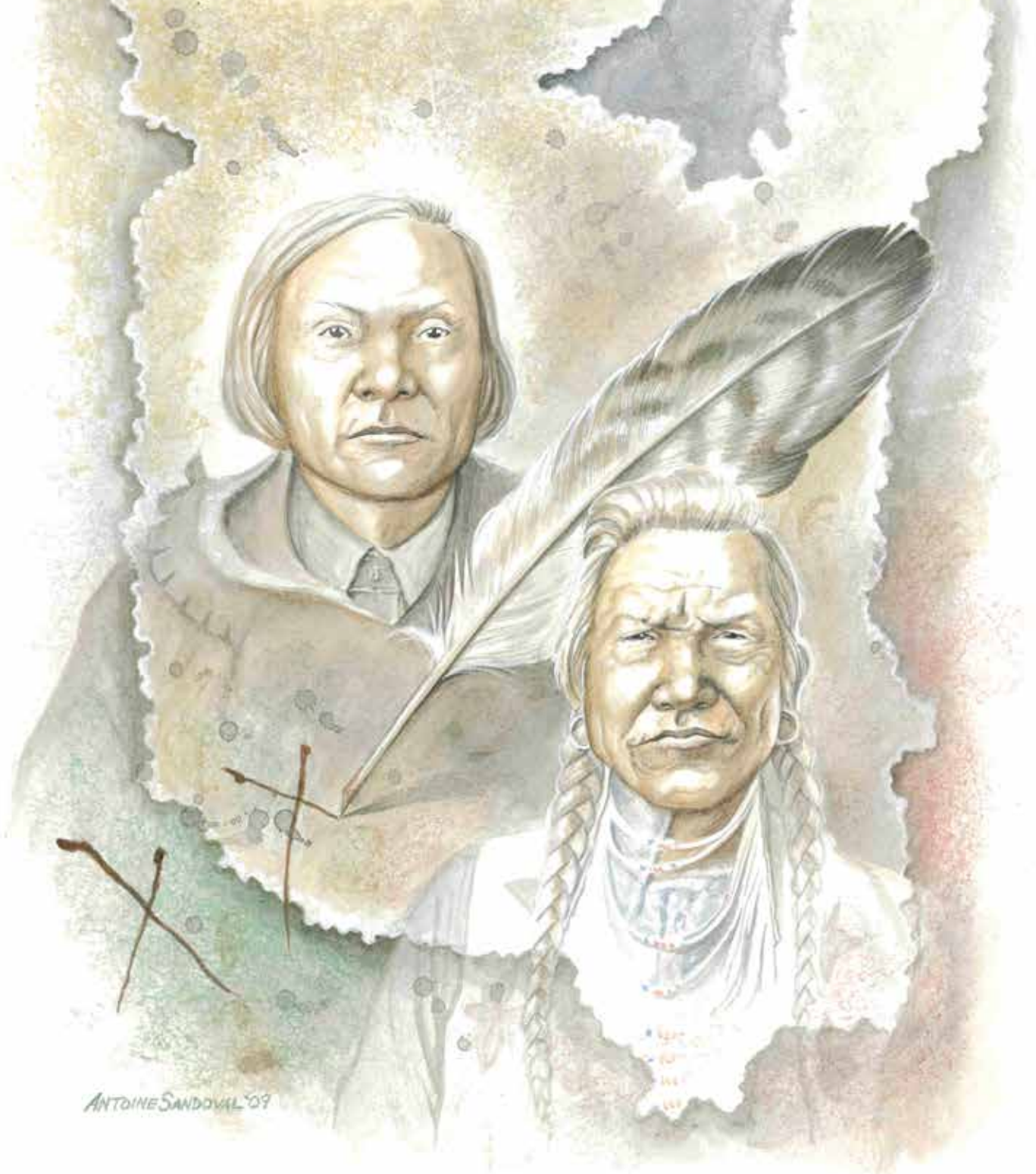


CONFEDERATED SALISH AND KOOTENAI TRIBES

TRIBALCIVICS

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Letter To Educators

Dear Educators,

Welcome to a project designed for you and your students. Tribal Civics was made possible by the generous support of the Confederated Salish and Kootenai Tribes' Education Department. The Confederated Salish and Kootenai Tribes believe that tribal-member youth can be inspired and empowered by the stories of their ancestors and relatives. These stories demonstrate the intelligence and vision of generations of Salish, Pend d'Oreille, and Kootenai people.

Civics can be defined as the study of how a government works and the rights and obligations of its citizens. This course of study focusing on the Confederated Salish and Kootenai Tribes is arranged in four thematic topics: Leadership and Governance, Sovereignty and the 1855 Treaty of Hell Gate, Economic Sovereignty, and Stewardship of the Land. Twenty-two films and nineteen study guides provide this core content through a tribal perspective. Essential primary sources complement and enrich understanding in accompanying lessons and activities. This resource is not a comprehensive account. It is a beautiful starting point and opportunity to bring a tribal voice into your classroom.

Looking to the past, we see our leaders' courage and devotion to their people and homeland. Through their spirit and strength, we remain in our reserved homeland as a sovereign nation. We continue today as Salish, Pend d'Oreille, and Kootenai people. Across the reservation, tribal members restore natural resources, preserve language and culture, strengthen our sovereignty, and keep stories alive. This project introduces you to a few of these people. All are committed to the survival of the Confederated Salish and Kootenai Tribes.

We hope that tribal-member youth listen to the voices and stories in these films and come away with a more profound knowledge and understanding of their remarkable people. We intend that they become further informed, inspired, and engaged. They are tomorrow's leaders.

With deep respect and appreciation for the vital work of teachers.



Julie Cajune

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Implementation Guide

Films and Study Guides

This project includes twenty Tribal Civics films. The first is an introductory film produced to give educators a quick overview of the project topics and content. As such, it does not have a study guide. The subsequent nineteen films have a study guide that includes an abstract, a brief biography of the film subject, and suggestions for viewing. Most films are under thirty minutes, but several are longer.

The lessons utilize two additional films, *American Indian Sovereignty* and *For the Next Generation*. An abstract for each is included within the units.

The films and study guides can be used by themselves. The related units offer a deeper exploration of the topics. This format provides options for teachers relative to their time and opportunity.

Film topics overlap, and while they are organized by subject, educators are encouraged to view the films and determine their classroom application. The accompanying study guides offer a possible pathway. Viewing the films and reading the study guides is the starting point.

Lessons and Activities

The units in this project follow a progression beginning with *Leadership and Governance*. The material covered in these lessons supports *Sovereignty and the 1855 Treaty of Hell Gate* content. This will assist students in scaffolding information and understanding. *Economic Sovereignty and Stewardship of the Land* can be explored in any order.

Supplemental Resources

Supplemental materials are provided for all the lessons. The project was designed to be self-contained for teacher convenience. It is advantageous to review these before using them in the classroom. Materials can be located by their file number and name. For example, 1.1 CSKT Council Representatives is a document listing the current (2024) members of the Tribal Council. You must update some information when utilizing this over the next few years.

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Leadership & Governance

Women in Leadership

JENNIFER FINELY & CAROLE LANKFORD

STUDY GUIDE

Abstract

In this interview, tribal council representatives Jennifer Finley and Carole Lankford share their experiences. They identify their motivations for running for council and the challenges of women in work and leadership roles. Their commitments as leaders are apparent when discussing decision-making and their communities' issues.

Brief Bios

In December 2021, **Carole Depoe Lankford** (Kootenai and Salish) was re-elected to her eighth Tribal Council term for the Ronan District of the Flathead Indian Reservation. She is a lifelong Reservation resident, graduating from Hot Springs High School in 1977. She holds an Honorary bachelor's degree from Salish Kootenai College. Before being elected to the Tribal Council in 1993, her career included work in Tribal Forestry, Fish and Game Conservation, and Tribal Administration. Her Tribal Council service has run concurrent to the CSKT's self-governance efforts that began in 1992, and she remains committed to furthering CSKT's successes. Carole has been involved and committed to supporting tribal members with addiction problems and participates in the Drug Court and a variety of other programs that offer support for individuals and families impacted by addiction.

Jennifer Finley (Salish-Chippewa Cree) is a poet, a mother, a certified yoga teacher, and a former English teacher. Jennifer grew up in Arlee. She earned a bachelor's degree in English from Eastern New Mexico University and a master's degree from Northern Arizona University in English.

Jennifer's first volume of poetry, entitled *What I Keep*, won the North American Native Author's First Book Award for poetry. She's since published four other books: *What Lasts*, a collection of poetry; *Huckleberries, Buttercups and Celebrations*, a children's book; *To Be Women and Salish*, a non-fiction book about Salish women; and a collection of poetry entitled *My Hands Have Vertigo*.



Jennifer taught English at Salish Kootenai College, and she was the editor of the Char-Koosta News, where she helped document stories and some of the history of her tribe.

"One of my greatest hopes is that my work helps ensure that we continue to thrive as a people and that my work helps us exert our power and sovereignty and helps us to remember our beauty and goodness."

Pre-film Suggestions

- View the film and note any topics of interest to your students.
- Ask students to list the most important responsibilities of the CSKT Tribal Council.
- On the board, write the list of women who have served on the CSKT Tribal Council and their date of service for student discussion later.

Topics/Questions

- After sharing the film, explore these questions and topics with the class:
 - Have students compare their list of responsibilities with what Jennifer and Carole stated and discuss perspectives.
 - Jennifer talks about making decisions to ensure the CSKT continue and gives examples from past leaders reserving a homeland. Ask students if they can identify a contemporary decision impacting CSKT's survival.
 - Both Carole and Jennifer discuss the challenges women face in their careers. In the U.S. Congress, 28% of the representatives are women. In the Montana State Legislature, 32.7% of the representatives are women. From the first CSKT Tribal Council, elected in 1935, sixteen women have served, making female representation approximately 14%. The names and dates of service of the women are listed below. Ask students if they see a trend.

- Jennifer and Carole identified trauma and addiction as two of the most significant issues facing the Indian community. Do you agree or disagree? What other issues do you think the tribal council should be concerned with?
- Jennifer talks about students experiencing discrimination or racism in schools from staff. How do you think your school is doing? Have things improved over the years? In what way?
- Option: Have students select a Montana woman in a political leadership position to research and create a teaching poster. They could look at other tribal councils in the state, the state legislature, and the state government.

Tribal Council Representation - CSKT Councilwomen 1935-2023

- Lorena Burgess (1944 - Hot Springs, Appointed)
- Laura Matt (1961 - Dixon, Elected)
- Teresa Wall McDonald (1984 - Ronan, Appointed)
- Rose Dupuis Evans (1985 - Polson, Appointed)
- Rhonda Swaney (1994 - Polson, Elected)
- Mary Lefthand (1994 - Elmo, Elected)
- Carole Lankford (1994 - Ronan, Elected)
- Jami Hamel (1998 - Arlee, Elected)
- Margaret Goode (2000 - Hot Springs, Elected)
- Patty Stevens (2014 - St. Ignatius, Elected)
- Shelly Fyant (2014 - Arlee, Elected)
- Anita Matt (2016 - Dixon, Elected)
- Myrna Dumontier (2018 - Arlee, Appointed)
- Charmel Gillin (2018 - Polson, Elected)
- Ellie Bundy (2020 - St. Ignatius, Elected)
- Jennifer Finley (2022 - Polson, Elected)

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Leadership & Governance

Traditions in Leadership

VERNON FINLEY

STUDY GUIDE

Abstract

Vernon shares his thoughts on traditional leadership from a Kootenai perspective. He describes how his relatives shaped his understanding of leadership and how their lives made a path for him to serve on the tribal council.

Throughout Vernon's interview, he references spiritual values and beliefs. He presents a Kootenai worldview integrated into daily living with family and community. In many cultures, spirituality is expressed in everyday activities, decision-making, family and community life, and work.

Brief Bio

Vernon Finley is currently the director of the Kootenai Culture Committee. Before this position, Vernon served on the tribal council from January 2014 to December 2017. During his council term, he spent three years as the Chairman.

Vernon has a Ph.D. in Educational Psychology from the University of Georgia and spent seven years as an instructor at Salish Kootenai College. He was the Education Center Director at Antioch University Seattle, overseeing bachelor's and master's degrees in teacher education. Vernon served on the Polson School Board for several years.

With a wealth of cultural knowledge to underpin his academic accomplishments, Vernon has brought a unique and diverse set of ideals and expertise to his roles in the tribal community.

Pre-film Suggestions

- View the film before showing.
- Provide some of Vernon's background before showing the film in the classroom.
- Review the vocabulary with students before the film. He did not use the term left-wing rhetoric, but he does use right-wing rhetoric. It is instructive to share both, as there are commonalities. Please highlight these with your students.



Vocabulary

Assimilation

The process whereby individuals or groups of differing ethnic heritage are absorbed into the dominant culture of a society.

Acculturation

The process of cultural change that takes place through contact between cultural groups and their individual members.

Consensus

General agreement among a group of people.

Disenfranchised

People deprived of some right or privilege.

Indian Reorganization Act

Passed by Congress in 1934, the Indian Reorganization Act (IRA) was a wide-reaching set of reforms designed to improve conditions for Indigenous people, especially those living on federal reservations. As the centerpiece of the "Indian New Deal," the IRA focused on protecting tribal land, reestablishing tribal governments, and spurring economic development among Indigenous nations.

Left-wing Rhetoric

Recurring themes for left-wing populists include economic democracy, social justice, and skepticism of globalization.

Right-wing Rhetoric

Recurring themes of right-wing populists include neo-nationalism, social conservatism, economic nationalism, and fiscal conservatism.

Traditional People

People who live by their relatives and ancestors' cultural values and practices.

Topics/Questions

- Play film up to 04:35
 - Do you think it is essential today for leaders to "know the people?"
 - Vernon contrasts majority rule with agreement or consensus. Create a list of benefits and disadvantages for each and then compare.
 - Ask students if they believe consensus is possible in contemporary political decision-making.

- Resume film up to 07:55
- Share this background information: During the reservation era, traditional tribal leaders interacted with the Indian Agent assigned to their reservation. Indian Agents had a great deal of authority and power in tribal affairs. Over time, a General Council emerged on the Flathead Reservation as part of the interaction with the Indian Agent and decision-making. Keep in mind that councils were part of traditional governance. Tribal leaders convened councils generally made up of people from the "groups" Vernon referenced earlier. This General Council was quite proactive in attempts to protect tribal sovereignty. They engaged an attorney representing tribal interests in preventing allotment, the irrigation system, and other actions the Tribe felt were detrimental to tribal values and interests. However, a Business Council was also formed, and they advocated decisions and policies that would generate revenue over tribal values.
- Vernon contrasts traditional people with acculturated people, likening acculturated people to being progressive. Do you think a Native person can be progressive and traditional?
- Resume film up to 12:26
 - Chief Eneas Big Knife was a leader during the Hell Gate Treaty era, and his son Koostahtah was the leader during the Kerr Dam negotiations and the Indian Reorganization Act. In the CSKT Constitution, Chief Koostahtah and Chief Martin Charlo were recognized as part of the government's new leadership, the tribal council. Koostahtah was Vernon's great-grandfather. Vernon was tribal chairman during the return of Kerr Dam to the CSKT. Vernon talks about these male relatives making a path for him. How do you think a relative, grandparent, great-grandparent, or ancestor can create a path for you or leave a legacy that would influence your life?

- Resume film to end.
 - One of the most significant learnings Vernon took away from his years on the council was the reality of public service. Moving issues forward requires building coalitions and communicating across differences. This would be a good discussion for students. You could provide examples of elected positions such as school boards, county commissioners, tribal councils, and state legislators. Have students list priority issues under each elected position and discuss them as if they had been elected. What would their biggest concerns be? How would they go about making a difference for people? How would they build support for their position?
 - The last topic Vernon explores is identity and "fitting in." He states that as a young person, one of the most important things you do is determine who you are and what you are all about. If someone asked you those questions, how would you respond? This would probably be done best in writing. I would ask students to turn this in without requiring their names.
- Option: As a formative assessment, students write about an adult who provided them guidance. You can create a rubric, if desired, to guide the writing.

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Leadership and Governance

The Challenge of Leadership

JAMES STEELE, JR.

STUDY GUIDE

Abstract

From January 2006 to December 2009, James Steele Jr. served as the Chairman of the Confederated Salish and Kootenai Tribes. In this interview, James recollects his service and the issues he dealt with. From federal agencies to the Governor of Montana, James voices a clear opinion of the sovereign status of CSKT and the expectation for government-to-government interactions. He details the conflict over CSKT's gaming compact with Governor Schweitzer.

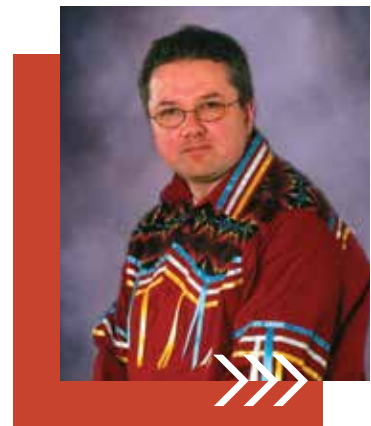
Brief Bio

James Steele Jr. holds a bachelor's degree in political science from the University of Montana. His academic pursuit, combined with his interest in tribal affairs as a CSKT tribal member, situated him for a role in tribal government. He served on the tribal council from January 2004 to December 2011. During his eight-year tenure on the council, four years were served as the chairman. In 2018, James filled a council seat left vacant for nine months by a departing representative.

James was reelected to the tribal council in December 2023

Pre-film Suggestions

- View the film and make notes of possible topics of interest to your students.
- Read the one-page handout on the National Conference of State Legislators and the press release for the Governor of North Dakota. Make student copies.
- Provide students with the handout. Allow 5-10 minutes for reading. Let students know that much of James' interview discusses tribal government and state government relations.



Viewing Guide

- As students view the film to 07:02, have them keep this question in mind:

What is the responsibility or obligation of a state governor to meet with tribal leaders?
- At this point, stop and discuss for a moment. What is the Governor of North Dakota's perspective on working with tribal governments? What might be the benefits of state government working with tribal governments? It's hard to think of an answer right away. Let's consider the following: Are there issues the state and tribe could collaboratively work on?
 - Use joint fishing, bird hunting, and recreation agreements with CSKT and the state as a model.
 - CSKT allows non-tribal members to fish and bird hunt on the reservation within CSKT's non-member regulations. This is not mandated or a requirement. It is a courtesy extended by the Tribes. The state-tribal permit is valid throughout the state.
- View the remainder of the film and review these topics/questions:
 - What did CSKT want in their Class III compact? (To determine the number of machines, payouts, and wagers and have jurisdiction over all gaming on the reservation.)
 - What was unique about gaming on the Flathead Reservation before the new compact failed? (Non-Indian gaming operators)
 - At one point, the state responded, "If we give this to you, we will have to do it for all the other tribes." Why do you think the state objected to providing identical gaming compacts for all Montana Tribes? What would be wrong with tribes gaining more revenue from gaming?

National Conference of State Legislators

The National Conference of State Legislatures (NCSL), established in 1975, is a "nonpartisan public officials' association composed of sitting state legislators" from the states, territories, and commonwealths of the United States.

Native American tribal governments are sovereign, self-governing entities. Much like state governments, tribal governments are responsible for the health, safety, and welfare of their citizens and their communities. Tribal sovereignty pre-dates the formation of the United States and is recognized through the U.S. Constitution and numerous federal statutes and court cases. Tribal governments are on equal footing with state governments and have a government-to-government relationship with the federal government. The sovereignty of each entity necessitates a government-to-government relationship at the state and tribal levels as well.

States and tribes have adjacent jurisdictions, with some tribes crossing into the boundaries of more than one state. These bordering jurisdictions are a vital reason why state-tribal relationships are

necessary. In addition, services are now provided by tribal governments to members and non-members who reside on or near the reservations. This makes coordination between state and tribal agencies and service providers essential. There also is an increasing desire to ensure that services provided to tribal members through state programs are culturally competent to increase effectiveness. Finally, tribal citizens are also citizens of the state where they reside. State legislators are responsible for the well-being of all state citizens, tribal and non-tribal alike. The health and well-being of tribal citizens and tribal communities enhance the overall health of a state. In short, strong tribes contribute to strong states.

<https://www.ncsl.org>

Wednesday, June 21, 2023 - 03:00 pm

BISMARCK, N.D. – Gov. Doug Burgum and First Lady Kathryn Burgum kicked off the fifth Strengthening Government to Government Partnerships and Relationships Conference today, outlining progress made during the recent legislative session and beyond through collaboration between the state and the five sovereign tribal nations with whom North Dakota shares geography.

"North Dakota is fortunate that we're small and nimble enough that no challenge seems insurmountable. I've seen this when we've worked together," said the governor, who designated tribal engagement as one of his administration's five strategic initiatives shortly after taking office in 2016. "We have incredible natural resources in this state. We've got a historic opportunity right now with all of these resources to really figure out a way to improve the lives of all North Dakotans. But it requires everyone to come to the table and listen with respect. And when you consider where we were 6½ years ago, we've come such a long way. But I've seen the challenges ahead of us, and we've got so much more to do."

