are hereby declared to be, citizens of the United States: Provided that the granting of such citizenship shall not in any manner impair or otherwise affect the right of any Indian to tribal or other property.”

*June 2, 1924*

**Should  
geography  
confer  
citizenship?**

**In what ways did the granting of citizenship make it easier for the government to deal with Native Americans?**

**How would these different groups view the granting of citizenship, and why?**

- 1) Federal government**
- 2) *Native Americans***
- 3) White European settlers**

**“The government feeds and clothes and educates your children now, and desires to teach you to become farmers, and to civilize you, and make you as white men.” – Senator John Logan, 1883**      *How did this factor contribute or hold back the process of assimilation of Native Americans?*

Legislation and the Federal Government		
	Describe	How did this factor make it easier or harder for the US Government to assimilate Native Americans?
Dawes Severalty Act 1887		
Indian Citizenship Act 1924		
The ‘Dance Order’ (Leavitt Bill 1926)		
The Meriam Report		
Indian Reorganization Act (Wheeler-Howard Act 1934)		

**“The government feeds and clothes and educates your children now, and desires to teach you to become farmers, and to civilize you, and make you as white men.” – Senator John Logan, 1883**      *How did this factor contribute or hold back the process of assimilation of Native Americans?*

The Law, the Supreme Court and the role of pressure groups		
	Describe	How did this factor make it easier or harder for the US Government to assimilate Native Americans?
Lone Wolf v. Hitchcock 1903		
Harrison v. Laveen 1948		
Society of American Indians (SIA)		
American Indian Defense Association (AIDA)		
National Congress of American Indians (NCAI)		

**“The government feeds and clothes and educates your children now, and desires to teach you to become farmers, and to civilize you, and make you as white men.” – Senator John Logan, 1883**      *How did this factor contribute or hold back the process of assimilation of Native Americans?*

Key Individuals		
	Describe	How did this individual make it easier or harder for the US Government to assimilate Native Americans?
John Collier		
President Hoover		
Charles Roads		
President Roosevelt		
Gladys Tantaquidgeon		

**“The government feeds and clothes and educates your children now, and desires to teach you to become farmers, and to civilize you, and make you as white men.” – Senator John Logan, 1883**      *How did this factor contribute or hold back the process of assimilation of Native Americans?*

Key Turning Points		
	Describe	How did this factor make it easier or harder for the US Government to assimilate Native Americans?
First World War		
1920s		
The New Deal 1933-45		
Second World War		



**What can make  
particular  
periods of time  
turning points?**

**Divide the boxes on the table regarding the key turning points.**

**Read through the text on the First World War, and identify in one column things that enabled assimilation, and things that made it more challenging.**

**Using your notes, do the same thing for the 1920s.**

**Make sure you mention the positives (ie, the creation of AIDA) and the negatives (ie, the attempts to stifle native American cultures through the Dance Orders). Positives and negatives may be mentioned in both categories.**

**“The government feeds and clothes and educates your children now, and desires to teach you to become farmers, and to civilize you, and make you as white men.” – Senator John Logan, 1883**      *How did this factor contribute or hold back the process of assimilation of Native Americans?*

Key Turning Points		
	Describe	How did this factor make it easier or harder for the US Government to assimilate Native Americans?
First World War		
1920s		
The New Deal 1933-45		
Second World War		

**How far had the Native Americans assimilated into wider American society in relation to your theme?**

**Why was this? What was causing this to occur?**

**Political assimilation**

***Economic assimilation***

**Cultural assimilation**

***Legislative assimilation***

**Social assimilation**



**Given what we already know about the New Deal, how might it have led to an improvement in the position of Native Americans?**



“The range must be saved or the Navajos must disperse into the white world. Dispersal would bring death to the Navajo spirit, the obliteration of the Navajo rainbow forever.”

