

Teacher Materials
Full Lesson

Northern Plains History and Cultures:
How Do Native People and Nations
Experience Belonging?

Grade

- 9-12

Subjects

- Geography
- Government and Civics
- History
- Social Studies

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.

Pedagogical Approach

- This online lesson provides teachers and students with Native perspectives about an essential element of Northern Plains Native history and cultures. Native Nations of the Northern Plains are extremely diverse and complex—a single lesson cannot capture all aspects of the histories, cultures, and contemporary lives of the Native Peoples who call the Northern Plains home. While many Native Nations will be named in this inquiry lesson, four nations are featured for case study investigation: Ojibwe (Sioux), Northern Cheyenne, Crow, and the Three Affiliated Tribes (Hidatsa, Mandan, and Arikara). The case studies in this module offer a thoughtful and Native-based look at three ways in which Northern Plains Native People experience a sense of belonging: through relationships with their homelands, through kinship systems, and as members of Native Nations. Belonging is a personal and fluid experience. While the four case studies featured in this inquiry offer selected perspectives from Native people who live in communities located on reservations, many Native people live in cities and other places away from their homelands; for those individuals and communities, the feeling of belonging might differ from the experiences and viewpoints offered in these case studies.
- This module utilizes the Inquiry Design Model (IDM), which implements the C3 Inquiry Arc and the C3 Framework Dimension Standards into a student-centered inquiry-based

approach to teaching and learning. Like the IDM, our approach seeks to “honor teachers’ knowledge and expertise and avoids over prescription by highlighting key elements, offering pedagogical suggestions, and relying on teacher expertise and experience.”¹ Likewise, our module includes an inquiry blueprint that outlines supporting questions, featured sources, and performance tasks necessary for students to construct arguments that pertain to the compelling question. In addition to embodying the C3 Framework and IDM, this module utilizes elements of Understanding by Design (UbD) and Universal Design for Learning (UDL).²

Overarching Standards

Performance tasks in this module revolve around the skills outlined in the Common Core State Standards (CCSS) and the C3 Framework Dimension Standards, which seek to elaborate on the CCSS by diving deeper into skills necessary for college, career, *and civic life*.³ In an effort to provide skills-based assessments and to meet the needs of a diverse body of teachers, we have elected to use these two nationally recognized sets of skills-based standards. The standards we list correlate to measureable objective-based assessment through formative and summative performance tasks. The content and themes in this module are highly influenced by the National Council for the Social Studies National Curriculum for Social Studies, specifically in the ten themes of social studies and NMAI’s own framework for Essential Understandings about American Indians. We also considered other nationally recognized sets of standards, such as the National Geography Standards, the Framework for Twenty-First Century Learning, and the Council for Exceptional Children’s Ethical Principals and Professional Practice Standards for Special Educators. While exploring the stages of this inquiry notice that corresponding Common Core Anchor Standards follow each set of grade-level standards.

[C3 Dimension Standards]

D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.WHST.9-10.1: Write [construct] arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST11-12.1: Write [construct] arguments focused on discipline-specific content.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1 S. G., Grant, Kathy Swan, and John Lee, *Inquiry-based Practice in Social Studies Education: Understanding the Inquiry Design Model* (New York: Routledge and C3 Teachers, 2017).

2 Grant Wiggins and Jay McTighe, *Understanding by Design*, (Alexandra, VA: Association for supervision and Curriculum Development, 2005; Ron Mace, Center for Universal Design, (1997).

3 John Lee and Kathy Swan, “The C3 Framework and the Common Core State Standards,” in *Social Studies For The Next Generation: Purposes, practices, and implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, *NCSS Bulletin 113*, (2013): xxii-xxiii; NCSS, “How to Read the C3 Framework,” *NCSS Bulletin 113*, (2013): 12-13.

IDM Blueprint

Compelling Question	How Do Native People and Nations Experience Belonging?		
Standards	<p>D1.5.9-12. Determining sources from multiple points of view. . . D4.1.9-12. Constructing evidence-based arguments from multiple sources. . . CCSS.ELA-LITERACY.WHST.9-10.1 and CCSS.ELA-LITERACY.WHST11-12.1 Write [construct] arguments focused on <i>discipline-specific content</i>.</p>		
Staging the Question	Brainstorm personal connections to land, community, and nationhood; then, watch the video Belonging and record quotes that explain the ways in which Native Nations hold attachments to land, community and nation. Make connections about why land, community, and nationhood are significant by using a Venn diagram.		
Supporting Question One	Supporting Question Two	Supporting Question Three	
What gives Native Nations a sense of belonging to the land?	How do kinship systems work to create a feeling of belonging?	What are the rights and responsibilities of belonging to a Native Nation?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Identify and describe unique relationships Native People and Nations have with the land and then synthesize evidence from three sources in order to demonstrate how these relationships can be reciprocal by completing a graphic organizer.	Craft a claim about how kinship systems work to create a feeling of belonging by analyzing sources to make inferences about roles, responsibilities, and cultural values.	Craft evidence-based claims about the rights and responsibilities that citizens and leaders of Native Nations exercise and describe how those rights and responsibilities strengthen tribal sovereignty.	
Featured Sources	Featured Sources	Featured Sources	
Source Set A: Crow Case Study Source Set B: Northern Cheyenne Case Study Source Set C: Oceti Sakowin Case Study Source Set D: Three Affiliated Tribes Case Study	Source Set A: Crow Case Study Source Set B: Northern Cheyenne Case Study Source Set C: Oceti Sakowin Case Study Source Set D: Three Affiliated Tribes Case Study	Source Set A: Crow Case Study Source Set B: Northern Cheyenne Case Study Source Set C: Oceti Sakowin Case Study Source Set D: Three Affiliated Tribes Case Study	
Summative Performance Task	Argument: How do Native People and Nations experience belonging? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses how Native People and Nations experience belonging using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.		
Mapping Informed Action	Understand: The unique characteristics and challenges of coalition building and how coalitions and councils such as the InterTribal Buffalo Council take informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures.		
	Assess: How and why informed actions are organized in order to enact social or political change.		
Taking Informed Action	Act: NK360° Framework for Taking Informed Action		

Pedagogical Framework

KNOW

Many Native People and Nations call the Northern Plains home and have become tied over time to their homelands through a sense of belonging and connection that is partially spiritual in foundation. Kinship systems define important roles and responsibilities and reflect values of Native Nations. Sovereign Native Nations exercise authority to govern themselves and tribal governments engage in diplomacy with other Native Nations and the United States. Native Nations have their own history, governance, geography, language, and traditions.

