



SOCIAL STUDIES

Caring for People with Tribal Services

ESSENTIAL UNDERSTANDINGS

- **Sovereignty**
- **Tribal Government**

LEARNING OUTCOMES

Student will understand

- tribal sovereignty as the right of Oregon tribes to make decisions about their people and their land, and
- the ways that Oregon tribes provide services to take care of their people and their land, and the relationship between the two.

ESSENTIAL QUESTION

- Why do Oregon Tribes provide services for their people?

TIME REQUIRED

- 40 minutes

Overview

Students learn about the significance of Native American tribal sovereignty in Oregon. They will have the opportunity to explore the types of services Tribes provide their people and the land as an expression of care and sovereignty.

Background for Teachers

The essential understanding, *Sovereignty*, focuses on the right of self-determination over one's own people, natural resources, and laws. In this context, self-determination refers to the right of a people to freely determine their own political status and pursue their economic, social, and cultural development without outside interference. Sovereignty is the natural condition and right of Oregon's Native tribes to determine how they live and to be self-governed. Sovereignty enactment can be impacted by federal recognition, but is not defined by it (i.e., whether the federal government recognizes the sovereignty of Native Nations does not affect the fact that they are



sovereign. Sovereignty is not granted to Tribes but is an inherent state.

Sovereignty provides tribes the rights to interact with the land and the people the way the tribal government sees fit, as well as with other governments, governmental agencies, and non-governmental entities. Sovereignty also extends to educational sovereignty, which means that schools and districts have additional obligations to Tribes than they do to other community groups.

While the state standard addressed in this lesson is that city governments and their right to govern are given by the state and federal governments, the Essential Understanding contrasts this with the right of Oregon Tribes to govern, which is an inherent right that cannot be given or taken away, particularly by the federal government.

Considerations for Teachers

Practices

While teaching this lesson, the following principles can help guide your decision-making and engagement with students.

- Focus on teaching the Essential Understanding(s) through discussions of today's tribal services.
- When sharing content with students, address the "why" not just the "what."

STANDARDS

Oregon Social Science Standards

- **3.1:** Examine how different levels of city and county government provide services to members of a community.
- **3.2:** Describe the responsibilities of people in their community and state.
- **3.3:** Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.
- **3.11:** Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including 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), events and developments have shaped the local community and region.



- Highlight the strengths /struggles of Oregon’s Indigenous peoples today while also acknowledging their history and tradition.
- Ensure your teaching practices are accessible and appropriate for Native and non-Native students.
- **Community:** A group of people who live, work, and play together in the same area. They help each other and share with one another.

Assessment

During this lesson, observe and listen to students during discussions and as they work independently and collaboratively to determine how their learning is progressing. Write down what you notice about what students say and do in relation to the Success Criteria. Use this formative information to provide feedback to students and plan next steps.

At the end of the lesson, provide students with an opportunity to reflect on their learning through a self-assessment. Students can indicate their level of learning relative to specific Success Criteria. They can also write out an explanation of why they feel they are at that learning stage.

Success Criteria

- I can explain why sovereignty is important for Oregon’s Tribes.
- I can identify the types of services that Tribes provide for their people and why.

For the following activities, use the slide deck to support your implementation.

KEY WORDS AND IDEAS

- **Sovereignty:** having the power to make your own rules and take care of your own people.
- **Community:** A group of people who live, work, and play together in the same area. They help each other and share with one another.
- **Tribal services:** Various ways that Tribes care for their community.

MATERIALS

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

- Slide deck
- Handout: Examples of Tribal Services
- Handout: Scenarios
- Student self-assessment



Opening

Time: 10 minutes

Step 1:

Share with students that today they will be learning about the significance of Native American tribal sovereignty in Oregon, specifically about the services they provide to support their people and the land.

Step 2:

Read the following Essential Questions to students and discuss what they might mean. Give students an opportunity to answer, question and wonder:

- Why is providing services for people part of tribal sovereignty?

Step 3:

Ask students to answer the following question:

- What are some ways that people in your community take care of you?

Invite students to talk about things their families, neighbors, or schools do to take care of them.

Explain to students that our local and state governments also do a lot for us, like providing us with public services such as libraries, schools and transportation.”

Ask students the following question:

- Can you think of other government services that help us?

Write student responses on the whiteboard. Students might mention health care, food services or emergency services, for example.

Step 4:

Review the Learning Outcomes and Success Criteria with students so they understand what the intended learning is and what it looks like when they’ve achieved it.

Main Activity: Part 1

Time: 10 minutes

Step 1:

Move students into small groups.

Show students a map of the federally recognized Tribes in Oregon and ask students to find the Tribe closest to them.

In their small groups, ask students to share what they know about that Tribe. If you have any students who are members of an Oregon Tribe, allow them to share their knowledge if they would like to. Do not ask them to share if they do not want to or to serve as experts.

Step 2:

Ask students to read the text about tribal services in pairs. The text can be found in the slides and in the student handout.

Students can annotate the text with questions, wonderings, and insights.

Hold a conversation with students to discuss the paragraph. Students can summarize it in their own words to support their comprehension.

[**NOTE:** Stop here if the lesson needs to be taught over two days.]

Main Activity: Part 2

Time: 30 minutes

Step 1:

Tell students that they are going to do an activity where some of them will get to be in the role of providing tribal services while some will get to receive services similar to what Tribes provide to their tribal members.

