



SOCIAL SCIENCES

Sovereignty and Tribal Government Today

ESSENTIAL UNDERSTANDINGS

- Tribal government
- Sovereignty
- Identity

LEARNING OUTCOMES

By the end of this lesson, students will be able to:

- Describe the general structure of the Siletz Tribal government.
- Describe the programs and services provided to Siletz members by Tribal offices and departments.

ESSENTIAL QUESTIONS

- How is the Siletz Tribal government structured?
- How do the functions and services of the Siletz Tribal government embody and enact the Tribe's sovereignty and self-determination?

LOGISTICS

- Where does the activity take place?
Classroom
- How are the students organized?
 Whole class Teams: 3 – 5
 Pairs Individually

TIME REQUIRED

Two hours

Overview

As specified in its constitution, the mission of the Confederated Tribes of Siletz Indians is to protect Tribal identity; affirm and exercise Tribal sovereignty; sustain Tribal history, culture, and the general welfare of the Tribal membership; promote the Tribe's self-sufficiency; and direct the Tribe's government-to-government relationships with other local, state, and federal entities. In this lesson, students will learn about the structure and functions of the Siletz Tribal government and review the Tribe's website to learn more about the programs and services the Tribal government provides for its members and the broader community.

Background for teachers

As discussed in previous lessons, the U.S. government kept few of the promises that it made to the Native American Tribes and bands of Western Oregon. Federal actions throughout the 19th and 20th centuries reduced the Coast (Siletz) Reservation to a minuscule fraction of its original size and government support—never reliable to begin with—withered away. The lowest point came in 1954, when the U.S. government passed legislation ending its trust relationship with the Tribe as part of a federal policy of termination



pursued in Western Oregon and other parts of the nation (termination was implemented at Siletz in 1956). Any remaining lands held by the U.S. government for the Tribe were sold off or transferred to individual Tribal members.

Activism by Native American people across the nation and Siletz people during the 1960s and 1970s helped convince Congress and U.S. presidents to reverse the federal termination policy and restore federal recognition for terminated Tribes. In 1977, the Confederated Tribes of Siletz Indians became the first Tribe in Oregon, and only the second in the nation, to regain federal recognition, an event the Tribe celebrates every year with its Restoration Day Pow-Wow.

Federal recognition means that the U.S. government formally acknowledges and affirms a Tribe's sovereignty and right to self-determination and its duty to honor its treaty obligations to the Tribe. By virtue of their presence in North America millennia before the creation of the United States, Tribal nations have inherent sovereignty and self-determination. However, given the difficulty of operating outside the omnipresent U.S. and state structures, the practical benefits that can come from federal recognition—and improved (but still imperfect) relations with the federal government and the Oregon state government—are very important.

STANDARDS

Oregon social sciences standards¹

HS.5 - Evaluate the relationships among governments at the local, state, Tribal, national, and global levels.

HS.6 - Examine the institutions, functions, and processes of Oregon's state, county, local, and regional governments.

HS.60 - Analyze the history, culture, Tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States.

HS.63 - Identify and analyze ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon, the United States, and the world.

HS.66 - Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States, and the world.

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¹ Oregon is in the process of revising its social sciences standards. This document references the draft 2018 standards for high school.



Tribes recognized by the U.S. government are de facto also recognized by state governments, and with some exceptions, states have no jurisdiction and limited influence over Tribal laws, operations, and lands. Tribes have the power to establish their own laws and government structures. For example, Tribes create departments to provide for the welfare of their citizens, enforce Tribal laws, deliver essential services, and manage Tribal resources.

Tribes often sign intergovernmental agreements with state and local governments on matters of mutual interest or concern, and Tribes may contract with other governmental entities to provide services to Tribal members (and vice versa), but these agreements are negotiated as part of government-to-government relationships. Tribal governments work closely with local, state, and federal governments on issues such as public health, mental health, natural resource protection, transportation, and child welfare. Tribes invest directly in programs, services, and other efforts—such as direct philanthropy—that will benefit the local community and its citizens. Many of these efforts also benefit non-Native people in the immediate and surrounding areas.

The Confederated Tribes of Siletz Indians provides government services to Tribal members living on or near the Tribe’s reservation as well as an eleven-county service area in Western Oregon from Tribal headquarters in Siletz, Oregon, as well

STANDARDS *(Continued)*

Oregon English language arts standards

9-10.RI.1 - Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

9-10.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.

