

Teacher Materials

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 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.