Goal(s): Students understand their influence on Tribal/Local government.

Subject Area(s): Civics

Grade Level: 9-12

Objective(s): Analyze the direction/reason of your vote.

**Vocabulary:**

General council

Ballot

Democracy

Quorum

**Spokane Tribal Connection:**

Family

Tribal council

Citizenship

**Background Knowledge Needed**

Indian Reorganization Act

Link:

<https://www.fcpotawatomi.com/culture-and-history/treaties/june-18-1934-indian-reorganization-act/>

Link: <http://www.britannica.com/topic/Indian-Reorganization-Act>

Spokane Tribal Constitution (hard copy provided)

**Spokane Tribal Values:**

Family

Respect

Community

Lesson Teaching Plan:

**The teacher will:**

**Materials Needed:**

Mock ballot

Political Advertisements

Class set of Spokane TribalConstitution (current and 1981version)

Guiding Question:

How do others influence your vote?

Where does the information come from that influences your vote?

Briefly review the background information from previous lesson.

Teacher poses a few current issues, gives unbiased background information and calls for a public vote. (General Council style – hand raised – no discussion) \*\*Can be Federal, State, or Tribal issues.

Teacher breaks students into three randomly selected groups and allows for discussion around the topic. (Teacher explains this discussion is similar to what happens in a General Council discussion – before the actual vote)

Brief discussion: Were you influenced by your group’s discussion? Did you find the information provided by your group reliable? Why? Why not?

Teacher calls for a ballot vote. (The topics and ballot are attached) - \*\*Could be used as an online survey\*\*

*\*\*Teacher note: Voting can be done in any order (Public first, or Ballot first) The discussion is the main point*.

Discussion: How did the numbers change in the vote? Why did they change? What influenced the change in vote?

Teacher restates the guiding questions?

Guiding question: How do others shape your vote? Where does the information come from that influences your vote?

Closing:

Teacher closes discussion with a look at the last page of the Constitution referendum and amendments. Showing the class that the vote has a direct impact on the Spokane Tribal Membership and Spokane Tribal Constitution.

**Activity:**

Verbal vote, ballot vote and discussion.

If students are reluctant to discuss: Use this writing activity to provide self-reflection.

\*\*The activity is attached.

**Assessment:** ***Pre-Test/Post-Test Instrument***

***Exit ticket: “Tips for making an informed vote”***

***\*Students will write 3 or more tips for casting an informed vote.***

**Enrichment:**

What would you suggest for issues to be voted on in future? School, Tribal, State, National?

**LESSON ALIGNED TO:**

**Social Studeies Unit Outlines/Standards GLEs**

**COMMON CORE STANDARDS:**

**Community Resources**