



Module #2

WHO ARE THE PEOPLE OF THE WIND RIVER RESERVATION?

“Eastern Shoshone Veterans”

(8TH Grade)

LESSON PLAN DEVELOPED BY: Ann Abeyta – Eastern Shoshone

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.RH.6-8-4 - Craft and Structure

CCSS.ELA-LITERACY.RL.8.1 - Key Ideas and Details

CCSS.ELA-LITERACY.RL.8.6 - Craft and Structure

CCSS.ELA-LITERACY.W.8.1.a - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.1b - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.1.c - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.1.d - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.1.e - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.3 - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.3.a - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.3.b - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.3.c - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.3.d - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.3.e - Text Types and Purposes

CCSS.ELA-LITERACY.W.8.7 - Research to Build and Present Knowledge

CCSS.ELA-LITERACY.W.8.8 - Research to Build and Present Knowledge

CCSS.ELA-LITERACY.SL.8.1 - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8.1.a - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8.1.b - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8.1.c - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8.1.d - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8.2 - Comprehension and Collaboration

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WYOMING STATE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

Wyoming State Social Studies Standards (2018) Grade 8

SS8.1.1 , SS8.1.1.a

SS8.6.1, SS8.6.3, SS8.6.4



Wyoming State Language Arts Standards – GRADE 8 (2012)

Reading Standards for Literature

- Key Ideas and details

- Craft and Structure

Writing

Speaking & Listening

- Comprehension and Collaboration

DURATION: 2 – 45 min. class periods

MATERIALS REQUIRED:

Videos:

“Native American Veterans”

<http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

27:10 Min.

George Abeyta’s 6th grade class (*YouTube Video*)

https://youtu.be/C31EBW_2sQY

Saying the pledge of Veterans’ remembrance

1:39 min.

“Veterans of Fort Washakie” (*YouTube Video*),

<https://youtu.be/f8PQGsqe11c>

13:40 min.

“Pow Wow Color Guard” (*YouTube Video*),

<https://youtu.be/UfDDUJi5CS0>

1:33 min.

“Washakie – Last Chief of the Eastern Shoshone”

<http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>

Time Frames of video :01 – 2:02 and 54:04 – 56:20

4:17 sec.

Teacher Handouts:

“Native American Citizenship”

“American Indian and Alaska Native Service member and Veterans”

“Scanned Pictures of Native American Veterans”

Student Writing Journal or several pieces of writing paper available



KEY VOCABULARY:

Assimilation

Auxiliary troops

Cryptologists

Demographics

Decipher

Statutes

DESCRIPTOR:

Students will gain an understanding of how Native Americans have played a vital role in the United States Military before they were ever considered United States Citizens.

LEARNING OBJECTIVES:

Students will analyze Native American cultural values related to military service and answer the essential question-“Why did Native Americans join the United States military before they were ever considered United States citizens?”

LESSON INTRODUCTION:

The Teacher will write the objective on the board “Students will analyze Native American cultural values related to military service.” And the essential question, “Why did Native Americans join the United States military before they were ever considered United States citizens?”

The Teacher will ask students what their thoughts are concerning the essential question and write student answers on the board.

STEP BY STEP PROCEDURE:

1. The teacher will read the objective on the board “Students will analyze Native American cultural values related to military service.” And then read the essential question: “Why did Native Americans join the United States military before they were ever considered United States citizens?”

The students will refer to the objective and essential question throughout the lesson and jot down their thoughts in their journals after reading materials, having group discussions and watching the short videos.



2. The teacher will begin the lesson by playing “Native American Veterans”
<http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>
(27:09 minutes)
3. The teacher will then give student a copy of the handout “Scanned Pictures of Native American Veterans”.
4. The teacher will play the following sections of “Washakie, Last Chief of the Eastern Shoshone” - <http://windriveredu.org> or <http://wyomingpbs.org/learningmedia>
Section :01 – 2:02 and 54:04 – 56:20 (4:21 minutes)
5. The Teacher will ask students what their thoughts are on why Chief Washakie was given a military burial. Write answers on board.
6. The Teacher will have students draw a compare and contrast graphic organizer in their notebooks.
7. The Teacher will show the short video of George Abeyta’s class saying the pledge of allegiance. The students will then compare and contrast the pledge of allegiance stated by Mr. Abeyta’s class with how they normally state the pledge of allegiance.
8. The students will read pages 2-6 of the attached document “AIANSV - American Indian and Alaska Native Service Members and Veterans” independently. The teacher will instruct students to take notes on the amount of Native Americans who served in the military and highlight dates.
9. Students will do a close read with the attached document “NAC – Native American Citizenship” and compare the dates with the previous document read.
10. The teacher will explain to the students that they will work in table groups of four students to write a group paragraph answering the essential question. The teacher will give the students the criteria sheet for the group discussion and the group paragraph. Before breaking into groups, the teacher will have the students watch the “Veterans of Fort Washakie” and the “Pow Wow Color Guard” videos.
11. The students will then be given time to work in their groups to write a group paragraph.
12. Once the students have completed their final drafts of their paragraphs, they will have one person from their group read their paragraph to the rest of the class. Each student will use the paragraph scoring guide to evaluate another group’s paragraph.



EVALUATION:

Students will write a paragraph answering the essential question using the video to support their answer with evidence.

Native American Contributions Paragraph

Name(s): _____

DIRECTIONS: As a group, you will be writing a paragraph that answers the questions below. Paragraphs must have complete sentences. Paragraphs must use evidence from the readings and from the videos that you watched today.

Please answer the following questions in a paragraph in the space below:

Why did Native Americans join the United States Military before they were ever considered United States citizens? Why do the Native Americans honor veterans?

Rubric for Native American Contributions Group Paragraph

4	<ul style="list-style-type: none"> • Group answered the first question. • Group answered the second question. • Group used evidence from the videos and readings to support both answers. • Group wrote a complete paragraph-Topic sentence, supporting details and a conclusion.
3	Group completed 3 of the 4 criteria.
2	Group completed 2 of the 4 criteria.
1	Group completed 1 of the 4 criteria.

Teacher Feedback:



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8-4

- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Key Ideas and Details

CCSS.ELA-LITERACY.RL.8.1

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure:

CCSS.ELA-LITERACY.RL.8.6

- Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Text Types and Purposes:

CCSS.ELA-LITERACY.W.8.1.a

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.8.1b

- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.8.1.c

- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.8.1.d

- Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.8.1.e

- Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.8.3

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.8.3.a

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-LITERACY.W.8.3.b

- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.8.3.c

- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts



CCSS.ELA-LITERACY.W.8.3.d

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-LITERACY.W.8.3.e

- Provide a conclusion that follows from and reflects on the narrated experiences or events.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.8.7

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.W.8.8

- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.8.1

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.a

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.8.1.b

- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.c

- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.d

- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8.2

- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.



