

1924 Class Mural © Cheryl Tuttle

1924 Indian Citizenship Act



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Authors and Collaborators:

- Cheryl Tuttle (Yurok/Karuk) Educator and Cultural Preservationist
- Formatted and edited Maggie Peters (Yurok/Karuk) NASMC Learning Specialists
Humboldt County Office of Education

Grade Level: 9-12

Subjects: English Language Arts, History Social Science, Visual Arts, Ethnic Studies

Time Frame: Two 55 minute sessions

Links:

 **Slides: 1924 Indian Citizenship Act**

[Indian Citizenship Act of 1924](#)

 **Student Handouts: 1924 Indian Citizenship Act**

Materials Needed:

- Projector, Screen, Speaker for videos
- Pencils
- One-to-One Devices
- Part 4
 - White art paper,
 - glue sticks,
 - file folders,
 - scissors,
 - pencils,
 - Oil pastels (or colored pencils or markers if oil pastels unavailable)
 - Optional blending tool (cotton swabs, q-tips, erasers, etc)

Curriculum Themes

- ☒ History
- ☐ Cultural Strengths
- ☒ Law/Government
- ☐ Relationship to Place
- ☒ Cross Curricular Integration

Unit Overview

This unit introduces the historical, cultural, and political impacts of the 1924 Indian Citizenship Act by examining how U.S. citizenship was extended to Native peoples and the ongoing



struggle for sovereignty and civil rights that has followed. Through interactive activities, visual slides, primary source analysis, and student-led research, learners will build an understanding of Native identity, government policy, and resistance through an Indigenous perspective.

The unit is structured into four flexible parts that can be taught across multiple days or as a condensed unit, depending on time and class pacing. The provided Google Slides are animated and essential to guiding instruction. Each slide is thoughtfully sequenced to build knowledge gradually and engage students with images, prompts, and direct content. Slides should be presented in “slideshow mode” for proper animation and pacing.

Part 1 – Setting the Historical Context (60 min):

Students begin by examining how colonization, the California mission system, the Gold Rush, and state-sanctioned violence devastated Native Californian populations and lifeways. An impactful survivor simulation, vocabulary work, and visual activities help students grasp the scale and complexity of this history.

Part 2 – Citizenship, Sovereignty, and Identity (60 min):

This lesson centers Native perspectives on identity, belonging, and sovereignty. Students learn why Native Americans were excluded from the 14th Amendment and explore the legal and personal contradictions of being “granted” citizenship. Primary sources, discussion prompts, and handouts help students unpack the emotional and ethical impact of U.S. policies toward Indigenous peoples.

Part 3 – Mini Research & Group Presentations (60 min):

In small groups, students research and present on one of two focused topics, “The impact of Native American veterans on the 1924 Act” or “Ongoing challenges related to Native citizenship and voting rights.” This activity supports collaboration, critical thinking, and respectful discussion. Group presentations allow for creativity and build public speaking skills, with a simple scorecard included for self- and peer-assessment.

(additional curriculum from PBS *The Warrior Tradition* can be found in the resources)

Part 4 – Creative Reflection Through Art (55 min):

The final session invites students to process and reflect through visual expression. Students will contribute to a class mural. This closing activity invites healing, creativity, and will provoke public awareness of the 1924 Indian Citizenship Act.



Learning Goals

- Identify the cause for 90% population decline among California Indians.
 - Examine citizenship prior to 1924.
 - Evaluate the purpose of the 1924 Indian Citizenship Act.
 - Understand the connection of WW1 veterans to citizenship rights.
 - Analyze the impact of the 1924 Indian Citizenship to voting rights.
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Background for Educators

Before teaching about the 1924 Indian Citizenship Act, it is essential for educators to have a grounding in both the history and the best practices for approaching topics that involve trauma, injustice, and Native American experiences. This history is often painful and rarely taught accurately in schools, yet it is critical to understanding the lives, rights, and resilience of Native peoples today.

