



# **Tribal Sovereignty and Government of the First Nations of Wisconsin: Lessons for K-12**

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February 2025

Wisconsin Department of Public Instruction

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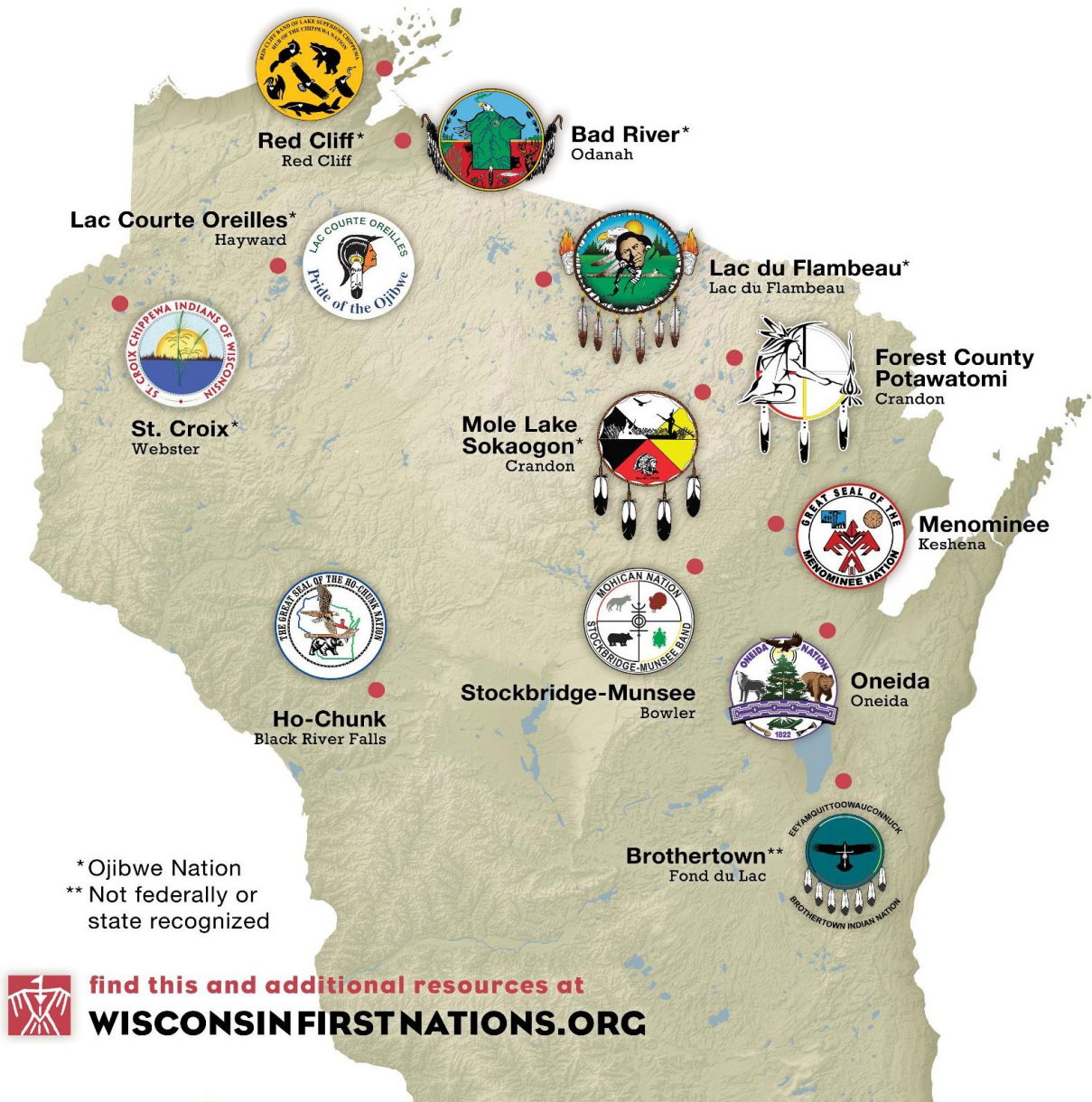
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# First Nations of Wisconsin