- **Staging the Question:** Many Native Nations call the Northern Plains home and these homelands are tied to a sense of belonging and connection that is partially spiritual in foundation.
- **Supporting Question One:** The Crow Nation, Northern Cheyenne Nation, Oceti Sakowin Nation, and Three Affiliated Tribes call the Northern Plains home; each nation has its own history, geography, and traditions.
- **Supporting Question Two:** Kinship systems define important roles and responsibilities and reflect values of Northern Plains Native Nations.
- **Supporting Question Three:** Sovereign Native Nations exercise authority to govern themselves. Tribal governments engage in diplomacy with other Native Nations and the United States.

UNDERSTAND

While Native Nations of the Northern Plains have distinct lifeways and cultures, they also have many shared values such as belonging to the land, caring for their community, and exercising responsibilities to their nation. Each nation expresses these values in unique ways.

- **Staging the Question:** Relationships with land, community, and nation are important for Native People and Nations of the Northern Plains.
- **Supporting Question One:** The relationships Native People and Nations have with the land can be viewed as reciprocal.
- **Supporting Question Two:** Kinship systems provide a network of care and support that extends beyond the immediate family.
- **Supporting Question Three:** Belonging to a Native Nation comes with rights and responsibilities that contribute to and strengthen tribal sovereignty.



DO

How do Native People and Nations experience belonging? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses how Native People and Nations experience belonging using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.

- **Staging the Question:** Make connections about why land, community, and nationhood are significant by first assessing prior knowledge and then using a Venn diagram to analyze key messages about belonging that are presented in a video.
- **Supporting Question One:** Identify and describe unique relationships Native People and Nations have with the land and then synthesize evidence from three sources in order to demonstrate how these relationships can be reciprocal by completing a graphic organizer.
- **Supporting Question Two:** Craft a claim about how kinship systems work to create a feeling of belonging by analyzing sources to make inferences about roles, responsibilities, and cultural values.
- **Supporting Question Three:** Craft evidence-based claims about the rights and responsibilities that citizens and leaders of Native Nations exercise and describe how those rights and responsibilities strengthen tribal sovereignty.



Suggested Pacing Guide

Traditional Schedule:

Stage	Assessment Materials	Standards
Day 1 Staging the Question	<u>Belonging to a Place</u> [Parts A-B]	[C3] D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to . . . identities and cultures. D2.Geo.2.9-12. Use maps. . . photographs. . . to explain relationships between the locations of places and regions. . . cultural. . . dynamics. [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes. . . summarize the key supporting details and ideas.
Day 2 Supporting Question 1	<u>Resource Annotator Example</u> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative performance task.</i> <u>Homelands</u> [Parts A-B]	[C3] D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. . . D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences. . . [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes. . . summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts. . .
Day 3 Supporting Question 1	<u>Homelands</u> [Part C]	
Day 4 Supporting Question 2	<u>Kinship Systems</u> [Parts A-B]	[C3] D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources. . . in order to revise or strengthen claims. [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims. . . using valid reasoning and relevant and sufficient evidence.
Day 5 Supporting Question 3	<u>Resource Annotator Example</u> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative performance task.</i> <u>Rights and Responsibilities</u> [Parts A-B]	[C3] D2.Civ.6.9-12. Critique relationships among governments, civil societies. . . D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence. . . CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims. . . using valid reasoning and relevant and sufficient evidence.
Day 6-7 Summative Performance Task	<u>Show What You Know</u> Puzzle Tool How do Native People and Nations experience belonging? Construct an argument addressing the compelling question.	[C3] D1.5.9-12. Determining sources from multiple points of view. . . D4.1.9-12. Constructing evidence-based arguments from multiple sources. . . [CCSS] CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims. . . using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.WHST.9-10.1 & CCSS.ELA-LITERACY.WHST11-12.1 Write [construct] arguments focused on <i>discipline-specific content</i> .
Day 8 Mapping Informed Action	<u>Optional Extension</u> <u>InterTribal Buffalo Council</u> [Parts A-C]	[C3] D4.7.9-12. Assess options for individual and collective action. . . D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of . . . problems. . . [CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Day 9 Mapping Informed Action	<u>Optional Extension: Expository Writing</u> <u>Standards-Based Rubric</u> [Part D]	[CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Extension 1-3 Days Taking Informed Action	<u>NK360° Framework for Taking Action</u>	[C3] D4.7.9-12. Assess options for individual and collective action. . . D4.8.9-12. Apply a range of deliberative and democratic strategies. . . make decisions and take action. . .

