



Standard Four

Curriculum Summary

Grades:



For Grades 2-3

Background:

The student will develop an understanding of the manner in which a return to American Indian traditional values can help correct the effects of decades of erosion of their homelands.

RATIONALE

The final standard looks to what Indian communities should consider as they work toward a successful future in managing their lands. Indians have had their lands severely diminished and, in many cases, they have been moved great distances from their original homelands. This diminishment and displacement has had significant impacts on tribal culture, clan and social structure, traditional education, languages and overall tribal health. Tribal nations are finding the means of asserting their sovereign status and taking steps to correct some of the harm to their tribal societies and land bases. This assertion can include acquisition of lost lands, halting the erosion of land bases, restoration of traditional land values and development of sustainable land-based tribal economies.

Lesson 1: Identify leaders in one's family, community and school and the things they do to help and lead others.

Achievement Goal: Build a pictorial chart of the leaders in school, family, and community and discuss how those people help and lead others. 1 class period

Indian cultures are often characterized by extended family relationships, in which many people are considered one's relatives. This large network of relatives provides support, security and role models to look up to. Community leadership is seen in those who seek to contribute to the well-being of their people and those who actively protect public goods such as the land. Leaders are involved in a life-long search for knowledge, spiritual balance and development of strong characteristics and skills needed in one's community. By designing and building a quilt, the students will come to understand the qualities of family and community leaders and how they fit together to build a secure community.

Lesson 2: **Develop knowledge of how leaders' decisions can make things better in the home, community and school.**

Achievement Goal: **Describe some decisions that are made by family, school and community leaders and how these decisions affect others. 1 class period**

Many American Indian tribes emphasize group values centered on the family, the community and the tribe. The importance of maintaining harmony within the group and the needs of the group are considered over those of the individual. These values inform leadership in many Indian communities. Students will learn about leadership by taking turns being a class leader in simple and fun activities.

Lesson 3: **Acquire knowledge of ways in which the local natural environment can be made better.**

Achievement Goal: **Discuss ways in which the local natural environment of the home, school and community can be made better by the decisions and actions of leaders. 1 class period**

Life on Earth is possible because of the amazing ways nature balances and repairs itself. American Indian ancestors respected this power and were grateful for the gifts of food, shelter and adornment that were provided by nature. However, in recent times, human populations have increased, which has increased the amount of damaging pollution and the demands humans place on the environment, both of which upset the balances within nature and its ability to repair itself. The decisions of community leaders can help correct these problems and address other issues related to the protection of reservation and tribal community environments. Students will design "Don't be a litter bug" signs and learn of other ways they can contribute to caring for their environment.

Lesson 4: **Gain knowledge of how the lands can be used to improve the health and well-being of oneself, one's family, community and school.**

Achievement Goal: **Describe several benefits of using lands for education, natural foods, exercise and recreation. 2 class periods**

In the past, American Indians were very innovative in how they survived by relying on their environment. They became extremely knowledgeable about wildlife, plants and natural resources. Today, the ability to live by exclusively relying on nature has been diminished. However, land and water continue to be important sources of food, transportation, and recreation. With proper care, lands will continue to be a source of nourishment and recreation for generations to come. Students will become detectives and learn through tracking and fishing about how land and water can be used as a source for natural foods, exercise and recreation.