

Americans Indians and Legal Terminology

Topic: Nevada Native Americans and Legal Terminology

Grades level(s): 6-8

Time required: 3-4, fifty-minute class periods

Background/Purpose: Because of the complexity of legal language, students must build a foundation of key vocabulary so that they might better participate in the discussion and study of Native Americans.

Nevada State Social Studies Standards:

C13. [6-8].5 Explain the influence of ancient civilizations of the roles, rights, and responsibilities of citizens.

C13. [6-8]. 6 Explain the necessity of the protection of individual rights in a democratic society.

Common Core Standards:

RH. 6-8. 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH. 6-8. 10 By the end of Grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST. 6-8. 2d Use precise language and domain-specific vocabulary to inform about or explain the topic

Objective: To provide students practice in the application of key vocabulary which relate to the legal aspects of American Indians and governmental practices and legislation.

Materials Needed:

Students

Dictionary

History / social studies text

Teachers

Activity, worksheets 1-2-3

Blank index cards, 36 per student

Setting the Stage: This lesson plan is designed to begin the process of building vocabulary tools in a gradual and safe manner so that students will encounter fewer unknown or misunderstood words throughout their study. Mastery of these terms can be determined following the instruction related to American Indians and the Law.

The activity sheets are designed to be completed in a whole group, small group, partnership, or independent arrangements. The worksheets build on each other. So, in order to complete all activity sheets, students will use definition from each respective activity sheet. Activity 1 explores terminology dealing with factors and positions of the People; Activity 2 outlines the terminology regarding the division of land and people; and Activity 3 includes terms of official documents and legal actions. The review materials are varied and can be used in a variety of settings at the teacher's discretion.

ACTIVITY 1

IDENTIFICATION OF THE PEOPLE

Name _____

Date _____

Directions: Match each set of terms and phrases in Column **A** with the correct definitions in Column **B**.

Set 1	A	B
_____	1. American Indians	A. the measure of tribal blood kinship
_____	2. Blood quantum	B. verification of tribal blood kinship
_____	3. Census	C. one's family lineage
_____	4. Certificate of Degree of Indian Blood	D. post 1924 legal name for Native Americans
_____	5. Descendancy	E. official acceptance into a tribe
_____	6. Enrollment	F. the federal count of the people

Set 2	A	B
_____	1. Chairman	A. one who is highest in rank and authority
_____	2. Chief	B. a direct supervisor of a tribe or group of tribes
_____	3. Citizen	C. describing the First People of a land
_____	4. Field agent	D. one who owes allegiance and is entitled to protection because of that allegiance
_____	5. Indigenous	E. territorial supervisor of tribes
_____	6. Superintendent	F. the officially elected leader

In the numbered space write the word that matches the underlined phrase.

The 1900 Federal count of the people (1) is often used to determine a person's connection to family (2) who were alive at that time. Once a tribe, lead by an elected official member (3), determines that one has verified a pre-determined measure of tribal blood, (4) that person can be granted an official acceptance into the tribe. (5).

1. _____ 4. _____
 2. _____ 5. _____
 3. _____

ACTIVITY 2

DIVISIONS OF LAND AND PEOPLE

Name _____

Date _____

Directions: Match the sets of definitions in Column **A** with the correct term in Column **B**.

Set 1	A	B
_____	1. the authority to make and enforce laws	A. allotment
_____	2. an area shared by a group of people	B. appropriation
_____	3. a ruling body of elected officials	C. communal land
_____	4. a division of the whole	D. council
_____	5. having rights over designated land	E. landownership
_____	6. the distribution of a divided whole	F. sovereign

Set 2	A	B
_____	1. smaller divisions of Indian tribes	A. American Indian tribe
_____	2. identification of the largest Indian tribes	B. band
_____	3. A band of American Indians within an urban area	C. colony
_____	4. land reserved for American Indian tribes	D. Five Civilized Tribes
_____	5. an American Indian political entity with the right to self-govern	E. nation
_____	6. the collective name for the Creek, Choctaw, Chickasaw, Cherokee, and Seminole Indians	F. reservation

Directions: Unscramble the following words drawn from Activity 1 and 2.

1. OR VINES _ _ _ E _ E _ G _ 4. NICE ZIT _ _ _ _ _ _ _ _ _

2. LOONY C _ _ _ _ _ 5. DIG IN NOSE _ _ _ _ _ _ _ _ _ U _

3. TO MENTAL _ _ _ L _ _ _ _ _ _ _ _ _

ACTIVITY 3

CHRONICLES/OFFICIAL DOCUMENTS AND LEGAL ACTION

Name _____

Date _____

Directions: Match each term in Column **A** with the correct definition in Column **B**.

Set 1	A	B
_____	Act	A. a governmental body charged with specific responsibility
_____	Agency	B. a pronouncement of law by the President
_____	Constitution	C. the fundamental laws of the land
_____	Doctrine	D. a legislative law
_____	Executive order	E. a belief system, a body of principles
_____	Lqw	F. an official rule of conduct established by a group

Directions: Match each definition in Column **A** with the correct term in Column **B**.

