

WA State Tribes

Curriculum Support Resources

Utilizing the [guiding questions and expected outcomes](#) offered through the WA State Tribes Curriculum, this document can help educators understand the learning objectives along with some supplementary resources corresponding to the topics.

- Become familiarized with the curriculum guiding questions
- Provide conversation starters that correspond with the guiding questions
- Provide “getting to know” links & list information
- Additional ways to use the content to create learning projects that fit with goals

**OUTLINE OVERVIEW OF SINCE TIME IMMEMORIAL CURRICULUM, FOLLOW LINK
POSTED ON GCSDS.ORG PAGE [\(LINK\)](#)**

GUIDING QUESTIONS

WA TRIBES

GEOGRAPHY

SOVEREIGNTY

CONTEMPORARY LIFE

US TRIBES

LEARNING PROJECTS

Introduction

I wanted to create this document as a way to help familiarize our school staff and our communities with the WA State Tribes curriculum and provide ways to start thinking about it in a holistic everyday way of life.

In years past I've had questions from educators about how to help prepare students for connecting their education path with their cultural way of life. Along these lines I concluded that it would be helpful for schools to understand that local tribes do offer various levels of career paths on a local, state and federal level that are in line with their cultural values. I thought it would be good for schools and communities to then be introduced to these options pertaining to understanding tribal governments, programs, careers and how they connect our sovereign nations to cultural and modern day systems for students to participate in. Along these lines, because WA Tribes, and Tribes across the nation are growing in political and economic influence, it is also useful for non-tribal students to learn how to engage in cross-cultural familiarity and collaboration.

Along these lines it would be interesting to see an increase in students becoming familiar with local tribal governments, social programs, economies and tribal law. In introducing these topics students can also learn about the experiences that led to the present day status and the cultural influences that guide our tribal practices in decision making.

~ LR Indian Education Curriculum Support, Lisa Carson

WA STATE TRIBES CURRICULUM - GUIDING QUESTIONS AND GRADE LEVEL OUTCOMES

5 ESSENTIAL QUESTIONS & ANALYZING

- 1. How does **physical geography** affect the distribution, culture, and economic life of local tribes?
 - How does the cultural land-base shape the unique way of life for tribes?
 - What are the natural resources of the tribal regions?
 - What are the ancestral territories compared to reservation boundaries?
 - What are the regional plants, animals, mountains, waterways, ecosystems?

WA STATE TRIBES CURRICULUM - GUIDING QUESTIONS AND GRADE LEVEL OUTCOMES

5 ESSENTIAL QUESTIONS & ANALYZING

- 2. What is the legal status of tribes who "negotiated" or who did not "negotiate" settlement for compensation for the **loss of their sovereign homelands**?
 - Why do you think negotiate is in quotes? - Were tribes pressured to negotiate with risk of losing legal rights?
 - Negotiations for tribes could include: accepting smaller portions of allocated lands that the US government would recognize for retaining legal rights, smaller portion of land with rights to land sustenance, signing treaties, government executive orders for land relocation, sharing political land base with regional tribes.
 - Not negotiating could include: loss of political land rights for groups refusing reservation land boundary, some negotiations still pending.

WA STATE TRIBES CURRICULUM - GUIDING QUESTIONS AND GRADE LEVEL OUTCOMES

5 ESSENTIAL QUESTIONS & ANALYZING

- 3. What were the **political, economic, and cultural forces** consequential to the treaties that led to the movement of tribes from long-established homelands to reservations?
 - What caused tensions between the indigenous people and newcomer due to the U.S. government's desire to acquire land for settlement?
 - What were differences from those living or settling in the tribal regions about how to live on the land?
 - How did the national/international politics and resource-trade/economic-pressure influence land settlement decisions?
 - How did various groups in the region approach the value of natural resources?

WA STATE TRIBES CURRICULUM - GUIDING QUESTIONS AND GRADE LEVEL OUTCOMES

5 ESSENTIAL QUESTIONS & ANALYZING

- 4. What are **ways in which tribes respond** to the threats and outside pressure to extinguish their cultures and independence?
 - Maintain a relationship with their cultural land-base, hunting, gathering and preserving natural resources.
 - Advocate maintaining tribal sovereignty rights so that decision-making can be in line with a cultural way of life.
 - Implementing educational and career pathways in partnership with tribes.
 - Educating community members about their history, culture and tribal sovereignty.
 - Maintain connections with each other and engage in inter-tribal collaborations.

WA STATE TRIBES CURRICULUM - GUIDING QUESTIONS AND GRADE LEVEL OUTCOMES

5 ESSENTIAL QUESTIONS & ANALYZING

- 5. What do local tribes do to meet the **challenges of reservation life**; and as sovereign nations, what do local tribes do to meet the **economic and cultural needs** of their tribal communities?
 - What kind of government - to - government relationship do tribes practice?
 - How do tribes practice their political sovereignty status?
 - How have tribes restored or preserved their natural resources?
 - How have tribes developed their tribal economies?
 - What programs do tribes offer to help serve the needs of their tribal communities?
 - How have tribes adapted to contemporary life while maintaining their cultural values?

- Tribes of Washington State
 - [Washington Tribes](#)
 - [Map Brochure](#)
- WA State Tribe's Community and Environmental Development
 - [Community Investments](#)
 - [Preserving Culture, Enriching People, Sustaining the Environment and Building Communities](#)
 - [Economic and Community Benefits](#)
- WA State Tribes education programs and colleges
 - [OSPI of Native Education](#)

- Culture regions across North America
 - [Britannica Native American Culture Regions](#)
 - Note: there are disagreements among tribes pertaining to the Bering Strait land bridge theory
 - [Native Americans, Tribes and Regions](#)
- Culture regions within WA State
 - [Indians of WA State pg. 1-5](#)
- Ancestral territories of tribes
 - [Northwest Tribal Homeland Territories](#)
 - [Linguistic Map](#)
 - [Native Land Digital Map](#)
 - [Colville Tribes Ancestral Territories](#)

- Natural Resources of tribes
 - [US Department of the Interior, Division of Natural Resources](#)
 - [Traditional Ecological Knowledge](#)
 - [National Congress of American Indians](#)
 - [Washington State Dept of Natural Resources - Tribal Relations](#)
 - [Cultural Resources](#)
 - [Colville Tribes Natural Resources Department](#)
 - [Colville Tribes – Salmon and Our People](#)
 - [Ethnobotany of the Okanagan-Colville Indians](#)
 - [University of Washington Herbarium - Burke Museum](#)
 - [WSDOT Ethnobotany and Cultural Resources](#)
 - [Feed Seven Generations](#)

- Seasonal round of WA State tribes
 - [GCDSD Indian Edu Outline](#)
- Tribes environmental ethic, caring for the land
 - [Upper Columbia River United Tribes](#)
 - [Columbia River Intertribal Fish Commission](#)
 - [Tend, Gather and Grow](#)
- Language and the connection to land
 - [Colville Tribes traditional place name document](#)
- How land shapes culture
 - [Jeannette Armstrong - Human Relationship as Land Ethic](#)

- Indigenous sovereignty prior to colonization
 - [Colville Confederated Tribes - A Brief History](#)
 - [Coyote and the Colville](#)
 - [Through History: The Confederated Tribes of the Colville Reservation](#)
- Political agreements and sovereignty status after colonization
 - [Lucy Covington - A Native American Indian](#)
 - [Mel Tonasket - CCT Oral History](#)
 - Plateau People's Web Portal
 - What does sovereignty mean to you?
 - [John Sirois - Colville Confederated Tribes, Colville Reservation](#)
 - [Josiah Pinkham - Nez Perce Tribe](#)
 - [Patsy Whitefoot - Yakima Nation](#)
 - [Leta Campbell - Coeur d'Alene Tribe](#)
 - [Walter Echo-Hawk: The Federal Indian Law Legal Framework for Native Nations in the Lower 48 States](#)

- Tribal government
 - [Colville Tribes Government - Powerpoint Overview](#)
 - [Constitution of the Confederated Tribes of the Colville Reservation](#)
 - [CCT Curriculum - Tribal Government](#)
 - [CCT - Get to Know Your Council](#)
- Tribal economy, community development and education
 - [Colville Tribes 2023 Annual Report](#)

- Contemporary connections to indigenous land
 - Preservation of natural resources
 - Hunting and gathering
 - Indigenous foods and plant-medicines incorporated into modern cuisine
 - Indigenous regional materials for toolmaking and artistry
 - Maintaining skills to live and connect wellness with the land
 - Understanding the traditional language connection with the land
 - Food sovereignty practices
- Contemporary storytelling traditions
 - Still using our place based stories to teach and preserve knowledge
 - Storytelling used in theater, film, writing, visual arts
 - Understanding geographical places and meaning tied to stories

- Contemporary pastimes
 - Community events celebrating various stages of life (womb - elders)
 - First food, winter dance, seven drum, sweat lodge ceremonies
 - Canoe journey's
 - Intertribal pow-wows
 - Horse-racing and rodeo
 - Stick game and various other competition tournaments
 - Basketry, beadwork, regalia making, tool making
 - Cultural language revitalization
 - Community networking or celebratory tribal conferences
 - Tribal wellness center activities
 - Celebrating fashion and artistry
 - Traditional and culturalized food practices and celebration
 - Storytelling genres using modern art forms

