



**“How Does Tribal Government Work”
K - 2nd Grade
Lesson Plan #4**

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COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.SL.1.1 - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.1.1.A - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.1.1.B - Comprehension and Collaboration.

CCSS.ELA-LITERACY.SL.1.1.C - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.1.2 - Comprehension and Collaboration.

CCSS.ELA-LITERACY.SL.1.3 - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.1.4 - Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.1.5 - Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.1.6 - Presentation of Knowledge and Ideas

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2018)

(See Standard Definitions at the end of the lesson)

Wyoming State Social Studies Standards - 2018

K-2nd Grade

Social Studies Content Standard 1 - Citizenship, Government, and Democracy

SS2.1.1 - SS2.1.4

Social Studies Content Standard 5 - People, Places, and Environments

Spatial

SS2.5.1

Human Place and Movement

SS2.5.3

DURATION: 45 Minutes

PBS VIDEO: “How Does Tribal Government Work”

**MATERIALS REQUIRED:**

Handout #1- Rules and Laws, Handout #2 Map of Wyoming and Wind River Reservation, Handout #3, Chart Paper, Pictures of Rules and Laws in Communities, School, Home, Reservation, United States, scissors, & glue.

KEY VOCABULARY:

Laws, Rules, Community, Reservation, Tribe, Shoshone, Arapaho, Government, Unique, Sovereign

DESCRIPTOR:

Students will gain a basic understanding of how laws protect us. The students will also gain a basic understanding that as sovereign nations, the Shoshone and Arapaho tribal governments are not part of the state and federal governments. The tribes have their own unique relationship with the state and federal governments. The Shoshone and Arapaho people each write their own laws to protect their people and preserve their way of life. The teacher will walk the students through an activity in their class to demonstrate how tribal government works.

LEARNING OBJECTIVES:

Objective 1. Students will explain why it is important to have rules and laws.

Objective 2. Students will explain rules in the United States are called laws.

Objective 3. Students will identify the location of the Wind River Reservation on a Wyoming Map.

Objective 4. Students will identify different rules for certain settings (Schools, Tribes, Communities, United States).

Objective 5. Students will identify who makes the laws for the Shoshone and Arapaho people living on the Wind River Reservation and how this makes their community unique.

LESSON INTRODUCTION:

The teacher will ask the students, “What would happen if we didn’t have rules in the classroom or the school?” After allowing students to share, the teacher will state, “Today we are going to learn why it is important to have rules and laws to follow and how there are different rules for different locations. We are going to learn about where the Wind River Reservation is located and who makes their laws. We are going to do an activity today in our own class to demonstrate how their laws are made.”

STEP BY STEP PROCEDURE:

Teacher introduces the lesson: (2 minutes)

The teacher will ask the students, “What would happen if we didn’t have rules in the classroom or the school?” After allowing students to share, the teacher will state, “Today we are going to learn why it is important to have rules and laws to follow and how there are different rules for different locations. We are going to learn about where the Wind



River Reservation is located and who makes their laws. We are going to do an activity today in our own class to demonstrate how their laws are made.”

Teacher will post the objectives on the board and state at the end of the lesson each of you will be able to meet each of the objectives. (1 minute)

- Objective 1. I can explain why it is important to have rules and laws.
- Objective 2. I can explain rules in the United States are called laws.
- Objective 3. I can identify the location of the Wind River Reservation on a Wyoming Map.
- Objective 4. I can identify different rules for certain settings (Schools, Tribes, Communities, United States).
- Objective 5. I can identify who makes the laws for the Shoshone and Arapaho people living on the Wind River Reservation and how this makes their community unique.

Activity 1 (2-5 minutes)

Whole group activity-The teacher will hand out different pictures of rules and laws to some of the students. The students will place the pictures on the board or in a pocket chart under one of the headings- Rules or Laws.

The teacher will explain laws are rules for us to follow to help us feel safe. Rules in the United States are called laws. Different locations have different rules and some rules have more serious consequences. The teacher will ask students what might happen if you break the speed limit. If the teacher feels it is necessary to check understanding, students may complete Handout #1.

Activity 2 (2-5 minutes)

Teacher Guided Activity- Teacher will state, “We are going to learn about a specific place in the state of Wyoming that has different laws than the rest of the state. They are considered a sovereign nation. Sovereign means they write their own laws.” Teacher will show a map of the State of Wyoming and point to the Wind River Reservation. The teacher will define reservation (Simple definition- Reservations are an area of land that the United States Government allowed tribes to live in and have their own form of government) if the students are not familiar with the term reservation. The teacher will give each student Handout #2. Map of Wyoming and the Wind River Reservation. Students will color the reservation.



