



SOCIAL SCIENCES

# Housing the People

## ESSENTIAL UNDERSTANDINGS

- Tribal government
- Sovereignty
- Lifeways

## LEARNING OUTCOMES

By the end of the lesson, students will be able to:

- Understand how Siletz housing needs, forms, and uses have evolved over time.
- Describe housing services offered by the Confederated Tribes of Siletz Indians to its Tribal members and others.
- Integrate information from printed and electronic texts and collaborative discussions and apply them to analyze and make conclusions about a potential solution to current housing problems offered by the Confederated Tribes of Siletz Indians.

## ESSENTIAL QUESTIONS

- How does having a safe, healthy, and comfortable space and place to call “home” help people, families, and groups to survive and thrive?
- What is the connection between Siletz Tribal identity and sovereignty and meeting Tribal citizens’ basic needs, such as housing?

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## Overview

In this lesson, students will explore the role of housing in the collective experience and contemporary work of the Confederated Tribes of Siletz Indians. After briefly retracing the history of the Tribe and the housing used by Siletz people, students will review the web page of the Siletz Tribal Housing Department (STHD) to learn about the services it offers and examine a case study of an affordable housing project co-funded by the STHD in Portland, Oregon. In the course of the work, students will reflect on and discuss the meaning of “home,” contemporary housing challenges that include houselessness and gentrification, and the role the Siletz Tribe plays in safeguarding and promoting the health and welfare of its current and future members and surrounding community.

## Background for teachers

Housing—temporary or permanent structures that provide shelter for individuals, households, and groups—meets multiple human needs, helping people to survive and thrive. Housing provides shelter from the elements, physical and emotional security, and a sense of connection to people and a place—a sense of “home.” Human housing varies across place and time as the people who create it make use of available materials, tools, and skills;



## LOGISTICS

- Where does the activity take place?  
*Classroom (virtual/distance learning option available)*
- How are the students organized?
  - Whole class     Teams: 3 – 5
  - Pairs     Individually

## TIME REQUIRED

Two hours

accommodate the specific geographic, climate, and ecological conditions in which they live; and respond to specific cultural beliefs and values about how people should live together, who should provide or own housing, and what housing should look like. The United Nations and other organizations have declared housing to be a human right.

Siletz ancestors came from many different Tribes living in what is now Western Oregon, Northern California, and Southwest Washington. Euro-American settlers backed by the U.S. government forced the different Tribes off their lands and forced them to live together, first in temporary camps and reservations and later on the “permanent” Coast Reservation. The U.S. government later gradually took away the reservation lands through reductions and allotment, refused or neglected to fully honor the treaties it signed with the Tribes, and eventually terminated its relationship with the Tribes. Despite all

## STANDARDS

### Oregon social sciences standards<sup>1</sup>

**6.4** - Identify and analyze historical and contemporary means that societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups. (*Civics and government*)

**6.19** - Examine the historic and current contributions and relevance of Indigenous cultures. (*Historical knowledge*)

**6.27** - Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies, and potential outcomes.

### Oregon English language arts standards

#### *Reading Informational Text*

**6.RI.7** - Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

#### *Speaking and Listening*

**6.SL.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

<sup>1</sup> Oregon is in the process of revising its social sciences standards. This document references the draft 2018 standards for grade 6..



this, the people of the Confederated Tribes of Siletz Indians survived and persisted, eventually winning back federal recognition. The Tribe has worked to regain control or ownership of small parcels of land within its peoples' traditional homelands to help its members retain a connection to and continuity with traditional lifeways and cultural practices, provide resources to support Tribal members, and steward resources for the benefit of future generations. (See "Resources" section for readings and other resources that may provide helpful background information and material for use in planning for and delivering this lesson.)

A main housing structure for many Siletz ancestors was plank houses made from cedar or sugar pine with a hearth area at least slightly below ground level. In the northern area of the ancestral homelands of the Confederated Tribes of Siletz Indians along the Columbia River and the north coast, these plank houses could be more than 100 feet long and house multiple families. Depending on the exact location, plank-house villages sometimes served as winter quarters and a "home base" for many Tribes, who also lived in temporary structures or camped out under the open sky at other times of the year as they ventured out in "seasonal rounds" to hunt and harvest food and supplies.