WYOMING STATE STANDARDS ADDRESSED IN LESSON:
Social Studies Standards (2018) Grade 8

Content Standard 1 - Citizenship, Government, and Democracy

Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

Rationale

The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens. All students should have opportunities to apply their knowledge and skills and participate in the workings of the various levels of power, authority, and governance, which should be applied to the rights and responsibilities of good citizenship.

SS8.1.1

Explain the rights, duties, and responsibilities of a United States citizen.

SS8.1.1.a

Explain the rights, duties, and responsibilities of being a tribal member on the Wind River Indian Reservation (e.g., inherent rights, treaty obligations, and tribal sovereignty).

Content Standard 6 - Technology, Literacy, and Global Connections

Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

Rationale

Using a variety of resources, students will apply the inquiry process to locate, interpret, and evaluate multiple primary and secondary sources. Students will use this information to become critical thinkers and decision makers in a global community. Social Studies Content Standard 6 was written around the Framework for 21st Century Skills and the Common Core Literacy Standards for History and Social Studies.*

SS8.6.1

Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.

SS8.6.3

Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media).

SS8.6.4

Use accurate, sufficient, and relevant information from primary and secondary sources to support writing.



Wyoming State Language Arts Standards (2012) Grade 8

Reading Standards for Literature

Key Ideas and Details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

1. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Writing

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.



3. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
4. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking & Listening

Comprehension and Collaboration

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

1924 Indian Citizenship Act

Until the Indian Citizenship Act of 1924, Indians occupied an unusual status under federal law. Some had acquired citizenship by marrying white men. Others received citizenship through military service, by receipt of allotments, or through special treaties or special statutes. But many were still not citizens, and they were barred from the ordinary processes of naturalization open to foreigners. Congress took what some saw as the final step on June 2, 1924 and granted citizenship to all Native Americans born in the United States.



President Calvin Coolidge with four Osage Indians after Coolidge signed the bill granting Indians full citizenship. Source — LOC, LC-USZ62-111409 DLC.

The granting of citizenship was not a response to some universal petition by American Indian groups. Rather, it was a move by the federal government to absorb Indians into the mainstream of American life. No doubt Indian participation in World War I accelerated the granting of citizenship to all Indians, but it seems more likely to have been the logical extension and culmination of the assimilation policy. After all, Native Americans had demonstrated their ability to assimilate into the general military society. There were no segregated Indian units as there were for African Americans. Some members of the white society declared that the Indians had successfully passed the assimilation test during wartime, and thus they deserved the rewards of citizenship.

Dr. Joseph K. Dixon, an active proponent of assimilating the "vanishing race" into white society, wrote:

"The Indian, though a man without a country, the Indian who has suffered a thousand wrongs considered the white man's burden and from mountains, plains and divides, the Indian threw himself into the struggle to help throttle the unthinkable tyranny of the Hun. The Indian helped to free Belgium, helped to free all the small nations, helped to give victory to the Stars and Stripes. The Indian went to France to help avenge the ravages of autocracy. Now, shall we not redeem ourselves by redeeming all the tribes?"

So, the Indian Citizenship Act of 1924 proclaimed:

"BE IT ENACTED by the Senate and house of Representatives of the United States of America in Congress assembled, That all non citizen Indians born within the territorial limits of the United States be, and they are hereby, declared to be citizens of the United States: Provided That the granting of such citizenship shall not in any manner impair or otherwise affect the right of any Indian to tribal or other property. (Approved June 2, 1924)"

Article obtained online from

http://www.nebraskastudies.org/0700/frameset_reset.html?http://www.nebraskastudies.org/0700/stories/0701_0146.html

American Indian and Alaska Native Servicemembers and Veterans



September 2012

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EXECUTIVE SUMMARY

American Indian and Alaska Native (AIAN) Veterans have played a vital role in the United States military for over two hundred years. Recognizing their long history of distinguished service, the following report seeks to provide comprehensive statistics on this important cohort of Veterans through an examination of AIAN Active Duty, Reserve, and National Guard data together with demographic, socioeconomic, and health status statistics for AIAN Veterans.

AIAN Active Duty, Reserve, and National Guard Analysis

- Native Americans serve at a high rate and have a higher concentration of female Servicemembers than all other Servicemembers.
- AIAN Servicemembers are younger as a cohort than all other Servicemembers.
- More AIAN Servicemembers serve in the Navy than in any other branch of service.

AIAN Veteran Analysis

- Similar to AIAN Servicemembers, AIAN Veterans are younger as a cohort.
- AIAN Veterans have served in more recent conflicts.
- AIAN Veterans have lower incomes, lower educational attainment, and higher unemployment than Veterans of other races.
- AIAN Veterans are also more likely to lack health insurance and to have a disability, service-connected or otherwise, than Veterans of other races.

Section I: Introduction

Overview

In honoring November 2011 as National Native American Heritage Month, the President of the United States extolled American Indians and Alaska Natives, saying:

Native Americans stand among America's most distinguished authors, artists, scientists, and political leaders, and in their accomplishments, they have profoundly strengthened the legacy we will leave our children. So, too, have American Indians and Alaska Natives bravely fought to protect this legacy as members of our Armed Forces.¹

Indeed, Native Americans have made lasting contributions to the United States, including significant military service to defend our country. Continuing in the November 2011 proclamation, the President praised American Indian and Alaska Native (AIAN) Veterans, stating:

As service members, [Native Americans] have shown exceptional valor and heroism on battlefields from the American Revolution to Iraq and Afghanistan.

This report focuses on demographic, socioeconomic, and health characteristics of AIAN Servicemembers and Veterans, and presents similar summary information for all Servicemembers and Veterans.

Purpose

To provide comprehensive statistics on AIAN Servicemembers and Veterans.

Objective

To put forth accurate data concerning the demographics, socioeconomic status, and health characteristics of AIAN Servicemembers and Veterans.

¹ The full text of the November 2011 Presidential proclamation is available from: <http://www.whitehouse.gov/the-press-office/2011/11/01/presidential-proclamation-national-native-american-heritage-month-2011>.

Historical Background

A brief overview² of the contributions of AIAN Veterans in the military is provided in the following text:

Early Wars (before World War I)

- From the Revolutionary War through the Civil War, American Indians served as auxiliary troops and as scouts.
- The Indian Scouts were established in 1866. This service was active for the remainder of the nineteenth century and the early twentieth century.

World War I

- Roughly 12,000 Native Americans served in the military during World War I.
- Four American Indians serving in the 142nd Infantry of the 36th Texas-Oklahoma National Guard Division received the *Croix de Guerre* medal from France.