Set 2	A	B
_____	1. a law enacted by a legislative assembly	A. policy
_____	2. a property interest held by one for the benefit of another	B. proclamation
_____	3. a formal agreement or pact	C. statute
_____	4. that which is officially and publically declared	D. termination
_____	5. a principal chosen to guide decisions	E. treaty
_____	6. having come to a conclusion or being discontinued	F. trust

Directions: Identify each statement as a fact (F) or an opinion (O):

- ___ 1. The President shouldn't give an Executive Order without Congressional approval.
- ___ 2. A sovereign nation has the right to decide its own constitution and organization.
- ___ 3. To demonstrate genuine loyalty a citizen must agree with the doctrine of the people.

ANSWER KEY

ACTIVITY 1

IDENTIFICATION OF THE PEOPLE

Directions: Match each set of terms and phrases in Column **A** with the correct definitions in Column **B**.

Set 1	A	B
<u>D</u>	1. American Indians	A. the measure of tribal blood kinship
<u>A</u>	2. Blood quantum	B. verification of tribal blood kinship
<u>F</u>	3. Census	C. one's family lineage
<u>B</u>	4. Certificate of Degree of Indian Blood	D. post 1924 legal name for Native Americans
<u>C</u>	5. Descendancy	E. official acceptance into a tribe
<u>E</u>	6. Enrollment	F. the federal count of the people

Set 2	A	B
<u>F</u>	1. Chairman	A. one who is highest in rank and authority
<u>A</u>	2. Chief	B. a direct supervisor of a tribe or group of tribes
<u>D</u>	3. Citizen	C. describing the First People of a land
<u>E</u>	4. Field agent	D. one who owes allegiance and is entitled to protection because of that allegiance
<u>C</u>	5. Indigenous	E. territorial supervisor of tribes
<u>B</u>	6. Superintendent	F. the officially elected leader

In the numbered space write the word that matches the underlined phrase.

1. **Census**
2. **Descendancy**
3. **Chairman**
4. **Blood quantum**
5. **Enrollment**

ANSWER KEY

ACTIVITY 2 DIVISIONS OF LAND AND PEOPLE

Directions: Match the sets of definitions in Column A with the correct term in Column B.

Set 1	A	B
<u>F</u>	1. the authority to make and enforce laws	A. allotment
<u>C</u>	2. an area shared by a group of people	B. appropriation
<u>D</u>	3. a ruling body of elected officials	C. communal land
<u>B</u>	4. a division of the whole	D. council
<u>E</u>	5. having rights over designated land	E. landownership
<u>A</u>	6. the distribution of a divided whole	F. sovereign

Set 2	A	B
<u>B</u>	1. smaller divisions of Indian tribes	A. American Indian tribe
<u>E</u>	2. identification of the largest Indian tribes	B. band
<u>C</u>	3. A band of American Indians within an urban area	C. colony
<u>F</u>	4. land reserved for American Indian tribes	D. Five Civilized Tribes
<u>A</u>	5. an American Indian political entity with the right to self-govern	E. nation
<u>D</u>	6. the collective name for the Creek, Choctaw, Chickasaw, Cherokee, and Seminole Indians	F. reservation

Directions: Unscramble the following words from Activity 1 and 2.

1. **SOVEREIGN**
2. **COLONY**
3. **ALLOTMENT**
4. **CITIZEN**
5. **INDIGENOUS**

ACTIVITY 3

CHRONICLES/OFFICIAL DOCUMENTS AND LEGAL ACTIONS

Directions: Match each term in Column **A** with the correct definition in Column **B**.

Set 1	A	B
<u>D</u>	Act	A. a governmental body charged with specific responsibility
<u>A</u>	Agency	B. a pronouncement of law by the President
<u>C</u>	Constitution	C. the fundamental laws of the land
<u>E</u>	Doctrine	D. a legislative law
<u>B</u>	Executive order	E. a belief system, a body of principles
<u>F</u>	Law	F. an official rule of conduct established by a group

Directions: Match each definition in Column **A** with the correct term in Column **B**.

Set 2	A	B
<u>C</u>	1. a law enacted by a legislative assembly	A. policy
<u>F</u>	2. a property interest held by one for the benefit of another	B. proclamation
<u>E</u>	3. a formal agreement or pact	C. statute
<u>B</u>	4. that which is officially and publically declared	D. termination
<u>A</u>	5. a principal chosen to guide decisions	E. treaty
<u>D</u>	6. having come to a conclusion or being discontinued	F. trust

Directions: Identify each statement as a fact (F) or an opinion (O):

O-1. The President shouldn't give an Executive Order without Congressional approval.

F-2. A sovereign nation has the right to decide its own constitution and organization.

O-3. To demonstrate genuine loyalty a citizen must agree with the doctrine of the people.

Evaluation: Because this lesson is the first order of understanding, it is strongly suggested that the teacher use flexible evaluation measures for each activity and for the cumulative exam that follows the lesson.

Suggested Review Activities:

- Sets of **flashcards** with the key vocabulary in one set and the definitions in another. Students can invent exercises in which they challenge each other using the cards for matching or defining or even playing vocabulary baseball.
- **Fishbowl** is an exercise in which the words or definitions are placed in a container and drawn at random for a student to stand and deliver definition, spelling, and/or connection to the impending American Indian study.
- **RoundRobin** is an oral- whole group activity that begins with one person recalling a key word or phrase and defines it correctly. Upon successful completion that person calls upon another to do the same. No term can be used more than once in a round.