By 1924, Native Californians had endured over 150 years of violence and colonization. Beginning with the Spanish mission system in 1769, Native people were forced into religious conversion, hard labor, and cultural suppression. When California became a U.S. state in 1850, these conditions worsened. California's government actively supported extermination policies, including paying bounties for Native scalps and passing laws like the Act for the Government and Protection of Indians, which stripped Native people of basic rights and enabled the indenture and trafficking of Native children and adults. The Gold Rush brought widespread land theft, environmental destruction, and increased settler violence. By 1900's, the Native population of California had declined by an estimated 90%, devastated by settler colonialism.

Despite this, Native people persisted. Many joined the military during World War I, more per capita than any other ethnic group, often with the promise of citizenship upon their return, forcing Native people to "earn" their citizenship, unlike any other population in the U.S. Their service helped pave the way for the Indian Citizenship Act of 1924, which granted U.S. citizenship to Native Americans while allowing them to retain membership in their tribal nations. However, many Native people still faced barriers to full participation in American democracy, including voter suppression tactics like poll taxes, literacy tests, and outright discrimination at the polls. It wasn't until the Voting Rights Act of 1965 that those legal obstacles were formally outlawed, though voter suppression continues in modern forms, including limited polling access and rejection of tribal IDs in some states.

As educators, teaching this history requires care, honesty, and cultural responsiveness. Native students, whether they have deep knowledge of their tribal history or not, may carry generational trauma related to these events. It is important to avoid putting Native students on



the spot, expecting them to speak on behalf of all Native people, or making them feel like their identity is only tied to loss and pain. All students benefit from learning about Native histories in ways that also center honesty, survival, resistance, community strength, and cultural revitalization.

To support students in this lesson:

- Use trauma-informed practices. Let students process in quiet, non-verbal ways if needed.
- Always frame Native peoples as sovereign nations with distinct cultures and systems of governance, never depict Native peoples solely as peoples of the past.
- Highlight Native resilience alongside historical oppression. Include contemporary voices, examples, and achievements.
- Let students know it's okay to feel uncomfortable—but that facing injustice is part of learning to be a critical thinker and responsible member of society.

You don't need to be an expert to teach this history, you just need to approach it with humility, honesty, and a willingness to keep learning. Your care and preparation matter. When done with respect, this lesson not only builds historical understanding but also deepens empathy, civic awareness, and cultural respect in the learning environment.

Historical Background:

Prior to 1924, the California Indian had experienced devastating loss of life, culture, and land. When California became a Spanish Territory in 1769, Spain began to occupy California through the mission system and military outposts, many Native people were brought by force or coercion to the missions as forced labor to build the missions, farm the land, and do the domestic and labor intensive work required for large populations. Native people were required to renounce their tribal beliefs, culture and language and become Christianized and follow the directives of the Catholic Church. This type of colonization primarily occurred along the Pacific coast of California from Mexico to Mendocino County in northern California. As Spain began to occupy the state and divide the land amongst its citizens, California Natives were driven off their land, subjugated and forced to work on the Rancheros or fend for themselves in unpopulated areas.

California was ceded to the United States in 1848 and became a state in 1850. Gold was discovered in 1848 and the state's population dramatically increased. Hundreds of thousands of people came to California to strike it rich in the gold fields or exploitation of other resources. While the settler population significantly increased, the Native population dramatically decreased. About 90% of the Native Californians died from disease or murder and many tribes were displaced without a home, without a traditional land base and suffering from refugee conditions. The first governor, Peter Burnett, called for a "War of Extermination" of the local



natives and empowered the state government to pay vigilante groups to hunt down and kill Natives.

In the meantime, in 1850, California implemented a law called, “The Act for Government and the Protection of Indians” was created which prohibited Natives from defending themselves in court, allowing Natives to be indentured if deemed vagrants or if they were convicted and found guilty in court. It allowed Native children to be placed in “custodianship”, which was another way of indenturing them, this led to children being kidnapped and sold to the highest bidder. This Act also paid vigilante groups for Native scalps

From 1848 to 1855, the forty-niner gold seekers were devastating the land with hydraulic mining, logging large areas, damming the rivers and creeks, all of which allowed sediment to clog up the rivers and affect the fish food source. On land, native animal species were being overly hunted and displaced by range and farm stock. When Natives, who had been displaced from their homes, went back to their traditional areas, they would find their lands occupied and/or devastated from the search for gold and a significant increase in non-native settlers claiming the land.

