

Teacher Inquiry Kit: K-5 Glenn Moore

Title	A Legacy of Determination
Author(s)	Bridget Hocutt
Grade Level	K-5
Soldier	Glenn Moore
Tribal Affiliation	Yurok Tribe
Branch of Service	Army Air Corp/Air Force
Dates of Service	1939 - 1945
Essential Question	Glenn Moore's determination helped him to become an armaments instructor in the Army Air Corp during World War II. That same determination allowed him to run a successful logging business for 35 years when he returned. His determination to preserve his cultural heritage made him a leader for his tribe. How is Glenn Moore's legacy of determination being continued today in the fight for self-governing rights (tribal sovereignty), honoring past treaties, and the return of original (ancestral) lands to the Yurok and other Native American tribes across the United States?
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 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</p>

	<p>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. D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. / D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. 2. D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present. / D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. 3. D2.His.10.K-2. Explain how historical sources can be used to study the past. / D2.His.10.3-5. Compare information provided by different historical sources about the past. 4. D4.5.K-2. Ask and answer questions about explanations. / D4.5.3-5. Critique explanations.
Source 1: Permanent Link	<p>https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.17768/ (interview)</p>



Glenn Moore at time of interview

Excerpt 1: https://memory.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.17768/afc2001001_017768_mv0001001_640x480_800.stream?start=854&clipid=d474e127

Title of Source

Interview with Glenn Moore

Suggested questions for the source

1. What did Glenn do with his report card from school?
2. Why wasn't Glenn a better student in boarding school?
3. What did Glenn learn to do while he was at armament school in the Army Air Corp?
4. What motivated Glenn to become a better student when he was at armament school at Lowry Field?
5. What allowed Glenn to become an armaments instructor in the military?

Possible discussion prompts beyond the questions.

1. Why is it important to always do your best in school? In sports? In life?
2. What motivates you to be your best?

Source 2: Permanent Link

<https://www.k12.wa.us/sites/default/files/public/indianed/tribalsovereignty/elementary/waelementary/waelementaryunit1/level1-materials/1onsovereigntyarticle.pdf> (document)

SINCE TIME IMMEMORIAL: TRIBAL SOVEREIGNTY IN WASHINGTON STATE
Dr. Sovereignty, L.L. Tribal Sovereignty: The First Nations of North America
by Carol Craig, Yakama and Shana Brown, Yakama descendant

If you were born and raised in one town or city, then you might know it as your "hometown." You might consider this your "hometown" because it's where your school is, where your friends are, and where family works and plays.

And your family might call the other countries where your ancestors came from your "hometowns," too. This is closer to what tribal people consider their hometowns, but there are still differences that make tribal hometowns different from other "hometowns." You will learn about these differences throughout today.

We might think of a nation as being a lot bigger and made up across the sea. Each nation has different languages, religions, customs and traditions from our own.

Some people find it hard to believe that each nation are right here in the United States. But they are here, so what is now called Washington State, there are over 28 distinct Indian nations, each with its own government, citizens, laws, and traditions.



They are the Squamish and Coast Salish, the Spokane and the Shoshone. There are many other tribes here in Washington State and each is a separate nation. Their nations may be much smaller than the United States, but still they have their own laws and the responsibility to govern them.



Title of Source


Since Time Immemorial: Tribal Sovereignty in Washington State


Suggested questions for the source

1. What didn't the settlers who traveled to this country understand about the native tribes who were already here?
2. What is a treaty? What is the purpose of a treaty?
3. What did the treaties that were signed promise (guarantee) the tribes?
4. How are treaties with tribes the same as treaties with other countries? How are they different?
5. What does tribal sovereignty mean?

Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. Why is tribal sovereignty important to tribal people? 2. How have tribes displayed determination throughout their history?
Source 3: Permanent Link 	https://www.youtube.com/watch?v=7FP5pCLPZ8k&t=511s (video 0:00 - 3:09)
Title of Source	Federal Recognition
Suggested questions for the source (3-5)	<ol style="list-style-type: none"> 1. What does it mean to be a federally recognized tribe? 2. What is a treaty? 3. What does it mean to be a sovereign nation? 4. What did tribes give up when they signed the treaties? What did they believe they were getting in return?
Possible discussion prompts beyond the questions.	<ol style="list-style-type: none"> 1. What does it mean for something to be priceless? What might you have that you consider priceless? 2. How does the fact that the American Indian sees the land as priceless influence their thoughts about giving up their land in treaties?
Source 4: Permanent Link 	https://www.nlm.nih.gov/nativevoices/timeline/index.html (interactive timeline)
Title of Source	Native Voices: Timeline
Suggested questions for the source (3-5)	<ol style="list-style-type: none"> 1. What evidence do archaeologists have that support their theory that first peoples have lived here from around 10,000 BC? 2. How did life change for the first peoples when the ice age ended?