<https://www.governor.nd.gov/news/governor-first-lady-highlight-state-tribal-partnerships-fifth-government-government-conference>

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Leadership & Governance

Harnessing Self-Determination

RUTH SWANEY

STUDY GUIDE

Abstract

Through the Indian Self-Determination and Education Act of 1975, tribes were allowed to assume management of federal program services to their membership. These services had previously been provided by the Bureau of Indian Affairs (BIA). The act was amended in 1994 and 2000, expanding the opportunity for tribes to contract BIA services. Through this process, tribes can pool the monetary allocations and re-design programs and services.

Ruth Swaney discusses the challenges and success of the Tribes' history in self-governance and the potential to embed tribal values into programs and services.

Brief Bio

Ruth Swaney earned a BA degree in political science with an emphasis in public administration from the University of Montana in 1985. She has worked for the Confederated Salish and Kootenai Tribes since 1984. Ruth's positions with the Tribes have been as Personnel Management Specialist (1984 – 2000), Project Analyst-Self-Governance (2000 - 2006), and Policy Analyst – Self-Governance (2006 – 2008). Since November 2008, she has served in her current position as the Tribal Budget Director, concurrent with her self-governance duties. Before working for CSKT, Ruth worked for the Bureau of Indian Affairs, the USDA-Forest Service, and the University of Montana. She has two daughters, a son, and eight grandchildren and has been a lifelong resident of the reservation. Ruth's interests are learning Salish, bead working, and attending pow-wows with her children and grandchildren.



Pre-film Suggestion

- Acquaint yourself and your students with the history and process of self-governance by reading pages 61-63 of the 1.9 Indian Self-Determination and Education Assistance Act, followed by pages 1-4 of 1.10 House Resolution 3508. This will provide background and context for the film.

Topics/Questions

After sharing the film, explore these questions and topics with the class. Have students generate the answers in pairs or groups of three. Allow 10 minutes, then bring the class together to discuss their responses.

- Ruth states, "Safeguard your government from politics." What do you think she means?
- She mentions the sense of accountability individual tribal employees and the tribal government have to the membership. How can government agencies and employees be held accountable? Are state and federal governments held responsible? Give some specific examples supporting your answer.
- Ruth speaks a lot about cultural values. With your knowledge of CSKT government services and programs, can you identify two examples that demonstrate the integration of cultural values?
- The higher-education scholarship budget was \$250,000 before CSKT directly managed the program. When CSKT took on management, the budget was increased to \$750,000. Why do you think the council increased the budget so dramatically?
- "The land ensures the survival of our people." What do you think Ruth means by this? Can you identify ways the land is essential to CSKT? How does tribal government demonstrate value for the land?
- Not all employees of the tribe are tribal members. Additionally, tribal members do not all share the same knowledge and understanding of CSKT history and culture. How important is it for tribal employees to gain basic knowledge? Give specific reasons to support your response.

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Leadership & Governance

Reflections on the 1935 CSKT Constitution

JAMES STEELE, JR.

STUDY GUIDE

Abstract

This film provides a brief historical overview of CSKT leadership and governance from 1855 – 1935. In 1935, CSKT was the first tribe in the nation to reorganize its system of government through the Indian Reorganization Act of 1934, also known as the Wheeler-Howard Act, which states:

Sec. 16. Any Indian tribe, or tribes, residing on the same reservation, shall have the right to organize for its common welfare and may adopt an appropriate constitution and bylaws, which shall become effective when ratified by a majority vote of the adult members of the tribe, or of the adult Indians residing on such reservation, as the case may be, at a special election authorized by the Secretary of the Interior under such rules and regulations as he may prescribe.

In 1996, CSKT directed a constitutional review by inviting a board of tribal members to carry out the process. Key members of the board were Velda Shelby, Roxy Colman, Pat Pierre, Regina Parot, and James Steele Jr. The board reviewed numerous constitution models of other tribes to build a broad knowledge base, met with elders for advice and input, and met with tribal members in all the Flathead reservation communities. They proceeded to review the 1935 constitution line by line. They developed recommendations for modification and change through consensus. The only constitution article they did not include in their review was Article II, which outlines the enrollment criteria. They chose to bypass it due to the conflicting opinions among their members. In May 1999, they presented their recommendations to the membership and the council.

After this brief history of the 1996 constitutional review, James Steele Jr. shares an overview of the CSKT constitution article by article.

Brief Bio

James Steele Jr. holds a bachelor's degree in political science from the University of Montana. His academic pursuit, combined with his interest in tribal affairs as a CSKT tribal member, situated him for a role in tribal government. He served on the tribal council from January 2004 to December 2011. During his eight-year tenure on the council, four years were served as the chairman. In 2018, James filled a council seat left vacant for nine months by a departing representative.

James works for CSKT Health and Human Services while serving on numerous boards, including Energy Keepers, Inc., Western Native Voice, and Montana Budget and Policy Center.



Vocabulary

Benevolence

Desire to do good to others; goodwill; charitableness.

Constitution

The basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it.

De facto

(Latin: "from the fact") A legal concept used to refer to what happens in reality or in practice, as opposed to what is notated in the legal code.

Indian Agent

An individual employed by the federal government and authorized to interact with American Indian tribes on behalf of the government.

Judicial Review

The court examination of actions of the legislative, executive, and administrative arms of the government to determine whether such actions are consistent with the Constitution.

Parliamentary

A system of government having the real executive power vested in a cabinet composed of members of the legislature who are individually and collectively responsible to the legislature.

Paternalistic

When someone in authority acts like they're your parent, making decisions for you rather than allowing you to be responsible for yourself.

Unitary

A unitary government is often described as a centralized government. All powers held by the government belong to a single, central agency.

Pre-film Suggestions

- View the film before sharing it with students. Make notes of specific content you want to emphasize or review with your class.
- Provide some of James' background to the class.
- Review the vocabulary with students to assist comprehension.
- It is advised to show the film over two days.

Viewing Guide

DAY ONE

- Show the film to 19:17.
- Go over these questions and topics after:
 - What process did the committee undertake to review the constitution?
 - What were some of the problems among committee members?
 - James said, "Honestly, we have governed ourselves for hundreds, thousands of years before we had a document written down how we were supposed to govern ourselves." Explain what you think James meant.
 - James mentioned the committee did not take up the constitutional article on tribal enrollment/membership. Why do you think they avoided it? Should they have discussed it? Why? Why not?

DAY TWO

- Share the remainder of the film with the class and go over the following topics and questions.
 - James talks about the Corporate Charter that is part of the Indian Reorganization Act for tribes to set up business procedures as well as governmental structures.

"Many tribes conduct their commercial activities through federally chartered corporations formed under section 17 of the Indian Reorganization Act...A section 17 corporation provides a framework by which a tribe can segregate tribal business assets and liabilities from the assets and liability of tribal governmental assets. It also preserves the integrity of the decision-making process by tribal governmental officials by separating business decisions... Tribal corporations formed under section 17 of the IRA have the same tax status as the tribe. They are not subject to federal income tax derived from on or off-reservation activities."

https://www.irs.gov/pub/irs-tege/tribal_business_structure_handbook.pdf (p. 1-5, #2.)

Ask students if they can name 2 – 3 tribal businesses.

- Articles III, IV, and V of the Constitution outline the structure of the tribal governing body of the reservation as the tribal council and lists representative districts, along with the powers and duties of the council. If a council seat is vacated, the Tribes used to hold a special election to fill that seat. Now, the council appoints someone who has submitted a letter of interest. Do you think this is a good idea? Why? Why not?
- When James goes over the text in Article VI, Powers and Duties of the Council, Section 1, he states that federal paternalism continues to exist. Why do you think this persists, especially given that CSKT is a fully self-governance tribe? Would a constitutional amendment shift this?
- James mentioned the role of the Secretary of the Interior several times. What was his opinion of this role?

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Leadership & Governance

The Road to a Water Compact

ROBERT MCDONALD

STUDY GUIDE

Abstract

Robert McDonald brings us through forty years of CSKT water stewardship based on “time immemorial” tribal values and rights. Water law identifies the senior water right as: first in time, first in right. From that legal standpoint, CSKT will always hold the senior water right on the reservation—and off-reservation in some designated aboriginal territories.

A 1982 Water Management Program initiated forty years of water measurement on the reservation and documented impacts of the 1,000 miles of the Flathead Irrigation system. Decades of solid data paved the way for the CSKT Water Compact. Rob gives an interesting review of the roadmap that led to the approval and ratification of the compact.

Brief Bio

After earning a bachelor’s degree in journalism from Washington State University, **Robert McDonald** began his writing career with various publications. He spent the last seven years of his career as a journalist at the Spokesman-Review. He brought his skills and experience home and began working for CSKT as the Communications Director. He held that position for over fifteen years and then transitioned to the Compact Implementation Officer in the Water Management Program in 2021. In this position, Rob oversees the program managers of Irrigation Projects, Safety of Dams, and CSKT Roads Department, along with duties regarding support of the Flathead Reservation Water Management Board, staff development and recruitment, GIS services for NRD’s Division of Engineering and Water Resources, and communication tasks.



Pre-film Suggestions

- View the film before showing.
- View the film *Sovereignty_ Miller, Part Four, The Trust Responsibility* from 15:31 to 22:18. This will provide support and context for the film's beginning.
- Provide some of Robert's background before showing the film in the classroom.
- It is suggested that the film be shown over two class periods in two parts.

Vocabulary

Adjudication

To make an official decision about who is right in a dispute.

Time Immemorial

A legal term referring to a time beyond which legal memory cannot go. In the U.S., this is a date used for land title and property rights of American Indian tribes.

Trust Responsibility

The trust responsibility consists of the highest moral obligations that the United States must meet to ensure the protection of tribal and individual Indian lands, assets, resources, and treaty and similarly recognized rights. (U.S. Department of Interior)

The general trust concept is reflected in law and policy. It informs decision-making regarding American Indians as evidenced in congressional policies, executive branch directives and decisions, and judicial opinions. This derives first and foremost from the many treaties entered into by tribal nations and the United States.

Unitary Management

Refers to managing surface and groundwater as a single system.

DAY ONE

- Ask students to take three minutes to write down anything they know about water rights and the compact. Keep these for the end of Day Two.
- Review vocabulary.
- Share seven minutes of *Part Four, The Trust Responsibility* of the Sovereignty film, with Robert Miller. (15:31 – 22:18)
- Show *The Road to a Water Compact* up to 06:34.
- Pause film for discussion:
 - Why did CSKT prefer to negotiate with the federal government over the state government? How did the trust responsibility factor into their preference?
 - What interests do you think the state would prioritize in negotiations?
 - Why do you think elders said, "Never negotiate?"
- Resume film to 24:16.
- Discussion Topics and Questions:
 - Why does CSKT have off-reservation water rights?
 - What actions did CSKT initiate to establish the tribes' water rights?
 - What existing laws guaranteed CSKT water rights?
 - What political strategies did CSKT employ to move the water compact forward?

DAY TWO

- Show the film from 24:16 to the end (42:12).
- Discussion Topics and Questions:
 - What was a key provision in the water compact to build diverse stakeholder support?
 - What tribal values were integrated into the water compact?
 - How did CSKT justify the 2 billion dollar price tag that was reduced slightly to 1.9 billion dollars?
 - What are the first steps of implementation?
 - Ask students to revisit their writing from the start of Day One. Give them 5-10 minutes to edit and modify to turn in.

CONFEDERATED SALISH AND KOOTENAI TRIBES

TRIBAL CIVICS

INFORMED • EMPOWERED • ENGAGED



Leadership & Governance

Family Expectations

BRIAN'S STORY: PART ONE

STUDY GUIDE

Abstract

In this remarkable interview, Brian Lipscomb shares a personal story of his journey to his current position as CEO of Energy Keepers, Inc. From high school to college, he attributes his career to the family expectations of his grandparents and parents. Brian's mother and three aunts all completed college degrees, which was remarkable for Native women of their generation. Brian's grandmother, Laura Matte, was the first woman elected to the CSKT Tribal Council. Her life also had an impact on his commitment to tribal issues and tribal affairs.

Brian's career choice put him in a unique position during several pivotal points for the Tribes – Kerr Dam mitigation and later the purchase of the dam. He explains how he led tribal efforts to secure and direct millions of dollars of mitigation funds for Kerr Dam impacts.

Throughout his narrative, he refers to CSKT decisions that have demonstrated agency—action, and control. This point is essential in telling the Tribes' fuller story of resilience, intelligence, and vision.

Brief Bio

Brian Lipscomb has spent over 30 years managing resources across the Northwest.

Since 2012, he has been the CEO for SXNQEELS L SUWEČM / KSUKIMUMA A KAMUKWAITS, Incorporated d/b/a ENERGY KEEPERS, Inc., a corporation of the Confederated Salish and Kootenai Tribes established as an Independent Power Producer to acquire and operate the Séliš Ksanka Qíspé Dam and power plant. The facility generates 1.1 million megawatt hours of electricity on an annual average basis, primarily sold into the wholesale markets of the Northwest.

Brian's breadth of experience includes time with the US Forest Service, the Confederated Salish and Kootenai Tribes, and the Columbia Basin Fish and Wildlife Authority. Brian has most enjoyed work associated with the hydropower system of the Columbia Basin, especially the Séliš Ksanka Qíspé Project. His degree in Civil Engineering from Montana State University and his experience has served him well in this position.



Topics/Questions

After sharing the film, explore these topics and questions with your students:

- Ask students why they think Brian's mom decided to go to Philadelphia.
- How many other Indian students do they believe were at her school?
- What do you think created the family expectations for education?
- How did Brian choose his college program? Do you think he used sound reasoning?
- Discuss how Brian's choices led him to be the CSKT Fish, Wildlife and Conservation manager.



CONFEDERATED SALISH AND KOOTENAI TRIBES

TRIBAL CIVICS

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Leadership & Governance

Speaking for the Land

BRIAN'S STORY: PART TWO

STUDY GUIDE

Abstract

In this portion of Brian Lipscomb's interview, he traces his career path with the Confederated Salish and Kootenai Tribes. His career choice put him in a unique position during several pivotal points for the Tribes—Kerr Dam mitigation and later the purchase of the dam. He explains how he led tribal efforts to secure and direct millions of dollars of mitigation funds for Kerr Dam impacts.

Brief Bio

Brian Lipscomb has spent over 30 years managing resources across the Northwest.

Since 2012, he has been the CEO for SXNQEELS L SUWEČM / KSUKIMUMA A KAMUKWAITS, Incorporated d/b/a ENERGY KEEPERS, Inc., a corporation of the Confederated Salish and Kootenai Tribes established as an Independent Power Producer to acquire and operate the Séliš Ksanka Qíispé Dam and power plant. The facility generates 1.1 million megawatt hours of electricity on an annual average basis, primarily sold into the wholesale markets of the Northwest.

Brian's breadth of experience includes time with the US Forest Service, the Confederated Salish and Kootenai Tribes, and the Columbia Basin Fish and Wildlife Authority. Brian has most enjoyed work associated with the hydropower system of the Columbia Basin, especially the Séliš Ksanka Qíispé Project. His degree in Civil Engineering from Montana State University and his experience has served him well in this position.

Vocabulary

Agency

Action, intervention, or exertion of authority or power.

Mitigation

Reduction or restoration of loss from an adverse event.



Pre-film Suggestions

- Part Two of Brian's Story lends itself to a good discussion of what is predetermined in a person's life and what a possible or potential destiny is based on a person's decisions. It was fate that Brian was born into his family on the Flathead Reservation. Brian's choices of career path paved the way for what we could view as his destiny. His experience and qualifications were uniquely suited for CSKT at pivotal times. With this section of Brian's story, students could explore their perspectives on fate and destiny.
- Establish context for students by sharing that Brian was working as the CSKT Division Manager for Fish, Wildlife and Conservation in 1992. The FERC license he refers to was the license to operate Kerr Dam.

Topics/Questions

After sharing the film, explore these questions and topics with your students:

- What did CSKT need to know to negotiate mitigation funds effectively for Kerr Dam impacts?
- Did it make a difference that Brian Lipscomb led the mitigation negotiating team? Why? Why not?
- The original Kerr mitigation plan included these four essential items:
 - Montana Power Company would get a large amount of mitigation funds to purchase lands to replace lost habitat. How did Brian view this? What did he advocate for instead?
 - The Fish and Wildlife Service would get substantial mitigation funds to rebuild the Creston National Fish Hatchery. Why did Brian disagree with this?
 - CSKT would receive a modest amount of the mitigation funds for restoration work.
 - Montana Power Company wanted NO operational constraints on the dam operations.
 - What did Brian think about this? What did he advocate for?
- Brian was positioned to lead the Kerr mitigation efforts for the Tribes. This was a pivotal moment for CSKT to secure tangible recompense. What led Brian to this place? Was a tribal perspective essential to negotiate a mitigation settlement?

CONFEDERATED SALISH AND KOOTENAI TRIBES

TRIBAL CIVICS

INFORMED • EMPOWERED • ENGAGED



Leadership & Governance

The Vision of Leaders

BRIAN'S STORY: PART THREE

STUDY GUIDE

Abstract

In this portion of Brian Lipscomb's interview, he recounts the vision and agency of tribal leaders through the Hell Gate Treaty negotiations and the passage of the tribal constitution.

Brief Bio

Brian Lipscomb has spent over 30 years managing resources across the Northwest.

Since 2012, he has been the CEO for SXNQEELS L SUWEČM / KSUKIMUMA A KAMUKWAITS, Incorporated d/b/a ENERGY KEEPERS, Inc., a corporation of the Confederated Salish and Kootenai Tribes established as an Independent Power Producer to acquire and operate the Séliš Ksanka Qíispé Dam and power plant. The facility generates 1.1 million megawatt hours of electricity on an annual average basis, primarily sold into the wholesale markets of the Northwest.

Brian's breadth of experience includes time with the US Forest Service, the Confederated Salish and Kootenai Tribes, and the Columbia Basin Fish and Wildlife Authority. Brian has most enjoyed work associated with the hydropower system of the Columbia Basin, especially the Séliš Ksanka Qíispé Project. His degree in Civil Engineering from Montana State University and his experience has served him well in this position.



Vocabulary

Agency

Action, intervention, or exertion of authority or power

Paradigm

A pattern, an example, a model

Background Information

- The Indian Reorganization Act (IRA), passed in 1934, was a set of reforms intended to support American Indian tribes. It ended allotment of communal tribal lands, returned tribal lands deemed "surplus" to tribes, and encouraged tribes to develop formal governments through a written constitution. Along with a new model of government, the IRA intended to support economic development through corporate charters to allow tribes to engage in business. A revolving loan fund of 10 million dollars was allocated for Indian companies and a small scholarship fund for vocational and trade schools.
- Of the initial 250 tribes nationwide that voted on the IRA, nearly a third rejected it. Some tribes viewed it as another intrusion into tribal affairs by the federal government; others were not interested in moving away from their traditional governance model.
- Review the meanings of the words agency and paradigm before playing the film.
- Share the film.

Topics/Questions

- Ask students to identify two reasons the Salish, Pend d'Oreille, and Kootenai Tribes were in an excellent position to negotiate at the Hell Gate Treaty Council.
- The Tribes' constitution was ratified in 1935 under the Indian Reorganization Act. Share relevant information from the background and ask students why they think CSKT was the first tribe to have their constitution ratified.

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Leadership & Governance

Leadership, Past, Present, and Future

Unit Objectives

- Students learn about Salish, Pend d'Oreille, and Kootenai leaders.
- Students identify local, state, and national leaders.
- Students identify the diverse qualities and actions of an effective leader.
- Students explore stories of youth leadership.
- Students identify everyday opportunities for leadership.

Unit Materials

Documents:

- 1.1 CSKT Council Representatives
- 1.2 CSKT Tribal Council Minutes
- 1.3 Leadership Quotes
- 1.4 Patrick Lefthand
- 1.5 Michael (Mickey) Pablo
- 1.6 Chief Alexander
- 1.7 The Trust Responsibility

Articles:

- **Held v Montana** - <https://eelp.law.harvard.edu/2023/08/held-v-montana/>
- **The Guardian: Groundbreaking youth-led climate trial comes to an end in Montana** - <https://www.theguardian.com/us-news/2023/jun/20/held-v-montana-climate-trial-youth-end>

These two articles are about the Montana youth who filed suit in Montana state court, asserting the state violated Montana's Constitutional guarantee of "the right to a clean and healthy environment."

Films:

Women in Leadership and Study Guide

Tribal Councilwomen Jennifer Finley and Carole Lankford discuss the roles and responsibilities of tribal council representatives. They share their motivations for running for council and the challenges of women in work and leadership roles. Their commitments as leaders are apparent when discussing decision-making and their communities' issues. (28 minutes)

The Challenge of Leadership and Study Guide

From January 2006 to December 2009, James Steele Jr. served as the Chairman of the Confederated Salish and Kootenai Tribes. In this interview, Mr. Steele recollects his service and the issues he dealt with. From federal agencies to the Governor of Montana, Mr. Steele voices a clear opinion of the sovereign status of CSKT and the expectation for government-to-government interactions. He details the conflict over CSKT's gaming compact and Governor Schweitzer. (17 minutes)

Traditions in Leadership and Study Guide

Vernon Finley shares his thoughts on traditional leadership from a Kootenai perspective. He then identifies his relatives, Eneas Big Knife and Koostahtah, and the issues they faced. Their lives influenced him and made a pathway for his service on the tribal council.

