

CONFEDERATED TRIBES OF WARM SPRINGS



**TWELFTH GRADE
GOVERNMENT:
CORPORATE CHARTER
AND CONSTITUTION**

These lessons are the result of the dedicated efforts of CTWS Elders, both past and present. Before beginning these lessons, please refer to the Confederated Tribes of Warm Springs Resource Book (attached to these lessons). This will answer many questions, however, if you have more questions, please contact Culture and Heritage at 541-553-3290 and cultureandheritage@wstribes.org.

Essential Understandings

Tribal Government

Sovereignty

History

Genocide, Federal Policy, and Laws

Standards Met

English Language Arts

Craft and Structure

11-12.RL.9 / 11-12.RI.9

Analyze documents of historical and literary significance from the Americas for themes, purposes, and rhetorical features.

Production and Distribution of Writing

11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12.W.9 Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.

Social Sciences

HS.E.MI.2

Create and explain economic models of supply and demand.

HS.E.MI.4

Explain and give examples of government roles in a market economy.

HS.E.ST.14

Summarize the role and effect of economic institutions within market economies.

HS.US.CH.1

Analyze social, political, and economic continuity and change post-Civil War with attention to traditionally underrepresented groups.

HS.US.CH.2

Identify developments in the US economy and changing government roles in reducing inequalities.

HS.US.CP.12

Examine contributions of underrepresented groups, including Indigenous peoples, to US identity and history.

HS.US.CP.13 Using the Tribal History/Shared History resources and other primary and secondary documents, analyze and explain the histories of the American Indian/Alaska Natives and the history of Native Hawaiians in Oregon to examine the effect of state and federal actions and policies on tribal populations, rights, and culture.

HS.US.CP.14

Examine the perspectives of survivors of Indigenous genocide, Black communities destroyed by violence, and other human rights violations utilizing primary sources from multiple perspectives including written and recorded survivor testimonies.

HS.US.CP.19

Identify and analyze political, social, and intellectual movements in the post-WWII United States that challenged discrimination and changed traditional assumptions about race, ethnicity, class, gender, the environment, and religion.

G.HE.9

Explain how technological developments, societal decisions, and personal practices influence global resource consumption patterns, conservation, and environmental sustainability.

G.HE.11

Identify and describe how the relationship to land, utilization of natural resources, displacement, and land ownership affects historically underrepresented identities, cultures, and communities.

HS.C.PI.3

Examine and compare institutions, functions, and processes of government (local, tribal, county, state, federal).

HS.C.PI.7

Compare core documents associated with protection of individual rights.

HS.C.IR.8

Using primary sources from multiple perspectives, discuss and debate the central ideas of the government of the United States and Oregon (popular sovereignty, tribal sovereignty, constitutionalism, individual rights).

HS.C.DP.12

Using primary sources from multiple perspectives, identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and the realities of American political and civic life for traditionally underrepresented groups.

HS.C.DP.16

Identify requirements and processes for voting.

HS.C.CE.17

Explain how active citizens and political or social movements can affect the lawmaking process locally, nationally, and internationally.

HS.C.CE.18

Identify and assess the planning and methods groups facing discrimination used to achieve access to voting, as well as expansion of rights and liberties from 1865 to the present (Native American rights, self-determination, sovereignty).

Overview

Students will learn about the CTWS Corporate Charter, its contents, and purpose. Students will also explore the CTWS Constitution, Article IV - Organization of the Tribal Council, and Article V - Powers of

the Tribal Council. The three lesson unit culminates with students choosing to complete an assessment piece:

Creative Project - Tribal Economic Development Proposal

Critical Reflection Essay - CTWS Corporate Charter or Constitution

Tribal Governments Comparison - Chart

Learning Outcomes

The student will be able to:

- Describe the purpose and key contents of the CTWS Corporate Charter.

- Explain how the CTWS Corporate Charter promotes Tribal self-governance and supports economic development.

- Identify and interpret the structure and function of the Tribal Council as defined in Article IV and Article V of the CTWS Constitution.

- Explain the powers and responsibilities of the Tribal Council within the CTWS governance system.

- Analyze and make connections between Tribal governance documents and contemporary issues affecting Tribal communities.

- Explain how Tribal governments address matters of economic development and cultural preservation through their governance structures.

- Design a culturally informed economic development proposal that aligns with Tribal values and governance (Creative Project).

- Write a critical reflection essay on the key aspects of the CTWS' Corporate Charter or Constitution, Article IV or V (Critical Reflection Essay).

- Compare the CTWS Tribal Government system with another Tribal Nation (Tribal Government Comparison).

- Construct and present informed arguments about Tribal governance using evidence from primary sources, including the CTWS Constitution and Corporate Charter.

Materials Needed/Preparation

Distribute student materials attached to these lessons.

Time Frame

Three 50-minute lessons (with the final research task potentially requiring additional lessons).

Teacher Background

The CTWS Constitution and Corporate Charter are the foundational documents that structure how the Confederated Tribes of Warm Springs govern themselves and run their businesses. These two documents are known as the “Organic Documents” of the Tribes because they legally organize the Tribes as both a government and a business entity.

The Constitution, adopted in 1938 under the Indian Reorganization Act of 1934, gave the Tribes a formal system of self-government after decades of U.S. policies aimed at assimilation. It created the Tribal Council, defined membership rules, and allowed the Tribes to manage their lands, resources, and affairs while preserving their culture and sovereignty.

The Corporate Charter, also adopted in 1938 under Section 17 of the same federal law, gave the Tribes legal status as a federally chartered corporation. It focuses on the economic side of governance, allowing the Tribes to create business enterprises. The Charter requires a vote by Tribal members (a referendum) before a new business can be established under it.

Before these documents, the Tribes were governed by traditional customs rather than written laws. While the 1855 Treaty with the U.S. allowed them to keep many powers of self-governance, the Constitution and Charter helped them modernize their government and strengthen their ability to make decisions, run businesses, and maintain a government-to-government relationship with the United States.

Key Vocabulary

Amendments – Official changes or additions made to a legal or governing document, such as a constitution or charter.

Apportionment – Dividing representation based on districts.

Assimilation – The process by which a minority group is absorbed into the dominant culture, often at the expense of its own cultural identity.

Corporate Charter – A legal document issued by a government that establishes a corporation and outlines its structure, purpose, and powers.

Corporate Entity – An organization recognized by law as having its own legal rights and responsibilities, separate from those of its members.

Corporate Powers – The legal abilities and rights granted to a corporation, such as entering contracts, owning property, and operating businesses.

Democratic Governance – A system of government in which decisions are made by elected representatives or by the people directly, with respect for individual rights and participation.

Enterprise – A business or organization created for economic activity, especially one that is Tribal or community-owned.

Impeachment – Official removal of an elected official from office.

Jurisdiction – Authority to make legal decisions in an area.

Referendum – A vote by the people to accept or reject a decision.

Self-Determination – The right of a people to choose their political status and control their own development and future.

Sovereignty – The power a group or nation has to govern itself without outside interference.

Tribal Council – The group of elected and traditional leaders who govern the Tribe(s).

Consideration for Teachers

Formative Assessments:

Formative checks include class brainstorming before and after lessons to gauge prior knowledge and learning growth, vocabulary matching activities, group analysis of specific document sections, answering guided questions, and debating the importance of Tribal Council powers. Teachers also monitor group progress during project development and facilitate peer discussions to reinforce learning.

Summative Assessments:

Students demonstrate mastery through choice-driven summative tasks:

A Creative Project proposing a Tribal economic development plan that balances cultural values with economic goals, culminating in a group presentation.

Critical Reflection Essays analyzing the role of the CTWS Corporate Charter and Article V of the Constitution in shaping governance, leadership, and community rights.

A Tribal Governments Comparison Chart paired with a written reflection, comparing CTWS governance with another Tribal government to highlight diversity and commonalities in Tribal self-governance.

Teacher Practices:

Teachers facilitate student learning through guided discussions, vocabulary support, and structured reading of primary documents (CTWS Corporate Charter and Constitution). They organize students into small groups for collaborative analysis and debate, use visual aids like charts and summaries, and lead whole-class reflections to deepen understanding. In later lessons, teachers provide choice-based assessments and support research and presentation skills.

Learning Targets, I can:

- Describe the purpose and key contents of the CTWS Corporate Charter.

- Explain how the CTWS Corporate Charter supports Tribal self-governance and economic development.

