



MINNESOTA

Grade 3

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Management Guide (5 pages)

Sample Reader (16 pages)

Sample Reader Lesson (15 pages)

Sample from Student Inquiry Handbook (4 pages)





EXPLORING

Social Studies

Grade

3

MINNESOTA

Management Guide



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PROGRAM OVERVIEW

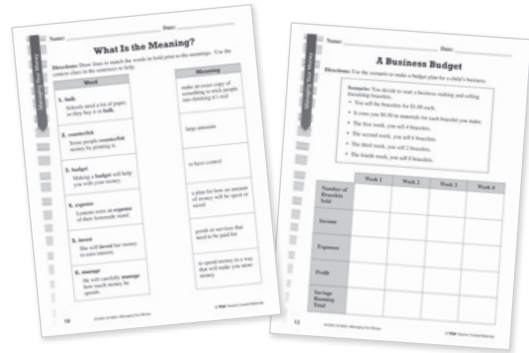
CONTENT

This resource includes **high-interest student texts**, comprehensive **lesson plans** for simple implementation, **assessment materials**, project-based learning activities, and **engaging primary sources** to deepen students' content knowledge and analytical skills.

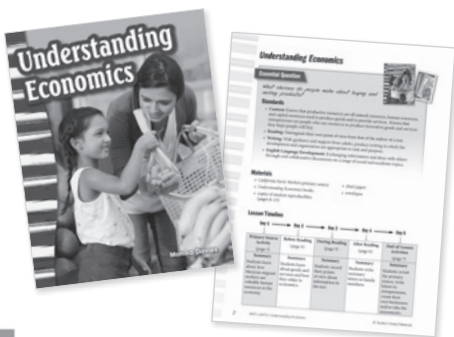


LITERACY

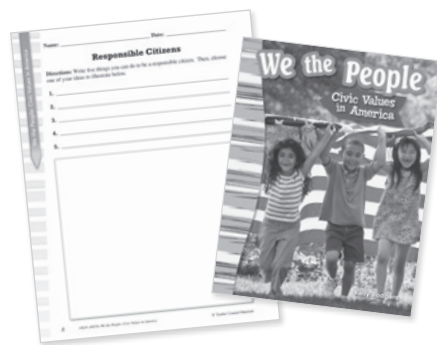
Students learn to **listen**, **speak**, **read**, and **write** while focusing on social studies content. Student texts are leveled to ensure they are accessible. Lessons encourage **close reading** and provide opportunities for **writing** and **vocabulary** development.



Students engage in **inquiry activities** as they analyze complex texts and **primary sources**. Specific **essential questions** encourage meaningful research where students exercise critical thinking to ask and answer relevant questions.



Key student texts and teacher lessons deal specifically with citizenship and **democratic values**. Activities encourage students to **get involved** in their own schools and communities and become responsible citizens who **take action to solve problems**.



INQUIRY

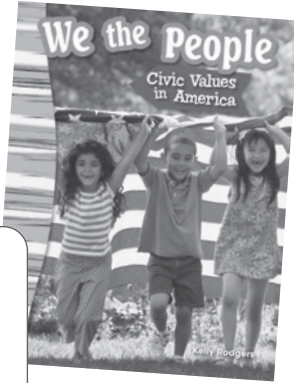
CITIZENSHIP

CONTENT

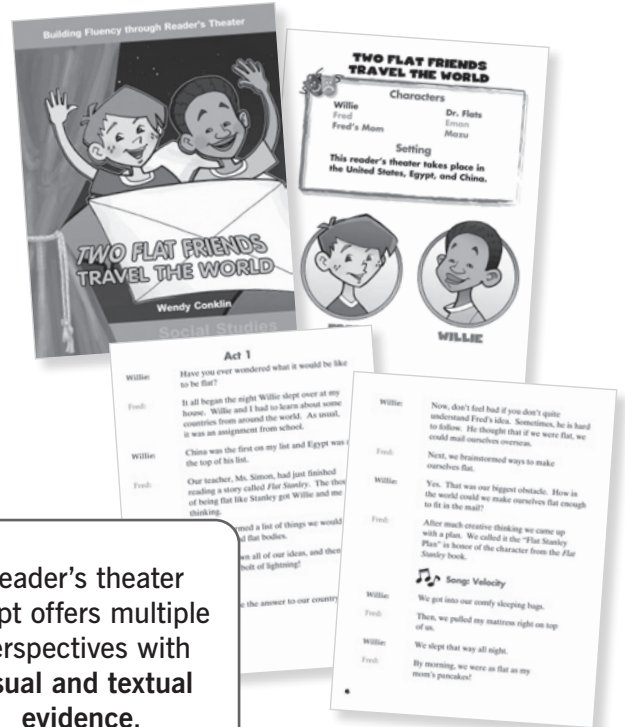
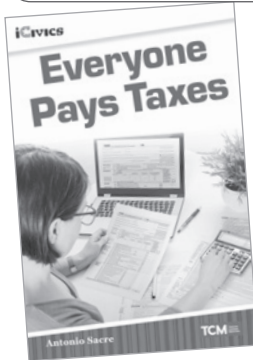
STUDENT TEXTS

Content-Area Readers

Reader's Theater Script



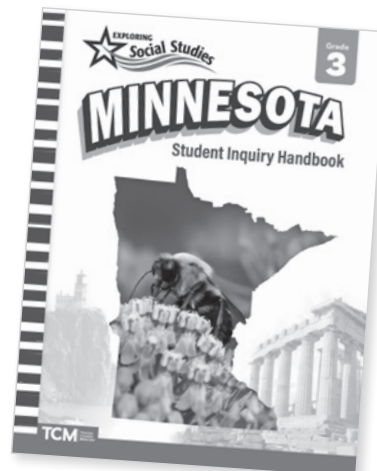
Content-area readers integrate history, geography, economics, and civics information.



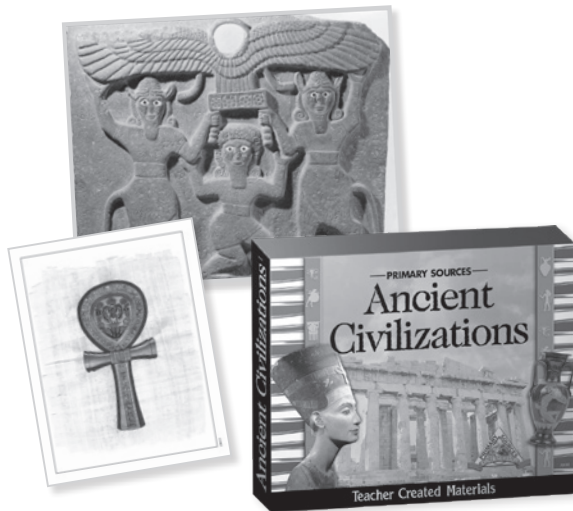
Reader's theater script offers multiple perspectives with visual and textual evidence.