Throughout Mr. Finley's interview, he references spiritual values and beliefs. He presents a Kootenai worldview integrated into daily living with family and community. In many cultures, spirituality is expressed in everyday activities, decision-making, family and community life, and work. (25 minutes)

Brian's Story—Part Three: The Vision of Leaders and Study Guide

In this portion of Brian Lipscomb's interview, he recounts the vision and agency of tribal leaders through the Hell Gate Treaty negotiations and the passage of the tribal constitution. (22 minutes)

Sovereignty_Miller, Part IV: The Trust Responsibility

Robert Miller is a professor at the Sandra Day College of Law at Arizona State University. Professor Miller is a citizen of the Eastern Shawnee Nation and an expert in Federal Indian Law. He explains the Trust Responsibility between the United States and tribal nations. (10 minutes)

C-Span Chairman Pablo -

<https://www.c-span.org/video/?26026-1/indian-culture-tribal-sovereignty> - Michael "Mickey" Pablo, late Chairman of the Confederated Salish and Kootenai Tribes, speaks about the effects of legislation and governmental power at an American Indian Resources Institute conference in Washington, D.C. in 1992. (15 minutes)

TEDX: Everyday leadership - Drew Dudley -

<https://www.youtube.com/watch?v=uAy6EawKKME>
A short clip portraying the opportunity for everyday leadership. (6 minutes)

Websites:

- **Pew Research Center** - <https://www.pewresearch.org/social-trends/fact-sheet/the-data-on-women-leaders>
- **Lake County Commissioners** - <https://www.lakemt.gov/188/Board-of-Lake-County-Commissioners>
- **Sanders County Commissioners** - <https://co.sanders.mt.us/departments/commissioners-office>

DAY ONE

Objectives

- Students identify the diverse qualities and actions of an effective leader.

Materials

Documents:

- 1.3 Leadership Quotes

Preparation

- Read 1.3 Leadership Quotes and add to the list if desired. Make student copies of the quotes.



Procedure

- Conduct a quick write about leadership. Whatever comes to mind with that word. (3 minutes)
- Lead a general discussion on the topic of leadership. (5-10 minutes)
- Pass out leadership quotes and have students select a quote that resonates. Students do a 5-minute quick write on the quote they chose.
- With the class, create a list of local leaders. Encourage students to think of leaders outside of political roles.
- After making the list, group them by their leadership role, such as political, community, school, etc. Ask students to identify appropriate qualities and characteristics for the various leadership roles.
- Set the stage for the subsequent lesson by sharing the names of CSKT leaders you will be exploring: Patrick Lefthand, Michael "Mickey" Pablo, and Chief Alexander.
- Have students hold on to leadership quotes or turn them in for use in a subsequent lesson.
- Students turn in their quick write on the quote.

DAY TWO

Objectives

- Students learn about Salish, Pend d'Oreille, and Kootenai leaders.
- Students identify the diverse qualities and actions of an effective leader.

Materials

Documents:

- 1.4 Patrick Lefthand Biography
- 1.5 Michael (Mickey) Pablo Biography
- 1.6 Chief Alexander Biography



Preparation

- Read the three biographies of CSKT leaders and make student copies of each.

Procedure

- Arrange students in pairs. Give each pair copies of all three biographies. Ask students to identify any actions and characteristics of the leaders apparent in the writings. (20 minutes)
- While students are reading, write the names of the three leaders on the board. When they have finished reading, ask students what they think each leader cared about. List these under their name.
- Ask students what characteristics they could discern about each leader. List these under their name.
- Ask students what actions of each person stood out. List them under their name.
- Ask students if they believe leadership characteristics and actions have changed from Chief Alexander's time to contemporary Tribal Council leaders.
- Lead a discussion on the ideal characteristics of influential political leaders.

DAY THREE

Objective

- Students learn about Salish, Pend d'Oreille, and Kootenai leaders.

Materials

Film:

- Women in Leadership and Study Guide

Website:

- **Pew Research Center** - <https://www.pewresearch.org/social-trends/fact-sheet/the-data-on-women-leaders>



Preparation

- View the film and read the study guide. Make notes of the characteristics and actions of both tribal council representatives.
- Review the data on women leaders from the Pew Research website. Select what you will share with students.

Procedure

- Share the film with the class. Ask students to make notes of the characteristics and actions of both tribal council representatives.
- Lead a discussion on what students noted about each tribal council representative.
- Share data on women leaders from the website. Lead a discussion around the topic of equitable representation by gender.

DAY FOUR

Objective

- Students learn about past and present Salish, Pend d'Oreille, and Kootenai leaders.

Materials

Document:

- 1.7 The Trust Responsibility

Films:

- Sovereignty_Miller, Part IV: The Trust Responsibility
- **C-Span Chairman Pablo** - <https://www.c-span.org/video/?26026-1/indian-culture-tribal-sovereignty>



Preparation

- Read 1.7 The Trust Responsibility.
- Watch both films and cue them up as follows:
- Sovereignty_Miller, Part IV: The Trust Responsibility at 15:39 minutes.
- C-Span Chairman Pablo at 1:59:30 minutes.

Procedure

- Ask students what the "Trust Responsibility" is between the United States and tribal nations. Share from the reading to provide some scaffolding for Miller's film.
- Show Sovereignty_Miller, Part IV: The Trust Responsibility, watch from 15:39 to 25:59. (10 minutes)
- Lead a brief discussion and ask students to keep the information from Professor Miller's film as context for the talk given by the late Tribal Chairman Mickey Pablo in 1992.
- Share the C-Span Chairman Pablo film clip and watch from 1:59:30 to 2:14:28. (15 minutes)
- Discuss Chairman Pablo's points relevant to the trust responsibility.
- From the issues Pablo discussed, what knowledge and skills would enhance the effectiveness of tribal leadership?

DAY FIVE

Objective

- Students identify local, state, and national leaders.

Materials

Documents:

- 1.1 CSKT Council Representatives
- 1.2 Tribal Council Minutes

Websites:

- **Lake County Commissioners** - List of the current commissioners and several meeting agendas and minutes. <https://www.lakemt.gov/188/Board-of-Lake-County-Commissioners>
- **Sanders County Commissioners** - List of the current commissioners and several meeting agendas and minutes. <https://co.sanders.mt.us/departments/commissioners-office>



Preparation

- Make student copies of 1.1 CSKT Council Representatives and 1.2 Tribal Council minutes, enough for 1/3 of the class.
- Make student copies of the list of Lake County Commissioners meeting minutes, enough for 1/3 of the class.
- Make student copies of the list of Sanders County Commissioners meeting minutes, enough for 1/3 of the class.

Procedure

- Provide 1/3 of the class with the CSKT Council list and meeting minutes, 1/3 of the class with the Lake County Commissioner list and meeting minutes, and 1/3 of the class with the Sanders County Commissioner list and meeting minutes.
- Give students approximately 15 minutes to read through the materials and make a list of the following items:
 - People and agencies that leaders are meeting with.
 - Business items covered in the meetings.
- While students are reading, write CSKT Tribal Council, Lake County Commissioners, and Sanders County Commissioners on the board in three separate columns. With student input, identify knowledge, skills, and qualities constituents would look for in council representatives and county commissioners.

DAY SIX

Objective

- Students learn about Salish, Pend d'Oreille, and Kootenai leaders.

Materials

Film:

- The Challenge of Leadership and Study Guide

Documents:

- Student Handout from the study guide

Preparation

- View the film and read through the study guide. Make copies of the student handout.

Procedure

- Follow the activities in the study guide.



DAY SEVEN

Objective

- Students explore stories of youth leadership.

Materials

Articles:

- **Held v Montana** - <https://eelp.law.harvard.edu/2023/08/held-v-montana>
- **The Guardian: Groundbreaking youth-led climate trial comes to an end in Montana** - <https://www.theguardian.com/us-news/2023/jun/20/held-v-montana-climate-trial-youth-end>

Preparation

- Make student copies of the Harvard and The Guardian articles, enough each for 1/2 the class.
- Assign half the class the Harvard article and then The Guardian article to the rest of the class. Give students time to read, identify critical points, and summarize. (10 minutes)
- Students share key points and summaries from the Harvard article.

- Students share key points and summaries from The Guardian article.
- Discuss the avenues for effecting change with students. The organization, Facing History and Ourselves, identifies possible pathways for change. They call them “Levers of Power” and identify seven:
 - Government (Local, State, and National)
 - Nonprofits, Churches
 - Industry, Commercial Organizations
 - Professional Media
 - Social Media
 - Schools and Education
 - Influential Individuals
- Remark on the Lever of Power that the young people involved with the climate case are attempting to leverage—state government.
- Ask students to identify an issue they feel is pressing. Issues can be school or community-related or broader, including the state, nation, or world. Write a list of their responses on the board. Go through each issue and try to match it with a “Lever of Power.”



Optional

- Share the website Youth v. Gov (<https://www.youthvgov.org/held-v-montana>) with your students. This website details the court case, Held v. State of Montana, and includes a trial video, photos, and an in-depth discussion.

DAY EIGHT

Objective

- Students identify everyday opportunities for leadership.

Materials

Documents:

- 1.3 Leadership Quotes

Film:

- **TEDX: Everyday leadership - Drew Dudley** - <https://www.youtube.com/watch?v=uAy6EawKKME>



Preparation

- Watch the TEDX film.

Procedure

- Ask students to identify everyday leadership opportunities for people in general.
- Now, have them list leadership opportunities that students have.
- Pass out leadership quotes and ask students to revisit the quote that resonated with them. Ask students to write a personal belief or value statement about leadership. (10 minutes)
- Students turn in their belief or value statement. Statements can be used as a formative assessment.
- One of the leadership quotes states, "Leadership is a decision." One might similarly say that leadership is a choice. Can you think of a situation or circumstance that "demands" leadership?
- Share the TEDX film. Discuss.

DAY NINE

Objective

- Students learn about past and present Salish, Pend d'Oreille, and Kootenai leaders.



Materials

Film:

- Traditions in Leadership and Study Guide

Preparation

- Review the film along with the study guide.

Procedure

- Show the film and use the study guide for related activities.

DAY TEN

Objective

- Students learn about Salish, Pend d'Oreille, and Kootenai leaders.



Materials

Film:

- Brian's Story—Part Three: The Vision of Leaders and Study Guide

Preparation

- Review the film along with the study guide.

Procedure

- Show the film and use the study guides for related activities.

TRIBAL CIVICS

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Leadership & Governance

Exploring the CSKT Constitution

Unit Objectives

- Students gain background on the Indian Reorganization Act of 1934.
- Students become familiar with the CSKT Constitution.
- Students analyze parts of the CSKT Constitution.

Unit Materials

Documents:

- 1.8 Indian Reorganization Act
- 1.9 CSKT Constitution
- 1.10 CSKT Constitution Article III
- 1.11 CSKT Constitution Preamble Handout
- 1.12 CSKT Constitution Article I Handout
- 1.13 CSKT Constitution Article II (1935)
- 1.14 CSKT Constitution Article II (Amended 1960)
- 1.15 CSKT Constitution Article VI Handout

Articles:

- 1.16 Missoulian Enrollment Article
- 1.17 BEAR/BAOE Article

Supplies:

- Highlighters

Film:

Reflections on the 1935 CSKT Constitution and Study Guide

This film provides a brief historical overview of leadership and governance from 1855 – 1935. In 1935, CSKT was the first tribe in the nation to reorganize its system of government through the Indian Reorganization Act (IRA) of 1934, also known as the Wheeler-Howard Act.

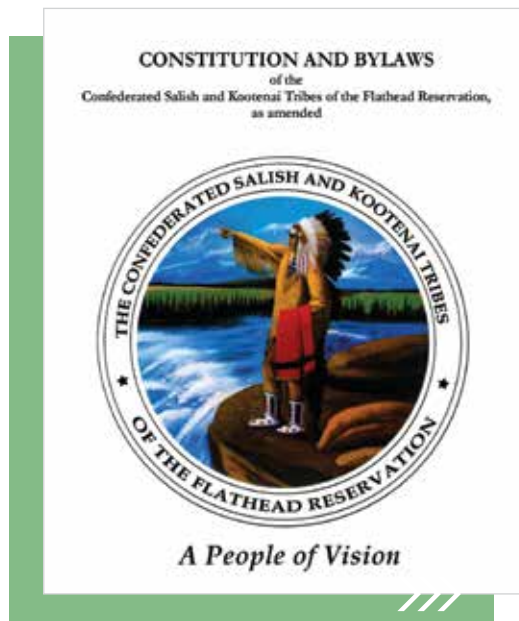
Sec. 16. Any Indian tribe, or tribes, residing on the same reservation, shall have the right to organize for its common welfare and may adopt an appropriate constitution and bylaws,

which shall become effective when ratified by a majority vote of the adult members of the tribe, or of the adult Indians residing on such reservation, as the case may be, at a special election authorized by the Secretary of the Interior under such rules and regulations as he may prescribe.

In 1996, CSKT directed a constitutional review by inviting a board of tribal members to carry out the process. Key members of the board were Velda Shelby, Roxy Colman, Pat Pierre, Regina Parot, and James Steele Jr. The board reviewed numerous constitution models of other tribes to build a broad knowledge base, met with elders for advice and input, and met with tribal

members in all the reservation communities. They proceeded to review the 1935 constitution line by line. They developed recommendations for modification and change through consensus. The only constitution article they did not include in their review was Article II, which outlines the enrollment criteria. They chose to bypass it due to the conflicting opinions among their members. In May 1999, they presented their recommendations to the membership and the council.

After this brief history of the 1996 constitutional review, Mr. Steele shares an overview of the CSKT constitution article by article. (35 minutes)



DAY ONE

Objective

- Students gain background on the Indian Reorganization Act of 1934.

Material

Document:

- 1.8 Indian Reorganization Act

Preparation

- Read and make copies of 1.8 Indian Reorganization Act for each student.

Procedure

- Students read the Indian Reorganization Act individually and then work in pairs to identify five key points of the reading. (15 Minutes)
- Ask pairs to share one or two key points they identified and discuss. (10 Minutes)
- With their partner, have students write a response to this question.
 - What are several reasons you think the CSKT chose to reorganize under the IRA? (10 Minutes)
- Discuss and have pairs turn in their written responses that may be used as a formative assessment.



DAY TWO

Objectives

- Students become familiar with the CSKT Constitution.
- Students analyze parts of the CSKT Constitution.

Materials

Documents:

- 1.9 CSKT Constitution
- 1.10 CSKT Constitution Article III

Supplies:

- Highlighters

Preparation

- Review 1.9 CSKT Constitution and have it ready on your computer or board.
- Read and make copies of 1.10 CSKT Constitution Article III for each student.

Procedure

- Ask students to write a quick definition for the term Constitution.
- Display the CSKT Constitution to the class and briefly review it with students. (10 Minutes)
- Pass out copies of the CSKT Constitution Article III. Instruct students to highlight anything they need clarification on or have questions about. Ask them to pay particular attention to Section 2. (10 Minutes)
- Discuss any questions and provide any necessary clarifications.
- Ask what stands out in Section 2.
- Point out the inclusion of Chiefs Martin Charlo and Eneas Paul Koostahtah as part of the governing body.

The inclusion of traditional chiefs was not continued after Chiefs Charlo and Koostahtah.

While this role has passed, ask students if they think contemporary cultural leaders could play a role in the governing body. Ask students to write down the benefits/contributions they perceive from specific cultural leaders on the council.

- Inform students that two of the ten council seats are now "at-large" representatives. That decreased the two representatives each from St. Ignatius and the Jocko Valley (Arlee) to one each.

DAY THREE

Objective

- Students become familiar with the CSKT Constitution.

Materials

Film:

- Reflections on the 1935 CSKT Constitution and Study Guide



Preparation

- Watch the film and read through the study guide. Determine what topics/discussions you want to engage the class with. Please note it is suggested the film be viewed over two days to allow time for discussion. However, it can be shown in a single class period.
- Cue up the film Reflections on the 1935 CSKT Constitution.

Procedure

- Share the film, and if you are watching it over two days, follow the study guide activities.
- If you share the film in a single day, select several discussion topics from the study guide to explore with the class.

DAY FOUR

Objective

- Students analyze parts of the CSKT Constitution.

Materials

Documents:

- 1.11 CSKT Constitution Preamble Handout
- 1.12 CSKT Constitution Article I Handout

Preparation

- Read and make student copies of 1.11 CSKT Constitution Preamble Handout and 1.12 CSKT Constitution Article I Handout.



Procedure

- Tell students that they will compare the current Preamble and Article I of the CSKT Constitution to the suggested changes made by the 1996 Constitutional Review Committee that James Steele Jr. described in the film.
- Pass out both handouts. Ask students to compare the Preambles and Articles. How do they differ? What is similar?
- Ask students to share their responses and discuss them as a class.

Exit Ticket

- In writing, students respond to these questions:
 - What is the best way for a tribal nation's Constitution to be amended?
 - Who should lead the process? The tribal council? A council-appointed committee? How could the process include the tribal membership?

Optional

- Students research the process states use to amend their constitutions.

DAY FIVE

Objectives

- Students become familiar with the CSKT Constitution.
- Students analyze parts of the CSKT Constitution.

Materials

Documents:

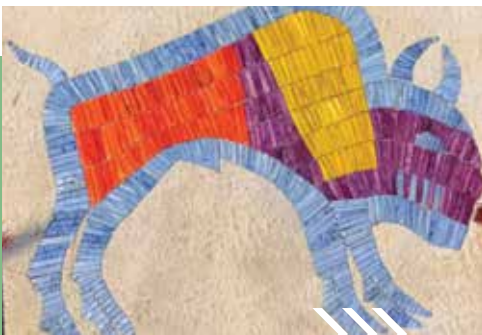
- 1.13 CSKT Constitution Article II (1935)
- 1.14 CSKT Constitution Article II (Amended 1960)

Articles:

- 1.16 Missoulian Enrollment Article
- 1.17 BEAR/BAOE Article

Preparation

- Review and make student copies of 1.13 CSKT Constitution Article II (1935) and 1.14 CSKT Constitution Article II (Amended 1960).
- Review and make student copies of 1.16 Missoulian Enrollment and 1.17 BEAR/BAOE Articles.



Procedure

- Pass out copies of CKST Constitution Articles II (1935 and amended) documents. Have students read in pairs and discuss. (10 Minutes)
- Pass out copies of both news articles, Missoulian Enrollment Article and BEAR/BAOE Article, on enrollment. Have students read in pairs and discuss. (15 Minutes)
- Let students know that the change in requirements for tribal membership (enrollment) was made by referendum (vote).
- As students are reading, write the definition of lineal descent from the BEAR/BAOE article on the board:
Wherein anyone who could provide verifiable proof of being the child, grandchild, or great-grandchild of an enrolled tribal member.
- Under the definition, write two headings: Advantages and Disadvantages.
- After reading, ask students to list the possibilities for each.

Optional

- **Podcast: NPR CodeSwitch: So What Exactly is Blood Quantum** (21 minutes) - <https://www.npr.org/sections/codeswitch/2018/02/09/583987261/so-what-exactly-is-blood-quantum>
- Extend the lesson with this podcast on Native blood quantum issues.

DAY SIX

Objectives

- Students become familiar with the CSKT Constitution.
- Students analyze parts of the CSKT Constitution.

Materials

- 1.15 CSKT Constitution Article VI Handout

Vocabulary

- **Bylaws** - regulations and rules.
- **Candidacy** - the position a person is trying to be elected to.
- **Charter** - a document issued by a sovereign or state outlining the conditions under which a corporation or other corporate body is organized and defining its rights and privileges.
- **Conformity** - go along with, obey, comply, adhere to.
- **Domestic Relations** - laws related to family or household relationships (marriage, divorce, child support, alimony, etc.).
- **Disposition** - the transfer, sale, or disposal of property.
- **Encumbrance** - a legal claim on a property.

- **Ordinance** - legislation enacted by a political authority, an authoritative order.
- **Promulgate** - put a law or decree into effect by public proclamation.
- **Resolution** - a formal expression of opinion, will, or intent voted by an official body.
- **Welfare** - health, well-being, happiness, and prosperity.

Preparation

- Read through the 1.15 CSKT Constitution Article VI Handout.
- Make a copy of the handout. Divide the list of powers and duties lettered (a) to (u) into seven student readings. Each of the seven readings will include three items from the list. There are twenty-one in total. For example, one reading will consist of (a), (b), and (c).
- Provide the vocabulary to students in a handout, writing it on the board or projecting it from your computer. This will assist the student in reading more efficiently.
- Write this section of the handout on the board:

ARTICLE VI—POWERS AND DUTIES OF THE TRIBAL COUNCIL

- Section 1. The Tribal Council shall have the power, subject to any limitations imposed by the Statutes or the Constitution of the United States, and subject to all express restrictions upon such powers contained in this Constitution and attached Bylaws;

Procedure

- Read Article VI, Section 1 to the class.
- Ask students to assist you in creating a list of powers and duties they think the Tribal Council exercises. Write the responses on the board. (10 minutes)
- Arrange students into seven groups. Give each group one of the readings. Ask them to summarize or paraphrase each of their three items. (15 minutes)
- Have each group share their summaries sequentially from (a) to (u).

