

Native Sovereignty Activity



Early on in the history of the United States, indigenous tribes were independent nations who could make treaties with the government. Western expansion by settlers caused this to change, and by 1871 further treaties were prohibited and there was a policy of "Indian removal". Currently the U.S. recognizes tribal nations as domestic dependent nations. Understanding sovereignty and the history of Native Sovereignty is vital to understanding many issues faced by Utah Tribes.

Grade Level	6th-12th grade
Activity Length	3 Class Periods of approx. 30-45 minutes
Materials	Computer or device capable of displaying YouTube videos. Worksheets and ability to hold class and group discussions.

UT Standard 1.4:

Students will analyze primary and secondary sources to explain causes and effects of European-American exploration, including the response and involvement of Utah's American Indian tribes. (history)

U.S. II Standard 4.3:

Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.

UT Standard 1.5:

Students will describe the cultural change and continuity of at least one of Utah's current sovereign nations as it has responded to changing political, social, and economic forces. Students will use a variety of resources that may include written primary and secondary sources, oral histories, photographs, artifacts, and art. (economics, civics)

UT Standard 4.4:

Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history, geography)



Native Sovereignty Activity: Treaties and Sovereignty



Student Name: _____

Tribal sovereignty in the United States is the concept of the inherent authority of indigenous tribes to govern themselves within the borders of the United States.

CLASS PERIOD 1

Video: What is Tribal Sovereignty

https://www.youtube.com/watch?v=L2SiuV_X_ys

- 1) Before you watch the video, think about stereotypes that people have about Native Americans. Remember that stereotypes often happen because of limited information and it is important to understand them.
- 2) When settlers came to occupy the land that Native people lived on, how do you think that changed their way of life?
- 3) What is your understanding of what a treaty is?

Video: Why Treaties Matter

<https://youtu.be/bexvE4lZRG0>

- 1) Why is it false to say that Treaties gave status, special rights, or land to Indigenous Americans?
- 2) What do you think that the speaker meant when she says, "Treaties are living documents"?
- 3) Should treaties made a long time ago with Native Governments continue to be honored?



**NATURAL HISTORY
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Native Sovereignty Activity: Word Search and Definitions



CLASS PERIOD 2

Student Name: _____

Tribal sovereignty in the United States is the concept of the inherent authority of indigenous tribes to govern themselves within the borders of the United States.



ALLOTMENT
ANCESTORS
ASSIMILATE
DEPENDENT
INDIGENOUS

NATIONS
PREDATE
RIGHTS
SELFGOVERN
SOVEREIGNTY

TERMINATED
TREATIES
TRIBAL



Native Sovereignty Activity:

Word Search and Definitions



Student Name: _____

Tribal sovereignty in the United States is the concept of the inherent authority of indigenous tribes to govern themselves within the borders of the United States. Working in groups, match the term to the definition. Feel free to research online.

NATIONS ANCESTORS PREDATE TREATIES ASSIMILATE RIGHTS TRIBAL
DEPENDENT SELF GOVERN INDIGENOUS SOVEREIGNTY

The first people to live in a certain area, also called Natives and First Nations _____

Having to do with social, tight-knit group of people usually consisting of related persons and those they invite into the group. _____

To become similar. At one time there was a US government policy to have Native people become culturally similar to the European immigrants, to “civilize” them. _____

Being under the power or sovereignty of another or others; supported from above. This is the idea, sometimes demonstrated by the treatment by the United States Government, that Indigenous people need and needed help with self-care. _____

Those things that societies feel all people should have. Each society can differ on what they think people should have. People in the United States, for example, feel that the pursuit of happiness is one of them. _____

Any person from whom someone is descended. _____

Cultural and political communities. _____

To happen before. “Treaties with Native Nations even occurred before the United States was its own nation”. _____

To have control of one’s own government without any outside authority. _____

Binding, formal agreements or contracts. _____

The authority of a state to govern themselves or another state. _____



Native Sovereignty Activity: Tribal Sovereignty



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CLASS PERIOD 3

Video: BESE Explains: Tribal Sovereignty

https://youtu.be/_6Ku7EeqdR4

1. What were allotments as they pertain to Native policies?
2. Why might restoring traditional languages be an important part of Tribal Sovereignty?

You are going to create an imaginary sovereign nation! It will be tiny (maybe only as big as your own home, or a local park). On a separate piece of paper do the following:

- Sketch an outline map of your nation, and give it an appropriately important sounding name. Feel free to also create a flag or other symbols to represent your nation.
- You will govern you nation by council. Who will be on your governing council? How will you decide who is allowed to become a part of your nation?
- Make two or three laws for your people (or yourself, if you are the only one living there.)
- Decide how you are going to make money to run your necessary government offices.
- Make at least one treaty with one other sovereign nation. Remember, treaties are formal and are binding. It should be written and signed.