Citizen on Which Roll? Instructor Guide

Fifth edition • Game created by Yoav Duman

A museum asks students to correct a caption that treats citizenship, a place on a voter list, and national belonging as the same thing. Students choose one of three starting files. They can read the 1924 citizenship act, the Onondaga chiefs' appeal to President Coolidge, or the 1928 Arizona ruling in Porter v. Hall. They write a first claim, test it as new records arrive, and decide what the exhibit can say.

What students practice

Read for authority. Identify the actor, action and limits of a statute, protest letter or court opinion.

Compare two political decisions. Explain Arizona's change in voting access and track how two independent corrections affect one Cherokee Nation election.

Write a bounded claim. Combine dated sources about voting and land or governing authority. State what a record leaves open about someone's belonging and a possible finding that could change the caption.

How to assign it

Use this in a unit on citizenship, federalism, Indigenous sovereignty, nationalism or settler colonialism. Post the fifth edition HTML and page 7 for students. Set up a file submission and specify the report format you will accept. PDF is the default. Enable HTML if students may submit the portable report directly. If the course preview disables the controls, have students download the game and open it in a browser. Definitions and source summaries are built in.

For Class. Students complete ten stops, seven short written responses, and eight evidence checks. The combined word floor is 220. Use the plan on page 2 to pace a first run.

For Fun. Allow 20–30 minutes as a planning estimate. Students can explore the route with optional writing and separate progress.

Terms to introduce

Roll. An official list. Its issuer and purpose tell you what a name on it can establish.

Legal guardianship. A court appoints someone to act for another person. Arizona's court changed how it applied this concept to a voting rule.

Sovereignty. A people's authority to govern itself. Ask who can make a particular decision on the file at hand.

Allotment. Dividing land held in common into individual shares.

At-large voter. In the Cherokee Nation example, a registered voter who lives outside the Nation's election boundaries.

Run the Assignment

Read the first caption in light of the one file supplied. The citizenship act supports a claim about the legal grant. The chiefs' letter supports a claim about the signatories' objection. Porter supports a claim about Arizona's earlier ruling. Use all three starting files across the room so students can compare drafts based on different records.

Stop	What students do	Button to continue	Words
1 Request a file	Choose the first file. Ask what it can answer and what would need another record.	Send my request	15
2 Write a first caption	Write a dated claim from the first file. State its limit and choose an open question.	Keep this first caption	25
3 Compare the two laws	Read the 1924 laws. Choose a lead and forecast Arizona's result.	Save my forecast and open the ruling	—
4 Read the Arizona ruling	Compare the two rulings and identify later evidence of registration or voting.	Save my revised Arizona caption	35
5 Read the chiefs' letter	Read the treaty and letter. Choose a first Cherokee record.	Open the first Cherokee record	—
6 Follow a name to the land	Compare the roll's past and present uses. Explain one practice file.	Save what the roll could show	35
7 Check the two voter files	Apply the Nation's election rule. Name evidence of participation and order a correction.	Save who can vote and ask for a check	25
8 Check one correction	Record the first result. Leave an optional note for the next check.	Save the first result	—
9 Start again with the other correction	Start from the original files, apply the other change and explain both results.	Save and compare the two results	25
10 Write the wall caption	Use the dated records beside the writing task to compare decisions, state a limit, and propose a finding.	Put my caption on the wall	60

The seven Class responses total at least 220 words. Each response has its own floor.

Plan for 45 to 50 minutes

Use these as planning targets. Spend the first 4 minutes on the museum task. Aim for Stops 1–3 by minute 13, Stops 4–6 by minute 27, and Stops 7–9 by minute 39. Use the last 6 to 11 minutes for the caption and report. If a group needs more time, finish the caption and submit after class.

Two shorter meetings. Complete Stops 1–5, then pause at Stop 6. Resume there in the next block and finish all ten stops. Use the short recall question on page 6 before reopening the records.

Check the Evidence

Students can correct an evidence check before advancing. The report gives results for first and current attempts. The opening source and the forecast are decisions to discuss. Evaluate the first draft using the source the student had and the revision using the records that arrived later.

Evidence check	Answer	What to discuss
3 · Chapter 233	Native people born within U.S. territorial limits who did not already hold U.S. citizenship.	Identify the covered group and the property proviso.
3 · Chapter 232	Congress authorized Interior to add two names and pay each person from tribal funds.	A later roll or payment entry could show implementation.
4 · Arizona ruling	The court removed the group exclusion under the guardianship rule and sent the case back.	The applicants already held U.S. citizenship. A later record could show registration or voting.
5 · Chiefs' letter	The signatories used the 1794 treaty to challenge Congress's authority.	A reply could show how the U.S. government responded.
6 · Old roll	The old roll helped assign land shares. A historical entry can help prove descent for citizenship today.	The Nation keeps a separate voter list.
7 · Original files	Alex only.	Alex is 30, a Cherokee Nation citizen and registered with the Nation by the deadline.
8 · First correction	Use the result for the correction selected first.	Apply only that change to Alex's original file. The note is optional.
9 · Other correction	Reset both original files and use the other result.	The written comparison explains both changes and a fact held fixed.

