



Grade Level: High School  
Subject: ELA

# Tribal Government

## ESSENTIAL UNDERSTANDINGS

- History
- Language
- Genocide, Federal Policy, & Laws
- Treaties with the United States
- Tribal Government
- Sovereignty

## LEARNING OUTCOMES

- Students will be able to define what tribal sovereignty is.
- Students will be able to identify roles and relationships among federal, tribal, and state governments.
- Students will be able to explain how a person becomes a Grand Ronde Tribal Council member.

## CULTURALLY RESPONSIVE PRACTICES

- Preserving and honoring cultural history
- Connecting to the lives of students through compare/contrast of the governments involved in their lives

## ASSESSMENT

Students will be assessed on their research findings and their proficient response to the research questions.

## Overview

In this lesson, students will learn about the Confederated Tribes of Grand Ronde, tribal sovereignty and how tribal governments function at a local, state and national level.

## MATERIALS

- [Crash Course: Grand Ronde's Tribal Government Video](#)
- Grand Ronde Tribal Council Videos [1](#), [2](#) & [3](#)
- [Tribal Government Reading Packet](#)
- [Sovereignty Research Questions](#)
- [KWL Chart](#)

## LOGISTICS

- Where does this activity take place?  
**Classroom**
- How are the students organized?

**Whole Class**    Teams: 3-5

Pairs                      **Individually**

## TIME REQUIRED

2-3, 50 minute periods

## STANDARDS

### Oregon Common Core State Standards: ELA

**9-10.RI.2** Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text's theme or central idea.

**11-12.RI.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.

### Oregon Social Studies Academic Content Standards

**Civics and Government HS.4** Describe core elements of early governments that are evident in United States government structure.

**Civics and Government HS.7** Evaluate the relationships among governments at the local, state, tribal, national, and global levels.

**Historical Knowledge HS.59** Analyze and explain the history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present.

**Historical Knowledge HS.62** Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups and individuals in shaping the cultures of Oregon, the United States, and the world.

## Background for Teachers

The Grand Ronde Tribal Council was created by the Tribal Constitution to be the primary governing and legislative body of the Tribe. Its primary duties are to adopt Tribal laws and policies, and be the decision-making authority on Tribal budgets and investments.

Tribal Council consists of nine standing members, each of which is designated to serve three-year terms. The terms are staggered and three Council seats are up for reelection every year. Nominations occur in late June and an election is held in early September.

The Confederated Tribes of Grand Ronde acts as a democracy, with the voting of political figures and large decisions.

*\*\*Teachers should preview the Tribal Council Videos prior to the lesson*

## VOCABULARY

- **Tribal Sovereignty-** the inherent right to govern or having supreme power or authority.
- **Reservation-** a place that land is held for special use- for tribes, land held in trust by the federal government for Native American tribes to live on or provide resources to fund their activities
- **Treaty Rights-** details regarding the type of federal services the tribe receives in exchange for their land
- **Federally Recognized Tribes-** sovereign tribal governments that are recognized as having a government to government relationship with the United States.

## Opening

1. Start by having students fill in the “K” section of the KWL chart with what they know about tribal governments.
2. Next, have students fill in the “W” section with what they would like to know.

## Activity

1. Show students the video - Crash Course: Grand Ronde’s Tribal Government (<https://youtu.be/oSDGh0t6KQQ>)
2. Have students update their chart by filling in the “L” section and adding to the “W” section.
3. Distribute the Tribal Government reading material for the students. They can read individually or as a class.
4. Throughout the Tribal Government reading address any questions students may have.
5. Continue the lesson by showing students the three tribal council videos located at these link:
  - 1: <https://youtu.be/XQrkb55Jnos>
  - 2: <https://youtu.be/58W8cYv9mJl>
  - 3: <https://youtu.be/ps85Hze-0bA>
6. Now that students have foundational knowledge about how a tribal government functions, have students research these questions:
  - *What is sovereignty?*
  - *How does the Grand Ronde Tribal Council operate/function?*
  - *What are three ways that the Confederated Tribes of Grand Ronde demonstrates their sovereignty?*
7. To help students, direct them to resources such as the Grand Ronde website at [www.grandronde.org](http://www.grandronde.org) or have students do Google searches on the internet. An example of a Google search might look like, “Grand Ronde sovereignty” or “Grand Ronde hunting and fishing rights” or “Grand Ronde tribal government”.
8. Students can take notes in the “L” section of the KWL chart and/or on another piece of paper

## Closure

Have students write up a formal paper that is 2-3 pages long that follows the criteria:

- Introduction
- Explanation of what sovereignty is
- Explanation of how Grand Ronde Tribal Council operate/function
- Three examples of Grand Ronde demonstrates its sovereignty
- Conclusion

## Differentiation

- Allow students to choose the format of their knowledge presentation (examples: video, paper, PowerPoint, etc.)
- If it is more beneficial for students, allow them to complete the project in pairs.
- Assist students with research if needed.
- Assign students a research partner in the class that would be willing to help them navigate researching their topic.

## Extension

**Ask Tribal Council:** Using the link (<https://www.grandronde.org/government/tribal-council/>) students can submit a question to the Confederated Tribes of Grand Ronde Tribal Council.

**Other Tribes:** Students can expand their research to examine the governmental structures of other tribes throughout Oregon and throughout the country.

## Notes/Other

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

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

## Appendix

Crash Course: Grand Ronde's Tribal Government: <https://youtu.be/oSDGh0t6KQQ>

Grand Ronde Tribal Council Videos:

- 1: <https://youtu.be/XQrkb55Jnos>
- 2: <https://youtu.be/58W8cYv9mJl>
- 3: <https://youtu.be/ps85Hze-0bA>

Tribal Government Reading Packet:

<https://drive.google.com/file/d/17w9EFGcXrog-Hzjxdq7cqYyOgtDVd5Ud/view?usp=sharing>

KWL Chart:

[https://drive.google.com/file/d/1Ksed6OLq\\_jgK4vsr5xwzaTDfjJ5q6P0-/view?usp=sharing](https://drive.google.com/file/d/1Ksed6OLq_jgK4vsr5xwzaTDfjJ5q6P0-/view?usp=sharing)