



8TH | LANGUAGE ARTS

Sovereign Poems

Essential understandings

<input type="checkbox"/> Since time immemorial	<input checked="" type="checkbox"/> Identity
<input type="checkbox"/> Tribal government	<input type="checkbox"/> Lifeways
<input type="checkbox"/> Language	<input checked="" type="checkbox"/> Treaties with the United States
<input checked="" type="checkbox"/> Sovereignty	<input type="checkbox"/> Genocide, federal policy, and laws
<input type="checkbox"/> History	

Learning outcomes	<ul style="list-style-type: none">Students will demonstrate their understanding of sovereignty within the context of the Coquille Indian Tribe by collaboratively composing a poem that integrates various perspectives on legal rights, cultural development, and cultural preservation.
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Essential questions	<ul style="list-style-type: none">Why is sovereignty important to the Coquille Indian Tribe?How does sovereignty affect legal rights, development, and cultural preservation for the Coquille Indian Tribe?How can poetry help us understand sovereignty and tribal identity?
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Logistics	<ul style="list-style-type: none">Where does the activity take place? <i>Classroom</i>How are the students organized? <div><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Teams: 3-4 <input type="checkbox"/> Pairs <input type="checkbox"/> Individually</div>
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Time required	About 2 hours
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Oregon ELA standards	<ul style="list-style-type: none">8.SL.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.8.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.8.L.6: Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Materials

- PowerPoint presentation on "Termination, Restoration, and Sovereignty."
- YouTube video: Indigenous poet Kinsale Hueston performs a poem titled "after Sacred Water," focusing on sovereignty.
- Copy of "after Sacred Water" for each student.
- Copy of "When Our World Changed" for group A, one for each group member.
- Copy of "Living the Culture" for group B, one for each group member.
- Copy of "The Meaning of Sovereignty" for group C, one for each group member.
- Notebook paper.
- Writing materials.
- Poem writing templates for each student.
- Post collaborative poem writing reflection form –one for each student.
- Collaborative Poem Writing Rubric.

Vocabulary

- **Citizen:** Inherent right of American Indian tribal nations to exercise self-governance.
- **Federal Recognition:** Policy that reinstates and recognizes tribal nations as sovereign nations.
- **Restoration:** Policy that forced assimilation and renounced tribal sovereignty.
- **Sovereignty:** Formal written agreement between two sovereign nations.
- **Termination:** U.S. government recognizes the right of a tribal nation to exist as a sovereign entity.
- **Treaty:** Legally recognized member of a state or commonwealth.

Extension Activities

- Invite a guest speaker, such as a member of the Coquille Indian Tribe, to talk to the class about their experiences and perspectives on sovereignty. Students can prepare interview questions in advance to ask our guest speaker.

Overview

In this lesson, students will investigate the history and cultural significance of the Coquille Indian Tribe, focusing on the theme of sovereignty and its connection to cultural preservation and identity. The lesson is designed to engage students in various activities, including open-ended conversations with peers, poem analysis, collaborative reading, group discussion, poem writing, sharing, and reflecting.

Background for teachers

Sovereignty is a concept in understanding the political and cultural landscape of Native Americans. It refers to the inherent right of American Indian tribal nations to exercise self-governance, independent of

external interference. This concept predates the existence of the U.S. government and the state of Oregon, emphasizing the sovereignty of indigenous nations as sovereign entities with their own governmental structures.

The Coquille Indian Tribe, like many other indigenous tribes, has a rich history deeply connected with the natural resources of their ancestral territories. Despite centuries of colonization and displacement, the Coquille Indian Tribe has maintained their cultural identity and sovereignty.

The tribe's history includes moments of resilience and perseverance in the face of significant challenges. The Treaty of 1855, which was intended to establish a framework for peaceful coexistence between indigenous people and settlers, reflects the complex relationship between tribal nations and the U.S. government. However, the promises made in these treaties were often unfulfilled, leading to further marginalization and displacement of indigenous communities.

Despite historical adversities, the Coquille Indian Tribe has remained resilient, actively working to strengthen and preserve their cultural practices. This includes efforts to restore traditional ceremonies, celebrations, and promoting cultural education and awareness among tribal members and the local community.

To prepare for this lesson teachers should

- Review all reading materials: Analyze the PowerPoint presentation, “Termination, Restoration, and Sovereignty,” and the model poem, “after Sacred Water.” In addition, reading “When Our World Changed,” “Living the Culture,” and “The Meaning of Sovereignty,” will be beneficial when facilitating discussion questions in small group and whole class discussions.
- Prepare classroom technology: Be sure that there is a device to display the PowerPoint slides and play YouTube video on; such as a Smartboard or Chromebooks.
- Define the objectives of the lesson, focusing on students' understanding of sovereignty, collaborative poem writing, and critical thinking. Identify key vocabulary terms related to sovereignty.

References

Lindwall, C. (2021, November 1). Five Indigenous poets explore loss and love of their native lands. Be a Force for the Future | NRDC. <https://www.nrdc.org/stories/five-indigenous-poets-explore-loss-and-love-their-native-lands>

Living the Culture. (n.d.). Coquille Indian Tribe. <https://www.coquilletribe.org/our-heritage/our-living-culture/>

The Meaning of Sovereignty. (n.d.). Coquille Indian Tribe. <https://www.coquilletribe.org/our-people/sovereignty/>

Poet Kinsale Hueston performs “after Sacred Water”. (2021, November 30). YouTube. <https://youtu.be/cH4T3rx-LYM>

When Our World Changed. (n.d.). Coquille Indian Tribe. <https://www.coquilletribe.org/our-heritage/a-changing-world/>

Resources

- “Termination, Restoration, and Sovereignty” PowerPoint Presentation: <https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:50952f7a-330c-49b5-a60e-e8f002d959e5>
- “after Sacred Water” Handout: <https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:ce64fb16-92fd-4918-bd8a-ccad72381d80>
- “after Sacred Water” YouTube Video: <https://youtu.be/cH4T3rx-LYM>
- “Living the Culture” Handout: <https://www.coquilletribe.org/our-heritage/our-living-culture/>
- “The Meaning of Sovereignty” Handout: <https://www.coquilletribe.org/our-people/sovereignty/>
- “When Our World Changed” Handout: <https://www.coquilletribe.org/our-heritage/a-changing-world/>
- Poem Writing Template: <https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:0f78a217-f67b-45c7-8289-8bdc99992556>
- Group Reflection Form: <https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:92958113-5481-47cd-acb2-a6acfd58eca1>
- Collaborative Poem Writing Rubric: <https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:7cb9024c-424a-4b7a-aec1-aa10f9349ab5>

Considerations for teachers

Assessment

In small groups (3-4 students), students will engage in collaborative poem writing, composing a poem with a minimum of 12 lines within a 30-minute timeframe. Groups will incorporate descriptions of legal rights, cultural development, and cultural preservation. Additionally, students will include poetic devices to enhance the depth of their poem.

Practices

- Whole Class Discussion: After listening/watching “after Sacred Water,” we’ll discuss themes, imagery, and emotions.
- Jigsaw reading groups: Group A: “The Meaning of Sovereignty,” Group B: “When Our World Changed,” and Group C: “Living the Culture.” These will be mixed ability groups and the class will be divided into $\frac{1}{3}$.
- Post small group jigsaw discussion, collaborate for whole group discussion. Jigsaw groups will be sharing information based on their assigned reading.
- Redivide into small groups (3-4 students) for poetry writing, being sure that there is equal representation from the original A, B, and C groups.

Learning targets

- Students will grasp the concept of sovereignty and its importance to the Coquille Indian Tribe through whole group discussion, reading, and collaborative poem writing.
- Students will recognize and define basic vocabulary terms related to sovereignty, such as citizen, federal recognition, and treaty, through guided instruction and interactive activities.
- Students will engage in poetry writing to express their understanding of sovereignty and tribal identity, focusing on elements of creativity and personal expression.

