

Visual Arts at a Glance

<i>Process</i>		<i>Anchor Standards Summarized</i>
CREATE	1	<i>Generate and Conceptualize Ideas</i>
	A	Develop Creativity and Innovation
	B	Investigate and Set Artistic Goals
	2	<i>Organize and Develop Ideas/Works</i>
	A	Experiment to Develop Artist Approaches
	B	Interact Objects and Environments
	C	Employ Ethical Practices
	3	<i>Refine and Complete Works</i>
	A	Critique, Reflect, and Revise
PRESENT	4	<i>Select, Analyze and Interpret Works</i>
	A	Consider Various Criteria and Audiences
	5	<i>Develop and Refine Techniques/Works</i>
	A	Consider Various Factors and Methods
	6	<i>Convey Meaning through Presentations</i>
	A	Communicate Meaning and Appreciation
RESPOND	7	<i>Perceive and Analyze Works</i>
	A	Build Awareness and Understanding
	B	Influence and Respond
	8	<i>Interpret Works</i>
	A	Engage in Art Criticism
	9	<i>Evaluate Works</i>
	A	Use and Develop Criteria

ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS

Essential Understanding 1

There is great diversity among the twelve tribal nations of Montana in their languages, cultures, histories and governments. Each nation has a distinct and unique cultural heritage that contributes to modern Montana.

Essential Understanding 2

There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual ranges from assimilated to traditional. There is no generic American Indian.

Essential Understanding 3

The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the "discovery" of North America.

Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not "given" to them. The principle that land should be acquired from Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.

Essential Understanding 5

There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods: Colonization/Colonial Period 1492-1800's; Treaty Period 1789-1871; Assimilation Period - Allotment and Boarding School 1879-1934; Tribal Reorganization Period 1934-1958; Termination and Relocation Period 1953-1971; Self-determination Period 1968-Present.

Essential Understanding 6

History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.

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.