

Syllabus

Native American Studies: Historical Perspectives

Course Overview

When European settlers first arrived in the Americas, they found the continent already inhabited. The cultural differences between the Native Americans and Europeans, as well as their desire to occupy the same land, often led to conflict. Tensions increased over time as Europeans moved westward to establish settlements. The US government, eager for more land, imposed a number of controversial policies on Native Americans, including assimilation, forced removal, and military intervention. This course examines the persecution of Native Americans and their fight for civil rights and recognition throughout US history.

Course Goals

By the end of this course, you will be able to do the following:

- Describe the different cultural regions of the Native American groups on the North American continent.
- Consider indigenous people's perspectives on colonization.
- Explain why tribal confederacies were created.
- Identify ways in which European presence affected the Native American people.
- Interpret the effects of ethnocentrism on tribal-federal relations.
- Consider the effects of federal programs to remove and relocate, or assimilate Native Americans.
- Describe the effects of the boarding school experience by reading the words of Native American children.
- Analyze the outcomes of assimilation through both European and Native American perspectives.
- Discuss the long-term ramifications of boarding schools.
- Analyze the effect of the California gold rush on the Native American people.
- Understand the relationship that Native Americans have historically had with the natural world.

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and library databases.
- Some course readings may require a visit to the school library or public library.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.

Credit Value

Native American Studies: Historical Perspectives is a 0.5-credit course.

Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Day	Activity/Objective	Type
1 day: 1	Syllabus and Plato Student Orientation <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
4 days: 2–5	The Arctic and Subarctic <ul style="list-style-type: none"> • <i>Understand the concept of diversity among Native American cultures.</i> • <i>Know the three ways to identify a Native American person.</i> • <i>Learn the different cultural regions of the Native American groups on the North American continent.</i> • <i>Learn about the cultures of the Arctic and Subarctic regions.</i> 	Lesson

Day	Activity/Objective	Type
5 days: 6–10	The Southwest, Northwest, and Great Plains <ul style="list-style-type: none"> Review the cultural regions of Native American peoples in North America. Learn how the climate of the Southwest influenced the development of cultures there. Know about the cultures of the Northwest Coast. Learn how the nations of the Great Plains lived. 	Lesson
5 days: 11–15	The Great Lakes, Northeast, and Southeast <ul style="list-style-type: none"> Review the major Native American cultural regions. Learn about the Native American cultures of the Great Lakes region. Understand the different cultures of the Northeast. Know about the Native American groups that lived in the Southeast. 	Lesson
1 day: 16	Native American Diversity	Lab
5 days: 17–21	Early Interactions with European Settlers <ul style="list-style-type: none"> Read and reflect on the meaning of the Inter Caetera. Understand the origins of European land claims in North America. Consider indigenous people's perspectives on colonization. Think about initial governmental documents between European governments and tribal nations. 	Lesson
4 days: 22–25	Native American People and the English Colonies <ul style="list-style-type: none"> Analyze the sections of English colonial governing documents pertaining to relations with tribal nations. Be able to explain why tribal confederacies were created. Track how the evolving European American presence in their homeland affected Native American people. Interpret the effects of ethnocentrism on tribal-federal relations. Understand the intention of the Northwest Ordinance with regards to tribal nations. 	Lesson
4 days: 26–29	The U.S. Constitution and Native American Policy <ul style="list-style-type: none"> Analyze the constitutional provisions related to tribal nations. Learn about important court cases that interpret the tribal-federal relationship. Understand the concept of sovereignty and how it relates to tribal nations. Define different types of trust relationships. 	Lesson