	<ol style="list-style-type: none"> 3. What are some of the problems that faced American Indians once Europeans explorers and settlers arrived? 4. What happened in the 1800s and early 1900s that changed the relationship between American Indians and the United States? 5. What events happen in the 1950s to today that have brought global attention to the challenges American Indians face?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. Explain the importance of land to American Indian tribes. 2. Explain the determination of American Indians and how that played a role in how they treated European explorers and settlers.
Source 5: Permanent Link 	https://www.youtube.com/watch?v=fY77FdDwaaE&t=69s (video)
Title of Source	Bradley Marshall Oral History
Suggested questions for the source (3-5)	<ol style="list-style-type: none"> 1. What makes the Hupa tribe unique? 2. Why has it been important that the Hupa tribe was able to maintain their territorial land? 3. Why was the culture of the Hupa, Yurok and Karuk considered pristine? What does pristine mean? 4. How have things changed in regard to people versus objects?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. How is the determination of the younger generations of Hupa influencing life for them?
Source 6: Permanent Link 	https://www.nps.gov/home/learn/historyculture/native-americans-and-the-homestead-act.htm (web site article)

Title of Source	National Park Service: Native Americans and the Homestead Act
Suggested questions for the source	<ol style="list-style-type: none"> 1. What made things between Native Americans and Europeans tense before the Homestead Act? 2. What struggle did the Homestead Act create for Native Americans that still exists today? 3. In what ways did the land change for Native Americans with the arrival of more and more settlers to the western United States? 4. According to the Dawes Act, what happened to remaining tribal lands after each head of a Native American family received their allotment (portion)?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. What did Native Americans believe about the land? What did homesteaders believe? How did these differing beliefs create problems between these two people groups? 2. What are some reasons why Native American lands weren't simply returned to tribes once the Dawes Act was repealed (reversed)?
Source 7: Permanent Link	https://www.pbs.org/newshour/show/why-native-americans-are-buying-back-land-that-was-stolen-from-them (news report)
	
Title of Source	Why Native Americans are buying back land that was stolen from them
Suggested questions for the source	<ol style="list-style-type: none"> 1. What things are central to the Yurok's way of life? 2. What happened in 1887 that took land from the Yurok People and other American Indian tribes? 3. What does the slogan "Land Back" stand for (represent)? 4. What American Indian victory recently happened?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. Why is it important that the Yurok People have bought back over 70,000 acres of their homeland (ancestral lands)? 1. Why are the Yurok having to buy back the land stolen from them? Explain the impact this is having on the Yurok People and the impact it could have on other American Indians. 2. How has the purchased land revitalized cultural traditions for the Yurok and prompted them to be more determined to restore their homeland (ancestral lands)?

Source 8: Permanent Link 	https://americanindian.si.edu/americans/# (website) (images on first page are focus of questions)
Title of Source	Smithsonian Institute American Indian Online Exhibit: Americans
Suggested questions for the source	<ol style="list-style-type: none"> 1. How are American Indians shown (portrayed) in the images you see on this page? 2. In what ways are American Indians shown in a positive way (manner)? 3. In what ways are American Indians shown in a negative way (manner)? 4. What are some of the words included in these images that are used to describe American Indians? 5. What images represent the determination of American Indians?
Possible discussion prompts beyond the questions. (2)	<ol style="list-style-type: none"> 1. How have these images of American Indians influenced the way non-Indians think about American Indians? 2. What stereotypes are shown in these images that still exist today?
Works Cited	<p>“Americans.” <i>National Museum of the American Indians</i>, Smithsonian Institute, 2022, https://americanindian.si.edu/americans/.</p> <p>Craig, Carol, and Shana Brown. “Since Time Immemorial: Tribal Sovereignty in Washington State.” Office of Superintendent of Public Instruction, 2015.</p> <p>Kay, Kira. “Why Native Americans Are Buying Back Land That Was Stolen from Them.” <i>NewsHour</i>, Public Broadcasting Company, 16 Oct. 2021, https://www.pbs.org/newshour/show/why-native-americans-are-buying-back-land-that-was-stolen-from-them. Accessed 10 Aug. 2022.</p> <p>“Native Americans and the Homestead Act.” <i>National Parks Service</i>, U.S. Department of the Interior, 2021, https://www.nps.gov/home/learn/historyculture/native-americans-and-the-homestead-act.htm.</p>

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