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| **Title** | Mississippi Native American System of Government | | | | |
| **Author** | Esohe Egiebor & Rebecah Winslow | | | | |
| **Affiliation** | University of Mississippi | | | | |
| **Grade Band** | Grades 9-12 | | | | |
| **Geography for Life Standard** | 1. Acquiring Geographic Information 2. Organizing Geographic Information 3. Using Geographic information   **Mississippi Social Studies Framework**:   1. Identify the major Native American groups (Chickasaw, Choctaw, and Natchez) found living in Mississippi by the first European explorers in the region and discuss their governmental and economic systems. (DOK 2) 2. Describe the history of people who first lived in Mississippi. (DOK 1) | | | | |
| **Duration** | 1 Class period of 45 minutes | | | | |
| **Lesson Purpose and Description** | | | | | |
| **Lesson Purpose:**  The purpose of this lesson is for the students to know the Mississippi Native American societies developed highly organized government and political organization   * The first part of the lesson gives students the opportunity to activate their prior knowledge by brainstorming on words and phrases connected with the word government. The second part of the lesson gives students the opportunity to integrate new information with their prior knowledge and respond with what they are reading through discussion.   **Big Idea: Government is necessary to protect our way of life**  **Essential questions:**   |  | | --- | | 1. How did the Mississippi environment influence the development of a highly developed system of government? 2. How did the Mississippi Native Americans organize their government? 3. What role did the clan play in Native American Societies 4. Why was it necessary for the Native American Societies to develop a system of government to protect their way of life? |   **This lesson addresses the following practice and skills:**   1. Finding and researching historical information 2. Engaging with their text 3. Summarizing key ideas 4. Monitoring comprehension   **Prior to the lesson?**   * Students need to be able to read a map. | | | | | |
| **Learning Objectives** | | | | | |
| Learning Objectives: Students will:   * Identify the major (Chickasaw, Choctaw, and Natchez) and minor (Biloxi, Tunica) Native American groups found living in Mississippi by the first European explorers in the region and discuss their governmental, economic and ecological systems. (DOK 1) * Use a graphic organizer to describe the government of the Mississippi Native American groups. * Explain why was it necessary for the Native American Societies to develop government to protect their way of life. | | | | | |
| **Spotlight on [Mississippi Native American System of Government]** | | | | | |
| Mississippi is home to Native American groups that developed complex and sophisticated structure of government. Each Native American group developed their culture to fit their environment. They learned to farm because it was difficult for them to sustain themselves on hunting and gathering. In addition, the development of farming allowed them to permanently settle in a place and develop a system of laws and government to protect themselves. | | | | | |
| **Teacher’s Toolbox** | | | | | |
| Special feature on a teaching strategy used in lesson.   * Working in pairs will encourage student collaboration. * Before During and After strategies to promote literacy, student engagement and understanding. * Using the big idea to support long-term understanding. | | | | | |
| **Alignment to National Standards** | | [[Geography for Life](http://education.nationalgeographic.com/education/standards/national-geography-standards/?ar_a=1)]   * Standard 17. How to apply geography to interpret the past. | | | |
| **Common Core Standards:**   * Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. * Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | | | |
|  | | [**NCSS Themes**](http://www.socialstudies.org/standards/strands)**:**   * **Time, continuity, and change** * Culture | | | |
| **Materials** | | | | | |
| **Teacher Masters:**   * ABC Brainstorm worksheet * Graphic organizer | | | **Student Handouts:**   * ABC Brainstorm worksheet | | **Other Materials:**   * Mississippi Studies Textbook * Paper * Pencil * Computers with internet access. |
| **Developing the Language of Geography/ History/Social Study** | | | | | |
| **Tribal Council**: Governing body that made important decisions  **Representatives:** A person chosen to act or speak for the tribe  **Clans:** Groups of families that are related.  **Exogamy:** When one marries outside the clan  **Polygamy:** The practice of marrying more than one wife | | | | | |
| **Assessing Student Learning** | | | | | |
| **Formative Assessment:**   * Questioning   **Summative Assessment: Performance Task in GRASPS form**  Assume you are the “*tichou mingo”* who is the official spokesperson for the Native American council. Your task is to research and present to a group of foreign visitors a one page essay describing the Native American system of government. Don’t forget to include in your research paper a paragraph explaining why was it necessary for the Native American Societies to develop a system of government to protect their way of life. | | | | | |
| **Advance Preparation** | | | | | |
| **Teacher Activities Before the Lesson:**   * Research information on the topic to be taught * Make all relevant photocopies. | | | | | |
| **Lesson Procedure** | | | | | |
| **Before: ABC Brainstorm**  **Procedures:**   * Present the word **GOVERNMENT** to the students. * Students should list all the letters of the alphabet down on their notebook paper, leaving room beside each letter to write out the word or phrase. * Students work on their own thinking and writing as many words as they can that are related with the topic beside the suitable letter. * Give them some time to work on the assignment, then let student pair up to fill the blank letters they are yet to complete. * Give students a chance to share what they have written down with the class.   **During Reading: Jigsaw**  **Procedure:**   * Divide class into groups of 5. Each member will be an expert on a different topics assigned by the teacher. * Students can use a graphic organizer to take notes. Topics include finding the duties and responsibilities of different groups in the society. Sample provided below:  |  |  | | --- | --- | | Name | Duties and Responsibilities | | Tribal Council |  | | Representatives |  | | Clans |  | | Chiefs |  | | Men |  | | Women |  | | The role of the environment |  |  * Team members with the same topic come together to research different resource materials on the same topic. The assigned textbook or informational text relating to the topic can be used to complete the assignment. * The students prepare how they will teach or share the information with other group members. * Everyone returns to their jigsaw (home) teams to teach what they learned to the other members. Remember to ask students to write down what they learned in their notebooks. * Team members listen and take notes as their classmate teaches them.   **After Reading: Exit Slips**  **Procedure**   * At the end of your lesson or five minutes before the end of class, ask students to respond to a prompt you pose to the class. * You may state the prompt orally to your students or project it visually on an overhead projector or smart board. * Distribute 3X5 cards for students to write their responses on or allow students to write on loose-leaf paper. * As students leave your room they should turn in their exit slips. * Collect the exit slips as a part of either a formal or informal assessment.   **Questions:**   1. How did the Mississippi environment influence the development of a highly developed system of government? 2. How did the Mississippi Native Americans organize their government? 3. What role did the clan play in Native American Societies? 4. Why was it necessary for the Native American Societies to develop a system of government to protect their way of life? | | | | ***Teacher’s Notebook***  *ABC Brainstorm can be used to activate prior knowledge about a major topic*  *The jigsaw literacy strategy allows students:*   * *To engage with the text* * *Respond to the text through discussion.*   *The Exit Slip Strategy requires students to:*   * *Reflect on content of lesson.* * *Write answers to questions you ask at the end of class.*   *Exit slips help students:*   * *Reflect on what they have learned.* * *State what or how they are thinking about the new information.* * *Easily integrate writing into your content area classroom and require students to think critically.* | |
| **Extending the Lesson** | | | | | |
| How can the teacher extend the lesson for students? Give some possible follow-up activities here. | | | | | |
| **References and Resources** | | | | | |