Two independent corrections

County receipt only. Alex is registered only with the county, and the Nation's deadline has passed. Neither person qualifies for the Nation's election. Alex retains Cherokee Nation citizenship.

Inside address only. Alex lives inside the election boundaries and retains timely Nation registration. Alex can also use the designated Election Day voting place in the model.

In the original file Alex can vote by mail or early in person. Jordan lacks Cherokee Nation citizenship and timely Nation registration throughout. The two branches should give the same pair of answers in either order.

Read the Historical Records

Two federal laws on one page

On June 2, 1924, Chapter 232 let Interior add Chester Calf and Crooked Nose Woman to the Seger roll and give them equal payments from Cheyenne and Arapaho tribal funds. Chapter 233 conferred U.S. citizenship on Native people born within U.S. territorial limits who did not already hold it. The grant preserved rights to tribal and other property. The chapters authorize different actions even though they share a date and page.

43 Stat. 253 · Chapters 232 and 233

Two Arizona lawsuits

Peter H. Porter and Rudolph Johnson sought registration in Pinal County. In 1928 the state court accepted their residency but upheld the refusal under its reading of the guardianship rule. In 1948 Frank Harrison and Harry Austin challenged a separate refusal in Maricopa County. The court limited the restriction to individual legal guardianship, reversed the dismissal and sent the case back. The applicants already held U.S. citizenship. Other requirements, including English literacy, continued.

Porter · 34 Ariz. 308 · Harrison · 67 Ariz. 337

The treaty and the protest

Article II of the 1794 Treaty of Canandaigua recognizes specific Oneida, Onondaga and Cayuga lands. On December 30, 1924, the Onondaga chiefs invoked the treaty in a letter asking President Coolidge to support repeal. The letter records the signatories' claim about consent and authority. A reply, a government action or an attributed personal account could answer different follow-up questions.

Onondaga Nation · Treaty of Canandaigua · Onondaga Nation · reproduced 1924 letter

Cherokee land and present records

The 1898 Curtis Act let allotment proceed without tribal consent. The 1902 terms required Cherokee ratification under that pressure. Interior approved the roll used to assign individual shares. The Cherokee principal chief was to sign parcel patents, subject to Interior approval. A later deed or title history could show subsequent ownership.

Today, the Cherokee Nation citizenship office assesses documents linking an applicant to a direct ancestor on the relevant Dawes Final Rolls, including Cherokee Freedmen. The Nation sets no minimum share of Cherokee ancestry. The Nation's Election Commission maintains its own voter list. The fictional voter files use the rule supplied in the exercise.

1902 agreement · §§11, 29, 58–59 and 74–75 · National Archives · Dawes Records

Cherokee Nation · citizenship guidance · Cherokee Nation · election guidance

Fictional practice files

Each version starts with a patent assigning the same plot to a Cherokee citizen. File A's later ownership record still names that citizen. File B's deed shows a later sale to a buyer without Cherokee Nation citizenship, after a sale was allowed. The student can use either file to explain what the later record establishes about that plot.

ASSESSMENT

Grade the Reasoning

Start with what each record could establish at the moment it reached the editor. Any opening branch and any forecast can earn full credit. The report gives keyed results and word counts. Use the rubric to score the explanations, including an accurate first claim that the student chooses to keep.

The 100 point rubric

Criterion	Points	What to credit
First request and caption	12	4 for one question the first file can answer and one for another record. 5 for an accurate actor, date and action in the caption. 3 for a specific limit of that file.
Arizona change and limits	18	7 for correctly comparing the two rulings. 5 for the applicants' action and a justified revision or decision to keep the first claim or forecast. 6 for an appropriate later registration or voting record.
Land and the old roll	22	9 for following a federally approved name to a land share. 7 for the Nation's current use of an old entry. 6 for an accurate, bounded inference from one practice file.
Voter files and both corrections	23	8 for the original result, deciding office and a record that could show participation. 8 for the two independent outcomes, including the additional voting method. 7 for applying the rule and naming a fact held fixed.
Final museum caption	25	8 for accurate, dated Arizona and land or authority evidence. 6 for explaining how the decisions can coexist. 5 for a specific limit on personal belonging. 6 for a further record, possible finding and how it would change the claim.

In the final criterion, credit each named, dated source up to 4 points. Credit the further record, specific possible finding and effect on the claim up to 2 points each.

