

Who is an Indian

Fast Facts

Curriculum Area: Social Studies
Grade Level: High School
Suggested Duration:

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

1. Students will prepare a document describing the entire enrollment process specific to one of the tribal nations. They will present their findings to the class for peer review. The document and presentation should include who is an Indian, should tribes continue to use blood quantum, what is the history behind blood quantum, is being an Indian more than just about blood degree?

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.

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 the on-line article by Dr. Jack Forbes discussing his perspective on blood quantum.

The on-line Master's Thesis from Laura Ferguson has some excellent information regarding blood quantum. It contains numerous quotes and insights from many prominent Indians.

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 the 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.

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:

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

Who is an Indian – High School

class for peer review. You will discuss/describe who is an Indian, should tribes continue to use blood quantum, what is 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.

Materials/Resources Needed

Web resources

American Indian College Fund, [Have you Seen a Real Indian Campaign](#)

Ferguson, Laura, ['Indian Blood' or lifeblood? an Analysis of the racialization of Native North American peoples](#). Thesis. May 15, 2005.

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

[Glossary of Terms for the Indian Education for All Social Studies Model Lessons](#)

["Identify and Assimilation,"](#) Indian Country Diaries, Today's Challenges. Public Broadcasting System

Lewis, Gregg L. (student) ["Enrollment Procedures and Recourse."](#) University of Oklahoma, Native American Studies

["Matters of Race."](#) Public Broadcasting System.

Montana Tribal Web sites

[Blackfoot Nation](#)

[Chippewa Cree Tribe of the Rocky Boy Reservation](#)

[Crow Tribe](#)

[Fort Belknap Indian Community](#). Assiniboine/Gros Ventre

[Fort Peck Tribes](#). Assiniboine, Sioux

[Little Shell Tribe](#)

[Northern Cheyenne Tribe](#)

[Confederated Salish & Kootenai Tribes](#)

Montana Tribal Constitutions

Van Valkenburg, Carol, Matt Ochsner, and Sonja Lee (eds). [Montana Indians 1998](#). Missoula, MT: The University of Montana School of Journalism.

Books

[Montana Indians Their History and Location](#). Helena, MT: Montana Office of Public Instruction, 2016.



Who is an Indian – High School

The following reference books were sent to Montana public 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 huge 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***. Garland Publishing, Inc., New York, N: 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.

Vocabulary

Biology of race
Blood quantum
Culture
Dawes Act
Elders
Gender Role
Oral History
Race
Rural and Urban Indians
Traditions
Tribal Hierarchy: Clan, Band and Council

Montana Tribal Nations

Assiniboine
Blackfeet
Crow
Chippewa
Little Shell Chippewa
Cree
Gros Ventre
Kootenai
Northern Cheyenne
Pend d' Oreille
Salish
Sioux