

Lesson at a Glance

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 Principles 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*, (Alexandria, 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 <i>Belonging</i> 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: <i>NK360° Framework for Taking Informed Action</i> | | |

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] | |
| | <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 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> | [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. |
| | <u>Rights and Responsibilities</u> [Parts A-B] | |
| Day 4 Summative Performance Task | <u>Show What You Know</u> Puzzle Tool | [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> . |
| | How do Native People and Nations experience belonging? Construct an argument addressing the compelling question. | |
| Day 5 Mapping Informed Action | <u>Optional Extension</u> | [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. |
| | <u>InterTribal Buffalo Council</u> [Parts A-C] | |
| | <u>Standards-Based Rubric</u> [Part D] | |
| Extension 1-2 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. . . |