UNIT 3: HIGH SCHOOL – UNITED STATES HISTORY

REFORM, PROSPERITY, AND DEPRESSION: INDIAN REORGANIZATION ACT

Level 1

Instructional Support Materials

Sovereignty Article Sovereignty Article (Spanish Language Version) Sample Outline Sample Outline (Spanish Language Version) Sample Diagram Sample Diagram (Spanish Language Version)

Learning Goal

Sovereignty differs between our nation, states, and tribes. Students will recall the complexity of sovereignty and recognize tribal governments' status with federal and state governments.

Time: 1 class period.

Teacher Preparation

- Make classroom copies of "Sovereignty" article.
- Prepare to project Outline Sample and Sample Diagram.

Learning Activities

- Motivate the lesson by calling for student volunteers to spell the word "Sovereignty" on the board. Repeat with different student volunteers until the class agrees that the correct spelling of sovereignty is on the board. Use a dictionary to confirm the correct spelling and to define the word. Tell the students that sovereignty is not only a difficult word to spell, but it is also a difficult concept to understand.
- 2. Ask students to do a one minute quick write listing all the sovereign nations in the world they can think of.
- 3. Call on individual students to tell you one nation each, compiling the list on the board or overhead, deleting duplicates.
- 4. Look over the list as a class. In small groups, students will discuss what makes those countries sovereign nations. One student will be chosen in each group to record their discussion. Give them several minutes to discuss the issue. If help is necessary, their lists might include: national boundaries, a political

structure or government, ability to make and enforce laws, a common language, and identity as a people or nation.

- 5. Ask groups to report in on their discussion. What defining elements of a nation's sovereignty did they agree on?
- 6. Then discuss with students whether they feel that the sovereignty of Indian Nations is the same or different from other nations in the world.
- 7. After some discussion to get ideas generated, students will write on their own how they think Indian nations are the same and/or different from other nations in terms of sovereignty.
- 8. Sovereignty differs between the Nation, states and tribes. Students will read the article titled "Sovereignty" by Robert J. Lyttle (Cheyenne/Arapaho), Attorney, from Norman, Oklahoma, 1999.
- 9. Outline the article on the board or overhead. Students will copy the outline onto their own paper, or ask students to summarize the article on their own. *Outline Sample*
- 10. Provide students with a large sheet of paper and ask them to create a diagram of national, state and tribal sovereignty. A Venn diagram or web diagram would work well for this activity. *Sample Diagram*

Looking Ahead to Level Two Curriculum:

If time allows, have students brainstorm what tribal governments may have been like in the years before contact and colonization.