



Module 5

HOW DOES TRIBAL GOVERNMENT WORK?

Lesson Plan 3 – 8th Grade (short)

LESSON PLAN DEVELOPED BY: Veronica E Miller- Northern Arapaho

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.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
CCSS.ELA-Literacy.SL.8.3 - Comprehension and Collaboration
CCSS.ELA-Literacy.SL.8.4 - Presentation of Knowledge and Ideas
CCSS.ELA-Literacy.SL.8.5 - Presentation of Knowledge and Ideas

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming State Social Studies Standards (2018) Grade 8

(See Standard Definition at end of lesson)

WY Standards 1: SS8.1.1, SS8.1.1.a, SS8.1.2, SS8.1.4, SS8.1.6

Wyoming State Language Arts Standards (2012) Grade 8

Speaking & Listening

Presentation of Knowledge and Ideas

DURATION

Video = 8:39

Lesson: 45 Minutes



MATERIALS REQUIRED:

Poster Paper

Markers

IPad or paper

Computer

KEY VOCABULARY:

Sovereign –

General Council –

Business Council –

Tribal Government -

DESCRIPTOR:

Students will make a personal connection to the video by developing their own campaign poster of leadership qualities one must possess to hold a future political seat (Tribal Chairman/Chairwoman, Mayor, President, House of Representative, Senator, or Board of Trustee.)

LESSON INTRODUCTION:

In the video Sam Dresser states that *“when you get on the council, that’s the first thing, your people come first, your family second, because you’re there to take care of your people.”* The Arapaho and Eastern Shoshone Councils protect the people and preserve their way of life. As future leaders what characteristics would you need to do this?

STEP BY STEP PROCEDURE:

1. Students will take notes as they view “How Does Tribal Government Work” at either <http://windriveredu.org> or <http://wyomingpbs/learningmedia>.
2. Students will have a discussion about their notes.
3. Teacher will lead discussion about why it is important for both Tribes to have their own government.
4. List of leadership qualities will be listed on the whiteboard generated by students.



5. Students will be given poster paper and markers and asked to develop a campaign poster of a future political seat they may be interested in (Tribal Chairman/Chairwoman, Mayor, President, House of Representative, Senator, or Board of Trustee.)

REVIEW:

Students will share their campaign posters at another date and discuss leadership qualities and the value of giving back to their communities.

EVALUATION:

Completed poster will be evaluated for grade by Teacher.



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.

Speaking & Listening

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.



CCSS.ELA-Literacy.SL.8.3

Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

WYOMING STATE SOCIAL STUDIES STANDARDS – GRADE 8 (2018)

Social Studies 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.

W.S.21-9-102 requires all publicly funded schools in Wyoming to “give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals...” In order to receive a high school diploma, instruction must be given for at least three (3) years in kindergarten through grade eight (8) and one (1) year in the secondary grades.

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).



SS8.1.2

Explain how to participate in the political process. (i.e., tribal, local, state, and national elections).

SS8.1.4

Understand the difference between United States civil and criminal legal systems within the federal, state, and tribal levels.

SS8.1.6

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

Wyoming State Language Arts Standards– 8th Grade 2012
Speaking & Listening

Comprehension and Collaboration

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.
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.



3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

1. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
2. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.