



SOCIAL SCIENCES

Tribal Sovereignty—An Inherent Right

ESSENTIAL UNDERSTANDINGS

- Language
- History
- Lifeways

LEARNING OUTCOMES

By the end of the lesson students will be able to ...

- Define the concept of sovereignty
- Identify the nine federally recognized tribes in Oregon
- Describe the relationship between federally recognized tribes and the U.S. government

ESSENTIAL QUESTIONS

What does it mean to be a nation within a nation?

LOGISTICS

- Where does the activity take place?
Classroom
- How are the students organized?
 - Whole class
 - Teams: 2 – 4
 - Pairs
 - Individually

TIME REQUIRED

1.5 hours

Overview

In this lesson, students will learn about the unique government-to-government relationship between federally recognized tribes and the U.S. government. Students will use a rubric to develop a poster after reading and viewing resources to explain what it means to be a nation within a nation.

Background for teachers

Useful websites

- Oregon.gov overview of the nine federally recognized tribes in Oregon <https://www.oregon.gov/DHS/ABOUTDHS/TRIBES/Pages/Tribes.aspx>
- Oregon Humanities – Exploring Sovereignty <https://oregonhumanities.org/rll/magazine/turn/exploring-sovereignty/>
- Legislative brief about tribal governments in Oregon <https://olis.leg.state.or.us/liz/201311/Downloads/CommitteeMeetingDocument/41006>



Key ideas

- The independent, sovereign status of tribal governments has been recognized by other nations since before the United States declared its independence from Great Britain.
- The U.S. Constitution formally recognized the sovereign status of tribal nations and that status has been upheld by multiple legal decisions throughout American history.
- Teachers may need to explain the hierarchy of governmental structures to students (local, state, tribal, federal), especially if they are unfamiliar with tribal nations and leadership structures.

Considerations for teachers

Assessment

- The Sovereignty Video Response Graphic Organizer should be checked for completion and clarity.
- The Student Reading Journal Reflection Sheet should be checked for completion and clarity.
- Use the Poster Rubric for summative evaluation and student reflection on tasks.

Practices

- *Student centers* – Students will participate in three different rotating center activities.
- *Gallery walk* – Students will view created posters and “talk” to the creators via sticky notes

STANDARDS

Oregon Social Sciences Standards

Civics and Government

8.2 - Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.

8.3 - Compare and contrast how European governments and the United States government interacted with Indigenous peoples.

8.5 - Examine and analyze important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments and Oregon Constitution.

8.6 - Examine and evaluate landmark Supreme Court decisions up to 1900 and the impact of the decisions on government practices, personal liberties, and property rights (such as *Marbury v. Madison*, *Cherokee Nation v. Georgia*, *Plessy v. Ferguson*, *Dred Scott v. Sandford*, *Yick Wo v. Hopkins*).

8.7 - Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups.

Geography

8.19 - Interpret maps to identify growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade).

Historical Knowledge

8.22 - Evaluate continuity and change over the course of United States history by analyzing examples of conflict, compromise, cooperation, interdependence, and social justice from multiple perspectives.

8.24 - Examine the cause and effect of social, political, and economic factors that motivated westward expansion, invasion of Indigenous peoples, institutions, and the resulting impacts.

8.28 - Identify issues related to historical events to recognize power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes).

left at the site. Students may spend different amounts of time at the posters, based on their interest and abilities.

Learning targets

- I can understand and define the term “sovereignty.”
- I can explain how tribal sovereignty is an inherent right of Native American tribal nations.
- I can use pictures and words to describe the government-to-government relationship federally recognized tribes have with the U.S. government.

Options/extensions

- Have students identify tribal nations on a blank map of Oregon.
- Have students research individual tribal nation websites to learn about their history, current news, and tribal outreach and business ventures.
- Have students research tribal nations’ governmental structures and compare them to the U.S. government’s organization.
- Have students view <https://vimeo.com/49059075> and replicate a two-minute video about the definition of sovereignty and governments in relation to Oregon tribal nations.

Historical Thinking

8.30 - Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.

8.31 - Analyze intersecting identities and relationships within the living histories of ethnic groups such as individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in the United States.

Social Science Analysis

8.33 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Multicultural Studies

8.2, 8.3, 8.5, 8.6, 8.7 (Civics and Government), **8.24, 8.28, 8.31** (History).

MATERIALS

What materials are needed for students to engage in this activity?

