Once you select a resource from the NK360° Lessons and Resources page, you will land on a “detailed resource page.” The page gives you information about the resource, including target grade levels, subjects, and the Native nations that are featured. Click “view” to go to the lesson.

**Digital Lesson Landing Page**: This is your home page for navigating the digital lesson. Go to “Lesson Information” to access additional information specifically for teachers.

The lesson information page is a good place for teachers to start. Here you can access the full lesson materials (lesson plan) as well as the lesson at a glance.

NK360° Digital Lessons follow the C3 Inquiry Design Model (IDM) format. The lesson is organized around a “compelling” or big question that students can investigate in order to construct an evidence-based argument using featured sources.

You can navigate to different parts of the lesson using the left-hand navigation menu, or simply follow the arrows on the bottom of the screen and scroll through the full digital lesson.
The first section of the lesson is an introduction to the key ideas that students will explore. Referred to as “staging the question” in the C3 IDM model, the purpose of this section is to spark students’ curiosity and engage prior knowledge about the topic they will explore.

The Northern Plains “Belonging” staging the question section includes a video, map, and essay.

The next three sections of the lesson are organized as “supporting questions.” Each supporting question introduces an important concept that students need to understand in order to construct a summative argument that addresses the compelling question. The supporting questions can also stand alone as discrete lessons about key ideas: belonging to the land, belonging through kinship, and belonging to a Native nation.

In the summative task section of the Northern Plains Belonging lesson, students can use an interactive puzzle tool to review key ideas presented in each supporting question. Students would then construct an argument that addresses the compelling question, How Do Native People and Nations Experience Belonging? Teachers can determine the format that is most appropriate for their students to express their argument. Options might include an essay, poster, discussion, debate, or alternative.

NK360 digital lessons conclude with a contemporary issue that relates back to the compelling question. Understood as the “Taking Informed Action” part of the C3 inquiry approach, the purpose of the informed action section is to help students become civically engaged by understanding issues in a larger or current context, determine their relevance in today’s society, and then provide an opportunity for students to take meaningful and informed action. Rather than prescribe what issue students should act on, the NK360 digital lessons offer a case study of what informed action looks like using an example from Native communities. We’ve named this approach “Mapping Informed Action.”