

## **Indian Country 101 Study Guide**

This study guide and Indian Country 101 curriculum will be a cursory introduction to some very BIG concepts. It is meant to familiarize you with 200 years of history in less than two hours. People who have grown up with an American education are most familiar with Pre-Columbian and Colonial Era history. The first 10 lessons in the 101a curriculum deal with that. For the sake of time, our work starts at Lesson 11. The danger with starting at long ago points of time is that you never get to the present. Our goal is to see Native people today, their individuality, and their culture while being grounded in how we got to this point in time.

### **Key Concepts from Native Knowledge 360**

(produced by National Museum of the American Indian (NMAI))

#### **American Indian Cultures**

- There is no single American Indian culture or language.
- American Indians are both individuals and members of a tribal group.
- Native people continue to fight to maintain the integrity and viability of indigenous societies. American Indian history is one of cultural persistence, creative adaptation, renewal and resilience.

#### **People, Places, Environments**

- The story of the American Indians in the Western hemisphere is intricately intertwined with places and environments. Native knowledge systems resulted from long-term occupation of tribal homelands and observation and interaction with places. American Indians understood and valued the relationship between local environments and cultural traditions and recognized that human beings are part of the environment.
- The imposition of international, state, reservation and other borders on Native lands changed relationships between people and their environments, affected how people lived and sometimes isolated tribal citizens and family members from one another.

#### **Introduction to Indian Country Curriculum**

The interactive curriculum we have chosen to use is called Indian Country 101. This free online training is a co-creation of The Whitener Group (a Squaxin Island Tribal Member-owned consulting group dedicated to the advancement and sustainability of tribes), The Washington Chapter of The Nature Conservancy (and its North America Indigenous Landscapes and Communities division), and One Conservancy, the Nature Conservancy's free online training platform. The goals of this training are to grow competency and capacity for businesses, conservation practitioners, and individuals in

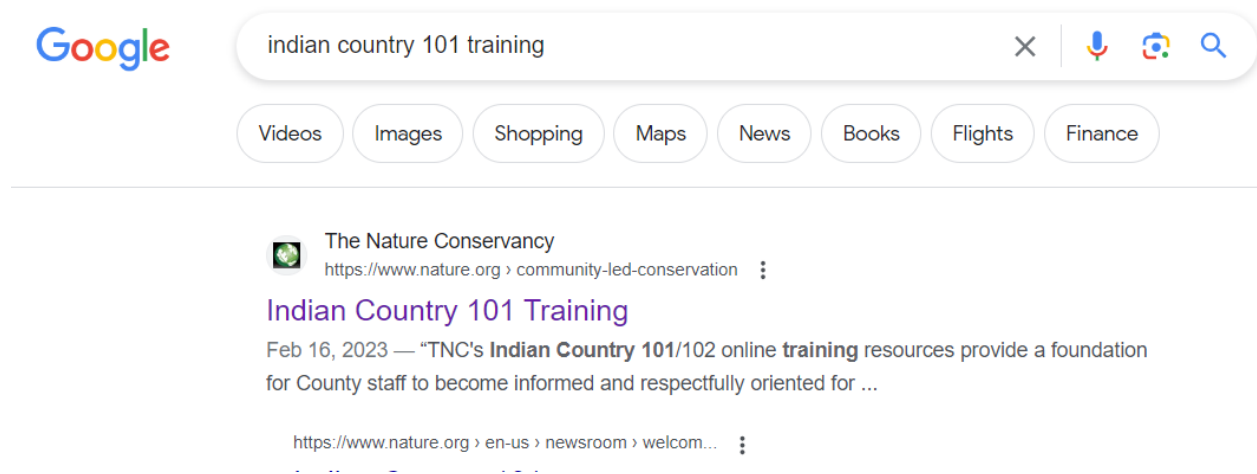
North America to partner with Indigenous Peoples by providing a Tribal Engagement training created by indigenous people themselves.

This material is excellent, and you may choose to explore more than the highlights we present. This study guide is just that—a road map to the material and a place to note your thoughts. Although the guide may make the lessons seem long, they are quite brief, and the entirety shouldn't take much more than 3 hours. There is no test on this material, and we may or may not discuss all ideas in small group discussions. Whatever kind of learner you are, engage with the material to heighten your understanding of the various topics. Read the basic material in each section and watch the videos listed. Videos are in italics and list the time for each. Go beyond if you chose.

