

Teaching News Is Elementary

October 21, 2016

Each week, this lesson will share some classroom activity ideas that use the newspaper or other NIE resources. You are encouraged to modify this lesson to fit the needs of your students. For example, some classrooms may be able to use this as a worksheet and others might need to ask and answer the questions in a class discussion.

Please be sure to preview all NIE content before using it in your classroom to ensure it is appropriate for all of your students.

Materials you will need for this lesson: The Seattle Times print replica, computer or smart board, pencils or pens and paper

Article: “Washington Indian Tribes Today”

Pages: NIE Sponsored Content

Date: Sunday, October 16, 2016

Standards:

EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Objective: Students will read an informational text in order to learn about tribal sovereignty, and then practice negotiating their own treaty.

Pre- Reading Discussion Questions:

How does our government make agreements with other governments?

Vocabulary:

Read the following quotes and determine the meaning of the word based on how it’s used in the sentence.

“**Indigenous** peoples **inhabited** North America long before European governments sent explorers to claim lands and its resources.”

Indigenous: originating or occurring naturally in a particular place; native

Inhabited: (of a person, animal, or group) live in or occupy (a place or environment)

“Representatives of European governments interacted with tribes in **diplomacy**, **commerce**, culture and war – acknowledging indigenous systems of social, cultural, economic and political governance.”

Diplomacy: the conduct by government officials of negotiations and other relations between nations

Commerce: the activity of buying and selling, especially on a large scale.

“**Sovereignty** is a legal word for an ordinary concept – the right of a people to self-govern within geographic borders.”

Sovereignty: the authority of a state to govern itself or another state

“The essence of tribal sovereignty is that it allows tribal nations **autonomy** to govern, protect and enhance the health, safety and welfare of tribal citizens within tribal territory.”

Autonomy: the state of existing or acting separately from others

“Tribal governments collaborate with the State of Washington and with local **jurisdictions** on a multitude of issues from taxation to transportation improvements to natural resource management.”

Jurisdictions: the official power to make legal decisions and judgments

“Early policies have left a legacy of challenges (fragmented and **marginalized** land rights, isolation of many Indian reservations, loss of culture and language, inability to raise revenue via taxation, and development limitations on government land) that continue to affect Native American communities today.”

Marginalized: treat (a person, group, or concept) as insignificant or peripheral

Journal Writing Prompts:

What questions do you have about tribal sovereignty? What more do you want to know?

Discussion Questions:

Discuss the questions that students wrote down in their journals and compile them into a class list. From the class list, have students choose the top 5 questions that they think are the most important for learning about tribal sovereignty. Have students discuss with a partner what questions they chose and why they think they are important.

Read the “Questions Answered” on page 8 of the supplement. Did this answer any of the questions that you have?

Small group discussion and activity:

Conduct your own classroom treaty negotiation. You might want to do this regarding different spaces or seating arrangements in the classroom. Divide students into two groups, with each group picking a representative negotiator. The groups must work together to create a treaty. Reflect on the process. What did you learn? What was hard about the process? Was the process fair? Why or why not?