



Module 5

HOW DOES TRIBAL GOVERNMENT WORK AT WIND RIVER?

Lesson Plan #1

Tribal government works as a true democracy where the people who determine the Tribal laws and resolution(s)

LESSON PLAN DEVELOPED BY: Michael Redman - Northern Arapaho

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.RH.6-8-1 - **Key Ideas and Details:**

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

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

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

WYOMING STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2014) Grade 8

(See Standard Definition at end of lesson)

WY Standard 1: SS8.1.3, SS8.1.6

WY Standard 3: SS8.3.5

WY Standard 4: SS8.4.4

Language Arts: (2012) – Grade 8

Craft and structure.

DURATION: - 1 Day (40 minute class period)

MATERIALS REQUIRED:

Arapaho Politics, 1851-1978, by Loretta Fowler, University of Nebraska Press

Read topics on "General Council" and "Tribal Government"

<http://www.nebraskapress.unl.edu/product/Arapahoe-Politics-1851-1978,673769.aspx>

KEY VOCABULARY:

Tribal Government –

Sovereignty –

General Council –



Joint Tribal Council –

Treaties –

Boundaries lines –

Tribal courts systems -

DESCRIPTOR:

In this lesson, students will watch a video outlining the workings of tribal government of the two tribes on the Wind River Reservation. Students will read assigned material and define vocabulary words, and create complete sentences using vocabulary words. Students will present findings to entire class and have class discussions.

LEARNING OBJECTIVES:

Students will demonstrate an understanding of the workings of tribal government on the Wind River Reservation by creating a written report.

LESSON INTRODUCTION:

All videos/lessons need to be watched and taught to gain a greater understanding of the Wind River Indian Reservation.

STEP BY STEP PROCEDURE:

1. Read assigned portion from Arapaho politics book on "General Council" and "Tribal Government"(20 min).
2. Define vocabulary words and create/write complete sentences using vocab words (20 min).
3. Students will present their findings to entire class, and have class discussions (10 min).

EVALUATION:

Use adopted district writing, speaking & listening, and presentation rubrics to assess learning objective.



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8-1

- Cite specific textual evidence to support analysis of primary and secondary sources.

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.

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.

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.

WYOMING STANDARDS ADDRESSED IN LESSON (Expanded):

Social Studies Standards (2014) 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.

SS8.1.3

Explain the historical development of the United States Constitution and treaties and how they have shaped the United States and Wyoming Government.

SS8.1.6

Understand the basic structures of various political systems (e.g., tribal, local, national, and world).



Content Standard 3 - Production, Distribution, and Consumption -

Students describe the influence of economic factors on societies and make decisions based on economic principles.

SS8.3.5

Describe how values and beliefs influence individual, family, and business decisions (microeconomics)

Content Standard 4 - Time, Continuity, and Change -

Students analyze events, people, problems, and ideas within their historical contexts.

SS8.4.4

Identify historical interactions between and among individuals, groups, and/or institution (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).

Language Arts Standards (2012) Grade 8:

Reading Standards for Literature

Craft and Structure

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.