



Standard One

Curriculum Summary

Grades:



For Grades 2-3

Goal:

Students will develop knowledge and understanding of traditional American Indian land-related values and special relationships to land that formed the foundation for Indian cultural identity and sense of place on earth.

Rationale:

The survival and successful continuation of American Indian tribal societies is dependent upon their abilities to know and retain special connections to their homelands. This is so because traditions, origin stories and prayers that provide tribal uniqueness and identity are so often based upon special places, land-related incidents or natural gifts from the land. Additionally, tribal societies were once supported and sustained by their lands and may wish to again prosper in homelands that support the existence of those special places and natural gifts from the earth.

Lesson 1: **Demonstrate knowledge of certain tribal origin stories.**

Achievement Goal: **Read and retell certain tribal origin stories.**
One class period

Origin stories closely connect American Indians to their aboriginal lands. In this lesson students will learn tribal origin stories and be able to retell them.

Lesson 2: **Demonstrate knowledge of certain tribal origin stories.**

Achievement Goal: **Record an origin story from a tribal elder.**
One class period

Oral traditions are an important method of remembering tribal stories. In this lesson students will listen to a tribal elder retell an origin story. If the elder permits, the elder will be recorded for the students to watch (or listen to) again.

Lesson 3: Acquire knowledge of how certain people show respect and care for the land.

Achievement Goal: Describe how people actively respect and care for the environment.
One class period

American Indian tribes across the country have in their tribal organizations a natural resources department. These departments preserve and protect tribal property, natural habitats, vegetation, waterways, lakes and dams, and parks. In this lesson, students will hear stories and see pictures of animals and learn how staff of the natural resources department protects the wildlife in their area.

Lesson 4: Learn ways of being protectors of the community environment.

Achievement Goal: Discuss problem areas of environmental care in the community and learn how problems can be fixed.
Two class periods

Students can learn about problem areas of environmental care if they can actually see and experience the problems with waste and debris in their school, home or community. They are most apt to learn about the dangers of waste and debris if they are shown how those objects can be harmful to wildlife such as rabbits, deer, birds or insects. They can also be made to visualize how the objects can be harmful to fish, frogs and turtles that live in water habitats.

Lesson 5: Develop knowledge of one's own personal relationship with the land.

Achievement Goal: Describe one's own personal feelings about special places.
One class period

Teaching Native traditional views, beliefs and values will help students develop respect for nature and land and to realize their responsibilities to contribute to preserving and nurturing their environment. In this lesson, students will use art to express their feelings about their personal relationship with the land.

Lesson 6: Develop knowledge of one's own family relationships, and the concept of kinship and extended family.

Achievement Goal: Describe family members, how they relate to one another, and how a relationship with nature resembles a relationship with family members.
One class period

Many tribes of American Indians lived in small groups. Family was the center of the kinship system. This kinship system ensured group well-being, a sense of belonging and security for the young. In this lesson students will create a bulletin board of kinships between family members and with nature.