STUDENT INQUIRY HANDBOOK

Full-color handbook covers 100% of Minnesota social studies standards through engaging activities.



PRIMARY SOURCES



Inquiry-based analysis of primary sources allows students to build deep understandings of history.

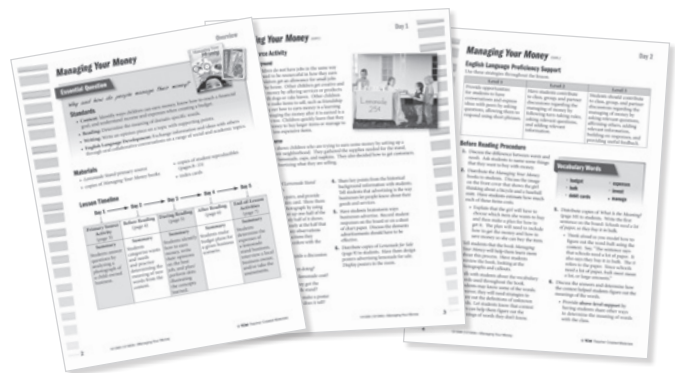
TEACHER RESOURCES

Management Guide



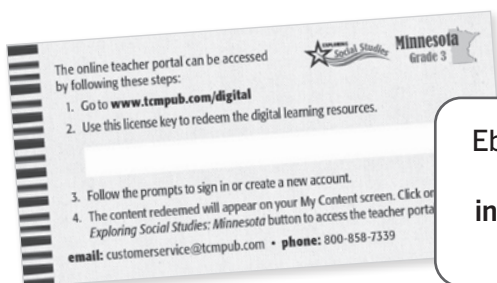
Management Guide provides program information and research-based teaching ideas.

Lesson Plans



Lesson Plans include key instruction, essential questions, and constructed-response assessments.

DIGITAL RESOURCES



Ebooks, audio recordings, and English learner support increase student engagement and enhance instruction.



AMERICAN INDIAN LEADERS TODAY



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Shown on the cover are Hartford “Sonny” Black Eagle, Mary Black Eagle, and President Barack Obama.

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Leaders and Legacies

Great leaders inspire. They teach. They show the way toward growth and advancement. The best leaders use the teachings of the past to move into a brighter future.

Today's American Indian leaders do all these things. They honor traditions. And they help find ways for the traditions to grow and bloom. They lead and guide the **Nations** into the best outcomes for modern life. They make sure that the **legacies** of the past are honored. And they make sure that modern Nations are treated with justice and respect.



American Indian leaders in the past

Meet some of today's American Indian leaders. Learn what they are doing to keep the Nations strong. See them inspire, teach, and help the Nations grow.

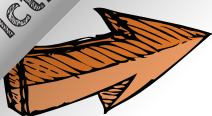


American Indian leaders today dressed in traditional clothes for a special event

Different Names

A *tribe* is a group of people who live near one another and have a common culture. A *clan* is a group who has shared ancestry. There can be many clans within a tribe. The term *tribe* most likely came from European settlers. Some American Indian groups prefer the term *Nation* to *tribe*.

Jump into Fiction



WILL REMEMBERS



“Do I have to go?” Will looked up from his game console, annoyed.

“*Have to? No, you get to, Will.*” Dad stood in front of Will, his fringed and beaded garments in hand. Will’s sister Lily stood next to her dad, her braided hair hanging down her back. She wore the colorful dress covered in jingles their grandma had made. And there stood Grandma at the kitchen door, holding a plate of freshly cooked fry bread—and looking disappointed in him.

“Okay, okay, Dad. I’m coming,” Will said, just a little ashamed.

When he was younger, he thought these tribal outings were exciting, but all this tradition could wear a guy out. Why did he always have to go?





The family was a little late arriving at the field, and Will could hear the pulsing drum beat all the way down the road. He couldn't help but smile. Grandma winked and handed him a piece of fry bread as he got out of the car. Lily ran ahead to join her dance group, and Dad put his hand on Will's shoulder.

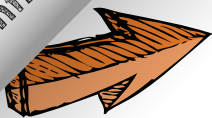
In the distance, they could see the tribal dancers moving to the beat of the drums. The singers' voices matched the rhythm and picked up the pace with the escalating energy of the dancers. Will felt the drumbeat like his own heartbeat. As they walked toward the powwow, Will remembered. "This is who we are," he said softly.

Dad squeezed his shoulder a little tighter and said aloud, "Yes, it is, Will. Always." And together they walked onto the field.

They were home.