World War II

- Over 44,000 Native Americans served between 1941 and 1945. The entire population of Native Americans in the United States was less than 350,000 at the time.
- Native American military personnel worked as cryptologists, using their Native languages to encode messages so that enemy code-breakers could not decipher them.
- Alaska Natives were a significant presence on the Alaska Combat Intelligence Detachment. This outfit was the first ashore on each island occupied by Allied forces in the Aleutian Campaign.³

² Unless otherwise noted, historical information is obtained from a U.S. Army article celebrating AIAN heritage (available from: <http://www.army.mil/article/48472/honoring-native-american-alaska-native-heritage>).

³ Information obtained from a Department of Defense report titled *Native Alaska - Military Relations: 1867 to Current*.

Korean Conflict

- Approximately 10,000 Native Americans served in the military during this period.
- Three were awarded the Medal of Honor.

Vietnam Era

- More than 42,000 Native Americans served in the military in the Vietnam Era, and over 90 percent of these Servicemembers were volunteers.

Post-Vietnam Era

- AIAN Servicemembers continued to serve in high numbers after the Vietnam Era.
- AIAN Servicemembers saw action in Grenada, Panama, Somalia, the Gulf War, and in Operation Enduring Freedom (OEF), Operation Iraqi Freedom (OIF) and Operation New Dawn (OND).

Section II: Active Duty, Reserve, and National Guard Servicemembers

Overview

The information below details basic demographic information on Active Duty, Reserve, and National Guard Servicemembers, as well as their branch of service, their length of service, and their rank (i.e., enlisted personnel or officers).⁴

All data in this section comes from the Active Duty Master Personnel File and the Reserve Components Common Personnel Data System (RCCPDS). This information was provided to the Department of Veterans Affairs by the Department of Defense's Defense Manpower Data Center through an interagency data sharing agreement.

Active Duty, Reserve, and National Guard Servicemembers by Age and Sex

Table 1. Active Duty, Reserve, and National Guard Servicemembers by Age and Race⁵

Age Group	AIAN	Percent	All Other Races	Percent
17 to 24 years	15,230	48.9	773,368	34.6
25 to 34 years	10,997	35.3	826,361	37.1
35 to 44 years	3,790	12.2	456,799	20.4
45 to 54 years	1,006	3.2	156,974	7.0
55 to 64 years	131	0.4	19,900	0.9
65 to 74 years	1	0.0	113	0.0
Unknown	0	0.0	19	0.0
Total	31,155	100.0	2,235,534	100.0

Source: Department of Defense, Active Duty Master Personnel File; Reserve Components Common Personnel Data System (RCCPDS), 2010.

Prepared by the National Center for Veterans Analysis and Statistics.

- In 2010, approximately half of AIAN Servicemembers were age 24 or younger, while only 35 percent of all other Servicemembers were 24 or younger.

⁴ "Servicemembers" refers to members of the Army, Air Force, Navy, and Marine Corps, as well as Reserve and National Guard components.

⁵ Servicemembers in these analyses can be of any Hispanic origin.

- The percentages of AIAN Servicemembers and all other Servicemembers between the ages of 25 and 34 were similar.
- Twelve percent of AIAN Servicemembers were in the 35-44 age group, while 20 percent of all other Servicemembers were in the same age group.

Table 2. AIAN Active Duty, Reserve, and National Guard Servicemembers by Sex and Race

Sex	AIAN	Percent	All Other Races	Percent
Male	25,128	80.7	1,886,043	84.4
Female	6,027	19.3	349,487	15.6
Unknown	0	0.0	4	0.0
Total	31,155	100.0	2,235,534	100.0

Source: Department of Defense, Active Duty Master Personnel File; Reserve Components Common Personnel Data System (RCCPDS), 2010.

Prepared by the National Center for Veterans Analysis and Statistics.

- Nearly 20 percent of AIAN Servicemembers were female, while 15.6 percent of all other Servicemembers were female.

Active Duty, Reserve, and National Guard Servicemembers by Branch of Service, Rank, and Length of Service

Table 3. Active Duty, Reserve, and National Guard Servicemembers by Branch of Service and Race

Branch of Service	AIAN	Percent	All Other Races	Percent
Army	4,683	15.0	557,296	24.9
Army National Guard	2,710	8.7	359,305	16.1
Army Reserve	1,385	4.4	203,896	9.1
Air Force	2,165	6.9	327,475	14.6
Air Force Reserve	364	1.2	69,755	3.1
Air National Guard	787	2.5	106,889	4.8
Marine Corps	2,216	7.1	200,396	9.0
Marine Corps Reserve	284	0.9	38,938	1.7
Navy	14,802	47.5	308,337	13.8
Navy Reserve	1,759	5.6	63,247	2.8
Total	31,155	100.0	2,235,534	100.0

Source: Department of Defense, Active Duty Master Personnel File; Reserve Components Common Personnel Data System (RCCPDS), 2010.

Prepared by the National Center for Veterans Analysis and Statistics.

- Nearly 50 percent of AIAN Servicemembers served in the Navy. In comparison, 14 percent of all other Servicemembers served in the Navy.

Servicemembers served in the Army, Army National Guard, and Air Force compared with all other

ACM-
Tuesday-

**Table 4. Active Duty, Reserve, and National Guard Servicemembers
by Rank and Race**

Rank	AIAN	Percent	All Other Races	Percent
Enlisted	29,214	93.8	1,876,993	84.0
Officer	1,941	6.2	358,541	16.0
Total	31,155	100.0	2,235,534	100.0

Source: Department of Defense, Active Duty Master Personnel File; Reserve Components Common Personnel Data System (RCCPDS), 2010.

Prepared by the National Center for Veterans Analysis and Statistics.

- Only 6 percent of AIAN Servicemembers were officers, while all other Servicemembers were officers at roughly 2.5 times that rate.

**Table 5. Active Duty, Reserve, and National Guard Servicemembers
by Length of Service**

Length of Service	AIAN Servicemembers	Percent	All Other Servicemembers	Percent
0 to 2 years	13,097	42.0	856,944	38.3
3 to 5 years	8,459	27.2	445,662	19.9
6 to 10 years	4,805	15.4	382,488	17.1
11 to 20 years	3,450	11.1	360,584	16.1
20 or more years	454	1.5	76,015	3.4
Unknown	890	2.9	113,841	5.1
Total	31,155	100.0	2,235,534	100.0

Source: Department of Defense, Active Duty Master Personnel File; Reserve Components Common Personnel Data System (RCCPDS), 2010.

Prepared by the National Center for Veterans Analysis and Statistics.

