

WWP Lesson Plan

Tribal Sovereignty and the Right to Self Determination

This template was created to help those planning and teaching Party classes to make those interactive, interesting and consistent so that they can be reproduced in the future.

*Teacher Preparations and *Essential Understandings	*Consider accessibility and accommodation needs. *Duplicate selected texts; all participants may not have access to computer/phone. *Before teaching, identify the most important lessons people should learn on this topic.
Essential Understandings	“The history of the United States is a history of settler colonialism— the specific form of colonialism whereby an imperial power seizes Native territory, eliminates the original people by force, and resettles the land with a foreign, invading population. ” - Nick Estes, <i>Our History is the Future</i> <ol style="list-style-type: none">1. The United States committed genocide against Native Americans2. Genocide against Native Americans is ongoing3. You are living on stolen land
Overview of Class	Basics: Who is a settler? What is the difference between colonialism and settler-colonialism? What are some examples of settler-colonialism? Colonialism? Core Concepts Discovery Doctrine/Manifest Destiny Tribal sovereignty Marxism vs. Marxism-Leninism Self-Determination Federal Recognition Land Back Blood Quantum Paper Genocide U.S. racial “science”

Overview of Class (contd.)	Key Terms Tribe Tribal Structure Treaty Indian Termination Era Bureau of Indian Affairs Indian Reservation Indian Child Welfare Act (ICWA) Native American Graves Protection and Repatriation Act (NAGPRA)
Motivating Question	Give an ice-breaker question relevant to this class: Whose land are you on?" Link to this tool: native-land.ca/
Readings, Materials, Links	*The class leader(s) should tell participants to please ask the group to STOP the reading--at any point--if they get spaced out, confused or have questions or comments or examples. This will encourage deeper conversation.
Methods of learning: (Should have several methods: people learn in different ways)	Lecture Reading/reading out loud together Discussion Slides
Discussion Questions	In the slide show
Organizing	Encourage discussion about how the visual of the map in the slide show connects to how you would talk to people about Indigenous issues.
Skill Building	Share skills relevant to organizing in relation to topic: slogans, chants placard making, petitioning, outreach, rally organizing in relation to the Day of Mourning in November.
Reflection	Save some time at the end for participants to answer questions about the class: 1. What will you remember/be useful for you? 2. What would you change, spend less time on, or make less confusing?