

American Indian Culture

Grade Level:	9-10-11-12
Length:	1 Semester
Period(s) Per Day:	1
Credit:	2
Credit Requirement Fulfilled:	Native American Studies

Course Description

This course is designed to give the student an understanding of the history and cultures of the North American Indians. The student experiences will include reading, writing, listening, discussion and research.

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. Students will analyze the reservation system and special laws relating to the American Indian. The interaction between Indians and whites in history and at the present time will be studied.

Course Objectives and Expectations

- 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 in 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.

Course Outline

Pacing

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|-------------------------------------|-----------------------|
| • Study Skills | Throughout the course |
| • Early People | 2 weeks |
| • Plains Indians | 2 weeks |
| • Sign Language | 3 weeks |
| • Contributions to American culture | 3 weeks |
| • Powwows | 2 weeks |
| • Indian Wars | 3 weeks |
| • Montana Indians | 3 weeks |

Montana Standards for Social Studies

Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Benchmarks:

1. Interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models).
2. Differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population).
3. Assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution).
4. Analyze how human settlement patterns create cooperation and conflict which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).
5. Select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes.
6. Analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources).
7. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms/ranches).

Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

1. Select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.
2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other.
3. Apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues.
- 4a Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world. 4b analyze issues (e.g., freedom and

equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position.

5. Analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.

6. Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).

7. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).

Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

Benchmarks:

1. Analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems.

2. Use basic economic concepts (e.g., production, distribution, consumption, market economy and command economy) to compare and contrast local, regional, national, and global economies across time and at the present time.

3. Assess the costs and benefits to society of allocating goods and services through private and public sectors.

4. Compare and contrast how values and beliefs influence economic decisions in different economic systems.

5. Explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit companies, banks, insurance companies).

6. Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States and the world (e.g., international trade, space exploration, national defense).

Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmarks:

1. Analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity.
2. Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.
3. Analyze the impact of ethnic, national and global influences on specific situations or events.
4. Evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments).
5. Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States and the world.
6. Analyze the interactions of individuals, groups and institutions in society (e.g., social mobility, class conflict, globalization).