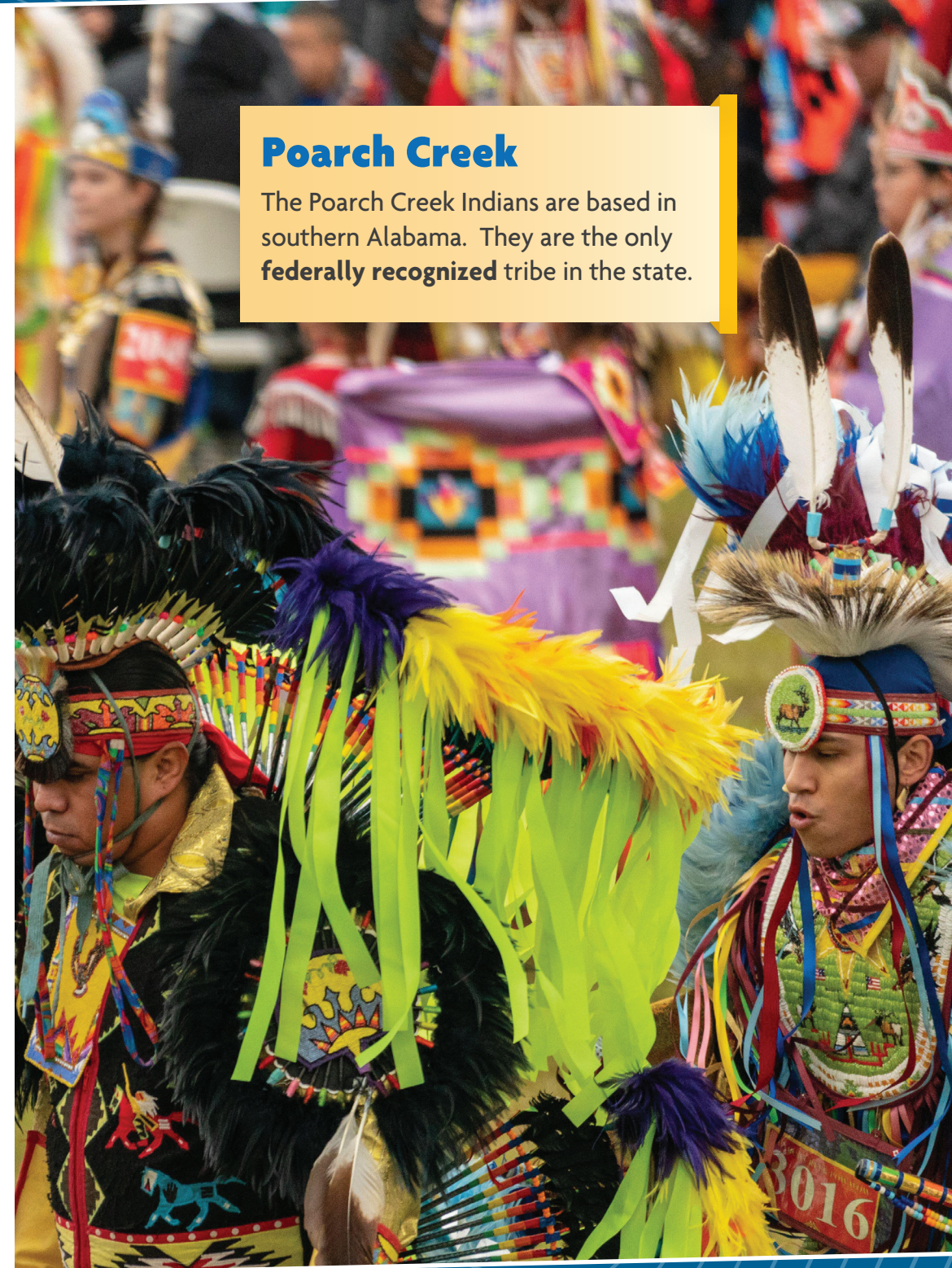
Back to
Nonfiction



Eddie Tullis: Leader

When Eddie Tullis was young, he had to take a bus 16 miles (26 kilometers) to get to school. Most of his day was spent going to school, learning, and coming home. When Tullis grew up, he wanted to make sure everyone had access to good local schools. Schooling is important to Tullis. One of the things he is most proud of is the focus on school among Poarch Creek Indians. He knows that one person's education can change the lives of many. He works with other leaders to be sure that Poarch Creek children are taught well.

Through the years, Tullis has also held many important roles. He has served at both local and national levels. He has been named to councils. He has served on committees. He has been a **mentor** and a leader at home. He has been a mentor and leader throughout the country as well.



Poarch Creek

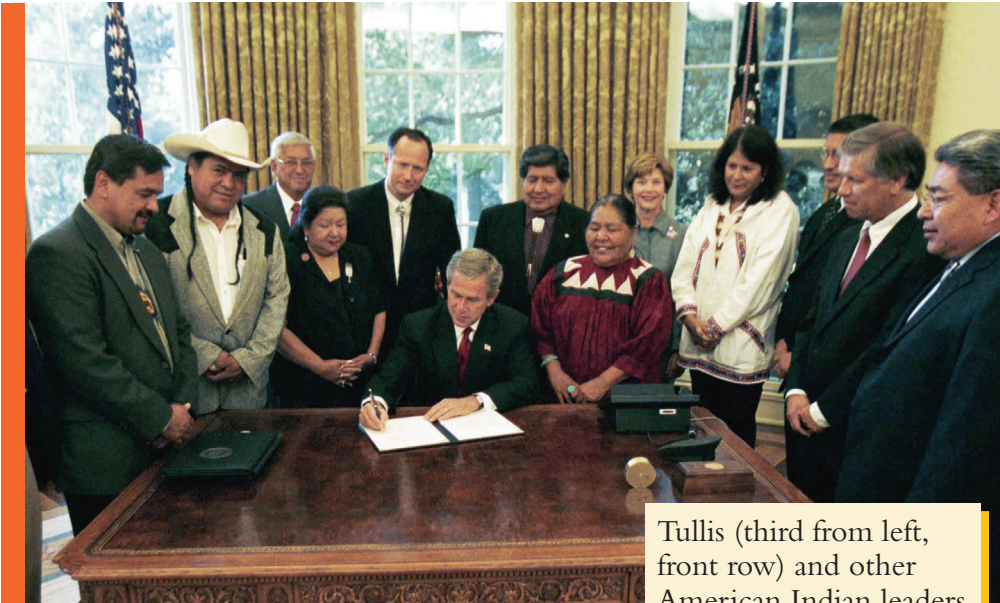
The Poarch Creek Indians are based in southern Alabama. They are the only **federally recognized** tribe in the state.

Tullis has served on the tribal council for the Poarch Creek Indians for years. He led the council for many of those years. He is a big reason why the Poarch Band of Creek Indians is recognized by the U.S. government. This happened less than 40 years ago. Of course, the tribe has existed much longer. They had to fight long and hard to be seen.



Tullis is a key reason why his tribe succeeds. He helps to make small and large changes. He works with other leaders to make changes happen. Tullis makes sure people follow laws too.

Tullis also records the history of the Poarch Creek Indians. In this way, he ensures that the stories of his people live on.



Tullis (third from left, front row) and other American Indian leaders at the White House



Doing Her Part

Like Tullis, Jayne Fawcett works to **preserve** American Indian culture. She has her own past to thank for her interest in the topic. Fawcett's family runs the oldest Indian-owned museum in the country.

Wilma Mankiller: Chief

Wilma Mankiller made history. She was the first modern female **principal chief** of a major tribe. That tribe is the Cherokee Nation.

Mankiller has been fighting for justice her whole life. She first worked as a **community organizer**. She helped people have a voice. She fought for fairness. She studied **treaty** rights. She helped the Cherokee Nation find ways to provide for itself too.



These wax figures honor historical Cherokee chiefs.

Then, Mankiller was in a very bad accident. She nearly died. It took her a long time to heal. But the fight for her life made her even more passionate. She was even more eager to help her people survive and succeed.



The Meaning Behind Mankiller

Mankiller says her family name has special meaning. It was given to people who watched over their villages. Those people were warriors.

Mankiller says that Cherokee people rely on one another. She learned a great deal from others about how people can work together for the good of all. She has kept and used these lessons all her life.