Begin at this link: <https://www.nature.org/en-us/about-us/who-we-are/how-we-work/community-led-conservation/indian-country-101/>

Note: If you get an error message when using this link, you can Google: Indian Country 101 Training. The Nature Conservancy (Feb 16, 2023) search engine result comes up, usually first on the list. Click on this and it will take you to the same website address as above.

Copy of Google search example:



Once the course has loaded, click "Start the training." Tabs on the bottom will direct you to 101a and 101c.

## 101a Crash Course in Native History in the US

### Lesson 1: Survey, Introduction and objectives

### Lesson 2: Big Picture Overview

Then, using tab on left side, **SKIP TO** Removal, Reservations, and Treaty Era Overview

### Lesson 11: Removal, Reservations, and Treaty Era Overview 1828-1887

(You can listen to Narrator audio or read in text box.)

### Lesson 12: Indian Removal Act

Click on “Americans “ Exhibit from National Museum of American Indians (NMAI).

Explore for a few minutes.

*Manifest Destiny the Indian Removal Act and the Trail of Tears (2:30)*

Concepts: Removal Act, 5 Civilized Tribes, Manifest destiny, Cherokee Trail of Tears

Questions/Thoughts/Notes:

### Lesson 13: Reservations

*Reservations (1:00)*

Concepts: reservation, Removal Act, 5 Civilized Tribes

Questions/Thoughts/Notes

### Lesson 14: Treaties

Concept: treaty

*US Treaties with Indian Nations (1:42)*

*Why Treaties Matter (5:20)*

*Law professor Uncle (1:00)*

Questions/Thoughts/Notes

### Lesson 15: Marshall Trilogy

*Marshall Trilogy UAF (3:59)*

List 3 principles of federal Indian Law set out in Marshall Trilogy

- 1.
- 2.
- 3.

Questions/Thoughts/Notes

### Lesson 16: Timeline Stops, End of Treaty making, Grant's "Peace Policy" and Custer's Defeat

Concepts: Grant's "Peace Policy", 1871, 1876

Click on link below painting to watch: *Custer's Last Stand from the Lakota Perspective (6:06)*

Questions/Notes/Thoughts

### Lesson 17: Beginning of Boarding Schools (1860-1978)

*Taken From their Families (2:43)*

*Indian Boarding Schools (1:22)*

*Boarding School Healing (5:54)*

Look for Oregon in chart of Boarding Schools by State

Click "Get Involved" link in blue box for ideas

In black box, watch *Forest Grove Indian Training School (6:19)*

Questions/Thoughts/Notes

### Lesson 18: Allotment and Assimilation Era Overview (1887-1934)

### Lesson 19: Dawes Act

*Indian Land Sale (1:57)*

What was the result of the Dawes Act?

Compare the effect on Natives to the Pioneer/settler narrative

Questions/Thoughts/Notes

Lesson 20: Timeline Stops

Concepts: Wounded Knee, Meriam Report

Questions/Thoughts/Notes

Lesson 21: Indian Citizenship Act

How did this affect Native people at the time?

Questions/Thoughts/Notes

Lesson 22: Reorganization Era Overview (1924-1953)

Lesson 23: Indian Reorganization Act

Watch *Meriam Report* (2:20)

How did the 2 restrictions of Reorganization affect tribal members?

Questions/Thoughts/Notes

Lesson 24: Timeline Stops, Alaska Native Reorganization Act

We are not going to focus of Alaska Natives, but it is an interesting exploration if it interests you.

Questions/Thoughts/Notes

Lesson 25: Termination Era Overview (1953-1968)

Lesson 26: Three Policies of Termination Era

*The Termination Era* (1:48)

Questions/Thoughts/Notes

Lesson 27: Public Law 280

*Video* (2 min)

Define effects of law

Questions/Thoughts/Notes

Lesson 28: Termination of Tribal Status

How were Oregon tribes affected?

Concept: Restoration

Questions/Thoughts/Notes

Lesson 29: Indian Relocation Act

*Relocation During Termination Era* (:37)

*Relocation of NA* (1:51)

Optional audio: Uprooted: The 1950s Plan to Erase Indian Country-MN Public Radio (53:00)

Excellent program, not included in the prep time estimation.

