

UNIT 6: HIGH SCHOOL – UNITED STATES HISTORY

ENTERING A NEW ERA: NATION-BUILDING, GAMING, AND SELF-DETERMINATION

Level 2

Instructional Support Materials

[All In? Economic Factors to Consider in Native Gaming](#)

[All In? Economic Factors to Consider in Native Gaming \(Spanish Language Version\)](#)

[Interview: Lawmakers Move to Curb Rape on Native Lands](#)

Audio clip: *Lawmakers Move to Curb Rape on Native Lands* (Available for download at:

<http://www.npr.org/templates/story/story.php?storyId=103717296>

[Oliphant v. Suquamish Indian Tribe et al.](#)

[Oliphant v. Suquamish Indian Tribe et al. \(Spanish Language Version\)](#)

Learning Goals

By the end of instruction, students will:

- Understand that tribal sovereignty enables tribes to protect their ways of life and the development of their nations
 - Understand that tribal, state, and federal agencies often work together toward common goals
 - Analyzes the incentives for people’s economic choices in the United States in the past or present
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Time: Approximately 5 class periods

Teacher Preparation

- Students will analyze an economic enterprise of a local tribe and its effects on the larger community and neighboring economies.
 - Students will understand the complicated maze of jurisdiction on Indian lands.
 - Students will synthesize the impact Indian gaming has on drawing people to the reservations with the jurisdictional and law enforcement needs of the Indian community.
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Learning Activities

Day 1-2

1. Students will read Case 1: The Economics Frame
“All In? Economic Factors to Consider in Native Gaming”

(This article is originally available as a word document from the [Evergreen State College Enduring Legacies Native Cases website](#))

2. Have students work in cooperative groups.
3. Each group will choose one local tribe to study.
4. Using Case 1 as a guide, students will create an economic profile of a local tribe using the graphic organizer “The Economic Frame for [Name of Local Tribe]”

Day 3

1. Tell students that yesterday they created an economic profile of an Indian community, but there is much more to learn about the community beyond the economy especially where jurisdiction is concerned. Consider that as Indian gaming operations have increased more and more non-Indians are crossing reservation border lines to go to the casinos. In the next part of the lesson they will study how the rights of Indians on reservations differ from the rights of non-Indians on reservations with regards to criminal jurisdiction.
2. Tell students they will be listening to an NPR radio broadcast and they must take notes as they listen to incorporate some of the ideas in a written summary later on. Inform students that the topic is rape and may be sensitive; remind them to be respectful listeners.
3. Play the NPR broadcast of “[Lawmakers Move to Curb Rape on Native Lands](#)” (audio available for download at <http://www.npr.org/templates/story/story.php?storyId=103717296>)
4. Have students work in their groups discuss what they heard. You may recommend the discussion include:
 - How does a jurisdictional maze of authority contribute to the “epidemic of rape in Indian Country?”
 - Why does sexual assault of Native women on reservations go largely unreported and unprosecuted?
 - How is most law enforcement on reservations funded? Can money solve the problems of law enforcement on reservations?
 - Even when tribes have their own police departments and courts what stops tribes from prosecuting non-Indians?
 - Why are Indian lands described as being lawless communities?
 - What is the federal government doing to alleviate jurisdictional problems in Indian Country?
 - What do you think would happen if a non-Indian man assaults a native tribal officer on reservation lands?

Day 4

1. As a group have students analyze the major Supreme Court *Oliphant vs. Suquamish Tribe*, 435 U.S. 191 (1978) case dealing with tribal sovereignty and Indian lands. Their write-up should identify the parties, demonstrate an understanding of the circumstances of the case, the facts of the dispute, the historical era, and include a summary of the arguments, a summary of the

