Quick Tips and Modifications

How Do Native People and Nations Experience Belonging?

KEY MESSAGE
The Native Nations of the Northern Plains each have distinct cultures and lifeways. However, there are also shared values across this diversity such as a sense of belonging to the land; the supportive relationships that are part of kinship systems; and the rights and responsibilities held by members of Native Nations. Each nation expresses these values in unique ways.

Quick Tips
• It doesn’t have to be all or nothing. While you can implement the full resource as an inquiry project, you can also break it down into smaller parts. You could think about this resource as a unit. Each section could be its own lesson, and lessons could stretch out over a few days as needed depending on the age of the students.
• Depending on your students’ needs, consider supplementing worksheets with class discussion, artistic displays such as posters/pamphlets/skits, or modify worksheets. When needed, use the print feature to give your students access to materials in a more hands-on way; project information on the board so that text can be enlarged.
• Jigsaw the resource: divide your class into four groups and assign each a different Native nation: Crow, Northern Cheyenne, Oceti Sakowin, Three Affiliated Tribes.

Content Based Modifications

<table>
<thead>
<tr>
<th>Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?</th>
<th>Elementary Grades</th>
<th>Middle Grades</th>
<th>High School Grades</th>
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</thead>
<tbody>
<tr>
<td>Content Area/Theme: Native American Cultures, Peoples of the “Past”</td>
<td>• Use image sets (historical and contemporary) to help students see that Native Peoples are here today and that elements of their cultures persist over time.</td>
<td>• Start a unit on westward expansion with the staging the question resources; highlight Native perspectives and show Native Peoples at the center of the story.</td>
<td>• Use supporting question three to demonstrate that Native nations are governments and incorporate a nation case/studies into a unit about different levels of government (state, tribal, federal).</td>
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<tr>
<td>Content Area/Theme: Westward Expansion</td>
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<tr>
<td>Content Area/Theme: Civics and Contemporary Issues</td>
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## Implementation Through Key Skills

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<th>Skill Practice</th>
<th>Resources</th>
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| **Analyzing and Interpreting Primary, Secondary Sources** | • Historical images  
• Contemporary images  
• Short text  
• Narrative text  
• Annotator Tool (Supporting Question One, Supporting Question Three)  

Annotator Example: *(Belonging to Land-Crow)* |
| **Argumentative Writing, Using Evidence to Draw Conclusions** | Formative student tasks (building claims)  
Summative student task |
| **Perspective Taking, Comparing and Contrasting Points of View** | Four Nation Case Studies  
(Supporting Question One, Supporting Question Two, Supporting Question Three)  

*Mapping Informed Action* |
| **Problem Solving** | Mapping Informed Action Case Study: *[Student Task]* |
| **Determining Relationships, Cause and Effect** | Mapping Informed Action Case Study: *[Student Task]* |
| **Close Reading of Multiple Forms of “Text”** | • Historical images  
• Contemporary images  
• Short text  
• Narrative text  
• Audio Narrations  
• Maps  
• Annotator Tool (Supporting Question One, Supporting Question Three)  

Annotator Example: *(Belonging to Land-Crow)* |