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**ABC Brainstorm: Words or Phrases Associated with Government**

Directions: Write on the space provided words that are related with government beside the suitable letter.

G: Goals, Goods\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

O: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

V: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

R: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

N: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

M: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

N: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

T: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ABC Brainstorm: Words or Phrases Associated with Government**

G: Goals, Gardening, Gods, Goods

O: Owners of property, Organize

V: Values, Voters, Victory, Villages

E: Enforce

R: Rulers, Rights, Representatives

N: Non-citizens, Nature

M: Money, Monetary Policy, Monarchy

E: Elections, Environment

N: Nominations

T: Tribal, Treaties, Trade

Answers to graphic organizer

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| --- | --- |
| Name | Duties and Responsibilities |
| Tribal Council | Ruling body that made important decisions. There was a chain of command of individuals that regulated sitting in the council, titles of individuals, and tattoos that men might wear. |
| Representatives | Made important tribal decisions. |
| Clans | Punished criminals, offered protection from violence, sought revenge for killing a clan member, approval of marriages that crossed clan lines. |
| Chiefs | Acted as spokesmen for the council. They had political and religious authority. |
| Men | Men held important political and religious positions, cleared the land, constructed buildings, hunted deer and bear, and fought other tribes. |
| Women | Worked on the farm. They did most of the planting, weeding, and harvesting. They made pottery, gathered food, and tanned hides. |
| The role of the environment | Began to grow crops for food, developed permanent settlements near streams. |