Assign students to one of the service provider groups or to a group of service receivers. The groups of service receivers will each receive a scenario to inform the types of services they need. Depending on the size of the class, each group will have approximately 2-4 students in it.



Groups

Service Provider	Service Receivers
<ul style="list-style-type: none">• Heath Center• Education Center• Housing Center• Environment Center• Language and Culture Center• Transportation Center	<ul style="list-style-type: none">• Scenario 1• Scenario 2• Scenario 3• Scenario 4• Scenario 5

Service Providers. Share the handout with students with a list of example services. They can also add more services that the center might provide. As an extension activity, students can also research the Oregon tribal websites to learn more about the range of services different Tribes provide to their members. The service provider groups can set up their centers in different locations around the classroom. They can create a sign with their center name and a list of services they provide.

Students can also create tokens or other symbols to represent their services that are free to members. These can be given to the young adults, parents, etc., who come to get services. When the people come to their center, they can explain what services they can offer them.

Service Receivers. The students who have selected or are assigned to receive services will get a scenario about their situation that will inform the types of services for them to select. They might be a child, teenager, young adult, parent, or grandparent. Based on their scenario, they can work with their group to make a list of the kinds of services they would like, e.g., a child might need school supplies and healthy food, a parent might want a place for their family to live and a healthy environment for their children to play in, etc.

Then, based on their scenario and wish list, they can visit the various centers and learn from the center staff about the available services and select the services that are right for them. Students can then prepare to share out with the whole group, including why they think providing tribal services is important.



Closing

Time: 10 minutes

Step 1:

Bring students together in the whole group

Ask students to talk about their experience identifying services they needed and trying to access them.

Lead a discussion where students share why they think these types of services are important and why Tribes and other types of governments provide them for their people.

Explain to students that the Tribe has the power to support and help people and the land as part of their sovereignty. Share that when people need something, or the land needs something, the Tribe can help provide these services.

Step 2:

Ask students to self-assess based on the Success Criteria. They can pick their level of learning (sort of or yes) and share with a peer, or you can print out the self-assessment and ask students to fill it out and turn it in.



Handout: Sovereignty and Tribal Services

Name:

Directions: Read the paragraph. Circle any words you don't know. Put a line under and ideas that are confusing with a question mark in the margin. If you have any wonderings, write them down under the paragraph.

Tribes in Oregon have existed on their own land since before Oregon was a state. They are sovereign Nations. This means they have a right to make decisions about their own land and people. Tribes have governments that take care of their people. These governments provide different kinds of services to their communities so that their people and land are healthy.



Handout: Examples of Services for Tribal Members

Example List of Services	
Health Center <ul style="list-style-type: none"> • Make sure people can see doctors and nurses when they need to. • Teach classes about how to stay healthy. • Provide people with healthy food. 	Environmental Center <ul style="list-style-type: none"> • Protect animals in nature, including fish. • Make sure the water is clean and safe for drinking. • Help keep the natural environment healthy.
Education Center <ul style="list-style-type: none"> • Provide classes for people of all ages. • Provide money for college. • Provide computers to use in school. 	Language and Culture Center <ul style="list-style-type: none"> • Teach Native language and culture. • Host community language game nights. • Organize elders to speak in schools about their language and culture
Housing Center <ul style="list-style-type: none"> • Build new housing. • Fix old houses. • Provide housing to people who need it. 	Transportation Center <ul style="list-style-type: none"> • Provide a van service to take elders to places they need to go. • Provide buses for children to get to school. • Fix roads and bridges to keep them safe.



Handout: Scenarios

Scenario 1

A grandmother in the community has had a cough for a week. She has tried to get lots of sleep and eat well to get better, but it hasn't helped. She doesn't have her own car to get to the doctor. She has a granddaughter who can meet her at the doctor if she can get there.

Scenario 2

A family with two young children has recently moved into their Native community and is staying with an aunt and uncle until they get settled. They don't have a place of their own to live yet. They also share a car that the parents use to get to work. They don't have a way to drive their kids to school.

Scenario 3

A teenager is about to finish high school and is hoping to go to college. His family just lost most of their belongings in a fire. He is struggling to get the supplies he needs to do well in his high school classes and graduate from high school. He also needs help to pay for college.

Scenario 4

An elementary school teacher wants to teach her students about their Native culture and language. She doesn't speak the language herself. She knows that other teachers have invited tribal elders to come speak in their classrooms about how they practice their culture and is interested in doing the same.

Scenario 5



The Tribe has just bought back a part of their homeland that was lost when the U.S. government and settlers took their land years ago. This land includes a river, meadows, and some hills. A group of friends in the community decides to try to bring back the salmon to the river, which had died when the river became too dirty. These friends hope that they can clean the water in the river so the salmon can live there again, and they can practice their culture, including holding ceremonies for the salmon and fishing.



Handout: Student Self-Assessment

Name:

Directions: Read the lesson Success Criteria in the first column. Then decide, can I do this now or not yet? If you checked "not yet" then write in the box below a step you can take to help you get closer. If you wrote "yes", then explain what you did well in the box below.

Success Criteria Can I...	Not Yet 	Yes 
explain why sovereignty is important for Oregon's Tribes?		
describe the types of services that the Oregon Tribes provide for their people and why?		



What did you do well and what is a next step you can take?

