

## Ethnic Studies: American Indian/Native Studies

PEIMS Code: N1130030

Abbreviation: ESAINS

Grade Level(s): 10-12

Award of Credit: 1.0

### State Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

### Course Description:

In Ethnic Studies: American Indian/Native Studies, an elective course, high school students learn about the history and living cultures of American Indians/Natives. This course is designed to assist students in understanding issues and events from American Indian/Native perspectives and should be presented in which each Native Nation is studied as a sovereign nation.

This course is a survey course of Nations in Texas and the United States that develops an understanding of the roots of American Indian/Native cultures, especially as it pertains to social, economic, and political interactions within the broader context of North American history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of how past events affect the present provides students of the 21st century with a broader context within which to address the complex experiences of American Indian/Native communities in the United States today.

### Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grades 10-12. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
  - (1) In Ethnic Studies: American Indian/Native Studies, an elective course, high school students learn about the history and living cultures of American Indians/Natives. This course is designed to assist students in understanding issues and events from American Indian/Native perspectives, and to present each Native Nation studied as an independent and sovereign nation. This course is a survey course of Nations that develops an understanding of the roots of American Indian/Native cultures, especially as they pertain to social, economic, and political interactions within the broader context of North American history. The course requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of how past events affect the present provides citizens of the 21st century with a broader context within

which to address the complex experiences of American Indian/Native communities in the United States today.

- (2) Students engage in a variety of rich primary and secondary sources, such as oral histories, speakers, biographies, autobiographies, landmark cases of the U.S. Supreme Court and other courts, novels, speeches, letters, diaries, poetry, songs, film, and the arts.
  - (3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) Culture. The student understands that there are many distinct American Indian/Native cultures and experiences. The student is expected to:
    - (A) use primary sources to identify differences, including languages, clothing, housing, gender roles, elder roles, foodways, and daily practices, among American Indian/Native Nations in different ecoregions;
    - (B) identify the ways Tribal Nations and other American Indian/Native peoples in different regions self-identify and compare these with the names that were assigned to them by others; and
    - (C) describe the variety of cultural preservation and revitalization efforts in different regions that have supported the longevity of American Indian/Native cultural knowledges and languages over time.
  - (2) Culture. The student recognizes that American Indian/Native cultures are dynamic with various exchanges among and between American Indian/Native and non- Native cultures. The student is expected to:
    - (A) describe the ways that trade, bartering, and contact among American Indian/Native peoples contributed to multilingualism, cooperation and conflict, and knowledge sharing across different American Indian/Native cultures over time;
    - (B) describe how community gathering places and intertribal events foster the sharing of arts and cultures;
    - (C) describe impacts of the introduction of foreign flora and fauna on land-based cultures in different regions; and
    - (D) examine historical and cultural interactions between American Indian/Native peoples and non-American Indian/Native peoples due to shared histories, such as captivity, enslavement, escape, mutual aid, and the sharing of food and music.
  - (3) Culture. The student understands how traditional and contemporary American Indian/Native art, music, sports, and literature serve as expressions of preservation, revitalization, sovereignty, interaction, beauty, and varied Native cultures. The student is expected to:
    - (A) use primary sources to identify the significance of American Indian/Native storytelling and trickster stories;
    - (B) compare different genres of American Indian/Native creative expression in art, literature, and media forms such as fiction, poetry, humor, comic books, television, film, theater, dance, and music;
    - (C) analyze the influence of geography on American Indian/Native art and design elements;

