



LESSON PLAN
HAUDENOSAUNEE CONFEDERACY
ELEMENTARY

AIM

Comparing the values at the foundations of the Haudenosaunee and the U.S. Federal Systems:
Community vs. Individualism

GUIDING QUESTIONS or OBJECTIVES

Students will understand the federal system in both the Haudenosaunee Confederacy and the U.S.

Students will explore the difference between community-focused values and individual rights in governance.

Students will understand how these values influence land use and environmentalism

KEY VOCABULARY

Values- the things that are most important to you and guide the choices you make. Values help shape the way you treat others and how you live your life

Federal—in a "federal" system, power is shared between the national government and local governments, like states or provinces.

Individualism—the idea that people should have the freedom to make their own choices and take care of themselves, rather than rely on the government or others. In politics, it's about valuing personal independence and the rights of individuals over the common good of a community..

COMMON CORE STANDARDS AT END

ACTIVITY

1. Watch the Native Ed video on the Haudenosaunee Confederacy
2. Briefly review how the Haudenosaunee Confederacy influenced the formation of the US federal government.
 - a. Make clear what a federal system is (give up some power to the central government while keeping others for the tribe/state)
 - b. Explain what Values are
 - c. Review the Haudenosaunee values that underpin their system—Peace, Power, Righteousness.
 - i. Read [THIS](#) together to understand core value of Seventh Generation



Native Ed

- ii. Discuss what these values emphasize (Hopefully will come to idea of benefiting the community)
 - d. Tell students they will investigate what values are at the foundation of the US system.
- 3. Students will examine the core values of the United States by examining the foundational documents the Declaration of Independence and the Bill of Rights of the US Constitution.
 - a. This can be done as a class, in groups or independently.
 - b. Declaration of Independence
 - i. Explain what this was if students are not already aware
 - 1. From Constitutioncenter.org—On July 4, 1776, the United States officially declared its independence from the British Empire when the Second Continental Congress adopted the Declaration of Independence. The Declaration was authored by a “Committee of Five” with Thomas Jefferson as the main drafter. But Jefferson himself later admitted that he was merely looking to reflect the “mind of Americans”—bringing together the core principles and values at the heart of the American Revolution. The Declaration also included a list of grievances against King George III, explaining to the world why the American colonies were separating from Great Britain.
 - ii. What are the core values expressed in this foundational document?
 - 1. From Britannica Kids—The Declaration of Independence states three basic ideas: (1) God made all men equal and gave them the rights of life, liberty, and the pursuit of happiness; (2) the main business of government is to protect these individual rights; (3) if a government tries to withhold these rights, the people are free to revolt and to set up a new government.
 - c. [Bill of Rights adapted from iCivics](#) (stop before Sticky Situation)
- 4. Discuss that while the Haudenosaunee and the US both use a federal system, the core values underpinning each are very different.
- 5. Examine how that impacts land use/land ownership and the relationship with the environment.



EXIT TICKET

Students should do the following in a sentence or two: Explain why you favor a government with values primarily focused on community or on individualism.

COMMON CORE STANDARDS

1. History/Social Studies

- **CCSS.ELA-LITERACY.RH.3-5.2**
 - **Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.**
 - **Application: Students will summarize the main values that underpin both the Haudenosaunee Confederacy and the U.S. government, including the core principles expressed in the Declaration of Independence and Bill of Rights.**
- **CCSS.ELA-LITERACY.RH.3-5.3**
 - **Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**



- **Application:** Students will describe how the Haudenosaunee Confederacy's federal system influenced the formation of the U.S. federal government, noting the differences in values that govern each system.
- **CCSS.ELA-LITERACY.RH.3-5.9**
 - **Integration of Knowledge and Ideas:** Compare and contrast the treatment of the same topic in different media (e.g., video, text, and visual sources).
 - **Application:** Students will compare the Haudenosaunee Confederacy and the U.S. federal system through the Native Ed video and foundational U.S. documents, contrasting their values of community and individualism.

2. Civics/Government

- **CCSS.ELA-LITERACY.RH.3-5.6**
 - **Craft and Structure:** Describe how a text presents information (e.g., in a sequence, comparison, cause/effect, or problem/solution).
 - **Application:** Students will explore how the foundational documents of the United States (Declaration of Independence, Bill of Rights) structure



and present the values of individual rights and governance, comparing this with Haudenosaunee principles of peace, power, and righteousness.

- **CCSS.ELA-LITERACY.RH.3-5.8**
 - **Integration of Knowledge and Ideas: Evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.**
 - **Application: Students will analyze the core values in U.S. documents and the Haudenosaunee Confederacy's values, evaluating how each system affects governance, community, and land use, and considering which values resonate more with them personally.**

3. Cultural Understanding

- **Standard 5: Culture**
 - **How culture is expressed through government systems, values, and societal roles.**
 - **Application: This lesson introduces students to different cultural foundations in governance (community vs. individualism) and how these values shape the political system and land use, providing**



insight into diverse societal structures.

Common Core Literacy Standards for Speaking and Listening

1. CCSS.ELA-LITERACY.SL.3-5.1

- **Speaking and Listening: Engage effectively in a range of collaborative discussions with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly.**
- **Application: In group discussions, students will share their understanding of the Haudenosaunee and U.S. systems, using foundational documents and video content to explain their opinions on governance values.**

2. CCSS.ELA-LITERACY.SL.3-5.4

- **Speaking and Listening: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.**
- **Application: Students will present the values of the Haudenosaunee Confederacy and the U.S. federal system to the class, explaining how those values influence governance, community, and land use.**



Writing Standards

1. CCSS.ELA-LITERACY.W.3-5.1

- **Text Types and Purposes:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **Application:** Students will write an exit ticket answering the question of whether they favor a government focused more on community or individualism, supporting their point of view with reasoning.

2. CCSS.ELA-LITERACY.W.3-5.8

- **Research to Build and Present Knowledge:** Recall information from experiences or gather information from provided sources to answer a question.
- **Application:** Students will gather information from the video, documents, and discussions to present their ideas about how values in governance affect community and individual rights.

Additional Standards

- **Standard 6: People, Places, and Environments**



- **Understanding the human relationship with land and the environment.**
- **Application: The lesson explores how the Haudenosaunee's communal values influence their relationship with land and the environment, contrasting with the individualist approach seen in U.S. governance.**