Read the report as evidence

Check the name, course, and completion on the report. Use Jump to a grading section to reach each of the five rubric areas. Read the written work with the criterion at hand. Open earlier attempts and revisions when they help you understand a change. They appear in the printed report. The optional note at Stop 8 sits outside the assessed word total.

A report can show eight correct selections while the Arizona response still says the court made the plaintiffs citizens. Use both rulings to grade what the student wrote and score the proposed follow-up record. Credit each rubric element the response establishes. Use the same criteria for an approved alternate format.

Check the report. Open a saved PDF or the portable HTML in a browser. Check for seven responses, both corrections, the rubric, and the line End of assignment report.

Discuss the Final Caption

Two evidence based readings

Lead with a voting barrier. In Harrison v. Laveen (1948), Indigenous applicants challenged Arizona's refusal to register them. The court narrowed the state's guardianship exclusion. In the 1902 Cherokee agreement, a federally approved roll became the basis for allotment. Voting access could expand in a state election while federal institutions changed authority over shared land. The agreement sets out how to assign a plot and leaves open how an allottee understood belonging. If a later title history showed that the same family held the plot into the next generation, the caption could say how long that plot stayed in Cherokee ownership.

Lead with contested authority. On December 30, 1924, Onondaga chiefs invoked a treaty to contest Congress's power to impose citizenship. In 1948 Harrison and Austin won a ruling against the use of Arizona's guardianship rule to exclude Native reservation residents as a group. The state opening could coexist with a dispute over Congress's decision about federal citizenship. The court ruling leaves Harrison's sense of belonging open. If a letter from Harrison described belonging to more than one nation, the caption could add his own account.

Compare access and land control

Ask students to trace how the Arizona rule shaped access, how the applicants pushed back, and who could change the rule. A registration list and a poll record can show different actions after the ruling. Settler colonialism directs attention to changes in land control. Cherokee ratification, a patent, and later title records give evidence about federal pressure, Cherokee action, and outcomes for one plot. Kauanui and Simpson help frame questions about continuing Indigenous authority.

Wolfe · land and settlement · Kauanui · enduring Indigeneity · Simpson · political refusal

Optional comparison with Québec

On the finished exhibit screen, open the Québec comparison. In the fictional case, Jules can vote federally in June 1962 under the 1960 change, and a separate rule excludes Jules from Québec's November election. In Check two claims about Jules, choose evidence and select Check my evidence. A poll record can show that Jules received a ballot. A letter can give Jules's own account of belonging. Each choice gives feedback. This practice sits outside the grade.

Elections Canada · federal voting · Élections Québec · provincial voting · Citizens Plus · 1970

Recall the distinction next time

Read aloud before reopening the records. A new law opens a country's national election to adult citizens. Sam is on the voter list. An editor writes that Sam went to the polls and feels part of the nation. What does each available record show? Which records could test the editor's two claims?

Take two minutes. Give students a minute to answer, then compare in pairs and reveal the key. The law shows a rule and the list shows registration. A poll book could show Sam checked in, and a letter from Sam might describe belonging. Ask students to correct one claim.

Play and Submit the Assignment

You’re the museum editor. Choose one file for your first caption. As new records arrive, decide what they can add or change. Your final caption should tell a visitor what the records establish and what remains open.

Start the assignment

Open the fifth edition HTML and choose For Class. Enter your name and course or section, then choose Open the first file. Finish all ten stops. Each required answer shows its word minimum. Use the button at the end of each stop to record your work. If a choice needs another look, read the message by the question and try again.

Use the records and write the caption

Choose Reopen the records near a writing question to see the available sources. Use Tab to move between controls, arrows to move between answers, and Escape to close an evidence dialog. Choose A way to begin your answer if you want a sentence starter. Text editing tools can move or copy words within your current answer.

At the final caption, read Source notes for your caption. Choose a land or authority record to compare with a dated Arizona ruling. Use Back to source notes and Go to your draft to move between the notes and your answer. Explain who could decide what and why the decisions could differ. Say what one record leaves open about a person’s belonging. Name another record and a possible finding that could change your caption.

Pause and come back

Choose Save & pause. For another device or browser, choose Download progress backup. Open the same fifth edition, choose Resume or restore a run, then Resume or restore For Class. Choose Resume this run in the same browser, or Restore a progress file and confirm your backup after checking its preview.

Save and submit the report

After your wall caption, choose Open assignment report. Choose Save as PDF or print, then Save as PDF in the print window. If the print window is unavailable, choose Download report as HTML. Open the file in a browser and use its Print command to save a PDF. Submit the HTML report directly if your instructor allows it.

Open your report and check your name, course, seven answers, both corrections, and the line End of assignment report. Upload the report to your course assignment and check that it was received. Keep your progress backup so you can return to the activity.