Block Schedule:

Stage	Assessment Materials	Standards
Day 1 Staging the Question Supporting Question 1	<u>Belonging to a Place</u> [Parts A-B]	[C3] D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to . . . identities and cultures. D2.Geo.2.9-12. Use maps. . . photographs. . . to explain relationships between the locations of places and regions. . . cultural. . . dynamics. [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes. . . summarize the key supporting details and ideas.
	<u>Resource Annotator Example</u> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative performance task.</i> <u>Homelands</u> [Parts A-B]	[C3] D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. . . D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences. . . [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes. . . summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts. . .
Day 2 Supporting Question 2	<u>Homelands</u> [Part C]	[C3] D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources. . . in order to revise or strengthen claims. [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims. . . using valid reasoning and relevant and sufficient evidence.
	<u>Kinship Systems</u> [Parts A-B]	[C3] D2.Civ.6.9-12. Critique relationships among governments, civil societies. . . D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence. . . CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims. . . using valid reasoning and relevant and sufficient evidence.
Day 3 Short Day Supporting Question 3	<u>Resource Annotator Example</u> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative performance task.</i> <u>Rights and Responsibilities</u> [Parts A-B]	[C3] D1.5.9-12. Determining sources from multiple points of view. . . D4.1.9-12. Constructing evidence-based arguments from multiple sources. . . [CCSS] CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims. . . using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.WHST.9-10.1 & CCSS.ELA-LITERACY.WHST11-12.1 Write [construct] arguments focused on <i>discipline-specific content</i> .
Day 4 Summative Performance Task	<u>Show What You Know</u> Puzzle Tool How do Native People and Nations experience belonging? Construct an argument addressing the compelling question.	[C3] D4.7.9-12. Assess options for individual and collective action. . . D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of. . . problems. . . [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Day 5 Mapping Informed Action	<u>Optional Extension</u> <u>InterTribal Buffalo Council</u> [Parts A-C] <u>Standards-Based Rubric</u> [Part D]	[C3] D4.7.9-12. Assess options for individual and collective action. . . D4.8.9-12. Apply a range of deliberative and democratic strategies. . . make decisions and take action. . .
Extension 1-2 Days Taking Informed Action	<u>NK360° Framework for Taking Action</u>	

Staging the Question: Belonging

Featured Sources

- **Video:** [*Belonging*](#)—Watch this video and think about the relationships Northern Plains Peoples have with their homelands, communities, and nation.
- **Map:** *Native Nations of the Northern Plains*—Examine the map to see the many Native Nations of the Northern Plains. Note the four nations featured for case study investigation: Crow, Northern Cheyenne, Oceti Sakowin, and Three Affiliated Tribes.
- **Optional Extension Essay:** “Northern Plains Nations: Belonging to Place, Family, and Nation”—Hear from an expert. Read what educator and writer Julie Cajune (Salish) has to say about the important relationships Native Peoples have with their homelands, families, and nations.

Student Tasks

- [*Belonging to a Place*](#)

Student Outcomes

KNOW

Many Native Nations call the Northern Plains home and these homelands are tied to a sense of belonging and connection that is partially spiritual in foundation.

UNDERSTAND

Relationships with land, community, and nation are important for Native People and Nations of the Northern Plains.

DO

Make connections about why land, community, and nationhood are significant by first assessing prior knowledge and then using a Venn diagram to analyze key messages about belonging that are presented in a video.

Standards

[C3 Dimension Standards]

D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Staging the Question Lesson Procedures

Anticipatory Set

Part A—Making Connections

- Introduce students to the lesson by helping them make personal connections to land, community, and nation on Part A of the [Belonging to a Place](#) worksheet. Consider modeling this exercise by sharing out your own attachments to land, community and/or nation or model by discussing connections to the school community.
- Have students share out in groups, with partners, or as a class.

Guided Practice, Instruction, and Formative Assessment

Part B—Understanding Value

- Watch the short video [Belonging](#) and have students use the interview clips to determine why and how land, community, and nation hold meaning for Native Nations of the Northern Plains. Have students complete the Venn diagram located on Part B of the [Belonging to a Place](#) worksheet.

Check for Understanding

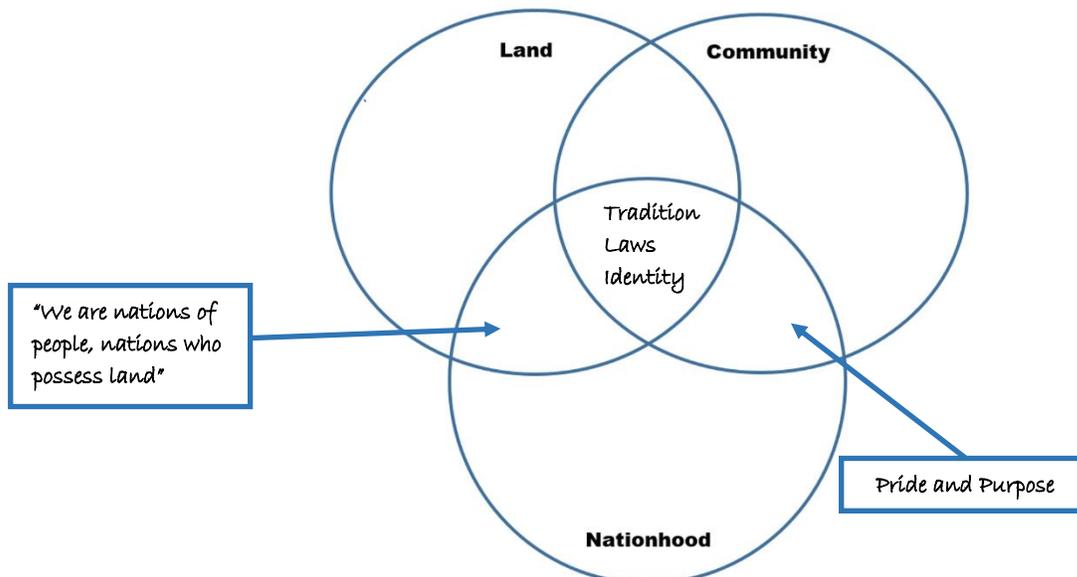
Teacher TIP: Consider conducting informal evaluation by drawing or projecting the Venn diagram on the board and checking for understanding as a class.

Preview

- Introduce supporting question one by previewing the nations on the map, *Native Nations of the Northern Plains*.

Part B—Understanding Values

Directions: Watch the short video *Belonging* and determine why and how land, community, and nation hold meaning for Native People and Nations of the Northern Plains. Record quotes and paraphrase evidence using the Venn diagram, which charts the themes of land, community, and nationhood. Some of the evidence you cite may apply to multiple themes.