Exit Ticket

- Using Article VI as a guideline, ask students to write a short paragraph on the essential knowledge and qualities they believe a Tribal Council representative should hold.

Optional

- Explore one or both of the following CSKT Ordinances:
 - **Shoreline Protection Ordinance 64A**
- <https://csktribes.org/component/rsfiles/download?path=NRD%2FOrdinance+64a+rules+and+regulations.pdf&Itemid=1451>
 - **Bird Hunting, Fishing, and Recreation Regulations for Non-Members of the CSKT Ordinance 44D** - https://www.charkoosta.com/news/ordinance-44d-bird-hunting-fishing-and-recreation-regulations-for-non-members-of-the-cskt/article_e5f89a14-5935-11ec-8fae-6fb4fc9fdd52.html

TRIBALCIVICS

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Leadership & Governance

Self-Governance and Self-Determination

Unit Objectives

- Students explore the services and programs of the Confederated Salish and Kootenai Tribes.
- Students analyze how the executive and legislative branches of government influence Federal Indian Policy.
- Students explore programs of other self-governance tribes.
- Students gain familiarity with the self-determination era of Federal Indian Policy.
- Students learn about the successes and challenges of CSKT's self-governance.

Unit Materials

Documents:

- 1.18 a, b, c & d President Richard Nixon's 1970 Special Message to Congress on Indian Affairs
- 1.19 1975 Indian Self Determination and Education Assistance Act (ISDEAA)
- 1.20 House Resolution 3508 – Tribal Self-Governance Act of 1994
- 1.21 2022 Self-Governance Tribes

Article:

- 1.22 Article on Self-Governance by J. Kalt

Film:

Harnessing Self-Determination and Study Guide

Tribes are self-governing from inherent sovereignty before colonization and by treaty status. Tribal governments are diverse in programmatic services and governing structures. Some tribes adopted a contemporary form of government with the Indian Reorganization Act of 1934, adopting constitutions and elected representatives. The Bureau of Indian Affairs (BIA) remains prominent in delivering program services on many reservations. However, with the Indian Self-Determination and Education Act of 1975, tribes were allowed to assume management of program services to the membership. The act was amended in 1994 and 2000, expanding the opportunity for tribes to contract BIA services and pool allocations and design their programs.

Ruth Swaney discusses the challenges and success of the Tribes' history in self-governance and the potential to embed tribal values into programs and services. (21 minutes)

Website:

- **Confederated Salish and Kootenai Tribal website** - <https://csktribes.org>

Equipment:

- Computer lab or Chrome books

General Background

From the reservation era into the early twentieth century, tribal nations were faced with conducting their affairs through federal government representatives - Indian Agents and the Commissioner of Indian Affairs. The Bureau of Indian Affairs (BIA), created in 1824, was first a program of the War Department. The BIA is now housed within the Department of the Interior. For decades, the BIA controlled tribal affairs, including reservation resources.

Well into the twentieth century, the BIA operated programs on reservations ranging from managing lands and natural resources to administering social services. During the Nixon administration, federal policy shifted from termination to self-determination. In 1975, the Indian Self-Determination and Education Assistance Act (ISDEAA) was passed. This legislation ushered in the era of tribal nations taking back control of their programs and resources from the Bureau of Indian Affairs. ISDEAA was viewed as successful and amended several times. Self-determination policy continued through further legislation and executive orders that strengthened and expanded opportunities for tribal self-governance. This unit explores how the CSKT has leveraged these opportunities.

DAY ONE

Objective

- Students explore the services and programs of the Confederated Salish and Kootenai Tribes.

Materials

Website:

- **Confederated Salish and Kootenai Tribal website** - <https://csktribes.org>



Preparation

- Review the Confederated Salish and Kootenai Tribal website before class.
 - Review the Education page (Services > Education). Inform students that CSKT has an annual \$750,000 scholarship budget.
 - Review the Séliš-Qlispé Culture Committee webpage (History & Culture > Séliš-Qlispé Culture Committee).
 - Explore the resources the Committee has made available. Select a video to share in class.
 - Review the Early Childhood Services page (Location: Services > Early Childhood Services).
 - Select the ECS Salish Children's Song Videos (Services > Early Childhood Services > ECS Salish Song Book > Children's Salish Song Videos) and choose one to share.

Procedure

- Provide the General Background information on the transitions of federal programs from BIA administration to tribal administration.
- Explore the CSKT website with the class, spending time on the Education, Early Childhood Education, and Séliš-Qlispé Culture Committee pages.
- Make a list on the board of tribal member services and tribal member programs. Preserve this list for Day Three.

DAY TWO

Objectives

- Students gain familiarity with the self-determination era of Federal Indian Policy.
- Students analyze how the executive and legislative branches of government influence Federal Indian Policy.
- Read Nixon's message, ISDEAA, and House Resolution 3508.
- Arrange the class into at least four groups (a-d). Give the members of each group one section of Nixon's message. Have students read and discuss to identify the key points. (15 minutes)

Materials

Documents:

- 1.18 a, b, c & d President Richard Nixon's 1970 Special Message to Congress on Indian Affairs
- 1.19 1975 Indian Self Determination and Education Assistance Act (ISDEAA)
- 1.20 House Resolution 3508, Tribal Self-Governance Act of 1994
- Allow groups to share the key points of their section with the class. (10-15 minutes)
- Divide the class in half. Give one-half copies of ISDEAA and the other half House Resolution 3508. Have students read and prepare to report on their given documents. (10 minutes)
- Have students report out first on ISDEAA; then, students report out on House Resolution 3508.
- Let students know that not all tribes are engaging in self-governance contracts through ISDEAA. The only two tribes in Montana doing so are CSKT and the Rocky Boy Chippewa-Cree. Many tribes still experience the Bureau of Indian Affairs (BIA) managing their programs.

Preparation

- Make student copies of Nixon's message, documents 1.8 a-d President Richard Nixon's 1970 Special Message to Congress on Indian Affairs.
- Make student copies of ISDEAA, pages 61-63, enough copies for half the class.
- Make student copies of House Resolution, pages 1-4, enough copies for half the class.

Exit Ticket

- Ask students to do a quick five-minute write-up on this question:
 - How would program administration differ with a tribe running their program rather than the BIA?

DAY THREE

Objective

- Students explore programs of other self-governance tribes.

Materials

Documents:

- 1.21 2022 Self-Governance Tribes

Equipment:

- Computer lab or Chrome books



Preparation

- Take some time to explore the websites of several self-governance tribes from the 1.11 2022 Self-Governance Tribes document. If you choose, you could select perhaps ten tribal nations as the list of choices for students. Make student copies of the list or put names chosen on the board.
- Have the list of CSKT's services from Day One readily available for reference.

Procedure

- Share the list with students and ask them to choose two tribes to learn about using the tribal nation's website.
- Ask them to explore their chosen site and to write down an essential list of programs and services of each tribe. (15-20 minutes)
- Provide the rest of the class time for sharing and discussing. Compare programs and services with those of CSKT from the discussion on Day One.

DAY FOUR

Objectives

- Students learn about the successes and challenges of CSKT self-governance.

Materials

Film:

- Harnessing Self-Determination and Study Guide

Preparation

- Review and cue up the film *Harnessing Self-Determination*. Write down a few key points to review with the class.

Procedure

- Share the film and use the study guide as you deem relevant.

DAY FIVE

Objective

- Students analyze federal legislation & impacts on CSKT and other tribes.

Materials

Article:

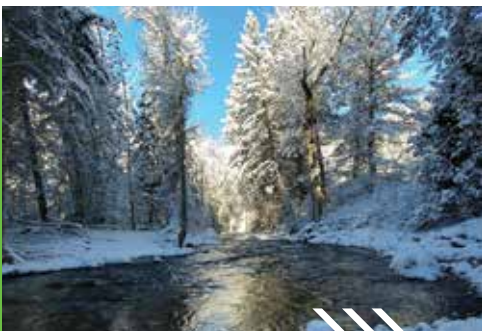
- 1.22 Article on Self-Governance by J. Kalt

Preparation

- Read the Kalt article and make student copies.
- Determine how you'd like the reading to be done. You can divide it into four two-page sections and have groups read a single section or divide it in half and the class in half—your choice. The article provides a good overview and summary of the impacts of self-governance.

Procedure

- Read and discuss the article.



DAY SIX (OPTIONAL)

Objective

- Students learn first-hand about tribal services and programs.

Materials

Supplies:

- Greeting card (DIY or store-bought)
- An inexpensive or class-made thoughtful gift
- Bottle of water
- Comfortable chair



Preparation

- Visit with the class to gather the names of several Tribal Council representatives or tribal employees to invite for a class visit. Try to come to a consensus as to which guest you will invite.
- Have students write a list of questions and topics they would like the guest to respond to. Provide these to the guest at least a few days prior to the class visit. Review etiquette for hosting a guest in your classroom. Assign questions and topics to students from their list.
- Gather some items to gift your visitor. Coffee cups, tea, homemade canned goods, etc., make inexpensive and thoughtful gifts. Have students sign a card ahead of the visit. Make a comfortable place for your visitor and have a bottle of water available.

Procedure

- Select a student to wait at the school entrance to greet the guest and escort them to the classroom.
- When the guest arrives, formally welcome them and introduce them to your class.
- Guide the visit as needed, keeping five minutes at the end for a formal thank you and gifting the guest. If you plan to gather any photos, ask permission from your guest ahead of time.
- Have students line up to shake the guest's hand and say thank you. Present the guest with the class gift and card. Have a student escort them to the door.

TRIBAL CIVICS

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Leadership & Governance

Actions and Qualities of Effective Leaders

Unit Objectives

- ❑ Students explore the concept of leadership.
- ❑ Students evaluate the qualities and actions of effective leaders.
- ❑ Students identify everyday opportunities for leadership.
- ❑ Students learn about three Confederated Salish and Kootenai tribal leaders.

Unit Materials

Documents:

- ❑ 1.26 MS Leadership Quotes

Films:

Kid President Asks “What Makes an Awesome Leader?”

<https://www.youtube.com/watch?v=KdL4o7wUoCQ>

Youtuber Kid President, a middle schooler, interviews students from the California Association of Student Leaders. He asks two questions: What would they do if they were President? And What does it take to be an awesome leader? (3 minutes)

Traditions in Leadership with Study Guide

Vernon Finley shares his thoughts on traditional leadership from a Kootenai perspective. He then identifies his relatives, Eneas Big Knife and Koostahtah, and the issues they faced. Their lives influenced him and made a pathway for his service on the tribal council.

Throughout Mr. Finley's interview, he references spiritual values and beliefs. He presents a Kootenai worldview integrated into daily living with family and community. In many cultures, spirituality is expressed in everyday activities, decision-making, family and community life, and work. (25 minutes)

Women in Leadership with Study Guide

Tribal Councilwomen Jennifer Finley and Carole Lankford discuss the roles and responsibilities of tribal council representatives. They share their motivations for running for council and the challenges of women in work and leadership roles. Their commitments as leaders are apparent when discussing decision-making and their communities' issues. (28 minutes)

DAY ONE

Objectives

- Students explore the concept of leadership.
- Students identify everyday opportunities for leadership.

Materials

Film:

- **Kid President Asks “What Makes an Awesome Leader?”** - <https://www.youtube.com/watch?v=KdL4o7wUoCQ>

Preparation

- Watch Kid President Asks “What Makes an Awesome Leader?” and cue up for class.



Procedure

- Students do a 5-minute quick write on what they think are three crucial qualities of a leader.
- Students share from their quick write. List qualities they identify on the board.
- Lead students in a general discussion about leadership.
 - Why do we need leaders?
 - What makes a good leader?
 - What qualities or characteristics are essential for a leader to be successful?
 - Who are some leaders that you think are doing a good job?
 - What leadership opportunities are there in your school? Community? (Write student responses to this question on the board for Day Two.)
- Share the video with the class.
- Ask students to identify one leadership statement in the film they agreed with.

DAY TWO

Objective

- Students explore the concept of leadership.

Materials

Document:

- 1.26 MS Leadership Quotes



Preparation

- Make student copies of 1.26 MS Leadership Quotes. Choose a quote and identify several well-known people that you feel exemplify that quote.
- Prepare to share the leadership discussion notes from Day One with the class.

Procedure

- Pass out the quotes and give students time to read them. (5 minutes)
- Discuss each one as a class. Ask students if they can think of individuals who exemplify each one. Share an example from the list you prepared earlier.
- Review responses to leadership opportunities from Day One. Share the leadership opportunity available to everyone: Being a role model. Discuss ways students can be role models at school, home, and community.
- Ask students to identify any issues they feel need some leadership in the school.
- Write responses on the board and discuss.

DAY THREE

Objective

- Students evaluate the qualities and actions of leaders.
- Students learn about CSKT leaders.

Materials

Film:

- Traditions in Leadership and Study Guide



Preparation

- Watch the film and review the study guide.

Procedure

- Show the film and engage students in the study guide activities.
- Conclude the lesson by leading students in a discussion to identify the leadership characteristics and actions Vernon Finley discusses and portrays.

DAY FOUR

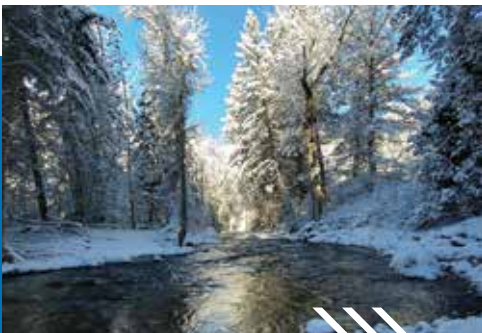
Objective

- Students evaluate the qualities and actions of leaders.
- Students learn about CSKT leaders.

Materials

Film:

- Women in Leadership and Study Guide



Preparation

- Watch the film and review the study guide.

Procedure

- Show the film and then engage students in the study guide activities.
- Conclude the lesson by leading students in a discussion to identify the leadership characteristics and actions Jennifer Finley and Carole Lankford discuss and portray.

DAY FIVE (OPTIONAL)

Objectives

- Students evaluate the qualities and actions of leaders.
- Students learn about CSKT leaders.

Materials

Supplies:

- Greeting card (DIY or store-bought)
- An inexpensive or class-made thoughtful gift
- Bottle of water
- Comfortable chair

Preparation

- Identify potential tribal leaders from the community to invite as a classroom guest. They could be a Tribal Council representative, a tribal employee, or a cultural leader. Secure a commitment and date for a classroom visit.



- Arrange these guest protocols:
- Gather some items to "gift" your visitor. Coffee cups, tea, homemade canned goods, etc., make inexpensive and thoughtful gifts.
- Identify a student to be posted at the school entrance to escort the guest to the classroom.
- Make a comfortable place for your visitor.
- Have a bottle of water available.
- Have students make and sign a card ahead of the visit.
- Create a list of questions or information you would like the guest to discuss.
- Review respectful behavior and active listening.
- Inform students at the end of the visit; they will line up to shake the visitor's hands and thank them.

Procedure

- Review etiquette for hosting a guest in your classroom. Review the list of questions with the class ahead of the visit. Have students prepared with their questions when your guest arrives.
- Post student at the school entrance.
- At the end of your guest's visit, have the class present them with the card and gift. Ask students to line up to shake the guest's hand and thank them. Have the student escort them to the door.

TRIBALCIVICS

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Leadership & Governance

Exploring the CSKT Constitution

Unit Objectives

- Students define the term constitution.
- Students identify the purpose of a constitution.
- Students explore the Confederated Salish and Kootenai Tribes' Constitution.

Unit Materials

Documents:

- 1.9 CSKT Constitution
- 1.11 CSKT Constitution Preamble Handout
- 1.23 U.S. Constitution Preamble
- 1.24 CSKT Constitution Articles III and VI Handout
- 1.25 Constitution Word Map

Supplies:

- Highlighters

Vocabulary

- Bylaws** – regulations and rules.
- Candidacy** – the position a person is trying to be elected to.
- Charter** – a document issued by a sovereign or state outlining the conditions under which a corporation or other corporate body is organized and defining its rights and privileges.
- Charity** – providing help or assistance.
- Conformity** – go along with, obey, comply, adhere to.
- Cultivate** – grow or develop.
- Disposition** – the transfer, sale, or disposal of property.
- Legal Counsel** – a lawyer or group of lawyers that represent an individual, group, or organization.
- Ordinance** – legislation enacted by a political authority, an authoritative order.
- Promulgate** – put a law or decree into effect by public proclamation.
- Welfare** – health, well-being, happiness, and prosperity.

Films:

YouTube: Principles of the United States Constitution

<https://youtube.com/watch?v=efior5ShSkE>

Reflections on the 1935 CSKT Constitution and Study Guide

This film provides a brief historical overview of leadership and governance from 1855 – 1935. In 1935, CSKT was the first tribe in the nation to reorganize its system of government through the Indian Reorganization Act of 1934, also known as the Wheeler-Howard Act.

Sec. 16. Any Indian tribe, or tribes, residing on the same reservation, shall have the right to organize for its common welfare and may adopt an appropriate constitution and bylaws, which shall become effective when ratified by a majority vote of the adult members of the tribe, or of the adult Indians residing on such reservation, as the case may be, at a special election authorized by the Secretary of the Interior under such rules and regulations as he may prescribe.

In 1996, the CSKT directed a constitutional review by inviting a board of tribal members to carry out the process. Key members of the board were Velda Shelby, Roxy Colman, Pat Pierre, Regina Parot, and James Steele Jr. The board reviewed numerous constitution models of other tribes to build a broad knowledge base, met with elders for advice and input, and met with tribal members in all the reservation communities. They proceeded to review the 1935 constitution line by line. They developed recommendations for modification and change through consensus. The only constitution article they did not include in their review was Article II, which outlines the enrollment criteria. They chose to bypass it due to the conflicting opinions among their members. In May 1999, they presented their recommendations to the membership and the council.

After this brief history of the 1996 constitutional review, James Steele Jr. shares an overview of the CSKT constitution article by article. (35 minutes)

DAY ONE

Objective

- Students define the term constitution.

Materials

Documents:

- 1.11 CSKT Constitution Preamble Handout
- 1.21 Constitution Word Map

Film:

- **YouTube: Principles of the United States Constitution -**
<https://youtube.com/watch?v=efior5ShSkE>

Preparation

- Look up several definitions of the term constitution to assist the students with their Word Maps.
- Read and make student copies of the 1.11 CSKT Constitution Preamble Handout. Make student copies of the 1.20 Constitution Word Map.
- Write the following questions on the board:
 1. What is the purpose of a constitution?
 2. Who creates a constitution?
 3. Why is a constitution created?
 4. What is a constitution like?
 5. What are some examples of a constitution?
- Review and cue up the YouTube video Principles of the United States Constitution.

Procedure

- Arrange students in pairs and give each pair a Constitution Word Map.
- Tell students that you are going to be exploring the CSKT Constitution. As a starting place, they will define the term constitution. Go through the five questions on the board to engage student thinking. Ask students to fill in "examples" and "what is it like" on their word map with relevant responses to the questions. (15 minutes)
- Provide each student with the CSKT Constitution Preamble Handout. Ask students to highlight the CSKT Constitution's purposes identified in the first Preamble. Now, ask students to read the 1999 proposed changes to the Preamble. Ask them to highlight the purposes listed. (10 minutes)
- Lead a discussion of the similarities and differences between the two Preambles.
- Have students fill in "Our Definition" on their Word Map.
- Watch the video. (9 minutes)
- Give students time to add to or change anything on their Word Map.
- Ask students to put their names on their Word Maps and preamble handouts and hand them in. They will be using them on Day Two.

DAY TWO

Objective

- Students define the term Constitution.
- Students explore the CSKT Constitution

Materials

Documents:

- 1.23 CSKT Constitution Preamble Handout
- 1.18 U.S. Constitution Preamble
- 1.25 Constitution Word Map (Student copies from the previous day.)

Supplies:

- Highlighters



Preparation

- Read and compare the CSKT Preambles and the U.S. Preamble to facilitate student discussion.
- Make student copies of the 1.17 U.S. Constitution Preamble.
- Have student copies of the 1.11 CSKT Constitution Preamble Handout and their 1.20 Constitution Word Maps from Day One ready.

Procedure

- Arrange students in pairs and give them their Word Maps from Day One.
- Provide students with the U.S. Constitution Preamble. Ask students to identify and highlight the purposes. (10 minutes)
- Pass out student copies of the CSKT Constitution Preamble Handout.
- Lead students in discussing similarities and differences between the U.S. and the CSKT Preambles. Remind students of the dates the Preambles were written and thread that into the discussion.
- Ask students to revisit their Word Maps and make necessary changes or additions.
- With student input, write a class definition of "constitution" on the board.

DAY THREE

Objective

- Students explore the CSKT Constitution.

Materials

- 1.24 CSKT Constitution Articles III and VI Handout

Preparation

- Read through the articles and make students copies of the handout.
- Review the vocabulary and write on the board to aid student reading.



