Title
Oceti Sakowin: The Nine Tribes in South Dakota

Grade Level
12th Grade

Theme
The understanding of the nine sovereign tribes located in South Dakota.

Duration
Three 85-minute block periods

Goal
To analyze South Dakota reservations and forms of tribal government.

Objectives
1. Students will be able to identify on a South Dakota map each reservation.
2. Students will be able to identify the tribe and capital city of each South Dakota reservation.
3. Students will be able to compare and contrast general characteristics of South Dakota state government and tribal governments.

South Dakota Standards
(Content) 9-12.C.1.5. Students are able to describe the state, local, and tribal government with emphasis of their structures, functions, and powers.
　　•State
　　•Local - divisions (county, city, townships)
　　•Tribes - reservations, tribal constitutions, governments
　　　Example: Nine South Dakota reservations with separate constitutions and
government
(Common Core) 12.R.5.1 Student can **synthesize** information from multiple sources to **analyze** issues and to make decisions for research.

Cultural Concept
The purpose of the tribal governments is to create *structure* and *order* in able to establish government to government *relationships*.

Cultural Background
Each Tribe has a land base, language, religion, culture, and values that are reflected in their respected tribal governments. Each Tribe has its own government and laws designed to govern its citizens and to enter into governing relations with the Federal Government, State of South Dakota and other Tribes.

Student Activities

Day One:

1. Give students a copy of the modified K-W-L chart (attachment #1). Have the students complete the first two columns on what they already know about reservations and tribal governments in South Dakota and what they would hope to learn by the end of the lesson.

2. Give students a copy of the guided notes (attachment #2) for the teacher led discussion on the overview of reservations and tribal governments in South Dakota.

3. Have students complete the third column on the modified K-W-L chart (attachment #1) on what they learned after the teacher led discussion.

4. Give students a copy of the project description (attachment #3) and project rubric (attachment #4).

5. Break students into pairs or small groups of three. Have each pair/group select one of the 9 tribal governments for their basis of their project.

6. Give students a copy of the project planning map (attachment #5). As time allows, students may begin research and planning their project.

Day Two:

1. Give students a copy of the Venn Diagram (attachment #6). Review the information presented from the previous day by comparing and contrasting the information students already know about the South Dakota state government and the general information students learned about the tribal governments.

2. Give the students a workday to complete their projects.

Day Three:

1. Have the students fill in the fourth column on their modified K-W-L chart (attachment #1) on what they learned after completing their individual project.

2. As a class watch the nine projects produced by each pair/group.

3. Upon completion of watching the projects, have students fill in the fifth column on their modified K-W-L chart (attachment #1) on what they learned from the other students' projects.

4. Give students the map/chart test (attachment #7).

Resources

1. Guided notes (attachment #2)
2. Project description handout (attachment #3)
3. Project planning handout (attachment #5)
4. Computer/Internet access

Assessments

Formative:

1. Modified K-W-L chart (attachment #1)
2. Venn Diagram (see attachment #6)

Summative:
1. Project rubric (see attachment #4)
2. Map/Chart test (attachment #7)

References

Bureau of Indian Affairs (2012) Guide to Tracing Your American Indian Ancestry
http://www.bia.gov/idc/groups/public/documents/text/idc002656.pdf

National Indian Law Library (2012) http://narf.org/nill/

State of South Dakota (2011) South Dakota Government of Tribal Relations
http://www.sdtribalrelations.com/bio.aspx

South Dakota Government of Tribal Relations (2011) Nine Tribes in South Dakota
http://www.sdtribalrelations.com/ninetribes.aspx

South Dakota State Historical Society (2010) Guide to American Indian Research in South
Dakota http://history.sd.gov/Archives/Data/Archives/default.aspx

Tribal Court Clearinghouse (2012) Tribal Law and Policy Institute http://www.tribal-institute.org/lists/codes.htm

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Attachment #1 (Modified K-W-L)

Identify three things that you already *know* about the reservations and tribes of South Dakota:	Identify three other things that you *would* hope to learn about the reservations and tribes of South Dakota upon completion of this lesson:	Identify three things that you *learned* after the teacher's lesson on the reservations and tribes of South Dakota:	Identify three things you *learned* about the tribal government you selected:	Identify three things that you *learned* about the other tribal governments presented by the other students in the class:
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

Attachment #2 (Guided Notes)

Based on the information from class, draw in the boundaries of the nine reservations on the map. In the chart below correctly identify the reservation name, tribe name, and capital.