*John Collier*



FDR signing the Indian Reorganization Act, 18 June 1934

**How far was the New Deal positive for Native Americans?**

**Read through the articles, identifying both positives and negatives.**

# How far was the New Deal positive for Native Americans?

**POSITIVE**

**NEGATIVE**

**Last lesson we were looking at the New Deal and its impact upon Native Americans.**

**One half of the room is going to be writing a broadly positive interpretation, the other a broadly negative interpretation.**

**The historians' interpretations that you will get in the exam will:**

- **Try to illustrate the wider context in some way**
- **Be approximately 400-500 words long (ie, a side of handwritten A4)**
- **Have a clear argument running through them**
- **Show both sides of the argument**
- **May include some evidence that supports their argument, but will likely not be crammed with detail to allow students to demonstrate their own knowledge.**

**I will be copying these interpretations to share them with you as potential revision materials, so do try and make them both well-written and legible.**

## World War II

### In what ways would this factor help or hinder Native Americans?

- a) 100,000 Native Americans left the reservations: 25,000 joined the army, whilst 75,000 moved to urban areas to do war work.
- b) *Federal funding for the reservations was dramatically reduced during wartime as a result of the war effort.*
- c) Many Native Americans returned to the reservations following the war. The reservations, because they were self-governing, were not involved in Federal schemes for returning veterans, wherein tuition fees, low cost loans and reduced mortgage rates were made available for the majority of former servicemen.

**How could the dire situation in the reservations- poverty, joblessness, alcoholism, a lack of education- have been fixed?**

**Come up with a number of possible solutions. They can be as radical as you like.**

**Did any of you suggest that the solution would be to remove the recognition of the tribes and tribal leaders?**

**Why / why not?**

**“The Federal government’s ‘termination’ policy was a legitimate attempt to improve the lives of Native Americans on the reservations.” How far do you agree?**

**What were the intentions of the termination policy?**

***What were the consequences of termination?***

**What is your interpretation of termination?**

**“The Federal government’s ‘termination’ policy was a legitimate attempt to improve the lives of Native Americans on the reservations.” How far do you agree?**

**COMPLETE THE SHEET FOR HOMEWORK BETWEEN NOW AND NEXT LESSON.**



**Of the turning points in the early part of the twentieth century, which do you consider to be the most significant and why?**

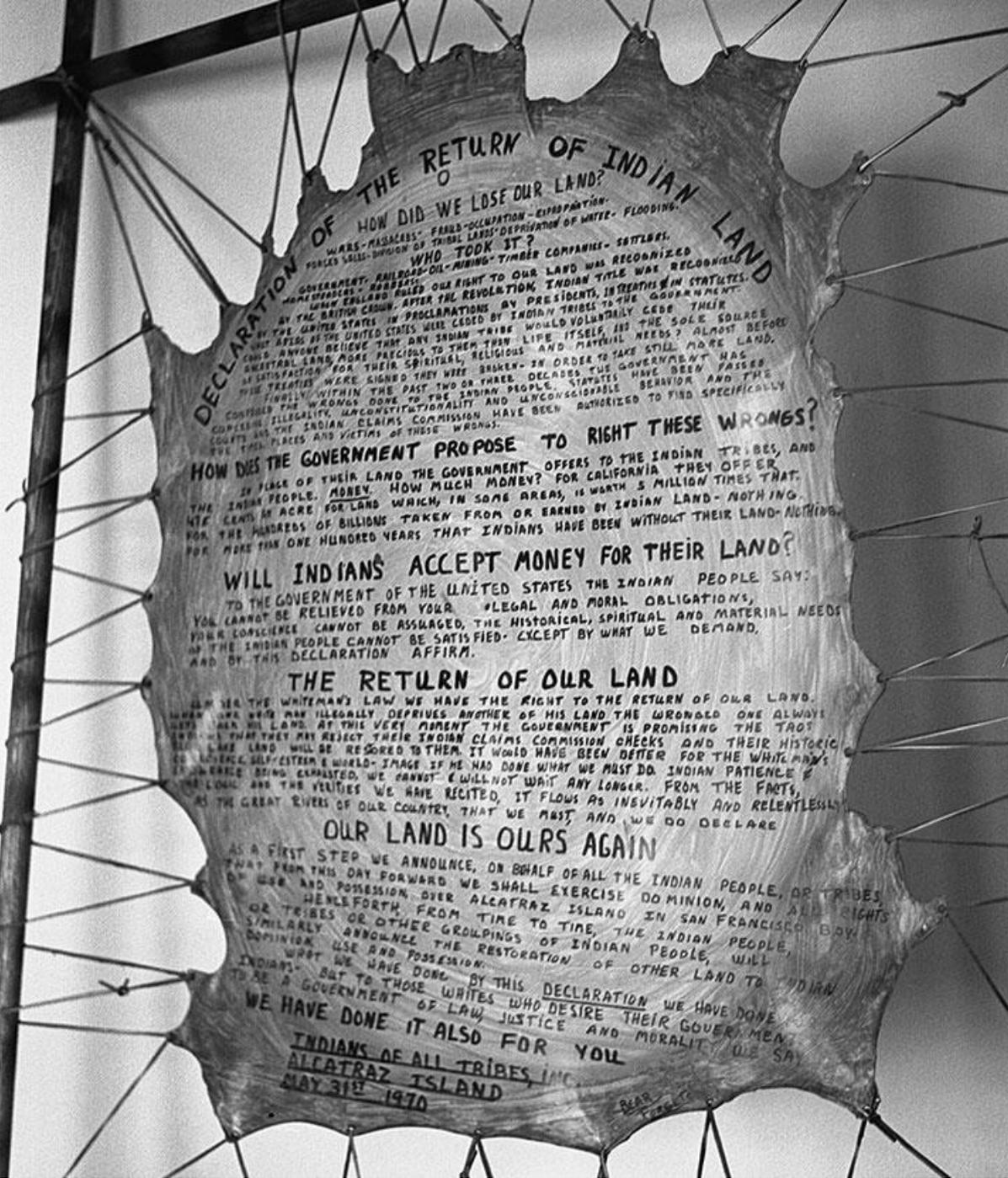
*“The Federal government’s ‘termination’ policy was a legitimate attempt to improve the lives of Native Americans on the reservations.”* How far do you agree?