Procedure

- Arrange students in pairs. Give pairs the handout. Instruct them to read Sections 1, 2, and 3 of Article III—The Tribal Council. (5 minutes)
- Ask students how the Tribal Council members are selected.
- Refer students to Section 2, which names Chiefs Martin Charlo and Eneas Paul Koostahtah.
- Ask students if traditional Chiefs are still a part of the council. Discuss possible reasons for the tribes to discontinue those roles.
- Read Section 1 of Article VI—Powers and Duties of the Tribal Council and explain to students.
- Have students read parts (a) and (b) of Section 1 in pairs. Remind students to refer to vocabulary on the board. Ask students to list the powers and duties described in parts (a) and (b). (15 minutes)
- Review the lists students created.
- Read part (f) of Section 1 and explain to the class.
- In pairs, have students read parts (l) and (n) of Section 1 and write a one-sentence summary of each. (10 minutes)
- Review the powers and duties of the CSKT Tribal Council from the readings.
- Have students turn in their one-sentence summaries of parts (l) and (n) as a formative assessment.

DAY FOUR

Objective

- Students explore the CSKT Constitution

Materials

- 1.9 CSKT Constitution

Preparation

- Read the 1.9 CSKT Constitution. Identify Articles you feel are of the most importance and interest to your students. Have the constitution on your computer, ready to share with your class.
- Review the student list of powers and duties of the Tribal Council for discussion and clarification.
- Read the previous day's one-sentence summaries of parts (l) and (n). Determine if you would like to review and clarify with the class.
- Read part (c) of Section 1, Article VI— Powers and Duties of the Tribal Council.

Procedure

- Bring up the CSKT Constitution and review the different articles and bylaws, taking time to discuss components of importance and interest.
- Scroll to Section VI—Powers and Duties of the Tribal Council.
- Go over the student list from yesterday. Discuss and clarify.
- Review the one-sentence summaries of parts (l) and (n). Discuss and clarify.
- Read part (c) of Section 1, Article VI to the class. Discuss and explain, giving examples of the Tribal Council's interactions with federal and state agencies. (State of Montana Highway Department in designing new sections of Highway 93, The Department of the Interior approval of The Water Compact, The Environmental Protection Agency in acquiring "Treatment as a State" to set water quality standards, etc.).
- Set the stage for the film in the following lesson. Tribal Councilman James Steele Jr. will discuss reviewing the constitution for possible changes and give a basic summary of the document.



DAY FIVE

Objective

- Students explore parts of the CSKT Constitution.

Materials

Film:

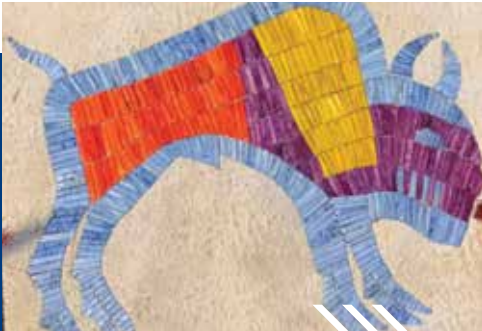
- Reflections on the 1935 CSKT Constitution and Study Guide

Preparation

- Review the film and Study Guide.

Procedure

- Share the film and discuss as time allows.



CONFEDERATED SALISH AND KOOTENAI TRIBES

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Sovereignty and the 1855 Treaty of Hell Gate

The Twelve Articles of the Treaty

DANIEL F. DECKER

STUDY GUIDE

Abstract

Daniel F. Decker defines the legal status of a treaty while providing historical context for the 1855 Hell Gate Treaty. He then reviews the content in each of the twelve articles.

Brief Bio

Daniel F. Decker, a member of the Confederated Salish and Kootenai Tribes, grew up on the Flathead Reservation. He attended undergraduate school at the University of Montana and graduate school at the University of South Dakota. He earned his law degree from the Alexander Blewitt III School of Law at the University of Montana. Dan has practiced law as the lead attorney for CSKT and in his private firm. He currently serves as legal counsel for Energy Keepers Inc.

Pre-Film Suggestion

- Do a quick write with students and ask them to define the term "treaty."

Viewing Guide

- After showing the film, write Motivations and Benefits as headings on the board. Then, underneath each, make two columns, one with the United States and the other with Salish, Pend d'Oreille, and Kootenai.
- Ask students:
 - What were the motivations for the U.S. at the Treaty Council?
 - What factors motivated the Tribes to be there?
 - What was the main outcome of the treaty?
Who did it benefit the most?



CONFEDERATED SALISH AND KOOTENAI TRIBES

TRIBAL CIVICS

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Sovereignty and the 1855 Treaty of Hell Gate

Promises Kept, Promises Broken

DANIEL F. DECKER

STUDY GUIDE

Abstract

Daniel F. Decker summarizes the twelve articles of the 1855 Hell Gate Treaty and explains how the obligations were or were not kept by the Tribes and the United States. He gives particular attention to Articles II, III, and XI. These articles hold significant promises to the Tribes, and Dan gives a lengthy description of their application to the present day.

Brief Bio

Daniel F. Decker, a member of the Confederated Salish and Kootenai Tribes, grew up on the Flathead Indian Reservation. He attended undergraduate school at the University of Montana and graduate school at the University of South Dakota. He earned his law degree from the Alexander Blewitt III School of Law at the University of Montana. Dan has practiced law as the lead attorney for CSKT and his private firm. He currently serves as legal counsel for Energy Keepers, Inc.



Pre-Film Suggestions

- View the film.
- Familiarize yourself with the 2.2 1855 Treaty of Hell Gate.
- Review the 2.3 Hell Gate Treaty Analysis Handout and make student copies.



Viewing Guide

DAY ONE

- Pass out copies of the treaty and treaty analysis handout.
- Organize students in pairs.
- Allow time for student pairs to read the 12 treaty articles and fill in the summary. (20 Minutes)
- Have pairs rank the articles by 1-12, with one being the most important. (10 Minutes)
- View the film up to 09:26, stopping at this sentence: "And from that point on, they became tribal members."
- Ask student pairs to revisit their treaty summary and ranking.

DAY TWO

- Continue the film from 09:26 to 36:53, up to the end of the explanation of Articles II and III.
- Review and discuss how students ranked Articles I to III.
- Show the film from 36:53 to the end. (Approximately 8 Minutes)
- Revisit the treaty summary and ranking again and discuss with emphasis on Article XI.

DAY THREE

- Have students work in pairs or groups of three to complete the treaty analysis handout section titled Honored/Broken. Utilizing the film content, students fill out as best as they can.
- While students are working, write the number of the treaty articles on the board. When students finish, invite responses and write them down next to the relevant article. After the twelve articles have been responded to, discuss how students ranked them, whether the treaty obligation was honored or broken, and by whom.

CONFEDERATED SALISH AND KOOTENAI TRIBES

TRIBAL CIVICS

SG

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Sovereignty and the 1855 Treaty of Hell Gate

Sovereignty in Action
Exploring Nine Legal Cases

DANIEL F. DECKER

STUDY GUIDE

Abstract

Tribal member attorney Daniel F. Decker reviews the actions of the Confederated Salish and Kootenai Tribes to secure and enhance the Tribes' sovereign status. Using the metaphor of sovereignty as a muscle, he examines the need for and the specific instances of the Tribes' exercising it. With extensive background and experience in Federal Indian Law and litigation involving the 1855 Treaty of Hell Gate, Dan provides an authoritative voice for CSKT's legal history.

Brief Bio

Daniel F. Decker, a member of the Confederated Salish and Kootenai Tribes, grew up on the Flathead Reservation. He attended undergraduate school at the University of Montana and graduate school at the University of South Dakota. He earned his law degree from the Alexander Blewitt III School of Law at the University of Montana. Dan has practiced law as the lead attorney for CSKT and in his private firm. He currently serves as legal counsel for Energy Keepers Inc.

Pre-film Suggestions

- Read through the short case summaries.
- Make student handouts of the case summaries.
- Watch the film and take appropriate notes for class discussion.
- Write the definition of sovereign immunity on the board: Sovereign immunity refers to the fact that the government (federal, state, and tribal) cannot be sued (brought into litigation) without its consent.



Viewing Guide

DAY ONE

- Set the stage for viewing the film by providing students with the case summary handout.
- Have students read the handout with a partner and rank them according to which they believe is the most consequential and why, using the numbers 1-9, with one being least important and nine being most consequential. (15 - 20 minutes) (These will be kept for the following two days of film viewing.)
- Play the film up to 03:16.
- Discussion narrative: Dan talks about an expanded definition of sovereignty. He states it is more than just governing. "It is the right to govern ourselves and our territory and perpetuate who we are—to preserve our identity."
- With their partner, ask students to discuss Dan's definition, and if they think this is specific to tribal sovereignty or if this definition is relative to other nations, including but not limited to the United States. (5 minutes) Volunteer sharing of perspectives. (5 minutes)

DAY TWO

- Have students take out their case summary handouts. Review the definition of sovereign immunity with the class.
- View the film up to 24:53.
- Discuss the four cases covered in this part of the film, *United States v. Winans*, *Winters v. United States*, *Montana Power Company v. Rochester*, and *State v. McClure*, and how the students ranked them.

DAY THREE

- Have students take out their case summary handouts.
- View the film to the end.
- Revisit and discuss the student ranking of the remaining five cases.

Student Handout

UNITED STATES V. WINANS,

198 U.S. 371 (1905).

<https://tile.loc.gov/storage-services/service/ll/usrep/usrep198/usrep198371/usrep198371.pdf>

U.S. Supreme Court case that held that the Treaty with the Yakima of 1855, negotiated and signed at the Walla Walla Council of 1855, held that Indians retained their rights to fishing, hunting, and other privileges in "usual and accustomed places" on "open and unclaimed land."

WINTERS V. UNITED STATES,

207 U.S. 564 (1908).

<https://tile.loc.gov/storage-services/service/ll/usrep/usrep207/usrep207564/usrep207564.pdf>

In *Winters v. United States*, the Supreme Court held that the right to use waters flowing through or adjacent to the Fort Belknap Indian Reservation was reserved to American Indians by the treaty establishing the reservation. The Court ruled that the federal government, when it created the reservation, reserved the amount of water necessary for the purposes of that reservation (permanent tribal homeland).

MONTANA POWER CO. V. ROCHESTER,

127 F.2d 189 (9th Cir. 1942).

<https://law.justia.com/cases/federal/appellate-courts/F2/127/189/1495649>

Patents of lands bordering navigable waters convey down only to the high-water mark. Consequently, the land below that mark and beneath the lake (the beds and banks) is land held in trust for the Confederated Salish and Kootenai Tribes. This affirmed the Confederated Salish and Kootenai Tribes owned the beds and banks of the southern half of Flathead Lake.

STATE V. MCCLURE,

268 P.2d 629 (Mont. 1954).

<https://law.justia.com/cases/montana/supreme-court/1954/268-p-2d-629.html>

The Montana Supreme Court recognized and upheld treaty hunting rights. *State v. McClure* established that the 1855 Treaty of Hell Gate with the confederated Salish and Kootenai Tribes was the Supreme Law of the land under the Supremacy Clause in the United States Constitution. The tribal law of the Confederated Salish and Kootenai Tribes was the proper authority for regulating hunting by tribal members.

"The exclusive right, acknowledged by the treaty, of hunting and fishing in and upon the lands and waters within the exterior boundaries of the Flathead Indian Reservation, imposed a servitude and easement upon every piece of land therein as though specifically described. The future ownership of the lands thereof was well foreseen and provided for.

The Indians retained a right in the land, the right of hunting thereon. The right was intended to continue against the United States and its grantees as well as against the state and its grantees. No other conclusion would give effect to the treaty. Compare *United States v. Winans*, supra. It is our opinion that the rights reserved of hunting and fishing upon any lands and waters within the exterior boundaries of the Flathead Indian Reservation, by the treaty of July 16, 1855, 12 Stat. 975, have never been alienated, still exist unimpaired and that as far as the state laws are concerned, the Indian tribes bound by the treaty are entitled to hunt and fish therein at any time.

We, therefore, hold that the justice court and the district court were without jurisdiction to try the defendant Indians for the alleged offense for which they were here accused and convicted; that under the undisputed facts, the court's purported judgment is a nullity. Accordingly, the judgment of conviction and the sentences imposed are reversed and set aside as void. The complaints are ordered dismissed with prejudice. It is further ordered that any fine collected from defendants be repaid to them and that their bail and undertaking be exonerated."

MOE, SHERIFF, ET. AL. V. CONFEDERATED SALISH AND KOOTENAI TRIBES OF THE FLATHEAD RESERVATION ET. AL.,

425 U.S. 463 (1976).

<https://www.loc.gov/item/usrep425463>

Montana's limited assumption of civil jurisdiction over the Flathead Reservation Indians did not include the power to impose cigarette and licensing taxes as among the categories of assumed civil jurisdiction. Additionally, the state does not have the power to tax the personal property of tribal members.

STATE V. STASSO,

563 P2d 562 (Mont. 1977).

<https://casetext.com/case/state-v-stasso>

"The district court found the lands upon which the offense occurred were open and unclaimed lands under the Treaty of Hell Gate, and provisions of the treaty are superior to any reserved power of the state and therefore exempt from state regulation."

...[Therefore] present-day members of the Confederated Salish and Kootenai Tribes have a right to hunt free from the regulation of Montana game laws on 'open and unclaimed lands' by virtue of Article II of the Treaty of Hell Gate."

CONFEDERATED SALISH AND KOOTENAI TRIBES V. NAMEN,

380 F. Supp. 452 (D. Mont.1974).

<https://casetext.com/case/confederated-salish-and-kootenai-tribes-v-namen>

James Namen, the owner of Jim's Marina, erected structures and buildings beyond the high-water mark of Flathead Lake. The Tribes filed suit declaring Namen was in trespass on the beds and banks of the lake, which belonged to the tribe as delineated in the 1855 Treaty of Hell Gate. The court upheld the Tribes' ownership of the bed and banks of the southern half of Flathead Lake.

"Since the time of the Treaty of Hellgate, the United States has held and still holds the bed and banks of Flathead Lake below high water in trust for the plaintiff Tribes. As the court said in Rochester."

CONFEDERATED SALISH & KOOTENAI

TRIBES V. FLATHEAD IRRIGATION AND POWER PROJECT,

616 F. Supp. 1292 (D. Mont. 1985).

<https://law.justia.com/cases/federal/district-courts/FSupp/616/1292/1812393>

The Tribes alleged the project's violation of their treaty fishing rights and reserved water rights through the dewatering of streams and reservoirs for irrigation purposes.

The court held that:

"The injury which is being suffered by the Applicant results from the severe drought conditions that are being experienced in Western Montana. Streams and reservoirs of the Flathead Indian Reservation are rapidly becoming dewatered. As a consequence, there is an immediate injurious effect on the wild, naturally reproducing fish in these streams and reservoirs and to the interests of the Plaintiffs in such fish as allegedly protected by the Plaintiffs' Treaty with the United States of July 16, 1855."

"THEREFORE IT IS ORDERED that the Defendants Flathead Irrigation and Power Project and its acting Project Engineer, August Mueller, and all their agents and all those acting in concert with them, be, and hereby are, temporarily restrained from diverting waters from any of the streams or reservoirs on the Flathead Reservation, Montana, listed below, unless they shall first ensure that there are sufficient waters left in said streams and reservoirs to maintain and preserve the native and wild trout fishery therein."

MONTANA V. UNITED STATES ENVIRONMENTAL PROTECTION AGENCY,

941 F. Supp. 945 (D. Mont. 1996).

<https://law.justia.com/cases/federal/district-courts/FSupp/941/945/2354220>

The State of Montana challenged the U.S. Environmental Protection Agency (EPA) in court for granting the Confederated Salish and Kootenai Tribe's request for "treatment-as-state" (TAS) status under the Clean Water Act of 1972, in respect to all "surface waters within the reservation." This status allowed the Tribe to establish water quality standards for water located within the boundaries of the Flathead Indian Reservation. The state opposed this on the grounds that the Tribes didn't "possess inherent civil regulatory authority over lands owned by nonmembers."

The district court granted summary judgment in favor of the Confederated Salish and Kootenai Tribes. Subsequently, in 1998, the 9th Circuit Court upheld the Tribe's authority to determine water quality standards under the Clean Water Act § 518(e).

TRIBALCIVICS

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Sovereignty and the 1855 Treaty of Hell Gate Analyzing a Treaty

Unit Objectives

- Students define the terms sovereignty and treaty.
- Students describe the legal status of a U.S. treaty.
- Students explore and analyze the 1855 Treaty of Hell Gate.



Unit Materials

Documents:

- 2.1 Tribal Member Land Quotes
- 2.2 1855 Treaty of Hell Gate
- 2.3 Hell Gate Treaty Analysis Handout
- 2.5 Annotating and Paraphrasing Guide
- 2.6 Montana Highway Map
- 2.R1 1869 Chief Victor Letter to U.S. President
- 2.R2 1868 & 1872 Reports to Commissioner of Indian Affairs
- 2.R3 1872 Removal Agreement Section 2
- 2.R4 1883 Weekly Missoulian: Chief Charlo to Senator Vest

Presentation:

- 2.4 Treaty of Hell Gate PowerPoint.PPT

Films:

Sovereignty_Miller

Robert Miller is a professor at the Sandra Day O'Connor College of Law at Arizona State University. Professor Miller is a citizen of the Eastern Shawnee Tribe and an expert in Federal Indian Law. He provides an overview of the inherent sovereignty of tribal nations, early tribal and U.S. relations, the legal status of treaties, and the current government-to-government relationship between Native nations and the United States. (30 minutes)

The Twelve Articles of the Treaty and Study Guide

Daniel F. Decker defines the legal status of a treaty while providing historical context for the 1855 Hell Gate Treaty. He then reviews the content in each of the twelve articles. (17 minutes)

Promises Kept, Promises Broken and Study Guide

Daniel F. Decker summarizes the twelve articles of the 1855 Hell Gate Treaty and explains how the obligations were or were not kept by the Tribes and the United States. He gives particular attention to Articles 2, 3, and 11. These Articles hold significant promises to the Tribes, and Mr. Decker gives a lengthy description of their application to the present day. (43 minutes)

Sovereignty in Action: Exploring Nine Legal Cases and Study Guide

Tribal member attorney Daniel F. Decker reviews the actions of the Confederated Salish and Kootenai Tribes to secure and enhance the Tribes' sovereign status. Using the metaphor of sovereignty as a muscle, he examines the need for and the specific instances of the Tribes' exercising it. With extensive background and experience in Federal Indian Law and litigation involving the 1855 Treaty of Hell Gate, Mr. Decker provides an authoritative voice for CSKT's legal history. (61 minutes)

Vocabulary

- **Constitution** - The basic principles and laws of a nation that determine the powers and duties of the government and guarantee certain rights to its citizens.
- **Convey** - To transfer or deliver something, especially property, in an official document.
- **Obligatory** - Binding in law or conscience.
- **Possessory Title** - Original, legal ownership.
- **Ratified** - To sign or formally consent to a treaty, contract, or agreement, making it officially valid.
- **Sovereignty** - A political entity's supreme power and authority to govern itself.
- **Survey** - To determine and outline a tract of land's form, extent, and position by taking linear and angular measurements.
- **Treaty** - A legally binding written agreement between nations.

DAY ONE

Objective

- Students define the terms sovereignty and treaty.
- Students describe the legal status of a U.S. treaty.

Materials

Film:

- Sovereignty_Miller



Preparation

- Review and cue up the film Sovereignty_Miller.

Procedure

- Ask students to write a definition of the terms sovereignty and treaty. (5 minutes)
- Introduce the film, sharing the information provided.
- Play the film, all of Part One (Ends at 8:24). Lead a brief discussion. Write a consensus definition of sovereignty on the board to leave up.
- Play the film Parts Two and Three (8:25 to 15:31). Instruct students to listen to Professor Miller's definition of a treaty. Revisit their definitions and write a consensus definition of a treaty.
- Introduce the next film by sharing that the following lessons will explore the 1855 Treaty of Hell Gate.

DAY TWO

Objective

- Students explore and analyze the 1855 Treaty of Hell Gate.

Materials

Film:

- The Twelve Articles of the Treaty and Study Guide

Preparation

- Review and cue up the film The Twelve Articles of the Treaty and read the accompanying study guide. Take notes about the purpose of the treaty and related events.
- Put the following questions on the board:
 - What historic events led to the 1855 Treaty of Hell Gate?
 - Do you think the treaty benefited the Salish, Pend d'Oreille, and Kootenai Tribes? Why?
 - Do you feel the treaty was beneficial for the United States? Why?
 - What is the significance of the treaty today?

Procedure

- Inform students they will apply their understanding of a treaty and treaty-making between sovereign nations. They will summarize and analyze each article of the 1855 Treaty of Hell Gate over the next few lessons.
- Arrange students in pairs and have them write a response to the four questions on the board. (10 minutes)
- Invite responses and discussion. Go over Vocabulary terms as needed.
- Share the film up to 04:36.
- Review students' responses to the questions with Dan Decker's treaty introduction.

Exit Ticket (Optional)

- Create an Exit Ticket utilizing one of the three questions in The Twelve Articles of the Treaty Study Guide.



DAY THREE

Objectives

- Students explore and analyze the 1855 Treaty of Hell Gate.

