

UNIT 4: HIGH SCHOOL – CONTEMPORARY WORLD PROBLEMS

CIVIC ACTION AND THE ECONOMY NATION-BUILDING AND TAXATION

Level 3

Instructional Support Materials

Revenue Benefits Graphic Organizer (to be added)

[Puyallup Tribe Donation to Home Team Harvest Article](#)

[County Can Tax Great Wolf Article](#)

[Washington Indian Tribes Becoming Economic Powers Article](#)

[OMWBE Tribal Plan](#)

[Government Revenue and Responsibility CBA](#)

[Scoring Guide: High School Social Studies Gov't Revenue/Responsibility CBA](#)

Learning Goals

Level 3 builds on Levels 1 and 2. To prepare for the Government Revenue and Responsibility CBA, the class will use the conflict between Thurston County and the Chehalis Tribe as a case study to reinforce responsible research practices and analysis process. If your class is well aware of the CBA process, they can go straight to their own projects. However, it might be valuable for them to know how to find reliable tribal sources.

Time: Approximately 5 class periods.

Teacher Preparation

- Photocopy class sets of “*Revenue Benefits Graphic Organizer*.”
 - Load some of the online sources to demonstrate how to navigate them.
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Learning Activities

1. Introduction: So, I started thinking about how specific tribes in our area generate revenue. I got online and accessed the tribe’s official website and discovered the tribal enterprise of the Muckleshoot Tribe. They have:
 - a. The White river Amphitheater
 - b. The Muckleshoot Casino
 - c. Muckleshoot Bingo
 - d. Muckleshoot Market and Deli

- e. A smoke shop
- f. Emerald Down
- g. The Salish Lodge

What do they do with all that revenue? Who benefits?

2. Teaching Point: Yesterday we saw how tribes in general and the state generate revenue. We compared and drew conclusions about each (refer to the chart).
3. Pose the question to the class, “What does tribal revenue do?”
4. Read the 12/10/2014 Tacoma Weekly article about Puyallup Tribe giving Home Team Harvest its biggest donation. Discuss how tribal revenue generation can positively impact non-Indian communities. However, others view some methods as harmful to non-Indian communities.
5. Introduce the controversy over the tax status of the Great Wolf Lodge by asking who has been there. Did they know that the Chehalis Tribe primarily owned it?
6. Read article [“Great Wolf Lodge Tax Exemption Stands Despite Internal Doubts, Court Ruling,”](#) a story about Thurston County’s demand that the tribally owned Great Wolf Lodge lose its tax-exempt status.
7. Watch the [Chehalis Tribe’s](#) video on revenue generation.
8. As the students conduct their own research, you can teach mini-lessons by following the case and its appeals through [indianz.com](#). This site hosts articles from publications all over the nation that deal with tribal issues.
9. As a class, complete the “Revenue Benefits Graphic Organizer.”
10. Model how to draw a conclusion as a class based on the information provided.
11. Model how to develop essential questions regarding tribal government revenue such as:
 - a. How does tribal revenue impact tribal communities?
 - b. How does tribal revenue impact non-Indian communities?
 - c. How do treaties define tribal revenue and tribal-state relations?
12. After it is clear that students know how to generate their own essential questions, individually or in groups of no more than three, choose a local tribe and at least ONE way they generate revenue or a revenue policy they have.
13. Groups will complete their own “Revenue Benefits Graphic Organizer.”
14. Groups will develop a list of sub-questions specific to their tribe.
15. Students will develop a research plan for finding key information:
 - a. Start with the tribe’s official website. Use the Governor’s Office of Indian Affairs ([www.goia.org](#)) website if you have difficulty.
 - b. Identify the enterprises.
 - c. Identify how they use their revenue.
 - d. Identity all the stakeholders.
 - e. Research non-tribal opinions on the impact of the tribal enterprise.
 - f. Draw a conclusion regarding the enterprise(s) and their impact.

