# Cultural Lit. 31: The U.S. and Iroquois Constitutions

# Summary

Students will: Identify and compare the major elements of the Iroquois and US Constitutions after receiving direct instruction from instructor, reading selected texts, and working in group structures, within 1 class period.

#### Time Frame

1 class periods of 60 minutes each

## Materials

- 1. Daly, Janet. 1997. <u>US Constitution: Is it a Native American Myth?</u>. Fitchburg, MA: Fitchburg State College Social Science Journal.
- 2. Grinde, Donald A. 1987. <u>The Iriquois and the Origins of American Democracy</u>. Speech delivered at Cornell University, September 11, 1987.
- 3. The Constitution of the United States
- 4. Iroquois Constitution (Gayanashagowa)
- 5. Stephens, E. and Brown, J. 2000. *A Handbook of Content Literacy Strategies*. Norwood, MA: Christopher Gordon.
- 6. Journal or notebook.

#### Instructional Procedures

## **Anticipatory Set:**

Post the words 'self-determination, negotiation, policies, codification' on the board, on a flipchart or on a projection device and ask the class if they are familiar with these words and their meaning. Conduct a collective brainstorming session and add the generated vocabulary words to listed words. Allow students to postulate the meaning of words and their understanding of concepts.

#### **Activities:**

- 1. Students will be given copies of US Constitution (or use class textbook) and Iroquois Constitution (Gayanashagowa) for reference during lessons.
- 2. Instructor and/or students will read aloud while student's follow along, or students will read in cooperative group structures, Janet Daly-- paragraphs 27-32.
- 3. Working in cooperative group structures, students will reference (look up) the articles mentioned by Daly in the Iroquois Constitution text, and analyze for parallel meaning in the US Constitution.
- 4. Students will record ideas in their journals (see Stephens & Brown--Content Journal, p. 28) and report to class from groups.

#### Assessment Plan

Students will record their analysis in a content journal.

#### **Authors**

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