




Teacher Inquiry Kit: 6-12



Glenn Moore


Title	The Power of Determination: American Indians' Continued Pursuit of Tribal Sovereignty and the Return of Ancestral Lands
Author(s)	Bridget Hocutt
Grade Level	Grades 6-12
Soldier	Glenn Moore
Tribal Affiliation	Yurok Tribe
Branch of Service	Army Air Corp/ Air Force
Dates of Service	1939 - 1945
Essential Question	Despite being a poor student throughout his growing up years, Glenn Moore's determination to avoid being a 'yardbird' and sent to the infantry during his training days at Lowry Field, propelled him to near the top of his class and earned him status as an armament instructor during World War II. Upon returning from military service, Glenn was determined to preserve his traditional religion through sharing his knowledge of cultural practices and ceremonies. How do American Indians use that same power of determination to continue the fight for tribal sovereignty, restoration of ancestral lands and the push for the U.S. government to honor past treaties with tribes?
Contextual Paragraph	<p>Glenn Moore was born on August 23, 1919, on the Klamath River in Northern California. He was raised in a Yurok settlement along the Klamath River and learned the ways of his ancestors: fishing, canoeing, and caring for the land. Glenn attended the Sherman Indian Boarding School in Riverside, California where he struggled as a student and struggled to learn the English language. He was an outstanding athlete who found success as a wrestler, in particular, who was a championship contender at the World Fair.</p> <p>Glenn's decision to join the Army Air Corp in 1941 was influenced by his auto shop teacher, who was a veteran of World War I, and encouraged Glenn to enlist rather than being drafted to avoid being an infantryman. He also taught Glenn about the aircraft they used in World War I, which sparked Glenn's interest. Glenn was sent to Lowry Field near Denver, Colorado for armaments training, where his determination to avoid being sent to the infantry helped him excel as a student and score near the top</p>



	<p>of class, earning him a position as an armaments instructor for the Army Air Corp. Due to his excellence as a student, Glenn spent the next two years teaching new recruits in the armament schools at Lowry Field and Buckley Field on how to effectively use the guns and bombing equipment on various fighters and bombers, including the P38. He spent the last two years of his military service as detached service, meaning he was assigned to various units in order to train the pilots on the new upgrades being made to the P38s. During his detached service, Glenn was assigned to units in England, France (Omaha Beach), and the South Pacific.</p> <p>Glenn was discharged from the Army Air Corp in 1945 and returned home to Northern California. He was married and raised a family. His work ethic and determination helped him to run a successful logging operation for 35 years, as well as raising cattle and registered Appaloosa horses. Glenn was awarded the Businessman of the Year from the United Indian Development Association in 1986.</p> <p>Glenn’s determination and dedication to preserving the cultural heritage of his people earned him an honored place among the Yurok Tribe. His understanding of his native language helped him guide the work to build a language curriculum for teaching younger generations the Yurok language. He served on a number of local and national committees that worked to further the cause of Native Americans across the United States. After many years of faithful service to his country and his community, Glenn Moore died on December 9, 2008.</p>
C3 Standards	<p><u>Social Studies C3 Frameworks</u></p> <ol style="list-style-type: none"> 1. D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. / D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. 2. D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. / D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. 3. D2.His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created. / D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

	<p>4. D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p>
<p>Source 1: Permanent Link</p>  <p>Glenn Moore at time of interview</p>	<p>https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.17768/</p> <p>Excerpt 1: https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.17768/afc2001001_017768_mv0001001_640x480_800.stream?start=854&clipid=d474e127 (14:14 - 18:27)</p> <p>Excerpt 2: https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.17768/afc2001001_017768_mv0001001_640x480_800.stream?start=1653&clipid=d474e144 (27:33 - 32:52)</p> <p>Excerpt 3: https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.17768/afc2001001_017768_mv0001001_640x480_800.stream?start=3234&clipid=d474e160 (53:54 - 57:39)</p>
<p>Title of Source</p>	<p>Interview with Glenn Moore</p>
<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. What does Glenn say prevented him from being a better student when he was young? (excerpt 1) 2. What caused Glenn to become more determined to be a better student in armament school in the Army Air Corp? How did his determination pay off for him? (excerpt 1) 3. Why does Glenn say that such a large percentage of Native Americans “do our part”? (excerpt 2) 4. What war are Native Americans fighting now? What is the purpose of the war? (excerpt 2) 5. What does Glenn hope for the future for Native Americans? (excerpt 3)
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. Discuss the differences between the treatment of American Indians and non-Indians. Consider how Glenn says he was treated in the military versus outside of the military. 2. What better opportunities exist for American Indians today that did not exist when Glenn was growing up?

