



Grade Level: 4
Subject: Social Studies

Grand Ronde Government

ESSENTIAL UNDERSTANDINGS

- Identity
- Genocide, Federal Policy, & Laws
- Tribal Government
- Sovereignty

LEARNING OUTCOMES

- Students will be able to understand & apply knowledge about the Grand Ronde Tribal government & its political structure.
- Students will be able to understand & apply knowledge about tribal membership.
- Students will be able to understand that there are different ways for governments to be organized & hold power.
- Students will be able to understand the role of Tribal Government & its economy.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the Lives of Students
- Higher Level Thinking: Creating
- Interaction with Others Through Group Work
- Preserving and Honoring Cultural History
- Student Talk, Working Together and Individually
- Music

ASSESSMENT - Summative

Students will be working in small groups to create their own Sovereign Nation - including the design of government & a short constitution.

Overview

As a sovereign nation, the Confederated Tribes of Grand Ronde had many decisions to make when setting up their government and constitution. After Restoration in 1983, they knew they had to protect their land, rights, and their people. In this lesson, students will learn about the governmental structure of the Confederated Tribes of Grand Ronde and what is written in the CTGR Constitution. Students will then be able to design their own government and write a short constitution for their own sovereign nation.

MATERIALS

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

- Government [Presentation](#)
- “Create a Nation” [Worksheet](#)

LOGISTICS

- How are the students organized?

Whole Class **Teams: 3-5**

Pairs Individually

TIME REQUIRED

3, 45 minute class period

STANDARDS

Oregon Common Core State Standards: ELA-Literacy

CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area

CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

Oregon Social Sciences Academic Content Standards

Civics & Government 4.3 Examine the Government and Constitutions of the nine federally recognized Oregon tribes.

Historical Knowledge 4.12 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the impact of acculturation and the ongoing perseverance and exercise of tribal sovereignty of Native Americans.

English Language Proficiency Standards

4-5.1 An ELL can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

4-5.4 An ELL can construct grade appropriate oral and written claims and support them with reasoning and evidence.

4-5.7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

4-5.8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Background for Teachers

Please explore the link below to learn more about The Confederated Tribe of Grand Ronde's Government:

<https://www.grandronde.org/government/>

Explore The Confederated Tribes of Grand Ronde Constitution:

https://narf.org/nill/constitutions/confederated_grand_ronde/index.html

Oregon Senate Bill 13 Tribal History/Shared History:

<https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Senate-Bill-13-Tribal-HistoryShared-History.aspx>

VOCABULARY

- **Constitution:** A plan which is developed and written for a government that represents the rights and responsibilities of the government to the people
- **Sovereignty:** the act of having independent power, political, social and economic, or being free
- **Democratic Government (Democracy):** Democracy is a form of government that allows the people to choose leadership. The primary goal is to govern through fair representation and prevent abuses of power.
- **Tribal Council:** At Grand Ronde a nine member governing and decision making body elected by the Tribal membership, the General Council, responsible for upholding the tribal constitution. Tribal Council members serve three year terms. They may choose to run for re-election at the end of each three year term. The Tribal Council has a Chair, Vice Chair, and Secretary.
- **General Council:** Enrolled members of the Confederated Tribes of Grand Ronde Community of Oregon who are eighteen (18) years of age or older

Opening

Begin by displaying the word “Government” on a white board or computer projector. Ask students what they know about this word.

- *How would they define government?*
- *Who has a government?*
- *What are the different types of government?*
- *Why is a government important?*

Before starting the lesson, give students the definition for the term Tribal Government and explain that they will be learning about the Confederated Tribes of Grand Ronde government.

Activity

Begin the presentation

1. **Slide 2:** Vocabulary words to be discussed as a class. The teacher may wish to refer back to this slide later or keep these definitions on-hand.
2. **Slide 4:** At this point, if other Grand Ronde Social Studies lessons have been taught, students will be familiar with the idea of sovereignty but will still be constructing meaning. This list outlines some of the rights of sovereign nations.
3. **Slide 5:** See speaker notes for supplemental discussion questions. The teacher may also wish to visit the Grand Ronde Government page on the CTGR website to show students the current Tribal Council.
4. **Slide 6:** Membership and Blood Quantum can be a confusing and controversial topic for many Native Americans. While it is important to make note of it in this presentation, please refer directly to the information on this slide and do not integrate personal ideas/views on this topic.
5. **Slide 7:** See Speaker Notes
6. **Slide 8:** Summary of the structure of The Confederated Tribes of Grand Ronde government. If students are interested or if time allows, students can explore the many departments, programs, and services on the CTGR Website (www.grandronde.org)
7. **Slide 9:** The link on this page will take you on a 360° tour of the present-day CTGR campus.

Closure

Students will be formed into small groups and will be given the New Nation worksheet. They will need to work together to complete the prompts and write the Constitution for their new nation. Once completed, student groups can share their new nation to the class or to another group.

Differentiation

- Students can choose to work individually on the project
- Students may have choice to audio record or type their nation's constitution if writing is too difficult

Extension

- Students can design and draw a logo for their new nation and explain the relevance/meaning of their logo
- Students can create a short presentation to present their new nation to the class

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

Government Presentation

<https://docs.google.com/presentation/d/1qzKSuHhJwhWOkGYPHBXVi8Rpgs5ygyGubYnHh7h8WN0/edit?usp=sharing>

Create a Nation Worksheet

<https://drive.google.com/file/d/1F9ocPT4OF3wEcHDty87xKZ8ddAepHA9I/view?usp=sharing>