- Identify the structure and role of the Tribal Council using Article IV and Article V of the CTWS Constitution.

- Explain the powers and responsibilities of the Tribal Council.

- Make connections between Tribal governance documents and real-world issues facing Tribal communities.

- Explore how Tribal governments make decisions about economic development and cultural preservation.

- Create a proposal that supports Tribal economic development while respecting cultural traditions (Creative Project).

- Write a thoughtful reflection about the key aspects of the CTWS' Corporate Charter or Constitution (Critical Reflection Essay).

- Compare the CTWS' Tribal Government structure with those of another Tribal Nation (Tribal Comparison Chart).

Final Research Activity

The three lesson unit culminates with students choosing to complete an assessment piece:

Creative Project - Tribal Economic Development Proposal

Critical Reflection Essay - CTWS Corporate Charter or Constitution

Tribal Governments Comparison - Chart.

Extensions Teachers might assign an essay task that thoughtfully integrates the learning outcomes and objectives addressed throughout these lessons.

Reflections/Closure Time permitting, allow students to share their understandings of the learning outcomes and objectives after each lesson.

Resources

Teachers could use the lesson plans offered by <https://vision.icivics.org/> (search 'Tribal Governments') to assist with consolidating background knowledge and the Tribal Comparison Chart (Lesson Three).

NOTE: Teachers will need to sign up.

Confederated Tribes of the Warm Springs Reservation of Oregon. (n.d.). *Treaty documents* [Web page]. Retrieved from <https://warmsprings-nsn.gov/treaty-documents/>.

Confederated Tribes of the Warm Springs Reservation of Oregon & United States Office of Indian Affairs. (1938). Constitution and by-laws of the Confederated Tribes of the Warm Springs Reservation of Oregon [PDF]. U.S. Government Printing Office. Retrieved from <https://warmsprings-nsn.gov/wp-content/uploads/2016/03/const.pdf>.

KWSO91.9 (2015). *Constitutional amendment process*. KWSO91.9. Retrieved from <https://kwso.org/2015/10/constitutional-amendment-process/>.



Lesson One

STEP 1:

Explain that students will be learning about the CTWS' Corporate Charter and what its purpose is. Teachers lead a class discussion on whether students have heard of the term 'Tribal Governments' before and brainstorm what they may already know.

STEP 2:

Read through the short introduction below and define any unknown words using the Vocabulary List. After reading, add to the class brainstorm.

Taken from the CTWS website: <https://warmsprings-nsn.gov/treaty-documents/>

Organic Documents

"Before the time of the treaties, the Tribes governed themselves. While laws were not written, they were well understood in the customs and culture. There were far fewer people then and life was much simpler.

With the Treaty came a new and different relationship. In this relationship the Tribe kept many of its powers of self-governance but also agreed to accept the government of the United States and its applicable laws dealing with Indian Nations.

One of those laws, referred to as the Indian Reorganization Act, set out a process for Indian Nations to establish more formal governments to assist them in carrying out business and managing their affairs. The Warm Springs, Wasco and Paiute people chose to utilize the opportunities available under the law and organized themselves under the Tribal Constitution. The people referred to themselves and their government as the Confederated Tribes of the Warm Springs Reservation of Oregon. The first provisions of the Constitution set out the purpose of the Tribal Government and some broad goals.

The Tribe also adopted a Corporate Charter that gave the Tribe status as a federally chartered corporation. This charter recognizes the Tribe as a business entity and sets out rules for doing business.

The Constitution and Corporate Charter are referred to as the "Organic Documents" of the Tribe in that they organize the Tribe for conducting business as a government. Taken together with the Treaty and a number of federal laws, the Organic Documents provide a broad framework within which the Tribal Council, as the governing body of the Tribe, carries out its legislative role."

STEP 3:


Scan through the Corporate Charter's Table of Contents

<https://warmsprings-nsn.gov/treaty-documents/corporate-charter/>

CTWS Corporate Charter's Table of Contents

1. Corporate Existence



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2. Perpetual Succession
 3. Membership Corporation
 4. Management
 5. Corporate Powers
 6. Termination of Supervisory Powers
 7. Corporate Property
 8. Corporate Dividends
 9. Corporate Accounts
 10. Amendments
 11. Ratification
 12. Enterprises

Distribute the annotated Corporate Charter document with summaries of each section.

STEP 4: In small groups, allocate students different sections of the Corporate Charter and ask them to define what each section is and its purpose.

STEP 5: Share students' answers in a class discussion.

STEP 6: Exit Ticket

1. What is the purpose of the CTWS Corporate Charter, and how does it support Tribal self-governance?
2. Ask students to summarize what they now know, or have learnt, about Tribal Governments compared to the beginning of the lesson.



Lesson Two

STEP 1:

Explain that students will now be learning about the CTWS' Constitution and what its purpose is. Teachers lead a class discussion on whether students have heard of the term 'Tribal Constitutions' before and brainstorm what they may already know.

STEP 2:

Project or read through the short introduction below and define any unknown words using the Vocabulary List. After reading, add to the class brainstorm.

The CTWS Constitution was created to give the Confederated Tribes of Warm Springs a formal system of self-government. It was adopted in 1938 under the Indian Reorganization Act of 1934, a federal law that encouraged Tribes to re-establish self-governance after decades of forced assimilation policies. The purpose of the constitution was to protect Tribal sovereignty and ensure that Tribal members could govern themselves. It allowed the Tribes to manage their lands, resources, and internal affairs without complete reliance on the U.S. government. It also established a Tribal Council to represent the community and make important decisions. Another key goal was to preserve the Tribes' cultural identity, traditional laws, and collective rights. In the 1930s, the U.S. government invited Tribal Nations to write their own constitutions as part of the Indian Reorganization Act. The Warm Springs Tribes—Wasq'u, Warm Springs, and Northern Paiute—voted to adopt their constitution in 1938. This document created the foundation for their Tribal Council, set rules for Tribal membership, and outlined the powers and responsibilities of Tribal leadership. The adoption of the CTWS Constitution marked a significant step toward self-determination, allowing the Confederated Tribes to guide their own future while maintaining a government-to-government relationship with the United States.



STEP 3: Display the photo of the first Tribal Council that was formed in 1938.



CTWS First Tribal Council
April 23, 1938

From top left: Frank Winishut, Isaac McKinley (Vice-Chairman), and Joe McCorkle.

Middle: Frank Queahpama, Snr. (Warm Springs Chief), James Johnson (Paiute Chief), George Meachem Snr. (Chairman and Wasq'u Chief), Moses C. Hellon, and William McCorkle.

Front row: Sam Wewa, J. W. Elliot (Superintendent), Fred Wagner, and O.B Kalama (Secretary/Treasurer).

STEP 4:

Complete the Vocabulary Matching activity.

Match the term with the correct definition. Write the letter next to the number.

Tribal Council
Apportionment
Referendum
Ordinance
Sovereignty
Jurisdiction
Impeachment
Definitions

- A. The right or power to govern oneself
- B. A vote by the people to accept or reject a decision
- C. A law or rule made by a government or council
- D. Official removal of an elected official from office
- E. The group of elected and traditional leaders who govern the Tribe
- F. Authority to make legal decisions in an area
- G. Dividing representation based on districts

STEP 5:

Explain that students will not be analyzing the entire CTWS' Constitution

<https://warmsprings-nsn.gov/wp-content/uploads/2016/03/const.pdf> but will focus on Article IV and Article V in order to answer these focus questions: What is the role of the Tribal Council? How are members elected and what powers do they have?

CTWS Constitution

ARTICLE IV--ORGANIZATION OF Tribal COUNCIL

Section 1. COMPOSITION

Section 2. APPORTIONMENT

Section 3. TERM OF OFFICE

Section 4. FIRST ELECTION

Section 5. RIGHT TO VOTE

Section 6. TIME OF ELECTION

Section 7. MANNER OF ELECTIONS

Section 8. VACANCIES AND REMOVAL FROM OFFICE

Section 9. IMPEACHMENT

Section 10. RECALL

Section 11. OFFICERS

ARTICLE V--POWERS OF THE Tribal COUNCIL

Section 1. ENUMERATED POWERS

Section 2. MANNER OF REVIEW

Section 3. FUTURE POWERS

Section 4. RESERVED POWERS

STEP 6:

Read through Article IV of the CTWS' Constitution and refer to the overview summary chart (below).

