

## UNIT 3: HIGH SCHOOL – UNITED STATES HISTORY

### REFORM, PROSPERITY, AND DEPRESSION: INDIAN REORGANIZATION ACT

#### Level 1

#### Instructional Support Materials

[Sovereignty Article](#)

[Sovereignty Article \(Spanish Language Version\)](#)

[Sample Outline](#)

[Sample Outline \(Spanish Language Version\)](#)

[Sample Diagram](#)

[Sample Diagram \(Spanish Language Version\)](#)

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#### Learning Goal

Sovereignty differs between our nation, states, and tribes. Students will recall the complexity of sovereignty and recognize tribal governments' status with federal and state governments.

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**Time:** 1 class period.

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#### Teacher Preparation

- Make classroom copies of “Sovereignty” article.
  - Prepare to project *Outline Sample* and *Sample Diagram*.
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#### Learning Activities

1. Motivate the lesson by calling for student volunteers to spell the word “Sovereignty” on the board. Repeat with different student volunteers until the class agrees that the correct spelling of sovereignty is on the board. Use a dictionary to confirm the correct spelling and to define the word. Tell the students that sovereignty is not only a difficult word to spell, but it is also a difficult concept to understand.
2. Ask students to do a one minute quick write listing all the sovereign nations in the world they can think of.
3. Call on individual students to tell you one nation each, compiling the list on the board or overhead, deleting duplicates.
4. Look over the list as a class. In small groups, students will discuss what makes those countries sovereign nations. One student will be chosen in each group to record their discussion. Give them several minutes to discuss the issue. If help is necessary, their lists might include: national boundaries, a political

