

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 UNDERSTAND/IDENTIFY/DESCRIBE how the Spokane tribal leadership was traditionally organized prior to the Executive Order of 1881.

STOI Connection:

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

Vocabulary:

- Head chief – Ill-me-hoom ʔilmixʷm
- Self = Tribe – Snkʷelixʷ
- Sovereignty
- Autonomy
- Jurisdiction

Background info needed:

- Knowledge is not always written, passed by oral tradition.
- Limited primary sources
- Indigenous research methodology allows us to accurately rebuild this story.
- U.S. gov't philosophy regarding the "Indian problem"

Spokane Tribal Values

- Family
- Generosity
- Spirituality
- Community

Lesson Plan:

The teacher will:

- Introduce vocabulary and definitions – Salish terms – breakdown of the meaning of the Salish word
- Teacher tells a story of Three Mountain, Chief LOT, Chief Enoch, and Spokane Garry's name – Orally
- After the story, teacher and students discuss how the qualities of the man were instrumental in receiving his name.
- Pass out an excerpt (pg. 81-86 – John Ross book The Spokane Indians)
- Teacher and students discuss how the leader's qualities were instrumental in receiving the leadership role.

Materials Needed:

- Copy of Executive order
- Early contact documents
- Salish terms, meaning breakdown,

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Activity:

Students create a flow chart of structure of becoming a leader.

Students create a concept map of various early (pre 1881) Spokane Leaders by researching the personal qualities that made each person selected as a leader.

Enrichment:

Conduct interview with current or previous tribal leaders write an article using personal values connecting the information gathered from the interview

OR

Critique primary documents

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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STOI Departments