

# Two Nations/One State: Comparing the National Government, Navajo Nation Government, and the Arizona State Government

Students will find similarities and differences between the national, state and tribal governments.

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<b>Grade Levels</b>	8
<b>Duration</b>	2 class periods

## National Geography Standards

### ELEMENT FOUR: HUMAN SYSTEMS

13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

## Arizona Geography Strand

### Strand 4 Human Systems Grade 8

PO 5 Explain how cooperation contributes to political, economic, and social organization.

## Other Arizona Standards

### Social Studies

#### Strand 3: Civics/Government

#### Concept 3 Functions of Government Grade 8

PO 4 Compare the roles and relationships of different levels of government (e.g., federal, state, county, city/town, tribal).

### Reading Standards for 6-8 for Literacy in History/Social Studies

#### Key Ideas and Details

**6-8.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources.

#### Integration of Knowledge and Ideas

**6-8.RH.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### Writing Standards for 6-8 Literacy in History/Social Studies, Science, and Technical Subjects

#### Text Types and Purposes

**6-8.WHST.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

# Two Nations/One State

- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

## Overview

Understanding that people create divisions on Earth's surface in order to work cooperatively is important. One of these divisions is a hierarchy of governmental structures that exists in the United States.

## Purpose

In this lesson students will gain a better understanding of national, state and tribal governments within the United States of America.

## Materials

- Three informational readings on separate sheets of paper: The Three Branches U.S. Government, Arizona State Government, and Navajo Nation Government
- The United States (with state names)
- Southwestern United States: Indian Reservation Map
- Comparing Two Nations and One State Chart and Answer Key
- Answer Key for Writing Assignment
- Color photos of current U.S. President, Arizona Governor, and President of the Navajo Nation, the Capitol Building in Washington D.C., the Arizona Capitol Building in Phoenix, the Navajo Nation Tribal Council Chamber in Window Rock.

## Objectives

The student will be able to:

1. Read nonfiction text underlining main ideas about the three types of government.
2. Compare and contrast national, state and tribal government systems using a graphic organizer.

## Procedures

*Prerequisite Skills: Students should know:*

- *the three branches of the United States government.*
- *how to underline key words and phrases.*

*Before the lesson: Obtain large, color photos of the current U.S. President, Arizona Governor, and President of the Navajo Nation. Laminate, if possible.*

### SESSION ONE

1. Anticipatory Set: Say, "Here are three photographs of important leaders. Show the color photos of the current U.S. President, Arizona Governor, and President of the Navajo Nation. Can you name all three? Have a few students share their answers with the class.

2. Say "Today and tomorrow we will be reading about how power is divided on the national, state, and tribal levels. When you are finished reading and underlining important facts, you will then complete a chart that will be used for a writing assignment."

3. Distribute The United States map (with state names) and project the Southwest United States Indian Reservation Map. Have students draw in and

## Two Nations/One State

color green the Navajo Reservation on the U.S. map. Then they can color the rest of Arizona orange. Have them put the U.S. map in a safe spot.

3. Distribute the informational readings about The Three Branches of the U.S. Government, Arizona State Government, and Navajo Nation Government. Divide students into partners.

4. Explain to students that they will need to read critically by underlining key concepts. Once they have finished reading they will need to complete the Comparing Two Nations and One State Chart. Students can work in pairs to independently read and underline.

7. When students have completed the readings, they can complete the chart with their partner or as a whole group activity.

8. Conclusion: Have students discuss how cooperation is a huge part of a governmental system. (Possible answers: each branch depends on each other, each branch checks each other so one doesn't gain too much power, members of each branch must cooperate with each other for the public good, with cooperation things go forward quickly and smoothly, etc.)

### SESSION TWO

1. Anticipatory Set: Say: "Here are three photographs of important government buildings. Can you name all three? Talk to a neighbor for the next few seconds to see how many you can name and tell who works in each of the buildings?" Show photos of the Capitol Building in Washington D.C., the Arizona Capitol Building in Phoenix, and the Navajo Nation Tribal Council Chamber in Window Rock. Have a few students share their answers with the class.

2. Explain that the students will be writing informational text summarizing how the three governments are similar and different. They must also include how cooperation is important in any governmental system. Remind students to have an introduction, develop their topic, include details, and end with a conclusion. Their charts can be used as a graphic organizer to guide their writing.

## Assessment

Student writing can be graded with the 6 Traits Writing Rubric in the areas of Ideas and

Organization. A score of 4 or higher will be considered mastery.

The Comparing Two Nations and One State Chart can be graded for accuracy with 80% or higher considered mastery.

Map can be graded for accuracy. Mastery will be considered 100%.

## Extensions

Students can extend this learning by pretending they are a member of the U.S. Congress, Arizona State Legislature, or Navajo Nation Tribal Council and propose a bill to be debated in class with fellow classmates. Majority voting versus traditional Navajo consensus decision making could be explored at this time. In addition, once the bill has passed in tribal, state or national systems, another extension would be the continuation of the process using the concept of checks and balances of power having the teacher represent the executive branch and a paraprofessional represent the judicial branch during a class discussion.

## Sources

### Maps

The United States (with state names) map.  
Arizona Geographic Alliance  
<http://geoalliance.asu.edu/azga/>

Southwestern United States: Indian Reservation  
Map Arizona Geographic Alliance  
<http://geoalliance.asu.edu/azga/>

### Images

Navajo President photo <http://www.navajo-nsn.gov/>

U.S. President photo. [www.whitehouse.gov](http://www.whitehouse.gov)

AZ Governor photo <http://azgovernor.gov/>

U.S. Capitol photo  
<http://www.aoc.gov/cc/capitol/index.cfm>

Arizona Capitol photo  
<http://www.lib.az.us/museum/>

Navajo Nation Tribal Council Chamber  
[home.nps.gov](http://home.nps.gov)

Lesson Information  
[www.congressforkids.net](http://www.congressforkids.net)

## Two Nations/One State

[www.azleg.gov](http://www.azleg.gov)

[www.factmonster.com](http://www.factmonster.com)

<http://bensguide.gpo.gov>.

[www.wikipedia.org/](http://www.wikipedia.org/)

### Interviews

Becker, B. (2011 July 5)

Galvin, L. (2001 July 12)