Supporting Question One: What Gives Native Nations a Sense of Belonging to the Land?

Featured Sources

- **Source Set A:** Crow Case Study—Learn about places that are important to members of the Crow Nation. Examine images, objects, quotes, and other sources.
- **Source Set B:** Northern Cheyenne Case Study—Learn about places that are important to members of the Northern Cheyenne Nation. Examine images, objects, quotes, and other sources.
- **Source Set C:** Oceti Sakowin Case Study—Learn about places that are important to members of the Oceti Sakowin Nation. Examine images, objects, quotes, and other sources.
- **Source Set D:** Three Affiliated Tribes Case Study—Learn about places that are important to members of the Three Affiliated Tribes. Examine images, objects, quotes, and other sources.

Student Tasks

- **Resource Annotator Example**—This supporting question includes an interactive resource annotator. Students use the annotator tool to mark up each source and caption. They can use up to five pins for each source to make notes about the theme: *relationships*.
- **Homelands**



Student Outcomes

KNOW

The Crow Nation, Northern Cheyenne Nation, Oceti Sakowin Nation, and Three Affiliated Tribes call the Northern Plains home; each nation has its own history, geography, and traditions.

UNDERSTAND

The relationships Native People and Nations have with the land can be viewed as reciprocal.

DO

Identify and describe unique relationships Native People and Nations have with the land and then synthesize evidence from three sources in order to demonstrate how these relationships can be reciprocal by completing a graphic organizer.

Standards

[C3 Dimension Standards]

D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting Question One Lesson Procedures

Anticipatory Set

Part A—Reciprocity

- Introduce students to the terms *reciprocity* and *reciprocal* by having them describe a reciprocal relationship in their own lives. This could be between the students and someone or something. It might be something in nature or from popular culture, etc. You can model by first explaining a reciprocal relationship of your own or use the example of tending to a garden: The gardener tends to the land and in return the land provides food for the gardener.

Guided Practice, Instruction, and Formative Assessment

Part B—Relationships to Land

- Teacher TIP: Students can print or download and save their annotations. Before students begin their case study analysis, consider modeling how to interpret the different types of sources that students will encounter. Preview the interactive [Resource Annotator Example](#) with students. The interactive requires students to select a source and then students can drag and drop themed pins (relationships) onto the source where they wish to add annotations. Students can complete all four case studies individually, with partners, or jigsaw the case studies in groups. If you plan on having students analyze more than one case study you will need to make multiple copies of page one of the [Homelands](#) worksheet.
- Have students explore the case studies by first going through the cultural atlas, located at the beginning of each each case study. After students are finished going through the introductory cultural atlas, they use the interactive [Resource Annotator Example](#) to identify types of relationships Native Nations have with the land.
- When students are finished going through the sources in one or more case study, they select three sources from one case study and complete the graphic organizer in Part B of the [Homelands](#) worksheet.

Part C—Relationships and Reciprocity

- Students use the relationships and evidence from Part B of the [Homelands](#) worksheet to complete the graphic organizer in Part C. Students work with partners, in groups, or as a class to make claims about how Native People and Nations have reciprocal relationships with the land.

Check for Understanding

- Check for understanding by asking students to share out the types of relationships they observed and how these relationships can be viewed as reciprocal.

Preview

Ask students to think about the roles and responsibilities of their household, which can be diverse in their makeup. Students should be ready to share out specific examples during the next supporting question.

Supporting Question Two: How Do Kinship Systems Work to Create a Feeling of Belonging?

Featured Sources

- **Source Set A:** Crow Case Study—Explore selected images, objects, quotes, and other sources that show the role of kinship systems for members of the Crow Nation.
- **Source Set B:** Northern Cheyenne Case Study—Explore selected images, objects, quotes, and other sources that show the role of kinship systems for members of the Northern Cheyenne Nation.
- **Source Set C:** Oceti Sakowin Case Study—Explore selected images, objects, quotes, and other sources that show the role of kinship systems for members of the Oceti Sakowin Nation.
- **Source Set D:** Three Affiliated Tribes Case Study—Explore selected images, objects, quotes, and other sources that show the role of kinship systems for members of the Three Affiliated Tribes.

Student Tasks

- [*Kinship Systems*](#)

Student Outcomes

KNOW

Kinship systems define important roles and responsibilities and reflect values of Northern Plains Native Nations.

UNDERSTAND

Kinship systems provide a network of care and support that extends beyond the immediate family.

DO

Craft a claim about how kinship systems work to create a feeling of belonging by analyzing sources to make inferences about roles, responsibilities, cultural values.

Standards**[C3 Dimension Standards]**

D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.WHST.9-10.1.A: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.A: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Supporting Question Two Lesson Procedures

