

UNIT 1: MIDDLE SCHOOL – UNITED STATES HISTORY

FIGHTING FOR INDEPENDENCE AND FRAMING THE CONSTITUTION: REVOLUTION AND CONSTITUTION IN INDIAN COUNTRY

Level 1

Instructional Support Materials

[“My Country ‘Tis of Thee, Sweet Land of... Tribal Sovereignty” Article, Study Guide, Key](#)
[“My Country ‘Tis of Thee, Sweet Land of... Tribal Sovereignty” Article, Study Guide, Key \(Spanish Language Version\)](#)
[Crossword Puzzle](#)
[Crossword Puzzle Solutions](#)
[Greenville Treaty](#)
[Greenville Treaty \(Spanish Language Version\)](#)
[Founding Fathers](#)
[Cornell Notes](#)
[Cornell Notes \(Spanish Language Version\)](#)
[Map: Indian Groups in the NW](#)
[Map: Tribal Ceded Areas](#)

Learning Goals

Students will be able to:

- Cite specific textual evidence to support an opinion on the importance of treaties
 - Explain the specific language in the US Constitution that defines the United States’ relationship with the several tribes within US borders
 - Explain the unique relationship between the United States and Indian tribes
 - Determine the meaning of the concepts: tribal sovereignty, tribal nation, time immemorial, government-to-government relationships, and Centennial Accord.
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Time: 1 class period

Teacher Preparation

Students will read an article about how the US Constitution’s Supremacy and Commerce Clauses set up relationships with Indian nations that is still in effect today. Depending on reading level, students can complete a crossword puzzle and/or complete the study guide.

- Photocopy a classroom set of the article “My Country ‘Tis of Thee, Sweet Land of... Tribal Sovereignty” and the corresponding study guide.
- Photocopy a classroom set of the Crossword Puzzle.

- Determine whether you will scaffold the reading or have students read to each other in pairs. Jig-sawing the article is not recommended. If you pair students, make sure they are at similar reading levels.
 - Prepare to project the pdf map “*Tribal Ceded Areas*.” It has live links to the treaties tribes made with the US, so an option would be to show the text of those treaties.
 - Make copies of the *Greenville Treaty* and *Founding Fathers* articles if you plan to teach Level 2.
 - Review the Revolution article from the STI unit on Indians and the Revolution.
 - *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.
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Learning Activities

1. Recall students’ study of the American Revolution and Declaration of Independence and how both united 13 separate governments into one government. If you taught any materials from the Indians and the Revolution STI Unit, remind them that as the colonies gained their independence, Indian nations lost theirs—but only to a degree.
 - Ask students, “What happened to Indian tribes after the United States gained their independence? Where did they go?”
 - Ask students, “What do you think the writing of the US Constitution has to do with Indian tribes?”
2. Announce that today you will discover the answers to those questions because they affect each and every one of them. Further, this will set the stage for exploring the Bill of Rights and the discrepancies between the ideals set forth in the Constitution and the realities of how those ideals carried out.
3. Read the article “*My Country ‘Tis of Thee, Sweet Land of... Tribal Sovereignty*” according to your classroom’s reading needs. Scaffold as needed.
4. In pairs or groups, have students complete the study guide. Depending on your class’s reading and comprehension level, you might assign these individually or as homework.
5. For lower level learners you might choose the crossword puzzle as an activity to introduce the difficult concepts contained in the article.
6. Discuss the responses to the study guide and invite students to present and explain their drawings for item 9 in the study guide.
7. Ask what these treaties have to do with them—individually? (They live exactly where they are precisely because of the Constitution and the treaties.)
8. Connect the article and responses to the Constitution and 1787 by explaining...
 - that even though it was nearly 100 years before northwest tribes were subject to the US Constitution, tribes in the northeast were experiencing the same things