- Slides_Grade 4 Social Studies- Sovereignty
- Puzzle activity pieces
 - Map_Tribes and Bands of Traditional Oregon 1750-1850
 - Map_9 Federally Recognized Tribes
 - Map_Western US tribal Territories
 - Map_1846 Oregon Territory
 - Map_Federal Lands and Indian Reservations
 - Materials_US Constitution photo
- Materials_Reading Response Journal Reflection
- Materials_Sovereignty Video Graphic Organizer
- Materials_Poster Rubric
- Chart paper, markers, sticky notes
- Materials_Oregon Historical Society Student Magazine
- Slide 10 video: https://www.youtube.com/watch?v=_6Ku7EeqdR4&feature=emb_title
- Slide 11 video: https://www.youtube.com/watch?v=bDzVPRHVMuY&feature=emb_ti

Reflection/closure

- After students have created their posters, allow for a gallery walk. Hang the posters around the room and let the students review each of them for additional learning. Give students sticky notes to 1) ask questions about the content of the poster 2) identify and compliment specific elements of the poster design (with attention to how it aligns to rubric elements) and/or 3) identify something that is similar to or different from their own poster.

Appendix

Materials included in the electronic folder that support this lesson are:

- Slides_Grade 8 Social Studies-Sovereignty
- Map_Tribes and Bands of Traditional Oregon 1750-1850
- Map_9 Federally Recognized Tribes
- Map_Western US tribal Territories
- Map_1846 Oregon Territory
- Map_Federal Lands and Indian Reservations
- Materials_US Constitution photo
- Materials_Reading Response
Journal Reflection
- Materials_Sovereignty Video
Graphic Organizer
- Materials_Poster Rubric
- Materials_Oregon Historical Society
Student Magazine

MATERIALS CONTINUED

- Slide 12 video: https://www.youtube.com/watch?v=Nrt7e1jzbzfs&feature=emb_title
- Slide 13 video: <https://www.youtube.com/>

VOCABULARY

Since time immemorial – Extending beyond the reach of memory, record, or tradition.

Bands – Smaller, typically extended family groups of tribal members from larger nations.

Donation Land Act of 1850 – An act of Congress that promoted Euro-American settlement in the Oregon Territory. The act offered 320 acres of free land to any white male U.S. citizen over the age of 18 who was willing to settle in the territory. This led to encroachment on tribal ancestral territory and directly contributed to the land theft and forced relocation of Native American people.

Sovereignty – The inherent right of a nation to govern its own citizens and establish its own laws.

Federally recognized tribes – Native American tribes whose sovereignty is formally recognized by the U.S. government.

Reservations – Small areas of land dedicated to some federally recognized tribal nations to govern and manage for their citizens. Reservations were set aside for tribes as part of treaty negotiations due to forced removal from their ancestral homelands.

Trust lands – Lands held by the U.S. Department of the Interior for the use or benefit of some federally recognized tribal nations or individual tribal members.

Ceded lands – Land taken away from tribal nations during the treaty-making period.

Seasonal rounds – A pattern of moving from one location to another in order to hunt and gather food and other resources that are in season.

Sovereignty – Tribal sovereignty in the United States refers to the inherent rights of Indigenous tribes to govern themselves within the borders

Activity 1

Puzzling Introduction

Time: 20 – 35 minutes

Take the six images provided, which includes maps and the U.S. Constitution photo (see puzzle activity pieces in the materials list), and cut them into puzzle pieces. The total number of pieces should equal the number of students in your class. Give each student one puzzle piece without telling them what it represents. Ask students to move about the room to find classmates whose puzzle pieces match and to assemble the full puzzles. Once student groups have completed the puzzle, have them discuss the resulting picture. What do they think it represents?

Step 1:

Slide 2

Use the sentence stems to prompt small-group discussion of the complete images.

After students have discussed what the picture could represent and what its relationship to Oregon geography and history might be, allow students to view other groups' completed puzzles and speculate on the topics. Have each student group share one statement or idea with the whole class.

Step 2:

Let students know they will be reviewing these images and using them to learn about tribal sovereignty. As each image is shown and discussed with the class, they will need to find at least three interesting facts to share.

Step 3:

Share images and information about the maps and primary document.

Activity 1 (Continued)

Slides 3 and 4

These map images may be found at :

https://legacy.lib.utexas.edu/maps/united_states/early_indian_west.jpg

<http://www.native-languages.org/oregon.htm>

Say:

These two maps require more information to understand what is happening. We know that the North American continent was populated by thousands of Indigenous people prior to the arrival of Europeans and the establishment of the United States. Over time, as the United States' population grew and the desire for land and resources increased, the Indigenous people who had been living here were forced from their ancestral territory and onto reservations. Many were punished or killed if they tried to leave the reservation and return to their homelands.

Slide 5

This map is part of the Oregon Department of Education grade 4 lesson People Groups of Oregon. It shows how the U.S. government's westward expansion resulted in a redrawing of territorial boundaries that did not account for the ancestral territories of Native American tribes.