Anticipatory Set

Kinship systems

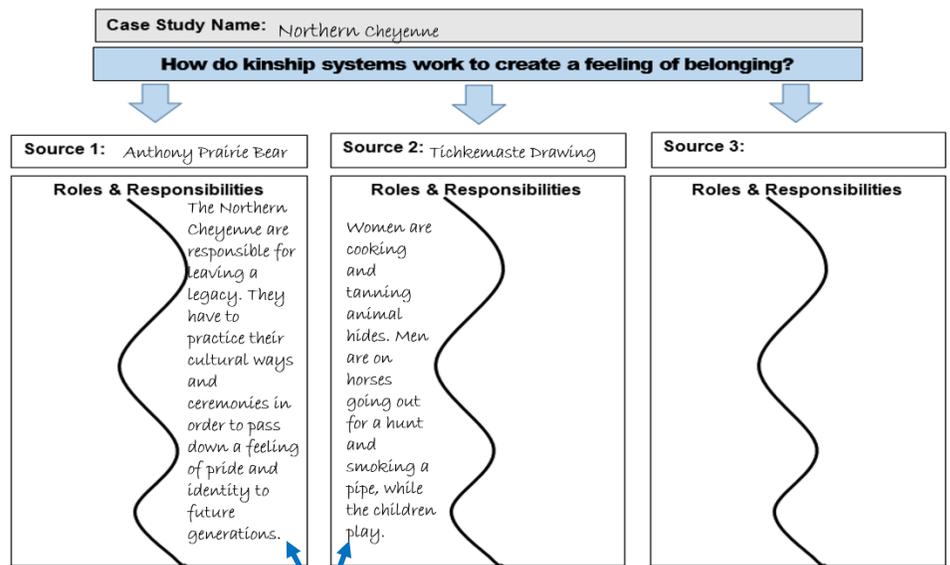
- Introduce the term *kinship* to students by conducting an informal pre-assessment. Ask students if they know what kinship means. Invite students to share out examples of both traditional and modern family systems. Then guide students to understand that kinship is a type of relationship. Next, students can consider the significance of the term *system* as it relates to kinship. Finally, students can then share out some of the roles and responsibilities they observe in their own household.

Guided Practice, Instruction, and Formative Assessment

Part A—Roles and Responsibilities

Teacher TIP: Have students analyze the case studies individually, with partners, or in groups. Print out multiple graphic organizers if students will examine more than one case study.

- Students examine the sources in the case study (Crow, Northern Cheyenne, Oceti Sakowin, and/or Three Affiliated Tribes). Students will then select three sources from one case study that best exemplify the roles and responsibilities that exist within kinship systems. For each source they select, students should use the source's credit line to create an appropriate title or description. Students then describe the roles and responsibilities they observe.



Teacher TIP: Students use the evidence to synthesize answers that will lead them to a discussion about the values these roles and responsibilities represent.

Part B—Values

- Students use the roles and responsibilities that they have identified in Part A of the ***Kinship Systems*** worksheet to make inferences about cultural values. Students can complete this individually for one or more case studies or in groups for multiple case studies.

Part C—Making Claims

- Help students make claims about how kinship systems create a feeling of belonging. This might be a jump for students; you can help them by explaining that kinship systems provide support. Students might recognize that groups, while not the same as native kinship systems, also provide support in their own lives, such as sports teams, clubs, religious groups, etc.

Check for Understanding

- Kinship systems work to create a sense of belonging by sharing traditional values across generations. Native elders reach out to younger members of the community to offer support and understanding and to share traditional knowledge. The networks of support that are created by maintaining traditional values serve to build a community. Check for understanding by asking students to share out and refine their claims as a class or in groups.

Preview

- Next students examine the rights and responsibilities of belonging to a Native Nation. Students can begin their examination by identifying some rights and responsibilities of citizens of the United States.

Supporting Question Three: What are the Rights and Responsibilities of Belonging to a Native Nation?

Featured Sources

- **Source Set A:** Crow Case Study—Use the images, quotes, objects, and short passages to identify the rights and responsibilities of belonging to the Crow Nation.
- **Source Set B:** Northern Cheyenne Case Study—Use the images, quotes, objects, and short passages to identify the rights and responsibilities of belonging to the Northern Cheyenne Nation.
- **Source Set C:** Oceti Sakowin Case Study—Use the images, quotes, objects, and short passages to identify the rights and responsibilities of belonging to the Oceti Sakowin Nation.
- **Source Set D:** Three Affiliated Tribes Case Study—Use the images, quotes, objects, and short passages to identify the rights and responsibilities of belonging to the Three Affiliated Tribes.

Student Tasks

- **Resource Annotator Example**—This supporting question includes an interactive resource annotator. Students use the annotator tool to mark up each source and caption. They can use up to five pins for each source to make notes about the themes: *rights* and *responsibilities*.
- **Rights and Responsibilities**



Student Outcomes

KNOW

Sovereign Native Nations exercise authority to govern themselves. Tribal governments engage in diplomacy with other Native Nations and the United States.

UNDERSTAND

Belonging to a Native Nation comes with rights and responsibilities that contribute to and strengthen tribal sovereignty.

DO

Craft evidence-based claims about the rights and responsibilities that citizens and leaders of Native Nations exercise and describe how those rights and responsibilities strengthen tribal sovereignty.

Standards

[C3 Dimension Standards]

D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.

D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.WHST.9-10.1.A: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.WHST.11-12.1.A: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Supporting Question Three

Lesson Procedures

Anticipatory Set

- Citizens of all nations have rights and responsibilities associated with belonging to a nation. Ask students to think about what the rights and responsibilities are for citizens of the United States. Possible answers might be that U.S. citizens have all the rights outlined in the Bill of Rights and that citizens have a responsibility to vote in order to elect officials that will protect those rights and uphold the Constitution.

Guided Practice, Instruction, and Formative Assessment

Annotator Tool

*Teacher TIP: Students can print or download and save their annotations. Before students begin their case study analysis, consider modeling how to use the interactive **Resource Annotator Example** with students. Students can complete all four case studies individually, with partners, or jigsaw the case studies in groups. Before students begin their case study analysis, consider modeling how to interpret the different types of sources that students will encounter. Preview the interactive **Resource Annotator Example** with students. The interactive requires students to select a source and then students can drag and drop themed pins (rights and responsibilities) onto the source where they wish to add annotations.*

- Have students examine the case studies using the interactive **Resource Annotator Example** to identify *rights* and *responsibilities* of Native People and Nations. Students examine and annotate each source, writing annotations that explain why the source relates to one or more themes. Explain to students that they will need to revisit their annotations in order to complete the **Rights and Responsibilities** worksheet.