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## [Wisconsin First Nations Website](#)



# Tribal Sovereignty & Tribal Government: Lessons for K-12

## Introduction

In 2021, newly elected Wisconsin State Superintendent Dr. Jill Underly announced that civics education was going to be a focus in her administration. Throughout work that would become the Wisconsin Civics Project, a scan of resources as well as requests from teachers and district administrators showed a large gap in understanding of and resources to teach tribal sovereignty and tribal government, especially on First Nations of Wisconsin. Understanding that it would be difficult to employ classroom teachers to write lessons on every one of the 12 Nations in our state, the Wisconsin Department of Public Instruction (DPI) worked with Indigenous and non-Indigenous teachers to write comprehensive lessons intended for use in Kindergarten through high school focused on the general ideas of tribal sovereignty and tribal government.

## How to Use These Lessons

The Tribal Sovereignty and Tribal Government Lesson Plans for K-12 are designed to be incorporated into existing social studies scope & sequence plans for Wisconsin districts. They were specifically written to align to the suggested K-5 and 6-8 Civics and Social Studies Scope and Sequence documents that were released in October 2023. The high school lessons could fit into a US History or civics/government class at the 9-12 level.

A number of these lessons use specific Wisconsin First Nations as a base for student learning. It is possible and encouraged for you to use information for the Native community closest to you geographically, especially if you have students from that Nation in your classroom. More information on the 12 First Nations in Wisconsin can be found on [the DPI American Indian Studies site](#).

In Wisconsin, all curricular and resource decisions are made at the district/local level. This means that these lesson plans on tribal sovereignty and tribal governance are not required, but suggested.

***Please note that teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.***

## How to Read These Lessons

*Note these lessons use the terms Native American, American Indian, First Nation, and Indigenous interchangeably. For more information, please see the [FAQ on this topic](#) from the Wisconsin First Nations group in partnership with DPI, the University of Wisconsin - Madison, and PBS Wisconsin.*

The Tribal Sovereignty and Tribal Government Lessons for K-12 are written in a template designed by the Wisconsin Department of Public Instruction (DPI) to encourage unit and lesson writing based on best practices of backward design, alignment to state standards, teaching with inquiry, and Universal Design for Learning (UDL). The template has a number of questions and considerations for the teacher as they plan their lessons (i.e., “What is your learning target?”).

In the “General Information” box at the top of the first page of every lesson, you can find information such as the grade level, length of lesson, lesson title, and sequence of the lesson. It is important to note that many of the lessons provided are meant to be taught over a series of contact times with students, but are not necessarily broken down into 30, 45, or 60 minute time blocks. Every district has different schedules and this allows for more flexibility for teachers. The Lesson Overview provides a brief explanation of the lesson.

In alignment with UDL and backward design, the next section outlines the standards addressed within the lesson, as well as the lesson target(s) and essential or driving questions to support learning. First addressing what we want students to know and be able to do assists educators in determining direction. Formal and informal assessments are suggested before a list of suggested academic vocabulary and prior knowledge needed for students.

The Lesson Procedure category first outlines things for the teacher to consider such as determining proficiency for their students, culturally responsive and evidence-based instruction strategies, assistive technologies, and student voice and choice. After these considerations, the procedure category outlines the lesson step-by-step with links to resources, materials, and technology.

Each lesson ends with suggestions for teacher reflection and post-lesson analysis. These include questions for the teacher to consider, such as “which students did not meet expectations?” and “which students exceeded expectations?” as well as thought-provoking questions such as “how can I grow professionally to enhance student learning?”.



