**WWP Lesson Plan**

**Tribal Sovereignty and the Right to Self Determination**

*This template was created to help those planning and teaching Party classes to make those interactive, interesting and consistent so that they can be reproduced in the future.*

| *Teacher Preparations and Essential Understandings* | *Consider accessibility and accommodation needs.*  
*Duplicate selected texts; all participants may not have access to computer/phone.*  
*Before teaching, identify the most important lessons people should learn on this topic.* |
|---|---|
| **Essential Understandings** | “The history of the United States is a history of settler colonialism—the specific form of colonialism whereby an imperial power seizes Native territory, eliminates the original people by force, and resettles the land with a foreign, invading population.” - Nick Estes, *Our History is the Future*  
1. The United States committed genocide against Native Americans  
2. Genocide against Native Americans is ongoing  
3. You are living on stolen land |
| **Overview of Class** | **Basics:**  
Who is a settler?  
What is the difference between colonialism and settler-colonialism? What are some examples of settler-colonialism? Colonialism? |
| | **Core Concepts**  
Discovery Doctrine/Manifest Destiny  
Tribal sovereignty  
Marxism vs. Marxism-Leninism  
Self-Determination  
Federal Recognition  
Land Back  
Blood Quantum  
Paper Genocide  
U.S. racial “science” |
| Overview of Class (contd.) | **Key Terms**  
Tribe  
Tribal Structure  
Treaty  
Indian Termination Era  
Bureau of Indian Affairs  
Indian Reservation  
Indian Child Welfare Act (ICWA)  
Native American Graves Protection and Repatriation Act (NAGPRA) |
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<td><strong>Motivating Question</strong></td>
<td>Give an ice-breaker question relevant to this class: Whose land are you on?&quot; Link to this tool: native-land.ca/</td>
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| **Readings, Materials, Links**  | *The class leader(s) should tell participants to please ask the group to STOP the reading--at any point--if they get spaced out, confused or have questions or comments or examples. This will encourage deeper conversation.  

*|
| **Methods of learning:**  
(Should have several methods: people learn in different ways)  
Lecture  
Reading/reading out loud together  
Discussion  
Slides |
| **Discussion Questions**  | In the slide show |
| **Organizing**  | Encourage discussion about how the visual of the map in the slide show connects to how you would talk to people about Indigenous issues. |
| **Skill Building**  | Share skills relevant to organizing in relation to topic: slogans, chants placard making, petitioning, outreach, rally organizing in relation to the Day of Mourning in November. |
| **Reflection**  | Save some time at the end for participants to answer questions about the class:  
1. What will you remember/be useful for you?  
2. What would you change, spend less time on, or make less confusing? |

Dec. 2022