As a result of the missions, the gold rush and the extermination policies, the California Indian population decreased about 90% before the year 1865. The Natives that still survived, experienced the effects of extreme loss in terms of tribal populations, the eradication of entire villages and tribes, and many surviving Natives were now homeless or fleeing hostilities. .

By the time of 1924, many of the native people had learned how to assimilate into the settler population and many were driven onto reservations, which in many cases, were not within their original homelands. Despite the hostile treatment by settlers, when World War 1 broke out in 1914, many native people joined the effort and fought overseas on behalf of the U. S.. Some were recruited, but many joined on their own accord. The percentage of Native Americans in WW1 exceeded any other ethnic group. Natives who joined were promised citizenship upon their completion of military service. When the Native Americans who served in WW1 returned home, they encouraged and staunchly advocated for all Natives to receive citizenship. While being the first people on the land, Native Americans were granted citizenship after White Americans, Black Americans and women. The Citizenship Act was signed by President Calvin Coolidge on June 2, 1924. The Indian Citizenship Act allowed all natives to become citizens of the United States and retain their right to be members of their Native tribe.

Despite the 1924 Indian Citizenship Act, many Native Americans faced legal and systemic barriers to voting. Some states had required literacy tests, which excluded Natives who didn’t speak English but spoke only their Native language. Some states instituted poll taxes, which required an individual to pay a tax to vote. Some voting precincts refused to let a Native person vote because they were already members of their tribe, hence the precinct said they couldn’t be a citizen of their tribe and be considered a citizen of the U. S., although the act



explicitly permitted a dual standing. It wasn't until the 1965 Voting Rights Act, which was the result of the Civil Rights Movement in the 1960's, did all Native people gain the right to vote and all the states had to adhere to dictates of the federal government.

Today, Native people must actively remain vigilant to secure the right to vote. Redistricting, making polling places hundreds of miles away from reservations, or requiring street addresses have been some of the ways to discourage Native voting. However, today, there are many watch groups, such as the Native Americans Rights Fund, that watch current happenings across the nation to make sure states and the federal government are accountable to Native American citizens.

Curriculum Standards

History and Social Science:

- HSS-11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
 - 1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
- HSS-12.2. Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
 - 6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

English Language Arts:

- CCSS.ELA-Literacy.W.9-12-10.2.d
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- CCSS.ELA-Literacy.W.9-12-10.4
 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-Literacy.RI.9-12-10.4
 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

California State Standards for Visual Arts:



- 7.VA:Cr 2.3 (.6a, 7a, 8a) Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
- 7.VA:Re 7.2 Describe what an image represents.

Theme for Ethnic Studies: Understanding US Government policy, civil rights and Indigenous perspectives with a critical and artistic lens.

Teacher Directions

Before the lesson, print Student handouts (linked above) and have Lesson Slides (linked above) projected on the classroom screen for student view. If a classroom projector and/or screen is not available, the slides could be linked to a google classroom or online student platform (use of slides are required for this lesson). Lesson slides are created to facilitate the lesson. Lesson Slides are animated to gradually provide information, so make sure to present using “slideshow” mode. Content will appear on click.

Part 1: 55-60 minutes

- ❖ Slide 1-3: Introduce topic and learning goals through slides 1-3.
- ❖ Slides 4-7: Introduce the four vocabulary words. Note: Naturalization is applied to anyone who belongs to a different nation and is admitted as a citizen of their chosen country. Note the irony of this term when applied to the Native American. The first peoples of the land are considered “foreigners” of their own land.
- ❖ Slide 8: Introduce the first lesson and explain that while this lesson is on the 1924 Indian Citizenship Act, it is important to understand the treatment of the Native people on this land by the colonizers. Have students read the quote on Slide 8 and ask for volunteers to explain what they think this quote means.
- ❖ Slide 9: Tell the students that the next several slides are going to show three major impacts by new settlers on Native people. After engaging in the slide activity, ask them to stand up and count off by 9 and ask those 9 students to sit down, skipping the 10th student. This will demonstrate how many survivors there would be if 90% died. (In classes of 25-30, 3 would remain).
- ❖ Slides 10-11: Tell students that there are major historical events that led to only 10% of the Native people to survive. Read through the slide and let your class know that missions had a devastating effect on Native population and culture. Upon entry of the missions, native people had to renounce their beliefs and culture and become Christians. They worked very hard, men were separated from women, families were separated, and they worked on a bell system that required them to get up early, say prayers, eat a little and work all day, eat, say prayers and go to bed and do the same thing the next day. The physical labor was strenuous and many people died at the missions. Also, disease



spreads easily and quickly at the missions. If a native tried to escape them the troops at the closest Spanish Fort would hunt them down and return them.