Article IV Summary – Organization of the Tribal Council**CTWS Tribal Council Overview**

Category	Details
Total Members	11 (Elected + Traditional Chiefs)
District Representation	Simnasho: 3 elected + 1 chief Agency: 3 elected (1 from Sidwalter Flat) + 1 chief Seekseequa: 2 elected + 1 chief
Terms of Office	Elected members: 3 years Chiefs: For life (successors chosen by Tribal custom)
First Election	Organized by the Business Committee after the Constitution is approved
Voter Eligibility	All married Tribal members or those age 21+, regardless of gender
Election Timing	Held at least 30 days before a term ends; new members take office at the next regular meeting
Election Method	Secret ballot or district custom
Filling Vacancies	Vacant positions are filled by appointment from the same district
Impeachment	Requires two-thirds vote of the Council and a fair hearing
Recall Process	Petition by 30% of district voters, followed by an election
Council Officers	Council selects a Chairman, Vice-Chairman, and Secretary-Treasurer; may create additional officers and committees as needed

STEP 7:

Read through Article V of the CTWS' Constitution and refer to the overview summary chart (below).

Article V Summary – Powers of the Tribal Council

The Tribal Council has many important powers to govern and protect the Confederated Tribes of Warm Springs. These powers can sometimes be changed or checked by the community through a popular vote (referendum).

CTWS Tribal Council – Powers and Responsibilities

Category	Power or Responsibility
Government Relations	Negotiate with federal, state, and local governments; work with the U.S. Department of the Interior.
Legal Representation	Hire lawyers to defend Tribal rights (requires Secretary of the Interior's approval).
Tribal Lands	Approve/reject leases or sales (reservation land cannot be sold).
Funding Requests	Recommend how to use federal funds for healthcare, education, and Tribal programs.
Borrowing Money	Borrow funds for public projects (community approval may be required).
Economic Management	Manage and spend Tribal funds for public purposes.
Business Regulation	Set and enforce rules (e.g., taxes, licenses) for reservation businesses, including non-Tribal.
Exclusion Power	Remove individuals who are not allowed to reside on the reservation.
Law Enforcement	Create laws and courts for Tribal matters not covered by federal law.
Land for Public Use	Acquire Tribal members' land legally for community projects.
Environmental Protection	Regulate land use and protect natural resources.
Tribal Culture & Welfare	Preserve culture, wildlife, and member well-being.
Property Rules	Make laws about inheritance of Tribal property (excludes allotments).
Land Use Rules	Set rules for land use and transfer.
Tribal Businesses	Create and manage Tribal enterprises.
Family & Legal Affairs	Make laws about marriage, guardianship, and care of minors or vulnerable adults.
Government Oversight	Advise on employment of federal officials on the reservation.
Sub-Councils & Boards	Form committees or boards and assign them responsibilities (Council keeps final authority).
Spending Money	Approve Tribal spending. Expenses over \$2,500 require review; over \$25,000 needs a vote unless pre-approved.
Other Powers	Take any legal action needed to carry out the powers above.

How Council Decisions Are Reviewed (Section 2)

Process	Explanation
Submission to Superintendent	Laws must be sent within 10 days to the federal Superintendent.
Approval Path	If approved, the law goes into effect. If not, the Council can appeal to the Secretary of Interior.
Federal Authority	The Secretary can cancel any law within 90 days if deemed necessary.

Other and Future Powers (Sections 3–4)

Type	Details
Future Powers	Council may exercise new powers if granted by the U.S. government.
Reserved Powers	Traditional Tribal powers not listed still exist and can be added by law.

STEP 8:

Explain to students that they will complete a Power Prioritization activity where they will evaluate the most and least essential Tribal Council powers.

In small groups, students rank the top 5 most important powers from Article V and then debate their rankings with other groups.

Students should focus on which powers most directly impact:

Day-to-day community life

Long-term Tribal self-governance

Protection of land and culture

STEP 9:

Time permitting, students could have a class discussion: How do these priorities reflect the needs of Tribal communities?

Lesson Three: Assessment Project

Choose an assessment of your choice to complete:

a) Creative Project - Tribal Economic Development Proposal

NOTE: It is advised that this choice is most suited for those districts close to, or in contact, with the Confederated Tribes of the Warm Springs Reservation of Oregon.

In groups, you will explore the importance of economic self-sufficiency and sustainable development for Tribal communities. You will propose an economic venture that balances profit and cultural preservation for the Confederated Tribes of the Warm Springs Reservation of Oregon.

Scenario Setup:

Imagine that the Confederated Tribes of the Warm Springs are looking to create a new Tribal enterprise that supports economic development while respecting the Tribes' cultural values. The Tribal Council wants your group's proposal.

Research: Each group will research existing Tribal businesses that are either successful or facing challenges. They should focus on:

Tribal-led ventures (e.g., agriculture, tourism, renewable energy) and the balance between economic growth and cultural preservation.

Task: Design a new economic venture for the Tribes that:

Generates revenue (e.g., through renewable energy, sustainable tourism, or Tribal-owned businesses).

Supports Tribal sovereignty and provides job opportunities for Tribal members.

Respects the Tribes' cultural values and land stewardship.

Location: Where will the business be situated on the reservation?

Purpose: How will it contribute to economic development while respecting Tribal values and sovereignty?

Management Structure: Who will manage the business, and how will decisions be made?

Funding: How will the business be financed? Will it rely on Tribal investments, external partners, or both?

Benefits: How will this business provide opportunities for Tribal members, such as jobs, educational programs, or cultural preservation?

Process: What is the next step in getting this business idea approved?

Extension: Each group will present their proposal to the class in the form of a business pitch, explaining how their venture will benefit the Tribes' economy while preserving its culture and values.

b) Critical Reflection Essay - Essay Prompts (i) or (ii)

Essay Prompt (i): “How does the CTWS Corporate Charter teach us about the role of civic documents in shaping the rights and responsibilities of a community?”

Purpose: In Civics, we explore how laws and civic documents define the structure and values of a society. This reflection asks you to examine the CTWS Corporate Charter and analyze how it functions not just as a legal document, but as a civic tool that shapes community rights, responsibilities, and identity.

Your Task:

Write a critical reflection essay (800–1000 words) that:

Explores the role of civic documents in community life.

Analyzes how the CTWS Corporate Charter defines and protects the rights and responsibilities of its members.

Reflects on how civic documents—whether in Indigenous or non-Indigenous contexts—shape a community's structure and values.

Steps to Complete the Assignment:

Learn the Context.

Read the CTWS Corporate Charter (1938).

Understand the historical background (Indian Reorganization Act of 1934).

Learn about how Indigenous and non-Indigenous civic documents (e.g., constitutions, charters, treaties) guide community decisions.

Plan Your Essay:

Develop a thesis statement that directly answers the prompt.

Choose 2–3 key ways the Charter shapes rights and responsibilities.

Compare or contrast with similar civic documents, if helpful.

Write Your Essay:

Introduction: Briefly introduce the Charter and its purpose.

State your thesis.

Body Paragraphs: Each paragraph should examine one way the Charter defines or protects community roles.

Use examples or quotes from the Charter.

Discuss how these features relate to the broader role of civic documents.

Conclusion:

Summarize your main points.

Reflect on why civic documents matter in creating fair and functioning communities.

Essay Prompt (ii): “How does Article V of the CTWS Constitution balance the need for strong leadership with the responsibility to protect individual and collective rights?”

Purpose:

In this critical reflection, you will explore how Article V – Powers of the Tribal Council in the CTWS Constitution defines leadership authority while also ensuring that the rights of the community are respected and upheld. You’ll reflect on how this balance between power and accountability is managed and what it teaches us about effective governance.

Your Task:

Write a critical reflection essay (800–1000 words) that:

Explains how Article V gives the Tribal Council power to lead and govern.

Analyzes how those powers are checked or balanced by responsibilities to individuals and the wider community.

Reflects on how this system compares with other government systems.

Offers your perspective on what makes leadership just, accountable, and community-centered.

Steps to Complete the Assignment:

Read and Analyze: Carefully read Article V of the CTWS Constitution.

Identify the types of powers granted to the Tribal Council (e.g., lawmaking, economic decisions, land management).

Look for any limitations, responsibilities, or implied protections of individual or collective rights.

Plan Your Essay:

Write a clear thesis statement that answers the prompt.

Organize your essay into an introduction, body paragraphs, and conclusion.

Use examples and comparisons to support your ideas.

