



Grade Level: 6
Subject: Social Studies

Tribal Government

ESSENTIAL UNDERSTANDINGS

- Tribal Government
- Sovereignty

LEARNING OUTCOMES

- Students will be able to list the four levels of government.
- Students will be able to explain how the Grand Ronde tribal government works.
- Students will be able to summarize the information they learned from the videos in a brochure to inform other readers.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Higher level thinking: creating
- Preserving and honoring cultural history

ASSESSMENT

Use the tribal government brochure as a way to assess student understanding.

Overview

Within the United States we often see various forms of government - including federal, state, local, and lesser known tribal governments. In this lesson, students will explore the functions of the tribal government of The Confederated Tribes of Grand Ronde. With their newfound knowledge, they will create a brochure to inform others about the operations and functions of tribal governments.

MATERIALS

- CTGR Tribal Council Videos [1](#), [2](#) and [3](#)
- [Graphic Organizer](#)
- Legal Sized Paper
- Pencils, pens, crayons, makers
- Other various materials for students to make their brochure

LOGISTICS

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

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

2, 50-minute class periods

STANDARDS

Common Core State Standards: ELA-Literacy

CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Oregon Social Sciences Academic Content Standards

Civics 6.2 6.2 Describe current forms of government in countries in the Western Hemisphere and the specific roles played by citizens in countries of the Western Hemisphere.

Historical Knowledge 6.17 Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures, and family and community systems) across indigenous civilizations.

Historical Knowledge 6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as termination, sovereignty, and treaties.

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 [CTGR Tribal Government Reading Packet](#)

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

VOCABULARY

- **Democracy-** a system of government by the whole population or all the eligible members of a state, typically through elected representatives
- **Nominated-** appoint to a job or position
- **Membership-** being a member of a group
- **Election-** a formal and organized choice by vote of a person for a political office or other positions
- **Terms-** a fixed or limited period of time
- **Legislative branch-** having the power to make laws
- **Executive branch-** having the power to put plans, actions or laws into effect
- **Sovereignty-** the inherent right to govern or having supreme power or authority
- **Confederated-** a group of people or states that are in an alliance

Opening

- To introduce the lesson, ask the students what the different levels of government are. For example, local, state and federal.
- It may be helpful for students to see a diagram of the different levels.
- Teachers may also want to cover the roles/services provided for each level of government to help give students a well rounded understanding of the different levels of government.
- Once students have listed the three governments, tell students that are missing one level of government.
- Explain to students that the 9 tribes in Oregon are all governments too, each having their own form of tribal government that interacts with local, state and federal governments. Teachers may want to show a map of where the 9 reservations are in Oregon and then have students locate the one closest to them.

Activity

1. Pass out the graphic organizer to students.
2. Play video number 1 for students to learn more about the Grand Ronde government and how it functions.
3. Have students fill out their graphic organizer as they watch the video.
4. At the end of the video, ask students where they would put tribal government on the diagram with local, state and federal government.
5. Explain to students that this will help them with an activity that will happen later.
6. Discuss any questions that students may have.
7. Depending on how the teacher structures this activity, the second video can be played directly after the first, or the teacher may wait until the second day to play the video.
8. Students will need their graphic organizer for the second video, as well.
9. Have students watch the third video.
10. Once the students have watched all of the videos and filled out their graphic organizers, they are ready to begin the activity.

Closure

Students will be creating a brochure that explains the Grand Ronde government. The brochure must include text and pictures. Students may include drawings and/or bullet points or other visually pleasing elements to make their brochure. Their brochure should be neat and include as much information as possible, so that a reader who knows nothing about Grand Ronde will understand who makes up the Grand Ronde government and how they function.

Differentiation

- Students may display their new knowledge in a format other than a brochure (for example: self-recorded video, presentation, short essay, booklet, etc.)
- Students may work together to complete their brochures. The teacher may choose to partner students or form them into small groups.

Extension

- Every federally recognized tribe within the United States has the ability to determine their own governmental structure. Have student research the government structure of another tribe within Oregon or the United States. Compare and contrast this with the information they have learned about the CTGR government and the other government systems around them (local, state, federal).
 1. Confederated Tribes of Siletz Indians: <https://www.ctsi.nsn.us/tribal-government/>
 2. Confederated Tribes of the Umatilla Indian Reservation: <https://ctuir.org/our-government/>
 3. Confederated Tribes of Warm Springs: <https://warmsprings-nsn.gov/team/tribal-council/>
 4. Burns Paiute Tribe: <https://burnspaiute-nsn.gov/government/>
 5. Confederated Tribes of Coos, Lower Umpqua, Siuslaw: <https://ctclusi.org/governmentandfacilities/>
 6. The Klamath Tribes: <https://klamathtribes.org/tribal-council/>
 7. Cow Creek Band of Umpqua Tribe of Indians: <https://www.cowcreek-nsn.gov/government/>
 8. Coquille Indian Tribe: https://www.coquilletribe.org/?page_id=8012

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

- CTGR Tribal Council Videos
 - Video 1: <https://youtu.be/XQrkb55Jnos>
 - Video 2: <https://youtu.be/58W8cYv9mJl>
 - Video 3: <https://youtu.be/ps85Hze-0bA>
- Graphic Organizer:
https://drive.google.com/file/d/1b57EOKQ89YoiCB_XX4iWGovj_LPwJg1O/view?usp=sharing
-
- Graphic Organizer Key:
<https://drive.google.com/file/d/1e9dRHezmCN9O29vql43R7q6wl2fMYpm3/view?usp=sharing>