

Teacher Materials

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 multiple 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.