Materials

Documents:

- 2.2 1855 Treaty of Hell Gate
- 2.3 Hell Gate Treaty Analysis Handout
- 2.5 Annotating and Paraphrasing Guide
- 2.6 Montana Highway Map

Presentation:

- 2.4 Treaty.PPT

Preparation

- Read the treaty and review the treaty analysis handout.
- Review the 2.5 Annotating and Paraphrasing Guide for tips to support student analysis of treaty articles. Write these instructions from the guide on the board:
 - Circle or underline keywords.
 - Put a question mark by ideas you don't understand or find puzzling.
 - Summarize critical historical events and ideas: Does this make sense? What does this say? What does this mean?
 - Write phrases or sentences that express your reactions and interpretations.
 - Note the author's intentions and assumptions.

- Make student copies of the 2.2 1855 Treaty of Hell Gate and the 2.3 Hell Gate Treaty Analysis Handout.
- Make pair copies of the 2.6 Montana Highway Map, printed as large as you can.
- Review and cue up the presentation, 2.4 Treaty.PPT.

Procedure

- Tell students they will explore and analyze the treaty that reserved part of the homeland of the Salish, Pend d'Oreille, and Kootenai Tribes. This reserved land is now called the Flathead Indian Reservation.
- Go through the Treaty.PPT, slides one and two, to review the legal status of a treaty and the nature of a constitution.
- Pass out copies of the treaty, the treaty analysis handout, and Montana maps. Have students work in pairs to read and summarize Treaty Articles I, II, and III, and write the summaries in their treaty analysis handout. Remind students to look up unfamiliar terms as they read. Have them refer to the Montana maps and try to locate the geographic sites named in the treaty. (30 minutes)
- Collect student copies of the treaty and their treaty analysis handout at the end of class for use on Day Four.

DAY FOUR

Objective

- Students explore and analyze the 1855 Treaty of Hell Gate.

Materials

Documents:

- 2.2 1855 Treaty of Hell Gate
- 2.3 Hell Gate Treaty Analysis Handout

Film:

- Promises Kept, Promises Broken and Study Guide

Presentation:

- 2.4 Treaty.PPT



Preparation

- Review and cue up the 2.4 Treaty.PPT presentation to slide three.
- Review the film Promises Kept, Promises Broken and study guide.
- Have the student copies of the treaty and their treaty analysis handout from Day Three ready.

Procedure

- Show the film up to 17:30. (End at "We need a permit to hunt moose off the reservation.")
- Bring up the Treaty.PPT, slide three of the Montana Highway Map, and point out the area where the Flathead River flows into the Clark Fork—right around Quinn Hot Springs. This is the site of the erroneous survey Dan Decker referenced, causing the loss of 11,000 acres for the Tribe.
- Pass out student copies of the treaty and the treaty analysis handout to fill in the columns Honored/Broken. Have students write their determinations for Articles 1, 2, and 3.
- Collect student copies of the treaty and their treaty analysis handout at the end of class for use on Day Five.

DAY FIVE

Objective

- Students explore and analyze the 1855 Treaty of Hell Gate.

Materials

Documents:

- 2.2 1855 Treaty of Hell Gate
- 2.3 Hell Gate Treaty Analysis Handout

Film:

- Promises Kept, Promises Broken



Preparation

- Review and cue up the film Promises Kept, Promises Broken to 17:30.
- Have student copies of the treaty and their treaty analysis handout ready from Day Four.

Procedure

- Pass out the treaty and treaty analysis handout. Students work in pairs to summarize Articles IV and V. (10 minutes)
- Share the film from 17:30 to 34:49. (End at "The nation didn't honor their word, and that's how it hurt us.")
- Students revisit their treaty analysis handout and respond to the columns Honored/Broken for Articles 4 and 5. (5 minutes)
- Discuss responses as a class.

DAY SIX

Objective

- Students explore and analyze the 1855 Treaty of Hell Gate.

Materials

Documents:

- 2.2 1855 Treaty of Hell Gate
- 2.3 Hell Gate Treaty Analysis Handout

Film:

- Promises Kept, Promises Broken



Preparation

- Cue up the film Promises Kept and Promises Broken to 34:49.
- Have student copies of the Treaty and their Treaty Analysis Handout ready from Day Five.

Procedure

- Pass out the Treaty and Treaty Analysis Handout. Students work in pairs to summarize Articles 6 to 12. (15 minutes)
- Share the film from 34:49 to end at 42:37.
- Have students fill in the Honored/Broken columns for Articles 6 to 12.
- As a final analysis of the Treaty Articles, ask students to rank each Article from 1-12, with one being the most important and 12 being the least. While students are ranking them, list Articles 1-12 on the board.
- Ask students to share their ranking. Write their rankings next to the Article on the board and discuss them as a class.

DAY SEVEN

Objectives

- Students explore and analyze the 1855 Treaty of Hell Gate.

Materials

Readings:

- 2.R1 1869 Chief Victor Letter to U.S. President
- 2.R2 1868 & 1872 Report to Commissioner of Indian Affairs
- 2.R3 1872 Removal Agreement Section 2
- 2.R4 1883 Weekly Missoulian: Chief Charlo to Senator Vest



Preparation

- Read and make student copies of these four readings.
- Divide the materials into the following four groups for distribution to the students:
 - Group 1: 1869 Chief Victor Letter to U.S. President
 - Group 2: 1868 & 1872 Report to Commissioner of Indian Affairs
 - Group 3: 1872 Removal Agreement Section 2
 - Group 4: 1883 Weekly Missoulian: Chief Charlo to Senator Vest

Procedure

- Divide the class into four groups. They need not sit together. Each group will get copies of one of the four readings. Their task is to read the materials and create a comprehensive summary and a statement of how their reading corresponds with Article 11. (20 minutes)
- Have students now sit with their group and discuss their summaries and findings. (10 minutes)
- Ask each group to share a key point from their reading and how it corresponds to Article 11.

DAY EIGHT

Objective

- Students explore and analyze the 1855 Treaty of Hell Gate.

Materials

Documents:

- 2.1 Tribal Member Land Quotes

Preparation

- Read the 2.1 Tribal Member Land Quotes.
- Questions to have available on your computer:
 - How is land connected to Salish and Kootenai values and way of life?
 - Why does Tony Incashola believe staying connected to the past is essential?
 - How can we have a relationship with the land?
 - Even if one does not share Vernon Finley's spiritual beliefs, how might it benefit us to behave with the idea that our relatives are watching us?
 - How does the place where we grow up shape us?
 - What do you think Mary Ann Addison means about dreaming?
 - How is Jennifer Finley's writing related to the Hell Gate Treaty?
- Make students copies of the quotes.

Procedure

- Lead a discussion on what you have learned about the Hell Gate Treaty. Content has primarily focused on the political and legal nature of the treaty. However, there is an underlying story: home and land. For the Salish, Pend d'Oreille, and Kootenai people, the land was everything—home, church, store, hospital, and sanctuary. The land provided everything necessary for a good life. Imagine living in a landscape over generations and knowing sites from a Creation story or a place to pray. This land would hold the graves of your ancestors and relatives. This is the land at the heart of the treaty negotiations.
- Pass out the Land Quotes and allow 10-15 minutes for reading.
- Bring up the questions on your computer.
- Ask students to respond to each question in writing.
- Discuss student responses to the questions.
- Ask students to turn in their written responses as a formative assessment.

DAY NINE & TEN

Objectives

- Students explore and analyze the 1855 Treaty of Hell Gate.

Materials

Film:

- Sovereignty in Action: Exploring Nine Legal Cases and Study Guide



Preparation

- View the film and read the study guide.
- Make copies of the Student Handout in the study guide.

Procedure

- Follow the scheduling and activities for the film in the study guide.

Unit Exit Ticket (Optional)

- Write a response to the statement from Sarah Bennett, CSKT Descendant.

Knowing the Hell Gate Treaty isn't just crucial for understanding the past; it is essential for determining our future.

TRIBALCIVICS

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Sovereignty and the 1855 Treaty of Hell Gate A Summary of the Treaty

Unit Objectives

- Students define the terms Sovereignty and Treaty.
- Students explore the 1855 Treaty of Hell Gate.

Unit Materials

Documents:

- 2.2 1855 Treaty of Hell Gate
- 2.5 Annotating and Paraphrasing Guide
- 2.7 Sovereignty Word Map
- 2.8 Treaty Word Map
- 2.9 Treaty Summary Handout
- 2.10 Connected to Everything

Supplies:

- Dictionaries
- Highlighters

Films:

Sovereignty_Miller

Robert Miller is a professor at the Sandra Day O'Connor College of Law at Arizona State University. Professor Miller is a citizen of the Eastern Shawnee Tribe and an expert in Federal Indian Law. He provides an overview of the inherent sovereignty of tribal nations, early tribal and U.S. relations, the legal status of treaties, and the current government-to-government relationship between Native nations and the United States. (30 minutes)

The Twelve Articles of the Treaty and Study Guide

Daniel F. Decker defines the legal status of a treaty while providing historical context for the 1855 Hell Gate Treaty. He then reviews the content in each of the twelve Articles. (17 minutes)

DAY ONE

Objectives

- Students define the term Sovereignty.
- Students define the term Treaty.

Materials

Documents:

- 2.7 Sovereignty Word Map
- 2.8 Treaty Word Map

Film:

- *Sovereignty_Miller*



Preparation

- Review and cue up the film *Sovereignty_Miller*.
- Make student copies of 2.7 Sovereignty Word Map and 2.8 Treaty Word Map, enough for students to work in pairs.

Procedure

- Arrange the class in pairs. Give each pair a Sovereignty Word Map. Ask them to fill the map in, using a pencil, as best as possible. (10 minutes)
- Ask students to volunteer their definitions from their Sovereignty Word Maps.
- Introduce the film, giving background information. Instruct students to listen to Robert Miller's definition of sovereignty.
- Play Part One of the film (ends at 8:24). Lead a brief discussion. Write a consensus definition of sovereignty on the board.
- Pass out the Treaty Word Maps and have students work in pairs to fill them in. (10 minutes)
- Ask students to volunteer definitions from their maps.
- Share the film, Parts Two and Three (8:25 to 15:31). Instruct students to listen to Professor Miller's definition of the term treaty.
- Revisit the Treaty Word Map and lead a discussion. Write a consensus definition of the term treaty on the board.

DAY TWO

Objective

- Students explore the 1855 Treaty of Hell Gate.

Materials

Film:

- *The Twelve Articles of the Treaty* and Study Guide



Preparation

- Review and cue up the film *The Twelve Articles of the Treaty*. Read the study guide. Take notes about the purpose of the treaty and related events.
- Put these questions on the board:
 1. Why did the United States want a treaty with the Salish, Pend d'Oreille, and Kootenai Tribes?
 2. Why were tribal leaders willing to engage in treaty negotiations?
 3. What do you think tribal leaders were hoping to achieve?
 4. What do you think the tribes got from the treaty?
 5. What do you think the United States got from the treaty?

Procedure

- Review the terms sovereignty and treaty with the class.
- Organize students in groups of three. Have each group respond to the questions on the board. (10 minutes)
- Groups share responses and discuss.
- Share the film up to 04:36 minutes.
- Revisit responses and prior discussion.

DAY THREE

Objective

- Students explore the 1855 Treaty of Hell Gate.

Materials

Documents:

- 2.2 1855 Treaty of Hell Gate
- 2.5 Annotating and Paraphrasing Guide
- 2.9 Treaty Summary Handout

Film:

- *The Twelve Articles of the Treaty*

Supplies:

- Six Dictionaries



Preparation

- Cue up the film *The Twelve Articles of the Treaty* to 04:37 minutes.
- Make copies of the 1855 Treaty of Hell Gate. Make six readings by grouping the treaty Articles as such:
 1. Preamble and Article 1
 2. Article 2
 3. Articles 3 and 4
 4. Article 5
 5. Articles 6-8
 6. Articles 9-12
- Make six copies of the 2.9 Treaty Summary Handout.
- Read through the 2.5 Annotating and Paraphrasing Guide for tips for students to use as they summarize the treaty articles.

Procedure

- Arrange the class in six groups. Give each group a dictionary, a Treaty Summary Handout, and one of the six readings. Have students read their section and summarize it in the handout. Provide support as needed. (15-20 Minutes)
- Share the film from 04:36 to 11:27, ending with Dan saying, "Some of that is a terrible history that you might not want to talk about..."
- Review student summaries of treaty articles up to Article 5. Collect student copies of the treaty and their treaty summary handout at the end of class for use on Day Four.

DAY FOUR

Objective

- Students explore the 1855 Treaty of Hell Gate.

Materials

Documents:

- 2.2 1855 Treaty of Hell Gate
- 2.9 Treaty Summary Handout
- 2.10 Connected to Everything

Film:

- *The Twelve Articles of the Treaty*

Supplies:

- Highlighters



Preparation

- Make student copies of 2.10 Connected to Everything.
- Cue up the film *The Twelve Articles of the Treaty* at 11:27 minutes.
- Have the student copies of the Treaty and their Treaty Summary Handout from Day Three ready.

Procedure

- Pass out student copies of the Treaty and the Treaty Summary Handout.
- Share the film from 11:27 to the end. (5 minutes)
- Review with the students their summaries from Articles 6 to 12 on the Treaty Summary Handout with information from the film.
- Give students copies of Connected to Everything. Allow 5-10 minutes for reading and instruct students to determine which Article of the 1855 Hell Gate Treaty relates to the reading. Discuss as a class.

TRIBAL CIVICS

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Toward Economic Sovereignty

A Strategy for Economic Development

VELDA SHELBY & JANET CAMEL

STUDY GUIDE

Abstract

Velda Shelby and Janet Camel provide an overview of CSKT's Economic Development Department along with descriptions of specific programs for economic development for the tribes and individual tribal members, providing several examples of successful tribal businesses.

Bios

Velda Shelby is the Director of Economic Development for the Confederated Salish and Kootenai Tribes. She brings over 30 years of experience in Tribal administration, community organizing, and business management. Ms. Shelby has a bachelor's degree in Political Science and Economics from the University of Montana. She also has an MBA from UM and is a recent graduate of the 2023 Leadership Montana Master Class. As a former business owner and consultant, Ms. Shelby continues to share expertise in business management and economic development. Under the direction of the CSKT Division of Finance, she leads a dynamic CSKT Team committed to developing sound financial solutions to revitalize and foster growth on the Flathead Reservation. Her office relies on trusted partnerships and collaborations with experts in their field to assess new Tribal developments for CSKT. With Velda at the helm, CSKT continues exploring economic diversification through innovative strategies and adaptive practices essential for a robust economy.

Velda resides at Yakilpacnilki (Arlee) with her retired husband, Bruce, and their dog, Genghis. She is the proud Titi (grandmother) of another generation of Selis aki Ksanka citizens. When she's not entertaining her kapapanala (grandchildren), she enjoys cultural activities, hiking, and exploring high mountain terrain.



Janet Camel has been a regional planner for 35 years, mainly on the Flathead Indian Reservation. A Bachelor of Science graduate from the University of Wisconsin-Madison, she earned her Master of Science in Rural, Town, and Regional Planning from the University of Montana-Missoula while working as a University Research Assistant and Teaching Assistant. She is currently the Planning Director for the Confederated Salish and Kootenai Tribes (CSKT), where she coordinated the development of their two-volume Comprehensive Resources Plan, an integrated land and natural resource management plan. She supervised the development of CSKT's first long and short-range transportation and road maintenance plans, wrote land development standards and numerous environmental assessments, co-authored the inter-governmental U.S. Highway 93 Land Use and Growth Projection Study, and developed a land suitability model for the Reservation. She has developed several residential subdivisions for CSKT and is working on infrastructure and commercial lot development.

Mrs. Camel developed and managed small business technical assistance, training, and grant programs for Tribal entrepreneurs, directed and completed three and five-year Administration for Native American entrepreneur and workforce development projects, and helped establish a building trades program at Salish Kootenai College. Janet Camel is the principal author of CSKT's 2015 and 2021 Comprehensive Economic Development Strategies (CEDS) and recently completed a Vibrant Tribal Economies project that explored the potential for a housing manufacturing factory, meat processing plant, and culturally appropriate tourism on the Reservation. She manages two small business ventures for CSKT—a lakeshore rental and a mobile home park—and works with federal, state, county, and city governments to ensure Tribal resources are protected and enhanced.



Background

- In 2021, the CSKT Tribal Council prioritized seven issues through a formal resolution.
- This process situates the issues as a priority for all tribal departments and requires that department work plans address the relevant priorities for their programs. Velda Shelby references several of the seven resolutions that economic development programs might address.

SEVEN TRIBAL COUNCIL PRIORITY RESOLUTIONS

1. To signify the Tribes' desire and commitment to fully integrating traditional cultural values and languages into the daily lives of individuals within the reservation.
2. To foster business ownership among the membership.
3. Proclaiming homelessness as a risk to the health, security, and general welfare of the Tribes and directing necessary resources to eradicate homelessness.
4. Proclaiming mental illness as a risk to the health, security, and general welfare of the Tribes and directing necessary resources to improve and promote mental health.
5. Proclaiming addiction as a risk to the health, security, and general welfare of the Tribes and directing necessary resources to eradicate addiction.
6. To commit to the achievement of food sovereignty, proclaiming hunger as a risk to the health, security, and general welfare of the Tribes and directing necessary resources to achieve food sovereignty and security.
7. To promote earning opportunities and jobs for every member who wants one.

Viewing Guide

- Explain a bit about the Seven Tribal Council Priority Resolutions. Read resolution number 2 and 7 to the class. Ask for possible actions the council might undertake to address them.
- Share the film. (28 Minutes)
- Ask students to identify any strategies or programs to promote economic development mentioned by Velda or Janet.

CONFEDERATED SALISH AND KOOTENAI TRIBES

TRIBAL CIVICS

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Leadership & Governance

Funding a Government

GREG SPAHR

STUDY GUIDE

Abstract

CSKT Director of Financial Management, Greg Spahr, provides an overview of how the CSKT budget is funded and allocated. From annual budget totals to specific expenditures, Greg shares a sketch of the Tribes' governmental services.

Brief Bio

Greg Spahr has spent 25 years as a licensed investment advisor and business manager for individuals, families, companies, and foundations. The core skills he employed included planning for the future and adapting strategies in changing markets to achieve emotional and constantly evolving goals. The ability to communicate complex investment ideas and solutions to various clients with varying backgrounds was critical to Greg's success.

In November 2020, Greg joined the Tribes, managing the Cash Flow and Investment division, overseeing planning, investing, and portfolio management. As the Director of Financial Management, he works with multiple programs: Accounting, Budget and Compliance, Federal Contracts and Grants, Property & Supply, Payroll, IIM (Individual Indian Monies), and EDO (Economic Development Office). In this position, Greg states, "Adhering to the highest accounting standards, delivering sound planning, and leading these divisions is my way of serving Tribal Members. It is my pleasure to be a part of the Executive Team, to serve the Tribal Council and, by extension, the membership, and to continually improve as a leader and servant to the tribal organization."



Pre-Film Suggestions

- Let students know they will be learning about the annual budget for the CSKT government. Have them do a quick write and list all the governmental services and programs of CSKT. (4 Minutes)
- Make student copies of the 3.1 CSKT 2020 Budget or have it handy to project from your computer.

Viewing Guide

- After viewing the film (14 Minutes), have students revisit their list from the quick write.
- Either pass out students copies of the budget pie chart or bring it up on the computer. Discuss amounts of funding for the different services and categories.

CONFEDERATED SALISH AND KOOTENAI TRIBES

TRIBAL CIVICS

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Toward Economic Sovereignty

Tribal Entrepreneurship

JAMES BIBLE

STUDY GUIDE

Abstract

James Bible shares the diverse services offered to tribal members interested in pursuing a business or expanding one. From essential training services to loan and grant assistance, Sovereign Leasing provides multiple support services for entrepreneurs at every level.

Brief Bio

James Bible is an enrolled member of the Jiwere-Nutachi people (Otoe-Missouria Tribe of Oklahoma). Mr. Bible is an experienced administrator with a demonstrated history of working in the gambling & casino industry. He is skilled in many management aspects, including customer service, leadership, and operations. Mr. Bible is a strong professional with a Master of Business Administration (MBA) in business administration, management, and psychology from the University of Montana. He is currently the General Manager of S & K Business Services and the President of Sovereign Leasing and Financing.



Vocabulary

Entrepreneur

A person who creates and operates a business.

Viewing Guide

- Before sharing the film, ask students to work in pairs and develop a few ideas for an independent business they would like to start. (5 minutes)
- Create a list of the businesses students identified. Review each one and discuss the viability of a local business. Is there a need, a market? Estimate how much startup costs would be required for each one. Understandably, students will be making guesses. This will help in setting the context for the film.
- Share the film. (12:34 Minutes)
- Discuss.

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Toward Economic Sovereignty

Gaming on the Reservation

BRYON MILLER

STUDY GUIDE

Abstract

S & K Gaming plays a significant role in CSKT's annual revenue. Bryon Miller, CEO of S & K Gaming Enterprises, thoroughly overviews the Tribes' gaming enterprises, including three facilities; Grey Wolf, Kwataqnuk, and Big Arm Resort. He gives annual revenue figures, employment opportunities, and plans for future development.