During and after the removal and reservation period, Confederated Tribes of Siletz members lived in housing similar to that of Euro-American settlers, as federal officials suppressed the construction of traditional structures. Some of this housing was built by the U.S. government's Bureau of Indian Affairs (BIA), some was built by the Tribe, and some

## MATERIALS

### What materials are needed for students to engage in this activity?

- **PowerPoint presentation** (available in lesson materials; load the slides prior to the lesson to ensure they are displaying properly)
- **Classroom writing surface** (i.e., blackboard, whiteboard, chalkboard, chart paper and markers)
- **Classroom audiovisual technology** to display PowerPoint slides and videos (see next items)
- **Student classroom internet access** to enable groups of students to conduct research online in the classroom
- **STHD Housing Services Worksheet** handout (one copy per student)
- **Street Roots Article on Nesika Illahee** handout (one copy per student or group of 3–5 students)
- **Nesika Illahee Case Study Questions** handout (one copy per student)

### Online materials

- **Siletz Tribal Housing Department webpage:** <https://www.ctsi.nsn.us/tribal-services/housing/>
- **"Nesika Illahee: NARA NW is proud to provide services for the residents"** video (running time: 2:06) from the Native American Rehabilitation Association of the Northwest, available on YouTube at [https://youtu.be/cwPeQWRV\\_vQ](https://youtu.be/cwPeQWRV_vQ)

was built by individual Tribal members. The BIA also built multi-family and dormitory-style buildings in which some Tribal members lived.

Today, like other Oregonians, Siletz members live in a mix of housing types that include single-family homes, multi-family apartments, mobile homes, and social housing facilities such as college dormitories, nursing homes, and assisted living facilities. About a quarter of the Tribe's members live on or near the Tribe's reservation in Lincoln County, Oregon, but many others live in a service area of 11 Oregon counties created to maintain connections to families who were forced to move away from the reservation for economic opportunity. Other Siletz Tribal members live in many other places across Oregon and beyond.

As with many people and families in Oregon, some Siletz Tribal members struggle to find and keep a safe space to live due to lack of access, inequality, gentrification, escalating housing costs, and other social obstacles. For Native American people, these challenges are linked to and exacerbated by the history of oppression, discrimination, and mistreatment by settlers and the U.S. government. Nationally, Native Americans have the second-highest rate of homelessness (after Native Hawaiians/Pacific Islanders) among racial/ethnic groups, according to the National Alliance to End Homelessness.

To respond to these challenges, and as part of its general mission to support the health and welfare of its members, the Confederated Tribes of Siletz Indians established and maintains the Siletz Tribal Housing Department (STHD). Integrating funding from multiple Tribal and external sources and

## VOCABULARY

**Affordable housing** – A place to live that can be paid for while still leaving money for other needs (such as food, clothing, medical care). Affordable housing is typically defined as a home that costs no more than 30 percent of a person's or household's annual income.

**Eviction** – Forcing someone to leave a place. People and families can be evicted from homes if they cannot pay their rent or their mortgage and taxes.

**Foreclosure** – Losing a home because you cannot afford to pay the mortgage (loan) and/or taxes owed on it.

**Gentrification** – A process of neighborhood change in which wealthier people move into an area and renovate homes and businesses, often resulting in increased property values and the displacement of earlier residents from lower income brackets.

**Housing** – Temporary or permanent structures that provide shelter for individuals, households, and groups.

**Market-rate** – The usual price paid for a good or service in a free market.

**Mortgage** – A loan taken out to buy property, such as land or a house, and paid back over time.

**Rent** – Money paid to someone else to use something, such as a house, apartment, or land.

**Self-determination** – The right of federally recognized Native American Tribes to exercise autonomy, control, and responsibility for federal funds and services administered on their citizens' behalf.

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working both independently and with partners, the STHD provides a range of housing services, from building and leasing its own housing units to helping college students living away from home pay for their temporary student housing. These services primarily aim to serve low-income individuals and households who are enrolled Siletz members, although some services may also be available to all Siletz members, enrolled citizens of other Tribal nations, and the general public.

The Tribe offers housing services to members wherever they choose or wish to live, whether on or near the Tribe’s lands in Lincoln County or elsewhere in Oregon or beyond. In addition to the Tribal offices in Siletz, Oregon, the Tribe provides housing and other services to members through service centers in Portland, Salem, and Eugene. Representatives of STHD advocate for the Tribe, for other Native peoples, and for housing justice for all in statewide, regional, and national housing policy and planning conversations and collaborations.

Unlike housing services offered by other government and nonprofit agencies and for-profit businesses, STHD can tailor its services to support the unique needs and cultural backgrounds of Siletz Tribal members. For example, STHD may offer more affordable rents and payment leniency with renters of Tribally owned housing units than might typically be offered by non-Tribal landlords. The department can also help connect Tribal members to other social services as well as community-building and cultural events sponsored by STHD and other Siletz departments. In recent years, the department has worked to incorporate artwork from Siletz members and other Native artists into

Housing

### VOCABULARY *(Continued)*

**Sovereignty** – The inherent authority of a nation to govern itself. Tribal sovereignty is the inherent right of a Tribal nation to create its own constitution, governance structure, and laws and to negotiate government-to-government treaties and other legal agreements with other sovereign nations.

**Subsidized** – Paid for with the assistance of another person, group, department, agency, or entity.

### ADAPTIONS FOR DISTANCE LEARNING



The lesson is primarily structured around group discussion and exploration, but much of it can be adapted for distance learning or independent learning purposes. A suggested sequence follows. Be sure all students have either print or electronic access to the materials described.

1. Hold a class meeting online and, using the PowerPoint slides and the steps in Activity 1 (“What Makes a Home”), have students brainstorm and discuss (verbally or in a chat box, whiteboard, or online document) responses to the discussion questions and prompts provided about what makes a place or a space a “home.” Alternatively, you can post the discussion questions and prompts in your school’s online classroom platform or an online document and have students respond to them asynchronously.

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the design of housing it owns or helps manage to foster a sense of cultural pride for residents of Siletz and other Native ancestry.

In exercising this self-determination in how it designs and delivers housing services, the STHD provides Siletz Tribal members with safe, healthy, and welcoming spaces and places to live, wherever they call home. It also helps the Tribe exercise its rights (and responsibilities) as a sovereign nation to protect a distinctive Siletz cultural identity, meet the basic needs of its citizens, and promote their health, wellness, and prosperity as best it sees fit.

#### To prepare for this lesson teachers should:

1. Review all materials for this lesson.
2. Review the website of the Siletz Tribal Housing Department (see link in “Online materials” section) to become familiar enough with it to help students use the resource.
3. Ensure students have access to all materials (printed and/or electronic) needed to participate in this lesson (see the “Materials” and “Online materials” sections above).
4. Prepare classroom audiovisual technology to display the PowerPoint slides and video listed in the “Online materials” section above.
5. Write the lesson objectives and key vocabulary on a classroom writing surface.

#### ADAPTIONS FOR DISTANCE LEARNING



*(Continued)*

2. Using the PowerPoint slides and the steps, talking points, and discussion questions in Activity 2 (“Siletz Housing History”), provide a lecture or “mini-teach” on the housing needs, forms, and uses of Siletz people across time.
3. Have students complete Activities 3 and 4 (“STHD: A Tribal Approach to Meeting Housing Needs” and “Nesika Illahee Case Study”) in small groups working synchronously (e.g., via web-conference breakout rooms) or asynchronously through your school’s online classroom platform or other online document or collaboration tool. Alternatively, you can direct students to complete the activities independently or as homework. Ensure students have access to any information, documents, or links they need to complete the work, including the PowerPoint slides for both activities, the Siletz Tribal Housing Department webpage for Activity 3, and the online video for Activity 4 (see “Online materials” section). This may mean providing print or electronic copies of lesson materials and/or reformatting documents so students can work with them virtually.
4. Convene one or more follow-up online class meetings to review and debrief student group (or individual) work, reflect on the lesson together (see steps in Activity 5, “Reflection/Closure”), and answer any remaining questions.

