UNIT 1: HIGH SCHOOL – UNITED STATES HISTORY

OUR FOUNDATIONS: FOUNDATIONAL DOCUMENTS AND THE BOLDT DECISION (BOLDT I AND II)

Level 2

Instructional Support Materials

Against the Current Article Against the Current Article (Spanish Language Version) Against the Current Discussion Questions Against the Current Discussion Questions (Spanish Language Version) Medicine Creek Treaty Medicine Creek Treaty (Spanish Language Version) Supremacy and Commerce Clauses Supremacy and Commerce Clauses (Spanish Language Version) Bill of Rights Bill of Rights Bill of Rights (Spanish Language Version) Tribal/Non-Tribal Interpretations Graphic Organizer Tribal/Non-Tribal Interpretations Graphic Organizer (Spanish Language Version)

Learning Goals

In addition to Level 1 goals and rationale, students will:

- Understand the immediate and long- term ramifications of the Boldt Decision.
- Explain what the Boldt Decision continues to accomplish for NW tribes and tribal sovereignty.
- Understand how the Boldt Decision continues to promote justice into the 21st Century.

Time: 1 class period

Teacher Preparation

Make copies of: Against the Current article Medicine Creek Treaty Supremacy and Commerce Clauses Bill of Rights Tribal/Non-Tribal Interpretations Graphic Organizer

Learning Activities

Instead of wrapping up the Level 1 lesson, proceed to the Writing Assignments contained in the Southern Poverty Law Center's Against the Current (November 2006) article and discussion questions.

- 1. Students will read the Southern Poverty Law Center's Against the Current article.
- 2. Discuss as a class the accompanying questions.

Suggestion:

- a. Have individuals respond to all five questions.
- b. Break students into groups and have them prepare an extended responseto one question. They share with the rest of the class while the class takesnotes on a Cornell note-taking sheet or the equivalent you use in your classroom.
- 3. Distribute copies of the Medicine Creek Treaty, Supremacy & Commerce Clauses Handout, Bill of Rights, and Tribal/Non-tribal Interpretations Graphic Organizer.
- 4. Students should discuss the interpretations each stakeholder has on the documents.

HOMEWORK: Students complete the matrix that asks them to provide the tribal and non-tribal interpretations of the US Constitution and Bill of Rights and tribal treaties.

IF YOU CHOOSE TO END YOUR STUDY HERE, SOME QUESTIONS TO PRESENT TO CLASSES AS YOUR STUDY CONTINUES:

- 1. What are the Constitutional provisions for Indian tribes? Are they still valid? (Review Supremacy and Commerce Clauses)
- 2. Why is/was justice for Indian tribes and tribal people so hard to achieve?

NOTES: