

Trading Rights and Sovereignty

The Commerce Clause and U.S. Tribal Relations

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Grade Level	8th Grade	**Time Frame**	90-120 minutes
Subject	Social Studies	**Duration**	2-3 class periods
Course	U.S. History		

Essential Question

How did the Commerce Clause impact the relationship between the U.S. government and Tribal Nations?

Summary

In this lesson, students examine the impact of the Commerce Clause on both the U.S. government and Tribal Nations. Students first discuss the type of relationship that exists between the United States and Native Americans and examine a political cartoon. Students then research the history of the relationship between the United States and Tribal Nations to gain a deeper understanding of how the Commerce Clause affected both groups. To further extend their learning, students watch a video interview with legislator Warren Queton to learn more about public service job opportunities and how their learning applies to their lives and communities. Students conclude the lesson by completing a written assessment in which they address the essential question and learning objectives of the lesson.

Snapshot

Engage

Students analyze a political cartoon and consider the relationship between the United States and Native American tribes.

Explore

Students examine a collection of online resources about the history of the relationship between the United States and Native American tribes.

Explain

Students read an article about the Commerce Clause and how interpretations of the clause have affected the U.S. government and Tribal Nations.

Extend

Students watch a video interview with a legislator and reflect on what they learned about public service jobs in government.

Evaluate

Students discuss a series of prompts with a partner then write an individual response to the prompts based on the discussion and their knowledge from the lesson.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages
CLR302: Draw simple logical conclusions in somewhat challenging passages
PPV402: Understand point of view in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

I&A 401: Understanding the task and writing with purpose. A score in this range indicates that the writer is able to: -Generate a clear thesis that establishes a perspective on a contemporary issue -Engage with other perspectives on the issue
I&A 402: Analyzing critical elements of an issue and differing perspectives on it. A score in this range indicates that the writer is able to: -Establish and employ a relevant context for analysis -Recognize implications, complexities and tensions, and/or underlying values and assumptions

Oklahoma Academic Standards (Social Studies Practices (8th Grade))

8.3.4: Explain the significance of the Commerce Clause in establishing a constitutional relationship between Indian tribes and the United States government.

Attachments

- Give, Get, Reflect—Trading Rights and Sovereignty - Spanish.docx
- Give, Get, Reflect—Trading Rights and Sovereignty - Spanish.pdf
- Give, Get, Reflect—Trading Rights and Sovereignty.docx
- Give, Get, Reflect—Trading Rights and Sovereignty.pdf
- KWHL Graphic Organizer—Trading Rights and Sovereignty - Spanish.docx
- KWHL Graphic Organizer—Trading Rights and Sovereignty - Spanish.pdf
- KWHL Graphic Organizer—Trading Rights and Sovereignty.docx
- KWHL Graphic Organizer—Trading Rights and Sovereignty.pdf
- Lesson Slides—Trading Rights and Sovereignty.pptx
- T.A.C.O.S.—Trading Rights and Sovereignty - Spanish.docx
- T.A.C.O.S.—Trading Rights and Sovereignty - Spanish.pdf
- T.A.C.O.S.—Trading Rights and Sovereignty.docx
- T.A.C.O.S.—Trading Rights and Sovereignty.pdf
- The Commerce Clause and the Cost of Federal Power—Trading Rights and Sovereignty - Spanish.docx
- The Commerce Clause and the Cost of Federal Power—Trading Rights and Sovereignty - Spanish.pdf
- The Commerce Clause and the Cost of Federal Power—Trading Rights and Sovereignty.docx
- The Commerce Clause and the Cost of Federal Power—Trading Rights and Sovereignty.pdf

Materials

- Lesson Slides (attached)
- T.A.C.O.S. handout (attached; one per student)
- KWHL Graphic Organizer handout (attached; one per student)
- Commerce Clause and the Cost of Federal Power handout (attached; one per student; print two-sided)
- Give, Get, Reflect handout (attached; one per student)
- Highlighters

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Display **slides 3–4** and review the essential question and lesson objectives.

Show **slide 5**. Give each student one copy of the attached **T.A.C.O.S.** handout. Have students form groups of two or three. Introduce students to the T.A.C.O.S. instructional strategy and share that they should use this strategy to analyze a political cartoon. Tell students that political cartoons are visual, artistic images of historic or current events. Share that all political cartoonists express their opinions when creating political cartoons.

Briefly explain the T.A.C.O.S. acronym and introduce what each letter of the acronym stands for. Display **slide 6** and have students use the T.A.C.O.S. strategy to break down each part of the cartoon. Allow students time to complete their T.A.C.O.S. analyses, then have them share their analyses with the other members of their groups. If time allows, call on a representative from a few groups to share out the main points of their discussions.

Teacher's Note: Recommended Discussion Questions

Consider asking students the following questions to facilitate discussion about the political cartoon:

- "What can you tell about the two characters and the relationship between them?"
- "What is the setting and background of the cartoon?"
- "What is implied by the way the two characters are dressed?"

20 minutes

Explore

Display **slide 7**. Pass out one copy of the attached **KWHL Graphic Organizer** handout to each student.

Introduce the KWHL instructional strategy to students. Have them begin by filling out the "K" column with everything they know about the U.S. Constitution and Tribal Nations. Invite each student to then pair up with a classmate and compare responses with their partner.

Have students then fill out the "W" column with what they don't know or want to know about the U.S. Constitution and Tribal Nations. Have them fill out the "H" column with how they plan to find the information they want to know from the "W" column. Once again, have students share and discuss their responses with a partner.

Display **slide 8** and direct students' attention to the "L" column of the KWHL Graphic Organizer. Draw students' attention to the HIVE board links on the slide. Have students access both the Commerce Clause: Research and the Commerce Clause: Court Cases Hive boards and have them explore the content in each with their partners. Have them then record what they learned about the history of the relationship between the U.S. and Tribal Nations from the sources in the "L" column of their graphic organizers.

Show **slide 9**. Invite students to share out what they noticed after exploring the HIVEs. As students share, record their responses in the blank space provided on the slide. Have students add the information from the slide to their handouts.

Teacher's Note: Activity Variation for Time

If there is not enough time for students to explore both HIVEs together, have each student individually read one board then share what they learned with their partner.

25 minutes

Explain

Teacher's Note: Printing

To save paper, consider printing only the first two pages of the attached **Commerce Clause Article**. The third page includes citations for the sources used in the article, which are not necessary for students to read.

Display **slide 10** and introduce the topic of the Commerce Clause. Give each student a highlighter and one copy of the attached **Commerce Clause Article** handout. Introduce the Why-Lighting instructional strategy and have students highlight information that could help them respond to a set of questions about the Commerce Clause. Move to **slide 11** and share the following questions with students:

- How was the Commerce Clause used to expand the powers of the federal government?
- What was the impact of the Commerce Clause on Native American tribes?
- Why do you think the United States has continued to use the Commerce Clause in similar ways throughout American history?

Instruct students to write a brief explanation of why they chose to highlight each specific piece of information in the margins of the reading. Once students finish reading and highlighting, have them find a partner and share the information they highlighted. Invite pairs to share out their responses if time permits.

If you wish to provide additional information about the Commerce Clause, or believe students have gaps in their understanding, offer more information here. Consider further exploring the many interpretations of the clause in more detail.

Bring the class discussion to an end by highlighting the impact the Commerce Clause had on the relationship between the U.S. government and Tribal Nations.

25 minutes

Extend

Go to **slide 12** and and have students watch the ICAP video *Trading Rights and Sovereignty*. The video features an interview with Warren Queton, the District 7 legislator for the Kiowa Tribe. In the video, Mr. Queton offers an overview of his career in public service and discusses how tribal governments are structured, the relationship between Tribal Nations and the United States, and how tribal governments have been affected by U.S. legal decisions.

Distribute the attached **Give, Get, Reflect** handout or have students create a three-columned chart on paper with the three columns labeled "Give," "Get," and "Reflect." Display **slide 13** and introduce students to the Give, Get, Reflect instructional strategy by having them consider the question, "What did you learn about public service careers after watching the interview?" Ask students to write their responses to this question in the "Give" column of their handouts.

After students record their responses, display **slide 14**. Organize students into groups of four. Have students share their responses in the "Give" column with the others in their group. As students listen to their peers, have them record the info they learn in the "Get" column. Have students then record to their seats and review the information in the "Get" column. Ask them to write down their thoughts about the question on the slide in the "Reflect" column using the information they gained from the video and their peers.

Move to **slide 15**. Invite volunteers to share out their thoughts on the video and hold a brief class discussion. Ask students to consider who is representing their interests and what they would like to see change in their community. Consider discussing the following questions:

- Would you be interested in a public service career?
- What kinds of skills or experience do you need to work in public service?
- Why are public service jobs important?

10 minutes

Evaluate

Advance to **slide 16**. Organize students into small groups of no more than three students. Introduce the Friends Without Pens instructional strategy and share the following questions on the slide:

- Why is the Commerce Clause such an important part of the U.S. Constitution?
- How did the Commerce Clause impact the relationship between the U.S. government and Tribal Nations?
- In what ways did enforcing the Commerce Clause ultimately affect both the United States and Tribal Nations?

The activity is divided into two rounds. Have students begin the first round of the strategy, “Friends Without Pens.” Have students discuss the questions on the slide and form responses to the questions without writing anything. Consider timing students to ensure that the discussion does not last too long.

When time is up, show **slide 17** and have students return to their seats. Have students take out a piece of paper and something to write with. Begin the second round of the strategy, “Pens Without Friends.” Allow students time to individually write a response to the same questions on the slide without speaking to anyone.

After students have responded to each prompt, collect their papers to serve as the primary assessment of the lesson. Consider also collecting the KWHL Graphic Organizer, T.A.C.O.S. handout, and highlighted Commerce Clause Article to serve as additional assessments if you wish.

Resources

- K20 Center. (n.d.). Friends without pens. Strategies. https://learn.k20center.ou.edu/strategy/4438
- K20 Center. (n.d.). Give, get, reflect. Strategies. https://learn.k20center.ou.edu/strategy/2184
- K20 Center. (n.d.). KWHL graphic organizer. Strategies. https://learn.k20center.ou.edu/strategy/127
- K20 Center. (n.d.). T.A.C.O.S. Strategies. https://learn.k20center.ou.edu/strategy/1196
- K20 Center. (n.d.). *The commerce clause: court cases*. HIVE. https://hive.k20center.ou.edu/boards/15
- K20 Center. (n.d.). *The commerce clause: research*. HIVE. https://hive.k20center.ou.edu/boards/14
- K20 Center. (n.d.). Why-Lighting. Strategies. https://learn.k20center.ou.edu/strategy/128
- K20 Center. (2025, April 21). *Trading rights and sovereignty* [Video]. YouTube. https://www.youtube.com/watch?v=FTIJ2SinkYE
- *The reason of the Indian outbreak* [Image]. (1890). Library of Congress Prints and Photographs Division. https://digital.newberry.org/scalar/indians-midwest/media/political-cartoon-1890