Activity 3 (15 minutes)

Teacher will tell students, “We are going to watch a short video about how laws are made on the Wind River Reservation.”

After watching the video, the teacher will tell the students, “We are going to pretend the class is either the Shoshone tribe or the Arapaho tribe and we are going to come up with rules that will help keep us safe. We will meet as a General Council for either the Eastern Shoshone Tribe or the Northern Arapaho. General Council means all the people in the tribe who are 18 years or older will meet in a big building and vote on important ideas that can help our community.”

Activity 4 (10-15 minutes)

Assessment- Complete Handout #3

EVALUATION:

SS2.1.4-Objective 1 and 2

Students will explain why it is important to have rules and laws.

Students will explain rules in the United States are called laws.

Assessment-Teacher Observation/listen for student responses during whole group and while completing- Handout #1-rules and laws. As students are completing the handout, the teacher can ask students why it is important to follow each of the specific rules or laws.

Use “Checking for Understanding Handout #3”. Have students write a sentence explaining why it is important to have rules or laws. Possible Simple Answers- To help protect people and property or so everyone can be safe.

SS2.5.1-Objective 3

Students will identify the location of the Wind River Reservation on a Wyoming Map.

Assessment-Teacher Observation- After the teacher shows the students on a big map where the Wind River Reservation is located in the state of Wyoming, students will color the Wind River Reservation on the Wyoming Map(Handout #2 State of Wyoming and Wind River Reservation Map)

SS2.1.1-Objective 4

Students will identify different rules for different settings(Schools, Tribes, Communities, United States).

Assessment-Students will draw a rule or law that has to be followed for Schools, Tribes, Communities, United States. (Handout #3-Checking for Understanding)



SS2.5.3-Objective 5

Students will identify who makes the laws for the Shoshone and Arapaho people living on the Wind River Reservation and how this makes their community unique.

Assessment- After watching the “Video How Does Tribal Government Work?” Students will participate in a whole group activity of coming up with their own laws to help protect the people. They will also complete Handout #3 (Checking for Understanding). The students will look at the 3 options for answering the Question-Who makes the laws for the Shoshone and Arapaho people who live on the Wind River Reservation? a. The United States b. The Citizens living in the State of Wyoming c. The Shoshone and Arapaho People. The Correct Answer is c. The Shoshone and Arapaho People.



Handout #1 Rules and Laws

Name: _____

Directions: Cut out the rules or laws and glue under the correct heading.

Rules

Laws

Do not litter.

Wear your seat belt.

No loud talking during the movie.

Speed limit 70 miles per hour.

No running in the hallway.

Put your toys away when you're done playing.

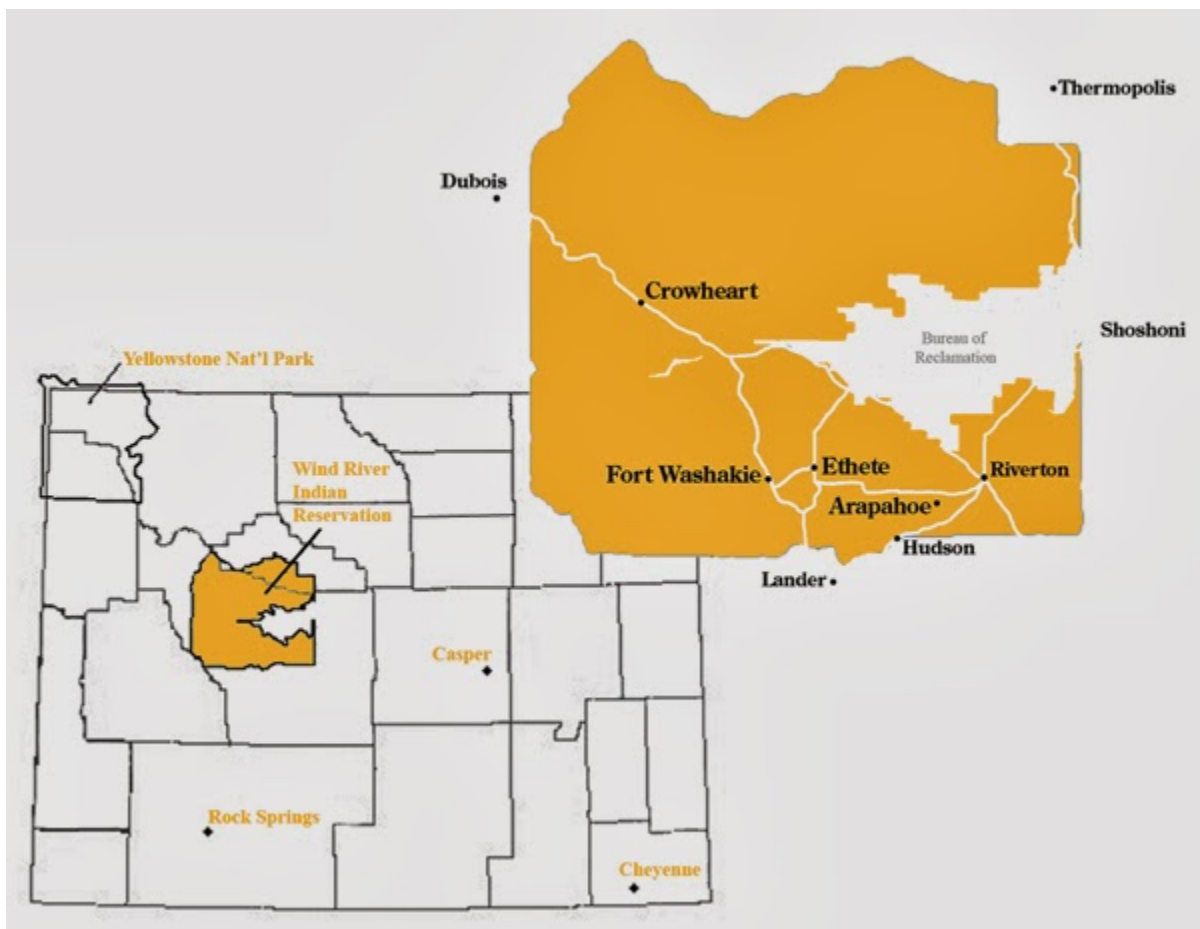
Major funding was provided by the Wyoming Legislature. Additional funding was provided by the Matthew & Virgie Dragicevich Wyoming Foundation Trust



Handout #2 Map of Wyoming and Wind River Reservation

Name: _____

Directions: Circle the Wind River Reservation.



[map of the wind river reservation - Search Images](#)

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Handout #3 Checking for Understanding

Name: _____

SS2.1.1 Schools, Tribes Communities, and the United States have rules that have to be followed.

Directions: Draw a picture of a rule or law that has to be followed for each of the headings.

Schools	Tribes	Communities	United States

Circle the correct answer:

1. Who makes the laws for the Shoshone and Arapaho people who live on the Wind River Reservation?

- a. The United States Government. b. The Citizens living in the State of Wyoming.
c. The Shoshone and Arapaho People.

2. Why is it important to have rules or laws?



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1 - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C - Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.SL.1.6 - Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [here](#) for specific expectations.)

WYOMING STATE SOCIAL STUDIES STANDARDS ADDRESSED IN LESSON – 2018 K-2nd Grade

Social Studies Content Standard 1 - Citizenship, Government, and Democracy Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

Rationale

The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens. All students should have opportunities to apply their knowledge and skills and

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participate in the workings of the various levels of power, authority, and governance, which should be applied to the rights and responsibilities of good citizenship.

W.S.21-9-102 requires all publicly funded schools in Wyoming to “give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals...” In order to receive a high school diploma, instruction must be given for at least three (3) years in kindergarten through grade eight (8) and one (1) year in the secondary grades.

SS2.1.1 - Understand that schools, Tribes, community, and the United States have rules that have to be followed.

SS2.1.4 - Understand that the rules in the United States are called laws.

Social Studies Content Standard 5 - People, Places, and Environments

Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment. Rationale Students gain geographical perspectives of the community, state, nation, and world by studying the Earth and how humans interact with people, places, and environments. Their knowledge of geography allows students to make local and global connections. Students develop increasingly abstract thought as they use data and apply skills to analyze human behavior in relation to its physical and cultural environment.

Spatial

SS2.5.1 - Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.

Human Place and Movement

SS2.5.3 - Use the human features of a community to describe what makes that community unique (e.g., cultural, language, religion, food, clothing, political, economic, population, and types of jobs in an area) and why others move to or from that place.