	Reservation Name	Tribe Name	Capital
1			
2			
3			
4			
5			
6			
7			
8			
9			

Attachment #3 (Project Description Handout)

Overview:
Working with a partner or in a group of three, select one of the nine reservations located in South Dakota and produce a multi media project (I-Movie, Key Note) on your selected topic.
Your finished product will be due on _____. During class on this day, we will watch all nine projects. You will be expected to complete in class the last two columns of your K-W-L chart.

Project Content:
Title Slide: Tribe Name, Reservation Name, Capital City, Approximate Location, Flag/Symbolism

Main Point 1 (Historical Background)*
Description of Origins, Historical Events, Dates, Famous Individuals/Leaders, Appropriate Pictures

Main Point 2 (Description of Population)*
Population (Reservation and Tribe), Age Level Distribution, Education and Income Levels, Housing (owning vs. renting)

Main Point 3 (Description of Government and Tribal Constitution)*
Tribal Constitution (preamble, numbers of articles and amendment, ratification information), Levels of Government (ex: districts), Governing Bodies, Election Information, Relevant Pictures

Main Point 4 (Membership)*
Oyate Group(s), Qualifications for Membership, Relevant Pictures

Main Point 5 (Overview of Economy)*
Employment Rates, Major Occupations and Income Levels, Land Use, Relevant Pictures

Main Point 6 (Examples of Government to Government Relations)*
Treaties and Agreements with the United States Government, South Dakota State Government, and other Tribal Governments, Relevant Pictures

Closing Slide: Quote, Summary, Relevant Pictures

Resource Slide: Proper Citation of a Minimum of 3 Resources
Other Criteria:
•5-7 Minutes in Length
•Narration and Audio
•Visually Appealing
•Correct Spelling, Grammar, Punctuation, etc.
*Students should be able to identify whether the content areas refer to the reservation population and/or tribal population.

Attachment #5 (Project Planning Map)

Main Point 1 - Historical Background

Main Point 2 - Description of Population

Main Point 3 - Description of Government and Tribal Constitution
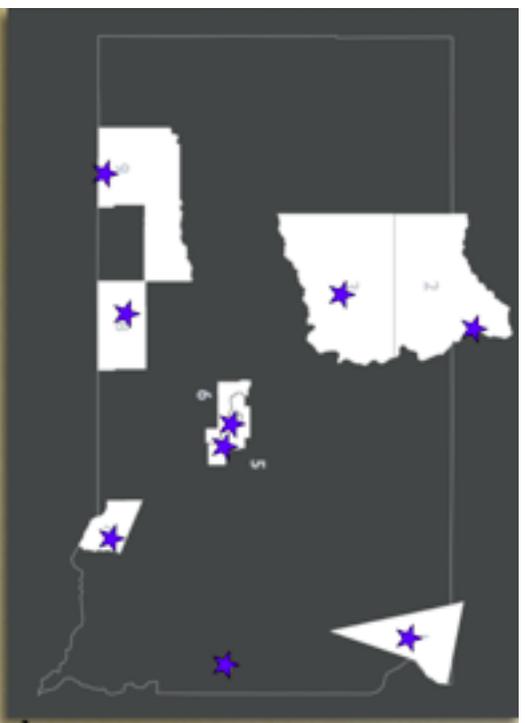
Main Point 4 - Membership

Main Point 5 - Overview of Economy

Main Point 6 - Examples of Government to Government Relations

Attachment #6 (Venn Diagram)

Identify 3 charactertistcs unique
to South Dakota state government:

1. _____

2. _____

3. _____

Identify 3 characteristics unique
to tribal government in South Dakota:

1. _____

2. _____

3. _____

Identify 3 characteristics shared by both
South Dakota state government and tribal governments

1. _____

2. _____

3. _____

Attachment #7 (Map/Chart Test)

In the chart below correctly identify the reservation name, tribe name, and capital.

	Reservation Name	Tribe Name	Capital
1			
2			
3			
4			
5			
6			
7			
8			
9			