**Boldt Decision – Impact Issues between individual, tribal, and common good [non-tribal] rights**

Place your legal or ecological issue on a post-it note and place the post-it in the region you feel is resides. Be ready to defend your issue placement to your peers.

Common Good

Tribal

Individual

|  |  |
| --- | --- |
| **Rubric for Social Studies, Reading, and Math** | |
| **Math – MP 3 Mathematical Reasoning**  Students will use their knowledge of Venn Diagrams (i.e. intersections, unions, and complements) design an argument for the region of a legal or ecology issue and critic the argument of their peers. | Students are able to identify and explain intersections, unions, and complements between tribal, individual, and common good legal and ecological issues.  *Scale 1 to 5* |
| **RHSS.11-12.1**  Cite specific textual evidence to support analysis of primary or secondary source, connecting insights gained from specific details to understanding meaning. | Students are able to cite specific legal and ecological issues from the text.  *Scale 1 to 5* |
| **RHSS.11-12.4**  Determine the meaning of words and phrases as they are used in the text, including analyzing how an author uses and refines the meaning of a term or word. | Student are able to explain the authors meaning of an identified text and give evidence about how the authors view of the intersection, union, and complements of a legal or ecological issue.  *Scale 1 to 5* |