

Comparing Federal, State and Tribal Governments: Focus Arizona

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Grade Levels	High School
Duration	1-2 class periods

National Standards	AZ Standards	Arizona Social Science Standards
GEOGRAPHY Element 4: Human Systems 13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.	ELA Reading Integration of Knowledge and Ideas 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem. Writing Production and Distribution of Writing 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	GEOGRAPHY Global interconnections and spatial patterns are a necessary part of geographic reasoning. HS.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global) HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use. CIVICS HS.C3.2 Analyze the origins, functions, and structures of government at the national, state, local, and tribal levels and compare with other systems of government.

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.

- Comparing Governments chart and Answer Key
- Writing Assignment and Scoring Guide
- 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.

Purpose

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

Objectives

- The student will be able to:
1. Research an issue of interest.
 2. Write a summary of the issue.
 3. Identify the scale of the issue.
 4. Compare and contrast national, state and tribal government systems using a graphic organizer.

Materials

- Three informational readings on The Three Branches U.S. Government, Arizona State Government, and Navajo Nation Government
- Arizona's Indian Reservations map
http://geoalliance.asu.edu/sites/default/files/maps/AZ_Reservations.pdf

Procedures

This lesson should be a review of the structure of federal and AZ state governments and introduce students to one AZ tribal government: the Navajo.

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Prior to the lesson: The teacher will need to find current photos for U.S. President, Arizona Governor, and President of the Navajo Nation.

SESSION ONE

1. Introduce the lesson by projecting color photos of the current U.S. President, Arizona Governor, and President of the Navajo Nation. Ask students to name all three? Have a few students share their answers with the class.
2. Project the map of Arizona's Indian Reservations.
http://geoalliance.asu.edu/sites/default/files/maps/AZ_Reservations.pdf
3. Have students estimate the amount of Arizona land that is tribal lands. Have students estimate what percent of Arizona's population are Native American.
 - o According to Google (Nov 2019): Arizona is home to 21 recognized Native American tribes. Altogether, tribal lands make up 19.8 million acres, or about 27.1 percent of land in Arizona. Combined, tribes, and the state and federal government control about 59.7 million acres, or 81.8 percent of all Arizona land
 - o According to U.S. Census Bureau, 4.5% of Arizona's population are Native American.
4. Distribute the informational readings about The Three Branches of the U.S. Government, Arizona State Government, and Navajo Nation Government.
5. Explain to students that they will need to read all three readings. Once they have finished reading, they will need to complete the Comparing Governments chart.

SESSION TWO

1. Project the map of Arizona's Indian Reservations.
http://geoalliance.asu.edu/sites/default/files/maps/AZ_Reservations.pdf
2. Have students work with a partner to identify which of the AZ tribal nations they would like to research. Explain that their task is to find a current issue (last several years) with this tribe. It can be: a lawsuit, fight over how to use tribal resources, plans to build or tear down something, new tribal opportunities, etc. They will use their hand held devices or computers to find an issue and explain it in 1-2 paragraphs. They will also identify the current issue by its scale: local, tribal, state, national, or international.

Assessment

Student writing can be graded with Scoring Guide. Mastery will be considered a score of 40 points or higher.

The Comparing Governments chart can be graded for accuracy with 80% or higher considered mastery.

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

Current Images can be found at:
Navajo President photo <http://www.navajo-nsn.gov/>
U.S. President photo. www.whitehouse.gov
AZ Governor photo <http://azgovernor.gov/>