Montana
Office of Public Instruction
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opi.mt.gov

Social Studies Model Lesson Plan

Contemporary American Indian Issues

High School

Stage 1 Desired Results

Established Goals:

Social Studies Standard 4, Benchmark 12.7 Students will 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).

Understandings:	Essential Questions:
• Students will develop an understanding regarding contemporary American Indian issues and how the issues relate to the 7 Essential Understandings.	• To what extent do the following major challenges of language, culture, economics, and education impact Montana tribes? What are some tribal specific examples of how these challenges are being met? • Why is it important to look at issues from multiple perspectives?
Students will be able to… • research and analyze a specific American Indian contemporary issue.	*Students will know…* • American Indian people face some unique challenges. • efforts to revitalize languages and cultures are in various stages of renewal/revitalization among the tribes.

Stage 2 Assessment Evidence

Performance Tasks:

1. Research a particular contemporary issue/event pertaining to American Indians.

2. Gather evidence and present findings in the form of a brief essay and oral presentation.

Stage 3 Learning Plan

Learning Activities:

Print out copies (prior to class) of the article from *National Geographic Magazine* from September 2004 titled "Indian Renaissance" by Joseph Bruchac (a link to the article is included in the lesson)

Have students read the article asking them to take notes on at least 5 contemporary issues put forth in the article.

Give students approximately 20 minutes to read the article.

Ask students to write up a short reaction paper (couple of paragraphs) regarding the article.

Facilitate a class discussion. Ask students what they already know regarding some of the issues put forth. Why did the author title his article "Indian Renaissance"?

Next, tell the class they will be conducting research into contemporary American Indian issues. They will be required to write a two-page paper summarizing the issue they have researched.

Have students identify a contemporary American Indian issue to research. Use the topics mentioned in the *National Geographic* article as a starting point for potential ideas. Have each student clear their topic with you first in order to ensure a broad coverage of topics.

Have students use the following questions to help guide their research:

◊ What is the issue (redefine it in their own words)?
◊ What do you currently know about this topic? List out a brief answer (save to compare with information gathered as the lesson progresses). Have students identify potential questions they would like to know about in regard to their particular topic.
◊ What are some of the multiple perspectives surrounding this topic?
◊ Has your perspective changed as a result of your research or do you feel more informed about this particular issue?
◊ What resources did you use to reach your conclusions?

Materials/Resources Needed:

Bruchac, Joseph **(Abenaki)**. "Indian Renaissance." *National Geographic Magazine.* September 2004. http://magma.nationalgeographic.com/ngm/0409/feature5/fulltext.html

(The following five reference books were sent to all Montana school libraries – they provide an excellent starting point for research and general background information.)

Champagne, Duane **(Ojibwe)** (ed)**.** ***Native North American Almanac: A Reference Work of Native North Americans in the United States and Canada.*** Detroit: Gale Publishing, 2001. This comprehensive volume provides historical and contemporary information about the Native peoples of North America. A broad range of topics including history and historical landmarks, health, law and legislation, activism, environment, urbanization, education, economy, languages, arts, literatures, media and gender relations makes this highly readable book essential for librarians and teachers

Davis, Mary B. (ed). ***Native America in the Twentieth Century, An Encyclopedia.*** 1996. All classroom teachers who are teaching anything about "Native Americans" should have this single-volume encyclopedia

available and use it frequently. The emphasis is on Indian peoples today, and the involvement of a great many knowledgeable Indian people, close to much of what they describe, contributes greatly to accuracy and coverage of usually ignored matters.

Keoke, Emory Dean **(Lakota)** and Kay Marie Porterfield (eds). ***Encyclopedia of American Indian Contributions to the World: 15,000 Years of Inventions and Innovations.*** 2003. With entries ranging from anti-asthmatic medications to zoned biodiversity, this meticulously researched volume is a comprehensive resource to the numerous inventions and innovations made by the indigenous peoples of North, Meso-, and South America. Containing over 450 entries, alphabetically arranged and fully cross-referenced, this indispensable reference book is a must for every classroom and library.

Keoke, Emory Dean **(Lakota)** and Kay Marie Porterfield (eds). ***American Indian Contributions to the World*** 2005. This excellent five-volume set of Keoke's and Porterfield's earlier work is accessible to students from fourth grade through high school. The subjects covered are "Buildings, Clothing, and Art," "Food, Farming and Hunting," "Medicine and Health," Science and Technology," and "Trade, Transportation and Warfare."

Seale, Doris and Beverly Slapin, eds. ***A Broken Flute: The Native Experience in Books for Children.*** Berkeley, CA: Oyate Press, 2005. 463 pages. ISBN: 0-7591-0778-5. *A Broken Flute* deals with the issue of cultural appropriation in books for children, and evaluates hundreds of books for children and teenagers published from the early 1900s through 2004. According to a review in *Multicultural Review*, it is "as close to comprehensive as a bibliography on a given subject can get." "Equally valuable," the review continues, "are the reflections of the reviewers and their children about the negative images perpetrated by mainstream society and its educational system as well as their own efforts to make their voices heard."

OPI Indian Education Web site – www.opi.mt.gov/Programs/IndianEd/