



LESSON PLAN

The Alcatraz Occupation and Contemporary Indigenous Resistance

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LESSON PLAN

Goals

The goals of this unit are to introduce the concept of sovereignty, and how society can be shaped by shifts in government policies.

Standards - California

This unit meets California State Common Core standards for English Language Arts (SL.9-10.1, RST.9-10.7, SL.9-10.4, WHST.9-10.8, WHST.9-10.9), engineering, technology and applications of science (ESS3.A, ESS3.C, ETS1.A, ETS1.B).

Courses and Grade Level

This unit is designed for grades 9-12, and college-level curriculum use.

The recommended time to teach this lesson is in the fall for the following reasons:

- ➊ October 15 is Indigenous Peoples Day
- ➋ November is Native American Heritage Month
- ➌ The Occupation of Alcatraz took place on November 20th, 1969

Unit Length

- ➊ This unit takes approximately 5 days of instruction time.
- ➋ 225 minutes of classroom time, broken up into five, 45 minute segments
- ➌ 3 hours homework time

Required Materials

- ➊ Internet access to play videos and for classroom activities
- ➋ Alcatraz Slide Deck
- ➌ Alcatraz Discussion Guide



Objectives and Assessment

Students will be able to:	CA Standards	Learning Activity	Evidenced By
integrate and evaluate multiple sources of diverse media to gain a holistic and visual understanding of the area including and surrounding Alcatraz Island.	R.H 11-12.7 SL.9-10.1 SL.11-12.1	Mapping Demonstration and Class Discussion	Class Discussion
initiate and participate effectively in a range of collaborative discussions. understand key terms: sovereignty and environmental racism.	RH. 9-10.4	Class discussion and Worksheet	Worksheet
analyze the events leading up to, during and after the Alcatraz Occupation.	RH.9-10.3	Video and Class Discussion	Worksheet
understand and be able to articulate socio-cultural attitudes towards Indigenous issues.	ESS3.A ESS3.C SL.11-12.1 HS-LS4-6	Video and Class Discussion Teacher Presentation Worksheet Pair and Share	Worksheet
understand key terms: Indian termination, and Sovereignty compare and contrast the Federal government response to Alcatraz and Standing Rock.	RST.9-10.4 RH.9-10.9 RST. 9-10.4	Homework Teacher Presentation	Reading Richard Oakes Biography Homework
evaluate various explanations for actions or events and determine which explanation best fits textual evidence, as well as what is missing from the text.	RH.11-12.3	Group Presentation Video Teacher Presentation	Group Activity/ Presentation



Objectives and Assessment

Students will be able to:	CA Standards	Learning Activity	Evidenced By
work with peers to promote civil, democratic discussions, set clear goals, roles, and deadlines.	SL. 11-12 1.B	Group Activity	Group Activity Worksheet
engage in conversations by posing and responding to questions; provide reasoning and evidence for answers; listen to a range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and, promote divergent and creative perspectives.	Ela - literacy.sl. 11-12.1.c	Group Discussion	Small group brainstorm activity
respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions.	sl. 11-12.1.d	Homework	Essay





Required Reading

- ⦿ [Historical context of American Indian Problems](#)
- ⦿ [A History of Federal Indian Policy" Wilkins Chapter 5](#)

Handouts

- ⦿ [Who Was Richard Oaks?](#)
- ⦿ ["Alcatraz Was A Symbol"](#)
- ⦿ [Self-Evaluation](#)

Videos

- ⦿ [Sunrise Ceremony on Alcatraz](#)
- ⦿ [Richard Oaks delivers the Alcatraz Proclamation](#)
- ⦿ [From Alcatraz to Standing Rock and Beyond: On the Past 50 and Next 50 Years of Indigenous Activism](#)
- ⦿ [The Fresh Occupation of Alcatraz](#)

Dakota Access Pipeline Resources

- ⦿ [Standing Rock Primer](#)
- ⦿ [What we know about the Dakota access protests](#)
- ⦿ [What to know about the Dakota Access Pipeline Protests](#)
- ⦿ [Standing Rock Sioux and the Dakota Access Pipeline](#)

Additional Teacher Resources

- ⦿ [Kent Blansett: A History of Richard Oaks](#)
- ⦿ [We Hold the Rock](#)
- ⦿ [How a Native American Resistance Held Alcatraz for 18 Month](#)
- ⦿ [The occupation of Alcatraz was a victory for indigenous people](#)
- ⦿ [The 1969 Indian occupation of Alcatraz](#)
- ⦿ [Native American presence and occupation](#)
- ⦿ [The Structure of the Bureau of Indian Affairs](#)
- ⦿ [Tribal courts, the model code, and the police idea in American Indian policy](#)



INSTRUCTIONAL PROCEDURE

DAY 1 The 1969 Occupation Of Alcatraz

Duration	Activity	Steps and Instructions
10 minutes	Teacher Presentation	<ul style="list-style-type: none"> ➊ Open Google Voyager: Alcatraz Occupation ➋ (3 minutes) Briefly zoom around the island of Alcatraz and provide an overview of the “points of interest” on the map. See Instructor Resource for more direction. ➌ (4 minutes) Open slide deck slide 1. Introduce the Alcatraz occupation. slides 2 - 6
10 minutes	Watch Video and Lead Discussion	<ul style="list-style-type: none"> ➊ Present slide 7 and click on the Hyperlink: Sunrise Ceremony on Alcatraz ➋ Lead discussion slide 8.
10 minutes	Teacher Presentation	<ul style="list-style-type: none"> ➊ Present Richard Oaks and his role in the Alcatraz Occupation slides 9-10.
10 minutes	Watch Video	<ul style="list-style-type: none"> ➊ Play video: Richard Oaks delivers the Alcatraz Proclamation ➋ Present slides for students to read along with Oaks while he delivers proclamation slides 11 - 18
10 minutes	Teacher Presentation	<ul style="list-style-type: none"> ➊ Review Journal Instructions and pass out journal handout. slides 15-16
5 minutes	Review Homework	<ul style="list-style-type: none"> ➊ Watch Video 3: Kent Blanett: A History of Richard Oaks ➋ Pass out handout, “Who Was Richard Oaks?” Inform students that they will be filling in the worksheet ➌ While watching the video on their own.





DAY 2 Self Determination and The “Red Power” Movement

Duration	Activity	Steps and Instructions
15 minutes	Watch Video	<ul style="list-style-type: none"> ⦿ Video From Alcatraz to Standing Rock and Beyond: On the Past 50 and Next 50 Years of Indigenous Activism Part 1 (0:00-16:20)
10 minutes	Brainstorm Activity and Teacher Presentation	<ul style="list-style-type: none"> ⦿ Ask students: <ol style="list-style-type: none"> 1. What is Justice? 2. What is Self Determination? Do not answer, rather, lead them into the next activity. Brainstorm Activity: After watching “Sunrise Ceremony” and Richard Oaks “Proclamation” what are students reactions to what they saw? What questions do students have about the occupation? slide 19 Create a written list of student questions. Show images of Alcatraz to provide more context. slides 20 - 32
15 minutes	Group Activity and Presentation	Break class into groups of 5. Distribute “Alcatraz Was a Symbol” Handout and follow instructions.
5 minutes	Review Homework	Students will read the article: Historical context of American Indian Problems and prepare an essay (500 words). Prompt: Summarize the article in your own words. slide 33