Write Your Essay:

Introduction: Briefly introduce the CTWS Constitution and Article V.

Present your thesis on how leadership and rights are balanced.

Body Paragraphs

Paragraph 1: What powers are given to the Tribal Council? Why are they important for strong leadership?

Paragraph 2: How are these powers checked or balanced by duties to protect community rights?

Paragraph 3: How does this compare to leadership and rights protection in your own government system?

Conclusion:

Reflect on why balancing power and rights is essential in any form of governance.

State what you think non-Indigenous governments can learn from this model.

c) Tribal Governments Comparison - Chart

Purpose:

This assignment helps you visually compare and analyze the governance structures of the CTWS Tribal government and another Tribal government of your choice. By organizing key information side-by-side, you'll better understand the diversity and common elements of Tribal self-governance.

Instructions:

Select another Tribal Government besides CTWS to research.

Research Both Governments

Find reliable sources about:

Governance structure and organization.

Leadership roles and election/selection processes.

Powers and responsibilities of governing bodies.

Membership or citizenship criteria.

Ways the community participates in governance.

Create a Comparison Chart

Make a two-column chart (CTWS on one side, the other Tribal Government on the other) with rows for each of the categories above.

Fill in the chart with clear and concise information.

Use bullet points or brief descriptions to summarize key facts for each government.

Add a short summary (3-5 sentences).

Conclusion:

At the bottom of your chart, write a brief reflection highlighting:

One significant similarity between the two governments.

One major difference.

What this comparison teaches about Tribal governance diversity.

Confederated Tribes of Warm Springs (CTWS) Resource Book

Senate Bill 13 Tribal History/Shared History
History and Background of the Confederated Tribes of Warm Springs
Resource Book for Oregon Teachers -2020

CTWS Committee Members: Lonnie James, Deanie Johnson, Myra Johnson, Sharlayne Rhoan, Gina Ricketts, Joyce Suppah, Lorraine Suppah, and Lori Switzler.

Manifest Destiny, a phrase coined in 1845, is the idea that the United States is destined by the Christian God to expand its dominion and spread democracy and capitalism across the entire North American continent. This 19th-Century doctrine believed that this was both justified and inevitable no matter the cost. White settlers and expansionists, embracing Manifest Destiny, strongly believed that Native American Tribes were merely in the way of progress. Because Native Americans did not practice Christianity, whites also believed that their “heathen ways” were also justification for the forced removal and genocide of millions of Native Americans. This was ordained by the Christian God and rationalized the long-term destruction of thousands of cultures that once inhabited North America. As Westward Expansion continued, so did the death and destruction of families, dislocation and brutal treatment of Native American peoples. At the heart of Manifest Destiny is the pervasive belief in American cultural and racial superiority.

The Reservation System was the base of this movement; a legalized practice of exploitation of land by a dominant culture and removal of peoples who had inhabited the lands of North American for upwards of 14,000 years. This system was created to move and keep Native Americans off land white Europeans wanted to settle. Reservation living was hard, at best. Native Americans were pressured to give up their spiritual and cultural beliefs, their language and their children. Children were kidnapped and forced into boarding schools, (Boarding School Era 1860-1978), oftentimes hundreds of miles away, where various religious groups could continue their forced conversion into Christianity. There is no known number on how many children attended boarding schools and how many students died because of boarding schools. Catholic and Christian records are incomplete and oftentimes Native families never saw their stolen children again. Students died because of diseases, malnutrition, suicide, sexual abuse, and rape. Often students would escape and attempt to return to their homes and families, never to be seen again. Boarding School survivors and Native American advocates believe the Boarding School Era was the second worst event to happen to Native American communities; the first being colonization.

The Confederated Tribes of Warm Springs has three distinct Tribes that were placed together by the United States Government. Originally the Wasq’u and the Sahaptin (Warm Springs) lived on the Mighty Columbia River and the Northern Paiute lived in what is now Oregon, Nevada, California and Utah. On June 25, 1855 the Treaty of 1855 was signed; many people felt this was the only way to keep their families alive and retain some of their land. Following is a short, accurate history of each Tribe: the Northern Paiute, the Warm Springs (Sahaptin) People, and the Wasq’u.

Northern Paiute

The Aboriginal territories of the Northern Paiute People historically included a vast area of land within Oregon, Nevada, Idaho, California, and Utah. The Northern Paiute traveled throughout these areas of the Pacific Northwest for trade, food and other natural resources. Their way of life was very different from the other two Tribes regarding their foods, ceremonies, and spiritual connection.

The Northern Paiute did not recognize boundaries when the Homestead Act of 1862 was enacted when ranchers and farmers took their lands and put up barbed wire fences <https://80925871.weebly.com/affecting-native-americans.html>. The Northern Paiute People cut down fences to access their traditional foods and natural materials such as roots, deer, elk, rabbit, fibers, berries, and other resources used in their way of life. The People believed that land is not to be owned and that the resources out there need to be for all.

The Northern Paiute Bands joined forces and fought fierce fights for their land and life-ways. Their uprising only gave colonizers, such as General Howard, a reason to punish the Northern Paiute and forcibly remove them from their homelands.

There were many wars upon the Northern Paiute People by the U.S. Government to eradicate and remove them from the face of the world. When this became impossible to do, the People were rounded up and chained like animals and marched in the middle of winter from Fort Harney, Oregon to Fort Simco and Fort Vancouver, Washington, a 350 mile journey. Many of the People froze or starved to death while others ran away. 700 “Prisoners of War” began the march with only 500 making it to the final destination. This came to be known as the Northern Paiute Trail of Tears. It was an Act of Congress that released the remaining “Prisoners of War” to return to their respective land bases. In 1879, the Oytes Band of 78 opted to move back to their original land base on the South end of the Warm Springs Reservation. Other bands from the same prisons left for Oregon, Idaho, Nevada, and Northern California.

By Executive Order, signed by President Grant, a reservation was established for the People in the Southeastern area of Oregon. The Northern Paiute People did not sign a treaty with the United States for this reservation. This status as a non-treaty Tribe has been a problem as the People are not recognized by the Federal Government, thus denying them the same benefits other Tribes receive. However, the People believe they should have Aboriginal rights to all their former lands.

The background of the Northern Paiute is just a small piece of their history and information that could be expanded upon. The Northern Paiute People are not history but they are an important part of a forgotten history. Today the Paiute People are still here and practice their way of life in the many things they do.

Warm Springs Band

Since Time Immemorial the Ichishkin/Sahaptin speaking Warm Springs Bands have followed the foods: salmon, deer, roots, and berries and gathered them without restriction. The four Warm Springs Bands were the Tenino who lived along the Columbia River (Big River), the Wyam Band who lived along the Big River at Celilo Falls, the Taix/Taih Band who lived along the Deschutes River/Sherars

Falls/Tygh Valley area, and the Takpash (dock-spus) Band who lived along the John Day river.

The Warm Springs Bands had summer villages and winter villages. Tule was the main material they used to build their houses. They migrated in annual rounds, gathering food through the now ceded lands and the usual and accustomed places

(<https://fisheries.warmsprings-nsn.gov/2016/05/ceded-lands-2016/>). The cold winter months were the time to sew, make baskets, prepare fishing and hunting gear; all preparations that were needed for when it came time to start the food gathering cycle.

The Warm Springs Bands and the Wasq'u people shared and exchanged foods. The Celilo Falls was also a major place of exchange for the Northwest Tribes, done once a year. By the early 1800s most contact between the Tribe and non-Natives involved fur trading. In 1821, the Hudson's Bay Company built Ft. Vancouver on the Columbia River. In 1838, the Methodist established a mission at The Dalles.

By 1855, Joel Palmer, the Superintendent of the Indian Affairs for the Oregon Territory, negotiated nine treaties between the Pacific Northwest Indians and the U.S. Government. Many Native Americans agreed to the treaties because they saw it as the only way to keep some of their land. On June 25, 1855, Warm Springs signed the Treaty of 1855

(<https://warmsprings-nsn.gov/treaty-documents/treaty-of-1855/>)

which then started the long drawn-out process of being moved to the Reservation.

The Warm Springs Bands and the Wasq'u people agreed to cede to the U.S. Government roughly ten million acres of land south of the Columbia River between the Cascade and Blue Mountain ranges. (<https://fisheries.warmsprings-nsn.gov/2016/05/ceded-lands-2016/>). In exchange they received \$200,000 and a variety of government services including a school, a hospital, flour, and saw mills. The treaty also created the Warm Springs Reservation and reserved for the Warm Springs Bands and the Wasq'u People the right to hunt, fish and gather food on traditional land outside the reservation boundaries.