In time, Mankiller gained an interest in preserving old communities like her own. She wrote an essay about this topic. It came to the attention of the Cherokee principal chief at the time—Ross Swimmer. He liked what she had to say. He asked her to be his **deputy** in 1983. When he stepped down, Mankiller became principal chief. Some Cherokee people did not like it. They did not think a woman could do the job. She proved them wrong. In fact, she shined. She was elected on her own two more times. The work she did for the Cherokee Nation stands as a model for others.



As a tribal leader, Mankiller meets with President Ronald Reagan (seated to her right). A tribal leader is an elected official.



Mankiller with President Clinton

Mankiller's Medal

The Presidential Medal of Freedom is a great honor. It is given to someone who has made a major contribution to the world. President Bill Clinton awarded Mankiller this medal for her great work.

Oren Lyons: Changemaker

Oren Lyons is a faithkeeper. His job is to stay calm. He keeps the peace even when his people are in trouble. Lyons belongs to the turtle clan of the Onondaga Nation. It is one of the six Nations of the Iroquois (EER-uh-koy) confederacy. Lyons is a leader among his people. In fact, he works with **native** people around the world. His impact is huge.

As a young man, Lyons was a star athlete. He played lacrosse. He calls the game part of the “lifeblood” of the six Nations. Playing lacrosse is a **ceremonial** practice for his people.

After college, Lyons became an artist. He had a great career in New York. People celebrated his art. But members of his clan asked him to come home. They needed him to work for the good of the Nation.



Lyons and an Onondaga clan mother

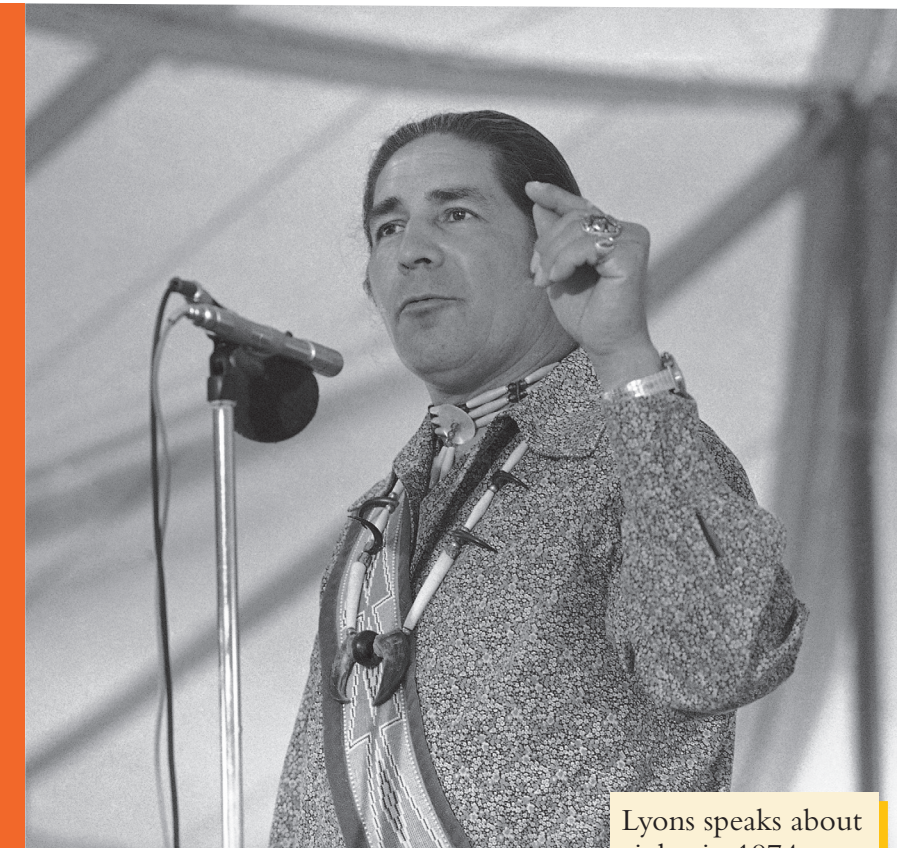
Love of Lacrosse

Lyons was part of a special lacrosse team. It is made of Iroquois players from around the world. They compete in the world lacrosse championships each year.



Lyons (center) with the Iroquois Nationals lacrosse team in 2010

Lyons saw the need to protect the rights of his people. He convinced peace groups to speak at events about American Indian rights. These rights had often been overlooked. But more and more people spoke up. They wanted a change. Lyons led the way. He even went with other leaders to speak to the **United Nations**. He made them listen to what he had to say.



Lyons speaks about rights in 1974.



Iroquois leaders around 1570 meet to decide their laws.

Lyons saw that few U.S. leaders knew Iroquois history. Most leaders did not know the role his people played in forming the U.S. Constitution. Big parts of the Constitution were based on Iroquois practices. Lyons spoke to these leaders. In the end, they agreed with him. Congress made an official announcement. It said the Iroquois people played a key role in shaping the nation. Now, no one would forget.