- Approximately 70 percent of AIAN Servicemembers served for five years or fewer, and roughly 27 percent served between six and 20 years.
- Among all other Servicemembers, 58 percent served five years or fewer, while 33 percent served between six and 20 years.

- The percentage of AIAN Servicemembers who served for 20 or more years is less than half that of all other Servicemembers.

Section III: Veteran Demographics

Overview

The following summary tables provide demographic information for AIAN Veterans and for Veterans of all other races combined. Specific demographic characteristics include age, sex, Period of Service (POS), and current state of residence.

All data in this section come from the 2010 American Community Survey (ACS). All Veterans 17 years and older living in the United States are included in this analysis.

For the purposes of this analysis, only Veterans who reported a single race of AIAN are included in this group. Veterans who reported AIAN in combination with any other race are classified along with all other Veterans in the category "All Other Races." Additionally, Veterans in this analysis can be of any Hispanic origin.

Veterans by Age and Sex

Table 6. Veterans by Age and Race⁶

Age Group	AIAN	Percent	All Other Races	Percent
17 to 24 years	3,305	2.1	343,416	1.6
25 to 34 years	10,386	6.7	1,383,808	6.4
35 to 44 years	20,946	13.6*	2,188,407	10.1
45 to 54 years	35,234	22.8*	3,315,765	15.3
55 to 64 years	42,542	27.6*	5,297,053	24.5
65 to 74 years	24,838	16.1*	4,281,345	19.8
75 years and older	17,054	11.1*	4,811,086	22.3
Total	154,305	100.0	21,620,880	100

Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2010. Prepared by the National Center for Veterans Analysis and Statistics.

An asterisk (*) denotes a statistically significant difference between the percentages for AIAN Veterans and Veterans of all other races. Statistical testing assessed significance at the 90 percent confidence level.

⁶ The draft-era military was substantially larger than today's All-Volunteer Force, which began in 1973. The military was also racially segregated prior to the Korean War. These factors contribute to the large cohort of older White male Veterans who are in the "All Other Races" group.

- It is estimated that more than 154,000 Veterans identify themselves as solely AIAN, comprising 0.7 percent of almost 22 million Veterans.
- In 2010, AIAN Veterans were younger than Veterans of all other races combined. The median age of AIAN Veterans was 57, compared with 63 for all other Veterans.

Table 7. Veterans by Sex and Race

Sex	AIAN	Percent	All Other Races	Percent
Male	137,335	89.0*	20,061,353	92.8
Female	16,970	11.0*	1,559,527	7.2
Total	154,305	100.0	21,620,880	100

Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2010. Prepared by the National Center for Veterans Analysis and Statistics.

An asterisk (*) denotes a statistically significant difference between the percentages for AIAN Veterans and Veterans of all other races. Statistical testing assessed significance at the 90 percent confidence level.

- Almost 17,000 AIAN Veterans, roughly 11 percent, are female. The percentage of female Veterans for all races is about seven percent. This difference may be partly due to the military becoming more diverse in recent years, particularly among female Servicemembers. It is mainly explained, however, by the fact that the large category of “All Other Races” includes a large cohort of older Veterans who are predominately male and White.
- Female AIAN Veterans constitute 1.1 percent of all female Veterans, while all AIAN Veterans comprise 0.7 percent of the entire Veteran population.

Veterans by Period of Service

The ACS questionnaire allows Veterans to mark all periods that apply to their active-duty military service based on the established dates of wartime periods and peacetime periods. The ACS cannot capture information on whether a Veteran was deployed, or “in country,” for a particular war. For the purposes of this analysis, Veterans who served in multiple wartime periods were categorized in their most recent period of service.

Table 8. Veterans by Period of Service and Race

Period of Service	AIAN	Percent	All Other Races	Percent
Gulf War II (Sept. 2001 to present)	17,570	11.4	2,261,573	10.5
Gulf War I (Aug. 1990 to Aug. 2001)	21,380	13.9*	2,522,033	11.7
Vietnam Era	56,543	36.6*	7,205,748	33.3
Korean Conflict	9,801	6.4*	2,295,464	10.6
World War II	5,007	3.2*	1,865,559	8.6
Peacetime Only	44,004	28.5*	5,470,503	25.3
Total	154,305	100.0	21,620,880	100.0

Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2010. Prepared by the National Center for Veterans Analysis and Statistics.

An asterisk (*) denotes a statistically significant difference between the percentages for AIAN Veterans and Veterans of all other races. Statistical testing assessed significance at the 90 percent confidence level.

- In 2010, the largest living cohort of Veterans, regardless of race, was the Vietnam Era. Over one-third of Veterans served during this period.
- Higher percentages of AIAN Veterans served in the more recent peacetime periods (29 percent) and the Pre-9/11 Gulf War period (14 percent), compared with Veterans of all other races (25 percent and 12 percent, respectively). This is also true for the Vietnam Era.

Estimated Veteran Population by State

Table 9. Estimated AIAN Veteran Population by State

State	Total	Percent	Male	Female
Alabama	2,319	1.5	2,228	91
Alaska	5,469	3.6	4,647	822
Arizona	10,943	7.1	9,540	1,403
Arkansas	1,764	1.1	1,639	125
California	18,398	11.9	16,783	1,615
Colorado	2,800	1.8	2,515	285
Connecticut	608	0.4	608	0
Delaware	204	0.1	204	0
District of Columbia	119	0.1	119	0
Florida	6,337	4.1	5,080	1,257
Georgia	2,082	1.4	1,982	100
Hawaii	661	0.4	592	69
Idaho	1,213	0.8	1,118	95
Illinois	1,577	1.0	1,577	0
Indiana	2,112	1.4	1,995	117
Iowa	246	0.2	246	0
Kansas	1,185	0.8	991	194
Kentucky	309	0.2	123	186
Louisiana	1,549	1.0	1,478	71
Maine	251	0.2	251	0
Maryland	1,168	0.8	928	240
Massachusetts	1,872	1.2	1,688	184
Michigan	6,029	3.9	4,984	1,045
Minnesota	3,707	2.4	3,245	462
Mississippi	1,297	0.8	1,250	47
Missouri	2,673	1.7	2,418	255
Montana	2,539	1.7	1,891	648
Nebraska	672	0.4	672	0
Nevada	1,722	1.1	1,541	181
New Hampshire	542	0.4	542	0
New Jersey	1,076	0.7	1,076	0

State	Total	Percent	Male	Female
New Mexico	10,219	6.6	9,127	1,092
New York	3,554	2.3	3,001	553
North Carolina	5,273	3.4	4,658	615
North Dakota	1,280	0.8	1,280	0
Ohio	2,446	1.6	2,156	290
Oklahoma	14,348	9.3	13,294	1,054
Oregon	3,403	2.2	3,272	131
Pennsylvania	1,775	1.2	1,720	55
Rhode Island	180	0.1	180	0
South Carolina	1,320	0.9	1,173	147
South Dakota	2,132	1.4	1,924	208
Tennessee	837	0.5	837	0
Texas	9,556	6.2	8,580	976
Utah	1,407	0.9	1,355	52
Vermont	174	0.1	174	0
Virginia	2,486	1.6	1,759	0
Washington	6,326	4.1	5,241	727
West Virginia	376	0.2	376	0
Wisconsin	3,305	2.1	2,907	398
Wyoming	465	0.3	370	95
Total	154,305	100.0	137,335	16,970

Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2010. Prepared by the National Center for Veterans Analysis and Statistics.

