

Colville Tribal Curriculum Template

Teacher *(Person Completing the Lesson)*: Kamea Pino				
Type of Classroom *(Circle one Below)*:				
General Ed X	Special Ed/Self Contained	Inclusion	Resource Room	
Grade Level *(Circle one Below)*:				
K-3	3-6	7-8 X	9-12 X	College
Topic Category *(Circle one Below):				
Culture	Language	History X	Tribal Gov. X	Other:
Subject: Colville Tribal Governance				
Learning Outcomes:				
1: Basic knowledge about the Colville Tribe (Land, Exec. Order, Languages, Demographics)				
2: Understanding of governmental structure				
3: Familiar with Councilmen and their roles within the tribe				
4: Understanding of Committees, Resolutions, Robert Rules of Order				
Core Standards:				
Standard 1:				
Standard 2:				
Standard 3:				
Standard 4:				

Content Area and Topic:	
<ul style="list-style-type: none"> <li>• Brief history of the tribe, including reservation size, population, aboriginal territories, languages.</li> <li>• Overview of governmental structure</li> <li>• Definitions/Roles of Councilmen</li> </ul>	

**Objectives:**

- Objective 1:  
Provide definitions for
- Resolutions
  - Executive Order
  - Committee
  - Robert Rules of Order

Objective 2:  
Knowledge of governmental structure and its subdivisions

- Objective 3:  
Familiar with Colville Business Council and the districts they represent
- Know how many councilmen per district

Objective 4:  
Familiar with the structure of Committee Meetings and how Council creates resolutions

**Preparation:**

- Approx. 20-40 min
- Teachers need to have basic understanding Colville Tribe
  - Familiarize oneself with Councilmen/Committees/Districts
  - Review Teachers Notes page

**Lesson Materials:**

Powerpoint  
Teachers Notes  
Worksheets

**Resources:**

- [https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Documents/SB13%20Curriculum/Materials\\_Understanding%20Tribal%20Sovereignty.pdf](https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Documents/SB13%20Curriculum/Materials_Understanding%20Tribal%20Sovereignty.pdf)
- <https://static1.squarespace.com/static/572d09c54c2f85ddda868946/t/5cbf795bee6eb054eb5dc416/1556052316113/CONSTITUTION+AND+BY+LAWS.pdf>
- <https://robertsrules.org/rulesintroprint.htm>
- <https://www.colvilletribes.com/>
- <https://www.colvilletribes.com/history-archaeology>
- <https://static1.squarespace.com/static/56a24f7f841aba12ab7ecfa9/t/5bcdbac4e>

[5e5f0b9fb0e9383/1540209356733/CCT+HMP+DRAFT+for+public+comment.pdf](https://www.colvilletribes.com/5e5f0b9fb0e9383/1540209356733/CCT+HMP+DRAFT+for+public+comment.pdf)

Were Elders consulted? How?

lut

Summary of Tasks/Actions:

- Teachers will prep themselves with "Teachers Notes" to familiarize oneself about the powerpoint.
- Teacher will go through powerpoint
- Summarize presentation together
- Student worksheets may be given out. Computers maybe be necessary
- Finish with group discussion page
- Reflect/Review Information

Pre-Assessment:

**IDEA: Wonder Box**

Can be used as an "entrance" or "exit ticket." Before posing the Wonder Box question, show a quick example of the lesson to get the students thinking. After you have shown the students for a set amount of time, students can then write on a piece of paper a question starting with "I wonder" to be placed in the Wonder Box.

\*\*Teachers may then revisit the Wonder Box after lesson to reflect the things students learned.\*\*

Post Assessment:

- Worksheets can be used as a Post Assessment. They review definitions, key topics, committee, councilmen: As well as a group discussion included at the end.
- Mock Election/Committee Meeting- See handout for more info