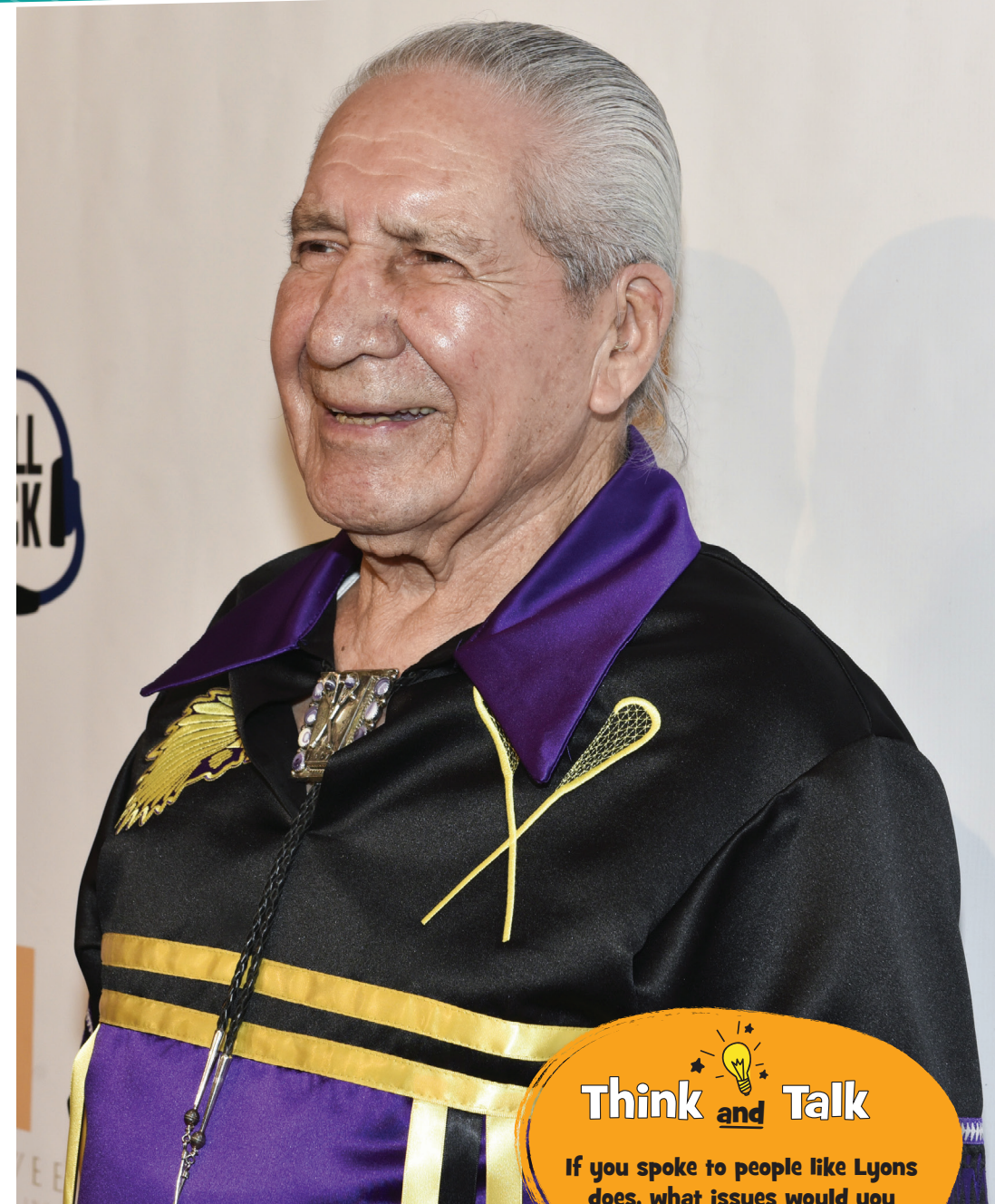
Lyons also cares for the environment. He works hard to protect it. He works closely with Swedish leaders. They have joined forces to care for the world.

Lyons also works with leaders from many other faiths. He thinks such leaders can work together to heal and protect the world. His thinks the first step is to teach people to “be thankful for what [they] have and enjoy life.”

Lyons speaks to people around the world about issues that matter to him. He tells people to take care of their families. He talks about how we all have to care for our environment. He defends human rights too. When Lyons speaks, he often includes this message: “You can’t **negotiate** with a beetle.” He believes that the laws of nature cannot be changed. It is up to people to change.



Lyons (center) marches in a 2014 protest.



Think  and Talk

If you spoke to people like Lyons does, what issues would you want to talk about?

Gay Kingman: Teacher

Gay Kingman was born to a family with strong ties to its past. History mattered to them. It matters to Kingman too. She is part of the Cheyenne River Sioux (SOO) tribe. This tribe is part of the Lakota Nation.

As a young woman, Kingman became a teacher. Teaching is her passion. She worked in schools for 25 years. She works to help all students succeed.

After teaching for years, Kingman's "classroom" grew. She was asked to take on a new role. She joined the Department of Education. There, she focused on equal rights for native students.



Kingman speaks to tribal leaders in 2009.



Lakota boys skateboard on a reservation.

Next, she became the head of the National Indian Education Association. She fought for better schools for native children. She spoke before Congress to get its support. She taught those leaders what needed to be done!

Chief Malerba

In 2010, Marilynn Malerba became the first modern female chief of the Mohegan Tribe. This tribe is based in the Northeast. Her mother plays an important role in the tribe as well. She is Tribal Nonner. This means an "elder female of respect."



Over time, Kingman worked with many leaders. They improved life for all tribal members. For example, some tribes have struggled to have enough money. Resorts and **gaming** have changed things. Through it, members of tribes find jobs. The tribes make money too. It can support whole communities. Kingman and others wanted to make sure that money earned from resorts and gaming staying on the **reservations**. They stood up for the rights of the native people.



The Lakota Nation operates this gaming establishment.



These modern-day tribal members meet for yearly events wearing traditional clothing.

Kingman got a job with the National Indian Gaming Association. That group is in charge of gaming. Kingman worked for its public relations (PR) team. A person who works in PR acts as a bridge between a company or group and the public. Kingman used PR to make sure that gaming helps tribes. She won major awards for her PR work.

Tribal Chairman
Kingman is now the director of the Great Plains Tribal Chairmen's Association. The goal of this group is to help different tribes work together. Her job means she is a key part of making this goal happen.