## Resources

- Confederated Tribes of Siletz Indians website: <https://www.ctsi.nsn.us/>
- Wilkinson, C. (2010). *The people are dancing again: The history of the Siletz Tribe of western Oregon*. University of Washington Press.
- Other Siletz Tribal History/Shared History lessons:
  - Lifeways of Confederated Tribes of Siletz People Prior to Arrival, Parts 1 and 2 (Grade 4)
  - Coast Reservation (Grade 8)
  - Trail of Tears (Grade 8)
  - Reservation Reductions and Allotments (Grade 10)
  - Termination (Grade 10)
  - Restoration (Grade 10)
  - Sovereignty and Tribal Government Today (Grade 10)

## References

- Housing Assistance Council. (2018, January). *Native American creative placemaking*. <https://ruralhome.org/wp-content/uploads/storage/documents/publications/rrreports/rrr-native-placemaking.pdf>
- Kunesh, P. (Ed.). (2018). *Tribal leaders handbook on homeownership*. Federal Reserve Bank of Minneapolis, Center for Indian Country Development. <https://www.minneapolisfed.org/~media/files/community/indiancountry/resources-education/cicd-tribal-leaders-handbook-on-homeownership.pdf?la=en>
- National Alliance to End Homelessness. (2020, June). *Racial inequalities in homelessness, by the numbers*. <https://endhomelessness.org/resource/racial-inequalities-homelessness-numbers/>
- NAYA, CDP, Siletz break ground on more affordable housing in Portland. (2020, October). *Siletz News*. Retrieved from <https://www.ctsi.nsn.us/wp-content/uploads/2020/12/Siletz%20News-October-2020.pdf>

Nesika Illahee, Native-focused housing development in NE Portland, receives national award for excellence in affordable housing from Urban Land Institute. (2020, November). *Siletz News*. Retrieved from <https://www.ctsi.nsn.us/wp-content/uploads/2020/12/Siletz%20News-November-2020.pdf>

Oaster, B. (2020, August 5). Native artists will soon have a new home in the Cully neighborhood. *Street Roots*. <https://www.streetroots.org/news/2020/08/05/native-artists-will-soon-have-new-home-cully-neighborhood>

Oaster, B. (2020, August 26). Once-houseless Native families now have a home in a gentrifying neighborhood. *Street Roots*. <https://www.streetroots.org/news/2020/08/26/once-houseless-native-families-now-have-home-gentrifying-neighborhood>

## Considerations for teachers

### Assessment

The activities in this lesson are primarily built around student discussion and engagement with printed and online reading material. Teachers can assess student learning by monitoring pair and small-group discussions. In addition, the “STHD Housing Services Worksheet” and the “Nesika Illahee Case Study Questions” handouts (see “Materials” section) can be used as formal or informal summative assessments for individual students and/or student groups. Teachers can review them for accuracy, level of effort, and completion.

### Practices

1. *Classroom discussion* – Large-group, whole-class discussion allows students to express their thoughts and hear the thoughts of others. For the instructor, this practice is a good way to take the pulse of the group and see what general themes emerge. For students, large-group discussion can be a way to express themselves or to hear differing perspectives from others.
2. *Clear/Unclear window* – This technique can be used at the beginning or end of an assignment (or a significant segment of learning) to help students





identify what they understand and what remains unclear to them. It can be used as both a brainstorming and an assessment technique and can be done as an individual or group exercise. Students (or the teacher) draw a vertical line on a piece of paper, or a classroom writing surface, and label the left side “Clear” and the right side “Unclear.” On the clear side, students list the things they understand (or the teacher writes them down if doing the activity as a whole class), and on the unclear side students (or the teacher) write down things they do not yet understand.

3. *Small group activities/discussions* – Small-group activities allow students to share and analyze ideas with one, two, or three other people. This practice can be good for students who do not want to share their ideas with the whole class and/or who may be afraid of others’ reactions. The teacher should monitor group discussions to determine the degree to which students understand the concepts.
4. *Student group reporting and presentation* – When groups report what they have discussed or provide a brief presentation, it is important to have clear norms and expectations they can use to ensure their success. The teacher should be prepared to explain to the class how to listen respectfully when a classmate is reporting on group work. The teacher should also be prepared to help students gather their thoughts and explain main ideas if they are struggling to do so.
5. *Web research* – Reading information on a web page or website is different from reading information in a book or other printed text. Teachers should support students to apply reading strategies that support learning from online text, including the skills of skimming, scanning, and using a web page or website’s organization and navigation tools to locate specific information.

