

Teacher Materials

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.