9-10.SL.1b - Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles } as needed.

9-10.SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.



as area offices in Portland, Salem, and Eugene. A number of services are provided to Tribal members no matter where they choose to live. The Confederated Tribes of Siletz Indians exercises its rights (and responsibilities) as a sovereign nation to protect a distinctive Siletz cultural identity, meet the basic needs of its citizens, control and manage the lands and resources under its jurisdiction, and promote Tribal members' health, wellness, and prosperity.

To prepare for this lesson, teachers should:

1. Review key concepts and information from previous lessons on the history of the Confederated Tribes of Siletz Indians.
2. Read chapter 15 ("Rebuilding Sovereignty") of *The People Are Dancing Again* (included in the appendices).
3. Review all materials for this lesson.
4. Ensure students will have access to all materials (printed and/or electronic) needed to participate in this lesson (see materials section).
5. Prepare classroom audiovisual technology to display the PowerPoint slides.

References

Wilkinson, C. (2010). *The people are dancing again: The history of the Siletz Tribe of Western Oregon*. Seattle, WA: University of Washington Press.

MATERIALS

The following instructional tools and materials will be needed to deliver this lesson. Unless otherwise indicated, copies of reading texts and handouts are provided as appendices or attachments to this lesson.

- **Slides** (PowerPoint slide deck)
- **Classroom writing surface** (blackboard, whiteboard, smartboard, or chart paper and markers)
- **Classroom audiovisual technology** to display PowerPoint slides
- **Classroom internet access** to enable groups of students to conduct research online in the classroom
- **Poster paper and poster-making supplies**, such as markers (one set per student group)
- **Siletz Government Overview** (one copy per student)
- **Siletz Tribal Services and Programs web pages** (ctsi.nsn.us/tribal-services)
- **Reading: Wilkinson, chapter 15 ("Rebuilding Sovereignty") of *The People Are Dancing Again: The History of the Siletz Tribe of Western Oregon***, a reference and primary-source material for this lesson (a copy is provided to help teachers understand the lesson background)



Confederated Tribes of Siletz Indians. (2004).
*Constitution of the Confederated Tribes of
Siletz Indians of Oregon.* [https://www.ctsi.
nsn.us/wp-content/uploads/2020/12/
Constitution-04-17-2009.pdf](https://www.ctsi.nsn.us/wp-content/uploads/2020/12/Constitution-04-17-2009.pdf)

Considerations for teachers

Assessment

The activities in this lesson are primarily built around student discussion and engagement with reading material. Teachers can assess student learning by monitoring student pair and small-group discussion and by reviewing the products they create. Teachers can also develop and use a rubric for grading the brief presentations that the groups will create to synthesize their analyses of the Confederated Tribes of Siletz Indians governmental departments.

Practices

- *Small group* – Small-group activities allow students to share and analyze ideas with one, two, or three other people. This practice can be good for students who do not want to share their ideas with the whole class and/or who may be afraid of others' reactions. The teacher should monitor group discussions to determine the degree to which students are understanding the concepts.
- *Classroom discussion* – Large-group, whole-class discussion allows students to express their thoughts and hear the thoughts of others.

VOCABULARY

Governance – The act of governing.

Sovereignty – The inherent authority of a nation to govern itself. Tribal sovereignty is the inherent right of a Tribal nation to create its own constitution, governance structure, and laws; negotiate government-to-government treaties and other legal agreements with other sovereign nations; control and manage land and resources under its jurisdiction; and govern the affairs of its citizens.

Ordinance – A rule or law enacted by a local or Tribal government on a matter over which it has jurisdiction.

Initiative and referendum – Political or legal mechanisms that allow citizens of many U.S. states and some Native American Tribes (including the Confederated Tribes of Siletz Indians) to enact legislation by popular vote.



For the instructor, this practice is a good way to take the pulse of the group and see what general themes are emerging. For students, large-group discussion can be a way to express themselves or hear differing perspectives.

- *Student group reporting and presentation* – When groups report out what they have discussed or provide a brief presentation, it is important to have clear norms and expectations to ensure their success. The teacher should be prepared to explain to the class how to listen respectfully when a classmate is reporting on group work. The teacher should also be prepared to help students gather their thoughts and explain main ideas if they are struggling to do so.
- *Differentiation* – In this lesson students will be reading various articles. You may choose to organize groups based on reading needs and supports, or have students self-select their articles and identify appropriate scaffolds for understanding if necessary. It may be best to print the website pages for students to read and annotate if they do not have individual access to the internet.

