

**“U.S. Laws” | OSEU 6: Sovereignty & Treaties**

**“U.S. Laws” | OSEU 7: Way of Life & Development**

<b>Compelling Question</b>	Are there laws in the United States that are no longer relevant?		
<b>Standards and Practices</b>	<p>OSEU 6.3: Analyze and define the historic and contemporary effects of US Removal and Relocation era policies on Oceti Sakowin people (1828-1887).</p> <p>OSEU 6.4: Identify and describe the impacts of US assimilation policies and programs on Oceti Sakowin people in education, language, culture civil rights and spiritual practice (1887-1978).</p> <p>OSEU 7.2: Examine and describe actions taken by Oceti Sakowin individuals and communities that bring about social change.</p> <p>8.C.1.2 Explain how government decisions impact people, places, and history.</p>		
<b>Staging the Question</b>	What outdated laws in the United States still effect the Oceti Sakowin people?		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	
What is the RESPECT Act?	How did these laws and policies effect the Oceti Sakowin people?	How did boarding schools effect the Oceti Sakowin people?	
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	
Read over the act and analyze the proposed law. Also, read over an interview with the bill’s author United States Senator from South Dakota Mike Rounds. Finally, analyze a letter of support from the Great Plains Tribal Chairmen’s Association.	Students will be assigned to research one of the laws that the Act means to repeal. They will then give a brief synopsis of it and describe how it could affect the Oceti Sakowin people.	Students will be asked to read the article “American Indian Boarding Schools Haunt Many” on National Public Radio, and detail some of the accounts that are shared. Also, they will be asked to listen to the interviews with tribal elders Vernon Ashley and Sidney Byrd	
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>	
<p>Primary Source Documents:</p> <p><a href="https://www.congress.gov/bill/114th-congress/senate-bill/2796/text">https://www.congress.gov/bill/114th-congress/senate-bill/2796/text</a></p> <p>Interview with Senator Mike Rounds (see attached)</p> <p>Great Plains Tribal Chairmen’s Association letter of support (see attached)</p>	<p>Primary Source Documents:</p> <p><a href="http://www.nativesunnews.today/news/2016-04-20/Top_News/Sen_Mike_Rounds_introduces_RESPECT_Act.html">http://www.nativesunnews.today/news/2016-04-20/Top_News/Sen_Mike_Rounds_introduces_RESPECT_Act.html</a></p>	<p>Primary Source Documents:</p> <p><a href="http://www.npr.org/templates/story/story.php?storyId=16516865">http://www.npr.org/templates/story/story.php?storyId=16516865</a></p> <p>Video Sources:</p> <p><a href="#">Interview with Vernon Ashley</a></p> <p>Interview with Sidney Bird</p> <p><a href="#">1-2-3-4-5-6-7</a></p>	

<b>Summative Performance Task</b>	<b>Argument</b>	<b>Create a report detailing a not well known law that is still practiced in the United States that is no longer relevant to regular society.</b>
	<b>Extension</b>	<b>How could (or does) the law you reported on effect the Oceti Sakowin people?</b>
<b>Taking Informed Action</b>	<b>Have students share their still practiced law with their family and record their responses to this law. Students will ask whether they have heard of the law, if they ever broke it and whether they think it should be repealed or not.</b>	