

### **Course Information:**

Topic: American Indian Cultures  
Grade Level: 9-10-11-12  
Length: 1 Semester  
Period/s Per Day: 1 period, 50 minutes, Every Day

### **Essential Understanding:**

The class contains units on the origins of Indians, the lifestyle, customs, religion, and social structures of ancient and modern Native Americans. Students will see how literature, movies, and TV have shaped and continue to shape our perception of the American Indian. We will take a look at the Flight of the Nez Perce ending at the Battle of the Bear Paws. This class also takes a look at contemporary issues on or near American reservations such as the Dakota Access Pipeline as well as how activism in the 70's and 80's shaped this movement. Multiple fiction and nonfiction novels may be used depending on the class dynamic.

### **Theme Samples:**

Students will understand how geography helped to shape the culture of the basic Indian groups.

Students will gain a new vocabulary associated with Indian culture.

Students will take notes that are helpful in remembering and preparing for tests.

Students will gain insight into how the culture of the Indians became the way it is today.

Students will gain an understanding and appreciation of the uniqueness of Indian Culture and Montana Indian tribes.

Students will explore sources that we can share with students as we strive to develop an understanding of the ongoing activism for civil rights and social justice among American Indians.

## **Course Objectives and Expectations:**

- Class will typically involve lecture and discussion-small group and large group work.
- Heavy emphasis is placed upon primary and secondary sources.

## **Student Objectives:**

- Students will understand how geography helped to shape the culture of the basic Indian groups.
- Students will gain a new vocabulary associated with Indian culture.
- Students will take notes that are helpful in remembering and preparing for tests.
- Students will gain insight into how the culture of the Indians became the way it is today.
- Students will gain an understanding and appreciation of the uniqueness of Indian Culture and Montana Indian tribes.
- Students will identify contemporary issues in Native communities through fiction and nonfiction reading.

## **Pacing and pertinent Montana Content Standard:**

<u>Quarter 1</u>	Standard
MT Reservations/Tribes	MCS 2,6
Early Peoples/Societal Contributions	MCS 2,3,4,6
Columbus/Indian Wars	MCS 2,4,6
Nez Perce	MCS 2,3,6
<u>Quarter 2</u>	
DAPL	MCS 2,3,4,6
Hollywood/Media	MCS 6
Boarding Schools	MCS 2,3,4,6
Creation Stories	MCS 2,3,4,6

## **Course Outline and Assessments:**

1. Unit 1: MT Reservations/Tribes
  - a. Reservation ID
  - b. Treaties
  - c. Tribes Enrolled
  - d. Unit I Assessment- Vocab Quiz

- e. Unit 1 Project- Tribal Constitution Scavenger Hunt
- 2. Unit 2: Early Peoples
  - a. Origination Theories
    - i. Land Bridge vs. Origination
    - ii. Early Humans + Technology
  - b. Native Contributions
  - c. Unit 2 Project- Neolithic Human Research
- 3. Unit 3: Columbus/Indian Massacre/Wars
  - a. Columbus
    - i. De Las Casas Journals
  - b. Little Bighorn/Greasy Grass
  - c. Baker Massacre
  - d. Wounded Knee Massacre
  - e. Unit 3 Assessment: Multiple Choice and Short Answer Response
- 4. Unit 4: Flight of the Nez Perce
  - a. Chief Joseph
  - b. Treaties Impacting the Tribe
  - c. War of 1877 Battles
    - i. Battle of the Bear's Paw
  - d. Unit 4 Assessment: History vs. Hollywood Writing Assessment
- 5. Unit 5: DAPL
  - a. Artifacts For
  - b. Artifacts Against
  - c. Analysis of Various forms of Media
  - d. Presentation of events
  - e. Unit 5 Assessment: Argumentative Essay
- 6. Unit 6: Hollywood + Media
  - a. 'Reel Injun' Film Study
  - b. Film Analysis
- 7. Unit 7: Boarding Schools
  - a. Lecture
  - b. Primary and Secondary Sources
  - c. Impacts to Native Peoples
  - d. Reading of Source *My Name is Seepeetza*
  - e. Unit 7 Assessment: Short Answer Written Assessment
- 8. Unit 8: Creation Stories
  - a. Lecture
  - b. Examples/Mythology- "Themes"
  - c. Translation to Common Themes in Nature/Life

d. Unit 8 Assessment: Create own Creation Story using common Themes

**Timeline:**

<u>Quarter 1</u>	Approximate Timeline
MT Reservations/Tribes	2 Weeks
Early Peoples/Societal Contributions	2 Weeks
Columbus/Wars	1 Week
Flight of the Nez Perce	3 Weeks
<u>Quarter 2</u>	
DAPL	3 Weeks
Hollywood/Media	2 Weeks
Boarding Schools	2 Weeks
Creation Stories	2 Weeks
Native Non-Fiction	2-3 Weeks

**Resources:**

**Online**

HPS Technology Curriculum:

<https://www.blueponyk12.com/cms/lib/MT01001096/Centricity/Domain/12/HAVRE%20PUBLIC%20SCHOOLS%20TECHNOLOGY%20CURRICULUM.pdf>

YouTube.com

Montana Office of Public Instruction. (n.d.). Retrieved December 17, 2020, from

[OPI Montana](#)

**Text Based**

Grann, D. (2017). *Killers of the Flower Moon: The Osage murders and the birth of the FBI*.

Hurtado, A. L., & Iverson, P. (1994). *Major problems in American Indian history: Documents and essays*. Lexington, Mass: D.C. Heath and Co.

Richter, D. K. (2001). *Facing east from Indian country: A Native history of early America*. Cambridge, Mass: Harvard University Press.

Stannard, D. E. (1992). *American holocaust: Columbus and the conquest of the New World*. New York: Oxford University Press.

Sterling, S. (1992). *My name is Seepeetza*. Vancouver: Douglas & McIntyre.