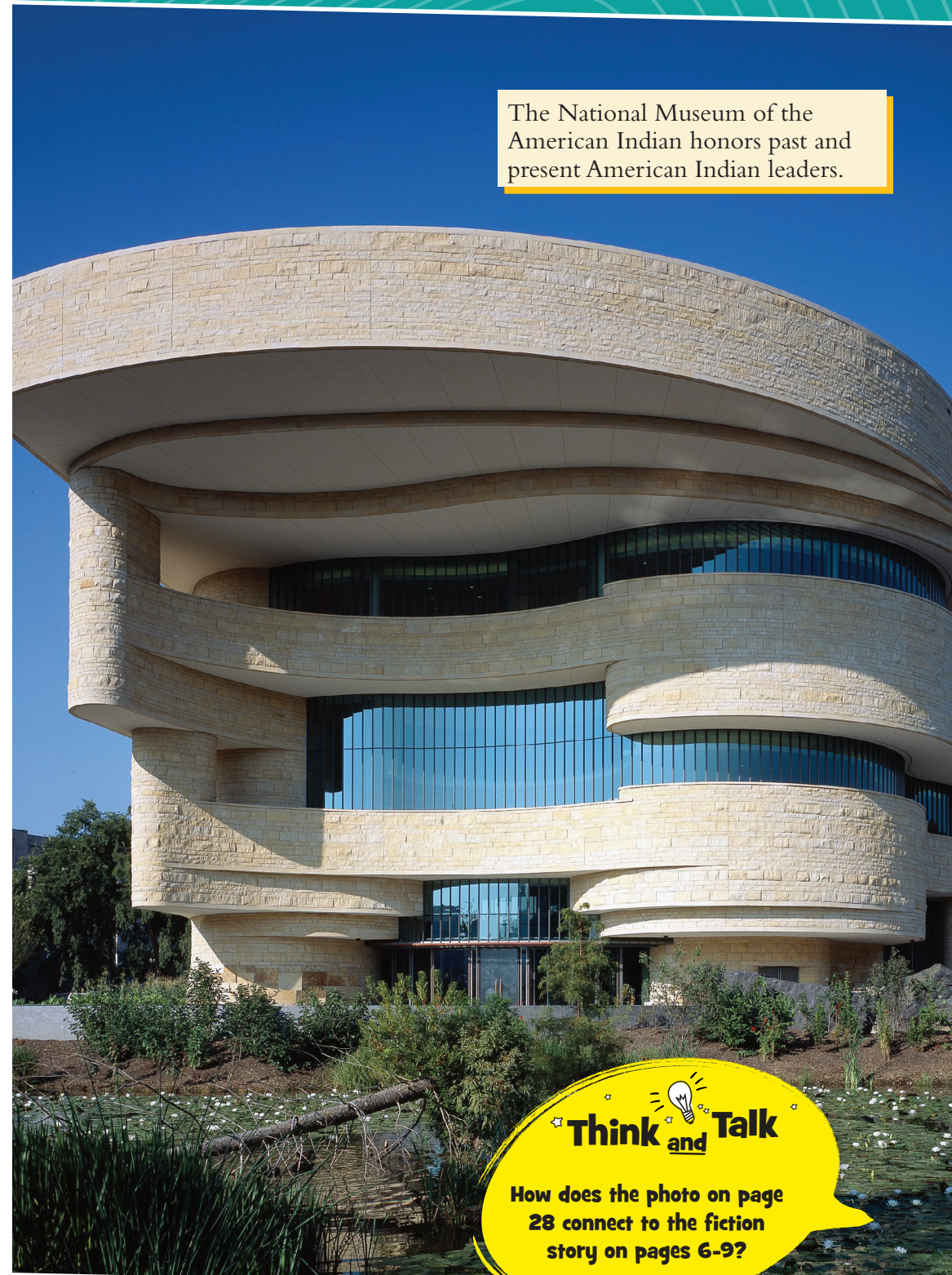
Leaders of Tomorrow

Today's tribal leaders have learned from the past. Now, they work for the future. They rely on the people who came before them. The leaders of tomorrow will continue today's work, and they will discover work of their own.

Each new leader stands on the shoulders of those who have gone before. This passing on of wisdom is an important part of tribal tradition. It has always been important. And it will continue to be so as new leaders move forward. As they do, bright tomorrows are sure to dawn.



a modern powwow
in Virginia



The National Museum of the American Indian honors past and present American Indian leaders.

Think and Talk

How does the photo on page 28 connect to the fiction story on pages 6-9?

Glossary

ceremonial—related to ceremonies and rituals

community organizer—a person who empowers people to work for the good of their communities

deputy—an assistant to the leader of a group

federally recognized—a tribe the U.S. government regards as having its own government

gaming—gambling; the practice of risking money in a game or bet

legacies—things from the past that have been preserved for the present

mentor—an advisor

Nations—tribes or groups of tribes that share history, traditions, and languages

native—a group of people who were already living in an area when other people arrived

negotiate—discuss a topic to find an agreement

preserve—keep something in good condition for future generations

principal chief—the title given to the leader of certain American Indian Nations and tribes

reservations—areas of land in the United States that are kept as separate places for American Indians to live

treaty—an agreement made between two or more groups or countries

United Nations—a group that works to increase cooperation between world governments

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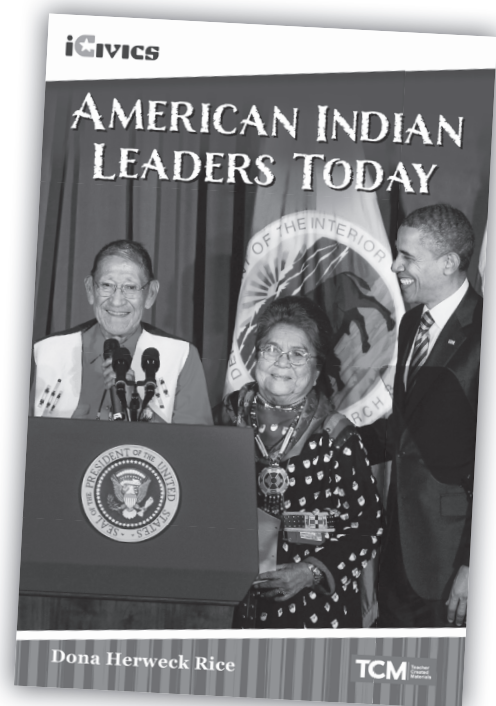
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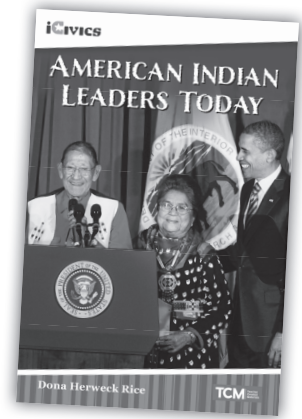
Standards

Content

- ★ Understands the importance of individuals working cooperatively with their leaders.
- ★ Understands traditional ideas, perspectives, and contributions of American Indian culture.

Literacy

- ★ Recounts stories to determine the central message, lesson, or moral and explains how it is conveyed through key details in the text.
- ★ Determines the main idea of a text; recounts the key details and explains how they support the main idea.
- ★ Comes to discussions prepared, having read or studied required material.
- ★ Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



Essential Question

What makes someone a good leader?

English Language Proficiency Support

Use these strategies throughout the lesson.

Level 1

- Provide a list of descriptions and words for students to choose from as they write.

Level 2

- Have students share orally and describe their thinking with partners as they write.

Level 3

- Have students share orally with the group to describe their thinking and explain their ideas as they write.

Timeline

Day 1	Day 2	Day 3	Day 4	Day 5
Create a Connection (page 3)	Fiction: Start with a Story (page 4)	Nonfiction: Find Out the Facts (pages 5 and 6)		Civics in Action (page 7)
Learn about what legacies are, and plan their own legacies.	Read a fictional story, and determine the lesson learned.	Learn about and practice identifying the main idea and details.	Read about American Indian leaders, and identify main ideas and key details of a text.	Fill out applications to work with government leaders.

Day 1 Materials

- *American Indian Leaders Today* books
- copies of *My Legacy* (page 8)

Create a Connection

Activate prior knowledge about legacies.

- Ask what ideas students have about the word *legacy*.
- Explain that individuals or groups, such as families, can leave legacies. They are things or ideas that people are remembered for and are passed on to future generations.
- List examples of legacies on the board: traditions; character (or inner) traits, such as honesty; talents, such as ice skating or singing; and an effect or change on others or the world.

