

Teacher Materials

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

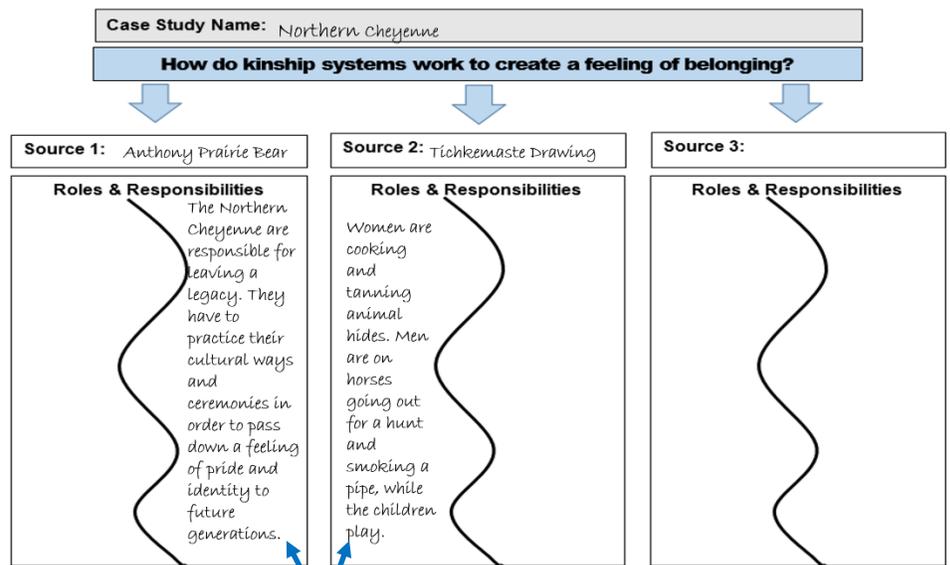
- Introduce the term *kinship* to students by conducting an informal pre-assessment. Ask students if they know what kinship means. Invite students to share out examples of both traditional and modern family systems. Then guide students to understand that kinship is a type of relationship. Next, students 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.