Activity 1

Introduction | 15 minutes

Overview: Introduce students to the Coquille Indian Tribe and their history, focusing on sovereignty, tribal governance, and the significance of sovereignty for their cultural preservation and identity.

Step 1: Provide a brief overview of the Coquille Indian Tribe, mentioning their historical presence in our community and their status as a federally recognized tribe.

Step 2: Introduce students to vocabulary terms: citizen, federal recognition, restoration, sovereignty, termination, and treaty. Have students write down the terms and their definitions.

Step 3: Explain the concept of sovereignty and its importance to indigenous tribes, like the Coquille Indian Tribe. Emphasize that sovereignty is the inherent right of tribal nations to self-governance, independent of external interference.

Step 4: Discuss tribal governance, highlighting their governmental structures and decision-making processes.

Step 5: Start PowerPoint “Termination, Restoration, and Sovereignty.” Have students take notes and remind them that these notes will be handy in the activities to follow.

Step 6: Start a discussion session to clarify any questions students may have about the material.

Step 7: Summarize key points from the PowerPoint presentation– sovereignty, Oregon Coast Tribe Treaty of 1855, the timeline, and Constitution Preambles.

Activity 2

Modeling Poem Writing | 15 minutes

Overview: Show a YouTube video of an indigenous poet's poem on sovereignty to provide students with a model for their own poem writing. Discuss the themes, imagery, and emotions conveyed in the poem, and demonstrate how poetry can be used to explore complex topics like sovereignty and identity.

Step 1: Explain to students that we will be watching a YouTube video made by Kinsale Hueston, where she reads a self-written poem titled “after Sacred Water.” When the poem was written, Kinsale Hueston was a student at Yale University, where she was studying the intersections of cultural (re)vitalization movements, Indigenous poetry, and Indigenous feminism.

Step 2: Hand out copies of the poem to each student. Encourage students to follow along with the poem as they listen to the video.

Step 3: Display the video on the Smartboard or Chromebooks.

Step 4: After watching the video, facilitate a class discussion about the poem, focusing on the following aspects:

- Themes: Ask students to identify the main themes or messages conveyed in the poem. Discuss how sovereignty and identity are explored through the poet's words.
- Imagery: Encourage students to describe any vivid imagery or sensory details used in the poem. Discuss how these images contribute to the overall impact of the poem.
- Emotions: Explore the emotions included in the poem. Ask students to identify specific lines or phrases that resonate with them emotionally.

Step 5: Use the poem as a model to demonstrate how poetry can be used to explore complex topics like sovereignty and identity. Point out specific poetic devices used by the poet, such as metaphors, symbolism, and repetition. Then discuss how the poet's unique voice and perspective contribute to the power of the poem.

Step 6: Encourage students to reflect on how they can incorporate similar techniques into their own poem writing about sovereignty.

Step 7: End the activity by emphasizing the importance of creativity, emotion, and personal expression in poetry, encouraging them to apply what they've learned in their own writing.

Activity 3

Group Jigsaw Reading | 15 minutes

Overview: Divide the class into three groups and have each group read a separate handout that is related to sovereignty in the context of the Coquille Indian Tribe. Each group will analyze their assigned handout and create a summary based on what they read to share with the other groups.

Step 1: Divide the class into three mixed-ability groups.

Step 2: Provide each group with printed copies of assigned reading material. Each group will be assigned the following:

- Group A: "The Meaning of Sovereignty"
- Group B: "When Our World Changed"
- Group C: "Living the Culture"

Step 3: Instruct each group to read and discuss their assigned reading, focusing on key ideas related to sovereignty and its implications on tribal culture. Remind them that they will be expected to share this information with the teacher and the other groups. While reading, have students annotate the handout, highlighting important information and noting any questions or points that need clarification.

Step 4: After reading the handout, have each group work together to summarize their key findings to share with the rest of the class.

Activity 4

Group Discussion and Idea Generation | 20 minutes

Overview: Bring the class back together to facilitate a group discussion based on the findings from the jigsaw reading activity. Encourage students to share their observations, themes, and perspectives on sovereignty across the different sections.

