

**UNIT 1: FIGHTING FOR INDEPENDENCE AND FRAMING THE CONSTITUTION:  
REVOLUTION AND CONSTITUTION IN INDIAN COUNTRY  
LEVEL 3**

**INSTRUCTIONAL SUPPORT MATERIALS**

*Constitutional Issues CBA*

*PSA Storyboard*

*Constitution Clauses Flowchart*

*WebQuest "The US, Constitution, and Northwest Tribes"*

**LEARNING GOALS**

**TIME:** Approximately 7- 10 class periods

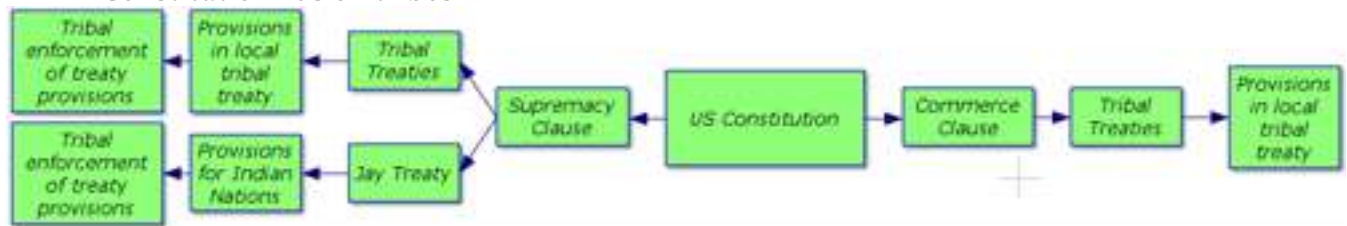
**TEACHER PREPARATION**

*Students build on their Level 1 and 2 activities by researching issues in their area that pertain to treaty rights. In groups of three they will write, produce, and release a public service announcement that defends their position on the enforcement of treaty rights.*

\*Note: If you plan to teach Level 3, please consult your education or title program director to help you communicate with your local tribe/s. This can be a lengthy process.

- Make copies of the "Constitutional Issues" CBA Rubric.
- Locate and have ready the "The U.S. Constitution, Treaties and Northwest Tribes" WebQuest to project to the class. Make copies for those who do not have at-home internet access if you expect students to analyze documents as homework.
- Ask students to recall their "Let's Make a Deal" writing warm-up from Level 2. Ask them to add to their writing by responding to the following questions:
  - a. How did your relationship with the person change?
  - b. Do you trust that person anymore?
  - c. If you make another deal with this person, how will you change to make the deal fair?
- Connect their experience to the experiences with tribes who entered into treaties with the United States. How do they think the past experiences with the U.S. government affects the relationships the tribal nations have with the federal, state, and local governments? How do the conflicting ideals and realities of the U.S. Constitution impact tribes today?
- Break the students into groups of three. Each group will analyze and evaluate how a local tribe or tribes dealt with a current treaty issue and present their positions in the form of a public service announcement or oral presentation.

- Brainstorm what students think the issues might be (Expect at first the typical, more publicized issues facing tribal people, but push them to consider more issues—Ask, for example, why would issues on reservations be much different from issues in a non-Indian community?)
  1. Health
  2. Affordable housing
  3. Unemployment
  4. Tribal Businesses (also called Tribal Enterprise)
  5. Whaling/Fishing Rights
  6. Hunting & Gathering Rights
  7. Taxation (see “Taxing Times in Native America” article in the high school STI Taxation Unit)
  8. Others?
- Ask them what the U.S. Constitution has to do with these issues. It should be plain to them: these treaty rights stem from the Supremacy and Commerce Clauses. Use the diagram below to show students graphically the impact the Constitution has on tribes.



- Explain that even though the treaties into which Indian nations entered are supposed to be the supreme law of the land, it has historically been up to individual tribes to enforce them.
- Navigate to the WebQuest “*The US, Constitution, and Northwest Tribes*”
- Distribute copies of the CBA *Constitutional Issues* Rubric and refer to it as you navigate through the WebQuest.
- Teach the preparation techniques as needed:
  - Information on how to organize and write the PSA is available at the “Community Toolbox” website:  
[http://ctb.ku.edu/en/tablecontents/sub\\_section\\_tools\\_1065.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_tools_1065.aspx)
  - Also see Press Writing:  
<http://www.press-release-writing.com/newsletters/t54-psa.htm>
  - Lesson on How to Teach Public Service Announcements  
<http://www.readwritethink.org/classroom-resources/lesson-plans/mytube-changing-world-with-1069.html?tab=4#tabs>
- Let your students explore! Support your students as needed. Suggested ways to showcase student presentations: to other sections, post on your school’s website or your teacher page, post on TeacherTube, VoiceThread or other public sharing site, have an exhibition in the hallway or computer lab where students present, ask questions of their audience, and provide “prizes” for correct responses.

## LEARNING ACTIVITIES

1. Select a local tribe on which you will focus your study.
2. First visit their website/s. Information you will need is:
  - a. Brief history of the tribe
  - b. Their tribal treaty/ies
  - c. A brief list of what they are doing to help Indian (and, more often, non-Indian) communities.
  - d. The beliefs, customs, and traditions they hold very important
3. If you choose, along with your teacher, contact the educational liaison for the tribe. This will be a lengthy process that your teacher may have already started, so be patient and prepared to continue with or without direct tribal assistance.
4. Locate their treaty (if they entered into a treaty with the United States) and their governmental constitution (if available). Some places where you can go online are:
  - The Tribal Institute's [Clearing House of tribal constitutions](#)
  - [Columbia River Intertribal Fish Commission](#)
  - [Northwest Indian Fisheries Commission](#) treaties page
  - [Governors Office of Indian Affairs](#)
  - GOIA's [Resources](#) page
  - National Congress of American Indians' [Tribal Directory](#)
  - National Congress of American Indians' [Policy Page](#)
  - [Tribal Websites](#)
  - [Affiliated Tribes of Northwest Indians](#)
  - [Northwest Indian News](#)
5. Further develop your group's position regarding treaties, if you have not done so already. Make sure it connects to Constitutional principles. Example: The fishing rights of the Yakama Nation stem directly from their treaty made in 1855 with the US Government. That treaty is, according to the Constitution, the "supreme law of the land." And yet the treaty has been difficult to enforce.
6. If you and your group have trouble getting started, consider using the brainstorming, evaluating web page content, or using primary resource documents [guides](#) from the San Diego Unified School District
7. Support your position by using the U.S. Constitution, at least one local tribal treaty, and one other primary or secondary document. Use ReadWriteThink's "[Persuasion Map](#)" to help organize your thinking and supporting details and print it for your teacher.
8. Make explicit references within the text to sources that provide relevant information and/or support for the position.
9. Submit your persuasion map to your teacher for approval.
10. Determine the form of your presentation. The position and its support should appear in one of the following forms:
  - An oral presentation with visuals that your group presents to your class for evaluation;
  - A recorded (Podcast and/or Video) public service announcement meant to call others to action; or
  - If your group finds another innovative, engaging way to present your

- position, please go to your teacher for approval first.
11. Students should be in their groups to further plan their project, Information on how to organize and write the PSA is available at the “Community Toolbox” web site: [http://ctb.ku.edu/en/tablecontents/sub\\_section\\_tools\\_1065.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_tools_1065.aspx) Also see Press Writing:  
<http://www.press-release-writing.com/newsletters/t54-psa.htm>
  12. Use the PSA Planning Worksheet to create a storyboard for your PSA.
  13. Use the PSA Rubric to guide your planning.
  14. Submit your plan to your teacher for approval.
  15. Begin production!!