## Learning targets

- I understand how the housing needs, forms, and uses of Siletz Tribal members have evolved over time



- I can describe housing services offered by the Confederated Tribes of Siletz Indians to its Tribal members and others
- I can integrate information from printed and electronic texts and collaborative discussions and apply them to analyze and make conclusions about a potential solution offered by the Confederated Tribes of Siletz Indians to address housing problems

### Options/extensions

- Have students repeat the case study activity with another Confederated Tribes of Siletz-sponsored or managed affordable housing project, researching the project online using the STHD and Tribal websites and other media and information sources and answering questions adapted from the “Nesika Illahee Case Study Questions” handout. Potential projects to study include the Mamook Tokatee affordable housing project in Portland, Oregon; a master-planned, mixed-income community project in Salem, Oregon; and the Tribe’s leasing of workforce housing in Lincoln County for workers at its Tribally owned casino, Chinook Winds.
- Locate and make copies of (or share a link to) an online news article describing a local or statewide issue related to housing, ideally one that involves multiple stakeholders. Have students read the article and engage in a discussion or “town hall” debate about the key issues and competing social, political, and economic interests at play.
- Help students research a housing-related topic and prepare to engage in a mock debate on that topic. Potential topics or questions for debate could include:
  - *Should Oregon declare housing a “human right?”*
  - *What’s the best way to increase the supply of affordable housing?*
  - *Does zoning promote housing desirability or discrimination?*
- Help students research and stage a mock public hearing or local planning commission meeting to make a group decision about the construction of a hypothetical affordable housing project. Students can research the



public-input process, analyze different factors that are considered in planning housing projects, weigh factors in the proposed project, and decide whether to proceed.

## Appendix

Materials included in the electronic folder that support this lesson are:

- Slides.pptx
- Materials\_STHD Housing Services Worksheet.doc
- Materials\_Street Roots Article on Nesika Illahee.pdf
- Materials\_Nesika Illahee Case Study Questions.doc

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## Activity 1

# What Makes a Home?

*Time: 15 minutes*

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Students will reflect on what home means for them and how the physical structures they live in contributes to a sense of home, place, and belonging.

### Step 1

Write the word “home” on the classroom writing surface.

### Step 2

Ask students to reflect on—and/or record some thoughts in a journal or notebook—what they think of when they see and hear the word “home” and what the word means to them.

### Step 3

Invite students to share their reflections with other students in pairs or trios. After a few minutes, invite students to share what they discussed with their partners and record a few responses on the classroom writing surface.

### Step 4

Prompt students to think more deeply about the meaning of home, using questions such as:

- *Does home have to be a building or physical structure? What else contributes to making a home?*
- *How might home look and feel different for different people?*
- *What are some American English words or phrases that connect to housing and homes? (Examples: “feeling at home,” “homesick,” “home base,” “your home is your castle,” “hometown,” “homeland”).*

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## Activity 1 (Continued)

### Step 5

Close the discussion with the following:

#### Say:

*Homes meet multiple human needs. They provide shelter from the elements, like a bird's nest or a wolf's den. They also help people feel secure, safe, and connected to people and the world around them. Homes help people both survive and thrive.*

*As physical structures, or what we'll call "housing," human homes vary from place to place and across time, as the people who create them use different materials, tools, and skills available to them; accommodate the specific geographic, climate, and ecological conditions they live in; and respond to their culture's beliefs and values about how people should live together, who should provide or own housing, and what housing should look like. In this lesson, we'll explore the role of housing in the historic and modern culture and lifeways of the people of the Confederated Tribes of Siletz Indians.*

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## Activity 2

# Siletz Housing History

Time: 20 minutes

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Students learn a brief history of Siletz housing from time immemorial to the present day.