Introduce the book to students.

- Show students the front cover, and have them share some predictions about the book.
- Read through the table of contents.
- Read aloud pages 4–5.
- Discuss what types of legacies today’s American Indian leaders may want to preserve.

Connect to the book.

- Let student pairs talk about legacies they would like to leave.
- Have students complete *My Legacy* with partners.
- Have them share their ideas in small groups.
- **English language support:** Allow students to discuss the legacies they would like to leave while writing about them.

Daily Discussion

Essential Question: *What makes someone a good leader?*

- Have students discuss what they learned about legacies.
- Explain that students should have some ideas in mind about the essential question based on the work they did when they contributed to the discussion.
- Use the mini-lesson “Come to Discussions Prepared” in the Management Guide (page 53) for additional support and practice.

Day 2 Materials

- *American Indian Leaders Today* books
- copies of *Will's Lesson* (page 9)

Fiction: Start with a Story

Introduce and distribute the books.

- Call on a student to reread the introduction on pages 4–5.
- Ask students to talk with partners to determine the main idea of the pages.
- Tell students that they will read a fictional story about an American Indian boy.

Explain the reading strategy—**determining the lesson**—including the following points:

- Authors write stories to share messages.
- The events lead the reader to understand the messages. In this case, the main character learns a lesson about himself and his family.

Read aloud the story on pages 6–9.

- At the end, ask students what lesson they think Will learns.
- Ask students to justify their thinking by restating key events from the story.

Assign the following activities:

- Reread the story independently.
- Complete *Will's Lesson*.
- Share what you wrote with a partner.

Daily Discussion

Day 2 Question: *How does Will's attitude change?*

- To prepare for the discussion, provide time for students to individually think about Will's attitude at the beginning, in the middle, and at the ending of the story.



Day 3 Materials

- *American Indian Leaders Today* books
- chart paper

Nonfiction: Find Out the Facts

Connect back to the fictional story and legacy activity.

- Review what it means to leave a legacy, and review why legacies are important to today's American Indian leaders.

Introduce the next section of the book, which is nonfiction.

- Distribute the books, and review the table of contents together.
- Ask students to predict similarities and differences among the American Indian leaders listed.

Explain the reading strategy—*determining the main idea*—including the following points:

- The main idea is the point the author wants to make about a topic.
- Sometimes, the main idea is stated. Sometimes, it is inferred.
- Readers can use the details in the text to figure out important points.

Model how to determine the main idea when reading.

- Draw a main idea box with three detail boxes on a sheet of chart paper.
- Read aloud pages 10–13.
- Think aloud to determine the main idea. Write the three details in each of the detail boxes, and write the main idea in the main idea box on the chart paper. (**Note:** Save this chart paper for use on Day 4.)
- Example: “On page 10, the author describes Tullis’s challenges getting to school, explains that schooling is important to him, and that he works to be sure Poarch Creek Indian children go to good schools. I can infer that the main idea here is that Tullis has worked to improve education for the Poarch Creek children.”

Guide students to practice finding the main ideas by following these steps for the next two sections (pages 14–23).

- Read the sections aloud, and have student pairs discuss what they think are the main ideas.

Daily Discussion

Day 3 Question: *What inner traits do the leaders in the book share?*

- Have students write their ideas before sharing them in small groups.
- **Above-level support:** Have students decide which two leaders are the most alike, justifying their thinking with facts from the text.

Day 4 Materials

- *American Indian Leaders Today* books
- copies of *Great Leaders, Great Point* (page 10)
- copies of *Talking Points* (page 11); *optional*

Nonfiction: Find Out the Facts *(cont.)*

Review the reading strategy—*determining the main idea*.

- Have students explain to partners how to determine the main idea of a section of text.
- Ask students to share one main idea they identified during Day 3.

Continue the lesson from Day 3 for the remaining two sections of the book (pages 24–29).

- Read each section aloud.
- Have students reread the text and discuss the main ideas with partners.
- Invite students to share their thinking.

Revisit the main idea and details frame on the chart paper from Day 3.

- Draw a second frame on chart paper. Write this main idea: *Today's American Indian leaders use what they have learned from the past to work for the future.*
- Tell students to reread pages 28–29 and work with partners to identify three details that support the main idea.
 - Examples: *They rely on the people who came before them; They stand on the shoulders of those who have gone before; They pass on wisdom.*

Assign the following activities at the end of Day 4:

- Complete *Great Leaders, Great Point*.
- **Below-level support:** Provide students with two main ideas along with the page numbers that correspond to those main ideas, and have students reread to find the details to support them.

Daily Discussion

Day 4 Question: *How are American Indian legacies carried on through today's leaders?*

- Have students think about this question independently and then talk about their ideas with partners before sharing their ideas with the whole group. This practice will support students' readiness to contribute to the group discussion.

Fiction/Nonfiction Text Extension

Have students reread and reflect on the story "Will Remembers." Ask what Will might say to one of the leaders from the book and what they might say to Will. Then, have students complete *Talking Points*. Once they have completed their activity pages, pair students together. Have one person read their questions while the second student responds as the leader, using what they have learned from the book. Then, have partners swap places.

Day 5 Materials

- *American Indian Leaders Today* books
- copies of *Government and Me* (page 12)
- copies of *The Person for the Job* (page 13)

Civics in Action

Guide students to make connections.

- Ask students to think about which American Indian leader they believe they connect to the most.
- Have students turn to partners and share who they chose and why.

Discuss the inner traits of each leader.

- Reread the introduction of the book. Restate the traits of good leaders that the author mentions.
- Have students reflect on their Daily Discussion from Day 3. Call on students to share the traits they identified.

Introduce the Civics in Action activity.

- Distribute the books and copies of *Government and Me*.
- Clarify the meanings of each inner trait listed on the page as needed.
- Have students complete the activity.

Assign the following activities:

- Complete *The Person for the Job*.
- Share your applications with each other.

Daily Discussion

Essential Question: *What makes someone a good leader?*

- American Indian leaders work for their communities. Have each student draw a picture of a tribal leader to support student's abilities to come to discussions prepared.

Assessment Options

- **Time to Reflect** (page 14)—Students reflect in writing about what they have learned.
- **Reading Quiz** (page 15)—Students respond to multiple-choice and short-answer questions.

Name: _____

Date: _____

My Legacy

Directions: Answer the questions to explain how you may have a legacy of your own.

A Legacy of Character

1. What kind of person will you be? How will people remember you?

A Legacy of Talent

2. What talent or skill do you want to have? How will people remember your special skill?

A Legacy of Tradition

3. What tradition will you start or continue? Explain how people will carry on a tradition of yours.

Name: _____

Date: _____

Will's Lesson

Directions: Read the story "Will Remembers." Fill in the details. Write the lesson Will learns.