Part A—Rights and Responsibilities

*Teacher TIP: Depending on how many case studies students are analyzing there might be a need to make multiple copies of Part A of the **Rights and Responsibilities** worksheet, one for each case study. Students will use Part A to analyze a single case study and Part B to synthesize all four case studies*

- Each case study includes multiple examples of rights and responsibilities. Students should select the strongest examples for their graphic organizers. Students use Part A of the **Rights and Responsibilities** worksheet to make claims about rights and responsibilities of belonging to a Native Nation. They will make three claims about rights and three claims about responsibilities and cite the sources they used to make their claims. If all nations are covered, there will be twenty-four claims total (twelve for rights and twelve for responsibilities).

Check for Understanding

- Sovereignty can be a difficult concept to understand. Before moving on to Part B of the **Rights and Responsibilities** worksheet, check for understanding of rights, responsibilities, and sovereignty. Revisit the anticipatory set and ask students how the rights and responsibilities of U.S. citizens contribute to the sovereignty of the United States.

Part B—Strengthening Sovereignty

Teacher TIP: Students can work with partners, in groups, or as a class to workshop their claims. In Part A students cited the sources that supported their claims. In the evidence box of Part B, students will quote or paraphrase the sources that support their claims. Ideally, students will be able to quote or paraphrase evidence from multiple case studies in support of their completed claim.

- In Part B of the ***Rights and Responsibilities*** worksheet students complete two claims: one about rights and one about responsibilities. In order to do this, they use the evidence gathered in Part A to synthesize multiple claims about rights into one claim. Likewise, they will synthesize multiple claims about responsibilities into one claim. Ideally, the claims students complete in Part B should encompass information from more than one nation represented in the case studies.

Rights	Responsibilities
<p>Claim about rights The rights of belonging to a Native Nation contributes to and strengthens tribal sovereignty because:</p> <p><i>When tribal citizens exercise their rights, such as voting and speaking up on behalf of their nation, it contributes to both preserving culture and strengthening sovereignty.</i></p>	<p>Claim about responsibilities The responsibilities of belonging to a Native Nation contributes to and strengthens tribal sovereignty because:</p> <p><i>The responsibilities of tribal citizenship include knowledge of your relatives, ancestors, and history. This knowledge informs your relationships and behaviors that contribute to a strong, healthy nation.</i></p>
<p>What does the evidence that supports my claim say?</p>	<p>What does the evidence that supports my claim say?</p>

Review

- Students might use the drag-and-drop ***Show What You Know*** puzzle, located in the next section of the inquiry, to both review what they have learned and preview the summative performance task. If time allows, you can let students start the summative performance task by revisiting the ***Show What You Know*** puzzle.

Summative Performance Task

Featured Sources

- **Drag-And-Drop Puzzle:** *Show What You Know*— How do Northern Plains Native People and Nations experience belonging? Show what you've learned about the relationships with place, family, and nation. Match each source to a key theme (homelands, kinship, and nationhood) and reveal an iconic image.



Student Tasks

- Summative performance task

Student Outcomes

KNOW

Many Native People and Nations call the Northern Plains home and have become tied overtime to their homelands through a sense of belonging and connection that is partially spiritual in foundation. Kinship systems define important roles and responsibilities and reflect values of Native Nations. Sovereign Native Nations exercise authority to govern themselves and tribal governments engage in diplomacy with other Native Nations and the United States. Native Nations have their own history, governance, geography, language, and traditions.

UNDERSTAND

While Native Nations of the Northern Plains have distinct lifeways and cultures, they also have many shared values such as belonging to the land, caring for their community, and exercising responsibilities to their nation. Each nation expresses these values in unique ways.

DO

How do Native People and Nations experience belonging? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses how Native People and Nations experience belonging using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.

Standards

[C3 Dimension Standards]

D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.WHST.9-10.1: Write [construct] arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST11-12.1: Write [construct] arguments focused on discipline-specific content.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Summative Performance Task

Lesson Procedures

Anticipatory Set

- Return to the compelling question: How do Native People and Nations experience belonging?
- You might revisit the supporting questions with students to refresh their understanding of key content and concepts.
- Students could reflect on how their view of the compelling question might have changed as they moved through the inquiry.

Review

Teacher TIP: Students can click on the cards to reveal additional information.

- As a way to review key concepts introduced in each supporting question students use the interactive drag-and-drop **Show What You Know** puzzle. Students will see twelve sources or statements that reflect the themes of the inquiry (homelands, kinship, and nationhood). Students will match sources to the themes to reveal an iconic image.
 - **Homelands:** Many Native Nations call the Northern Plains home. After living within these landscapes for many generations, they have developed a deep sense of belonging to place.
 - **Kinship:** Native kinship systems provide a network of care and support that extends beyond the immediate family.
 - **Nationhood:** Citizenship carries with it certain rights and responsibilities. Each nation's customs, values, and traditions inform an individual's role as a tribal citizen.

Guided Practice, Instruction, and Summative Assessment

- At this point in the inquiry, students have examined sources that convey how Native People and Nations experience belonging.
- Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims and refute counterclaims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question: *How do Native People and Nations experience belonging?*

Summative Argument

- It is important to note that students' arguments could take a variety of forms, including a detailed outline, graphic, presentation, or essay. Students should construct an argument in one of these forms that addresses the compelling question and acknowledges competing views, using specific claims and relevant evidence from historical sources.
- Students' arguments will vary but could include any of the argument stems presented below. Note that students should support their arguments with specific evidence from the sources they examined in the inquiry and be prepared to acknowledge competing claims or counterarguments.

Argument Stems

Teacher TIP: An argument stem serves as the thesis statement for students' arguments. Four sample argument stems are provided—one for each nation case study. It is important to note that these responses offer a snapshot of the kinds of arguments students may make about belonging based on the sources they encountered in the inquiry. These examples are not intended to represent the full range of responses students could construct.