DAY 3 Native Land Reform and The Dakota Access Pipeline

Duration	Activity	Steps and Instructions
5 minutes	Watch Video	The Fresh Occupation of Alcatraz
25 minutes	Teacher Presentation and Watch Video	<p>Introduce the history of Indian land reform in the United States. Summarize how Alcatraz Island was federal surplus land and how the Fort Laramie Treaty of 1868 was relevant to the Alcatraz takeover. slides 34 - 37</p> <p>Play Video From Alcatraz to Standing Rock and Beyond: On the Past 50 and Next 50 Years of Indigenous Activism Part 2 (16:20 - 30:00)</p>
10 minutes	Teacher Presentation	<p>slides 33 - 39</p> <ul style="list-style-type: none"> ➊ Share virtual handout: Standing Rock Primer ➋ While open, navigate the “primer and read pages 8-11 ➌ Using the slide deck explain the Dakota Access Pipeline
5 minutes	Review Homework	<ul style="list-style-type: none"> ➊ Provide students with the following statement: ➋ “We don’t want a pipeline to run through the state capital, we want it to run through Indian land.” ➌ Instruct students to prepare for their in class presentations as homework by reviewing resources and answering questions. <p>slides 40-41</p>





DAY 4 From Alcatraz to DAPL, Shifting Federal Policy

Duration	Activity	Steps and Instructions
10 minutes	Group Discussion- Review Slide Deck	<ul style="list-style-type: none"> ➊ Define environmental racism. slide 42 ➋ Ask the class: Is one life, whether human or nature more important than the other?
10 minutes	Watch Videos	<ul style="list-style-type: none"> ➌ Our Existence is our Resistance ➍ What to know about the Dakota Access Pipeline Protests ➎ Explain how both the "Black Snake" and Alcatraz are related. slides 5,35,37,43
20 minutes	Group Presentations	Pipeline Debate
5 minutes	Review Homework (Optional)	Have students read, "A History of Federal Indian Policy" Wilkins Chapter 5





DAY 5 Bringing It All Together

Duration	Activity	Steps and Instructions
10 minutes	Teacher Presentation	<ul style="list-style-type: none"> ➊ Review Bureau of Indian Affairs Website ➋ Class discussion (Optional): Ask students what they have learned about the Bureau of Indian Affairs.
5 minutes	Group Activity	<p>Split the room in two groups. Group 1: Dakota Access Group 2: Alcatraz</p> <p>The year is summer 2016 and a time-machine has transported DAPL protestors from the Standing Rock protest to the Alcatraz Occupation.</p> <p>Group1: Knowing the outcome of the Occupation, develop a plan to prepare for the occupation. Include the following in your plans:</p> <ul style="list-style-type: none"> ➊ How will you change the outcome of the Alcatraz occupation? ➋ The year is December 1969 and a time-machine has transported Alcatraz Occupation protestors to Standing Rock. <p>Group 2:</p> <ul style="list-style-type: none"> ➊ Describe how you will assist the Standing Rock Occupation. ➋ You will have 25 minutes to develop your plan. <p>slide 44</p>
5 minutes	Group 1 Presentation	Group 1 presents and group 2 watches.
5 minutes	Group 2 Presentation	Group 2 presents and group 1 watches.
1 minute	Teacher Presentation	Summarize slide 45

GRADING

(120 total points)

Homework (4 assignments at 10 pts each)	40 pts
Participation/In Class Discussion	10 pts
Group Activity (all 5 days)	10 pts
Class Presentations (3 presentations at 20 points each)	60 pts





GOOGLE VOYAGER DEMO

Browser: Download Google Chrome

Go to the [Voyager Demo for Alcatraz](#)

List of Key Points

1. Alcatraz Occupation
2. Alcatraz Island
3. LaNada War Jack at University of California
4. Richard Oaks at San Francisco State University
5. Indians Welcome sign
6. Blue Lake, New Mexico
7. D - Q University
8. Bureau of Indian Affairs

Install the correct web browser. Go to the [Voyager Demo for Alcatraz](#). Click on the “present” box to open the presentation screen. Begin on slide 1, Alcatraz Occupation and click on the right arrow to open slide 2, Alcatraz Island. Present the information in the right hand box. Once you have completed slide 2, continue on to slides 3 - 8. Once you have completed presenting an overview of Alcatraz and other places implicated with it, begin video 1: [Sunrise Ceremony on Alcatraz](#).



Name: _____

WHO WAS RICHARD OAKS?

Watch the video, [Kent Blanett: A History of Richard Oaks](#). Start at 9:20 and end at 30:50.