Since signing the Treaty of 1855, The Warm Springs Bands have endured many conflicts involving the use of land and boundary disputes with others between different geographical areas of their homelands. They have not been able to gather traditional food freely. They were forced into boarding schools to continue the U.S. Government's policy of forced assimilation. The intersection of cultural identities and the process of assimilation dramatically changed the way of life that the Ichishkin people always knew, including their language, dress, food, and spirituality.

Celilo Falls was a major fishing place for their people. All this changed on the morning of March 10, 1957, when the massive steel and concrete gates of the Dalles Dam closed and choked back the downstream surge of the Columbia River. Four and a half hours later and eight miles upstream, Celilo Falls, the spectacular natural wonder and the age-old Indian salmon fishery associated with it, was under water (<https://critfc.org/salmon-culture/tribal-salmon-culture/celilo-falls/>).

Today the Ichishkin speaking people are still here in Central Oregon and they still have fluent speakers and practice their way of life. The Ichishkin language is taught in the Warm Springs public school to make sure it is passed on from generation to generation.

Wasq'u History

The Kiksht speaking people were settled on both sides of the Columbia River centuries before European contact. The most Eastern bands referred to themselves as Wasq'u, who were settled on the Southern shore, and Ilaxluit (Wishram) on the Northern shore. They considered themselves as one people as they spoke the same language with very little dialectal difference. Their villages dotted the North and South shores above Ten Mile Rapids to the mouth of the Columbia.

The Wasq'u way of living was tied to the salmon in the Columbia River. Leaders in the Tribe would travel to the river to determine the fishing season. They would watch the birds, the insect hatches, and the weather to report to the Chief to determine the fishing season. When the Chief and the leaders determined when the Tribe would begin to fish, they would first hold a salmon feast. Once the people had feasted, they were allowed to go out and fish.

The Wasq'u people were forced to relocate from the Columbia River and placed upon the Warm Springs Indian Reservation in Oregon by a treaty with the United States Government in June of 1855. The Wishram, on the other hand, were placed on the Yakama Indian Reservation in Washington State. The Tribes were formally known as Wasq'u, Kigatwalla, and Dog River that participated in the treaty with the government.

The Tribal laws, culture, and customs are still practiced today, while the language has faded away. Today, there are no fluent speakers of Kiksht Language and three semi-fluent people that are still working on their fluency and revitalization efforts of the Kiksht Language. There is an intense effort in maintaining and reviving the language by teaching in the Warm Springs K8 Academy, community classes, college classes, dance classes, and radio broadcasting.

The Wasq'u governing body of the Wasq'u people consisted of chiefs who were the spokesman of their families. They enforced laws of the people and acted as delegates to the other Tribes. They called together the people as the need arose to let them know of any changes that needed to be discussed.

Today the Wasq'u people have adopted much of the Warm Springs peoples ways as the Wasq'u ways are diminishing.

If you have other questions, please contact Culture and Heritage at 541-553-3290 and cultureandheritage@wstribes.org.

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CTWS TWELFTH GRADE TRIBAL GOV'T



CORPORATE CHARTER AND CONSTITUTION

STUDENT MATERIALS

Lesson One: CTWS Organic Documents

Read through the short introduction below:

Taken from the CTWS website: <https://warmsprings-nsn.gov/treaty-documents/>

“Before the time of the treaties, the Tribes governed themselves. While laws were not written, they were well understood in the customs and culture. There were far fewer people then and life was much simpler.

With the Treaty came a new and different relationship. In this relationship the Tribe kept many of its powers of self-governance but also agreed to accept the government of the United States and its applicable laws dealing with Indian Nations.

One of those laws, referred to as the Indian Reorganization Act, set out a process for Indian Nations to establish more formal governments to assist them in carrying out business and managing their affairs. The Warm Springs, Wasco and Paiute people chose to utilize the opportunities available under the law and organized themselves under the Tribal Constitution. The people referred to themselves and their government as the Confederated Tribes of the Warm Springs Reservation of Oregon. The first provisions of the Constitution set out the purpose of the Tribal Government and some broad goals.

The Tribe also adopted a Corporate Charter that gave the Tribe status as a federally chartered corporation. This charter recognizes the Tribe as a business entity and sets out rules for doing business.

The Constitution and Corporate Charter are referred to as the “Organic Documents” of the Tribe in that they organize the Tribe for conducting business as a government. Taken together with the Treaty and a number of federal laws, the Organic Documents provide a broad framework within which the Tribal Council, as the governing body of the Tribe, carries out its legislative role.”

Scan through the Corporate Charter’s Table of Contents

<https://warmsprings-nsn.gov/treaty-documents/corporate-charter/>

CTWS Corporate Charter’s Table of Contents

1. Corporate Existence
2. Perpetual Succession
3. Membership Corporation
4. Management
5. Corporate Powers
6. Termination of Supervisory Powers
7. Corporate Property
8. Corporate Dividends
9. Corporate Accounts
10. Amendments
11. Ratification
12. Enterprises

Corporate Charter

Corporate Charter of the Confederated Tribes of Warm Springs Oregon

As Amended

Ratified April 23, 1938

A Federal Corporation Chartered Under The Act Of June 18, 1934

Whereas, the Confederated Tribes of the Warm Springs Reservation of Oregon are a recognized Indian tribe organized under a constitution and by-laws ratified by the members of the Confederated Tribes on December 18, 1937, and approved by the Assistant Secretary of the Interior on February 14, 1938, pursuant to Section 16 of the Act of June 18, 1934 (48 Stat. 984), as amended by the Act of June 15, 1935 (49 Stat. 378); and

Whereas, more than one-third of the adult members of the Confederated Tribes have petitioned that a charter of incorporation be granted to said Confederated Tribes. Subject to ratification by a vote of the adult Indians living on the reservation;

Now, therefore, I, Oscar L. Chapman, Assistant Secretary of the Interior, by virtue of the authority conferred upon me by the said act of June 18, 1934 (48 Stat. 984), do hereby issue and submit this charter of incorporation to the Confederated Tribes of the Warm Springs Reservation of Oregon, to be effective from and after such time as it may be ratified by a majority vote of the adult Indians living on the reservation at an election in which at least 30 per cent of the eligible voters vote.

SUMMARY	OFFICIAL TEXT
<p>1) Corporate Existence: The Confederated Tribes of the Warm Springs Reservation is recognized as a legal entity (corporation) under both Tribal and federal law. This recognition grants the Tribes the ability to manage their own resources, operate businesses, and engage in economic activities to ensure their economic independence. The Tribes operate as a legal body politic, with the power to act like any corporation, while maintaining their own governance and internal structure.</p>	<p>1. In order to further the economic development of the Confederated Tribes of the Warm Springs Reservation of Oregon by conferring upon the said Confederated Tribes certain corporate rights, powers, privileges and immunities: to secure for the members of the Confederated Tribes and assured economic independence: and to provide for the proper exercise by the Confederated Tribes of various functions heretofore performed by the Department of the Interior, the aforesaid Confederated Tribes are hereby chartered as a body politic and corporate of the United States of America under the corporate name "The Confederated Tribes of the Warm Springs Reservation of Oregon."</p>
<p>2) Perpetual Succession: The Confederated Tribes will continue to exist as a corporation, meaning that the Tribes' governance, rights, and powers remain intact regardless of leadership changes. This ensures the long-term stability of the Tribes' operations.</p>	<p>2. The Confederated Tribes shall, as a Federal corporation, have perpetual succession.</p>
<p>3) Membership The Confederated Tribes operates as a membership corporation, where members are defined according to the Tribes' constitution and bylaws. Only those recognized as members under these rules can participate in decisions and benefit from the Tribes' resources and businesses.</p>	<p>3. The Confederated Tribes shall be a membership corporation. Its members shall consist of all persons now or hereafter members of the Confederated Tribes, as provided by its duly ratified and approved constitution and by its duly ratified and approved constitution and by-laws.</p>
<p>4) Management The Tribal Council is responsible for managing the Tribes' affairs, making decisions related to the Tribes' economy, governance, and business operations. The Council is elected by the Tribes' members and follows the Tribes' constitution and bylaws to ensure effective leadership and accountability.</p>	<p>4. The Tribal Council established in accordance with said constitution and by-laws of the Confederated Tribes, shall exercise all the corporate powers hereinafter enumerated.</p>
<p>5) Corporate Powers The Tribes have a range of powers to manage their resources and conduct business, including the ability to: Own and manage property (both real and personal). Enter into contracts with other entities, including the U.S. Government and state governments. Borrow money and use funds for Tribal enterprises.</p>	<p>5. The Confederated Tribes, subject to any restrictions contained in the Constitution and laws of the United States, or in the Constitution and By-laws of the said Confederated Tribes, shall have the following corporate powers, in addition to all powers already conferred or guaranteed by the Tribal Constitution and By-laws: a) To adopt, use, and alter at its pleasure a corporate seal. b) To purchase, take by gift, bequest, or otherwise, own, hold,</p>

Engage in any lawful business that promotes the economic well-being of the Tribes.

