

Inquiry Design Model (IDM) Blueprint™		
“The Preamble” OSEU 6: Sovereignty & Treaties		
Compelling Question	What is reflected about a group of people by the preamble to their Constitution?	
Standards and Practices	4.C.2.1 Compare and contrast major themes within the SD Constitution and the US Constitution. OSEUS 6.6 – Demonstrate an understanding of how Oceti Sakowin tribal governments participate differently with state(s) and the federal government (historically to the present)	
Staging the Question	What makes up a Preamble?	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What are the key points to the United States Constitution’s preamble?	What are the key points to each of the nine SD tribal preambles to their Constitutions?	What is inferred about the people when looking at their preambles to the Constitution?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Hand out the US Constitution’s Preamble to students. Have students discuss as partners/groups what they feel are the key points to the preamble. Students will write these down to share and discuss with the class. Using chart or poster paper make a list of what the class feels are the key points to the preamble.	Hand out the preamble from each of the nine tribe’s Constitutions to partner/groups of students. Have students discuss as partners/groups what they feel are the key points to their assigned preamble. Students will write these down to share and discuss with the class. (Each partner/group will only review one of the nine preambles.) Using chart or poster paper make a list of what the class feels are the key points to each of their assigned preambles.	Display “Understanding the Preamble” from the Kids Law site listed below. This will help students to understand the reasoning behind the wording of the US Constitution’s Preamble. Hang the chart or poster paper around the class to use a visual reminder. Have each partner/group come to a consensus as to what they feel each preamble reflects about the people (wants, needs, character, etc.) Have each group make a poster that shows the key points using both picture and words
Featured Sources	Featured Sources	Featured Sources
https://www.usconstitution.net/xconst_preamble.html	Yankton Sioux Tribe: https://www.narf.org/nill/constitutions/yankton_sioux/constitutionandbylaws.pdf Rosebud Sioux Tribe: https://www.loc.gov/law/help/american-indian-consts/PDF/36026264.pdf	https://kids.laws.com/preamble-of-the-constitution

Oglala Sioux Tribe: https://www.loc.gov/law/help/american-indian-const/PDF/36026224.pdf Cheyenne River Sioux Tribe: https://www.loc.gov/law/help/american-indian-const/PDF/36026282.pdf Standing Rock Sioux Tribe: http://indianaffairs.nd.gov/image/cache/Standing_Rock_Constitution.pdf Sisseton-Wahpeton Oyate: https://www.narf.org/nill/constitutions/sisseton-wahpeton/swconst.html Flandreau Santee Sioux Tribe: http://www.loc.gov/law/help/american-indian-const/PDF/36026668.pdf Crow Creek Sioux Tribe: https://www.loc.gov/law/help/american-indian-const/PDF/57060932.pdf Lower Brule Sioux Tribe: http://thorpe.ou.edu/constitution/lowbrule.html		
Summative Performance Task	Argument	Assign a Preamble to each partner/group. Have each partner/group debate why one chosen part of their preamble is the most important to be included in a classroom Preamble.
	Extension	Create a class Constitution depicting each individual's needs and cultural aspects that should be taken into consideration. Watch: http://www.wolakotaproject.org/oseu-six/oseu-six-faith-spotted-eagle-part-4-treaties-and-the-us-constitution/ ; Have students respond to the Learn About and Learn From questions.
Taking Informed Action	Have students interview a tribal council member about their tribal Constitution and share their interview with their class.	