Questions/Thoughts/Notes

Lesson 30: The Indian Adoption Project  
*Blood Memory* (2:42)  
Questions/Thoughts/Notes

Lesson 31: Self Determination Era Overview 1968-present

Lesson 32: Indian Civil Rights Movement  
Native Activism: Wounded Knee, Alcatraz, Trail of Broken Treaties, Occupation of BIA  
Questions/Thoughts/Notes

Please take a few minutes to free write or draw whatever comes to your mind about this unit. Capture your impressions, thoughts, feelings, or whatever...

Please bring this Study Guide with you. We will share our responses to this material in the first discussion group.

## **Indian Country 101c: Identity, Citizenship & Culture**

Curriculum link: [https://rise.articulate.com/share/-xeOGvOyf\\_BdXabvj3LtrXhw-1CWMzr5#/](https://rise.articulate.com/share/-xeOGvOyf_BdXabvj3LtrXhw-1CWMzr5#/) If this creates an error message, go to through the google search as noted on page 2 to access.

### Lesson 1: Course intro and Overview

The objectives for this course are different from 101a, but the Introduction is the same, so you should be able to skim Lesson 1.

### Lesson 2: Big Picture Overview

Download and read SAMHSA Culture Card-a valuable resource covering many topics. You will be provided a copy at the workshop and will have one small group discussion related to the material.

*Do All Natives Think the Same* (16:28)

*6 Misconceptions about Native American Teens* (3:04)

Questions/Thoughts/Notes

### Lesson 3: Population

Where do most non-Alaska Natives live? What are the largest tribes?

What percent of Native people live in urban areas? Based on Indian Country 101a, Can you explain why?

Are you aware of urban Indian organizations in our area?

Questions/Thoughts/Notes

### Lesson 4: Citizenship and Blood

*A Word from the Brothers* (.39)

Optional: NPR audio: *So, What Exactly is "Blood Quantum"?* (20:00)

*A Conversation with Native Americans on Race* (6:23)

What are Pretendians? What might be their motivation?

The 1491s are a Native Comedy Group, watch if you choose.

Questions/Thoughts/Notes



## Lesson 5: Terminology and Stereotypes

*Members of the American Indian community discuss the importance of tribal identity* (3:08)

*Tips and Tricks* (1:30) The screen may be black, but click anyway

*What is Native narrative change?* (2:49)

*Native 101: Breaking Stereotypes* 3:29

*I'm Native But I'm Not ...* (1:20)

Optional: *Indigenous People React to Indigenous Representation in Film and TV* (15 min, but watching a little will give you the idea)

Questions/Thoughts/Notes

## Lesson 6: Cultural Appropriation

*Native Americans Try on Halloween Costumes* (2:30)

Buying Native Art-Kathy-discussion group??

*Proud to Be* 1:59 REMOVE THIS IF KM USES FOR AV

Mascots

Questions/Thoughts/Notes

## Lesson 7: Health and Social Issues

Historical Trauma

Decolonization

Health Disparities

Alcohol

Missing and Murdered Ingenious Women and Girls (MMIWG)

*Why the US must not ignore violence*-Deb Haaland (3:17)

(Optional: Link in black box if interested further: "What's Behind the Myth of Native American Alcoholism" from the book *All the Real Indians Died Off: And 20 other Myths about Native Americans*)

Questions/Thoughts/Notes

Lesson 8: Art, Food and Language

*6 Stories Celebrating Native American History and culture* (12 min)

**Optional:** Code talkers: <https://americanindian.si.edu/static/why-we-serve/topics/code-talkers/>

Explore some Native Artists at NMAI:

<https://americanindian.si.edu/explore/exhibitions/newyork>

Food sovereignty as part of decolonization

“Living the Culture” has auditory language examples. Scroll to find:

<https://americanindian.si.edu/nk360/code-talkers/native-languages/>

Questions/Thoughts/Notes

Lesson 9: Storytelling, Humor and Basketball

Questions/Thoughts/Notes

Lesson 10: Elders, Spirituality and PowWows

*PowWow Trail Keeping the Beat* (4:45)

Questions/Thoughts/Notes

Complete survey.

Lesson 11: Thanks for Being Here

Please take a few minutes to free write or draw whatever comes to your mind about this unit. How has this material changed your views of Native Americans?