- (D) identify cultural and artistic expressions that are considered sacred and protected by ceremonial protocol and explain why they are intended for specific audiences; and
  - (E) explain the importance of sports such as stickball, basketball, football, skateboarding, running, surfing, and martial arts in community building among American Indian/Native populations.
- (4) Geography. The student understands the sacred interdependence between Earth and the American Indian/Native people who live there. The student is expected to:
- (A) analyze maps to investigate the migrations of American Indian/Native Nations who consider what is now Texas their homelands including the three federally recognized tribes with reservations in Texas;
  - (B) explain the American Indian/Native concept of the living universe, especially its interdependent relationships;
  - (C) explain how American Indian/Native sky world and emergence stories, identities, and sacred ceremonies connect with the physical geography through understandings of the living universe;
  - (D) describe the reciprocal relationships between American Indian/Native Nations and the living universe in different ancestral regions including the Northeast, Southeast, Great Lakes, Northern Plains, Southern Plains, Pacific Northwest, West Coast, Hawaii, Great Basin and Colorado Plateau, Gulf Coast, Southwest, Arctic, and Subarctic;
  - (E) explain American Indian/Native nations' understandings of responsible land and water use practices;
  - (F) examine the original American Indian/Native names of Native lands and their meanings and explore the historical changes of these place names as depicted on maps and historical markers; and
  - (G) analyze the practice of land acknowledgement statements as a way to honor ancestral Indigenous people and their local Native land histories, recall Tribal sovereignty, and recognize the continued presence of contemporary American Indian/Native peoples.
- (5) Government. The student understands the concept of governance from the viewpoint of American Indian/Native peoples and how these views of governance have been both preserved and altered within Nations throughout history. The student is expected to:
- (A) describe American Indian/Native concepts of governance, including concepts of community consensus, direct democracy, and community accountability;
  - (B) analyze diplomacy agreements between American Indian/Native Nations , including the Six Nation governmental agreement known as the Haudenosaunee (Iroquois) Confederacy; and
  - (C) compare the precipitating factors that led the Ancestral Puebloans, Haudenosaunee (Iroquois) Confederacy, the ~~Namə́nə́~~ (Comanche), and the Tsenacommacah (Powhatan) Confederacy, to expand their spheres of influence and models of governance.
- (6) Citizenship. The student understands relationality and acceptance within American Indian/Native Nations and Tribal Communities throughout time. The student is expected to:
- (A) describe the ways that kinship systems, including clans, bands, kivas, villages, and towns, maintain balance and sustain continuity among past, present, and future generations; and

- (B) explain the importance of each living being within American Indian/Native concepts of “all my relations.”
- (7) Citizenship. The student understands impacts of external influences on the citizenship patterns and the overall community cohesion of American Indian/Native Nations, families, and individuals. The student is expected to:
  - (A) identify the impacts of external definitions of citizenship on American Indian/Native Nations, including blood quantum citizenship;
  - (B) analyze the impact of the U.S. legal system’s definition of citizenship on Tribal sovereignty over time;
  - (C) analyze the impact of Cherokee Nation v. Georgia 1831, and Menominee Tribe v. U.S. 1968 on American Indian/Native Nations;
  - (D) identify the introduction and meaning of concepts of state recognition, federal recognition, and non-recognition; and
  - (E) analyze the impact of state and federal government recognition on Tribal sovereignty.
- (8) Citizenship. The student understands how dual citizenships can co-exist or at times conflict with each other, and how dual citizenship shapes contemporary American Indian/Native Nations’ citizenship and Tribal jurisdiction. The student is expected to:
  - (A) describe how American Indian/Native Nations have multiple citizenships within Tribal Nations and the United States;
  - (B) explain dual citizenship among American Indian/Native Nations through congressional laws, Supreme Court decisions, and presidential action;
  - (C) compare the impact of voluntary participation by American Indian/Native peoples in the U.S. military on American Indian/Native citizenship before and after World War I, including the role of code talkers;
  - (D) describe the role of the Bureau of Indian Affairs in determining Tribal Nation citizenship and Indian Census Rolls, including the use of Certificate of Degree of Indian Blood (CDIB) and Tribal enrollment cards; and
  - (E) explain how detribalization, non-enrollment, and disenrollment from American Indian/Native Nations impact Tribal Nation sovereignty, Tribal Nation citizenship and dual citizenship.
- (9) Citizenship. The student understands the challenges faced by contemporary American Indian/Native Nations in Texas regarding citizenship over time. The student is expected to:
  - (A) describe the challenges faced by the Carrizo-Comecrudo, Lipan Apache Tribe of Texas, Miakan-Garza Band of Coahuiltecons, Tapilam Coahuiltecan Nation, and the Texas Band of Yaqui Indians in achieving state or federal recognition; and
  - (B) describe how the establishment of the Commission for Indian Affairs in Texas in 1965 and its termination in 1989 impacted Tribal sovereignty.
- (10) Economics. The student understands American Indian/Native peoples’ labor force participation, resource management, and the economic contributions of the American Indian/Native people. The student is expected to:

- (A) examine the value systems of economic wealth, interdependence, success, and land for American Indian/Native Nations;
  - (B) analyze assumptions about American Indian/Native people receiving financial assistance such as government checks, free college, exemptions from paying taxes, per capita payments, and casino distributions; and
  - (C) identify how economic endeavors such as entrepreneurship, gaming, arts, tourism, and food industries have fostered resiliency and survivance of American Indian/Native cultures.
- (11) Science, Technology, and Society. The student explores how American Indian/Native viewpoints, philosophies, and achievements in interdisciplinary science and technology fields have shaped history and STEM thinking. The student is expected to:
- (A) analyze how knowledge of plant medicines and their uses has influenced modern health interventions;
  - (B) describe how traditional seed keeping and growing techniques support foodways and protection of the community environment;
  - (C) analyze practices of intergenerational biodiversity management such as cultural land burning, selective animal domestication, agroforestry, and "nose-to-tail" practices;
  - (D) describe how traditional star knowledge and related activities, including archeoastronomy, navigation, agriculture, calendars, and the concept of time, influence American Indian/Native lifeways;
  - (E) describe the impact of Indigenous inventions such as syringes, kayaks, snow goggles, hammocks, and rubber on life across the Americas;
  - (F) describe the impact of Indigenous engineering, infrastructure, and architecture such as canals and aqueduct planning, cable suspension bridge design, water filters, buildings, and metal works on life across the Americas;
  - (G) use primary sources to describe American Indian/Native communication systems, including Plains sign language, wampum, Texas petroglyphs, wiigwaassabakoon (birch bark scrolls), and totem poles; and
  - (H) describe the field of Indigenous sciences and how evidence of interconnections in the natural world is collected through interdisciplinary observation practices.
- (12) Science, Technology, and Society. The student identifies American Indian/Native organizations and individuals who have contributed to science and technology developments. The student is expected to:
- (A) describe the scientific and technological contributions of individuals such as John Herrington, Jennifer McLoud-Mann, Thomas David Petite, and Susan La Flesche Picotte; and
  - (B) describe the scientific and technological contributions of the American Indian Science and Engineering Society (AISES) and Society for the Advancement of Chicanx and Native Americans in Science (SACNAS).
- (13) History. The People, 1000-1492. The student understands the existing cultures, contributions, and impacts of The Peoples during the height of civilizations from 1000-1492 throughout what is now North America. The student is expected to:
- (A) analyze the social and political development of complex civilizations such as Ancestral Puebloan, Mississippian, Adena, Chinook, and the Haudensaunee Confederacy; and

- (B) describe how intertribal relations and expansive trade routes impacted Ancestral Puebloan societies, early and middle Mississippian development, and the Haudenosaunee (Iroquois) Confederacy.
- (14) History. First Encounters, 1492-1607. The student understands how European contact and colonization occurred as a series of first encounters and how they impacted American Indians/Native Nations from 1492-1607. The student is expected to:
- (A) analyze American Indian/Native Nations' first contact, including the Arawak (Taíno), Bodewadmi (Potawatomi), Inuit, Karankawa nations', Ndé (Apache), Pueblo nations', and Tsalagi (Cherokee) nations' first contact, with Europeans between 1492- 1607;
  - (B) analyze the Papal Bulls of the Doctrine of Discovery and the 1512 Spanish Laws of Burgos and their impact on Native Nations; and
  - (C) analyze the impacts of explorers' narratives on European perspectives of American Indian/Native peoples and the U.S. origin story.
- (15) History. Conflict & Resistance, 1607-1763. The student understands how the continuation of European contact and colonization impacted American Indians/Native Nations from 1607-1763. The student is expected to:
- (A) analyze the impacts of the literary trope of "Noble Savage" that emerged between 1607-1763;
  - (B) analyze American Indian/Native Nations' first contact with Europeans, including the Apsaalooke (Crow), Caddo, Kiikaapoo (Kickapoo), Lakota, Nʌmənənʌ (Comanche) Tikanwatik (Tonkawa), Unangaʔ (Aleut), and Wampanoag first contacts, between 1607- 1763;
  - (C) analyze American Indian/Native perspectives of the treaties and doctrines from European nations such as The Pilgrim-Wampanoag Peace Treaty 1621, Treaty of Easton 1758, and the encomienda system;
  - (D) identify the historical motivations that introduced the European concept of blood quantum from the Indian Blood Law of 1705;
  - (E) explain how factors, including the establishment of the Jamestown colony, the arrival of French Jesuit Priests, the French fur trade, the development of Spanish missions, the Pueblo Revolt, and the Proclamation of 1763, impacted individual American Indian/Native Nations;
  - (F) analyze the role of American Indian/Native Nations in the French and Indian War; and
  - (G) describe the significance of American Indian/Native individuals such as Angelina, Massasoit Sachem, Matoaka, Po'pay, Tisquantum, and Wahunsenacawh.
- (16) History. New Challenges & End of Treaties, 1763-1871. The student understands how continued first encounters and new challenges, unfulfilled treaties, and the end of treaty writing impacted American Indian/Native Nations from 1763-1871. The student is expected to:
- (A) analyze American Indian/Native Nations' first contact with Europeans between 1763- 1871, including the Chinook, Gwich'in, Newe (Shoshone), Niimiipuu (Nez Perce), and Olekwo'l (Yurok) first contacts;
  - (B) analyze American Indian/Native perspectives of treaties and acts such as the Treaty of Paris (1763 and 1783); the Northwest Ordinance (1787), Indian Removal Acts, and the Indian Appropriations Act (1871);

