

## UNIT 4: HIGH SCHOOL – CONTEMPORARY WORLD PROBLEMS

### CIVIC ACTION AND THE ECONOMY NATION-BUILDING AND TAXATION

#### Level 1

#### Instructional Support Materials

[Taxing Times in Native America](#)

[Taxing Times in Native America \(Spanish Language Version\)](#)

[Myths](#)

[Myths \(Spanish Language Version\)](#)

[Foldables](#)

Videos:

*Contemporary Voices Along the Lewis and Clark Trail*

- [View Contemporary Voices Video \(link is external\)](#) Chapters 1, 2, 5

[Tribal Perspectives of American History in the Northwest: Chapter 9](#)

[Tribal Perspectives Teacher Guide](#)

- [1881 Thomas Symons Map](#)
- [Timeline](#)
- [Blank Timeline](#)
- [Linguistic Map](#)
- [NW Tribal Homeland Territories Base Map](#)
- [USGS Base Map](#)

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#### Learning Goals

By watching oral testimonies about the importance of tribal traditions and values, by identifying misconceptions about Indians and taxes, and by reading and discussion the article “Taxing Times in Native America” by Gabe Galanda.

In a seminar, students will use evidence from the text to:

- Identify and explain how the US Constitution determines the tax status of federally recognized tribes. (Commerce Clause).
- Explain why tribal individuals and some businesses pay federal tax but generally do not pay state taxes.
- Explain one exception where tribal members do pay state taxes.
- Explain why it is difficult for tribes to generate revenue.
- Identify one instance where a tribe collects state taxes.
- Identify one non-Indian organization that a local tribe contributes to.

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**Time:** 2 class periods

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## Teacher Preparation

- Photocopy classroom sets of the “Taxing Times in Native America” article.
  - Photocopy classroom sets of the transcripts of the videos.
  - You will view *Contemporary Voices Along the Lewis and Clark Trail* video.
  - Chapter 1: Introduction (9:10), pp. 9 – 14 in the Teachers Guide.
  - Chapter 2: Early Contact and Its Consequences (3:00), pp. 15 – 18 in the Teachers Guide.
  - Chapter 5: Continuity (5:00), pp. 29 – 32 in the Teachers Guide
  - Select and print one or two appropriate foldable templates from the “foldables” pdf file.
  - Have construction paper available for students to take home to complete their foldables.
  - OPTION 1: Select groups at random: Make enough copies of the “Myths” sheet so that when cut up, every student gets a myth slip (there are eight per page with four blanks for other myths your class identifies).
  - OPTION 2: Selfselected groups: Make two copies of the “Myths” sheet so that each group can draw a myth at random.
  - If you have Native students in your class, consult them before the lesson. As much as you can, defer to the preferences or suggestions they have about teaching the lesson. During the lesson...Will you identify them as an expert? Make no reference to their tribal affiliations? Let the class know that you have consulted with Native students in class about how to best present the lesson? This behind the scenes preparation will go a long way in the comfort level of your classroom as well as honoring the Native students’ feelings and attitudes.
  - DO NOT SKIP DAY ONE. It is logical to think that culture and religion have little or nothing to do with governments, their philosophies, and their revenue practices. For tribal governments, it is quite the opposite. Culture, spirituality, and preserving tribal lifeways have EVERYTHING to do with how and why tribes generate revenue for their communities. The three videos (a total viewing time of 17:10) explain the ancient responsibility tribal people have to their homelands. All cultural, spiritual, political, and economic decisions—past, present, and future are based on keeping the Covenant with the Creator. And our covenant with the creator, for giving us this place to live and for the animals and the plants here agreeing to sustain us, if we would protect them, transcends all those modern jurisdictions. Clean air, clean water, clean land, a good place to live, those things are things we should all mutually embrace.  
-Bobbie Conner, Umatilla, Cayuse, Nez Perce.  
See the video Tribal Perspectives of American History in the Northwest, Chapter 9 “Reflections.”
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## Learning Activities

### Day 1

1. Teaching Point: “Today you will learn how tribal people connect their existence to their land, culture, and religion in order to understand the purpose of the tribal enterprises you see around you: casinos, gas stations, hotels, and other businesses.”
2. Use the Teacher Guide for *Contemporary Voices Along the Lewis and Clark Trail* to guide your discussions regarding the impetus for the recent Nation Building momentum we have seen in this area (and all over Indian Country).
3. Students read each chapter’s essential questions before viewing. They can choose ONE question on which to focus and listen for during the viewing. They should take notes in the transcript in the space provided.
4. After viewing each chapter, students will write their response to the essential question in the space provided.
5. After students have shared their responses, ask, “How might the information contained in the video influence how a tribe operates today?” Possible responses:
  - a. Tribes wish to preserve their homelands
  - b. Tribes have to keep a promise to the Creator to take care of the land and its resources.
  - c. So much of their traditions and homelands have been destroyed, that they have to fight to retain and preserve what is left of their traditions, language, and resources.
  - d. What resources used to sustain the tribe have greatly diminished and so they need to look elsewhere for new ways to sustain their tribal people.
6. Wrap-up: “Today you have learned that all tribal cultural, spiritual, political, and economic decisions—past, present, and future—are based on keeping the Covenant with the Creator. Tomorrow we will examine tribal revenue in a bit more detail, beginning with misconceptions people have about Indian people and money.”

### Day 2

1. Misconceptions are all around us. Use yourself as an example of misconceptions people might have by knowing a little about you. Invite students to do the same. Share a few of them. Explain how those misconceptions can be barriers to understanding each other, as well as how well nations can provide for their citizens. Connect to yesterday’s videos and what previous misconceptions students may have had regarding Indian people in general.

2. Teaching Point: “Yesterday, we began to understand the purpose tribal people have in developing their economies. This is called ‘NationBuilding.’ Today we will identify misconceptions many have about tribal enterprises and nation-building, because knowing the realities about tribal nationbuilding helps us understand the nations around us.
3. Brainstorm a list of at least four possible myths about Indians and money/businesses/taxes.
4. Make a chart of the myths students brainstormed. If significant myths other than those on the “Myths” sheet, add them to the blanks on the “Myths” sheet.
5. Divide the class into as many groups as there are myths (a minimum of eight groups).
6. Each group draws a myth at random.
7. Distribute the article “Taxing Times in Native America.” Have the groups read aloud to each other, stopping to discuss when the myth they have been assigned is addressed.
8. Each group will generate one statement that satisfactorily identifies and dispels the myth. The structure can be, “One myth that many have about Indians and taxes is...The reality is...”
9. Share with the class, making sure that students take notes. This will help them with homework tonight.
10. Wrap-Up: Why do these myths exist? Why is it important to dispel them? Especially in Washington State?

**HOMEWORK:** Each student will demonstrate understanding of the lesson’s outcomes by creating a graphic organizer of some kind. The form does not really matter. Students should choose what engages them. Possible options:

1. Create a “foldable” graphic organizer that distinguishes the associated myth regarding Indians and taxation. The templates are in the materials folder of this unit of study.
  2. If students would rather, they can make a virtual foldable on “Museum Box.
  3. Create an online quiz using GoogleDocs, Zoomerang, or other quiz/survey site. Be sure to budget time in class to take these quizzes, either individually, group, or class.
  4. Create a PowerPoint with hyperlinks to distinguish myth from reality.
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**NOTES:** \_\_\_\_\_

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