

Native American Heritage

RCAS Policies/Procedures

Students will be required to follow all RCAS policies and procedures. To view the RCAS High School Student Handbook, click [handbook](#).

Course Description

In this course, students will explore Native American cultures with a special emphasis placed upon Lakota history, culture, and contemporary issues in South Dakota.

Grading

Points shall be awarded for assignments, quizzes, and tests. Points will be awarded and collected cumulatively through the semester.

Textbook

Native North America, by Mark Q. Sutton

The Lakota Way, by Joseph Marshall III

Reading

Handout – The Great Race, from CAIRNS (Center for American Indian Research and Native Studies)

Handout – The Story of Wind Cave, from CAIRNS

Handout – History of Gaming and Reservations

Handout – The Great Turtle: Iroquois Origin Story

Handout – Life in the Tipi and Camp Circle

Handout – The Wampanoag Thanksgiving Story

Handout – Who Owns Oklahoma

Handout – Winter Count

Optional Reading

N/A

Instructional Resources

Canvas

Essential Questions

- What is culture?
- What is identity?
- How does the physical environment impacts culture?
- What is a tribe?
- What does it mean to be a citizen of a Tribe or Tribal Nation?
- What are the legal rights that members of a Native American Tribe possess?

- What are the examples of culture that we see in Tribes all across North America: language, spirituality / religion, artwork, clothing styles, group organization, family organization, music, etc.?
- What specifically can we learn about Lakota, Nakota, and Dakota culture (Oceti Sakowin)?
- What can we learn from the books, The Lakota Way, Lakota Society, Native North America, and Black Elk Speaks?
- What relevant treaties and federal government policies help to explain the legal status and historical experience of Native American peoples? And why is this the case?

Essential Learning Intentions

Oceti Sakowin Essential Understandings

ESSENTIAL UNDERSTANDING 1: The original land base and natural resources of the Oceti Sakowin were under communal stewardship prior to immigrant settlement. The Oceti Sakowin tribes have a distinct and unique interrelationship with the environment that contributes to South Dakota.

ESSENTIAL UNDERSTANDING 2: There is variety and resiliency among individual Tribal people as identity is developed, defined and redefined by entities, organization and people. A continuum of tribal identity, unique to each individual, ranges from assimilated to traditional lifestyle. There is no “generic American Indian”.

ESSENTIAL UNDERSTANDING 3: The origin, thought and philosophy of the Oceti Sakowin continues in the contemporary lifestyles of Tribal members. Tribal cultures, traditions and languages are incorporated and are observed by many Tribal members both on and off the reservations.

ESSENTIAL UNDERSTANDING 4: The Oceti Sakowin kinship systems provide a framework for both individual and group behavior. Its unwritten rules promote harmony, compromise, a sense of order, and group cohesion.

ESSENTIAL UNDERSTANDING 5: History told from the Oceti Sakowin perspective, through oral tradition and written accounts, frequently conflicts with the stories mainstream historians tell and becomes subjective information. Currently historical perspective is being revisited to be more inclusive.

ESSENTIAL UNDERSTANDING 6: Federal policies and treaties put into place throughout American history have affected Oceti Sakowin people adversely. Tribes as sovereign nations have the authority to enter into government to government relationships. Currently, the relationships with the States are not the same for each tribe.

ESSENTIAL UNDERSTANDING 7: The essential philosophy of the Oceti Sakowin wicoun (way of life) is based on the values of the Oceti Sakowin which has created resiliency of the Oyate. Tribal communities have put considerable efforts into economic development ventures, Tribal universities, alternative education, wellness centers, cultural, traditions and language revitalization.

Government Standards

K-12.C.1 - Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.

K-12.C.4 - Students will understand the fundamental principles of America's democratic republic and the United States Constitution and the inherent conflicts that may arise.

K-12.C.5 - Students will understand the ways in which a citizen can use their basic rights to influence the decisions of the republic.

Geography Standards

K-12.G.5 - Students will recognize and explain the role population and culture play in creating diversity within the world's places and regions.

K-12.G.6 - Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements.

Economics Standards

K-12.E.5 - Students will describe how trade generates economic development and interdependence.

History Standards

K-12.H.1 - Students will analyze how major events are chronologically connected and evaluate their impact on one another.

K-12.H.2 - Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.

K-12.H.3 - Students will analyze and evaluate historical events from multiple perspectives

K-12.H.4 - Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.

K-12.H.5 - Students will develop historical research skills.