- (C) compare the impact of Article 1, Section 8 of the U.S. Constitution regarding Congressional power over American Indian/Native Nations to the ideals of liberty described in the Declaration of Independence for American Indian/Native Nations;
  - (D) analyze American Indian/Native Nations' perspectives of events of westward expansion, including Grant's Peace Policy, Stephen F. Austin's Karankawa extermination policy, the U.S.-Mexican War, and the creation of Indian Mission Schools;
  - (E) describe how intertribal relations changed and adapted during the development of the United States and westward expansion, including alliances with other countries;
  - (F) describe the impact of the creation of reservations and relocations on American Indian/Native Nations;
  - (G) analyze the impacts of the captivity narrative genre used in texts and media that emerged during westward expansion; and
  - (H) describe the contributions of significant American Indian/Native individuals such as Chief Pontiac, Black Hawk, John Ross, Mangas Coloradas, Sacagawea, and Tecumseh.
- (17) History. Sovereignty Challenged, 1871-1924. The student understands how American Indian/Native sovereignty was challenged when the federal government ceased recognition of individual nations within the United States as independent nations in 1871. The student is expected to:
- (A) analyze American Indian/Native perspectives of U.S. assimilation policies, including Indian boarding schools, the Dawes Act of 1887, and the Indian Citizenship Act 1924;
  - (B) explain how notable events, including the Apache Wars through 1924, the Battle of Greasy Grass (Battle of Little Bighorn), Col. Ranald MacKenzie's campaign against the ʔeh'pai Ndé (Lipan Apache) in 1873, and the Wounded Knee Massacre 1890, impacted American Indian/Native Nations;
  - (C) use primary sources to describe the historic and persisting cultural trope of the "Vanishing Indian" that emerged during the period of westward expansion; and
  - (D) describe the contributions of significant American Indian/Native individuals such as Buffalo Calf Road Woman, Chief Joseph, Cochise, Lozen, Pretty Nose, Quanah Parker, Red Cloud, and Wavoka.
- (18) History. Assimilation and Adaptation, 1924-1968. The student understands how assimilation and adaptation impacted American Indian/Native Nations. The student is expected to:
- (A) explain the U.S. political and legal shifts that impacted sovereignty rights of American Indian/Native Nations;
  - (B) analyze American Indian/Native perspectives of U.S. policies, including the Meriam Report of 1928, Indian Reorganization Act of 1934, Kansas Act of 1940, Indian Relocation Act of 1956, Voting Rights Act of 1965, House Concurrent Resolution 108, and termination acts;
  - (C) explain American Indian/Native Nations' responses to U.S. policies, including Fish Wars, American Indian/Native civil rights movements, and environmental advocacy;
  - (D) describe the cultural contributions of significant American Indian/Native individuals such as Black Elk, Chief Plenty Coups, Ira Hayes, Ki He Kah Stah Tsa (Maria TallChief), Wahle-ǫpa (Marjorie TallChief), and Zitkála-Šá (Gertrude Bonnin); and