<b>What were the intentions of the termination policy?</b>	<b><i>What were the consequences of termination?</i></b>	<b>What is your interpretation of termination?</b>
------------------------------------------------------------	----------------------------------------------------------	----------------------------------------------------

--	--	--

# Read through the Alcatraz Declaration.

What can it tell you about the Indians of All Tribes group (and, more broadly, the Red Power movement)?



**DECLARATION OF THE RETURN OF INDIAN LAND**  
**HOW DID WE LOSE OUR LAND?**  
WARS - MASSACRES - FEAR - OCCUPATION - EXPROPRIATION -  
FORCED SURRENDER - DESTRUCTION OF TRIBAL LANDS - DEPRIVATION OF WATER - FLOODING.  
**WHO TOOK IT?**  
GOVERNMENT - RAILROADS - OIL - MINING - TIMBER COMPANIES - SETTLERS.  
HUNTERS - HARBORS -  
MINE OPERATIONS -  
BY THE BRITISH CROWN, AFTER THE REVOLUTION, INDIAN TITLE WAS RECOGNIZED  
BY THE UNITED STATES. IN PROCLAMATIONS BY PRESIDENTS, IN TREATIES AND STATUTES,  
THE UNITED STATES WERE CEDED BY INDIAN TRIBES TO THE GOVERNMENT.  
COULD ANYONE BELIEVE THAT ANY INDIAN TRIBE WOULD VOLUNTARILY Cede THEIR  
SACRED LANDS MORE PRECIOUS TO THEM THAN LIFE ITSELF, AND THE SOLE SOURCE  
OF SATISFACTION FOR THEIR SPIRITUAL, RELIGIOUS AND MATERIAL NEEDS? ALMOST BEFORE  
THESE TREATIES WERE SIGNED THEY WERE BROKEN - IN ORDER TO TAKE STILL MORE LAND,  
WITHIN THE PAST TWO OR THREE DECADES THE GOVERNMENT HAS  
COMMITTED ILLEGALITY, UNCONSTITUTIONALITY AND UNCONSCIONABLE BEHAVIOR AND THE  
COURTS AND THE INDIAN CLAIMS COMMISSION HAVE BEEN AUTHORIZED TO FIND SPECIFICALLY  
THE NAMES AND VICTIMS OF THESE WRONGS.

