

American Indian Magnet School Course Syllabus
Instructor: Jason Bresette – American Indian Studies Teacher
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Grade Level: Middle School (6-8)

Subject Area: Social Studies (Supplement) **Course Number:** H304412

Course Title: American Indian History **Course Length:** 1 Semester

Course Description:

Ignored for generations, American Indian history has recently become one of the most exciting and prolific fields of historical inquiry. As scholars now recognize, Indian peoples have fundamentally shaped and defined our nation's past. From the founding of the first European settlements in North America to continuing debates over the meanings of American democracy, Indian history remains integral to understandings of American history and culture. In many ways, this course is a survey of American Indian History, although several of the individual topics covered in this course will be discussed in considerable detail. A thematic and topical analysis will be developed within a larger chronological framework. The broad nature of the course and the limited timeframe of the quarter means, however, that this class cannot be a comprehensive investigation of the historic American Indian experience in every place and in every era. Rather, emphasis will be placed on those topics, which were instrumental in shaping contemporary conditions and experiences in the United States and in Indian Country from 1800 to The U.S./Dakota War.

Student Outcomes:

Students will be able to:

- a) understand the complex nature of the relationship between Native peoples and American history.
- b) understand centrality of Native peoples in American history as well as the role Native peoples have played in shaping an American identity.
- c) identify common themes throughout American Indian history.
- d) interpret American Indian history through multiple historical interpretations and perspectives, e.g. environmental, economic, political, social, and cultural histories.
- e) trace and explain the mixed legacies of United States colonialism, including white and Indian constructions of "race," "identity," and "citizenship"
- f) historicize the rise of "modern Indian nations" in the twentieth century, which means understand and articulate the historical processes and experiences that explain such issues as treaty rights, land claims, and casinos.
- g) exercise historical analysis and synthesis using both secondary and primary source materials
- h) practice constructing original artwork
- i) develop and improve writing skills

Standards and Benchmarks:

Common Core Benchmark Writing Product – U.S. History – Research and Analysis – Benchmarks – research to Build and Present Knowledge – 6.14.7.7 & 6.14.9.9

MN ELA Standards: 6.4.9.9 Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians in terms of their approaches to similar themes and topics

6.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research (Apply standard 6.4.6.6)

MN Social Studies Standards: 6.1.4.11.1 Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today. 6.4.4.15.1 Compare and contrast the Dakota and Anishinaabe nations prior to 1800; describe their interactions with each other and other indigenous peoples. 6.4.4.16.1 Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota's indigenous peoples and Europeans in the seventeenth and eighteenth centuries. 6.4.4.18.1 Describe how and why the United States claimed and settled the upper Mississippi River region in the early nineteenth century; explain the impact of steamboat transportation and settlement on the physical, social and cultural landscapes. 6.4.4.18.2 Analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi River region. 6.4.4.19.3 Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war. 6.4.4.20.4 Describe Minnesota and federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe and Dakota people, especially in the areas of education, land ownership and citizenship. 6.4.4.23.2 Identify the major Minnesota political figures, ideas and industries that have shaped or continue to shape Minnesota and the United States today.

Scope and Sequence:

American Indian History will cover the time period of approximately 10,000 B.C. to the U.S. Dakota War. Also, the class will focus on the time periods of the original treaties made between the United States and American Indian Nations to the present day relationships.

Content-based Instructional Practices:

- Instruction will focus on the analysis of primary documents and secondary documents found in research.
- Connection to literature, historical geography, art and traditions and values.

Assessments (on-going, formative and summative):

Tentative Calendar and Assignments:

Content-based Instructional Practices:

- Instruction will focus on the analysis of primary documents.
- Connection to literature, historical geography, art and traditions and values.

Assessments (on-going, formative and summative):

Tentative Calendar and Assignments:

Quarter 1

1) Unit I: Stereotyping, Community Building and Foundational Documents

2) Learning Targets for Benchmark Assessment

* I can recognize and relate the causes and effects of stereotyping American Indians, their culture and history.

* I can develop and recommend processes to reduce and eliminate stereotyping

3) Learning and assessments are aligned to unit Essential Questions

1) Unit II: Correcting misinformation/misconceptions

2) Learning Targets for Benchmark Assessment

* I can recognize point of views of writers and speakers

* I can realize that the record of the past is fragmented, selective and biased

* I know that the role of written records and the people who kept them have been exaggerated at the expense of those who did not keep records

* I can realize that most often history has been written by the victors.

3) Learning and assessments are aligned to unit Essential Questions

1) Unit III: Contributions

2) Learning Targets for Benchmark Assessment

* I know impact of resources, medicine, food, clothing

* I can comprehend an extent of ecology, technology

* I can understand the importance of language, literature, oratory

3) Learning and assessments are aligned to unit Essential Questions

Quarter 2

1) Unit IV: American Indian Values and Reservations

2) Learning Targets for Benchmark Assessment

* I can demonstrate an understanding of American Indian values system

3) Learning and assessments are aligned to unit Essential Questions

1) Unit V: Treaties

2) Learning Targets for Benchmark Assessment

* I can analyze past and current treaties, agreements, Congressional Acts and their effects on American Indians.

- 3) Learning and assessments are aligned to unit Essential Questions
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Grading:

The school wide grading scale is as follows:

Letter Grade	Range	Letter Conversion	Grade Points
A+	100	100	4
A	93	96	4
A-	90	91	3.7
B+	87	88	3.3
B	83	85	3
B-	80	81	2.7
C+	77	78	2.3
C	73	75	2
C-	70	71	1.7
D+	67	68	1.3
D	63	65	1
D-	60	61	.7
N	0	30	0

Please contact me if you have work that needs to be made up. It will be the student’s responsibility to connect with the teacher for any late work, which needs to be made up.

- There will still be due dates to help keep students on task.
- There will still be days when we correct assignments in class.
- You may be wondering what the benefit of doing assignments on time is. The answer is that timely feedback will be given to the student in order to gauge and extend understanding.
- A progress report will be sent home two times per quarter.
- Grades are not final until the end of each quarter. We will allow late work throughout the quarter.

HOMEWORK / EXTRA CREDIT

There will be homework for each unit. Students may use passes for extra credit. Other forms of extra credit may be negotiated with Mr. Bresette.

TEACHER CONTACT INFORMATION

If you have any questions or concerns, please feel free to get a reach of me.

Email: Jason.bresette@spps.org (this is the best way to contact me)

School phone number: (651) 744 - 6246