



## Standard Two

### Curriculum Summary

Grades:



**For Grades 2-3**

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Students will demonstrate knowledge of key events in American Indian History and how these events relate to the current land tenure of American Indian tribes and individuals.

#### **RATIONALE**

Land tenure is the state in which land is held or possessed, which encompasses how one may use land, the duration of possession, and various rights associated with use and transference of the land. Modern Indian land tenure, in particular, is particularly complex, being a result of centuries of history between American Indians and the colonizers of North America.

While land tenure is a complicated subject with many facets, it is also a subject that is too important to modern Native Americans to ignore in elementary education. Indian land tenure will shape the abilities of Indian communities to determine their own futures and preserve their culture. Knowledge of land tenure issues will help individuals make sound decisions about their land assets to the benefit of their families and communities.

This curriculum is intended to introduce the basic concepts necessary to understand land tenure and the history behind modern Indian land tenure.

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**Lesson 1:**                    **Acquire knowledge of and connection to one's own homeland in relationship to the state and the country.**

**Achievement Goal:**    **Study and discuss one's own homelands.**  
1 class period

This lesson will introduce the geography of a tribe's modern reservation area. This geographic knowledge will be the foundation from which they may discuss the concept of homelands and study more detailed historical events, such as treaties.

**Lesson 2:** Acquire knowledge of and connection to one's own homeland.

**Achievement Goal:** Observe how individuals or groups establish a sense of belonging within their environment or homelands.

1 class period – field trip

Students' discovery of their environment and their special place within the environment promotes respect and care for the land. This lesson provides an opportunity for the students to experience finding their "special spot" in the community's landscape and explore this connection between land and people.

**Lesson 3:** Acquire knowledge of other reservation lands.

**Achievement Goal:** Describe the homelands of other tribes.

1 class period

Once students have a basic geographical conception of their aboriginal homelands and modern reservation, it is important for them to understand that there are other tribes with distinct and different homelands. In this lesson, students will create outdoor relief maps representing the geography and landscape of other tribes' homelands.

**Lesson 4:** Develop knowledge of what ownership and respect of property means and the concept of respecting others' property. Relate to land ownership.

**Achievement Goal:** Understand the basic concepts behind ownership of things and land by individuals, families, and organizations.

2 class periods

When people possess, use, or treasure a place, they are willing to actively work to maintain its integrity. This concept is important to developing a sense of place and belonging. This lesson will begin to prepare students to participate in ensuring the integrity of Indian lands by learning to identify and respect their own and others' property. This lesson will include discussion of land ownership.

**Lesson 5:** Gain knowledge of how ownership can change by lending, trading, selling, giving and taking. Relate to land ownership.

3 class periods

**Achievement Goal:** Create incidents of ownership exchange through giving, trading, selling, lending and taking. Discuss ownership exchange of land.

This lesson focuses on concepts of owning, lending, trading, selling, taking and giving. The idea of individual ownership of property is now common but was only adopted by many Indian people in relatively recent times. Respect for property, both of one's own and that of others, is an important idea that needs to compliment the idea of individual ownership. Property is sold, traded, borrowed or taken without permission. When land is sold, traded or taken, the life of those who live on or near the land may change dramatically. To understand the history of American Indian land tenure, students must become familiar with the concepts of how property can change hands, appropriately or unfairly.