

## **Native American Lesson Plan: Comparison of Political Life**

**Objective:** students will compare and contrast political leadership of three (3) cultures.

### **Museumlink Web sites:**

Native American, historical,  
Leaders

[http://www.museum.state.il.us/muslink/nat\\_amer/post/htmls/soc\\_leaders.html](http://www.museum.state.il.us/muslink/nat_amer/post/htmls/soc_leaders.html)

Warfare

[http://www.museum.state.il.us/muslink/nat\\_amer/post/htmls/soc\\_war.html](http://www.museum.state.il.us/muslink/nat_amer/post/htmls/soc_war.html)

Social Status

[http://www.museum.state.il.us/muslink/nat\\_amer/post/htmls/soc\\_status.html](http://www.museum.state.il.us/muslink/nat_amer/post/htmls/soc_status.html)

**Time Required:** 45 minutes

Students will read or be introduced to these sections of the Web site, along with readings or discussion about the systems of leadership of the Euro-American settlers, and those of today.

### **Discussion Questions for each system (Illinois Indians, Euro-settlers, today's:**

Who was eligible to become a leader?

What qualities raised one's status?

What qualities did the people look for in a leader?

How were leaders chosen of society chosen?

What were the leaders' responsibilities?

How was their leadership judged? By whom?

What happened to a failed leader? How? Why?

How was this system advantageous for society? Disadvantageous?

**Middle/Junior High:** During the discussion, students can fill in the Venn diagram in order to see the shared traits of the three societies, and to see the differences.

**Early High School:** After the discussion, students can write their conclusions about the meaning of an aspect of the comparison and contrast (participatory democracy versus consensus of leaders, leadership qualities, status of women, sex roles in society)

**Late High School:** After the discussion, students can write an analysis of the consequences to the successful maintenance of one of the societies mentioned of their type of political system (especially when confronting a culture with a different system, as in the settlement by Europeans of Illinois)

### **Assessment:**

Student writing should show an understanding of the concepts of the web site materials and written materials on the subject. Analyses should show comparison and contrast of parallel issues appropriately attributed to each culture.

**Illinois Goals and Standards addressed:**

**Goal 14:** Understand political systems, with an emphasis on the United States

**Standard B:** Understand the structure and functions of the political systems of Illinois, the U.S., and other nations.

**Early High School: 14.B.4:** Compare the political systems of the U.S. to other nations.

**Late High School: 14.B.5:** Analyze similarities and differences among world political systems.

**Standard C:** Understand election processes and responsibilities of citizens

**Middle/Junior High: 14.C.3:** Compare historical issues involving rights, roles, and status of individuals in relation to municipalities, states, and the nation.

**Early High School: 14.C.4:** Describe the meaning of participatory citizenship (at all levels of government) and society.

**Late High School: 14.C.5:** Analyze the consequences of participation and non-participation (in the electoral process).