Brief Bio

Bryon Miller has spent 28 years in the gaming industry. He started working in gaming for his tribe, the Colville Tribe of Washington State. He moved to various positions in the casino and then worked for his tribes' surveillance department, eventually managing the whole department. He moved back to gaming, becoming an assistant manager and then manager. During this time, he also earned a master's degree in business administration. Bryon credits the cornerstone of his education and years of experience to his upward mobility to management positions. At the time of this interview, Bryon is CEO of S & K Gaming Enterprises.



Viewing Guide

Share the film and then review it with these questions/topics:

- What upward mobility opportunities do S & K Gaming employees have?
- Bryon described a unique benefit for employees to encourage education. What was it, and how common do you think this benefit is? Can you name another organization/business that provides a similar benefit? Share a bit of Bryon's work and education path.
- At the time of the interview, Polson City Council had tabled CSKT's request to annex the "Polson West" property where the Tribes wanted to build a new casino. Since then, annexation has been approved so that the new property development will go forward. With the current revenue sharing of 60% going back to the Tribes in 2022, that meant a 6.8-million-dollar dividend payment. This is from all three gaming facilities. When the "Polson West" casino is built, Kwataqnuq will cease to be a casino. CSKT believes a new facility will increase gaming revenue. Why might this hold true?



CONFEDERATED SALISH AND KOOTENAI TRIBES

TRIBAL CIVICS

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Leadership & Governance

The Cost of a Dam

BRIAN'S STORY: PART FOUR

STUDY GUIDE

Abstract

At the beginning of this interview, Brian Lipscomb reviews the Kerr Mitigation settlement amount and how CSKT utilized the funds. He then describes his move to the head of CSKT's Land's Department, then to the Executive Director of the Columbia Basin Fish and Wildlife Authority, and then to the head of the newly created CSKT Department of Energy.

Brian provides the history of how the dam's price was determined, emphasizing several points: the price was negotiated in the 1985 Kerr licensing with Montana Power Company, and the tribes' legal counsel secured the intervention of an arbitration panel in case of a dispute.

Brief Bio

Brian Lipscomb has spent over 30 years managing resources across the Northwest.

Since 2012, he has been the CEO for SXNQEELS L SUWEČM / KSUKIMUMA A KAMUKWAITS, Incorporated d/b/a ENERGY KEEPERS, Inc., a corporation of the Confederated Salish and Kootenai Tribes established as an Independent Power Producer to acquire and operate the Séliš Ksanka Qíispé Dam and power plant. The facility generates 1.1 million megawatt hours of electricity on an annual average basis, primarily sold into the wholesale markets of the Northwest.

Brian's breadth of experience includes time with the US Forest Service, the Confederated Salish and Kootenai Tribes, and the Columbia Basin Fish and Wildlife Authority. Brian has most enjoyed work associated with the hydropower system of the Columbia Basin, especially the Séliš Ksanka Qíispé Project. His degree in Civil Engineering from Montana State University and his experience has served him well in this position.



Vocabulary

Agency

Action, intervention, or exertion of authority or power

Arbitration

The process of settling a dispute with a third party (arbitrator) as a facilitator.

Pre-Film Suggestion

- View the film and jot down all the steps the Tribes' took to position themselves to purchase the dam.

Topics/Questions

After viewing the film:

- Ask students to identify steps the Tribes took to position themselves to purchase the dam.
- Ask students to explain how the cost of the dam was determined.



CONFEDERATED SALISH AND KOOTENAI TRIBES

TRIBAL CIVICS

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Leadership & Governance

The Future

BRIAN'S STORY: PART FIVE

STUDY GUIDE

Abstract

Brian Lipscomb discusses the role of energy production and the changing climate. He concludes that future generations must determine what mitigation will look like.

Brief Bio

Brian Lipscomb has spent over 30 years managing resources across the Northwest.

Since 2012, he has been the CEO for SXNQEELS L SUWEČM / KSUKIMUMA A KAMUKWAITS, Incorporated d/b/a ENERGY KEEPERS, Inc., a corporation of the Confederated Salish and Kootenai Tribes established as an Independent Power Producer to acquire and operate the Séliš Ksanka Qíispé Dam and power plant. The facility generates 1.1 million megawatt hours of electricity on an annual average basis, primarily sold into the wholesale markets of the Northwest.

Brian's breadth of experience includes time with the US Forest Service, the Confederated Salish and Kootenai Tribes, and the Columbia Basin Fish and Wildlife Authority. Brian has most enjoyed work associated with the hydropower system of the Columbia Basin, especially the Séliš Ksanka Qíispé Project. His degree in Civil Engineering from Montana State University and his experience has served him well in this position.



Pre-Film Suggestion

- Review the energy production table at the bottom of this page.

Topics/Questions

- This is a relatively short film – 12 and a half minutes. It can be a conversation starter on energy sources and actions necessary to mitigate climate change.
 - With student input, create a list of sources of energy production in the United States.
 - Have students try to organize the list by percentages of the energy produced.
 - Ask students how hydropower would be categorized.

Energy source	Billion kWh	Share of total
Total - all sources	4,231	
Fossil fuels (total)	2,553	60.4%
Natural gas	1,687	39.9%
Coal	832	19.7%
Petroleum (total)	23	0.5%
Petroleum liquids	16	0.4%
Petroleum coke	7	0.2%
Other gases ³	12	0.3%
Nuclear	772	18.2%
Renewables (total)	901	21.3%
Wind	434	10.3%
Hydropower	255	6.0%
Solar (total)	144	3.4%
Photovoltaic	141	3.3%
Solar thermal	3	0.1%
Biomass (total)	52	1.2%
Wood	35	0.8%
Landfill gas	9	0.2%
Municipal solid waste (biogenic)	6	0.1%
Other biomass waste	2	<0.1%
Geothermal	16	0.4%

³ Sourced from the United States Energy Administration

TRIBALCIVICS

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Economic Sovereignty Building a Tribal Economy

Unit Objectives

- Students become familiar with the CSKT annual budget.
- Students identify revenue streams for the CSKT government.
- Students explore current CSKT economic development strategies.
- Students explore entrepreneurship.



Unit Materials

Documents:

- 3.1 CSKT 2020 Budget
- 3.2 CSKT County Contributions
- 3.3 Economic Benefits of CSKT Expenditures
- 3.4 CSKT Economic Development Goals 2020 - 2021
- 3.5 Tribal Council Resolution on Jobs
- 3.6 Tribal Council Resolution on Business
- 3.7 CSKT Indian Preference Business List
- 3.8 Shark Tank Teaching Guide

Films:

Funding a Government and Study Guide

CSKT Director of Financial Management Greg Spahr provides an overview of how the CSKT budget is funded and allocated. From annual budget totals to specific expenditures, Greg shares a sketch of the Tribes' governmental services. (14 minutes)

A Strategy for Economic Development and Study Guide

Velda Shelby, Director of Economic Development, and Janet Camel, Planning Manager, provide an overview of CSKT's Economic Development Department along with descriptions of specific programs for economic development for the tribes and individual tribal members, providing several examples of successful tribal businesses. (28 minutes)

Tribal Entrepreneurship and Study Guide

James Bible is the General Manager of S & K Business Services and the President of Sovereign Leasing and Financing. He shares the diverse services offered to tribal members interested in pursuing a business or expanding one. From essential training services to loan and grant assistance, Sovereign Leading provides multiple support services for entrepreneurs at every level. (12 minutes)

Gaming on the Reservation and Study Guide

S & K Gaming plays a significant role in CSKT's annual revenue. Bryon Miller, CEO of S & K Gaming Enterprises, thoroughly overviews the Tribes' gaming enterprises, including three facilities—Grey Wolf, Kwataqnuk, and Big Arm Resort. He gives annual revenue figures, employment opportunities, and plans for future development. (24 minutes)

Brian's Story—Part Four: The Cost of a Dam and Study Guide

At the beginning of the interview, Brian Lipscomb reviews the Kerr Mitigation settlement amount and how CSKT utilized the funds. He then describes his move to the head of CSKT's Land's Department, then to serve as the Executive Director of the Columbia Basin Fish and Wildlife Authority, and then as the head of the newly created CSKT Department of Energy.

Brian provides the history of how the dam's price was determined, emphasizing several points: the price was negotiated in the 1985 Kerr licensing with Montana Power Company, and the tribes' legal counsel secured the intervention of an arbitration panel in case of a dispute. (22 minutes)

Brian's Story—Part Five: The Future and Study Guide

Brian discusses the role of energy production and the changing climate. He concludes that future generations must determine what mitigation will look like. (12 minutes)

Website:

- **3.9 The Wharton School Global Youth Lesson Plans** - <https://globalyouth.wharton.upenn.edu/resources-for-educators/lesson-plans/entrepreneurship>
- **3.9a I Have an idea!** - https://globalyouth.wharton.upenn.edu/wp-content/uploads/lesson_plans/i-have-an-idea.pdf
- **3.9b Creating Your Business Plan (Part II)** - https://globalyouth.wharton.upenn.edu/wp-content/uploads/lesson_plans/creating-your-business-plan-creating-a-business-plan-lesson-12.pdf



Vocabulary

- **Audit** – Official financial examination of an organization's accounts.
- **Compact, Compacted** – The transfer of program administration from the federal government to a tribal government. This transition from federal management to tribal management came about through the Indian Self-Determination and Education Assistance Act of 1975 (Public Law 93-638) and its subsequent amendments. In common usage, "638" is shorthand for Public Law 93-638, which refers to self-determination contracts or self-governance funding agreements.
- **Discretionary Budget** – Funds the tribe has the authority to allocate for expenses they deem appropriate and necessary. Over fifty percent of these funds are dividends from tribal corporations.
- **Dividend** – Sum of money paid to shareholders from profits.
- **Entrepreneur** - A person who organizes and operates a business, taking on greater than average financial risk.
- **Shareholder** – Owner of shares in a company.

DAY ONE

Objectives

- Students become familiar with the CSKT annual budget.
- Students identify revenue streams for the CSKT government.

Materials

Documents:

- 3.1 CSKT 2020 Budget
- 3.2 CSKT County Contributions
- 3.3 Economic Benefits of CSKT Expenditures

Film:

- Funding a Government and Study Guide

Preparation

- Make student copies of the 3.1 CSKT 2020 Budget page.
- Review the film Funding a Government and study guide and cue up the film for class.
- Review Unit Vocabulary.
- Cue up 3.2 CSKT County Contributions and 3.3 Economic Benefits of CSKT Expenditures.

Procedure

- Give students the CSKT 2020 budget page and lead a general discussion, making note of the different costs for programs and services.

Explain that under the category of Government Services, funding is included for the following services:

Prosecutors and Defenders offices, Preservation and Culture, services for tribal elders and elders' assistance, assistance for homelessness, support for Nwusm School (pre-K through 8th-grade language immersion), programs for Kootenai and Salish language development, environmental support for Salish Kootenai Housing Authority, protection of rights-of-way, and some facility and maintenance obligations.

- Share the film.
- Put Vocabulary terms on the board and allow students to define them. Assist as needed.
- Write the three categories of the budget on the board as identified by Mr. Spahr:
 - Mandatory
 - Permanent
 - Discretionary
- Review the budget items that CSKT has identified as permanent: Elders' January Per Capita (\$600), Tribal Member Per Capita (\$1,500 divided into quarterly payments), Burial Assistance, and Two Million Dollar Set Aside for Land Acquisition.
 - What CSKT values and priorities can we infer from what is included in permanent funding?
- Ask students to review the four funding sources of the CSKT budget (listed at the bottom of the budget page).
- Bring up the CSKT County Contributions and explore them with the class.
- Review the Economic Benefits of CSKT Expenditures.

DAY TWO

Objective

- Students explore current CSKT economic development strategies.

Materials

Film:

- A Strategy for Economic Development and Study Guide.



Preparation

- Review the film A Strategy for Economic Development and study guide and cue up the film for class.

Procedure

- As students view the film, ask them to jot down specific strategies or projects Velda Shelby and Janet Camel identify.
- View the film.
- Have students volunteer what strategies and projects they wrote down and discuss.

DAY THREE

Objective

- Students explore current CSKT economic development strategies.

Materials

Documents:

- 3.4 CSKT Economic Development Goals 2020-2021
- 3.5 Tribal Council Resolution on Jobs
- 3.6 Tribal Council Resolution on Business

Film:

- Tribal Entrepreneurship and Study Guide

Preparation

- Make 4-5 copies of 3.3 CSKT Economic Development Goals 2020-2021, 3.4 Tribal Council Resolution – Jobs, and 3.5 Tribal Council Resolution – Business.
- Review the film Tribal Entrepreneurship and study guide and cue up the film for class.

Procedure

- Divide the class into thirds. Give one group of the class the Economic Development Goals, another the Tribal Council Resolution on Jobs, and the final group the Tribal Council Resolution on Business.
- Have students from each group create a written summary of their document. (10 minutes)
- Groups share their summaries in this order: Economic Development Goals, Tribal Council Resolution on Jobs, and last, the Tribal Council Resolution on Business.
- Show the film and identify the business support services provided to individual tribal members.



DAY FOUR

Objective

- Students explore Entrepreneurship.

Materials

Documents:

- 3.7 CSKT Indian Preference Business List
- 3.8 Shark Tank Teaching Guide

Website:

- **3.9a I Have an idea!** - https://globalyouth.wharton.upenn.edu/wp-content/uploads/lesson_plans/i-have-an-idea.pdf
- **3.9b Creating Your Business Plan (Part II)** - https://globalyouth.wharton.upenn.edu/wp-content/uploads/lesson_plans/creating-your-business-plan-creating-a-business-plan-lesson-12.pdf

Preparation

- Review the 3.7 CSKT Indian Preference Business List and select a sample of businesses to point out to students. Note that the CSKT Indian Preference Office assists in recruiting and referring qualified Tribal members to employers working on the Flathead Reservation. CSKT also assists in hiring Tribal members for large timber sales.
- Review the following websites with entrepreneur lesson plans:
 - 3.8 Shark Tank Teaching Guide
 - 3.9a I Have an Idea and 3.8b Creating Your Business Plan.
- Determine if you will use the Shark Tank Guide or I Have an Idea and Creating your Business Plan. Depending on your choice, make necessary student copies.

Procedure

- Follow the entrepreneur lesson plans of your choice.



DAY FIVE

Objectives

- Students identify revenue streams for the CSKT government.
- Students explore current CSKT economic development strategies.

Materials

Film:

- Gaming on the Reservation and Study Guide

Preparation

- Review Gaming on the Reservation and the study guide.

Procedure

- Share the film and follow the activities in the study guide.



DAY SIX

Objective

- Students identify revenue streams for the CSKT government.
- Students explore current CSKT economic development strategies.



Materials

Films:

- Brian's Story Part Four—The Cost of a Dam and Study Guide
- Brian's Story Part Five—The Future and Study Guide

Preparation

- View Brian's Story Part Four and Part Five and read the study guides.
- Share the films and follow the activities in the study guides.

TRIBAL CIVICS

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Economic Sovereignty An Economic Snapshot

Unit Objectives

- Students become familiar with the CSKT annual budget.
- Students explore a current CSKT economic development strategy.

Unit Materials

Documents:

- 3.1 CSKT 2020 Budget
- 3.2 CSKT County Contributions
- 3.8 Shark Tank Teaching Guide



Films:

Funding a Government and Study Guide

CSKT Director of Financial Management, Greg Spahr, provides an overview of how the CSKT budget is funded and allocated. From annual budget totals to specific expenditures, Greg shares a sketch of the Tribes' governmental services. He has spent 25 years as a licensed investment advisor and business manager for individuals, families, companies, and foundations. In November 2020, Greg joined the Tribes, managing the Cash Flow and Investment division, overseeing planning, investing, and portfolio management. As the Director of Financial Management, he works with multiple programs: Accounting, Budget and Compliance, Federal Contracts and Grants, Property and Supply, Payroll, IIM (Individual Indian Monies), and the EDO (Economic Development Office). (14 minutes)

Tribal Entrepreneurship and Study Guide

James Bible is the General Manager of S & K Business Services and the President of Sovereign Leasing and Financing. He shares the diverse services offered to tribal members interested in pursuing a business or expanding one. From essential training services to loan and grant assistance, Sovereign Leasing provides multiple support services for entrepreneurs at every level (12 minutes)

Unit Vocabulary

- **Audit** – Official financial examination of an organization's accounts.
- **Compact, Compacted** – The transfer of program administration from the federal government to a tribal government. This transition from federal management to tribal management came about through the Indian Self-Determination and Education Assistance Act of 1975 (Public Law 93-638) and its subsequent amendments. In common usage, "638" is shorthand for Public Law 93-638, which refers to self-determination contracts or self-governance funding agreements.
- **Discretionary Budget** – Funds the tribe has the authority to allocate for expenses they deem appropriate and necessary. Over fifty percent of these funds are dividends from tribal corporations.
- **Dividend** – Sum of money paid to shareholders from profits.
- **Entrepreneur** - A person who organizes and operates a business, taking on greater than average financial risk.
- **Shareholder** – Owner of shares in a company.

DAY ONE

Objective

- Students become familiar with the CSKT annual budget.

Materials

Documents:

- 3.1 CSKT 2020 Budget
- 3.2 CSKT County Contributions

Film:

- Funding a Government and Study Guide

Preparation

- Make student copies of 3.1 CSKT 2020 Budget.
- Review the film Funding a Government and study guide.
- Review Unit Vocabulary.
- Cue up 3.2 CSKT County Contributions on the computer.



Procedure

- Review Unit Vocabulary with students; these terms are used in the film.
- Give students copies of the CSKT 2020 Budget and lead a general discussion, making note of the different costs for programs and services. (15 minutes)
- Explain that under the category of Government Services, funding is included for the following services: Prosecutors and Defenders offices, Preservation and Culture, services for tribal elders and elders' assistance, assistance for homelessness, support for Nwusm School (pre-K through 8th-grade language immersion), programs for Kootenai and Salish language development, environmental support for Salish Kootenai Housing Authority, protection of rights-of-way, and some facility and maintenance obligations.
- Share the film.
- Review the budget items CSKT has identified as permanent: Elder's January per capita (\$600), Tribal Member Per Capita (\$1,500 divided into quarterly payments), Burial Assistance, and Two Million Dollars Set Aside for Land Acquisition.
 - What CSKT values and priorities can we infer from what is included in permanent funding?
- Bring up the CSKT County Contributions and explore them with the class.

DAY TWO

Objective

- Students explore a current CSKT economic development strategy.

Materials

Documents:

- 3.8 Shark Tank Teaching Guide

Film:

- Tribal Entrepreneurship and Study Guide



Preparation

- Review and cue up the film Tribal Entrepreneurship. Read the study guide.
- Review the Shark Tank Teaching Guide. Determine what lessons you want to utilize and make copies appropriately.
- Review the meaning of entrepreneur.

Procedure

- Share with students the meaning of entrepreneur.
- Share the film. (10 minutes)
- Engage students in lessons from the Shark Tank Teaching Guide.

CONFEDERATED SALISH AND KOOTENAI TRIBES

TRIBAL CIVICS

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Stewardship of the Land

For Water's Sake

ESPINOZA, WHITE, MCCLOUD, AND RYAN

STUDY GUIDE

Abstract

The Water Resources Program staff share their various roles in caring for CSKT water resources. They each play a role in implementing the 2021 CSKT Water Compact and ongoing water management.

Brief Bios

Tabitha Espinoza is a descendent of the Séliš (Bitterroot Salish) and Qlispé (Upper Pend d'Oreille) Tribes, living on the Flathead Indian Reservation of Western Montana. She is the Restoration Program Manager for the Confederated Salish and Kootenai Tribes (CSKT). The purpose of the Division of Engineering and Water Resources (DEWR) Restoration Program is to provide environmental support for Water Compact implementation, including elements such as restoration planning and implementation, mitigation planning and oversight for engineering projects, conducting the National Environmental Protection Act (NEPA) process to ensure environmental and cultural compliance, environmental and cultural permitting, and wetland and riparian mapping and delineation.

She is a mother of two and loves spending time with her large extended family in all the beautiful places they call home.

Victoria White is a member of the Confederated Salish and Kootenai tribes and a descendant of the Lummi, Nakoda, and AANIIH tribes. Veronica works in Restoration for the Confederated Salish and Kootenai tribes, providing environmental, GIS (Geographic Information Systems), and fieldwork support. Some of this work includes wetland delineations, wetland habitat typing, cultural input, mapping, and cross-departmental relations. Veronica is GIS certified and recently got her drone license.

George McLeod was raised on the Flathead Indian Reservation and is a member of the Confederated Salish and Kootenai Tribes.



George began his career with the CS&KT immediately after graduating from Dixon High School in 1971. He started with CS&KT Forestry Development during the summer of 1971 as a seasonal forestry technician. From 1971 to 1976, he was involved in seasonal fire control, including two years as an assistant Helitac Foreman and a labor union member. George then spent six years as a timber cruiser in the Forestry Development Program before joining the Water Management Program in 1982. During his time with the CSKT, George obtained his Associate of Applied Science degree in Forestry from Flathead Valley Community College and Salish and Kootenai College.

A 41-year employee of the Water Management Program, George currently serves as the Chief of Field Operations, where he is responsible for coordinating the work efforts of hydrographer personnel, resolving a wide range of mechanical, technical, and fieldwork problems, and reviewing stream gauging records for technical adequacy and soundness.