- The states with the greatest number of AIAN Veterans are Arizona, California, New Mexico, and Oklahoma, with more than 10,000 AIAN Veterans estimated to reside in each of these states.
- In 2010, approximately half of all AIAN Veterans lived in just eight states: California (12 percent), Oklahoma (9 percent), Arizona and New Mexico (7 percent, respectively), Texas (6 percent), and Florida, Washington, and Michigan (4 percent, respectively).
- The three states with the highest proportion of all Veterans who were AIAN in 2010 were Alaska (8 percent), New Mexico (6 percent), and Oklahoma (5 percent). (Table not shown.)

Section IV: Veteran Socioeconomic Status

Overview

Income, educational attainment, and employment figures can be useful indicators of socioeconomic welfare. While they are clearly not the only indicators of wellbeing, they are valuable measures of socioeconomic status. These data enable the Department of Veterans Affairs to plan needed services and benefits for the Veteran population.

All data in this section come from the 2010 American Community Survey (ACS). All Veterans 17 years and older living in the United States are included in this analysis.

Income for Veterans

In the ACS data, “total personal income” is defined as the sum of wage or salary income; net self-employment income; interest, dividends, or net rental or royalty income or income from estates and trusts; Social Security or Railroad Retirement income; Supplemental Security Income; public assistance or welfare payments; retirement, survivor, or disability pensions; and any other sources of income received regularly such as VA compensation payments, unemployment compensation, child support or alimony.

Data for personal income are shown for all individual race groups by Hispanic origin, rather than for AIAN alone and all other races combined, as in other sections of this report. This allows for a more complete picture of how AIAN Veterans compare to other minority race groups. In Chart 1, the category “Other NH” includes Veterans who reported themselves as “Some Other Race” or who chose more than one race category and who are non-Hispanic.

Chart 1: Median Income by Race and Hispanic Origin

(in 2010 inflation-adjusted dollars)



Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2010.
Prepared by the National Center for Veterans Analysis and Statistics.

NH = Non-Hispanic, NHOPI = Native Hawaiian and Other Pacific Islander

- In 2010, AIAN non-Hispanic (\$27,129) and Black non-Hispanic (\$31,806) Veterans had the lowest median personal incomes.⁷ Asian non-Hispanic and Native Hawaiian and Other Pacific Islander non-Hispanic Veterans had the highest median personal incomes.⁸

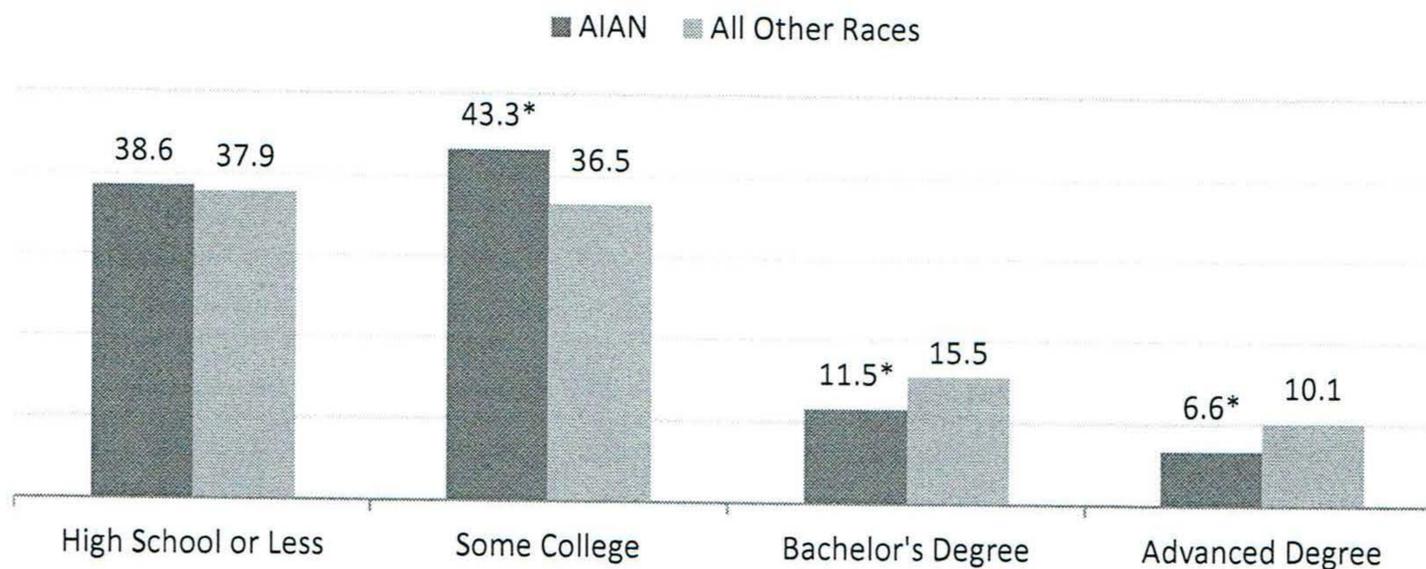
⁷ The median personal incomes of AIAN non-Hispanic and Black non-Hispanic Veterans were not statistically different.

⁸ The median personal incomes of Asian non-Hispanic and NHOPI non-Hispanic Veterans were not statistically different.

Educational Attainment of Veterans

Educational attainment refers to the highest level of education an individual has completed. In this analysis, individuals who have completed some college credit, but no degree, or have completed an Associate's degree are classified as "Some College." The category "Advanced Degree" refers to Master's, PhD, JD, MD, or other professional degree.

Chart 2: Educational Attainment of Veterans by Race
(in percent)



Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2010.
Prepared by the National Center for Veterans Analysis and Statistics.

An asterisk (*) denotes a statistically significant difference between the percentages for AIAN Veterans and Veterans of all other races. Statistical testing assessed significance at the 90 percent confidence level.