**HOW DOES THE GOVERNMENT PROPOSE TO RIGHT THESE WRONGS?**  
IN PLACE OF THEIR LAND THE GOVERNMENT OFFERS TO THE INDIAN TRIBES, AND  
THE INDIAN PEOPLE, MONEY. HOW MUCH MONEY? FOR CALIFORNIA THEY OFFER  
ONE CENT AN ACRE FOR LAND WHICH, IN SOME AREAS, IS WORTH 5 MILLION TIMES THAT.  
FOR THE HUNDREDS OF BILLIONS TAKEN FROM OR EARNED BY INDIAN LAND - NOTHING.  
FOR MORE THAN ONE HUNDRED YEARS THAT INDIANS HAVE BEEN WITHOUT THEIR LAND - NOTHING.

**WILL INDIANS ACCEPT MONEY FOR THEIR LAND?**  
TO THE GOVERNMENT OF THE UNITED STATES THE INDIAN PEOPLE SAY:  
YOU CANNOT BE RELIEVED FROM YOUR LEGAL AND MORAL OBLIGATIONS,  
YOUR CONSCIENCE CANNOT BE ASSUAGED, THE HISTORICAL, SPIRITUAL AND MATERIAL NEEDS  
OF THE INDIAN PEOPLE CANNOT BE SATISFIED - EXCEPT BY WHAT WE DEMAND,  
AND BY THIS DECLARATION AFFIRM.

**THE RETURN OF OUR LAND**  
WHEN THE WHITEMAN'S LAW WE HAVE THE RIGHT TO THE RETURN OF OUR LAND.  
WHEN THE WHITEMAN ILLEGALLY DEPRIVES ANOTHER OF HIS LAND THE WRONGDOER ALWAYS  
RETAINS HIS LAND. AT THIS VERY MOMENT THE GOVERNMENT IS PROMISING THE TROUBLED  
INDIANS THAT THEIR LAND WILL BE RESTORED TO THEM. IT WOULD HAVE BEEN BETTER FOR THE WHITEMAN'S  
REPUTATION AND HIS WORLD-IMAGE IF HE HAD DONE WHAT WE MUST DO. INDIAN PATIENCE IS  
BEING EXHAUSTED, WE CANNOT WAIT ANY LONGER. FROM THE FACTS,  
AS THE GREAT RIVERS OF OUR COUNTRY, THAT WE MUST, AND WE DO DECLARE

**OUR LAND IS OURS AGAIN**  
AS A FIRST STEP WE ANNOUNCE, ON BEHALF OF ALL THE INDIAN PEOPLE, OR TRIBES,  
THAT FROM THIS DAY FORWARD WE SHALL EXERCISE DOMINION, AND ALL RIGHTS  
OF USE AND POSSESSION OVER ALCATRAZ ISLAND IN SAN FRANCISCO BAY,  
HEREFORTH, FROM TIME TO TIME, THE INDIAN PEOPLE,  
OR TRIBES OR OTHER GROUPINGS OF INDIAN PEOPLE,  
SIMILARLY ANNOUNCE THE RESTORATION OF OTHER LAND TO INDIAN  
DOMINION, USE AND POSSESSION.  
WHAT WE HAVE DONE BY THIS DECLARATION WE HAVE DONE  
FOR THE INDIAN PEOPLE, BUT TO THOSE WHITES WHO DESIRE THEIR GOVERNMENT  
TO BE A GOVERNMENT OF LAW, JUSTICE AND MORALITY WE SAY

**WE HAVE DONE IT ALSO FOR YOU**  
INDIANS OF ALL TRIBES, INC.  
ALCATRAZ ISLAND  
MAY 31, 1970  
BEAR  
FOOTPRINT

**What factors helped increase radicalisation amongst African Americans?**

***How many of these might apply to the Native American community?***

# Reading

*Read and take notes from Chapters 12-13.*

*Read and take notes from the extracts on Red Power.*

*Due:*

What can you do when a society tells you that you should be nonexistent? As I look at it, the situation will not change unless really violent action comes about. If this country understands violence then that is the way to do it. Some of the young Indians are already talking revolution. "We have tried everything else," they say. "The only thing left is our guns. Let's use them."

