

UNIT:

(9-12 Grade)

Grade Level: 9-10 grade

Subject Area(s): Civics

Goal(s): Students understand the aspects of traditional tribal leadership and how it has changed due to European influences and interference.

Objective(s): Students will **grasp** how the executive order forever the changed the Spokane Tribe, the structure of leadership, government, as well as daily life.

STOI Connection:

- Tribal leadership
- Tribal Government
- Political Autonomy/Sovereignty
- Tribal society - Pre contact

Background info needed:

- Executive Order of 1881
- Agreements made after Battle of 1858
- U.S. gov't philosophy regarding the "Indian problem"
- Boarding schools
- 1887 Spokane Falls Council

Vocabulary:

- Government/ non tribal societal labels:
"Indian problem"
Savages, squaws, indian dogs
"the only good indian is a dead indian"
- Assimilation
- Boarding school
- Subjugation
- Reservation
- Ceded

Spokane Tribal Values

- Family
- Generosity
- Spirituality
- Community

Lesson Plan:

The teacher will:

- Revisit the learning from previous lesson, remind students of unit Goal: Students understand the aspects of traditional tribal leadership and how it has changed due to European influences and interference.
- Describe how the Executive Order came to be. A letter from Lot to the Sec. of Interior (1880 – Spokane falls) the letter describes how Lot accepts the reservation proposed by President Hayes.
- Students and teacher read the Executive Order and discuss the gov't mandate
 - Chief Lot's leadership was appointed by the President based on his signature on the letter. (Teacher: NOT based on qualities as thought of in the previous lesson)
 - The Spokane Indian Reservation was deemed "Lot's reservation" based on the lead he was appointed as well as the school and church he established.

The teacher and students will discuss:

- What did tribal leadership look like between 1881 and 1951?
- How did the battle of 1858 change the Spokane Tribal Society? (Teacher: refer to the Executive Order, and 1887 Spokane Falls Council, "peace" treaty after 1858- <http://www.ccrh.org/comm/river/treaties/peace.htm>)
- What is leadership?
- How did we take the strength we maintained from the changes of 1881 into the 1951 era?

Materials Needed:

- Copy of Executive order
- 1887 Spokane Falls Council minutes (WARREN)
- Spokane Chronical article (WARREN) ,
- Indian Agent Reports (U of I archives)
- Documents describing Chief Lot's leadership (Emailed from Melodi)
- List of Tribal Leaders as it lead into tribal council (Warren has a list from Glenn Galbraith)

Activity:

Writing (sequence order organization) describing the changes to leadership learned from this lesson, the 1881 Ex. Order, Battle of 1858, and 1887 Spokane Falls Council minutes.

Enrichment:

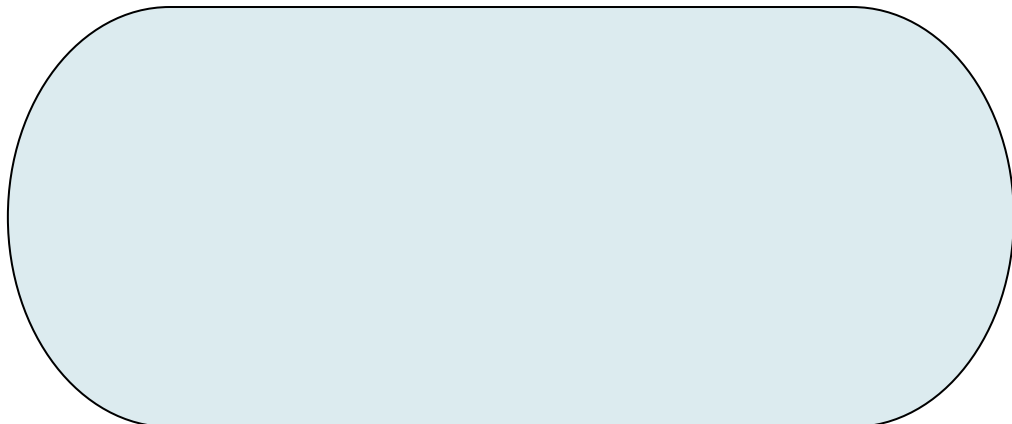
Create a map on the split of the tribes after the ex. Order – using the minutes 1887 Spokane Falls Council minutes (Teacher: direct students to last couple days of the meeting)

Create a map of the chief's area of leadership

Assessment: *Pre-Test/Post Test Instrument*

Formative Assessment:

Concept maps to show understanding of how the Spokane tribal chieftainship was traditionally organized prior to the Executive Order of 1881.

LESSON ALIGNED TO:

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<https://news.google.com/newspapers?nid=1338&dat=18950326&id=jaRXAAAIBAJ&sjid=zPMDAAAIBAJ&pg=6499,422531&hl=en>



STOI Departments