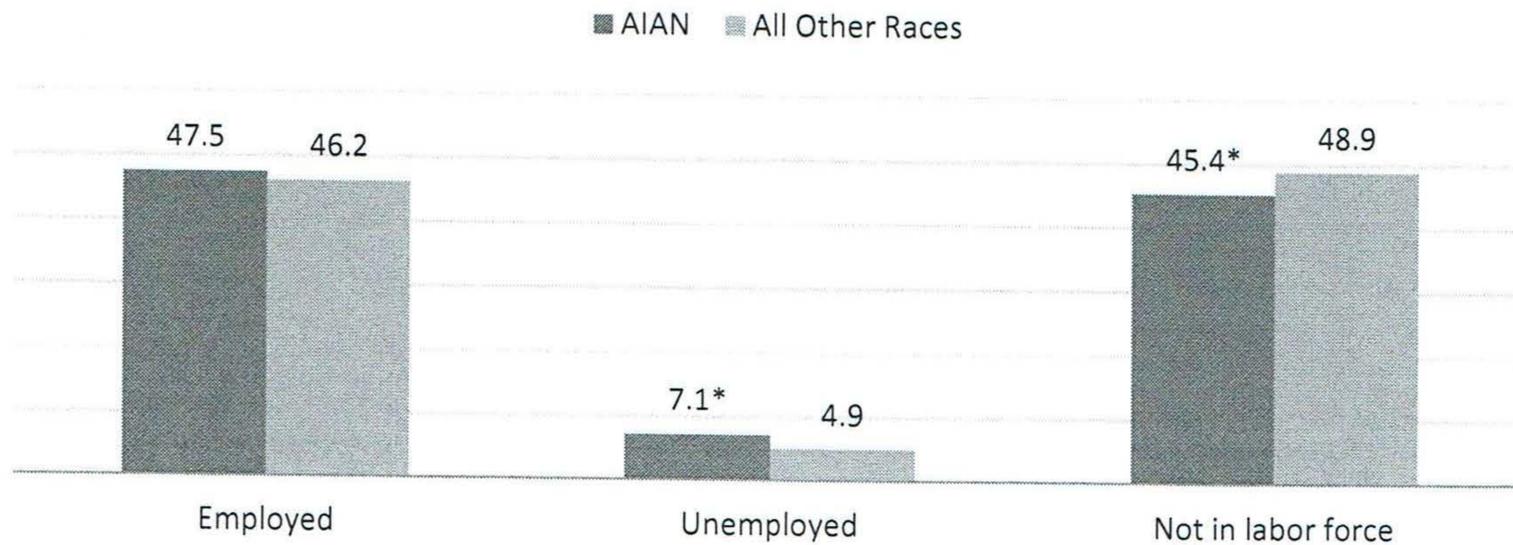
- While a higher percentage of AIAN Veterans had completed some college credit (43 percent compared with 36 percent), a lower percentage had finished a Bachelor's degree or higher (18 percent compared with 26 percent).

Employment Status of Veterans

The ACS asks respondents a series of six questions to determine their current employment status. Individuals are classified as "employed" if they responded that they worked for pay at a job or business in the last week or if they were temporarily absent from their regular job in the last week. Individuals are classified as "unemployed" if they meet all of the following criteria: (1) They were neither "at work" nor "with a job but not at work" during the reference week. (2) They were looking for work during the last four weeks. (3) They were available to start a job. All other individuals who were not at work and not looking for work are classified as "not in the labor force." Note that the

percentage of Veterans who were unemployed is not the same thing as the unemployment rate of Veterans.

Chart 3: Employment Status of AIAN Veterans
(in percent)



Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2010. Prepared by the National Center for Veterans Analysis and Statistics.

An asterisk (*) denotes a statistically significant difference between the percentages for AIAN Veterans and Veterans of all other races. Statistical testing assessed significance at the 90 percent confidence level.

- In 2010, there was no statistically significant difference in the proportion of AIAN Veterans and all other race Veterans who were employed. A higher percentage of AIAN Veterans 17 years and older were unemployed compared with all other Veterans (7 percent compared with 5 percent).
- In 2010, a lower percentage of AIAN Veterans (45 percent) were not in the labor force, compared with all other Veterans (49 percent) .
- A higher percentage unemployed suggests AIAN Veterans were more likely to be actively looking for a job compared with all other Veterans. Given that AIAN Veterans are younger than all other races of Veterans combined, this could explain why they were still in the labor force.

Section V: Veteran Health Status

Overview

The following tables examine the percentage of AIAN Veterans who use VA health care; what type(s) of insurance they have, if any; the percentage with a disability; and the percentage with a service-connected disability rating. These figures provide insight into the post-military health status of AIAN Veterans and their use of health care provided by VA.

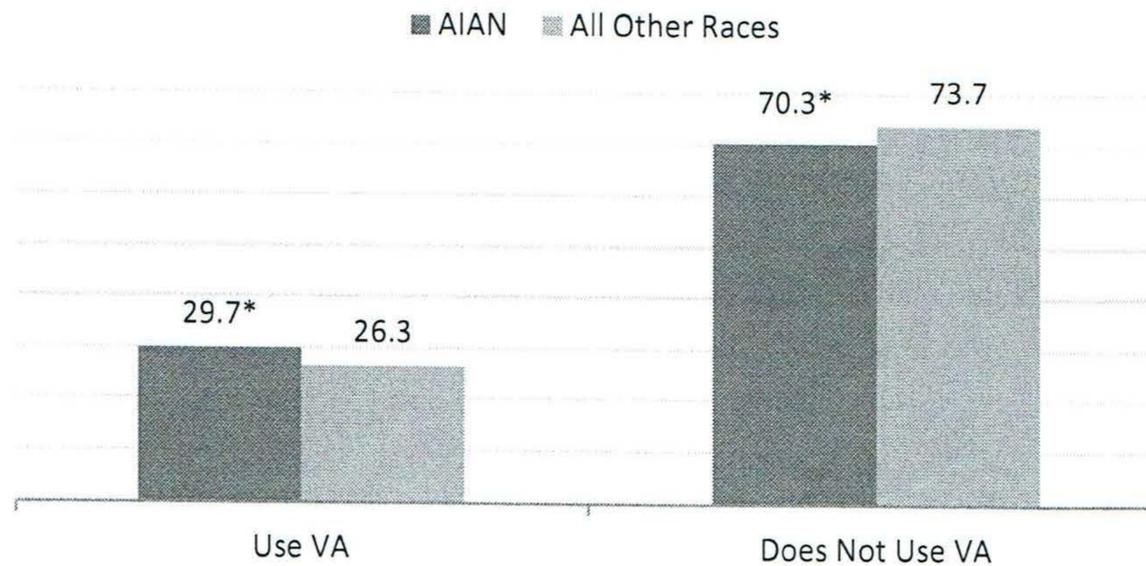
VA Health Care Usage

The ACS questionnaire asks respondents about the type(s) of health care coverage they had in the past year. The question reads *“Is this person CURRENTLY covered by any of the following types of health insurance or health coverage plans?”* One of the possible responses is *“VA (including those who have ever used or enrolled for VA health care).”* For the purposes of this analysis, Veterans who answered “yes” to this category are considered to be users of VA health care.

