

Course Title: American Indian Studies	
(Semester Course – Grades 9 – 12)	
Prerequisite: None	
370705	American Indian Studies
Course Description	
<p>Ethnic Studies courses operate from the consideration that race and racism, have been, and continue to be, profoundly powerful social and cultural forces in American society. These courses focus on the experiences of African Americans, Asian Americans, Chicanas/os and Latinas/os, Native Americans, and other racialized peoples in the US. Courses are grounded in the concrete situations of people of color, and use a methodological framing that emphasizes both the structural dimensions of race and racism and the associated cultural dimensions. (Adapted from UC Berkeley, Department of Ethnic Studies).</p> <p>The major purpose of this course is to develop an understanding of the role and contributions of American Indians to the growth and development of the United States. It is important to note that while the term American Indian may be used to describe any indigenous peoples in the Americas, this course specifically covers those peoples living in the regions that would come to be known as the United States. The course offers opportunities to examine the historical significance of American Indians from the pre-colonial era through present times. The course promotes critical thinking about race, and other systems of difference that shape individual and group interactions, American identity, and culture.</p>	
COURSE SYLLABUS (topics to be covered)	
<ul style="list-style-type: none"> • Identity (2 weeks) • Geographic and Cultural Foundations (2 weeks) • From First Contacts to Colonialism (2 weeks) • Settler Colonialism, Indian Removal, and Treaties (3 weeks) • “Americanizing” the American Indian (2 weeks) • American Indians prior to the Civil Rights Movement (2 weeks) • Self – determination and Sovereignty (3 weeks) • Cultural Revitalization (4 weeks) 	
Recommended Focus Standards	
Historical Analysis (From Framework)	Chronological and Spatial Thinking 1, 2, 3, 4 and 5 Research, Evidence and Point of View 1, 2 and 3 Historical Interpretation 1, 2, 3 and 4
Common Core Reading in History/Social Science Standards	RH 1 – 10
Common Core Writing in History/Social Science Standards	WHST 1 – 10
Representative Performance Outcomes and Skills	
In this course, students will know and be able to:	

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- Examine the role of local native populations in the founding of Los Angeles (Tongva, Tataviam, Chumash).
- Examine the role of geography on the development of various American Indian cultures.
- Analyze the worldviews, values, spiritual traditions, cultures, and contributions of various American Indian peoples.
- Understand the significance of creation stories in the development of the worldviews of American Indian peoples.
- Analyze the impact of first contact between various American Indians and European colonizers.
- Evaluate the contributions of American Indians to European settlers.
- Analyze the various impacts of European colonization of the Americas.
- Analyze the impact of U.S. legislation, policies, and treaties on American Indian peoples.
- Understand the settler – indigenous conflict and evaluate the impact of this conflict on American Indian peoples (physical, mental, emotional, spiritual, and relationship to their land base).
- Evaluate scholarly sources to consider the impact of U.S. policy on the American Indian population and whether or not these policies had the intent of genocide on American Indian peoples, as defined by the 1948 United Nations Convention on Genocide.
- Analyze U.S. policy on American Indian Boarding Schools and their continued impact on American Indian peoples (physical, mental, emotional, and spiritual).
- Understand the impact of the Indian Reorganization Act of 1934 (Indian New Deal).
- Evaluate the contributions of American Indians during WWII.
- Analyze U.S. policy on relocation and its impact on American Indian peoples (1940 – 1970), with emphasis on the move to urban centers.
- Analyze and describe the effectiveness of the various approaches employed by different leaders of the Civil Rights movement (Dennis Banks, Clyde Bellecourt, Russell Means, Susan LaFlesche, LaDonna Harris, etc.).
- Analyze and evaluate the American Indian Movement (e.g. goals, methods, leaders, struggles, accomplishments).
- Analyze the economic disparity between American Indian peoples without gaming rights and those with gaming rights.
- Examine the continual efforts by American Indian people to maintain their sovereignty, survival, and land base (e.g. Black Hills).
- Examine efforts to re-humanize through the restoration and revitalization of the physical, mental, emotional, and spiritual health of American Indian communities (e.g. loss of language and culture, confronting drugs and alcohol, addressing rates of suicide, balanced ways of healing).
- Examine the preservation and revitalization of tribal cultures, language, and traditions and the role of tribal values in community health and well – being.
- Examine how tribes and native peoples exercise sovereignty and agency in the present (e.g. the continued struggle to keep current legislation, the process for Federal recognition).
- Understand the ever changing and evolving role of American Indians in society and how it applies to them.
- Analyze the development of political power within the American Indian community and its relationship to changing power structures in the United States.
- Analyze the development of political power for women within the American Indian community and its relationship to changing power structures in the United States.
- Evaluate the evolving role of education in the American Indian community.
- Evaluate the role of the U.S. Federal Court System in U.S. and American Indian relations.
- What challenges continue to face American Indians?
- What opportunities do students have to enact positive change for American Indians?

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In accordance with their individual capacity, students will grow in the ability to:

- Locate, interpret, and assess information found in primary and secondary sources.
- Describe how major historical events are related to each other in time by distinguishing between cause and effect, sequence, and correlation.
- Apply the principles of historical research to the History/Social Science discipline by asking historical questions, evaluating data, and analyzing different points of view.
- Ask historical questions and relate different points of view.
- Use writing to combine ideas, concepts, and information to craft a claim and draw connections among them.
- Arrange historical events in sequential order and determine their correlation to each other.
- Identify an author's position on a historical event.
- Identify and evaluate an author's purpose in producing a document.
- Hypothesize what the author will say before reading a document.
- Evaluate the trustworthiness of a source by considering genre, audience and purpose.
- Understand how context and background information influence the content of a document.
- Recognize that documents are products of particular points in time.
- Establish what is probable by comparing documents to each other.
- Recognize disparities between accounts.
- Identify an author's claims about an event.
- Evaluate the evidence and reasoning the author uses to support claims.
- Evaluate author's word choice; understand that language is used deliberately.

Assessments will include:

- Content Specific Formative and Summative Assessments
- Historical Analysis and Thinking Skills Formative and Summative Assessments
- Short Constructed Responses
- Extended Constructed Responses

Texts/Materials

- First Peoples: A Documentary Survey of American Indian History
- Content Appropriate SHEG Lessons (e.g., Montezuma and Cortes, Pocahontas, King Philip's War, Lewis and Clark, Indian Removal, Battle of Little Bighorn, Carlisle Indian Industrial School, etc.)