## **Tribal Sovereignty and Tribal Government Lessons At-A-Glance**

[The “At-A-Glance” document with this information as well as the driving questions, lesson targets, and alignment to standards is available online.](#)

### **Kindergarten:**

*Introduction to Tribal Sovereignty:* Students will be introduced to tribal sovereignty by connecting their teacher’s ability to make classroom rules to the ability of Tribal Nations to make their own rules and laws. Students will role play forming their own sovereign nations with their own flags and rules.

### **First Grade:**

*Tribal Communities:* Students will learn about the defining features of tribal communities. Then, students will determine what type of community they live in: urban, suburban, rural, or Tribal. They will support their decision with reasons.

*Menominee Clan Responsibilities:* Students will connect their learning about jobs in a community to the responsibilities of Menominee clans. They will compare the responsibilities of people in their own communities to that of the Menominee clan structure.

### **Second Grade:**

*Government Leaders:* Students will learn about leaders in tribal government and the similarities and differences between the responsibilities of government officials at the city, state, tribal and federal level.

### **Third Grade:**

*Ho-Chunk Government:* Students will learn about the structure of the Ho-Chunk Nation government and compare it to the US federal government.

### **Fourth Grade:**

*Treaties:* Students will learn about treaties that the United States government made with Native American Nations. Treaties are key in understanding that Tribal Nations have always been sovereign, and were regarded as such by the new US government.

### **Fifth Grade:**

*Citizenship and Voting Rights for Native Americans:* Students will consider the history of voting rights of Native Americans and how both tribal sovereignty and U.S. citizenship were impacted by these rights of lack thereof. The Indian Citizenship Act of 1924 was long-awaited by many, but had mixed consequences.

### **Middle School:**

*Tribal Sovereignty (#1 of 3):* Students will learn about sovereignty, specifically tribal sovereignty, and how the First Nations of Wisconsin came to possess and

maintain it. Students will examine treaty law and its impact on the First Nations of Wisconsin.

*Constitutions: Haudenosaunee Confederacy and US Government (#2 of 3):* Students will explore the influence of the Great Law of Peace of the Haudenosaunee (also referred to as Iroquois) on the United States's vision of democracy and on the US Constitution. The U.S. Constitution affirms tribal sovereignty.

*Tribal Government Research Project (#3 of 3):* Students will take a deep dive into one of the First Nations of Wisconsin's political structures. Students will pose an essential/guiding question, research it, and produce a finished product that answers their questions.

**High School:**

*Assimilation Policies: Indian Citizenship Act (1924), Meriam Report (1928), and Indian Reorganization Act (1934) (#1 of 3):* Students will be doing close reading exercises and analysis to better understand the Indian Citizenship Act, the Meriam Report, and the Indian Reorganization Act.

*Ho-Chunk Nation Constitution and Government Structure (#2 of 3):* Students will increase their understanding about the Ho-Chunk government structure.

*The Marshall Trilogy: Tribal Governance Lesson (#3 of 3):* Students will research and become experts on these cases and present their findings to the teacher, another group, or the class (teacher's choice).

## Definitions

**Culture:** the way of life, especially the general customs and beliefs, of a particular group of people at a particular time; the attitudes, behavior, opinions, etc., of a particular group of people within society. ([Cambridge Dictionary](#))

**Federally Recognized Tribes/Nations:** tribes which are generally “eligible for the special programs and services provided by the United States [or individual state] to Indians because of their status as Indians”. Federal recognition thus engenders certain rights and protections for a recognized Tribe, including limited sovereign immunity and powers of self-government. ([Congressional Research Service](#))

- In Wisconsin, there are 11 state and federally recognized Nations, and one (Brothertown Indian Nation) who is seeking official state and federal recognition.

**Governance:** Systems and processes that ensure the overall effectiveness of a government ([UN Global Compact](#))

**Government:** the body of persons that constitutes the governing authority of a political unit or organization. ([Merriam-Webster](#))

**Nation:** a group of people who share a history, traditions, culture, and language, even if the group does not have a country of its own. ([National Geographic](#))

**Sovereign:** the right of a nation or a group of people to be self-governing ([Merriam-Webster](#))

**Sovereignty:** the right of a nation or a group of people to be self-governing ([Milwaukee Public Museum](#)). Bonus: [see MPM's page on tribal sovereignty](#)

**Treaty:** agreements among and between nations ([National Geographic](#))

**Tribal Sovereignty:** the right of American Indians and Alaska Natives to govern themselves ([National Conference of State Legislatures](#)). Bonus: see video “[What is Tribal Sovereignty?](#)” by the Native Governance Center

**Tribe:** a social group composed of numerous families, clans, or generations having a shared ancestry and language ([Merriam-Webster](#))

## Other Resources for Act 31 and American Indian Studies Education

There are many additional resources that can help Wisconsin educators and districts to meet the requirements of state law regarding American Indian Studies and the pluralistic nature of the United States.

- [Infographic on First Nations of Wisconsin government structure](#)
- [Frequently Asked Questions](#) regarding American Indian Studies education from [The Wisconsin First Nations group](#) in partnership with PBS Wisconsin
  - Wisconsin [Current Tribal Lands Map and Native Nations Facts](#) - poster
  - [“How to Get Started Teaching and Learning American Indian Studies”](#)
- [Information and links to all 12 First Nations in Wisconsin](#)
- [Wisconsin State Tribal Relations Initiative](#), which includes a tribal profile for each of the 11 federally recognized tribes in Wisconsin. These profiles are also linked on the “at a glance” resource on the government structures for the First Nations of Wisconsin.
- [Webpage of resources from DPI American Indian Studies consultant David O’Connor](#)
- [Tribal Nations & the United States: An Introduction](#) from the National Congress of the American Indian
- [Native Knowledge 360](#) from the National Museum of the American Indian

# Civics Education in Wisconsin

## Introduction

In 2022, with Dr. Underly's emphasis on civics education in the forefront, the Wisconsin Department of Public Instruction (DPI) convened a group of educators from across the state to build a K-12 civics and social studies scope and sequence aligned to our *Wisconsin Standards for Social Studies* and researched best practices in civics and social studies education. Released in October of 2023, this non-partisan project was the culmination of over two years of collaboration between DPI, teachers, administrators, CESAs, and multiple community, state, and national organizations. (DPI 2023, p3)

## K-8 Suggested Civics & Social Studies Scope & Sequence

A number of factors, including the documented and researched loss of social studies time at the K-5 and 6-8 levels nationwide, the increase in the number of teachers licensed as a generalist for K-8 without a required minor in any content area, as well as the increase in the hiring of K-8 generalists for teaching middle school content areas, have impacted students' understanding of social studies content, skills, and dispositions. The increase in requests from teachers and districts for guidance from DPI has led to documents such as the K-5 and 6-8 suggested scope & sequence. (DPI 2023, p5-6)

The [K-5](#) and the [6-8](#) Suggested Civics and Social Studies Scope and Sequence offer a flow of research-based best practices in civics and social studies education from Kindergarten through 8<sup>th</sup> grade. Each document is divided by grade and unit/topic. Each topic is divided into planning areas specifically aligned to *Wisconsin Standards for Social Studies* grade-level indicators. Each document also suggests specific lesson resources for educator and district consideration. There are no required lessons, lesson plans, or resources, as all curriculum decisions are made at the district/local level.

## High School Suggested Course Outline in Civics or Government

The high school course outline includes recommendations for both a one semester (18 week) course and a full-year (36 week) course. Each of the five units are organized around "driving questions" that are related to key concepts and core materials that help students engage with relevant material. Each unit also contains connections to modern topics so that students can relate their historical understandings to the world in which they live. (DPI 2023(2), p8)

## Civics Education Pedagogy & Practices

*Within the field of civics education, scholars have identified elements of high-quality civics education pedagogy. In Wisconsin we strive to integrate these best practices into civics education, drawing on this past work. This document articulates six practices for civics education, aligned with the Educating for American Democracy Framework, work on the Six Proven Practices for Civics Education from the Civic Mission of Schools, and the Wisconsin Standards for Social Studies. In addition, it provides reference to high quality resources to support these classroom practices. (DPI 2023(2), P11)*

The five elements identified in the Wisconsin Civics Education Pedagogy and Practices are:

1. Classroom as a community of learners
2. Deliberation of contested issues
3. Information literacy
4. Simulations of authentic civics roles
5. Civic engagement

These five elements are based on best practices in civics education and are fully aligned to the Wisconsin Standards for Social Studies. In addition, they are suggested for every student in grades K-12. For more information on these Civics Education Pedagogy and Practices, see the [K-5](#) (p9) or [6-8](#) (p9) suggested scope and sequence or the suggested [high school course](#) in civics or government (p11).

# Grades K-2 Tribal Sovereignty & Tribal Government Lessons

## Alignment to the K-5 Scope & Sequence and the Wisconsin Standards for Social Studies

All of the lessons on tribal sovereignty have been aligned to the Wisconsin Civics Project. In each lesson, there is information on where it fits closely with the suggested scope and sequence.

### Lesson 1

#### Kindergarten: Introduction to Tribal Sovereignty

Students will be introduced to tribal sovereignty by connecting their teacher's ability to make classroom rules to the ability of Tribal Nations to make their own rules and laws. Students will role play forming their own sovereign nations with their own flags and rules.

- Driving Questions:
  - What is sovereignty?
  - Who makes the rules for a community?
- Lesson Targets:
  - Students will be able to appropriately use the terms sovereign and sovereignty.
- Standards:
  - SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.

### Lesson 2

#### First Grade: Tribal Communities (1 of 2)

Students will learn about the defining features of tribal communities. Then, students will determine what type of community they live in: urban, suburban, rural, or Tribal. They will support their decision with reasons.

- Driving Questions:
  - How are communities alike and different?
  - What type of community do we live in?
- Lesson Targets:
  - Students will classify communities as urban, suburban, rural, or tribal with reasons to support their decisions.
  - Students will determine if they live in an urban, suburban, rural, or tribal community.
- Standards:
  - SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.

## Lesson 3

### First Grade: Menominee Clan Responsibilities (2 of 2)

Students will connect their learning about jobs in a community to the responsibilities of Menominee clans. They will compare the responsibilities of people in their own communities to that of the Menominee clan structure.

- Driving Questions:
  - How are communities alike and different?
  - What responsibilities do people have in a community?
- Lesson Targets:
  - Students will be able connect their understanding of jobs in a community to the responsibilities in the Menominee clan system.
- Standards:
  - SS.BH2.a.K-1 Describe how groups of people are alike and different.
  - SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.

## Lesson 4

### Second Grade: Government Leaders

Students will learn about leaders in tribal government and the similarities and differences between the responsibilities of government officials at the city, state, tribal and federal level.

- Driving Questions:
  - How are tribal governments different from state governments? (tribal sovereignty)
- Lesson Targets:
  - Students will be able to identify political leaders who make rules at the city, state, Tribal, and country level.
  - Students will be able to compare and contrast the roles of state and Tribal Nation leaders.
- Standards:
  - SS.PS3.c.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).
  - SS.Econ4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.
  - SS.Inq5.a.e Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.



# Grades 3-5 Tribal Sovereignty & Tribal Government Lessons

## Alignment to the K-5 Scope & Sequence and the Wisconsin Standards for Social Studies

All of the lessons on tribal sovereignty have been aligned to the Wisconsin Civics Project. In each lesson, there is information on where it fits closely with the suggested scope and sequence.

### Lesson 1

#### Third Grade: Ho-Chunk Government Structure

Students will learn about the structure of the Ho-Chunk Nation government and compare it to the US federal government.