Answer the questions listed below.

Key Themes:

- Assimilation
- Federal Surplus Land
- Treaty Rights

To what tribe did Richard Oaks belong? _____

When was Richard Oaks born? _____

Who was Richard Oaks' first wife? _____

Why did he come to California? _____

What was Richard Oaks' role in the Occupation of Alcatraz? _____

Why did Richard Oaks and his family leave Alcatraz? _____

Short Answer: If Richard Oaks stayed longer at Alcatraz, do you think the occupation would have lasted longer than it did? Why or why not? (Your response should be at least 100 words long)





WHO WAS RICHARD OAKS? ANSWER KEY

The assignment is worth 10 points total, to be assessed as described below. Instructor may choose to assess the assignment as satisfactory [5-10 points] /unsatisfactory or on a grade scale:

9-10 points - A

7-8 points - B

6 points - C

5 points - D

4 points or below - F

To what tribe did Richard Oaks belong? **1 point**

Richard Oaks is Mohawk from Akwesasne, a sovereign nation located in New York state.

When was Richard Oaks born? **1 point**

May 22nd, 1942

Who was Richard Oaks' first wife? **1 point**

Annie Oaks

Why did he come to California? **1 point**

divorced/education/self-empowerment (any response earns a point)

What was Richard Oaks' role in the Occupation of Alcatraz? **1 point**

Richard is credited with being the leader of the Occupation of Alcatraz.

Why did Richard Oaks and his family leave Alcatraz? **1 point**

His step daughter passed away. The family immediately packed up and left the island never to return.

Short Answer: **4 points**

If Richard Oaks stayed longer at Alcatraz, do you think the occupation would have lasted longer than it did? Why or why not? (Your response should be at least 100 words long)

4 pts = 100 words + and complete, developed responses

3 pts = 90-100 words

2 pts = 80 words

1 pt = <80 words

0 pt = <60 words



WHO WAS RICHARD OAKS? ANSWER KEY continued

Potential reasons why the occupation may have lasted longer:

- ⦿ Under Oaks' strong leadership
 - Oaks was skilled at getting the world's attention
 - Oaks was skilled at strategizing
 - Oaks was skilled at organizing
 - Oaks kept the group focused and organized
 - Oaks was highly intelligent and knowledgeable
- ⦿ When Oaks left, the movement lost focus
- ⦿ Oaks was revered as a unanimous leader, there was no clear leader after Oaks departure. This fractionated leadership that remained and created separate groups who were vying not only for authority but also for limited resources on the island

Potential reasons why the occupation may have ended when it did:

- ⦿ No one person or leader can determine the fate of a group of people in a social movement
- ⦿ Even under Oaks leadership, the movement was not matriarchal enough, did not give the women in the movement enough opportunity to be vocal
- ⦿ A small group of people would have been overpowered by the federal government when they were forcibly removed. It doesn't matter who is in charge
- ⦿ Limited resources including but not limited to: educational needs, healthcare needs, food, clothing and natural resources would eventually force them out regardless
- ⦿ Political dissension would have naturally occurred as resources become scarce



“ALCATRAZ WAS A SYMBOL”

SMALL GROUP PRESENTATION

Group Members:

Instructions:

Determine a “speaker” and a “team leader” for each group. In your groups, discuss and write a response to the following question:

What did Richard Oaks mean when he said, "Alcatraz was simply a symbol for Indian Country!"

Have the team leader "grade" your group. Circle the correct responses:

1. Did everyone in your group participate? (yes / no)
 2. Did your group complete their statement in the time frame given? (yes / no)
 3. Did you read the statement aloud? (yes / no)



“ALCATRAZ WAS A SYMBOL” SMALL GROUP PRESENTATION INSTRUCTIONS AND GRADING

Instructions:

- ⑤ Assign students into small groups. Have students determine a “speaker” and a “team leader” for each group. Post the following statement somewhere the entire class can see:

“Alcatraz was simply a symbol for Indian Country!” - Richard Oakes

- ⑥ Ask students to discuss the statement in their small groups, and write a full response to the prompt with the names of each group member on the paper.
- ⑦ Have each speaker present their group’s statements to the class. Once every group has presented, have each team leader “grade” the group and hand in their group statements.

