

# Tribal Sovereignty



**Goal:** To familiarize students with the term sovereignty and its importance to the Native American people.

## **Oregon Common Core Standards:**

- 6-8.RH.4 Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.

## **Oregon Social Sciences Academic Content Standards:**

- Civics and Government 8.14 Explain rights and responsibilities of citizens.

## **Objectives:**

- Students will be able to define the term sovereignty.
- Students will be able to explain the difference between a right and a privilege.

# LESSON PLAN

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**Unit:** Grand Ronde Tribal History

**Lesson Title:** Sovereignty

**Rational:** In Oregon there are nine federally recognized tribes. There is The Confederated Tribes of Grand Ronde, The Confederated Tribes of Siletz, The Confederated Tribes of Umatilla, The Confederated Tribes of Warm Springs, The Confederated Tribes of Coos, Lower Umpqua, and Suislaw, The Cow Creek Band of Umpqua Indians, Burns Paiute, The Klamath Tribe and Coquille. Each tribe is a sovereign nation. This means they have the inherent right to form their own government, create their own laws, and regulate domestic relations of its members, among many other things. It is important for students to understand sovereignty and the importance of it to Native American people and the long history tribes have faced to keep their sovereign status in the United States of America.

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**Objectives:**

- Students will be able to define the term sovereignty.
- Students will be able to explain the difference between a right and a privilege.

**Materials Needed:**

- ✓ Sovereignty PowerPoint
- ✓ List of rights and privileges
- ✓ iPads
- ✓ Vocabulary sheet

**Time:** 50 minutes



# LESSON PLAN

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**Anticipatory Set:** Begin the lesson by having all of the students standing in the middle of the room. Explain to students that one side is a “RIGHT”, the other side is a “PRIVILEGE”. Explain to the students that you will read a short statement and they have to decide whether it’s a privilege or a right. If they think it’s a right, walk to the “right” side, if they think it’s a privilege, walk to the “privilege” side. After reading a right or a privilege, ask students from either side why they chose that side. Once you have gone through the list have students go back to their seats and start the PowerPoint on sovereignty.

➤ **Lesson Steps:**

1. Go over vocabulary sheet with students. This can be done as a class, individually, or with a partner.
2. Begin the sovereignty PowerPoint.
3. Once the PowerPoint is finished have students pair up with a partner.
4. Give each pair of students an iPad.
5. Write the following prompt on the board- Define tribal sovereignty in five words or less. Remind students that they cannot use the definition given on the vocabulary sheet. Allow for students to brainstorm ideas with their partners.
6. Have students record each other with the iPads.
7. If time allows, share students records with the class.

**Differentiation:** If iPads are unavailable, students can complete an exit slip defining tribal sovereignty in five words or less.

**Early Finisher Activity:** If students finish early have them log onto Grand Ronde’s website at [www.grandronde.org](http://www.grandronde.org) and look for examples of how Grand Ronde exercises it’s right to be a sovereign nation.

**Assessment:**

	Yes	No	Notes
Student was able to define sovereignty			
Student was able to respectfully participate in the rights and privilege activity			

**Notes/Other:** If time allows, put all of the students answers together in a video and present to the class.



# LESSON PLAN

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## Attachments:

- ✓ Sovereignty PowerPoint
- ✓ List of rights and privileges
- ✓ Vocabulary sheet







# Vocabulary

## Sovereignty

**Sovereignty**

**Right**

**Privilege**

**Nation**

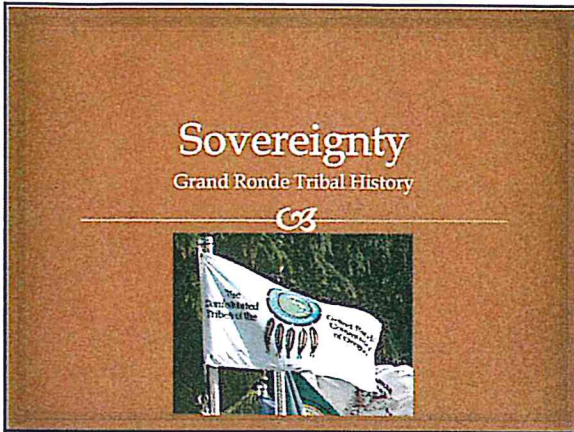
**Definitions:**

**Sovereignty-** the act of having independent power, political, social and economic, or being free.

**Right-** a legal entitlement to have or obtain something.

**Privilege-** a special advantage to something that everyone else may not have.

**Nation-** a stable, historically developed community of people with a territory, economic life and distinctive culture.



## What is Sovereignty?

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- ☞ Sovereignty- the act of having independent power, political, social and economic, or being free.
- ☞ All 9 federally recognized tribes in Oregon are sovereign nations.
- ☞ Tribal sovereignty is not a privilege, but a right.

☞ So, what does that mean???

## Tribal Sovereignty

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- ☞ The United States government recognizes federally recognized tribes as self governing nations.
- ☞ There is a government-to-government relationship between federally recognized tribes and the US government.



## Tribal Sovereignty

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The Confederated Tribes of Grand Ronde is a sovereign nation meaning they have the right to-

- ☞ Form their own government
- ☞ Make and enforce laws
- ☞ Decide membership requirements
- ☞ To impose and collect taxes
- ☞ To regulate property use
- ☞ To regulate domestic relations of its members (marriage, divorce, etc.)
- ☞ And much more.

## How Does Tribal Sovereignty Affect Tribal Communities?

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Tribal communities are faced with many issues including:


- ☞ Education
- ☞ Environmental protection
- ☞ Healthcare
- ☞ Safety and security (including civil and criminal jurisdiction)
- ☞ Taxation
- ☞ Economic development

## Picture This:

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Australia has just been dropped in the middle of the United States. Although their land is now in the United States, they are still an independent government and still have the right to govern themselves.

☞ The best way to describe tribal sovereignty is to think of all 9 federally recognized tribes in Oregon as individual nations. They are essentially a nation within a nation.



## PRIVILEGE OR RIGHT?

- Getting a driver's license
- Receiving an education
- Freedom of speech
- Getting bathroom breaks during class
- Life, Liberty and the Pursuit of Happiness
- The ability to plead the 5<sup>th</sup>
- Having a classroom pet