***Clyde Warrior, leader of the National Indian Youth Council***



Fig. 1. Clyde Warrior in Tail Dance regalia. Courtesy of the Ponca City News.

**How would we determine if the Red Power movement was a success or not?**

<i>What factors helped contribute to increased militancy and activism amongst the Native Americans after the Second World War?</i>			
	<b><i>Evidence related to this theme</i></b>	<b>How and why did this radicalise the Native American community?</b>	<b>How far did this factor deliver improvements in Native American lives?</b>
The Siege of Alcatraz / The AIM and 'Red Power'			
Urbanisation and migration away from the reservations			
Education and Universities			
Federal Government programmes and money			

## **Necessary versus Sufficient Conditions.**

**Definition:** *A necessary condition for some state of affairs S is a condition that must be satisfied in order for S to obtain.*

*For example,* a necessary condition for getting an A in History is that a student completes an exam. This means that if a student does not complete the exam, then a student will not get an A, or, equivalently, if a student gets an A, then a student must have completed an exam.

**Definition:** *A sufficient condition for some state of affairs S is a condition that, if satisfied, guarantees that S obtains.*

*For example,* a sufficient condition for getting an A on their termly History report is getting an A on every piece of graded work in the course. This means that if a student gets an A on every piece of graded work in the course, then the student gets an A.

Handing in work to be graded is not a sufficient condition for getting an A in the course. It is possible to hand in A grade work and not to get an A in the course.

# **Are protests a necessary condition for delivering change?**

# ***Are there any sufficient conditions?***

**What do you feel were  
necessary conditions for  
achieving change for Native  
Americans?**

***(ie, what HAD to happen to  
allow Native Americans to  
change their circumstances?)***

**Rising media profile of pressure groups**

**Urbanisation**

**Education**

**Federal Govt programmes / money**

**Vs**

**Urbanisation**

**Education**

**Federal Govt programmes / money**

**Urbanisation or Rising Media Profile**

**Once you have identified something that you consider to be a necessary condition, I want you to use that to build a line of argument that explains why a particular event from the period we've studied so far was significant.**

***For example, if you are arguing that Native Americans required improvements in education in order to be able to improve their conditions, then you need to explain which events occurred that allowed this to happen- ie, the granting of American citizenship by Coolidge in 1924.***

**To what extent were the  
Federal Government  
responsible for changes in the  
lives of Native Americans  
between 1865-1970?**

**You are going to be debating whether the Red Power movement could be considered a success or not.**

***You have been given a position to support. Using the textbook, you need to find evidence to support your factor and challenge the alternatives.***

<i>What role did Red Power and the American Indian Movement (AIM) have in driving change for Native Americans?</i>		
	<b>Description</b>	<b>Why was this factor significant?</b>
Russell Means		
Death of Yellow Thunder		
Influence of African American civil rights movements		
Occupation of Alcatraz / Indians of All Tribes		
Vine Deloria Jr / <i>Custer Died For Your Sins</i>		
National Indian Youth Council		
Clyde Warrior		
Media Coverage and publicity stunts		

# How important was the Red Power movement in improving the lives of Native Americans?

Factor	Evidence that this factor delivered improvements in the lives of Native Americans	Counter-arguments that could be put forward to suggest that this wasn't the most important reason
Symbolic protests and the use of the media		
Role of President Nixon		
Role of Federal Government		
Role of the Supreme Court		

**What impact did Red Power have on the following areas? Identify specific evidence that supports each point:**

- Their social position**
- Their economic position**
- Their political position**
- Their legal position**

**In your groups, you are going to be producing a timeline of the key themes that shifted the positions of the Native Americans.**

***The instructions are on the sheet- you will be working in pairs to complete these interpretations.***

**One of the key elements of the essays that you will be writing in the exams show the extent of change over time.**

***To this end, we need to try and define this as clearly as we can by utilising and interpreting the information in different ways.***

