



Module 5

HOW DOES TRIBAL GOVERNMENT WORK AT WIND RIVER?

Lesson Plan #2

LESSON PLAN DEVELOPED BY: Ann Abeyta, George Abeyta, Zedora Enos and John Washakie – 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.W.8-7 - 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

WYOMING STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2014) Grade 8

(See Standard Definition at end of lesson)

WY Standard 1: SS8.1.6

Language Arts: (2012) – Grade 8

Writing

Speaking/Listening

DURATION: 3 to 5 Days (40 minute class periods)

MATERIALS REQUIRED:

“Government of the Wind River Reservation” from *Wyoming Blue Book* Volume 4, 1991, with updates, Wyoming State Archives

<https://wyomingstatearchives.wikispaces.com/Tribal+Government>

KEY VOCABULARY:

Government –

Federal –

Business council –

Joint business council –

General council –

Sovereign –



Bureau of Indian Affairs –

Negotiate –

Compromise –

Administration –

Tribal court –

Jurisdiction –

Democracy –

DESCRIPTOR:

Students will take notes as they view video #5 – “How does Tribal Government Work at Wind River?”

Research tribal, state and federal governments and complete the note diagrams for each.

Demonstrate an understanding of the three governments through compare and contrast three-column notes.

EXTENSION:

Mock General Council Meeting. Students will participate in a mock general council meeting to demonstrate their understanding of the tribal government functions, structures, and powers.

LEARNING OBJECTIVES:

1. Understand the differences and similarities between state, tribal and federal governments and their functions, structures, and powers.
2. On-going informal assessments on note taking, discussion questions and responses to those questions.
3. Final assessment on student essay writing discussing the differences and similarities between state, tribal and federal governments and their functions, structures, and powers. Essay will also explain why this information is relevant to all Wyoming citizens.

EXTENSION ACTIVITY- Mock General Council Meeting. Students will participate in a mock general council meeting to demonstrate their understanding of the tribal government functions, structures, and powers.

LESSON INTRODUCTION:

Explain to students that now more than ever the issues dealing with land, water and natural resources as well as political and economic issues cause disputes, confrontations and misunderstandings. These issues not only affect the residents of the Wind River Reservation, but



all Wyoming citizens. In order to effectively resolve these mutual issues it is imperative that all citizens understand state, tribal and federal governments and their values.

Essential Question: Why is it imperative that all citizens understand state, tribal and federal governments and their values?

STEP BY STEP PROCEDURE:

Day 1:

1. Students will take notes as they view video #5 – “How does Tribal Government Work at Wind River?”
2. Students will listen for the vocabulary terms being used in the video.
3. Students will have solo thought time to write and evaluate why they think Wyoming State Citizens should understand state, tribal, and federal governments and their values.
4. They will jot down their thoughts in their journals.
5. The students will then discuss their journal entry with their elbow partners, along with the words they heard from the list.

Day 2:

Research tribal, state and federal governments and complete the note diagrams for each.

Day 3:

Demonstrate an understanding of the three governments through compare and contrast three-column notes.

EXTENSION ACTIVITY: Mock General Council Meeting. Students will participate in a mock general council meeting to demonstrate their understanding of the tribal government functions, structures, and powers.

REVIEW:

Teacher will review vocabulary words and the differences and similarities between the tribal, state and federal governments with the students.

EVALUATION:

Final assessment on student essay writing discussing the differences and similarities between state, tribal and federal governments and their functions, structures, and powers. Essay will also explain why this information is relevant to all Wyoming citizens.



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.

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.

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.

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.

SS8.1.6

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



Language Arts Standards (2012) Grade 8:

Writing

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.

Speaking & Listening

Comprehension and Collaboration

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.

- 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.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.