Casey Ryan is a native Montanan and a member of the Confederated Salish & Kootenai Tribes. Casey currently serves as a hydrologist with the CSKT Water Management Program. He attended the University of Montana and received a B.S. in Geography with honors and an M.S. in Forestry with an emphasis in hydrology and watershed management. He is also a former Institute on Ecosystems Fellow and Sloan Research Fellowship alumnus. Before accepting a CSKT position, Casey began his hydrology career with the United States Fish & Wildlife Service.

Casey specializes in hydrology and project management for the Confederated Salish & Kootenai Tribes, previously serving as the project engineer for the Safety of Dams and Roads Program. His current duties include responsible charge of the Water Management Program's surface water measurement network, technical planning and oversight for field hydrographers, final quality assurance and control for Program data collection, forest hydrology and NEPA analysis, wildland fire hydrology, permit review, and providing scientific and technical assistance to other programs within the Natural Resources Department as well as partner Tribal, state, and federal agencies.



Casey enjoys volunteering and being an active community member in his spare time. He currently serves as a Council Member with the Missoula City-County Water Quality Advisory Board and a member of the Advisory Board for AWRA's Water Resources IMPACT Magazine. He is also involved with Leadership Flathead Reservation, Watershed Education Network, University of Montana spectrUM, Montana Groundwater Academy, and the Montana Science Fair.

Pre-film Suggestions

- View the film and jot down talking points.
- Quick Write - Ask students to list as many reservation creeks, streams, and rivers as they can name. (3 minutes)
- Share the 4.9 Waterways_wLandStat map and highlight water systems near your town.
- Take some time to explore other systems around the reservation and point out reservoirs.
- Share the 4.8 FIR_Hydro map and explore how many water systems are impacted.
- Provide some information to the class from the Flathead Indian Irrigation Project background. In 1948, it was estimated that 16,000 acres of Indian lands and 146,000 acres of non-indian lands were being served by the project. This uneven proportion of service has stayed the same.
- Ask students what job duties they think a hydrographer and hydrologist have. What do they think is different between the two?
- Share a bit of background about the film subjects. Discuss the role of hydrographers and hydrologists. A career as a hydrographer does not require a college degree, while a hydrologist position requires at least a bachelor's degree in a hydrology-related field.

Viewing Guide

- Share the film For Water's Sake. It is approximately 29 minutes in length.
- Discuss the various job duties and careers of Tabitha, Veronica, George, and Casey.

TRIBAL CIVICS

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Stewardship of the Land A CSKT Conservation Timeline

Unit Objective

- Students become familiar with CSKT conservation actions.



Unit Materials

Documents:

- 4.1 Conservation Timeline
- 4.2 Cultural Waterways Ordinance
- 4.3 US 93 North Wildlife Passages
- 4.4 Trumpeter Swan Nesting & Production
- 4.5 Letter and Resolutions on Transboundary Waters 2023
- 4.6 CSKT Climate Change Resolution
- 4.7 FIR_Hydro
- 4.8 Waterways_wLandstat
- 4.9 Flathead Indian Irrigation Project

Films:

For The Next Generation

A brief look at CSKT's conservation history and accomplishments. (10 minutes)

Brian's Story—Part Two: Speaking for the Land and Study Guide

In this portion of Brian Lipscomb's interview, he traces his career path with the Confederated Salish and Kootenai Tribes. His career choice put him in a unique position during several pivotal points for the Tribes—Kerr Dam mitigation and later the purchase of the dam. He explains how he led tribal efforts to secure and direct millions of dollars of mitigation funds for Kerr Dam impacts. (18 minutes)

For Water's Sake and Study Guide

The Water Resources Program staff share their various roles in caring for CSKT water resources. They each play a role in implementing the Water Compact and ongoing water management. (29 minutes)

The Road to a Water Compact and Study Guide

Robert McDonald brings us through forty years of CSKT water stewardship based on "time immemorial" tribal values and rights. Water law identifies the senior water right as: first in time, first in right. From that legal standpoint, CSKT will always hold the senior

water right on the reservation—and off-reservation in some designated aboriginal territories. (continued on page 2)

A 1982 Water Management Program initiated forty years of water measurement on the reservation and documented impacts of the 1,000 miles of the Flathead Irrigation system. Decades of solid data paved the way for the CSKT Water Compact. Mr. McDonald gives an interesting review of the roadmap that led to the approval and ratification of the compact. (42 minutes)

Website:

- **CSKT Climate Resiliency** - <http://csktclimate.org>
- **Energy Keepers Inc.** - <https://energykeepersinc.com/history>
- **Trumpeter Swan Restoration** - <https://www.montanaturalist.org/blog-post/trumpeter-swan-restoration>

Supplies:

- Two different colors of highlighters, drawing paper, mural paper, colored pencils, field guides, and reference materials for the flora and fauna of the reservation.

DAY ONE & TWO

Objective

- Students become familiar with CSKT conservation actions.

Materials

Documents:

- 4.1 Conservation Timeline

Film:

- For The Next Generation

Supplies:

- Two different colors of highlighters, drawing paper, mural paper, and colored pencils.
- Field Guides and reference materials on Reservation flora and fauna.

Preparation

- Make student copies of the 4.1 Conservation Timeline.
- Review the film For The Next Generation, cue up for class.
- Locate digital examples of visual timelines and prepare to present them to the class.
- Optional: Schedule a presentation to an elementary or middle school class with the student-illustrated timelines.
- Gather Field Guides and reference materials.

Procedure

- Share the film.
- Pass out copies of the Conservation Timeline. Ask students to identify and highlight the three most significant activities on the timeline. Have students highlight, in another color, three activities on the timeline that have the most critical impact on their lives personally.
- Share some examples of visual timelines.
- Organize students in pairs to create a visual of the Conservation Timeline. Provide drawing paper and colored pencils for students to develop a draft version. On Day Two, students use their draft visual to create their timeline on mural paper.
- Have student pairs write an abstract explaining their visuals and how they perceive the importance of the conservation activities.
- Optional: Have the students conduct a presentation of their completed timeline mural to the elementary or middle school class. Students should use their abstracts to assist them with their presentation.

DAY THREE

Objective

- Students become familiar with CSKT conservation actions.

Materials

Film:

- Brian's Story—Part Two: Speaking for the Land and Study Guide

Website:

- **Energy Keepers Inc.** - <https://energykeepersinc.com/history>



Preparation

- View the film Brian's Story—Part Two, read through the study guide, and cue up the film for class.
- Review the timeline under the history tab on the Energy Keepers, Inc. website.
- Cue up the website.

Procedure

- Please share some of Brian Lipscomb's background and discuss how our decisions and choices impact our lives. Mr. Lipscomb's choices situated him uniquely for pivotal roles in critical tribal issues. Let students know the events Mr. Lipscomb is describing happened when he took the position of CSKT Division Manager of Fish, Wildlife, Recreation, and Conservation.
- Show the film up to 7:15, ending with Brian saying, "These were the big pieces."
- Bring up the history timeline from Energy Keepers, Inc. Review the events up to 1985.
- Share the remainder of the film. Engage students in the topics and questions from the study guide.

DAY FOUR

Objective

- Students become familiar with CSKT conservation actions.

Materials

Documents:

- 4.7 FIR_Hydro
- 4.8 Waterways_wLandstat

Film:

- For Water's Sake and Study Guide

Preparation

- View the film and review the study guide. Note the pre-film activities. Cue up the film for viewing.
- Make student copies of 4.7 FIR_Hydro and 4.8 Waterways_wLandStat.

Procedure

- Do the pre-film activities from the film study guide and then share the film.



DAY FIVE & SIX

Objective

- Students become familiar with CSKT conservation actions.

Materials

- The Road to a Water Compact and Study Guide



Preparation

- View the film and read the study guide. The study guide divides the film into two days of viewing and activities.

Procedure

- Show the film and follow the study guide schedule and activities.

DAY SEVEN

Objective

- Students become familiar with CSKT conservation actions.

Materials

Documents:

- Cultural Waterways Ordinance
- 4.3 US 93 North Wildlife Passages
- Trumpeter Swan Nesting & Production
- Tribal Nation Letters and CSKT Resolution
- CSKT Climate Change Resolution

Website:

- **CSKT Climate Resiliency** - <http://csktclimate.org>
- **Trumpeter Swan Restoration** - <https://www.montanaturalist.org/blog-post/trumpeter-swan-restoration>

Preparation

- <https://www.montanaturalist.org/blog-post/trumpeter-swan-restoration>
- Review the materials and make several copies for students to review.
- Prepare the list of the following topics for the class:
 1. US 93 North Wildlife Passages
 2. Cultural Waterways Ordinance
 3. CSKT Reintroduction of Animals
 4. Tribal Nation Positions on Transboundary Water Issues
 5. CSKT Climate Change Activities
- Place copies of the materials on a table for students to peruse.

- Choose a project or presentation type. Reports can be done in diverse formats, such as news articles, slideshow, infographics, etc.
- Create a rubric for student reports/presentations.
- Cue up <https://www.montanaturalist.org/blog-post/trumpeter-swan-restoration>

Procedure

- Open the Montana Naturalist website and play the recording of the blog on Trumpeter Swans.
- The reintroduction of Trumpeter Swans here on the reservation played a key role in saving the cygnets.
- Ask students if and how often they have observed some of the Trumpeter Swans.
- Review a bit on each of the topics and materials. Let students have 5 minutes to peruse the materials and select a topic. Let them know they can choose a CSKT conservation activity not included in the list.
- Tell students the materials provided can be supplemented by additional sources, such as CSKT Climate Resiliency (<http://csktclimate.org>).
- Plan on 1-2 class periods for student research and writing.
- As a culmination activity, invite CSKT Tribal Education (<http://cskteducation.org/en-us/contact-us>) or Natural Resources Department (<https://www.csktnrd.org/more/contact-us>) staff to view the completed projects, in-person or digitally.

TRIBAL CIVICS

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Stewardship of the Land

Water Systems on the Flathead Indian Reservation

UNIT OBJECTIVES

- Students explore Flathead Reservation wetlands, rivers, and creeks.
- Students learn freshwater facts.
- Students learn Flathead Lake facts.
- Students gain familiarity with CSKT conservation activities.



UNIT MATERIALS

Documents:

- 4.7 FIR_Hydro
- 4.8 Waterways_wLandstat
- 4.9 Flathead Indian Irrigation Project
- 4.10 Flathead Watershed Overview
- 4.11 Flathead Lake Bathymetry Map
- 4.12 Flathead Lake Facts
- 4.13 Flathead Lake Foodweb
- 4.14 Wetland Facts
- 4.15 Tribal Member Quotes on Water

Websites:

Virtual Field Trips on Flathead Lake with Flathead Lake Biological Station Staff -

<https://flbs.umt.edu/newflbs/education-outreach/k-12-education/virtual-field-trips>

Living in Flathead Guide by Flathead Lakers -

<https://www.livinginflathead.org>

Wetlands: Lifeblood of the Flathead

Reservation - <https://storymaps.arcgis.com/stories/2425de87c75f4c56bb65b2871eb6bc1d>

Lower Flathead River: Interactive Map and Resource Guide - <https://fwrconline.csktnrd.org/Map>

CSKT NRD: Explore the River -

<https://fwrconline.csktnrd.org/Explore>

Bureau of Reclamation -

<https://www.usbr.gov/mp/arwec/water-facts-ww-water-sup.html>

Films:

For The Next Generation (10 minutes)

A brief look at CSKT's conservation history and accomplishments.

For Water's Sake and Study Guide

The Water Resources Program staff share various roles in caring for CSKT water resources. They each play a role in implementing the Water Compact and ongoing water management. (29 minutes)

DAY ONE

Objective

- Students gain familiarity with CSKT conservation activities.

Materials

Film:

- For The Next Generation

Preparation

- View and cue up the film For the Next Generation. Make notes of conservation facts that stand out to you.



Procedure

- Introduce the film. Inform students about the film. In 2021, it was shown at the International Union for Conservation of Nature in Marseilles, France. The film also featured at the United Nations Climate Change Conference of the Parties (COP26) in Glasgow, Scotland, later that year. The conservation record of CSKT is a testament to what can be accomplished through persistent commitment and action.
- Show the film. Ask students to select one conservation activity that stood out to them.
- Discuss after the film.
- Share these statements with students from the CSKT Natural Resources Department:
 - “Our commitment to environmental stewardship is deep-rooted and tied to a tradition and history with the land and our way of life. Our programs are nationally recognized for excellence:
 - The Tribes spend over \$10 million a year on natural resources and land management to protect and enhance those resources on the Reservation.
 - We maintain strict environmental standards for air and water quality.
 - We are the first tribe in the nation to designate our own wilderness area, the Mission Mountains Wilderness Area.
 - Under the cooperative management agreement between the Tribes and the State of Montana, thousands of acres on the Flathead Reservation are open to non-Tribal members for fishing and bird hunting on the Flathead Reservation.”

DAY TWO

Objective

- Students learn freshwater facts.

Materials

Documents:

- 4.8 Waterways_wLandstat
- 4.15 Tribal Member Quotes on Water

Website:

- **Bureau of Reclamation** -
<https://www.usbr.gov/mp/arwec/water-facts-ww-water-sup.html>



Preparation

- Make poster-size copies of Waterways_wLandstat maps. Save these for use in Day Three's activity.
- Peruse the information on the Bureau of Reclamation website and determine what would be of interest to your students.
- Make student copies of the Tribal Member Quotes on Water.

Procedure

- Discuss some of the water facts with students.
- Pass out Waterways_wLandstat maps and explore the names of local creeks and rivers.
- We are fortunate to live in an area with beautiful creeks and rivers and Flathead Lake. Water adds other qualities to our lives.
- Give students the Tribal Member quotes. Allow 10 minutes for reading and ask students to select a statement that stands out to them.
- Ask students to share statements from the reading.
- Recall for students that the Natural Resources Department information stated that the CSKT has high-quality water standards. Discuss the possible benefits of those.
- Collect the maps for use in the next lesson.

DAY THREE

Objective

- Students gain familiarity with CSKT conservation activities.

Materials

Film:

- For Water's Sake and Study Guide

Documents:

- 4.7 FIR_Hydro
- 4.8 Waterways_wLandstat
- 4.9 Flathead Indian Irrigation Project



Preparation

- View and cue up the film For Water's Sake and read through the Study Guide.
- Make poster-size copies of the FIR_Hydro map.
- Familiarize yourself with the Flathead Indian Irrigation Project.

Procedure

- Share the Waterways_wLandstat map with students and give them 5 minutes to explore it, noting names of any watersheds in their area.
- Then share the FIR_Hydro map with students. Give students about 10 minutes to compare the maps.
- Discuss the breadth of the Flathead Indian Irrigation Project. It impacts most of the water on the reservation.
- Show the film.
- Discuss the various tasks of each person's position.
- Let students know that Victoria White's GIS certification indicates she can use programs and data sets to produce maps like the ones they are reviewing. She shared she obtained her drone pilot license. Flying a drone requires licensing through the Federal Aviation Administration. Ask students how they think Victoria might use a drone in her job.

DAY FOUR & FIVE

Objectives

- Students explore Flathead Reservation wetlands, rivers, and creeks.
- Students learn Flathead Lake facts.

Materials

Documents:

- 4.10 Flathead Watershed Overview
- 4.11 Flathead Lake Bathymetry Map
- 4.12 Flathead Lake Facts
- 4.13 Flathead Lake Foodweb
- 4.14 Wetland Facts

Websites:

- **Virtual Field Trips on Flathead Lake with Flathead Lake Biological Station Staff** - The Flathead Lake Biological Station has collected water quality data since 1977. Their Virtual Research Cruise allows students in the classroom to "travel" out onto the lake to conduct research. This eight-part series with corresponding activities can be used in whole or part. - <https://flbs.umt.edu/newflbs/education-outreach/k-12-education/virtual-field-trips>

- **Living in Flathead Guide by Flathead Lakers** - This guide is an introduction to responsible land and water stewardship in the Flathead Valley of Western Montana. This multimedia website covers multiple topics ranging from fire and wildlife to living locally and engaging in conservation. - <https://www.livinginflathead.org>
- **Wetlands: Lifeblood of the Flathead Reservation** - Details the wetlands of the Flathead Reservation and conservation efforts by the CSKT. This Story Map provides stunning images and information. - <https://storymaps.arcgis.com/stories/2425de87c75f4c56bb65b2871eb6bc1d>
- **Lower Flathead River: Interactive Map and Resource Guide** - This interactive map and accompanying resource guide are a learning tool for students, allowing users to choose their learning path. - <https://fwrconline.csktnrd.org/Map>
- **CSKT NRD: Explore the River** - This exploration of water and its importance to the life of the Jocko River Valley allows the user to investigate everything from hydrology and restoration efforts to traditional uses of the river and the animals. - <https://fwrconline.csktnrd.org/Explore>

Preparation

- Review the content materials.
- Determine the type of project you would like students to do; they could be teaching (infographic) posters, interpretive signage, a slide show, etc. Create a rubric for essential content.
- Determine how you would like students to work. Projects could be done in pairs or groups.
- Determine what audiences you would like the students to present to and do the necessary invitations and scheduling.
- Make copies of the material documents for the students or prepare for digital access.
- Cue up the websites.



Procedure

- Bring up the websites and discuss each briefly. Inform students they will be creating an informational project in a format such as a teaching poster, interpretive signage, or a slide show.
- Let them know they will be presenting their completed project to a variety of audiences.
- Students choose from the following topics:
 - Flathead Lake
 - Lower Flathead River
 - Jocko River
 - Reservation Wetlands
- Provide necessary time for students to explore their chosen topic, utilizing the websites. Allow students enough time in class to complete their projects, leaving time for presentations.
- As a culmination activity, invite CSKT Tribal Education (<http://cskteducation.org/en-us/contact-us>) or Natural Resources Department (<https://www.csktnrd.org/more/contact-us>) staff or other audiences you invited to the student presentations in-person or digitally.

TRIBAL CIVICS

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Supplemental Resources

Leadership and Governance

- 1.1 CSKT Council Representatives
- 1.2 CSKT Tribal Council Minutes
- 1.3 Leadership Quotes
- 1.4 Patrick Lefthand
- 1.5 Michael (Mickey) Pablo
- 1.6 Chief Alexander
- 1.7 The Trust Responsibility
- 1.8 Indian Reorganization Act
- 1.9 CSKT Constitution
- 1.10 CSKT Constitution Article III
- 1.11 CSKT Constitution Preamble Handout
- 1.12 CSKT Constitution Article I Handout
- 1.13 CSKT Constitution Article II (1935)
- 1.14 CSKT Constitution Article II (Amended 1960)
- 1.15 CSKT Constitution Article VI Handout
- 1.16 Missoulian Enrollment Article
- 1.17 BEAR/BAOE Article
- 1.18 a, b, c & d President Richard Nixon's 1970 Special Message to Congress on Indian Affairs
- 1.19 1975 Indian Self Determination and Education Assistance Act (ISDEAA)
- 1.20 House Resolution 3508 – Tribal Self-Governance Act of 1994
- 1.21 2022 Self-Governance Tribes
- 1.22 Article on Self-Governance by J. Kalt
- 1.23 U.S. Constitution Preamble
- 1.24 CSKT Constitution Articles III and VI Handout
- 1.25 Constitution Word Map
- 1.26 MS Leadership Quotes

Sovereignty and the 1855 Treaty of Hell Gate

- 2.1 Tribal Member Land Quotes
- 2.2 1855 Treaty of Hell Gate
- 2.3 Hell Gate Treaty Analysis Handout
- 2.4 Treaty PPT
- 2.5 Annotating and Paraphrasing Guide
- 2.6 Montana Highway Map
- 2.R1 1869 Chief Victor Letter to U.S. President
- 2.R2 1868 & 1872 Reports to Commissioner of Indian Affairs
- 2.R3 1872 Removal Agreement Section 2
- 2.R4 1883 Weekly Missoulian: Chief Charlo to Senator Vest
- 2.7 Sovereignty Word Map
- 2.8 Treaty Word Map
- 2.9 Treaty Summary Handout
- 2.10 Connected to Everything

Economic Sovereignty

- 3.1 CSKT 2020 Budget
- 3.2 CSKT County Contributions
- 3.3 Economic Benefits of CSKT Expenditures
- 3.4 CSKT Economic Development Goals 2020-2021
- 3.5 Tribal Council Resolution on Jobs
- 3.6 Tribal Council Resolution on Business
- 3.7 CSKT Indian Preference Business List
- 3.8 Shark Tank Teaching Guide

Stewardship of the Land

- 4.1 Conservation Timeline
- 4.2 Cultural Waterways Ordinance
- 4.3 US 93 North Wildlife Passages
- 4.4 Trumpeter Swan Nesting & Production
- 4.5 Letter and Resolutions on Transboundary Waters 2023
- 4.6 CSKT Climate Change Resolution
- 4.7 FIR_Hydro
- 4.8 Waterways_wLandstat
- 4.9 Flathead Indian Irrigation Project
- 4.10 Flathead Watershed Overview
- 4.11 Flathead Lake Bathymetry Map
- 4.12 Flathead Lake Facts
- 4.13 Flathead Lake Foodweb
- 4.14 Wetland Facts
- 4.15 Tribal Member Quotes on Water