

The Natural Face of North America

The Maximilian-Bodmer Expedition, 1832-1834



How Do We Let Others Know Who We Are?

Grade

- 6-8

Subjects

- *Social Studies*
- *Geography*
- *History*
- *Economics*

Key Message

Individual identity is developed in part through our specialized roles in society. This is as true today as it has been across time and cultures. Students will examine two paintings of Mandan individuals to identify ways in which their specialized roles in Mandan society are evidenced. Teachers should help students connect these methods, which include styles of dress, accessories, and artifacts, to similar methods across cultures today so that students come to recognize that social conventions and practices have nurtured and promoted the development of identity throughout history. Students will also be challenged with using their historical thinking skills to evaluate the credibility of the paintings as a historical source.

Pedagogical Approach

This lesson is designed on the Inquiry Design Model (IDM) mirroring the modules found in Native Knowledge 360 curriculum resources. The Inquiry Design Model (IDM) implements the C3 Inquiry Arc and the C3 Framework Dimension Standards into a student-centered, inquiry-based approach to teaching and learning. These lessons align with the Native Knowledge 360 approach to IDM by avoiding prescribing step-by-step instructions, but providing key elements that honor and support teacher expertise. An inquiry approach is used that outlines supporting questions, featured sources, and performance tasks necessary for students to construct arguments that pertain to the compelling question.

Overarching Standards & Essential Understandings

The content and themes in this module are influenced by the National Council for the Social Studies National Curriculum for Social Studies (NCSS), specifically in the ten themes of social studies and the National Museum of the American Indian (NMAI) framework for Essential Understandings and Concepts .

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NCSS Theme(s)	4: Individual Development and Identity	
NMAI Essential Understanding	American Indian individual development and identity is tied to culture and the forces that have influenced and changed culture over time. Unique social structures, such as clan systems, rites of passage, and protocols for nurturing and developing individual roles in tribal society, characterize each American Indian culture. American Indian cultures have always been dynamic and adaptive in response to interactions with others.	
NMAI Concepts	Historically, well-established conventions and practices nurtured and promoted the development of individual identity. These included careful observation and nurturing of individual talents and interests by elders and family members; rites of passage; social and gender roles; and family specializations, such as healers, religious leaders, artists, and whalers.	
C3 Dimension Standards		Other Content Standards
D2.Civ.2.6-8 - Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). D2.His.13.6-8 - Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. D3.2.6-8 - Evaluate the credibility of a source by determining its relevance and intended use.		

IDM Outline

Compelling Question	How Do We Let Others Know Who We Are?
Staging the Question	1. Introduce the compelling question by asking students to think about a job, career, or other role they might pursue in their lives. 2. Ask students to consider any ways that others who perform that role in our society today are identifiable to others

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	(students might cite uniforms, artifacts, demeanors, etc...) 3. Build on what they say by showing images outside of our contemporary society (global and historical images would be suitable).
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Supporting Question One		Supporting Question Two	
How do we recognize our roles in society?		How do we know about the roles played by people who lived long ago?	
Formative Performance Task		Formative Performance Task	
I see, I think, I wonder graphic organizer		Formative Task 2 (below)	
Featured Work(s) from the Collection		Featured Work(s) from the Collection	
1. 1986.49.260 2. 1986.49.264		1. 1986.49.260 2. 1986.49.275 3. (Journals) 11 February 1834 and 7 March 1834	
Summative Performance Task	How do we let others know who we are? How are our ways of doing so today similar to the ways of previous generations? Use the examples provided in the historical paintings to provide specific evidence that supports your claim.		
Contemporary Connection	Individual identity is developed in part through our specialized roles in society. This is true today as it has been across time and cultures. You may elect to illustrate this point by comparing images from American Indian cultures from the past to images from those same cultures today that both show individuals in their specialized roles in society (as healers, leaders, elders, undergoing rites of passage, etc...)		

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The portraits of *Mató-Tópe*, *Mandan Chief* and *Péhriska-Rúhpa*, *Dog Society dancer* and the journal excerpts 11 February 1834 and 7 March 1834 are credible sources of information about the Hidatsa Dog Society?

Do you agree or disagree? (Circle one.)

Briefly support your answer: