



LESSON PLAN: NATIVE AMERICAN SOVEREIGNTY

Becoming Utah: A Peoples' Journey

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KEY STATE STANDARDS:

4th Grade Social Studies Standards

Standard 2 - Objective 2 - Describe ways that Utah has changed over time

- a. Identify key events and trends in Utah history and their significance (e.g. American Indian settlement, European exploration, Mormon settlement, westward expansion, American Indian relocation, statehood, development of industry, World War I and II).

7th Grade Utah Studies Core Standards

UT Standard 1.5: Students will describe the cultural change and continuity of at least one of Utah's current sovereign nations as it has responded to changing political, social, and economic forces.

Students will use a variety of resources that may include written primary and secondary sources, oral histories, photographs, artifacts, and art. (economics, civics)

LEARNING OBJECTIVE:

Students will be able to define tribal sovereignty and investigate the issues surrounding tribal sovereignty in Utah.

GUIDING QUESTION:

How does tribal sovereignty impact Native Americans today?

VOCABULARY:

- Sovereignty
- Govern
- Authority
- Diplomacy

MATERIALS NEEDED:

- *Becoming Utah: A Peoples' Journey*, Video
- Sovereignty Stations & Organizer



LESSON

This lesson is designed for a 45-minute time-frame, but can be adjusted as needed.

4 minutes - **Starter** - Display the word sovereignty and ask students, do you know what sovereignty is? Brainstorm things that they know about this term. Have students look at different breakdowns of the word such as sovereign or reign. In doing this most students will pick-up that it is about ruling over something. After you have discussed it present your students with the following definition:

- Supreme power or authority.
- The authority of a state to govern itself or another state.
- A self-governing state.

Or a more concise definition of, “the ability to rule over an area with some authority”.

1 minute - **Objective** - Take a moment to discuss the objective of the lesson. Explain to students that the goal is to learn about what tribal sovereignty means and how it impacts Native Americans in Utah today. They first need to understand what sovereignty means, and then how it applies to Native Americans.

10 minutes - **Learning Activity 1** - Is It Sovereignty? Using several images display each image and ask the question, is it sovereignty? For example, you could display a picture of a king & queen, a picture of voting, a map of the United States, a teacher in a classroom, a mom asking a child to clean their room, etc. These images are to help students conceptualize the concept of sovereignty. When students respond, have students explain their reasoning for each answer. As a teacher this allows you time to clarify and help them understand the concept of sovereignty.


20 minutes - **Learning Activity 2** - Sovereignty Stations - Print out or set-up on your school's Learning Management System (i.e. Google Classroom, Canvas, Blackboard, etc.) the tribal sovereignty stations. There are five stations in this lesson. Plan two to three minutes for each station, with thirty seconds to rotate. At the end of the completed stations come back together to discuss each station as a whole group.

5 minutes - **Check for Understanding** - On the bottom of your station rotation organizer, have students finish the following sentences to summarize their learning, include the word box to help support students in their responses.

- Tribal Sovereignty is.....
- Utah's Tribes have been impacted by changes in Tribal Sovereignty because...
- Despite changes in Tribal Sovereignty, _____ has stayed the same in Utah Tribes.

WORD BOX: *land, rights, tradition, culture, power, government*

ADDITIONAL IDEAS:

- Utilize AdobeSpark to have students create tribal sovereignty explainer videos.
 - Have students research a current event about tribal sovereignty in Utah and have them complete group presentations.
 - Students can write a letter about tribal sovereignty issues to their local representative.
 - Using your community, find a Native American leader who would be willing to present or come speak to your class to dismiss stereotypes and learn firsthand.
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NATIVE AMERICAN SOVEREIGNTY

Learning Stations

By Emma Moss



STATION 1

What is Sovereignty?

1 - **READ** the PARAGRAPH BELOW

2 - **RECORD** THE DEFINITION OF SOVEREIGNTY

3 - **THEN** DRAW A PICTURE OF WHAT “SUPREME POWER” LOOKS LIKE

READ ME:

Sovereignty is the ultimate authority over an area. For example, the president has authority over the government of the United States. The idea of sovereignty is one of the most controversial ideas, or an idea that people fight about. The original Latin term means supreme power.



STATION 2

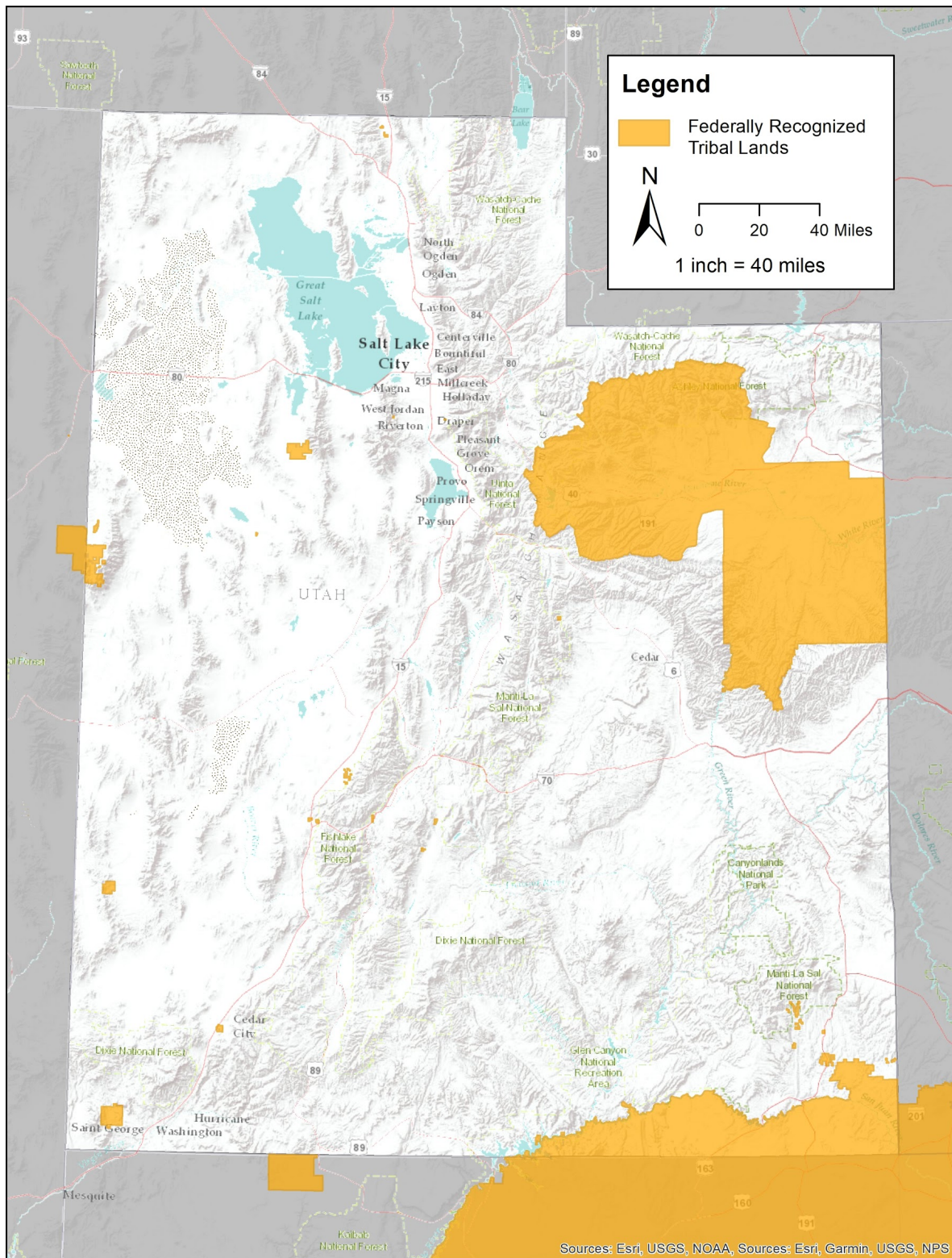
What has changed with Utah lands?

1 - COMPARE the TWO MAPS, WRITE TWO THINGS THAT HAVE CHANGED OVER TIME.

Prior to European Exploration



Present Day Reservation Lands



STATION 3

The Most Difficult Problems

1 - **READ** the article below

“One of the most difficult problems that Native Americans face is the lack of public knowledge about Native American legal and political status. Most Americans know about Indian treaties, but do not realize that treaties are made between nations and that Indian tribes are sovereign nations. They do not understand that these treaties are not ancient history, but the law of the land today, and that Indian tribes are sovereign governments. The United States is made up of the federal government, state governments, and tribal governments—three sovereign entities. The U.S. Supreme Court has acknowledged that the tribal governments are the oldest sovereigns on the continent—Native American sovereignty predates the sovereignty of the United States.

After first contact between European nations and Native nations (Indian tribes), the Europeans eventually came to realize that the tribes were nations, if for no other reason than they had the power to make war. The conflicts between European nations and Native nations were often settled through negotiations and treaties—agreements between sovereign nations. This common practice was recognized in the United States Constitution in 1787. Congress was given the power to deal with various sovereign governments: foreign nations, states, and Indian tribes.”

Source: UNDERSTANDING TRIBAL SOVEREIGNTY: THE NATIVE AMERICAN RIGHTS FUND,
By: [John E. Echohawk](#), [URL Link](#)

2 - **WRITE** the following finished sentence on your notes:

“The most difficult problems Native Americans face is.....”



STATION 4

Observation/Inference

1 - **USE** the image below to make two observations and two inferences.

*REMEMBER: Observation - WHAT DO YOU SEE?
Inference - WHAT DOES IT MEAN?*



Source: <https://collections.lib.utah.edu/ark:/87278/s6hm75p2>

STATION 5

Where does Tribal Sovereignty come from?

1 - **READ** the information below:

"Tribes have sovereignty that is obviously older than the US Constitution. Tribes had their own form of government. They had many legal codes written into their own documents, their own stories, their own practices, and their own memories. Tribal sovereignty comes from the people, the land, and their relationships; tribal sovereignty was not a gift from any outside government. Tribal sovereignty is not defined in the US Constitution. But anyone at all familiar with the history of US Indian Policy knows that many limitations—as well as possibilities—for tribal sovereignty have been defined over time."

-Indian Country Today, [Link](#)

2 -**FINISH** the sentence starters on your organizer:

Tribal Sovereignty comes from....

Tribal Sovereignty does not come from....



Name: _____ Date: _____ Period: _____

Sovereignty Stations

<p><u>Station 1:</u></p> <p>DEFINITION:</p> <p>PICTURE:</p>	<p><u>Station 2:</u></p> <p>AN ISSUE WITH TRIBAL SOVEREIGNTY IS...</p> <p>THIS IS IMPORTANT BECAUSE.....</p>	<p><u>Station 3:</u></p>
<p><u>Station 4:</u></p> <p>1. -</p> <p>2. -</p>	<p><u>Station 5:</u></p>	
<p><u>Exit Ticket:</u></p>		