- The Oceti Sakowin have places that are part of their Creation story and other significant sites where they hold ceremonies. They have a spiritual connection with the land, which can be seen today in their struggle to regain the Black Hills. Historical and spiritual connections to the land are a significant part of the identity of the Oceti Sakowin people, and they attach great importance to the use and protection of these revered places. This demonstrates a reciprocal relationship—the land is a gift to the Oceti Sakowin and the Oceti Sakowin care for it in multiple ways. They maintain a relationship with the land and try to watch over it. This relationship with their homeland has created a deep sense of belonging, a reverence for their ancestors, and a commitment to their extended family.
- Crow kinship systems create a network of caring adults who pay attention to their clan nieces and nephews. Clan uncles and aunts pray for their young people; they teach and encourage them. Young people within a clan system have many adults involved in their lives as they grow up. The interest and attention of adults in caring ways make a young person realize that they matter. Growing up with clan relatives supports a young person, helps them to feel like they fit in, and builds a sense of belonging.
- Every January, young people from the Northern Cheyenne Nation participate in the Fort Robinson Spiritual Run, which commemorates their ancestors' escape from enslavement. They run 400 miles, from Fort Robinson, Nebraska, to their home reservation. This commemoration recognizes the sacrifices made by their ancestors so that the Northern Cheyenne people can live as a nation in their homeland in Montana. Some of the participants in the event carry the Eagle Staff or tribal flags. They are representing their nation. This event contributes to a sense of pride in and belonging to their nation as well as a respect for the historic actions of their leaders.
- The Three Affiliated Tribes are an alliance of three Native Nations: the Mandan, Hidatsa, and Arikira. These nations came together for protection and to preserve their cultures and sovereignty. Belonging to the Three Affiliated Tribes means having a caring and knowledgeable relationship with the land, valuing shared traditions—such as giveaway ceremonies with family and community—and participating in civic society. Citizens and leaders of the Three Affiliated Tribes take pride in serving their nation and appreciate the importance of allies. They are honored to belong to an alliance and to share in the responsibility of governing alongside many Native Nations.

Mapping Informed Action Connecting to Native Histories, Cultures, and Traditions (Coalition Building): The InterTribal Buffalo Council

Featured Sources

- **Case Study:** Coalition Building—Discover how the InterTribal Buffalo Council plans, and acts in order to address injustices and strengthen ties to culture.

Student Tasks

- [*The InterTribal Buffalo Council*](#)
- Optional Expository-Writing Extension: [*Standards-Based Assessment Rubric*](#)
- Optional Student Planning Extension: [*NK360° Framework for Taking Informed Action*](#)

Student Outcomes

KNOW

Native People, communities, organizations, and nations take informed action to mediate social and political issues.

UNDERSTAND

The unique characteristics and challenges of coalition building and how coalitions and councils such as the InterTribal Buffalo Council take informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures.

DO

Identify, describe, and infer the characteristics and causes of local, regional, and global problems, and the steps informed actors take in order to address these issues, then determine potential barriers to taking action and provide possible solutions.

Standards

Parts A-C—Mapping Informed Action

[C3 Dimension Standards]

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Part D—Extension Expository Essay

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Extension Taking Informed Action

[C3 Dimension Standards]

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Mapping Informed Action Lesson Procedures

Anticipatory Set—Contemporary Connection

- Introduce the topic by asking students what they know about buffalo. Ask students if they knew that buffalo were brought to the brink of extinction by American hunters and that without the help of Native Nations the American buffalo would probably have disappeared.
- Read the introductory text together as a class or aloud in groups. Have students summarize and share out the issues under consideration and any new information they have learned.

Guided Practice, Instruction, and Formative Assessment

Teacher TIP: This activity may be completed individually, with partners, or in groups.

Part A—Analyzing the Issue

- In Part A students analyze the sources and make inferences in order to describe the issue in need of informed action. Next, students will use the sources to identify the opposing perspectives and make inferences about possible points of agreement between the two perspectives.
- Determining issues, analyzing perspectives, and finding common ground are essential for taking informed action. While analyzing sources in this case study, students first attempt to determine the issue; next, they then analyze perspectives; and finally, find possible points of common ground.

Part B—Analyzing Action

Teacher TIP: We have separated informed action into five categories and provided examples for each. Please remember that these are not always fixed. For instance, social media can be used to inform and/or to advocate; starting a Go Fund Me might be initiated in order to donate, advocate, or both. The intention of this mapping model is to help students understand how smaller actions may have to be completed both while and before carrying out more extensive informed action projects.

- After students analyze the issue, perspectives, and points of agreement in Part A, they describe in detail the informed action project carried out by the InterTribal Buffalo Council.
- In the second section of Part B, students use the evidence and make inferences about possible actions that could have led to the informed action project addressed in the case study. For instance, taking informed action does not always mean organizing a march on Washington. Rather, it can be a Tweet or having an informed conversation with a peer. Often smaller actions are necessary in order to organize and carry out informed action. For example, before a coalition can gain members they might create a Facebook group in order to educate and inform possible stakeholders.

Part C—Identifying Barriers

Teacher TIP: Part C is an opportunity for discussion-based group work.

- Informed civic action often encounters barriers. Sometimes citizens and groups do not anticipate these barriers when they decide to take informed action and then, as a result, are unable to carry out their informed action. Students will make inferences about possible barriers faced by the InterTribal Buffalo Council; then they will present possible solutions or ideas for overcoming these barriers.

Part D—Extension

- As an extension: students can complete an expository-writing sample by synthesizing the information scaffolded in the graphic organizers and cite evidence from the case study.

Check for Understanding

This case study is about coalition building. Students should understand that the InterTribal Buffalo Council takes informed action by building and maintaining a coalition. This coalition seeks to address falling buffalo populations as well as conflicts arising over the hunting and uses of buffalo. Today, Native Nations take informed action to mediate social and political issues. The InterTribal Buffalo Council exemplifies how coalitions take informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures.

Skills-Based Assessment

- If you elect to assess the expository-writing sample in addition to or in place of the graphic organizers, you can complete a standards-based assessment by using the attached rubric.