However, there are certain restrictions, especially concerning the sale of land, mortgages, and the involvement of external authorities (like the U.S. Secretary of the Interior) in certain transactions.

manage, operate, and dispose of property of every description, real and personal, subject to the following limitations:

1.
No sale or mortgage may be made by the Confederated Tribes of any land, or interest in land, including water power sites, now or hereafter held by the Confederated Tribes, except that any land or interests in land located outside the boundaries of the Warm Springs Reservation may be sold or exchanged by the Confederated Tribes.
2.
No mortgage may be made by the Confederated Tribes of any standing timber on any land now or hereafter held by the Confederated Tribes within the boundaries of the Warm Springs Reservation.
3.
No leases or permits (which term shall not include land assignments to members of The Confederated Tribes) covering any land or interests in land now or hereafter held by the Corporation shall be made by the Corporation for a longer term than permitted by law and all such leases or permits must be approved by the Secretary of the Interior or by his duly authorized representative. Power sites may be leased with the consent of a majority of the voters of The Confederated Tribes voting at an election in which at least 30 per cent of the eligible voters vote.
4.
Every action shall be taken by and on behalf of the Confederated Tribes which may operate to prevent destruction or injury to Tribal grazing lands, timber, or other natural resources of the Warm Springs Reservation. All leases, permits and timber-sale contracts relating to the use of Tribal grazing or timber lands shall conform to regulations of the Secretary of the Interior authorized by Section 6 of the Act of June 18, 1934, with respect to range carrying capacity, sustained yield forestry management, and other matters therein specified. Conformity to such regulations shall be made a condition of any such lease, permit, or timber sale contract, whether or not such agreement requires the approval of the Secretary of the Interior, and violation of such condition shall render the agreement revocable, at the discretion of the Secretary of the Interior.
- c) To issue interests in corporate property in exchange for restricted Indian lands, the forms for such interests to be approved by the Secretary of the Interior.
- d) To borrow money from the Indian Credit Fund in accordance with the terms of Section 10 of the Act of June 18,

1934 (48 Stat. 984), or from any other governmental agency, or from any member or association of members of the Confederated Tribes, and to use such funds directly for productive Tribal enterprises, or to loan money thus borrowed to individual members or associations of members of the Confederated Tribes: Provided, That the amount of indebtedness to which the Confederated Tribes may subject itself, aside from loans from the Indian Credit Funds, shall not exceed \$25,000.00, except with the express approval of the Secretary of the Interior.

e) To engage in any business that will further the economic well-being of the members of the Confederated Tribes, or to undertake any activity of any nature whatever, not inconsistent with law or with any provisions of this Charter.

f) To make and perform contracts and agreements of every description, not inconsistent with law or with any provisions of this Charter, with any person, association, or corporation, with any municipality or any county, or with the United States or the State of Oregon, including agreements with the State of Oregon, including agreements with the State of Oregon for the rendition of public services: Provided, That all contracts involving payment of money by the corporation in excess of \$2,500.00 in any one fiscal year shall be subject to the approval of the Secretary of the Interior or his duly authorized representative, and shall be subject to the restrictions contained in Article V, Section (t) of the Constitution.

g) To pledge or assign chattels or future Tribal income due or to become due to the Confederated Tribes: Provided, That assignments of Tribal income, other than an assignment to the United States, shall not extend more than ten years from the date of execution and shall not amount for any one year to more than \$25,000.00: And, provided further, That any such pledge or assignment shall be subject to the approval of the Secretary of the Interior or his duly authorized representative.

h) To deposit corporate funds, from whatever source derived, in any National or State bank to the extent that such funds are insured by the Federal Deposit Insurance Corporation, or secured by a surety bond, or other security, approved by the Secretary of the Interior; or to deposit such funds in the postal savings bank or with a bonded disbursing officer of the United States to the credit of the Confederated Tribes.

i) To sue and to be sued in courts of competent jurisdiction within the United States; but the grant or exercise of such power to sue and to be sued shall not be deemed a consent by the Confederated Tribes or by the United States to the levy of any judgment, lien, or attachment upon the property of the Confederated Tribes other than income or chattels specially pledged or assigned.

	j) To exercise such further incidental powers, not inconsistent with law, as may be necessary to the conduct of corporate business.
6) Termination of Supervisory Powers After a period of time, the Tribes can request to reduce or remove external oversight from the federal government, specifically from the Secretary of the Interior. If the Tribes' request is ratified by a majority vote, it can move toward greater self- governance and autonomy.	6. Upon request by the Tribal Council for the termination of any supervisory power reserved to the Secretary of the Interior under sections 5(b) (3), 5(c), 5(d), 5(f), 5(g), 5(h), and Section 8 of this Charter, the Secretary of the Interior, if he shall approve such request, shall thereupon submit the question of such termination for ratification by the Confederated Tribes. The termination shall be effective upon ratification by a majority vote of the adult members of the Confederated Tribes residing on the reservation, at an election in which at least 30 per cent of the eligible voters vote. If at any time after ten years from the date of approval of this Charter, the Secretary shall disapprove a request for the termination of any such power, or fail to approve or disapprove it within 90 days after its receipt, the question of its termination may then be submitted by the Secretary or by the Tribal Council to popular referendum of the adult members of the Confederated Tribes actually living within the reservation, and if the termination is approved by two-thirds of the eligible voters it shall be effective.
7) Corporate The Tribes' property are protected, and the ownership of Tribal land (whether or not assigned to individuals) is recognized. Individual property owned by Tribal members is separate from corporate debts, ensuring that members' personal assets are protected from liabilities incurred by the Tribes.	7. No property rights of the Confederated Tribes Property. of the Warm Springs Reservation shall be in any way impaired by anything contained in this Charter, and the Tribal ownership of unallotted lands, whether or not assigned to the use of any particular individuals, is hereby expressly recognized. The individually owned property of members of the Confederated Tribes shall not be subject to any corporate debts or liabilities without such owners' consent. Any existing lawful debts of the Confederated Tribes shall continue in force, except as such debts may be satisfied or canceled pursuant to law.
8) Corporate Dividends The Tribes can distribute profits from their business enterprises to their members, but only after covering necessary expenses for public works, government operations, and community needs. Any per capita distributions above a certain amount require approval from the Secretary of the Interior.	8. The Confederated Tribes may issue to each of its members a non-transferable certificate of membership evidencing the equal share of each member in the assets of the Tribe and may distribute per capita, among the recognized members of the Confederated Tribes, all profits of corporate enterprises over and above sums necessary to defray corporate obligations to members of the Confederated Tribes or to other