<p>Source 2: Permanent Link</p> 	<p>https://www.yuroktribe.org/our-history (website)</p>
<p>Title of Source</p>	<p>The Yurok Tribe: Our History</p>
<p>Suggested questions for the source</p>	<ol style="list-style-type: none"> 1. In what ways is Yurok life tied to the land? Why does this make ancestral land so important to the tribe? 2. How did exploration and settlement in the West change the Yurok's way of life? 3. What created friction between the Yurok tribe, settlers and the United States government? 4. What influence did Western education have on the Yurok way of life? 5. How were Yurok traditions and culture able to survive the efforts of the U.S. government to assimilate the Yurok people?
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. How is the history of the Yurok people similar to that of other American Indians during the 1800s and 1900s? How is it different? 2. What challenges do American Indians face while working to revive their traditions and cultural identity?
<p>Source 3: Permanent Link</p> 	<p>https://www.youtube.com/watch?v=L2SiuV_X_ys (video)</p>
<p>Title of Source</p>	<p>What is Tribal Sovereignty?</p>
<p>Suggested questions for the source (3-5)</p>	<ol style="list-style-type: none"> 1. What is tribal sovereignty? 2. Why did tribes willingly sign treaties with the United States government? 3. In what ways do the decisions that the tribal council make impact their communities? 4. What happened that led to the court mandate which held the United States government accountable to uphold their treaty obligations to tribes?

	<p>5. How does the story of contact with non-Indians told by the Puyallup tribe mirror that told by the Yurok tribe?</p>
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. In what ways do tribal governments supersede (overrule) the United States government? 2. How does the concept of tribal sovereignty impact the relationship between the United States government and Native tribes?
<p>Source 4: Permanent Link</p> 	<p>https://americanindian.si.edu/americans/# (online exhibit)</p>
<p>Title of Source</p>	<p>Smithsonian Institute American Indian Online Exhibit: Americans</p>
<p>Suggested questions for the source (3-5)</p>	<ol style="list-style-type: none"> 1. In what ways have the stories of the first Thanksgiving and of Pocahontas shaped non-Indian views of American Indians? 2. How did the use of specific language in the Indian Removal Act contribute to the violation of American Indian rights and broken treaties? 3. What were the long-term effects of the Indian Removal Act for American Indians? For the United States? 4. How was the Battle of Little Bighorn sensationalized to the American public in the decades following? 5. What has been the “great cost to the Native Americans” in the building of the United States?
<p>Possible discussion prompts beyond the questions. (2)</p>	<ol style="list-style-type: none"> 1. What stereotypes are depicted in the images used in the gallery of this exhibit? 2. How have these images been incorporated into American culture? How have they influenced the treatment of American Indians in the United States?
<p>Source 5: Permanent Link</p> 	<p>https://www.ncai.org/tribalnations/introduction/Indian_Country_101_Updated_February_2019.pdf (infographics pages 10 - 15 from brochure)</p>

Title of Source	Tribal Nations and the United States: An Introduction
Suggested questions for the source (3-5)	<ol style="list-style-type: none"> 1. How many acres is controlled by American Indians and Alaska Natives according to the infographic? 2. How many tribes have been federally recognized as of the printing of the brochure in 2020? 3. What does it mean to be a federally recognized tribe? 4. Using the information on page 13, what do you notice about the population of American Indian/Alaska Natives compared to non-Indians? Why is this important to notice? 5. Describe at least 2 of the major historical events that have contributed to the decline of American Indians/Alaska Natives since European settlement began.
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. How does the history of the relationship between the United States government and tribal nations contribute to the challenges American Indians/Alaska Natives have faced since European settlement? 2. Based on the information in this brochure and what you know about Native Americans, what conclusions can be drawn about the challenges American Indian/Alaska Natives face compared to non-Indians both historically and today?
Source 6: Permanent Link 	https://yurok.tribal.codes/Constitution (legal document)
Title of Source	The Yurok Tribe Constitution (Preamble only)
Suggested questions for the source	<ol style="list-style-type: none"> 1. When was the Yurok Tribe Constitution written? When was it ratified? 2. What time honored traditions are explained in the Preamble to the Yurok Tribe Constitution? 3. Explain the importance of the river to the Yurok People. 4. What caused Yurok country to become unbalanced, according to the Preamble to the Yurok Tribe Constitution? Explain your answer using information from the text. 5. What role does the Yurok Tribe Constitution play in protecting tribal sovereignty?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. How are the Yurok Tribe Constitution and the United States Constitution similar? How are they different? 2. Explain how the 7 purposes of the Yurok Tribe Constitution connect the history of the Yurok People and their future.

