

“Leadership in the United States” | OSEU 6: Sovereignty & Treaties

Compelling Question	What does leadership look like at different levels of the government in the United States?	
Standards and Practices	<p>OSEU 6 - The reorganization and self-governance time period of the Oceti Sakowin vs. South Dakota vs. United States provided a structure of leadership.</p> <p>5.C.3.1 Using multiple sources, distinguish between the responsibilities and powers of government officials at various levels and branches of government.</p>	
Staging the Question	Discuss with students leadership within schools. Then, compare and contrast similarities/difference to the U.S. Government?	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What does the United States government consist of?	What does the South Dakota state government consist of?	What does the government consist of on South Dakota reservations?
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Put students into pairs. Each pair should get a copy of the Three Branches of Government Sheet. Students should read through this informational together.</p> <p>Give each pair a copy of cards that were created before the lesson. Students should sort the cards into the three branches of government.</p> <p>Review with students the different branches, the people who work in each branch, and what each branches responsibility is.</p>	<p>Have students get into groups or pairs. Make a copy of the informational sheet found on the iCivics lesson plan (Note you will need to create a free account in order to access iCivics). Have students read the informational sheet.</p> <p>As a class, discuss and talk about the questions found on the iCivics lesson plan.</p> <p>Have students complete the state government questions on ixl.com</p>	<p>Start by showing students the Understanding Treaties Interview.</p> <p>Talk with students about the impact of these treaties and the effect they have had on South Dakota, the Oceti Sakowin, and themselves.</p> <p>Show students the Joseph Marshall III interview.</p> <p>Talk with students again about the effect these treaties have had on South Dakota, the Oceti Sakowin, and themselves.</p> <p>Discuss with students the tribal government on the reservations.</p>
Featured Sources	Featured Sources	Featured Sources
<p>Three Branches of Government Informational sheet: https://www.trumanlibrary.org/whistlestop/teacher_lessons/3branches/1.htm</p> <p>Cards: Legislative Branch Executive Branch Judicial Branch</p>	<p>Lesson Plan from iCivics: https://cdn.icivics.org/sites/default/files/uploads/State%20Power_1.pdf?_ga=1.199949998.1675426048.1491577912</p> <p>State Government Questions: https://www.ixl.com/social-studies/grade-5/state-government</p>	<p>Understanding Treaties Interview: http://www.wolakotaproject.org/oseu-six-drs-sherry-johnson-nadine-eastman-understanding-treaties/</p> <p>Joseph Marshall III Interview: http://www.wolakotaproject.org/oseu-six-interview-with-joseph-marshall-iii/</p>

<p>Congress Legislator House of Representatives Senate President Vice President Cabinet Supreme Court Justice Enforces Laws Makes Laws Interprets Laws</p>		<p>Tribal Government Information: http://www.ncai.org/policy-issues/tribal-governance</p>
<p>Summative Performance Task</p>	<p>Argument</p>	<p>Students will write a paper detailing the differences in government at the state, federal, and national level.</p>
	<p>Extension</p>	<p>Have local members of government come to the classroom and speak with students about their roles and answer any questions students might have.</p>
<p>Taking Informed Action</p>	<p>Students will complete one of the following:</p> <p>Attend a community political event, and present information about it to the class.</p> <p>Write a letter to a local political representative detailing any questions you have or any concerns you have.</p> <p>Interview a politician and present the information learned to the class.</p>	