Learning targets

- I can describe the general structure of the Siletz Tribal government and compare and contrast it with the Oregon and U.S. governments.
- I can describe programs and services provided to Siletz members by Tribal offices and departments.

ADAPTATIONS FOR DISTANCE LEARNING



The lesson is primarily structured around group discussion and exploration, but much of it can be adapted for distance or independent learning purposes.

A suggested sequence follows.

1. Hold a class meeting online and, using the steps in Activity 1 (“Warm up”), have students respond to the discussion prompts provided. Alternatively, you can post the prompts in your school’s online classroom platform or an online document and have students respond to them asynchronously.
2. Using a web-conferencing or online meeting platform, the PowerPoint slides, the “Siletz Government Overview” handout, and the steps in Activity 2 (“Siletz government overview”), support students to work in breakout groups of three to five students each to review and discuss the handout and contribute to a whole-group discussion upon reconvening with the whole class. Alternatively, you can direct students to complete the activity independently during class time or as homework. Ensure students have access to any information or tools needed to complete the activity virtually. This may include providing a link to an online document for students to take notes on, and/or directing students to copy down and respond to the discussion prompts on paper or by using an electronic document and submitting their work to you directly.

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Appendix

Materials included in the electronic folder that support this lesson are:

- Slides_Sovereignty_and_Tribal_Governance.ppt
- Materials_Wilkinson_Ch15_Rebuilding_Sovereignty
- Materials_Siletz_Government_Overview

Options/extensions

- Have students review the Confederated Tribes of Siletz Indians Constitution (a link is provided in the references section above) and compare and contrast it to the U.S. Constitution.
- Create a lesson on the Siletz Tribal Charitable Contribution Fund, the Tribe’s philanthropic entity, and work with students to explore how the fund benefits both Tribal members and the broader community. Information on the fund can be found on the Tribal website: ctsi.nsn.us/charitable-contribution-fund
- Have students select and analyze one of the Siletz Tribal ordinances posted on the Tribal website and write a short summary of the ordinance’s purpose and contents. The Siletz Tribal ordinances can be found here: ctsi.nsn.us/tribal-government/tribal-ordinances/

ADAPTATIONS FOR DISTANCE LEARNING



(Continued)

3. Using a web-conferencing or online meeting platform, the PowerPoint slides, the link to the Confederated Tribes of Siletz Indians departments in the materials section, and the steps and talking points in Activity 3 (“Siletz government departments”), support students to work together online in breakout groups of three to five students each to explore and document examples of Tribal programs and services offered and report what they find back to the whole class upon reconvening. Alternatively, you can direct students to complete the activity independently during class time or as homework. Ensure students have access to any information or tools needed to complete the activity virtually. This may include adapting the poster activity so that students working together or independently can record information on an electronic “poster” instead of a paper one.
4. Convene one or more follow-up online class meetings to review together and debrief student group (or individual) work, reflect on the lesson together (see steps in Activity 4, “Reflection”), and answer any remaining questions.

Activity 1

Warm up

Time: 15 minutes

Overview

In this activity, students reflect on general concepts of governance to prepare for a closer examination of the government of the Confederated Tribes of Siletz Indians later in the lesson.

Step 1

Review the learning targets and vocabulary for the lesson.

Step 2

Facilitate a whole-class brainstorm to activate prior knowledge. Ask students what they already know about government and record their responses on a classroom writing surface. Specifically, ask them what they know about:

- The purpose of government.
- How government works.
- Advantages and disadvantages of government.
- The role of power in government.
- Types of services governments provide their citizens.
- How different levels of government (e.g., local, state, federal) interact.

Activity 2

Siletz government overview

Time: 25 minutes

Overview

In this activity, students review a brief history of the Siletz people and learn about the general structure of the government of the Confederated Tribes of Siletz Indians.

Step 1

Distribute one copy of the “Siletz Government Overview” article to each student.

Step 2

Ask for student volunteers to read the information out loud (alternatively, students could read the handout in pairs or trios). Invite students to underline or circle key points and information that surprises or stands out to them as they read or listen.

Step 3

After students have read the handout, place them in small groups of three to five using your preferred sorting method and have them relocate to their new table groups.

Step 4

Explain that groups will discuss the handout and will need to be prepared for a whole-class conversation when finished.