	<p>persons and over and above all sums which may be devoted to the establishment of a reserve fund, the construction of public works, the costs of public enterprises, the expenses of Tribal government, the needs of charity, or other corporate purpose. Any such distribution of profits in any one year amounting to a per capita cash payment of \$100 or more, shall not be made without the approval of the Secretary of the Interior.</p>
<p>9) Corporate Accounts The Tribes are required to maintain transparent financial records, showing all credits, debts, and transactions. An annual financial report is submitted to the government to ensure accountability and prevent mismanagement.</p>	<p>9. The officers of the Confederated Tribes shall maintain accurate and complete public accounts of the financial affairs of the Confederated Tribes, which shall clearly show all credits, debts, pledges, and assignments, and shall furnish an annual balance sheet and report of the financial affairs of the Confederated Tribes to the Commissioner of Indian Affairs.</p>
<p>10) The charter can be amended, but it requires approval from the Tribal Council and the Secretary of the Interior. The Tribes' members can vote on proposed amendments, ensuring that changes to the charter reflects the will of the people.</p>	<p>10. This Charter shall not be revoked or surrendered except by Act of Congress, but amendments may be proposed by resolution of the Tribal Council which, if approved by the Secretary of the Interior, shall be effective when ratified by a majority vote of the adult members living on the reservation at a popular referendum in which at least 30 per cent of the eligible voters vote.</p>
<p>11) Ratification The charter will officially take effect once it is ratified by a majority vote of adult members living on the reservation. This ensures the Tribes' authority and legitimacy are directly tied to the consent of their members.</p>	<p>11. This Charter shall be effective from and after the date of its ratification by a majority vote of the adult members of the Confederated Tribes living on the Warm Springs Reservation in Oregon, provided at least 30 per cent of the eligible voters shall vote, such ratification to be formally certified by the Superintendent of the Warm Springs Agency and the President and Secretary of the Tribal Council.</p>
<p>12) Enterprises The Tribes can establish and manage their own business enterprises, such as businesses that promote economic growth. The Tribes' members vote on which enterprises to pursue, and the Tribes have the authority to borrow funds, make investments, and manage profits to ensure long-term development. Enterprise activities are subject to certain regulations and oversight to ensure they benefit the Tribes' economic independence.</p>	<p>12. The general membership of the Confederated Tribes may by referendum duly called vote to establish one or more business enterprises under this section. Each enterprise so established shall be limited in its aggregate investment to the amounts authorized by the membership in its referendum vote: Provided, however, net revenues of such enterprise may be appropriated with the approval of the Secretary of the Interior for capital additions and improvements to the enterprise. The Board of Directors or other directing body of such enterprise shall exercise, in addition and supplemental to the powers enumerated in subsections (d), (f), (g) and (h) of Section 5, the following powers.</p> <p>a)</p>

	<p>To operate under a Plan of Operations approved for and on behalf of the Corporate Tribe by the Tribal Council, and by the Secretary of the Interior, and within the limitations of said approved Plan of Operations.</p> <p>1. To make and perform contracts of any description relating to such enterprise which shall be binding upon the Confederated Tribes in accordance with the terms thereof: Provided, such contracts are within the authority of the Plan of Operations.</p> <p>2. To pledge as security for repayment of liens, encumber or expend the revenues and income due or to become due to the enterprise without restriction as to term or amount: Provided, that such pledge of future revenues and income shall be subject to the approval of the Secretary of the Interior, and provided further that such pledge of future revenues and income shall be within the authority of the Plan of Operations.</p> <p>3. To borrow money in such amounts as may be required to establish and operate such enterprise: Provided, however, that such borrowing shall be within the authority of the approved Plan of Operations.</p> <p>b) In the exercise of any of the rights, powers, and privileges conferred upon the enterprise, the Board of Directors or other directing body shall act in its own name for and on behalf of the Confederated Tribes of the Warm Springs Reservation of Oregon as chartered and incorporated under Section 17, of the Act of June 18, 1934, (48 Stat. 984), as amended.</p>
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Submitted by the Assistant Secretary of the Interior for ratification by the Confederated Tribes of the Warm Springs Reservation in Oregon.

Oscar L. Chapman,
Assistant Secretary of the Interior,(SEAL)
Washington, D.C., March 31, 1938.

Certification

Pursuant to section 17 of the Act of June 18, 1934 (48 Stat. 984) this Charter, issued on March 31, 1938 by the Assistant Secretary of the Interior to the Confederated Tribes of the Warm Springs Reservation, was duly submitted for ratification to the adult members residing within the Reservation and was on April 23, 1938, duly ratified by a vote of 180 for and 62 against, in an election in which over 30 per cent of those entitled to vote cast their ballots.

George Meachem,
President of the Tribal Council.
Harold V. Lewis
Secretary of the Tribal Council.
J.W. Elliot, Superintendent of the Warm Springs Agency.

Lesson One: Exit Ticket

Individually, answer these questions:

1. What is the purpose of the CTWS Corporate Charter, and how does it support Tribal self-governance?
2. Summarize what you now know, or have learnt, about Tribal Governments compared to the beginning of the lesson.

Lesson Two: CTWS Constitution

Read through the short introduction below:

The CTWS Constitution was created to give the Confederated Tribes of Warm Springs a formal system of self-government. It was adopted in 1938 under the Indian Reorganization Act of 1934, a federal law that encouraged Tribes to re-establish self-governance after decades of forced assimilation policies. The purpose of the constitution was to protect Tribal sovereignty and ensure that Tribal members could govern themselves. It allowed the Tribes to manage their lands, resources, and internal affairs without complete reliance on the U.S. Government. It also established a Tribal Council to represent the community and make important decisions. Another key goal was to preserve the Tribes' cultural identity, traditional laws, and collective rights. In the 1930s, the U.S. government invited Tribal Nations to write their own constitutions as part of the Indian Reorganization Act. The Warm Springs Tribes—Wasq'u, Warm Springs, and Northern Paiute—voted to adopt their constitution in 1938. This document created the foundation for their Tribal Council, set rules for Tribal membership, and outlined the powers and responsibilities of Tribal leadership. The adoption of the CTWS Constitution marked a significant step toward self-determination, allowing the Confederated Tribes to guide their own future while maintaining a government-to-government relationship with the United States.

Lesson Two: Vocabulary Matching

Match the term with the correct definition. Write the letter next to the number.

Tribal Council
Apportionment
Referendum
Ordinance
Sovereignty
Jurisdiction
Impeachment
Definitions

- A. The right or power to govern oneself
- B. A vote by the people to accept or reject a decision
- C. A law or rule made by a government or council
- D. Official removal of an elected official from office
- E. The group of elected and traditional leaders who govern the Tribe
- F. Authority to make legal decisions in an area
- G. Dividing representation based on districts

Lesson Two: Constitution Contents

Scan through the contents of the CTWS' Constitution:

<https://warmsprings-nsn.gov/wp-content/uploads/2016/03/const.pdf>

CTWS Constitution

ARTICLE IV--ORGANIZATION OF Tribal COUNCIL

Section 1. COMPOSITION

Section 2. APPORTIONMENT

Section 3. TERM OF OFFICE

Section 4. FIRST ELECTION

Section 5. RIGHT TO VOTE

Section 6. TIME OF ELECTION

Section 7. MANNER OF ELECTIONS

Section 8. VACANCIES AND REMOVAL FROM OFFICE

Section 9. IMPEACHMENT

Section 10. RECALL

Section 11. OFFICERS

ARTICLE V--POWERS OF THE Tribal COUNCIL

Section 1. ENUMERATED POWERS

Section 2. MANNER OF REVIEW

Section 3. FUTURE POWERS

Section 4. RESERVED POWERS

Lesson Two: Article IV

Read through Article IV of the CTWS' Constitution and refer to the overview summary chart (below).

Article IV Summary – Organization of the Tribal Council

CTWS Tribal Council Overview

Category	Details
Total Members	11 (Elected + Traditional Chiefs)
District Representation	Simmasho: 3 elected + 1 chief Agency: 3 elected (1 from Sidwalter Flat) + 1 chief Seekseequa: 2 elected + 1 chief
Terms of Office	Elected members: 3 years Chiefs: For life (successors chosen by Tribal custom)
First Election	Organized by the Business Committee after the Constitution is approved
Voter Eligibility	All married Tribal members or those age 21+, regardless of gender
Election Timing	Held at least 30 days before a term ends; new members take office at the next regular meeting
Election Method	Secret ballot or district custom
Filling Vacancies	Vacant positions are filled by appointment from the same district
Impeachment	Requires two-thirds vote of the Council and a fair hearing
Recall Process	Petition by 30% of district voters, followed by an election
Council Officers	Council selects a Chairman, Vice-Chairman, and Secretary-Treasurer; may create additional officers and committees as needed

Lesson Two: Article V

Read through Article V of the CTWS' Constitution and refer to the overview summary chart (below).

Article V Summary – Powers of the Tribal Council

The Tribal Council has many important powers to govern and protect the Confederated Tribes of Warm Springs. These powers can sometimes be changed or checked by the community through a popular vote (referendum).