- ❖ Slides 12-13: The Gold Rush had the greatest impact on California Indian population decline. In 1850 when Gold was discovered, hundreds of thousands of mainly males came to California to strike it rich. The forty-niners, as they were called, contained a ruthless group of individuals, out to strike it rich and eliminate any obstacles in their way. Native people were considered obstacles; some worked for the forty-niners as laborers, but most were just removed from the areas they were mining. Many natives were killed, women were raped and taken as “wives” by the forty-niners. The land was also devastated, as the hydraulic hoses literally sprayed away hillsides so the gold miners could look for gold in the mountains. Forests were clear, rivers were blocked and filled with silt and many mining places were unrecognizable once they had been left after no gold was found. In the meantime, large cities and towns were springing up across California to accommodate the increased population. Watch a few videos if you have time.
- ❖ Slides 14-15: In 1850, governor Peter Burnett called for a War of Extermination on the Natives, making the native the enemy of the state. Settlers who wanted land needed the natives off the land. Starting in the 1860's the soldiers began moving natives to Reservations in order to “keep them safe” from the settlers and allowed the land to be opened up for the settlers. Many natives were placed on reservations far from home. In 1850, The Act for Government and the Protection of Indians was passed. In this act, Native people could not speak against a white person in a court of law. Native people found “loitering” could be arrested and any person arrested and convicted could be indentured by a landowner for many years. This act also allowed “Custodianship” of Native children; this act became the legal way for native mothers and fathers to be killed and their children captured and sold to the highest bidder. This act also paid for “militia” groups to be formed and to hunt down and kill natives, some receiving up to \$5 for a scalp. This was a horrifying time for the California native.
- ❖ Slide 16: Prompt students to complete handouts for Lesson 1. Ask students to fill out the top box by crossing out 9 squares and leaving 1, so they can visualize what it means to lose 90% of your community. Look at the bottom section, under IMPACT. Ask students to look through the list and put a check next to any of these activities that would have been affected by the above three events (missions, gold rush, governmental laws). Then, before asking them to write on their own, discuss each option and talk about how it could have been affected.

➤ For example:

- Language: Native people would be required to speak English. Many did




not speak English, making it difficult for them to understand the people around them and making it difficult to make their own needs known to others.




- **Religious Practices:** Native religions were outlawed in 1883 and that law was not repealed until 1978, with the passage of the American Indian Religious Freedom Act. In order to practice their religion, many native people had to do it in secret.
- **Passing on Traditional Knowledge:** With 90% of the population gone, there was no guarantee that the people left had all the components of traditions, as different people would specialize in different forms of knowledge. Usually in the killings, the males were targeted first, as they would be harder to fight than the females, old people or children. The old people would also be killed, but the women and children could be sold. So the job and knowledge of the males would be most at risk.
- **Annual Ceremonies:** As many native people were on the run, the regalia and places that ceremonies took place may not be available to the people. Gathering together in large groups was also more dangerous. The settlers in more than one instance attack a village when they were gathered for ceremony and burn the people, along with their regalia inside their dance houses.
- **Freedom to Hunt and Gather:** Many native people were placed on reservations and they were monitored by soldiers. Many were not permitted their traditional hunting and gathering areas. The new animals, goats and pigs also devastated the countryside, eating the plants (acorns, in particular) that Native people had relied on for food.
- **Safety:** California was very hostile to the Native population, so there was little safety at this time.
- **Living and Staying in their villages:** As mentioned, many natives were moved from their homes to a reservation, so living and staying in their villages was not an option. It was also difficult for the natives that had others brought to their aboriginal land, as their own rights were set aside and they had to now share their space, their food and their hunting areas with others.
- **Freedom to live as their ancestors:** For most California native people, this freedom was not a possibility any more.