At the beginning of the story, Will feels _____ about having to go to the tribal outing.

What does Will's dad say?	
How is Will's sister dressed?	
How does Will's grandmother prepare?	
At the tribal meeting, Will sees and hears...	

By the end of the story, what does Will learn?

Name: _____ Date: _____

Great Leaders, Great Point

Directions: Read a section of text about an American Indian leader. Write the main idea of the section. Then, write three details that support the main idea.

Main Idea

Detail

Detail

Detail

Name: _____

Date: _____

Talking Points

Directions: Think about what Will learns in the story “Will Remembers.” Think about what you learned about today’s American Indian leaders. Write a dialogue between Will and one leader. Will has started with a question.

Will

American Indian Leader

Why did you decide to become an American Indian leader?

Name: _____

Date: _____

Government and Me

Directions: All leaders have traits that help them work with people. Use this page to help you think about ways you might work with others.

Step 1: Who Am I?

Think about the inner traits of good leaders. Rate yourself from 5 to 1 for each trait, with 5 meaning you always show that trait and 1 meaning you need to work on the trait.

compassionate	5	4	3	2	1
honest	5	4	3	2	1
honorable	5	4	3	2	1
inspirational	5	4	3	2	1
persistent	5	4	3	2	1
respectful	5	4	3	2	1
responsible	5	4	3	2	1

Step 2: The Leader in Me

Explain why you would work well with U.S. government leaders. You can use the traits above or think of others.

Name: _____

Date: _____

The Person for the Job

Directions: Fill out this practice application. It is like one you may fill out if you want to work with government leaders.

Applicant's Full Name: _____

I want to work with government leaders to do the following:

I know I can do this work because of these inner traits:

These experiences will help me be prepared:

If I were hired for this job, I would help in these ways:

Name: _____ Date: _____

Time to Reflect

Directions: Write about what you have learned.

1. What do today's American Indian leaders want for their people?

2. How do American Indians carry on cultural legacies?



3. What challenges do today's American Indian leaders face?

4. What inner traits are important to American Indian leaders?

Name: _____

Date: _____

American Indian Leaders Today Quiz

Directions: Read each question. Fill in the bubble for the best answer. Then, answer the last question.

1 Why does Will feel ashamed?

- (A) He looks up from his game console.
- (B) He makes fun of his sister.
- (C) He doesn't want to go to the tribal outing.
- (D) He ruins his traditional clothes.

3 How did Wilma Mankiller make history?

- (A) She became the first modern female chief of a major tribe.
- (B) She started the National Indian Education Association.
- (C) She spoke to the United Nations about American Indian rights.
- (D) She helped the Cherokee tribe to be recognized by the U.S. government.

2 How does Will feel when he arrives at the field?

- (A) nervous
- (B) bored
- (C) angry
- (D) excited

4 Which Nation helped shape the U.S. Constitution?

- (A) Iroquois
- (B) Cherokee
- (C) Poarch Creek
- (D) Cheyenne River Sioux

5 How do American Indian leaders inspire others?

Unit 3: Innovations Across Time



Compelling Question: How did ancient inventions and culture shape the world?

Title	Page	Standard
Ancient Inventions	36	Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.
Invention Outcomes	37	
Consumers and Producers	38	Microeconomics: Explain and evaluate how resources are used and how goods and services are distributed within different economic systems. Analyze how incentives influence the decisions of consumers, producers, and governments. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.
Aztec City	39	Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.
The Nile River	40	
Historical Sources	41	Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.
Ancient Storytelling	42	
Diversity on TV	43	Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.
Breaking News	44	
Timeline of Change	45	
Shaping the World	46	This activity combines and expands on all standards in this unit.

Diversity on TV



Guiding Question: How have different groups worked for fair representation in media, and why is it important for all voices to be included?

Directions: Read the text. Then, answer the questions.

There are many different cultures that make up the population of Minnesota. But, TV and news stories do not always show this diversity. One show is working to change that. Chef Yia Vang hosts *Relish*. The show is on the Twin Cities PBS channel. Vang is the chef at Union Hmong Kitchen. The show highlights local chefs. It centers on food from cultures that make up the Twin Cities. Viewers learn about the cultures around them. They also learn about the food that is key to those groups.

1. How does the show *Relish* help people learn about different cultures?

2. Why is it important to share stories from various cultures?

On a separate sheet of paper, write a letter to Chef Yia Vang to explain why a restaurant you love should be featured on *Relish*.

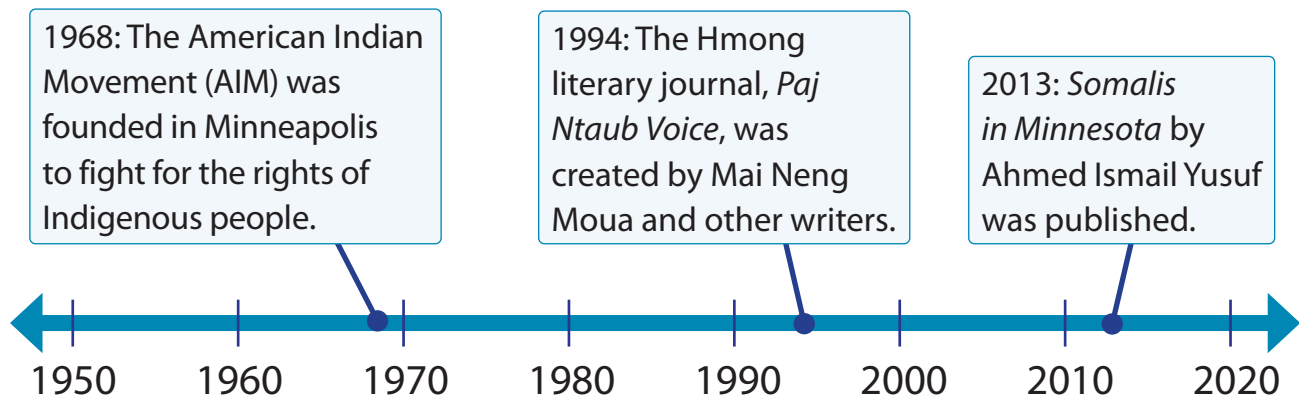


Timeline of Change



Guiding Question: How have different groups worked for fair representation in media, and why is it important for all voices to be included?

Directions: Examine the timeline of important events where various groups have advocated for a more representative media. Then, answer the questions.



1. How did these events help people share their stories?

2. What might happen if people did not advocate for fair representation in the media?
