

Native American History: Unit 6 Indian Country and Indian Identities in Modern Time

Content Area: **Social Studies**
Course(s): **History**
Time Period: **Semester 1 & 2**
Length: **2-3 weeks**
Status: **Published**

Standards

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.D.11.c - Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

Enduring Understanding

****The curriculum is based on *First Peoples: A Documentary Survey of American Indian History* by Colin Calloway**

Students will understand that American Indians are working to preserve their cultures and to be accurately represented by mainstream American society as a case study in cultural preservation.

American Indians face various challenges related to the reservation system, mascot controversies, and defining their identities to understand the concept of identity.

American Indians continue to be proud of their histories and cultures and are working to teach future generations about their traditions in an effort to preserve their cultures.

Students will learn the significance of modern day topics such as:

- Current conditions on reservations (unemployment, health care, gaming, natural resources, language preservation, powwow dances)
- Sports mascot controversies
- Indian Judicial System
- The Black Hills Controversy
- Triple Citizens
- Gender Roles

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

Why are the use of Indian mascots and imagery controversial?

Why should or should not the Lakota accept payment for the Black Hills?

How has gaming impacted American Indians?

How has leasing and/or selling natural resources found on Indian land impacted Indian nations?

What are the challenges and successes of Indian healthcare programs?

How can modern day problems on reservations be solved?

Knowledge and Skills

SWBAT examine Indian imagery and representation historically and in modern time

SWBAT discuss whether or not the Lakota should accept payment for the Black Hills and justify their reasoning

SWBAT examine the successes and failures related to gaming, healthcare programs, and selling natural resources on reservations

SWBAT propose solutions to current problems facing American Indians by demonstrating their knowledge of American Indian histories and cultures

SWBAT examine museum exhibits regarding recent treaties between American Indians and the United States Government at the National Museum of the American Indian

Resources

First Peoples: A Documentary Survey of American Indian History by Colin Calloway

Images from the Dartmouth Archives: Indian mascot

Interview on women's roles with Chief Joyce Dugan, the first female Chief of the Eastern Band of the Cherokee Nation

Booklet from Eastern Band of Cherokee Nation on Economic Success and Community Initiatives

Photograph of "Mascot Protester at Super Bowl" on page 666 (*First Peoples: A Documentary Survey of American Indian History* by Colin Calloway)

Photograph of "Chief Osceola and Florida State Football" on page 667 (*First Peoples: A Documentary Survey of American Indian History* by Colin Calloway)

Field Trip to the National Museum of the American Indian in New York City

Transfer Goals

Students should be able to independently appreciate the challenges that American Indians face in determining their identities and encouraging others to overcome stereotypes sometimes represented in mainstream American culture.

Students should be able to independently create solutions to solving current challenges on reservations involving unemployment, health care, gaming, natural resources, and language preservation.

Overarching Transfer Goals for the course:

Students should be able to independently gain an appreciation for the often untold historical narratives involving American Indians. Students will view American Indians and American Indian Nations as key players who both influenced US History and were influenced by US History. Students should be able to independently discover connections between historical events and modern day issues and controversies involving American Indians.

Assessments

<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit?tab=t.0>

Modifications

<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fit8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0>