EXHIBIT 7
DATE 2-15-05
HB 692

BACKGROUND

Much of our history has been told from one perspective. It has been only recently that American Indians have begun to write about and retell history from an Indigenous perspective.

Books such as Lies My Teacher Told Me by Loewen expose the underlying bias that exists within much of our history curriculum by leaving certain voices out of the stories. In examining current curriculum content it is important to keep the following in mind:

> *Children's history books use terms such as "westward expansion" and "Manifest Destiny" to describe what would be more accurately called ethnic genocide. These books alternately portray Indians as "noble savages," "faithful Indian guides," or "sneaky savages" who lead "ambushes" and "massacres," while in contrast, cavalrymen fight "brave battles." These books propagandize the "glory and honor" of taking land and oppressing native people for European purposes that are portrayed as holy and valid (Loewen 1996).*

A multicultural history curriculum, by focusing on the experiences of men and women of diverse racial, ethnic, and religious groups in United States history, will provide students with a historical context in which to situate and understand the experiences and perspectives of these groups in American society today (Mehan, 1995). A transformation such as this would benefit all Americans as we work on building a free and democratic society for all.

EXAMPLE LESSONS

Title: Battle of Little Big Horn

Grade Level: All grade levels

Lesson: Students will understand how an event can be seen from many viewpoints depending on who tells the story, but how, when the event is written down, it becomes the source of history for most people.

Research and discuss how Custer's Last Stand became The Battle of Little Big Horn and how the story of that historical event varies depending on who tells it.

Create a chart of what students know about the Battle of Little Big Horn. How do they know what they know? What do they know from TV? From the movies? From stories?

Read a story from the Indian perspective and compare the chart afterward. Discuss how history gets told and how perspective changes depending on the telling.

Elementary Level: Esther Sanderson, *Two Pairs of Shoes*
Middle Level: Michael Dorris, *Morning Girl*
Secondary Level: James Welch, *Killing Custer*

Extension: Research and discuss other historical events in Montana. Which events never make it to the textbook (i.e., Baker Massacre on the Marias)?

Assessment: Write a historically significant account of a Montana story from a tribal point of view (i.e., encounters with Lewis and Clark).

Title: Whose point of view does my history textbook present?

Grade Level: 8th grade

Lesson: Understand that textbooks are written to present a dominant culture's point of view and that others are often left out at the expense of that viewpoint.

Skim history textbooks and make a chart of when American Indians show up in history.

Extension: Write a story about a significant site or event in Montana history (or from their local area) from a Tribal perspective.

Assessment: When discussing historical occurrences, does the student bring up alternate viewpoints of history?

ESSENTIAL UNDERSTANDING 7

Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

BACKGROUND

Mark A. Chavaree, Esq., "Tribal Sovereignty," Wabanaki Legal News, Volume 2, Issue 1, winter 1998:

> Before colonization, Indian tribes possessed complete sovereignty. However, given the governmental structure of the United States and the complex history of tribal-federal relations, tribes are now classified as domestic dependent nations. This means tribes have the power to define their own membership; structure and operate their tribal governments; regulate domestic relations; settle disputes; manage their property and resources; raise tax revenues; regulate businesses; and conduct relations with other governments. It also means that the federal government is obligated to protect tribal lands and resources; protect the tribe's right to self-government; and provide social, medical, educational and economic development services necessary for the survival and advancement of tribes.

A very important, but often unappreciated, point is that tribal sovereignty does not arise out of the United States government, congressional acts, executive orders, treaties or any other source outside the tribe. As Felix Cohen puts it, "perhaps the most basic principle of all Indian law... is that those powers which are lawfully vested in an Indian tribe are not, in general, delegated powers granted by expressed acts of Congress, but rather `inherent powers of a limited sovereignty, which has never been extinguished (NARF)."

***Sovereignty* can be defined as "The supreme power from which all political powers are derived." It is "inherent"--- It cannot be given to one group by another. In government-to-government negotiations, states and Indian nations exercise or use their sovereign powers.**

Sovereignty ensures self-government, cultural preservation, and a peoples' control of their future. Sovereignty affirms the political identity of Indian Nations --- They are not simply a racial or ethnic minority. http://www.okstatetribalrelations.com/BasicsIE.html

EXAMPLE LESSONS

Title: Sovereignty over self

Grade Level: 4th grade

Lesson: Students will understand the concept of sovereignty in relation to self. Discuss what types of power a student has over themselves in school. What are their rights and responsibilities during school hours? How can they exercise these rights and responsibilities within the rules of school?

Extension: What are their rights and responsibilities in other contexts?

Assessment: Draw a picture of their sovereignty in school.

Title: Contemporary Tribal Government Negotiations

Grade Level: 11th grade

Objective: Students will understand that Tribal Nations still negotiate with State and Federal Governments as sovereign Nations on various issues. These negotiations usually end with memoranda of agreement (state government) and with legislation and statutes (federal government).

Standard: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Lesson: Students will relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state, and federal governments.

Divide class into stakeholders on an issue and research and discuss/debate a contemporary issue on a reservation from all points of view – including issues of sovereignty and jurisdiction (e.g., natural resources, oil and gas, mining, gaming).

Extension: Develop a class newsletter with articles, letters to the editor, and political cartoons on researched issues.

Research and develop a glossary of political terminology and government testimony from documents that have been collected or studied.

Assessment: Students can present at least two points of view on researched issue.

RESOURCES

Publications available through the Montana Office of Public Instruction (OPI) Indian Education Specialist – Call (406) 444-3013 or (406) 444-3694 or print from the OPI Web site, www.opi.state.mt.us/IndianEd.

Montana Indians Yesterday and Today
American Indian Policies and Directory of Montana Indian Education
A History and Foundation of American Indian Education Policy
Indian Education Lesson Idea Book
Guide to Pow-Wows

Literature

I Have Spoken, Armstrong and Virginia Irving
American Indian Myth and Legends and Trickster Stories, Richard Erdoes
Keepers of the Earth, Bruchac
The Sun Came Down, Percy Bullchild
Collected Wisdom, Cleary and Peacock
Knots on a Counting Rope, Martin and Archambault
Lies My Teacher Told Me, James W. Loewen

Speakers, Videos, Visiting Artists

Montana Committee for the Humanities Speakers Bureau
Montana Arts Council (406) 444-6430
Touch the Earth, video produced by Jim Scott
Coyote and the Clearwater Monster (13 minute video produced by Clara Pincus)

Web sites

Montana-Wyoming Tribal Leaders Council	www.tlc.wtp.net
Indian Country Today (newspaper)	www.indiancountrytoday.com
Indian issues Web site	www.indianz.com
Internet resources for Indian Education	www.opi.state.mt.us/IndianEd