Step 5

Display slide 2 (“Discussion: Confederated Tribes of Siletz Indians Government Overview”) and have groups engage in a discussion using the prompts provided.

Activity 2 *(Continued)*

Step 6

After students are finished with their discussion, ask for volunteers to share their insights and comments with the whole class.

Step 7

Take any questions from students before moving on.

Activity 3

Siletz government departments

Time: 60 minutes

Overview

In this activity, students will work in groups to create informational posters describing or illustrating how the Confederated Tribes of Siletz Indians puts sovereignty and self-determination into practice through the structure and activities of its government offices and programs. You will need poster paper, markers, and any other poster-making supplies that your students may want to use.

Step 1

Re-sort student groups into new groups of three to five using the sorting method of your choice. Have each group select a facilitator, a timekeeper, a “scribe” or note-taker, and a reporter. (Depending on group sizes, some students may take on more than one role.)

Step 2

Pass out the poster paper and supplies to student groups.

Step 3

Display the PowerPoint slide with the poster activity prompts (“Poster Activity: Tribal Services and Programs”) and provide instructions for the activity. Students will work in groups to review pages on the Confederated Tribes of Siletz Indians website detailing the programs and services the Tribe offers its members, summarize what they learn, and share it with their classmates.

Step 4

Display slide 3 (“Poster Activity: Tribal Services and Programs”) and provide instructions for the activity. Students will work in groups to review pages on the Confederated Tribes of Siletz Indians website detailing the programs and

Activity 2 (Continued)

services the Tribe offers its members, summarize what they learn, and share it with their classmates.

Step 5

Support student groups to get online using classroom technology or their own devices and navigate to the “**Tribal Services and Programs**” pages of the Confederated Tribes of Siletz Indians website (ctsi.nsn.us/tribal-services).

Step 6

Assign student groups to explore different sections of the Tribal services web pages (For example: assign the “Housing” section to one group, “Education” to a second group, etc.) and summarize what they learn by writing or drawing responses to the prompts provided on the PowerPoint slide on their poster paper. The prompts are:

- What Tribal service or program area did you explore?
- What types of services and benefits are offered?
- Who are the services and benefits for? (e.g., Siletz Tribal members only? Native people from other Tribes? General community members?)
- In what ways do the services and benefits honor the unique history and experiences of the Siletz Tribe and its members?
- Why might Siletz members choose to use these Tribal services and benefits instead of similar services and benefits offered by non-Tribal sources?

Step 7

Reassure students that they do not need to read or understand all information provided on the web pages, as some programs and services have longer descriptions, more technical terms, and links to additional documents. Rather, students should skim or scan the web pages and linked documents for their assigned sections to look for labels, keywords, short descriptions, and other

Activity 3 (Continued)

clues to get the general sense of what types of programs and services are being described or offered. You might consider working through an example together with the whole class to model how the activity should be completed.

Step 8

Allow time for student groups to work on the activity. Walk around the classroom and monitor students as they work, ensuring they are on task and redirecting or answering questions if they are stuck or off task.

Step 9

When groups are finished (or have made satisfactory progress if time is short), have group reporters take turns summarizing what examples their group found of the types of programs and services offered by the Tribal government to its members.

Step 10

Facilitate a discussion to summarize the activity and ensure and deepen students' understanding of the ways in which Confederated Tribes of Siletz Indians services and programs enact and facilitate the Tribe's sovereignty and self-determination.

Say:

These services and programs that support Siletz members are intended to respect the unique needs and experiences of the Siletz people and are rooted in and support Siletz cultural values and aspirations. They also embody the collective identity of the Siletz Tribes and their sovereign rights and responsibilities to manage their affairs and resources to serve the health, welfare, and prosperity of Tribal members as the Tribe and its elected leaders see fit.

Step 11

Take any questions from students before moving on.

Activity 4

Reflection

Time: 20 minutes

Overview

In this activity, students reflect on and summarize what they learned in the lesson.

Step 1

Restate or point to the learning targets for the lesson and review with students. Ask if they have any questions about what they learned.

Step 2

Ask students to share with a partner what most stood out or surprised them in the lesson. Ask for volunteers to share their responses with the large group.

Step 3

Ask students to work in pairs to write a draft of a social media post, a script or storyboard for a short online video, or a design for a digital mood board that summarizes or shares their reactions to what they learned in the lesson. Have them share their ideas with the whole class and/or create and present their creations.