Part 2: 55-60 minutes

- ❖ Slides 1-16: Review slides from Part 1 to reconnect with prior knowledge.
- ❖ Slide 17-22: Read through slides. Stop at the end of each slide to check for understanding and to prompt students to answer questions on Student Handout page 3 during the presentation.
 - If students have questions about the 14th Amendment, go to the National Constitution Center to read about it: [15th Amendment - Right to Vote Not Denied by Race](#)
 - If students need support to understand tribal sovereignty, they can watch Native Governance Center,  What is Tribal Sovereignty?
 - At the end of slide 21 ask students, “how do you feel about the Senate failing to ratify the treaties in California? Is it ethical to negotiate with people, come to an agreement, take what was promised to you and not provide what you promised to the people?”
 - At the end of slide 22 ask students, “what might it have felt like to be forced to assimilate, be removed from families to attend an often violent faith based school, to learn how to be “American” and not have the rights to be a citizen?”
 - Possible answers to questions on page 3:
 - Why were Native Americans not considered citizens of the United States?
 - Native Americans were considered other Nations and as such, many had treaty status with the United States. They were considered citizens of their own tribal nation. If they were vagrants and separated from their tribal group they were subject to the laws of the land, but still not citizens.
 - Why didn't the 14th Amendment apply to Native Americans?
 - The 14th Amendment states, “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.” Because of the nation to nation status of the tribes, they didn't see Native Americans as candidates for naturalization.
 - How could Native Americans become U.S. Citizens prior to 1924?
 - marrying a white man
 - accepting individual land grants, under the Dawes Act
 - serving in the military



- some states granted citizenship to those who left their tribe and assimilated into American society
- What is the significance of the Indian Citizenship Act of 1924?
 - The significance of the 1924 Indian Citizenship Act is Native Americans had the same rights as the average U.S. citizen. Native Americans were looked down upon in early America. They were seen as savages and in California, as “diggers.” (a derogatory term) As a noncitizen, Native Americans could not protect themselves in court, they had no say in their leadership and had no right to vote. Becoming a citizen gave Native Americans the same rights as other citizens, even though it took 60+ years and the Civil Rights Movement to get all the rights as citizens realized.
- ❖ Slides 23-24: Read slide content. Ask students,
 - "How might it feel to have your identity, culture, or way of life taken from you, and be pressured to become someone you're not?"
 - "What emotions might someone feel if they were told their culture or identity was not acceptable, and they had to give it up to fit in?"
 - "Imagine being told that everything that makes you you—your language, traditions, beliefs—is wrong. What impact might that have on a person or a community?"
- ❖ Slide 25: Use Link for printable copy: [Indian Citizenship Act of 1924](#)
 - Watch the three videos. Prompt students to have handouts accessible for reflection and note taking. Allow 5 minutes after each video to discuss with a thinking partner and write. Offer a few minutes for students to share their reflections before playing the next video.
 -  Citizenship and voting rights of indigenous people | Citizenship | High...
 -  Indian Citizenship Act turns 100
 -  Indian Citizenship Act of 1924 .
- ❖ Slide 26: Read slide content. Ask if students have questions and work collaboratively to consider answers.



Part 3: Mini Research Project (55-60 minutes)

- ❖ Slide 27: Introduce the mini research assignment.
- ❖ Slide 28: Read the quote from Chag Lowry's *The Original Patriots* and tell students that Native Americans had the highest number of enlisted people for their population. Protecting the land and the people in the land is a natural and cultural value for the people of any tribe.
- ❖ Slide 29: Read the other quotes. Note that Native Americans signed up for service even though they were looked down upon in the early 1900 society. Let students know that it was the good work and bravery of the Native men and women enlisted that helped with the passage of the 1924 Indian Citizenship Act. Like Robert Spott, seen on the side of the slide, many Native people fought bravely and gained honor for themselves and their people. Ask students, "what ethnicity has historically served in the military more than any other ethnicity per capita?" (answer is Native Americans)
- ❖ Slide 30: Tell students that some states have a high percentage of Native American voters that can really affect an election (like South and North Dakota, Montana, Alaska, New Mexico, Arizona). Politically, the Native people in these states can significantly impact voting outcomes if everyone who could vote, voted. There are 574 federally recognized tribes and nearly 6.8 million American Indians and Alaskan Natives living in the United States. Approximately 4.7 are over 18 years of age and eligible to vote. Unfortunately, over 1,000,000 eligible Native American voters are not registered.
- ❖ Prompt students to get into small groups and begin research. Provide a visible 30 minute timer and give students a 10 and 5 minute warning before presentation time. Prompt students to complete the group member scorecard at the bottom of student handout page 5, and that each member of the group should be contributing equally. They can accomplish this by each researching for 15 minutes and come back as a group to organize what they learned in a cohesive flow for the remaining 15 minutes.