Slide 6

This map shows the tribal nations—and known language families—that existed in what is now the state of Oregon prior to Euro-American settlement. Students should understand the terms “since time immemorial,” “bands,” and “Donation Land Act of 1850.” Students should understand that these listed boundaries continue to be disputed due to cartographer misrepresentation or misunderstanding of tribal nation relationships.

Slide 7

This map shows the nine federally recognized tribes in Oregon. Each tribe has a government-to-government relationship with the United States.

Activity 1 (Continued)

Slide 8

This map shows the land holdings of the U.S. government as compared to the nine federally recognized tribes in Oregon. Students may notice that the tribal nations have a very small amount of land compared to the U.S. Forest Service or Bureau of Land Management. This is especially noticeable when using this map to identify the location of the Coquille Indian Tribe, the Cow Creek Band of Umpqua Tribe of Indians, or the Klamath tribal nations. They may also notice that closed military bases occupy more land than all the federally recognized tribes of Oregon combined. They should also notice that the Warm Springs Indian Reservation is the largest in the state.

Slide 9

This shows the U.S. Constitution, which acknowledges that Native American tribes had sovereignty long before the establishment of the United States. After the United States declared its independence, many other nations around the world refused to recognize this status. Those same nations did recognize the sovereignty of tribal nations, however, and several had already negotiated treaties with tribes. To establish the legitimacy of its own sovereignty, the U.S. government also began negotiating treaties with tribal nations. In other words, the sovereignty of tribal nations predates that of the United States, and in fact the U.S. government used tribal sovereignty as a basis for establishing its own legitimacy to the rest of the world.

Activity 1 (Continued)

Step 4:

Have students line up in two rows facing each other. Students will share their identified facts from the slide deck and listen to another classmate's ideas. Students will be asked to share a new or interesting idea at the end.

Determine which side is "talking side first" and which is "listening side first." Allow students one minute to discuss the ideas and facts they learned in the puzzle pieces and slide deck. Listening students may not interrupt and should listen intently for new information. After one minute, students switch roles. The second talker should attempt to offer new information or add details to the information provided by the first talker. Have students switch partners so that this sequence can be repeated.

Call for volunteers to restate what they heard their partners say.

Activity 2

Student Centers

Time: 30 – 45 minutes

Students will be divided into three groups. Each group is responsible for viewing a separate video and using the Sovereignty Video Response Graphic Organizer to take notes. Let the students know they will use information from the reading, videos, and discussion to create a poster as a team.

Center 1:

Shared Reading – Students, with their group, will read pages 5-7 from the *Oregon Historical Society Student Magazine*, then independently complete the Reading Response-Journal Reflection Page.

Center 2:

Video Review – Students, with their group, will watch one of the videos on slides 10, 11, or 12, as well as the video on slide 13, using the Sovereignty Video Graphic Organizer to capture their notes. Students can choose which video (slide 10, 11, or 12) to watch.

- Slide 10 video: https://www.youtube.com/watch?v=_6Ku7EeqdR4&feature=emb_title
- Slide 11 video: https://www.youtube.com/watch?v=bDzVPRHVMuY&feature=emb_title
- Slide 12 video: https://www.youtube.com/watch?v=Nrt7e1jbzfs&feature=emb_title
- Slide 13 video: https://www.youtube.com/watch?time_continue=2&v=p-JxrTzfG2bo&feature=emb_title

Activity 1 (Continued)

Center 3:

Puzzle Discussion – Students can re-sort the puzzle pieces while discussing the essential question: What does it mean to be a nation within a nation? Which picture best shows a nation within a nation and why?

Activity 3

Poster Creation and Gallery Walk

Time: 45 minutes

Student teams will create a poster to share knowledge and information gathered from the puzzles, videos, and reading. Students should be given the poster rubric to use as a guide. If the student center groups are larger than four, divide the groups so that each student has a chance to effectively contribute to the creation of the poster.

Say:

In your groups, you're going to take the knowledge and information you gathered from our previous activities and use it to create a poster. Since every group saw a different video or read a different document, these posters are a chance to build our collective knowledge about tribal sovereignty and what it means. On the poster rubric that I gave you, you can see there are five elements that you need to cover. To get a full score on your poster you must answer the essential question: "What does it mean to be a nation within a nation?" You must also give clear definitions of the terms "sovereignty," "since time immemorial," "tribal nations," and "rights." You must also tell me which video clip you watched, how it related to tribal sovereignty, and two interesting facts you learned. I must be able to tell that you connected the information in your poster to the reading or the video you watched. You can use a quote or refer to the reading or video. You should include a picture that relates to the importance of tribal sovereignty.

Your group will get a rubric grade, and I also want each person to fill out a reflection piece. I want to hear about how you contributed and what your favorite part of the poster was. What captured your interest in this subject? What did you like about sharing what you learned with others?

Give teams adequate time to create their posters.