

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	4-6 X	7-8	9-12	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,Languages, Demographics)				
2: Ideal characteristics of how to be a good leader				
3: Familiar with Councilmen and their roles within the tribe				
4: Understanding of Committees, Proposals, and Resolutions.				
Core Standards:				
Standard 1:				
Standard 2:				
Standard 3:				
Standard 4:				

Content Area and Topic:	
<ul style="list-style-type: none"> ● Terminology on what it means to be a tribe, chief, and government ● Colville Business Council's role in the tribe including districts and terms of service. ● Significance of committee meetings <ul style="list-style-type: none"> ○ Chair/Vice Chairmen ○ Council reps that oversee over each committee 	

Objectives:

- Objective 1:
Provide definitions for
- Tribe
 - Chief
 - Government
 - Proposals
 - Resolutions

Objective 2:
Knowledge of governmental structure

- 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://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/5bcdbac4e5e5f0b9fb0e9383/1540209356733/CCT+HMP+DRAFT+for+public+comment.pdf>

Were Elders consulted? How?

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Summary of Tasks/Actions:

- Teachers will prepare themselves with “Teachers Notes” to familiarize oneself about the powerpoint.
- Teacher will go through powerpoint
- Summarize presentation together
- Student worksheets may be given out.
- Mock Elections Activity
- Mock Committee Meeting Activity
- 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.

Post Assessment:

- Worksheets
 - Includes CBC, their districts and committees
- Mock Elections Activity
- Mock Committee Meeting
- Revisit Wonder Box after lesson to reflect things students learned