

"Treaties and Laws" | OSEU 6: Sovereignty & Treaties

Compelling Question	What directs your moral compass?		
Standards and Practices	4.C.3.1- Explain how groups of people make rules to create responsibilities and protect freedoms. OSEU.6.5- Describe the reorganization and self-governance time period of the Oceti Sakowin people (1928-1945).		
Staging the Question	If you had a choice, what rules/laws would you live by?		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
What are laws or rules that you are told to live by at home/at school/ in the community?	What do you think is taken into consideration when people make rules or laws? What guides them to make a certain decision? What is the difference between a law and a treaty?	What laws would you choose to live by/what laws would you create to live by. Are there any that you would keep? Think through some treaties, are there any rules or laws that you could live by?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Students will create a list of rules that they are expected to follow in their lives whether it is at home, school, or in their community.	Students will research how laws come into place. They will come up with at least 3 steps that a bill must go through until it becomes a law. Students will then come up with ways they think laws are created based on morals or beliefs. What in their lives would help them decide on a law. Students will research how a treaty is different than a law.	Students will read through different examples of laws such as the Bill of Rights, state constitution, treaty etc. to find laws they feel they connect to. Students will then create a document detailing the laws that they could live by in their own lives and provide a description as to why they chose to keep them.	
Featured Sources	Featured Sources	Featured Sources	
OPTIONAL video to watch http://www.wolakotaproject.org/oseu-six-interview-with-joseph-marshall-iii/	Kid-Friendly websites to share https://kids-clerk.house.gov/grade-school/lesson.html?intID=17 http://www.scholastic.com/browse/article.jsp?id=4702 https://kids.kiddle.co/Treaty http://encyclopedia.kids.net.au/page/tr/Treaty	Areas where students can find laws http://sdlegislature.gov/statutes/Constitution/ https://billofrightsinstitute.org/founding-documents/bill-of-rights/ https://www.archives.gov/education/lessons/sioux-treaty	

Summative Performance Task	Argument	Students come up with a list of 10 laws or rules that they feel they should live by. Each law or rule must be accompanied by a reason and a title so that they can be organized.
	Extension	Students will write a preamble to the rules explaining why they feel their rules and laws are important to who they are as a person.
Taking Informed Action	Students will research a current law and a past treaty regulation and compare them. They will look into whether or not they make sense, seem morally right, and whether they feel if they are able to live with. After they complete their research, they will write a synthesis of their opinion.	