

**Name:** \_\_\_\_\_

## **Activism and Land Back**

Note Taker.

When prompted by slides, add a few notes in each section.

1. Think, Jot, Talk:  
“This we know; the earth does not belong to man, man belongs to the earth. All things are connected like the blood that unites us all.”  
(Chief Seattle - Duwamish and Suquamish.)
  
2. Write a few notes about the history of Spanish and American Colonization and Residential Schools and the impact to Native people of California.
  
3. Write a few notes about the occupation of Alcatraz and what it meant for Native people.
  
4. Write a few notes about the G-O Road Case and how you feel about the Supreme Court ruling that sacred sites are not protected under the Constitution of the United States.
  
5. Write a few notes about the return of Tuluwat Island, a sacred site to the Wiyot Tribe.

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## Activism and Land Back

### Vocabulary Connection

Part 1: Match the term to its correct definition.

- A. Land Grant
- B. Tribal Sovereignty
- C. Conservation
- D. Acquisition
- E. Designated Wilderness Area

\_\_\_ The practice of protecting and preserving environments for sustainability.

\_\_\_ An award of public land.

\_\_\_ To obtain or gain possession of something.

\_\_\_ The authority of Indigenous tribes to govern themselves.

\_\_\_ A protected natural area where development is prohibited.

### Part 2: Short Answer

1. What are two goals of the LandBack movement?
2. What was the purpose of the California missions established by Spanish colonizers?
3. Describe one long-term impact of residential schools on Indigenous communities.

### Part 3: Write T for true and F for false.

\_\_\_ Indigenous children in residential schools were encouraged to speak their native language and maintain cultural traditions.

\_\_\_ The LandBack movement focuses only on environmental concerns.

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## Activism and Land Back

### Research Project

#### Overview:

Students will explore the concept of land stewardship/land back and examine how it intersects with land ownership, control and use. Using three case studies (Alcatraz Island, Tuluwat Island, and the Gasquet-Orleans Road), students will investigate historical and contemporary issues surrounding land use, Tribal sovereignty, environmental conservation, and public policy.

#### Primary Question:

How do different ways of managing land affect Indigenous peoples, the environment, and society?

#### Learning Objectives:

- Define and explain land stewardship, ownership, control, use, and taxation.
- Analyze the impacts of colonization and federal land policy on Native peoples in California.
- Investigate how Indigenous communities have advocated for land rights and stewardship.
- Develop a presentation or creative project to share their findings.

#### Project Components:

##### Part 1: Vocabulary & Concepts (Individual Work)

Define and illustrate key terms:

- Land Stewardship
- Ownership vs. Control
- Uses of Land
- Taxes
- Public vs. Private Land

##### Part 2: Case Study Research (Groups of 2–3)

Each group selects or is assigned one of the following:

- Alcatraz Island & the 1969 Occupation
- Gasquet-Orleans Road & Environmental Activism
- Tuluwat Island & Wiyot Land Reclamation

##### Research Questions:

- Whose land was it originally?
- What happened after colonization?
- How was the land used and managed over time?
- What actions did Indigenous groups take in response?
- What is the land status today?
- How does this case illustrate different ideas about stewardship and ownership?

##### Part 3: Creative Product Options:

- Slide presentation
- Short video or report
- Protest Performance with Poster
- Written article or story from the perspective of the land