CTWS Tribal Council – Powers and Responsibilities

Category	Power or Responsibility
Government Relations	Negotiate with federal, state, and local governments; work with the U.S. Department of the Interior.
Legal Representation	Hire lawyers to defend Tribal rights (requires Secretary of the Interior's approval).
Tribal Lands	Approve/reject leases or sales (reservation land cannot be sold).
Funding Requests	Recommend how to use federal funds for healthcare, education, and Tribal programs.
Borrowing Money	Borrow funds for public projects (community approval may be required).
Economic Management	Manage and spend Tribal funds for public purposes.
Business Regulation	Set and enforce rules (e.g., taxes, licenses) for reservation businesses, including non-Tribal.
Exclusion Power	Remove individuals who are not allowed to reside on the reservation.
Law Enforcement	Create laws and courts for Tribal matters not covered by federal law.
Land for Public Use	Acquire Tribal members' land legally for community projects.
Environmental Protection	Regulate land use and protect natural resources.
Tribal Culture & Welfare	Preserve culture, wildlife, and member well-being.
Property Rules	Make laws about inheritance of Tribal property (excludes allotments).
Land Use Rules	Set rules for land use and transfer.
Tribal Businesses	Create and manage Tribal enterprises.

Family & Legal Affairs	Make laws about marriage, guardianship, and care of minors or vulnerable adults.
Government Oversight	Advise on employment of federal officials on the reservation.
Sub-Councils & Boards	Form committees or boards and assign them responsibilities (Council keeps final authority).
Spending Money	Approve Tribal spending. Expenses over \$2,500 require review; over \$25,000 needs a vote unless pre-approved.
Other Powers	Take any legal action needed to carry out the powers above.

How Council Decisions Are Reviewed (Section 2)

Process	Explanation
Submission to Superintendent	Laws must be sent within 10 days to the federal Superintendent.
Approval Path	If approved, the law goes into effect. If not, the Council can appeal to the Secretary of Interior.
Federal Authority	The Secretary can cancel any law within 90 days if deemed necessary.

Other and Future Powers (Sections 3–4)

Type	Details
Future Powers	Council may exercise new powers if granted by the U.S. government.
Reserved Powers	Traditional Tribal powers not listed still exist and can be added by law.

Lesson Two: Power Prioritization

In small groups, rank the top 5 most important powers from Article V and evaluate the most and least essential Tribal Council powers.

Groups should focus on which powers most directly impact:

Day-to-day community life

Long-term Tribal self-governance

Protection of land and culture

1.

2.

3.

4.

5.

Make sure your group includes justification for your choices and be ready to debate with other groups.

Lesson Three: Assessment Project

Choose an assessment of your choice to complete:

c) Creative Project - Tribal Economic Development Proposal

NOTE: It is advised that this choice is most suited for those districts close to, or in contact, with the Confederated Tribes of the Warm Springs Reservation of Oregon.

In groups, you will explore the importance of economic self-sufficiency and sustainable development for Tribal communities. You will propose an economic venture that balances profit and cultural preservation for the Confederated Tribes of the Warm Springs Reservation of Oregon.

Scenario Setup:

Imagine that the Confederated Tribes of the Warm Springs are looking to create a new Tribal enterprise that supports economic development while respecting the Tribes' cultural values. The Tribal Council wants your group's proposal.

Research: Each group will research existing Tribal businesses that are either successful or facing challenges. They should focus on:

Tribal-led ventures (e.g., agriculture, tourism, renewable energy) and the balance between economic growth and cultural preservation.

Task: Design a new economic venture for the Tribes that:

Generates revenue (e.g., through renewable energy, sustainable tourism, or Tribal-owned businesses).

Supports Tribal sovereignty and provides job opportunities for Tribal members.

Respects the Tribes' cultural values and land stewardship.

Location: Where will the business be situated on the reservation?

Purpose: How will it contribute to economic development while respecting Tribal values and sovereignty?

Management Structure: Who will manage the business, and how will decisions be made?

Funding: How will the business be financed? Will it rely on Tribal investments, external partners, or both?

Benefits: How will this business provide opportunities for Tribal members, such as jobs, educational programs, or cultural preservation?

Process: What is the next step in getting this business idea approved?

Extension: Each group will present their proposal to the class in the form of a business pitch, explaining how their venture will benefit the Tribes' economy while preserving its culture and values.

d) Critical Reflection Essay - Essay Prompts (i) or (ii)

Essay Prompt (i): “How does the CTWS Corporate Charter teach us about the role of civic documents in shaping the rights and responsibilities of a community?”

Purpose: In Civics, we explore how laws and civic documents define the structure and values of a society. This reflection asks you to examine the CTWS Corporate Charter and analyze how it functions not just as a legal document, but as a civic tool that shapes community rights, responsibilities, and identity.

Your Task:

Write a critical reflection essay (800–1000 words) that:

Explores the role of civic documents in community life.

Analyzes how the CTWS Corporate Charter defines and protects the rights and responsibilities of its members.

Reflects on how civic documents—whether in Indigenous or non-Indigenous contexts—shape a community's structure and values.

Steps to Complete the Assignment:

Learn the Context.

Read the CTWS Corporate Charter (1938).

Understand the historical background (Indian Reorganization Act of 1934).

Learn about how Indigenous and non-Indigenous civic documents (e.g., constitutions, charters, treaties) guide community decisions.

Plan Your Essay:

Develop a thesis statement that directly answers the prompt.

Choose 2–3 key ways the Charter shapes rights and responsibilities.

Compare or contrast with similar civic documents, if helpful.

Write Your Essay:

Introduction: Briefly introduce the Charter and its purpose.

State your thesis.

Body Paragraphs: Each paragraph should examine one way the Charter defines or protects community roles.

Use examples or quotes from the Charter.

Discuss how these features relate to the broader role of civic documents.

Conclusion:

Summarize your main points.

Reflect on why civic documents matter in creating fair and functioning communities.

Essay Prompt (ii): “How does Article V of the CTWS Constitution balance the need for strong leadership with the responsibility to protect individual and collective rights?”

Purpose:

In this critical reflection, you will explore how Article V – Powers of the Tribal Council in the CTWS Constitution defines leadership authority while also ensuring that the rights of the community are respected and upheld. You’ll reflect on how this balance between power and accountability is managed and what it teaches us about effective governance.

Your Task:

Write a critical reflection essay (800–1000 words) that:

Explains how Article V gives the Tribal Council power to lead and govern.

Analyzes how those powers are checked or balanced by responsibilities to individuals and the wider community.

Reflects on how this system compares with other government systems.

Offers your perspective on what makes leadership just, accountable, and community-centered.

Steps to Complete the Assignment:

Read and Analyze: Carefully read Article V of the CTWS Constitution.

Identify the types of powers granted to the Tribal Council (e.g., lawmaking, economic decisions, land management).

Look for any limitations, responsibilities, or implied protections of individual or collective rights.

Plan Your Essay:

Write a clear thesis statement that answers the prompt.

Organize your essay into an introduction, body paragraphs, and conclusion.

Use examples and comparisons to support your ideas.

Write Your Essay:

Introduction: Briefly introduce the CTWS Constitution and Article V.

Present your thesis on how leadership and rights are balanced.

Body Paragraphs

Paragraph 1: What powers are given to the Tribal Council? Why are they important for strong leadership?

Paragraph 2: How are these powers checked or balanced by duties to protect community rights?

Paragraph 3: How does this compare to leadership and rights protection in your own government system?

Conclusion:

Reflect on why balancing power and rights is essential in any form of governance.

State what you think non-Indigenous governments can learn from this model.

c) Tribal Governments Comparison - Chart

Purpose:

This assignment helps you visually compare and analyze the governance structures of the CTWS Tribal government and another Tribal government of your choice. By organizing key information side-by-side, you'll better understand the diversity and common elements of Tribal self-governance.

Instructions:

Select another Tribal Government besides CTWS to research.

Research Both Governments

Find reliable sources about:

Governance structure and organization.

Leadership roles and election/selection processes.

Powers and responsibilities of governing bodies.

Membership or citizenship criteria.

Ways the community participates in governance.

Create a Comparison Chart

Make a two-column chart (CTWS on one side, the other Tribal Government on the other) with rows for each of the categories above.

Fill in the chart with clear and concise information.

Use bullet points or brief descriptions to summarize key facts for each government.

Add a short summary (3-5 sentences).

Conclusion:

At the bottom of your chart, write a brief reflection highlighting:

One significant similarity between the two governments.

One major difference.

What this comparison teaches about Tribal governance diversity.



CONFEDERATED TRIBES OF WARM SPRINGS

