



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

# Social Studies Model Lesson Plan

## Who is an Indian?

High School

### Stage 1 Desired Results

**Established Goals:**

**IEFA Essential Understanding 2** There is also great diversity among individual Indians as Indian identity is developed, defined and redefined by many entities, organizations and people. There is a continuum of Indian identity ranging from assimilated to traditional and is unique to each individual.

**Social Studies Standard 6** Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

**Understandings:**

- There is no generic Indian.
- There are many and varied ways to be identified as an Indian.
- Indian identity is directly related to federal Indian policy, including the Dawes Act.

**Essential Questions:**

- Who is an Indian?
- Should tribes keep using blood quantum for determining membership? Explain.
- How did the identification of Indians develop?
- How am I connected to Indian identification?
- To what extent does Indian identity differ from non-Indian identity?

*Students will be able to...*

- analyze and discuss tribal membership requirements.
- discuss how the Dawes Act has influenced issues associated with tribal membership.
- apply understandings to document the Indian identity process.

*Students will know...*

- how to identify differences and similarities among American Indian identification.

### Stage 2 Assessment Evidence

**Performance Tasks:**

Imagine you are an American Indian seeking tribal membership. Prepare a document describing the entire enrollment process specific to one of the tribal nations. You will present your findings to the class for peer review. You will discuss/describe who is an Indian, should tribes continue to use blood quantum, what's the history behind blood quantum, is being an Indian more than just about blood degree?

The challenge involves dealing with the multi-step process of Indian identification.

Compare and contrast the different processes for each tribal nation in Montana.

Students assess their own learning process in journal form.



*Who is an Indian? (continued)*

### Stage 3 Learning Plan

#### Learning Activities:

Prior to introducing the lesson please go to the following Web site and make printouts/overheads of the following images from the American Indian College Fund Advertising Campaign.

<https://secure.bsd7.org/curriculum/Curriculum.php?dir=9%20Indian%20Education/Posters-Have%20You%20Seen%20A%20Real%20Indian/>

Display the "Have you ever seen a real Indian?" poster series to the class and ask for reactions.

Make an overhead or write on the board Essential Understanding 2.

Have students write a brief statement about what this means to them and discuss.

Ask students if they have ever heard about the issue of "blood quantum." Print out or summarize the main points from this on-line article by Dr. Jack Forbes discussing his perspective on blood quantum.

Forbes, Jack. "Blood Quantum: A Relic of Racism and Termination." In *Native Intelligence and The People's Voice*. November 27, 2000. *The People's Path* website.

<http://www.thepeoplespaths.net/Articles2000/JDForbes001126Blood.htm>

This on-line Master's Thesis from Laura Ferguson has some excellent information regarding blood quantum – numerous quotes and insights from many prominent Indians can be found here:

Ferguson, Laura. *'Indian Blood' or lifeblood? an Analysis of the Racialization of Native North American peoples*. Thesis. May 15, 2005. <http://etd.lib.montana.edu/etd/view/item.php?id=132>

Have students discuss the concept of blood quantum and how it ties in with Indian identity and enrollment. Tell them they will be researching enrollment requirements in addition to summarizing the major issues associated with the use of blood quantum as the major factor in determining tribal membership. Refer them to the on-line glossary for helpful definitions.

Assign students a tribal nation to research (individually or in small groups).

Share with students resources for them to use for conducting background research.

Utilize the OPI document: *Montana Indians: Their History and Location* as a starting place for students to begin their research. [http://www.opi.mt.gov/pdf/IndianEd/Resources/History\\_FoundationAmindianEd.pdf](http://www.opi.mt.gov/pdf/IndianEd/Resources/History_FoundationAmindianEd.pdf)

Ask the students to describe enrollment criteria along with some of the unique characteristics of the tribe they are researching. Refer to the essential questions to help guide them with their research.

Use the following scenario and questions to help guide their research:

*Who is an Indian? (continued)*

Imagine you are an American Indian seeking tribal membership. Prepare a document describing the entire enrollment process specific to one of the tribal nations. You will present your findings to the class for peer review. You will discuss/describe who is an Indian, should tribes continue to use blood quantum, what's the history behind blood quantum, is being an Indian more than just about blood degree?

Students will display essays/poster boards/other visual aids and give an oral interpretation of their research.

**Vocabulary** - Glossary of terms with definitions can be accessed at:

<http://www.opi.mt.gov/pdf/IndianEd/Search/Social%20Studies/Glossary.pdf>

Race

Biology of race

Blood quantum

Dawes Act

Rural and Urban Indians

Elders

Traditions

Tribal Hierarchy: Clan, Band and Council

Culture

Gender Role

Oral History

Montana Tribal Nations:

Assiniboine

Blackfeet

Crow

Chippewa

Little Shell Chippewa

Cree

Gros Ventre

Kootenai

Northern Cheyenne

Pend d' Oreille

Salish

Sioux

**Materials/Resources Needed:**

Montana Tribal Histories: Educators Resource Guide, Office of Public Instruction, 2011

*Who is an Indian? (continued)*

Van Valkenburg, Carol, Matt Ochsner, and Sonja Lee (eds). *Montana Indians 1998: Indian Identity*. Missoula, MT: University of Montana School of Journalism.

<http://nativenews.jour.umt.edu/1998/>

Montana Tribal Web sites and constitutions

**Blackfeet Tribes** [www.blackfeetnation.com](http://www.blackfeetnation.com)

<http://indianlaw.mt.gov/default.mcpX>

**Chippewa Cree Tribes** <http://chippewacree.org/>

<http://indianlaw.mt.gov/default.mcpX>

**Confederated Salish & Kootenai Tribes** <http://www.cskt.org>

<http://indianlaw.mt.gov/default.mcpX>

**Crow Tribe** <http://www.crow-nsn.gov/>

<http://indianlaw.mt.gov/default.mcpX>

**Fort Belknap Tribes – Assiniboine/Gros Ventre**

[www.ftbelknap.org](http://www.ftbelknap.org)

<http://indianlaw.mt.gov/default.mcpX>

**Fort Peck Tribes** <http://www.fortpecktribes.org>

<http://indianlaw.mt.gov/default.mcpX>

**Little Shell Tribe**

<http://www.littleshelltribe.us/>

<http://indianlaw.mt.gov/default.mcpX>

**Northern Cheyenne Tribe** <http://www.cheyennation.com/>

<http://indianlaw.mt.gov/default.mcpX>

On-line article summarizing basic enrollment procedures:

Lewis, Gregg L. "Enrollment Procedures and Recourse." University of Oklahoma, Native American Studies Student. <http://thorpe.ou.edu/OILS/enroll.html>

*Who is an Indian? (continued)*

A good resource from PBS regarding blood quantum and Indian identity.

“Identity and Assimilation.” Today’s Challenges. Indian Country Diaries. Public Broadcasting System.

<http://www.pbs.org/indiancountry/challenges/identity.html>

<http://www.pbs.org/mattersofrace/prog3.shtml>

(The following reference books were sent to all Montana school libraries)

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.