- (E) describe the contributions of significant groups and societies, including National Congress of American Indians (NCAI) 1944, National Indian Youth Council 1961, and Code Talkers of World War I and World War II.
- (19) History. Self-Determination and Tribal Sovereignty, 1968-present. The student understands American Indian/Native efforts for self-determination and Tribal sovereignty. The student is expected to:
- (A) explain how modern diplomatic efforts and activism of American Indian/Native Nations impacted U.S. Federal Indian Policy, including Indian Civil Rights Act 1968, Indian Child Welfare Act 1978, American Indian Religious Freedom Act 1978, Indian Gaming Regulatory Act 1988, Native American Language Act 1990, and Voter ID Law 2016;
  - (B) explain American Indian/Native resistance and self-determination efforts such as sovereignty rights, ceremonial rights, land rights, water and resource rights, and boundary rights;
  - (C) describe the contributions of significant American Indian/Native individuals such as Adriel Arocha, Vine Deloria, Jr., Louise Erdrich, Allan Houser, Steven Paul Judd, Wilma Mankiller, Russell Means, N. Scott Momaday, Pascal C. Poolaw Sr., Wendy Red Star, and Matika Wilbur;
  - (D) identify ways American Indian/Native Nations protect their concepts of Tribal citizenship enrollment and sovereign constitutions;
  - (E) explain the expressions of sovereignty and revitalization of cultures, including Indigenous Peoples Day, American Indian Heritage Day in Texas (83R HB 174), contesting the use of Native mascots in sports, and accurate representations in the media and arts;
  - (F) analyze how collaborating with American Indian/Native peoples in research projects helps to protect Indigenous data and cultural sovereignty and produces more comprehensive and reliable research; and
  - (G) compare contemporary American Indian/Native urban communities, rural communities, Tribal communities, and reservation communities.
- (20) Social Studies Skills. The student understands how social scientists use inquiry and sources to interpret the past and present and apply critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) analyze primary and secondary sources such as maps, graphs, speeches, oral histories, political cartoons, and authentic objects to acquire information to answer historical and current questions;
  - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
  - (C) apply the process of inquiry to research, interpret, and use multiple types of sources of evidence;
  - (D) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy;
  - (E) identify bias and support with evidence a point of view on a social studies issue or event; and



- (F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.

#### Recommended Resources and Materials:

Sources should reflect American Indian/Native voices. The use of a variety of rich primary and secondary sources in materials such as oral histories, speakers, biographies, autobiographies, landmark cases of the U.S. Supreme Court and other courts, novels, speeches, letters, diaries, poetry, songs, film, and the arts are encouraged. Resources are available from American Indian/Native American/Tribal museums and cultural centers, Nation/Tribal websites, historical sites, presidential libraries, local and state preservation societies, and American Indian/Native authors.

The following are intended to be resources to pull content from, as there is not a Native Studies high school textbook available.

Treuer, Anton. *Atlas of Indian Nations*. Washington, DC: National Geographic Partners, LLC. (2013).

#### Recommended Course Activities:

Students may utilize Native-centered resources provided by the teacher, including primary and secondary sources such as books, periodicals, journals, documents, oral histories, and other media to explore the American Indian/Native experience in North America, focusing on the United States, Texas, and occasionally Canada.

Students may research topics and/or answer driving questions by analyzing sources, summarizing their findings, and presenting their research to peers through written pieces, displays, and digital media.

In addition, instructors may wish to incorporate optional community-based experiences into the course, such as visits to American Indian/Native public events, guest speakers, interviews, and exploring local sites of historical significance.

#### Suggested methods for evaluating student outcomes:

- Written and/or digitally created products, such as annotated maps; letters to journalists, authors, or community members; interviews or documentaries; research reports; interactive notebooks
- Presentations of group research projects and other in-class presentations
- In-class formal assessments, including objective tests, quizzes, and written responses to selected articles
- Literature and non-fiction book reviews
- Teacher observations
- Evidence of authentic learning from attending public American Indian/Native Community programs or in class speakers

#### Teacher qualifications:

Certified Secondary Social Studies, including Composite and History

- History, Grades 6-12;
- History, Grades 7-12;

- History, Grades 8-12;
- Social Studies, Grades 7-12; or
- Social Studies, Grades 8-12

**Additional information:**

There are no required trainings for American Indian/Native Studies.