Part 4: 1924 Art Project (55 minutes)

- ❖ Slides 1-30: Review slides to reconnect with prior knowledge.
- ❖ Slide 31: Introduce the Art Project that complements the lesson.
- ❖ Slide 32- 34: Follow the directions on the slides.
- ❖ Slide 35: Revisit the essential questions and prompt students to offer their ideas. Possible responses include:
 - From a Native perspective, what does it mean to be a citizen?



- Citizenship means having legal rights, like voting and protection under the law, but for Native people, it didn't necessarily mean full inclusion.
 - Native Americans were considered citizens of their own nations and didn't need the U.S. to define their identity or belonging.
 - The U.S. government decided who counted as a citizen, often without the input or consent of Native people, which challenges the fairness of that system.
 - Students may also reflect that citizenship was offered after Native peoples served in the military, suggesting they had to “earn” rights others were born into.
- How did U.S. policies like the Indian Citizenship Act of 1924 impact Native identity, sovereignty, and rights?
- The act gave Native people legal U.S. citizenship, but it didn't necessarily mean they were treated equally or respected.
 - Some Native people worried that accepting U.S. citizenship would mean giving up tribal identity or rights.
 - Given genocide and assimilation, Native people didn't trust the government.
 - Policies often pushed assimilation and didn't recognize tribal sovereignty; even with citizenship, many Native people were still denied the right to vote.
 - The act was both a gain and a threat—offering access to some legal rights while also forcing Indigenous people, through violence, coercion, and fear, to abandon their cultures, languages, and spiritual traditions in order to survive within a settler colonial system designed to erase their existence.
- How can learning about the past help us understand the struggles and strength of Native communities today?
- Understanding history shows how Native communities have faced violence, loss of land, and forced assimilation but also how they have survived and resisted.
 - Learning this helps students recognize ongoing issues like voter suppression and land rights, and the importance of tribal sovereignty.
 - It shows that resilience is about holding onto culture, language, and tradition despite centuries of efforts to erase them.
 - It also encourages empathy and awareness of how historical trauma still affects Native communities and how they are leading efforts in revitalization and healing today.



Scaffolding

Universal Design for Learning:

Engagement: Consider the following method to support with lesson engagement:

- Create cooperative learning groups
- Provide feedback that is frequent, timely, and specific
- Provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge

Representation: Consider the following method to support with multiple means of representation:

- Offer alternatives for auditory or visual information
- Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge
- Allow the use of Text-to-Speech and screen readers
- Embed visual, non-linguistic supports for vocabulary clarification (pictures, videos, etc.)
- "Chunk" information into smaller elements

Action and Expression: Consider the following method to support in presenting their learning in multiple ways:

- Provide options for Physical Action
- Provide spell checkers, grammar checkers, word prediction software
- Provide sentence starters or sentence strips

For additional ideas to support your students, check out the resources below:

- UDL Guidelines at CAST (2018) <http://udlguidelines.cast.org>
- Oakland University ENGAGEMENT: Universal Design for Learning Principle [ENGAGEMENT: Universal Design for Learning Principle TEACHING STRATEGIES](#)
- Oakland University REPRESENTATION: Universal Design for Learning Principle [REPRESENTATION: Universal Design for Learning Principle TEACHING STRATEGIES](#)
- Oakland University ACTION AND EXPRESSION: Universal Design for Learning Principle [ACTION & EXPRESSION: Universal Design for Learning Principle TEACHING STRATEGIES](#)

Multilingual Learner Supports:

Emerging: Consider the following method to support with emerging students:

- Use group work and peer learning to allow students to learn from each other.
- Repeatedly model how to say or write a new word or phrase, and give students many opportunities to practice.