Step 1: Gather the students back together as a whole class.

Step 2: Begin the discussion by inviting each group to share their findings and insights from the reading materials. A student from each group will read their summary from their assigned reading.

Step 3: As each group shares, facilitate a brief Q&A to clarify any points of confusion, deeper thinking, and elaborations on certain sections of the assigned reading material. Have group members identify common themes, connections, and perspectives on sovereignty that emerged across the different sections of the reading materials.

Step 5: As a whole class, ask guiding questions to prompt discussion and deeper thinking:

- What are some recurring themes or ideas that were present in all three sections?
- Why is the preservation of ancestral traditions important for the Coquille Tribe's cultural identity and healing?
- How does the spirit of potlatch manifest in various aspects of Coquille Tribal activities?
- Describe the effects of Euro-American immigration on the Coquille Tribe and other Native populations in the mid-19th century.
- Discuss the significance of the Western Oregon Indian Termination Act of 1954 and its impact on the Coquille Tribe.
- How has sovereignty been upheld by Tribal leaders throughout history, particularly in the face of challenges like termination policies and assimilation programs?

Step 6: After whole group discussion, facilitate a collaborative brainstorming session where students generate ideas for their collaborative poem, drawing inspiration from the common themes and perspectives discussed during the group discussion-- focusing on keywords and phrases used in the assigned reading handout.

Activity 5

Collaborative Poem Writing | 35 minutes

Overview: Re-divide the class into mixed groups, having representation from each of the three original groups. Provide writing materials and poem templates for students to use as a guide. Instruct each group to collaboratively compose a poem that integrates ideas and perspectives on sovereignty from the reading materials. Encourage creativity and the use of poetic devices.

Step 1: Re-divide the class into new mixed groups (3-4 students per group), ensuring that each group includes members from the three original groups.

Step 2: Provide each group with writing materials such as paper, pens, pencils, and a poem template for structure and format. Remind students that the annotations they made on their assigned reading, notes taken from the PowerPoint presentation, and their vocabulary terms can be used on this assessment.

Step 3: Remind students of the key themes, ideas, and perspectives on Coquille sovereignty discussed during the group discussion. Then instruct each group that they will have 30 minutes to collaborate and compose a poem with a minimum of 12 lines, that integrates ideas on legal rights, cultural development, and cultural preservation.

Step 4: Encourage students to be creative in their approach to poem writing, using poetic devices such as imagery, metaphor, symbolism, and rhythm to convey their message.

Step 6: Oversee the poem writing process by circulating among the groups, providing support, guidance, and feedback as needed.

Step 7: After 30 minutes, end the writing session and ask each group to prepare to share their poem with the class.

Activity 6

Sharing and Reflection | 15 minutes

Overview: After the allotted time for collaborative poem writing, invite groups to share their poems with the class. Facilitate a brief reflection discussion, allowing students to share their thoughts on the collaborative process, insights gained, and the significance of poetry in understanding sovereignty and tribal identity.

Step 1: Have each group share their collaborative poems with the class.

Step 2: Dedicate a few minutes for each group to take turns reading their poem aloud. Remind students to speak clearly and expressively, emphasizing the emotions and themes conveyed in their poems.

Step 3: Once every group has presented their poem, hand out a reflection form to each student individually (not per group). This form is to gauge each student's individual experience in their group and ensure that the workload was evenly distributed among members.

Activity 7

Assessment | 10 minutes

Overview: Provide feedback to students based on collaborative poems and their participation in the activity. Use rubrics to assess students' understanding of sovereignty, their ability to use poetic devices, and their teamwork.

Step 1: Distribute rubrics to students.

Step 2: Review the rubric with students, explaining how each section will be evaluated. Provide examples of above-standard, at-standard, approaching-standard, or below-standard performance.

Step 3: Collect the collaborative poems and assess them using the rubrics, providing feedback on each criterion. Reflection forms will be taken into consideration when assigning grades.

Step 4: After assessing the poems, meet with each group to discuss their strengths and areas for improvement.