- Driving Questions:
  - How and why are governments created, structured, maintained, and changed?
  - How is a local Tribal government the same and different from our state government and the national government?
- Lesson Targets:
  - Students will be able to compare and contrast the Ho-Chunk Nation government to the United States government.
  - Students will be able to summarize the responsibilities of the Ho-Chunk Nation branches of government.
- Standards:
  - SS.PS3.c.4-5 Classify the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.

### Lesson 2

#### Fourth Grade: Treaties

Students will learn about treaties that the United States government made with Native American Nations. Treaties are key in understanding that Tribal Nations have always been sovereign, and were regarded as such by the new US government.

- Driving Questions:
  - How do governments develop and evolve over time?
  - How do we know that a nation is sovereign?
  - What is tribal sovereignty?
- Lesson Targets:
  - Students will be able to analyze primary source documents to determine the function of treaties.
  - Students will be able to explain tribal sovereignty with evidence.

- Standards:
  - SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances
  - SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.

## Lesson 3

### Fifth Grade: Citizenship and Voting Rights of Native Americans

Students will consider the history of voting rights of Native Americans and how both tribal sovereignty and U.S. citizenship were impacted by these rights or lack thereof. The Indian Citizenship Act of 1924 was long-awaited by many, but had mixed consequences.

- Driving Questions:
  - How do different political and economic systems affect civic life?
  - How has access to citizenship changed over time in the U.S.?
  - Why did it take until 1924 for American Indians to gain US citizenship?
  - What were the effects of the Indian Citizenship Act?
  - Native Americans have dual citizenship with their Nation and the United States. What does this mean?
- Lesson Targets:
  - Students will be able to examine historical events that impacted Native Americans' US citizenship and voting rights.
  - Students will be able to explain how citizenship has changed over time for Native Americans.
- Standards:
  - SS.PS3.a.4-5 Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.
  - SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.

# Grades 6-8 Tribal Sovereignty & Tribal Government Lessons

## Alignment to the 6-8 Scope & Sequence and the Wisconsin Standards for Social Studies

All of the lessons on tribal sovereignty have been aligned to the Wisconsin Civics Project. In each lesson, there is information on where it fits closely with the suggested scope and sequence.

*Note that all three of the middle school lessons are suggested to be taught over multiple days.*

### Lesson 1

#### [MS: Tribal Sovereignty \(#1 of 3\)](#)

Students will learn about sovereignty, specifically tribal sovereignty, and how the First Nations of Wisconsin came to possess and maintain it. Students will examine treaty law and its impact on the First Nations of Wisconsin.

- Driving Questions:
  - What does tribal sovereignty mean? How does this apply to the First Nations of Wisconsin?
  - How have the First Nations of Wisconsin maintained their tribal sovereignty?
  - What are threats to tribal sovereignty?
- Lesson Targets:
  - Students will be able to define the term tribal sovereignty and explain how it applies to the First Nations of Wisconsin.
  - Students will be able to answer the driving question, “How did the First Nations of Wisconsin maintain their tribal sovereignty?”
- Standards:
  - SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
  - SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.

### Lesson 2

#### [MS: Constitutions: Haudenosaunee \(Iroquois\) Confederacy and US Government \(#2 of 3\)](#)

Students will explore the influence of the Great Law of Peace of the Haudenosaunee (also referred to as Iroquois) on the United States’s vision of democracy and on the US Constitution. The U.S. Constitution affirms tribal sovereignty.

- Driving Questions:
  - How is a local tribal government the same and different from our state government and the national government?
- Lesson Targets:
  - Students will be able to compare and contrast the US Constitution and the Haudenosaunee Confederacy's Great Law of Peace.
  - Students will be able to analyze US Government structures and founding documents for Haudenosaunee Confederacy influence.
- Standards:
  - SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source.
  - SS.PS1.b.m Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.
  - SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.

### Lesson 3

#### MS: [Tribal Government Research Project \(#3 of 3\)](#)

Students will take a deep dive into one of the First Nations of Wisconsin's political structures. Students will pose an essential/guiding question, research it, and produce a finished product that answers their questions.

