

# Teacher Tool 146: Native American Heritage

## Study Guide

Study Guide for Culture 1: Celebrating American Heritage Month: Sustaining Culture,  
Sustaining Environment

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## **HEC-TV Live! Presents Celebrating Native American Heritage Month: Sustaining Culture, Sustaining Environment**

**Original Air Date: November 17, 2011**

**Grade Levels: 4-8**

### **Program Description:**

In commemoration of Native American Heritage Month, HEC-TV Live! invites you and your students to hear from members of Native American tribes and explore the unique aspects of their cultures. Join us from the Kathryn M. Buder Center for American Indian Studies at Washington University in St. Louis to learn how they are sustaining their culture through song, dance, pow wows and oral history, and how they continue to honor the environment with their commitment to sustainable agricultural practices. Our two programs this day targeted different topics. Our morning program at 10 a.m. Central Time (Program 1) focused on the environment through the overarching concepts of stewardship and sustainability, and was targeted to students in grades 5 through 10. The afternoon program at 1 p.m. Central Time (Program 2) focused on unique aspects of Native American culture including the pow wow, songs, and dance and also was targeted to students in grades 5 through 10. More details on each program are included below.

**Program 1**—The morning program focused on the environment through the overarching concepts of stewardship and sustainability. Specific topic ideas within those areas include: native culture's respect for nature; three sisters crops of beans, squash and corn; the building design of tribes varying because of environmental differences where they live; examples of sustainability practiced by tribes of different regions such as using all of the buffalo and other practices; comparison of native agricultural practice with that of European settlers; and water rights issues of today.

**Program 2**— The afternoon program focused on unique aspects of Native American culture including the pow wow, songs, and dance. Specific topics within those areas include: differences between pow wows in the contemporary context and their original use; traditions and history of the pow wow; examples of songs and dances; differences between northern tribal song and southern tribal songs; examples of tribes from different regions and their relationship to the pow wow; contests at modern pow wows; and veterans and service members at the pow wow.

### **Program Objectives:**

1. The participant will gain a greater understanding of the unique aspects of Native American culture and Native American tribes.
2. The participant will interact with individuals providing primary source accounts of Native American events, principles, and cultural practices.
3. The participant will meet people and hear stories from diverse perspectives.

**Program Format:**

The archived program will consist of the following segments.

1. Welcome and Introduction—Student groups and experts are introduced and welcomed to the program.
2. Interaction on Program Topics—Students interact with experts as we explore the topics for each program listed in the program description above. Artifacts, images and video will be included as students hear from the program’s guests and ask their questions.
3. Closing Segment--Including summary of topics discussed and final questions from students.

**Featured National Standards (History):****Grades 5-12:****Historical Thinking Standards**

## 2. Historical Comprehension

B. Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.

C. Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.

F. Appreciate historical perspectives--(a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness,” judging the past solely in terms of present-day norms and values.

## 4. Historical Research Capabilities

A. Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

B. Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.

## 5. Historical Issues—Analysis and Decision-Making

A. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

**Featured State Standards (Missouri):**

Schools from across the country are invited to join in the program. Missouri state standards are provided for Missouri schools since partial funding for this program comes from Missouri organizations.

**Show Me Performance Standards:**

Goal 1 – 1, 2, 4, 5, 7, 9

Goal 2 - 1, 2, 4, 7

Goal 3 - 1, 2, 3, 4, 5, 6, 7, 8

Goal 4 - 1, 5, 6

Social Studies Knowledge Standards - 1, 2, 3, 4, 5, 6, 7

Communication Knowledge Standards - 1, 3, 4, 5, 6, 7

**Program-Related Activity Suggestions:**

1. Have students compare their previous understanding of what they thought it would mean to be a member of a Native American tribe with their view of that situation after participating in the program. What surprised them the most? What reinforced what they already believed? What new insights did they gain into the military and wartime experience? Have students share their thoughts in class discussion, journal entries, or written reports.
2. Have students write a letter to one of the guests from our program detailing an insight the student gained from hearing their story, an appreciation for their participation, and/or another focus area of their choice.

**Supplemental Resources:**

To learn more about our partner organization for this program, the Kathryn M. Buder Center for American Indian Studies at Washington University in St. Louis, please visit their website at <http://buder.wustl.edu/Pages/default.aspx>.

To learn more about Native American Heritage Month and find numerous resources to learn more about Native American history, culture, and achievements, visit <http://nativeamericanheritagemonth.gov/>.