It should be noted that the estimates from ACS differ from usage statistics reported by VA because of the differences in definitions and the limitations of the survey data.

Chart 4: Use of VA Health Care by Race

(in percent)



Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2010. Prepared by the National Center for Veterans Analysis and Statistics.

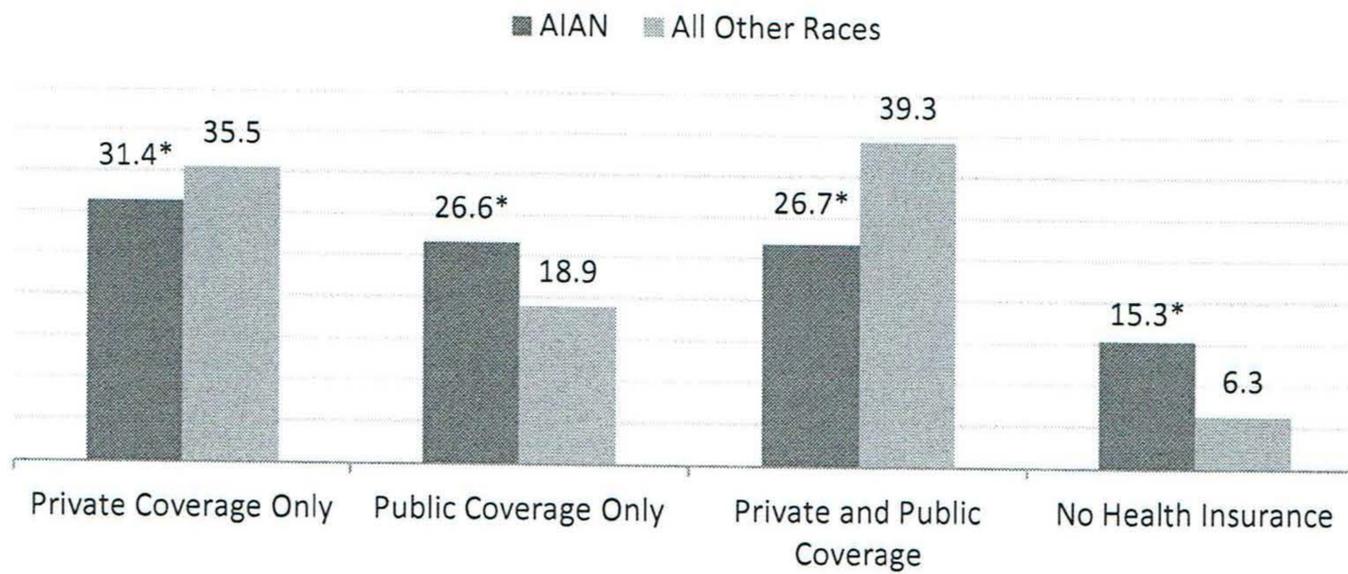
An asterisk (*) denotes a statistically significant difference between the percentages for AIAN Veterans and Veterans of all other races. Statistical testing assessed significance at the 90 percent confidence level.

- A higher percentage of AIAN Veterans (30 percent) used VA health care in 2010, compared with Veterans of all other races (26 percent). The percentage who did not use VA health care included the uninsured population.

Health Insurance Coverage of Veterans

The ACS questionnaire asks respondents to choose from a list of different health care insurance plans. These plans can be categorized as “private” or “public.” Private health insurance includes plans provided through an employer or a union or purchased by an individual from a private company. Public health insurance includes such federal programs as Medicare, Medicaid, and military health care; and individual state health plans. Veterans were considered uninsured (i.e., “No Health Insurance”) if they indicated they were not covered by any type of health insurance during the year. Individuals whose only source of health coverage is Indian Health Service are considered uninsured in ACS.

Chart 5: Health Insurance Coverage of Veterans by Race
(in percent)



Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2010. Prepared by the National Center for Veterans Analysis and Statistics.

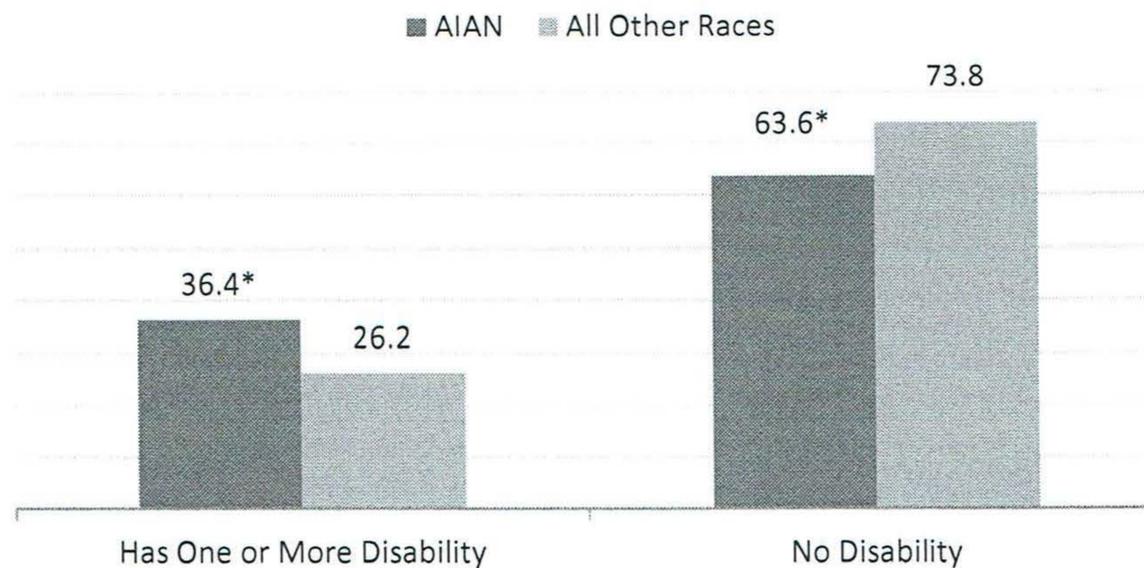
An asterisk (*) denotes a statistically significant difference between the percentages for AIAN Veterans and Veterans of all other races. Statistical testing assessed significance at the 90 percent confidence level.