Source 7: Permanent Link 	https://www.hcn.org/issues/50.10/tribal-affairs-how-the-yurok-tribe-is-reclaiming-the-klamath-river (news article online)
Title of Source	High Country New article: How the Yurok Tribe is Reclaiming the Klamath River
Suggested questions for the source	<ol style="list-style-type: none"> 1. What is significant to the Yurok Tribe about Amy Cordalis and her job? 2. What are the two main issues that remain in regard to the Klamath River that Amy Cordalis is fighting on behalf of the Yurok Tribe? 3. What argument has been presented by each side in the <i>Yurok Tribe, et al. vs. U.S. Bureau of Reclamation et al.</i> case? 4. How has Amy Cordalis's experience in law school and practicing law helped her better understand the unique position of Native Americans and the importance of tribal sovereignty? 5. In what ways does the fact that Amy Cordalis is both a Yurok tribe member and an attorney help the cause of the Yurok tribe and all Native Americans?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. In what ways do court cases of individual tribes (i.e., <i>Yurok Tribe, et al. vs. U.S. Bureau of Reclamation et al.</i>) contribute to the success or failure of subsequent court cases on tribal sovereignty, return of ancestral land and the push for the U.S. government to honor past treaties with tribes? 2. How is the determination of American Indians in their fight for tribal sovereignty, restoration of ancestral lands and the push for the U.S. government to honor past treaties with tribes a model for all Americans to follow when approaching a seemingly impossible task?
Source 8: Permanent Link 	https://americanindian.si.edu/developingstories/irvine.html (photo essay)
Title of Source	Smithsonian Institute: Developing Stories; Reservation Mathematics: Navigating Love in Native America
Suggested questions for the source	<ol style="list-style-type: none"> 1. What does "blood quantum" mean and how is it being used? 2. How is the continued use of blood quantum creating challenges for American Indians? 3. What considerations are young Native Americans making when entering into relationships?

	<ol style="list-style-type: none"> 4. How will the blood quantum impact current and future generations of Native Americans? 5. In what ways does the use of blood quantum for tribal enrollment undermine cultural traditions of Native Americans?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. How is the concept of blood quantum connected to the historical treatment of American Indians in the United States? 2. What considerations do you use when entering into a relationship? How is that similar to and different from the considerations of Native Americans?
Works Cited	<p>“Americans.” <i>National Museum of the American Indians</i>, Smithsonian Institute, 2022, https://americanindian.si.edu/americans/.</p> <p>Irvine, Tailyr. “Reservation Mathematics: Navigating Love in Native America.” <i>Developing Stories - Native Photographers in the Field</i>, National Museum of the American Indian/Smithsonian Institute, 2020, https://americanindian.si.edu/developingstories/irvine.html.</p> <p>National Congress of American Indians. <i>Tribal Nations and the United States: An Introduction</i>, National Congress of American Indians, Washington, D.C., 2020, https://www.ncai.org/tribalnations/introduction/Indian_Country_101_Updated_February_2019.pdf. Accessed 31 July 2022.</p> <p>“Our History.” <i>Yurok Tribe</i>, 2022, https://www.yuroktribe.org/our-history.</p> <p>Smith, Anna V. “How the Yurok Tribe Is Reclaiming the Klamath River.” <i>High Country News</i>, 11 June 2018, https://www.hcn.org/issues/50.10/tribal-affairs-how-the-yurok-tribe-is-reclaiming-the-klamath-river . Accessed 31 July 2022.</p>

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