- Driving Questions:
  - Students will form their own essential/driving question for research for this lesson.
- Lesson Targets:
  - Students will be able to pose a question and answer it through research about the Tribal government of one of the First Nations in Wisconsin.
  - Students will be able to synthesize their research from multiple primary and secondary sources into a presentation.
- Standards:
  - SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
  - SS.Inq3.b.m Support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media).

- SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.

# Grades 9-12 Tribal Sovereignty & Tribal Government Lessons

## Alignment to the High School Suggested Course in Civics or Government and the Wisconsin Standards for Social Studies

All of the lessons on tribal sovereignty have been aligned to the Wisconsin Civics Project. In each lesson, there is information on where it fits closely with the suggested high school course in civics or government. If a lesson could also align effectively to a different high school course (such as US History), that has been noted.

*Note that all three of the high school lessons are suggested to be taught over multiple days.*

### Lesson 1

#### [HS: Assimilation Policies: Indian Citizenship Act \(1924\), Meriam Report \(1928\) and Indian Reorganization Act \(1934\) \(#1 of 3 lessons\)](#)

Students will be doing close reading exercises and analysis to better understand the Indian Citizenship Act, the Meriam Report, and the Indian Reorganization Act.

- Driving Questions:
  - How did First Nations people become citizens of the United State of America?
  - What were some reactions of Native American people to the Indian Citizenship Act of 1924?
  - In what ways were the United States Federal Government policies of assimilation detrimental to the Tribal sovereignty and cultures of First Nations?
  - Why was the Meriam Report critical of the assimilation policies towards Native Americans?
  - Do you think the Indian Reorganization Act was successful?
- Lesson Targets:
  - Students will be able to examine multiple perspectives on and consequences of the Indian Citizenship Act (1924), the Meriam Report (1928), and the Indian Reorganization Act (1934).
  - Students will be able to form their own claim with evidence about the intentions and effectiveness of the Indian Citizenship Act (1924), the Meriam Report (1928), and the Indian Reorganization Act (1934).
- Standards:
  - SS.PS2.a.h Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and

- security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.
- SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.
  - SS.Inq3.b.h Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media)

## Lesson 2

### [HS: Ho-Chunk Constitution and Government Structure Lesson \(#2 of 3\)](#)

Students will increase their understanding about the Ho-Chunk government structure.

- Driving Questions:
  - How and why did the Indian Reorganization Act of 1934 allow Tribal Nations across the United States to create their own governments?
  - How does the governing structure of the Ho-Chunk Constitution reflect its commitment to the people and land?
- Lesson Targets:
  - Students will be able to summarize the main goals of the Ho-Chunk Nation's Constitution.
  - Students will be able to explain the function of each branch of Ho-Chunk Nation Tribal government.
- Standards:
  - SS.PS2.a.h Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.
  - SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.
  - SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.
  - SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background,

and/or family income) with a variety of sources including primary and secondary sources and media resources.

### **Lesson 3**

#### **HS: The Marshall Trilogy: Tribal Governance Lesson (#3 of 3)**

Students will research and become experts on these cases and present their findings to the teacher, another group, or the class (teacher's choice).

- Driving Questions:
  - How did the Doctrine of Discovery provide a framework for colonization in North and South America?
  - How does the Marshall Trilogy use the Doctrine of Discovery as justification? Is this right or wrong?
  - How does the Marshall Trilogy provide the template for modern Native American law?
- Lesson Targets:
  - Students will be able to provide background and context for each US Supreme Court Case.
  - Students will be able to provide arguments from both sides of each US Supreme Court Cases.
  - Students will be able to explain the Constitutional issue in the Marshall Trilogy court cases.
  - Students will be able to use their own words explaining the majority decision.
- Standards:
  - SS.PS2.a.h Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.
  - SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.
  - SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.
  - SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).



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