- A higher percentage of AIAN Veterans (27 percent) were covered only by public plans in 2010, compared with all other Veterans (19 percent).
- The percentage of AIAN Veterans with no health insurance (15 percent) was over twice that of all other race Veterans (6 percent).
- The majority of uninsured AIAN Veterans (53 percent) reported using Indian Health Services (IHS) as their only source of health care. As previously stated, IHS alone is considered a health system, but not health coverage in ACS.

Disability Status of Veterans

The ACS identifies disability as serious difficulty with any of six basic areas of functioning and limitations in activities – hearing, vision, cognition, and ambulation, difficulty bathing and dressing, and difficulty performing errands such as shopping. Any Veteran who answered yes to having serious difficulties with one or more of the disabilities listed above is considered to have a disability.

Chart 6: Disability Status of Veterans by Race
(in percent)



Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2010. Prepared by the National Center for Veterans Analysis and Statistics.

An asterisk (*) denotes a statistically significant difference between the percentages for AIAN Veterans and Veterans of all other races. Statistical testing assessed significance at the 90 percent confidence level.

- A higher percentage of AIAN Veterans have a disability, compared with all other Veterans (36.4 percent versus 26.2 percent).

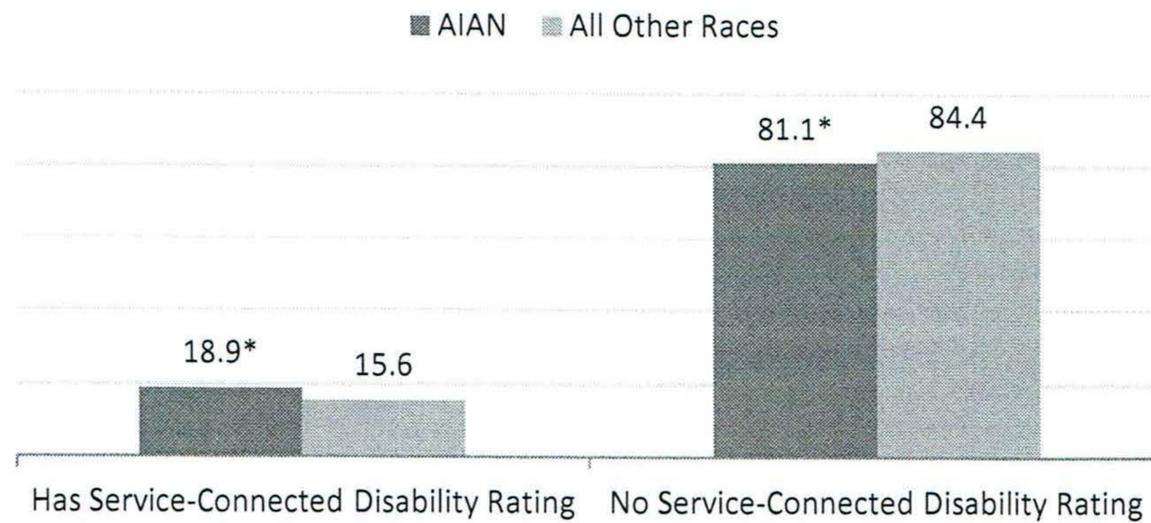
Service-Connected Disability Status of Veterans

Service-connected disabilities are evaluated according to the Department of Veterans Affairs (VA) Schedule for Rating Disabilities in Title 38, U.S. Code of Federal Regulations, Part 4. "Service-connected" means the disability was a result of disease or injury incurred or aggravated in line of duty during active military service. Ratings are graduated according to the degree of the Veteran's disability on a scale from 0 to 100 percent, in increments of 10 percent. Zero percent is a valid rating and is different than having no rating at all. A zero-percent rating means a disability exists and is related to the Veteran's service; however, it is not so disabling that it entitles the Veteran to compensation payments.

Beginning in 2008, the ACS questionnaire added the question "Does this person have a VA service-connected disability rating?" The question does not ask whether or not the Veteran is being compensated for this rating. Estimates of service-connected disability from ACS differ from compensation statistics reported by VA because of the differences in definitions and the limitations of the survey data.

It should also be noted that service-connected disability ratings are not necessarily correlated with having a disability, as defined in the previous section. Veterans can receive a service-connected disability rating for a wide variety of conditions. Caution should be used when trying to compare disability status (Chart 6) and service-connected disability status (Chart 7).

Chart 7: Service-Connected Disability Status of Veterans by Race
(in percent)



Source: U.S. Census Bureau, American Community Survey, Public Use Microdata Sample, 2010. Prepared by the National Center for Veterans Analysis and Statistics.

An asterisk (*) denotes a statistically significant difference between the percentages for AIAN Veterans and Veterans of all other races. Statistical testing assessed significance at the 90 percent confidence level.

- About 19 percent of AIAN Veterans had a service-connected disability rating in 2010, compared with 16 percent of Veterans of all other races.

Appendix A. Data Sources

Census Bureau

- American Community Survey 2010 Public Use Microdata Sample

The American Community Survey (ACS) is an annual household survey that provides data on the demographic, social, and economic characteristics of the U.S. population. It collects data annually on topics such as race, age, income, health insurance, education, Veteran status, and disability. Demographic and socio-economic tables in this report were produced from the ACS 2010 Public Use Microdata Sample (PUMS). ACS respondents had the choice of selecting one or more races for the survey. AIAN estimates reflect data from those respondents who only selected AIAN and did not select more than one race. Statistics from the ACS 2010 PUMS are estimates and should not be construed to be exact figures.

Department of Defense

Defense Manpower Data Center (DMDC) provided data from the following sources:

- Active Duty Master Personnel File
- Reserve Components Common Personnel Data System (RCCPDS)

Appendix B. Acronyms

ACS	American Community Survey
AIAN	American Indian and Alaska Native
DMDC	Defense Manpower Data Center
DoD	Department of Defense
NHOPI	Native Hawaiian and Other Pacific Islander
OEF	Operation Enduring Freedom
OIF	Operation Iraqi Freedom
OND	Operation New Dawn
POS	Period of Service
PUMS	Public Use Microdata Sample
RCCPDS	Reserve Components Common Personnel Data System
VA	Department of Veterans Affairs

Appendix C. References

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THE BURIAL OF CHIEF WASHAKIE

The only military funeral ever granted an indian by the U. S. government. The burial honors for the old chief conformed to those accorded an army officer with the rank of captain. Washakie was buried in the soldier's cemetery at Fort Washakie



JOHN WASHAKIE

Grandson of Chief Washakie. Killed in World War in service of the United States and buried in the Wind river cemetery, Wyoming