

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

Author	Jeanmarie Himes
Grade Levels	3
Duration	2 class periods

National Geography 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.

AZ Standards

ELA

Reading

Key Ideas and Details

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Writing

Text Types and Purposes

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Provide a concluding statement or section.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.

CIVICS

An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

3.C3.1 Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments

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)
<https://geoalliance.asu.edu/sites/default/files/maps/US-NAMES.pdf>
- Southwestern United States: Indian Reservation Map
<https://geoalliance.asu.edu/sites/default/files/maps/SWRES.pdf>
- Self Assessment Checklist
- Comparing Two Nations and One State Chart and Answer Key
- Answer Key for Writing Assignment
- Color photos of U.S. President, Arizona Governor and Navajo President, 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.

Procedures

Prerequisite Skills: Students should know the three branches of the United States government and how to underline key words and phrases.

Before Session One: Obtain large, color photos of current U.S. President, AZ Governor, and Navajo Tribal President. Laminate if possible.

SESSION ONE

1. Introduce the lesson by saying, "Here are three photographs of important leaders. Can you name all three?" Hold up color photos of current U.S. President, AZ Governor, and Navajo Tribal President. 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)
<https://geoalliance.asu.edu/sites/default/files/maps/US-NAMES.pdf>
4. and project the Southwest United States: Indian Reservation Map.
<https://geoalliance.asu.edu/sites/default/files/maps/SWRES.pdf>
5. Have students draw and color the Navajo Reservation green 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.
6. Distribute the informational readings about The Three Branches of the U.S. Government, Arizona State Government, and Navajo Nation Government. Divide students into partners.
7. Explain to the students that they will need to read critically and underline key concepts. Once they have finished the three readings, they will complete a chart comparing the three governments. Model what to do by projecting the the U.S. Government reading and underlining/highlighting the key ideas as the students identify them. Continue to do the same with the other two readings or have

partners work independently to underline key ideas..

8. When students have completed the readings, distribute the Comparing Two Nations and One State Chart with their partner or as a whole group activity.
9. 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. Introduce today's session by saying, "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?" Have a few students share their answers with the class.
2. Distribute the Self Assessment Checklist and explain that students will write at least one paragraph. The paragraph will include 3 sentences describing how the three governments are alike. Then they will write about one way that the governments are different. Their paragraph(s) should have an introduction and conclusion. Discuss the checklist and give students time to construct their paragraph(s).

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

Extensions

Have students select a tribal government and research its tribal seal. What does the tribe use as symbols and words to describe its own community?

Sources

Maps

The United States (with state names) map.

Arizona Geographic Alliance

<https://geoalliance.asu.edu/sites/default/files/maps/US-NAMES.pdf>

Southwestern United States: Indian Reservation

Map Arizona Geographic Alliance

<https://geoalliance.asu.edu/sites/default/files/maps/SWRES.pdf>

Images

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

U.S. President photo. www.whitehouse.gov

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

Lesson Information

www.congressforkids.net

www.azleg.gov

www.factmonster.com

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

Interviews

Becker, B. (2011 July 5)

Galvin, L. (2001 July 12)