Teacher TIP: Students can use a blank rubric to self-edit or peer-edit. Teachers may decide to collect the self-graded rubrics or to have students compare their own scores with the teacher's scores and complete growth-based reflections.



Standards-Based Assessment Rubric: Mapping Informed Action	
Directives & Requirements _____ / 20 (10 points each)	<input type="checkbox"/> Completely answers the directives in the prompt or writing task (explain, analyze, propose) [CCSS.ELA-LITERACY.WHST.9-10.7] <input type="checkbox"/> Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing [CCSS.ELA-LITERACY.WHST.9-10.2.E]
Skills & Objectives _____ / 30 (10 points each)	<input type="checkbox"/> Write informative/explanatory texts, including the narration of historical events... [CCSS.ELA-LITERACY.WHST.11-12.2; CCSS.ELA-LITERACY.WHST.9-10.2] <input type="checkbox"/> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems... and challenges and opportunities faced by those trying to address these problems over time and place [D4.6.9-12] <input type="checkbox"/> Identify and ask significant questions that clarify various points of view and lead to better solutions [P21 Critical Thinking and Problem Solving: Solve Problems.2]
Grammar & Mechanics _____ / 15 (3 points each)	Demonstrates command of the conventions of standard English grammar and usage when writing... [CCSS.ELA-LITERACY.L.9-10.1] <input type="checkbox"/> 0 Grammatical Errors (15 points) <input type="checkbox"/> 1-3 Grammatical Errors (12 points) <input type="checkbox"/> 4-6 Grammatical Errors (9 points) <input type="checkbox"/> 7-10 Grammatical Errors (6 points) <input type="checkbox"/> More than 10 Grammatical Errors (3 points)
How many of these were elementary grammar mistakes? _____	
Score _____ / 65	Name: _____
Letter Grade: _____	Teacher Grade: _____

Standards-Based Assessment Rubric: Mapping Informed Action	
Directives & Requirements 18 / 20 (10 points each)	<input checked="" type="checkbox"/> Completely answers the directives in the prompt or writing task (explain, analyze, propose) [CCSS.ELA-LITERACY.WHST.9-10.7] <input checked="" type="checkbox"/> Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing [CCSS.ELA-LITERACY.WHST.9-10.2.E]
Skills & Objectives 26 / 30 (10 points each)	<input checked="" type="checkbox"/> Write informative/explanatory texts, including the narration of historical events... [CCSS.ELA-LITERACY.WHST.11-12.2; CCSS.ELA-LITERACY.WHST.9-10.2] <input checked="" type="checkbox"/> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems... and challenges and opportunities faced by those trying to address these problems over time and place [D4.6.9-12] <input checked="" type="checkbox"/> Identify and ask significant questions that clarify various points of view and lead to better solutions [P21 Critical Thinking and Problem Solving: Solve Problems.2]
Grammar & Mechanics 9 / 15 (3 points each)	Demonstrates command of the conventions of standard English grammar and usage when writing... [CCSS.ELA-LITERACY.L.9-10.1] <input type="checkbox"/> 0 Grammatical Errors (15 points) <input type="checkbox"/> 1-3 Grammatical Errors (12 points) <input checked="" type="checkbox"/> 4-6 Grammatical Errors (9 points) <input type="checkbox"/> 7-10 Grammatical Errors (6 points) <input type="checkbox"/> More than 10 Grammatical Errors (3 points)
Total Grammar Mistakes: = 4	
Score 53 / 65	Name: Student Smith
Letter Grade: 82% / B-	

Teacher TIP: The score can be in a 1 to 10 point range for each box. A checkmark indicates a 10/10-point score.

Teacher TIP: Teachers may want to highlight or indicate the areas in which students can improve.

Teacher TIP: One way to reinforce correction of elementary grammar mistakes is to take off points for errors such as not capitalizing proper nouns, or incorrect punctuation, or easy-to-see typos. Teachers can elect to correct the mistake for the student or indicate it with a circle and allow the student to correct the mistake and return the essay for a higher score.

Standards-Based Assessment Rubric: Mapping Informed Action	
<p>Directives and Requirements</p> <p>_____ / 20</p> <p>(10 points each)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Completely <u>answers the directives</u> in the prompt or writing task (explain, analyze, propose) [CCSS.ELA-LITERACY.WHST.9-10.7] <input type="checkbox"/> Establishes and maintains a <u>formal style</u> and <u>objective tone</u> while attending to the norms and conventions of the discipline in which they are writing [CCSS.ELA-LITERACY.WHST.9-10.2.E]
<p>Skills and Objectives</p> <p>_____ / 30</p> <p>(10 points each)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Write <u>informative/explanatory</u> texts, including the narration of historical events... [CCSS.ELA-LITERACY.WHST.11-12.2; CCSS.ELA-LITERACY.WHST.9-10.2] <input type="checkbox"/> Use disciplinary and interdisciplinary lenses to <u>understand the characteristics and causes</u> of local, regional, and global problems... and challenges and opportunities faced by those trying to address these problems over time and place [D4.6.9-12.] <input type="checkbox"/> Identify and ask significant questions that clarify various points of view and lead to better solutions [P21 Critical Thinking and Problem Solving: Solve Problems.2].
<p>Grammar and Mechanics</p> <p>_____ / 15</p> <p>(3 points each)</p> <p>Total Grammar Mistakes: _____</p>	<p><i>Demonstrates command of the conventions of standard English grammar and usage when writing... [CCSS.ELA-LITERACY.L.9-10.1]</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 0 Grammatical Errors (15 points) <input type="checkbox"/> 1-3 Grammatical Errors (12 points) <input type="checkbox"/> 4-6 Grammatical Errors (9 points) <input type="checkbox"/> 7-10 Grammatical Errors (6 points) <input type="checkbox"/> More than 10 Grammatical Errors (3 points) <p>How many of these were elementary grammar mistakes? _____</p>
<p>Score _____ / 65</p> <p>Letter Grade: _____</p>	<p>Name: _____</p>