

Grade Level: 9-12

Subject Area(s): Civics

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

Objective(s): Gather background information on historical civic involvement processes.

Spokane Tribal Connection:

Family
Tribal council
Citizenship

Vocabulary:

General council
Ballot
Democracy
Quorum

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 '51 (hard copy provided)

Spokane Tribal Values:

Family
Respect
Community

Lesson Teaching Plan:

The teacher will:

Guiding Question:

How do others influence your vote?

Where does the information come from that influences your vote?

Teacher gives background information on implementation of Constitution (1951) and voting process during that time. (15-20mins)

Materials Needed:

Most current campaign letters
Political Advertisements
Pictures/visual aids of meetings
Class set of Spokane Tribal Constitution (1951 version)

- (Teacher - keep in mind): Women could not vote, now Tribal Chairman is a woman - Women could not participate in *some* traditional dances - Not because of inferiority but because of the traditional role.
- Prior to constitution - a leader would call the people together to discuss. The people would stand to speak their heart and mind. Everyone was heard. Depending on the issue, sometimes a discussion would get *intense/passionate*. Comments would not be a debate or an argument. After hearing all comments, leaders would make their decision.

Closing:

- Compare/Contrast the two types of discussion styles (prior to constitution, and after 1951 constitution) What are the pros/cons of each style?

High School

Activity:

Create a compare/contrast map outlining similarities and differences of discussion styles. Write a short description of how it may be beneficial or not to that time, and this time.

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

Written description - to show understanding of historical civic involvement processes.

Enrichment:

Ask family members about who in their family served in WW1 and WW2.

LESSON ALIGNED TO:

Social Studies Unit Outlines/Standards GLEs

COMMON CORE STANDARDS:

Community Resources