- Contemporary partnerships and allies
 - Nation-to-Nation governing
 - Intertribal regional partnerships
 - Collaborative projects for storytelling and preserving cultural knowledge
 - International allies for Indigenous rights and awareness
 - Community educational partnerships
- Contemporary social movements
 - Discussions on decolonization and a systemic structure of justice
 - Reconnecting with the Indigenous land's lifeways
 - Positive representation in the public
 - Protecting natural resources and sacred sites
 - MMIW/MMIWP awareness
 - Food sovereignty
 - Language revitalization
 - Public tribal education and residential school healing

- US tribes across the nation
 - [U.S. Depart of the Interior - Indian Affairs](#)
 - [Organizational chart](#)
 - [National Congress of American Indians](#)
- US tribal community development
 - [Office of Indian Economic Development](#)
 - [Office of Indian Services](#)
 - [Office of Field Operations](#)
- US tribal educational programs and colleges
 - [Bureau of Indian Education \(BIE\)](#)

LEARNING PROJECTS - ACTIVITY IDEAS TO TEACH AND RETEACH THE CONTENT IN VARIOUS WAYS

These topics can be summarized as: geography, government-to-government practices, tribal economies, and ancient to modern cultural practices.

- Learning project ideas
 - Map projects: North American culture regions, WA State regions, ancestral territories and CCT language groups.
 - Compare the modern day cities to the ancestral territories
 - Guess-who or trivia games pertaining to regions: wildlife, plants, rivers, etc
 - 29 WA State Tribe's flag, guess who or match-up
 - Culture region indigenous foods and plant medicines posters
 - Plateau Tribe's seasonal round posters
 - Use tribal stories to teach about land base areas
 - Create posters, mobiles, match cards with 12 chiefs and their land-base
 - Match 12 tribes to one of the 4 language groups
 - Study Plateau People's connection to the river, sketch a river design

LEARNING PROJECTS - ACTIVITY IDEAS TO TEACH AND RETEACH THE CONTENT IN VARIOUS WAYS

- Learning project ideas continued
 - Learn about the Colville Tribe's way of life through the Animal People stories (stories in our area are taught in the winter months after snowfall)
 - Incorporate indigenous-authors/film/presenters to introduce modern day pastimes
 - Utilize the Colville Confederated Tribes and WA State Tribes websites to understand pathways for further education and career options. Help to familiarize students with these opportunities
 - Projects to teach the community relationship ethic connected with caring for natural resources
 - Create spelling competitions among students to study the vocabulary associated with indigenous lessons: sovereignty, advocacy, representation, etc
 - Advocacy awareness posters
 - Incorporate tribal language into lessons

LEARNING PROJECTS - ACTIVITY IDEAS TO TEACH AND RETEACH THE CONTENT IN VARIOUS WAYS

- Learning project ideas continued
 - Learn about Native trailblazers
 - Toolmaking and artistry history, natural materials and adaptations, understand that adaptations still preserve many traditional skills
 - Create an oversized seasonal round mural with class drawing various parts (i.e. salmon, berries, activities)
 - Carve a salmon with soap-carving, teach about salmon & river
 - Plan a pretend indigenous event meal with students, use the list of items from tribe's distributors to form a supply list, budget, etc
 - Create an indigenous news magazine update, have students collect various stories, artistry work, film or media to report
 - Creative games to learn the legal system
 - Learn geography through Plateau rock image designs
 - Create a classroom monthly newsletter, using an indigenous plant, tribal language phrase and Animal People character of the month

LEARNING PROJECTS - ACTIVITY IDEAS TO TEACH AND RETEACH THE CONTENT IN VARIOUS WAYS

- Learning project ideas continued
 - Raise awareness about our historical books on list and have students produce some audio excerpts of various accounts
 - Have students taste some of the select herbal teas and learn about plant medicines and gathering ethics
 - Use some of the new children's books indigenous authors and illustrations to learn about new careers in those fields - create art project with similar theme as book
 - Design an indigenous inspired house using a mixture of indigenous techniques from various regions
 - Practice the social and emotional (SEL) relational connection to gathering, processing and utilizing indigenous plants
 - Using the modern indigenous recipes, find locations for the ingredients

LEARNING PROJECTS - ACTIVITY IDEAS TO TEACH AND RETEACH THE CONTENT IN VARIOUS WAYS

- Learning project ideas continued
 - Consider a tribal natural resource that you would like to protect, what are its needs, what relationship does it have to people and wildlife, what might be a speech summary to teach the public about it
 - Design a fashion line inspired by the indigenous plants to raise awareness about their connection to us, create a fashion design board
 - Use portions of the tribal language to tell the Animal People Stories in theater form
 - Read over and learn about the United Nations Declaration on the Rights of Indigenous People and connections to Tribal Law goals for improving the lives of indigenous people, compare to the United Nations Declaration of Human Rights
 - Design a city that meets human needs and honors the natural resources

We'll continue to build the list of ideas ~