## **UNIT 4: HIGH SCHOOL – UNITED STATES HISTORY**

# WORLD WAR II, THE COLD WAR, AND INTERNATIONAL RELATIONS: TERMINATION AND RELOCATION

### Level 1

#### **Instructional Support Materials**

Webquest: http://zunal.com/introduction.php?w=64555 (being updated) <u>Termination of Federal Supervision: The Removal of Restrictions Over Indian Property</u> <u>and Person Excerpt</u> <u>Termination of Federal Supervision: The Removal of Restrictions Over Indian Property</u> <u>and Person Excerpt (Spanish Language Version)</u>

#### Learning Goals

Students will:

- Read an article giving a brief overview of the Termination Era.
- Break into groups and read two different perspectives on Termination.
- Debate as either a member of a group representing the Klamath and opposed to termination or as a member of a group representing the US Government and supporting termination.

Time: 1 class period

#### **Learning Activities**

- Students read the article "Termination, Relocation, and PL280: Introduction" (from the Indian Land Tenure Standard 2 Curriculum – lesson 4) found under the INTRODUCTION tab of the webquest: http://zunal.com/introduction.php?w=64555UH
- 2. Split the class into two groups a group representing members of the US government seeking to terminate the Klamath and a group representing Klamaths opposed to termination.
- 3. Review the Klamath Tribe's statement on their termination and restoration, http://klamathtribes.org/history/. This will be available to students representing Klamath members opposed to termination in the Resources section under the webquest tabs of "TASK" and "PROCESS."
- 4. Review and excerpt from the 1957 article, "Termination of Federal Supervision: The Removal of Restrictions Over Indian Property and Person," by Arthur V. Watkins, a senator from Utah and former chairman of the Indian Subcommittee of the Senate Interior Committee. This will be available to

students representing the US government in favor of Termination in the Resources section under the webquest tabs of "TASK" and "PROCESS."

- 5. Explain to the students that they will explore the arguments for and against this policy in a mock hearing in which students will debate about whether or not the Klamath Tribe should be terminated. The hearing should be imagined to take place before the Klamath Termination Act of 1954.
- 6. Before the debate, have each group brainstorm a list of arguments either for or against the termination of the Klamath which can be summarized in a five minute presentation by a representative from each group.
- 7. After each presentation, allow the groups to debate the matter further for about 10 minutes. They should remain in their roles until this debate is over.
- 8. After the debate, ask the students to discuss what they really think about the termination of the Klamath.

#### Looking Ahead to Level Two Curriculum:

If time allows, ask students to hypothesize what actually happened after the termination of the Klamath, particularly in socio-economic and cultural terms.

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