Grading: Pass/Fail (3 pts)

Team Leader will grade as follows:

1. Did everyone in your group participate? (yes / no)
2. Did your group complete their statement in the time frame given? (yes / no)
3. Did you read the statement aloud? (yes / no)





PIPELINE DEBATE

SMALL GROUP ACTIVITY AND PRESENTATION

**Grading: Pass/Fail or
10 pts total towards final grade**

Instructions:

1. Provide students with the following statement:
"We don't want a pipeline to run through the state capital, we want it to run through Indian land."
2. Break students into their original two groups. Have each group select a spokesperson and work together to develop an argument to present to the class.

Group 1: What arguments support having a pipeline run through the Standing Rock Reservation?

Group 2: What are the arguments against having a pipeline run through or around the Standing Rock reservation?

3. Inform students that they can use the following resources to research their positions:

[**Standing Rock Primer**](#)

[**What we know about the Dakota access protests**](#)

[**What to know about the Dakota Access Pipeline Protests**](#)

[**Standing Rock Sioux and the Dakota Access Pipeline**](#)

Both groups will have 15 minutes total to prepare their arguments

- Provide groups a 5 minute warning that time will be ending and that they will need to have their spokesperson selected who will present their groups argument
- Group 1 will have 5 minutes to present their argument
- Group 2 will have 5 minutes to present their argument



TIME MACHINE

SMALL GROUP ACTIVITY AND PRESENTATION

1. Split the room in two groups.

Group 1: Dakota Access

Group 2: Alcatraz

2. Explain the activity:

The year is summer 2016 and a time-machine has transported DAPL protestors from the Standing Rock protest to the Alcatraz Occupation.

3. **Group1:** Knowing the outcome of the Occupation, develop a plan to prepare for the occupation.

Include the following in your plans:

How will you change the outcome of the Alcatraz occupation?

4. The year is December 1969 and a time-machine has transported Alcatraz Occupation protestors to Standing Rock.

5. **Group 2:** Describe how you will assist the Standing Rock Occupation.

6. You will have 25 minutes to develop your plan.





TIME MACHINE

IN CLASS PRESENTATION

Self-Evaluation

For your final project you were asked to work with a group of students to create a presentation. One part of your grade is determined by your ability to work effectively with your team. I would like your input on both how you did, and how your teammates did. Please complete the series of questions below for yourself, and then for each of your team members.

YOUR NAME: _____

On a scale of 1 to 4, rate your contributions to the presentation on the following dimension.

Here's the meaning of the scale:

1= Did not do this at all; 2= Did this at least once; 3= Did this 2 or more times; 4= Yes, and did this well.
(10 pts total)

- I contributed my original ideas to the creation of the project.
- I worked with my team to integrate all of our ideas into the project as it developed.
- I helped our group presentation by adding in key ideas from the videos and materials provided in class and homeworks
- I completed tasks scheduled by my team in a timely, responsible manner.
- I helped to design (figuring out order, images, graphic design, etc.) and share (e.g. giving it, rehearsing with the speaker, etc.) the presentation.

Comments? Please use this space to include any additional information I should have about your contributions to this project, paper, or presentation.



APPENDIX CALIFORNIA STATE STANDARDS

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection and research

WHST 11-12.1.E Provide a concluding statement or section that follows from or supports the argument presented.

WHST 11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

RST.9-10.7 translate information expressed visually into words

SL.9-10.4 Present information, findings and supporting evidence clearly, concisely and logically

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions

ESS3.A: Natural Resources

Resource availability has guided the development of human society. (HS-ESS3-1)

All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (HS-ESS3-2)

ESS3.C: Human Impacts on Earth Systems

The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (HS-ESS3-3)

Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. (HS-ESS3-4)

SL.11-12.1 initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

SL. 11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL. 11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context

RH 11 - 12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

SOURCE:

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>