

LESSON FIVE

GOVERNMENT

INTRODUCTION

Before colonization, Native nations and Indigenous peoples had their own forms of governance and leadership systems. These systems were grounded in Indigenous cultural values, practices, and languages. They were intricate, strategic, and intentional. During and after colonization, the U.S. federal government, local governments, and white settlers disrupted Native lifeways and kinship systems, and caused generational harm through war, broken treaties, forced assimilation, and genocide. Despite the intentional, significant destruction of our many individual cultures, we still remain, and we are healing. (TRIBAL CIVICS: A Guide for Fostering Engagement)

ESSENTIAL QUESTIONS

How does a constitution strengthen sovereignty?

How does one acquire citizenship?

Review before lesson:

- potawatomi.org/government
- potawatomi.org/wp-content/uploads/cpn-constitution.pdf
- potawatomiheritage.com/encyclopedia/constitutional-reform

STANDARDS

3.1.2 Explain that tribal governments in Oklahoma have a right to self-government known as sovereignty.

5.2.6 Explain that tribal sovereignty is a tribal nation's inherent right to self-govern.

OKH.3.5 Explain how American Indian nations lost control over tribal identity and citizenship through congressional action, including the Indian Reorganization Act.

OKH.5.1 Examine the policies of the United States and their effects on American Indian identity, culture, economy, tribal government and sovereignty including: A. passage of the Indian Citizenship Act of 1924 B. effects of the federal policy of assimilation including Indian boarding schools (1880s-1940s) C. authority to select tribal leaders as opposed to appointment by the federal government D. exploitation of American Indian resources, lands, trust accounts, head rights, and guardianship as required by the Bureau of Indian Affairs.

OKH.6.5 Analyze the evolving relationship between state and tribal governments impacting tribal self-determination and control over American Indian lands and resources including issues of jurisdiction, taxation, and gaming.

USG.3.3 Summarize and explain the relationships and the responsibilities among national, state, tribal, and local governments.

USG.3.4 Explain that tribal sovereignty is a tribal nation's inherent power to self-govern, such as challenges made regarding the Major Crimes Act



EXPLORE

Invite students to explore the website where the CPN tribal government structure is explained potawatomi.org/government

Then ask them to compare what they came up with to the tribal government structure.

ACTIVITY

Students will work in small groups and create a constitutional government based on the following points:

Who is eligible to be part of the government?

Will the government be elected?

If so:

Who will the elected officials be?

Who can vote?

How will differences be solved?

How will the government be funded?

How will funds be dispersed?

How will laws be created?

Who will enforce laws?

ASSESSMENT

Students will complete a fillable form to go alongside the questions, writing out their thinking and connections to the Explore section. This can be done in groups or individually. After the form is completed, students will share their thinking and discuss their differing ideas, with a focus on the ***Essential Questions***. Students will then answer the final question of the fillable form: “Was creating this government from scratch difficult? Why or why not?”



Contact CPN Department of Education with any questions
at education@potawatomi.org or 405-695-6028.