### Step 1

Display slide 2 (“Siletz homelands”) and engage students in a short brainstorm and reflection using the following prompts:

- *In what ways is a place a “home?”*
- *How does a place shape how people see themselves and the world?*
- *What do you notice and wonder about the map?*

### Say:

*Siletz ancestors came from many different Tribes living in what is now Western Oregon, Northern California, and Southern Washington. The Tribes shared some common practices for living in the Pacific Northwest—such as building plank houses and harvesting salmon for food—but each Tribe also had its unique ways of living and different cultural practices shaped by the specific places in which they lived. Euro-American settlers backed by the U.S. government forced the different Tribes off their lands and forced them to live together on reservations. The U.S. government later took away the reservation lands, refused or neglected to fully honor the treaties it signed with the Tribes, and eventually terminated its relationship with the Tribes. Despite all this, the people of what became the Confederated Tribes of Siletz Indians survived and persisted, eventually winning back federal recognition. The Tribe has worked to regain control or ownership of small parcels of land within its peoples’ traditional homelands to help its members retain a connection to and continuity with traditional lifeways and cultural practices, provide resources to support Tribal members, and steward resources for the benefit of future generations.*

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## Activity 2 (Continued)

### Step 2

Display slide 3 (“Siletz housing across time”), and engage students in a short brainstorm and reflection using the following prompts:

- *In what ways is a space a “home”?*
- *What types of housing structures are you familiar with? (Examples: houses, apartments, condos, mobile homes)*
- *What do you notice and wonder about the different types of housing shown on the slide?*
- *What does the size and shape of housing tell you about who is meant to live there? (Examples: individuals, single families, multiple families)*

### Say:

*A main type of housing for many Siletz ancestors was plank houses made from cedar or sugar pine with a hearth area at least slightly below ground level. In the northern area of the ancestral homelands along the Columbia River and the north coast, these plank houses could be more than 100 feet long and house multiple families. Depending on the exact location, plank-house villages sometimes served as winter quarters and a home base for many Tribes, who also lived in temporary structures or camped out under the open sky at other times of the year as they ventured out in seasonal rounds to hunt and harvest food and supplies.*

*During and after the removal and reservation period, members of what became the Confederated Tribes of Siletz Indians lived in housing similar to that of Euro-American settlers because reservation authorities suppressed the construction of traditional structures. Some of this housing was built by the U.S. government’s Bureau of Indian Affairs (BIA), some was built by the Tribe, and some was built by individual Tribal members. The BIA also built multi-family and dormitory-style buildings in which some Tribal members lived.*

*Today, like other Oregonians, Siletz members live in a mix of housing types that include single-family homes, multi-family apartments, mobile homes, and social housing facilities such as college dormitories, nursing homes, and assisted living*



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## Activity 2 (Continued)

facilities. Approximately a quarter of the Tribe's members live on or near the Tribe's reservation in Lincoln County, Oregon, but many others live in an 11-county service area administered by the Tribe through offices in Salem, Portland, and Eugene and many other places across Oregon and beyond.

### Step 3

Display slide 4 ("Housing challenges") and review with students, defining any unfamiliar terms.

#### Say:

*Unfortunately, many people and families in Oregon struggle to find and keep a safe space to live. Some don't make enough money to afford to buy or rent housing in the area where they live, or they have to live in unsafe or unhealthy housing. [Pause here to explain or ask students to brainstorm examples of unsafe or unhealthy housing, such as housing located in challenged neighborhoods or polluted areas or housing with lead paint or poor indoor air quality.] Others, many of whom are also struggling with addictions and mental illness, are houseless. These problems are made worse by gentrification and income inequality—in which people with higher incomes displace people with lower incomes—and poverty, in which individuals and families do not earn enough money to fully support themselves in the areas where they live.*

*For Siletz people and families, like other Native Americans, these challenges can be linked to and are made worse by oppression, discrimination, and mistreatment by settlers and the U.S. government. Nationwide, Native Americans have the second-highest rate of homelessness (after Native Hawaiians/Pacific Islanders) when compared with other racial/ethnic groups, according to the National Alliance to End Homelessness.*





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## Activity 2 (Continued)

### Step 4

Display slide 5 (“Siletz Tribal Housing Department Mission”) and review with students, making a transition to the next section.

### Say:

*Among other goals, the Siletz Tribe is committed to supporting the health and well-being of its current and future citizens. This includes helping members find safe and healthy housing wherever they live, whether on or near the Tribe’s lands in Lincoln County, in the Tribe’s 11-county service area, or elsewhere in Oregon and beyond. In a moment we will explore the many ways the Siletz Tribal Housing Department works to achieve this goal.*

### Step 5

Take any questions from students before moving on.