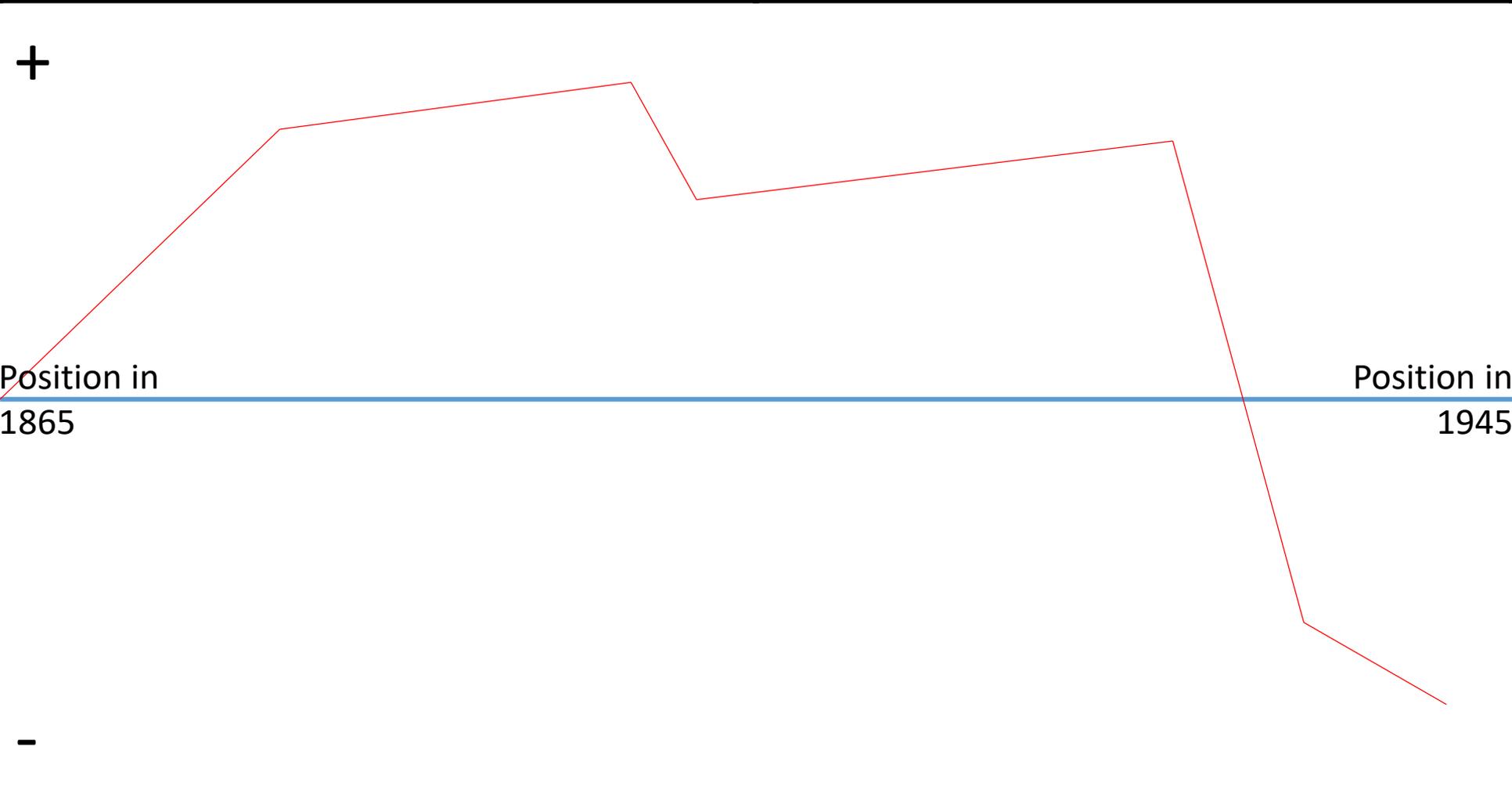
**Using the information that we have studied on the Native Americans so far, I want to show how the role of different groups changed over time.**

Political position within US society

Legal status within US society

Social position within US society

Economic position within US society



**“The Red Power movement was the most important factor in improving the lives of Native Americans.” How far do you agree with this statement for the period 1865-1992? (25 marks)**

***Plan your essay based on our last task.***

***Complete this question in exam conditions at home.***