Expanding: Consider the following method to support with expanding students:

- Encourage students to practice using new vocabulary in conversation or group discussions, guided by structured prompts or pair work.



- Use context to help explain new vocabulary.

Bridging: Consider the following method to support with bridging students:

- Incorporate reading, writing, speaking, and listening activities around a single topic, allowing students to see the language in multiple forms.
- Gradually introduce more complex texts (e.g., short stories, informational texts) with supports like glossaries or simplified summaries to aid comprehension.
- Extended Writing Tasks: Allow students to engage in longer writing assignments, such as paragraphs or essays, but provide graphic organizers or outlines to help with structure



Reaching: Consider the following method to support with bridging students:

- Encourage students to review and give feedback on each other's writing or projects.
- Reinforce academic vocabulary across content areas. Provide opportunities for students to use this language in writing and speaking.
- Peer Review: Encourage students to review and give feedback on each other's writing or projects. This helps them develop a deeper understanding of grammar and structure while applying higher-level language skills

For additional guidance around scaffolding for multilingual learners, please consult the following resources:

- English Learner Toolkit of Strategies
<https://ucdavis.box.com/s/ujkdc2xp1dqjzrlq55czph50c3sq1ngu>
- Providing Appropriate Scaffolding
<https://www.sdcoe.net/educators/multilingual-education-and-global-achievement/oracy-to-olkit/providing-appropriate-scaffolding#scaffolding>
- Strategies for ELD <https://ucdavis.box.com/s/dcp15ymah51uwizpmmt2vys5zr2r5reu>
- ELA/ELDFramework
<https://www.caeducatorstogether.org/resources/6537/ela-eld-frameworkHMONGHISTANDCULTSTUDIESMODELCURRICULUM> 9
- California ELD Standards
<https://ucdavis.box.com/s/vqn43cd632z22p8mfzn2h7pntc71kb02>

Additional Resources

-  What is Tribal Sovereignty? .
 - **National Constitution Center to read about the 15th Amendment:** [15th Amendment - Right to Vote Not Denied by Race](#).
 - [On this day, all American Indians made United States citizens | Constitution Center](#)
 - **California tribal leaders honor 100 years of Indian American citizenship at state Capitol**  Article: The Sacramento Bee
 - [Indian Citizenship Act | DocsTeach](#)
 - [The Warrior Tradition | PBS LearningMedia](#)
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References

- [What is citizenship?](#)
- [On this day, all American Indians made United States citizens | Constitution Center](#)
- [100 years ago, Congress gave citizenship to Native Americans](#)
- [Indian Citizenship Act of 1924 - Immigration History](#)
- [Citizenship and voting rights of indigenous people | Citizenship | High school civ...](#)
- [Indian Citizenship Act turns 100](#)
- [Indian Citizenship Act of 1924](#)
- The Original Patriots by Chag Lowry, page 17-19, published by Chag Lowry (2007)
- [Native Americans in WWI: Courage and Sacrifice | National WWI Museum and Memorial](#)
- [Indian Citizenship Act | DocsTeach](#)
- [Topics | World War I](#)
- [Native American Voting Rights Project](#)
- Slide 27: National Archives Catalog. "Act of August 6, 1965, Public Law 89-110, 79 STAT 437, Which Enforced the Fifteenth Amendment to the Constitution of the United States." <https://catalog.archives.gov/id/299909?objectPage=3>
- [Native Voices, Native Vote: Protecting Native Voting Rights at the Native Americ...](#)
- Warm and Cool Colors.
https://upload.wikimedia.org/wikipedia/commons/f/fe/Warm_and_cool_colors.svg

California Native American Studies Model Curriculum

The California Native American Studies Model Curriculum (NASMC) will support the design and development of open-source lesson plans, primary source documents, planning resources, teaching strategies, and professional development activities to assist California K-12 educators in teaching about California Native American Studies. Per AB 167, the NASMC is defined as lesson plans, primary source documents, planning resources, teaching strategies, and professional development activities to assist educators in teaching about Native American Studies. The traditional cultural knowledge within lessons, including Native language, art, media and stories, are owned by the respective Tribal nations, Native knowledge keepers, artists, producers and authors of the curriculum as indicated in each lesson.