Day	Activity/Objective	Type
5 days: 30–34	Native American Treaty Rights <ul style="list-style-type: none"> • Know that a treaty is a formal binding agreement between sovereign nations. • Understand the difficulties of treaty negotiation between tribal nations and the federal government. • Analyze the canons of treaty construction and understand how they affect treaty disputes. • Analyze the trilateral governing relationship between tribal, federal, and state governments. • Explain how the case study of Ojibway fishing rights relates to the enforcement of Native American treaty rights in general. 	Lesson
4 days: 35–38	Removal, Relocation, Allotment, and Assimilation <ul style="list-style-type: none"> • Understand the way federal policy regarding Native American people has changed as America has grown. • Explain the effects of the Dawes Severalty Act on tribal nations. • Comprehend the lasting impact of the removal policy on tribal nations. • Consider the effects of federal assimilation programs. • Assess the difference between intended effect and the actual effect of the Dawes Allotment Act on Native American individuals and communities. 	Lesson
1 day: 39	Midterm Exam	Assessment
5 days: 40–44	Tribal Reorganization <ul style="list-style-type: none"> • Be able to explain the importance of the Indian Citizenship Act. • Assess how the Indian Reorganization Act changed the structure of tribal governments. • Analyze the reasons many Native American people chose to move to urban centers and how this move changed their lives. • Trace how the work of the Indian Claims Commission led to termination policy. 	Lesson
5 days: 45–49	Acts of Termination and Self-Determination <ul style="list-style-type: none"> • Understand the implementation and effect of termination policy on Native American communities. • Define the concept of self-determination in regard to Native American tribes. • Learn how tribes get recognized at the federal and state levels. • Be able to explain the advantages of federal tribal recognition. 	Lesson

Day	Activity/Objective	Type
5 days: 50–54	A Boarding School Initiative <ul style="list-style-type: none"> • <i>Learn about the United States Indian boarding school initiative.</i> • <i>Know why the boarding school initiative was implemented.</i> • <i>Learn how Indian children were recruited to attend boarding schools.</i> • <i>Be able to identify two types of American Indian boarding schools.</i> 	Lesson
2 days: 55–56	Carlisle Boarding School	Lab
5 days: 57–61	Life at the Carlisle Boarding School <ul style="list-style-type: none"> • <i>Be able to describe the life of Indian children at the Carlisle Indian school.</i> • <i>Know about the outing system.</i> • <i>Learn about the effects of the boarding school experience by reading the words of Indian children.</i> • <i>Analyze a historical document associated with the boarding school initiative.</i> 	Lesson
5 days: 62–66	The Long-Term Effects of Boarding Schools <ul style="list-style-type: none"> • <i>Analyze the success of assimilation of Native American people through both European American eyes and Native American eyes.</i> • <i>Show the link between boarding schools and pan-Indianism.</i> • <i>Read about the conditions of life for Indian people in the early 20th century.</i> • <i>Understand Richard Henry Pratt's perspective of how best to help Indian people.</i> • <i>Be able to talk about the long-term ramifications of boarding schools.</i> 	Lesson
1 day: 67	Richard Pratt	Lab
4 days: 68–71	Resistance to Early European Settlers <ul style="list-style-type: none"> • <i>Consider different perspectives and experiences.</i> • <i>Learn about various types of resistance.</i> • <i>Read about retaliation of native people against Spanish and English rule.</i> 	Lesson

Day	Activity/Objective	Type
4 days: 72–75	Resistance on the Battlefield and in the Courts <ul style="list-style-type: none"> Learn about tribal alliances with European and other tribal nations. Read about Native American individuals who led resistance efforts. Understand the importance of major Supreme Court cases. Learn why some non-Native American individuals disagreed with the policy of removal. 	Lesson
4 days: 76–79	Tension in the West <ul style="list-style-type: none"> Analyze the effect of the California gold rush on the Native American people living there. Learn the importance of the precedent set by the Lewis and Clark expedition. Consider the importance of the buffalo to the Native American people of the Plains. Evaluate how life changed for Native American people on the Plains during the 19th century. Understand the forms of violent and nonviolent resistance displayed by Plains tribes. 	Lesson
4 days: 80–83	Political Advocacy: Late 19th Century to Today <ul style="list-style-type: none"> Learn about civil rights activism by Native American people. Understand why Native American groups organized to advocate for their legal and political rights. Know several influential people and groups that emerged to fight for Native American rights. Analyze the struggle and the outcomes of these Native American activist groups. 	Lesson
2 days: 84–85	Learning About Activism	Lab
3 days: 86–88	Environmental Concerns <ul style="list-style-type: none"> Understand the relationship Native American people have historically had with the natural world. Define characteristics of environmental racism. Examine an environmental issue of concern to Native American people. 	Lesson
1 day: 89	Semester Review	
1 day: 90	Final Exam	Assessment