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### Activity 3

## STHD: Meeting the Housing Needs of Siletz People

*Time: 40 minutes*

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Students review a framework of housing services and use it to examine the Siletz Tribal Housing Department (STHD) web page and identify ways in which the Siletz Tribe supports the housing needs of its members and others.

#### Step 1

Ask students what they know about how people and families find and pay for different kinds of housing. You might start by having them list different types of housing they are aware of and how people pay for them. Then, lead the students through a “clear/unclear” window exercise (see description in the “Considerations for teachers” section) to help them identify what they do and don’t know about housing and housing finance. Guide them to an understanding of the range of housing options, from temporary shelters to owner-occupied single-family houses, and the ways in which they are paid for, from shelter provided for free to rental assistance and subsidies to market-based home ownership.

#### Step 2

Distribute one copy of the “STHD Housing Services Worksheet” handout to each student.

#### Step 3

Display slide 6 (“STHD housing help”).

#### Step 4

Review and discuss the handout and slide with students, explaining any unfamiliar words and reviewing the examples for each type of housing assistance provided in the handout.

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### Activity 3 (Continued)

**Say:**

*The handout and slide identify different types of help individuals and families sometimes receive to help them find and keep affordable, safe, and healthy housing. This help can come from family and friends—such as when a family lets relatives stay with them after they must flee a flood or wildfire or gives a family member money to help them buy a house—and it can also be offered by agencies and organizations, including Tribal governments, as we'll see in a moment.*

**Step 5**

Sort students into groups of three to five using your preferred method and have them identify a reporter who will summarize the group's work for the whole class.

**Step 6**

Support student groups as they get online using classroom technology or their own devices and navigate to the STHD web page (see link in "Online materials" section, or have students use a search engine to find it).

**Step 7**

Invite students to go on a "treasure hunt" on the STHD web page, looking for examples of different types of housing services offered by the department and writing down their names and a short description in the section(s) of the "STHD Housing Services Worksheet" where they best fit.

You may choose to have each group find examples of STHD programs and services for all rows of the handout, or you could assign groups to focus on and find examples for just one or two rows. Reassure students that they do not need to read or understand all information provided on the web page, as some programs and services have longer descriptions, more technical terms, and links to additional documents. Rather, students should skim or scan the web page and linked documents to look for labels, keywords, short descriptions, and other clues to get the general sense of what type of housing



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### Activity 3 (Continued)

support is being offered and to whom. You might consider working through an example together with the whole class, reviewing an STHD program or service and placing and describing it in a row of the handout, to model how the activity should be completed.

#### Step 8

Allow time for student groups to work on the activity. Walk around the classroom and monitor students as they work, ensuring they are on task and redirecting or answering questions if they are stuck or off task.

#### Step 9

When groups are finished or have made satisfactory progress (if time is short), have group reporters take turns summarizing what examples their group found of each type of housing service offered by STHD.

#### Step 10

Prompt students to think about what, if anything, they learned in their research on the housing services that STHD offers that might be special or unique to the Siletz Tribe. You can use the following prompts:

- *These types of housing services are offered by other organizations, such as cities, counties, and nonprofit organizations. What do you think makes them unique or different when offered by the Siletz Tribe?*
- *Why might a Siletz member choose to receive housing help from the Tribe rather than from others?*
- *How does helping meet the basic needs of its members—including housing—express Siletz Tribal identity and sovereignty?*



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### Activity 3 *(Continued)*

#### Step 11

Guide students to an understanding of the ways in which the housing services offered by STHD are meant primarily for Siletz members, are intended to respect the unique needs and experiences of the Siletz people, and are rooted in and support Siletz cultural values and aspirations. These services recognize and honor the unique identity of Tribal members as Siletz people, and thus also embody the collective identity of the Siletz Tribe and its sovereign rights and responsibilities to support the health and welfare of its people.

#### Step 12

Take any questions from students before moving on.

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## Activity 4

# Nesika Illahee Case Study

Time: 35 minutes

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Students work in groups to read and answer questions about an innovative affordable housing project co-sponsored by STHD in Portland, Oregon, and how it expresses Siletz tribal identity and sovereignty.

### Step 1

Re-sort students into new groups of three to five, if you wish, or keep the same groups together but have them select a new reporter.

### Step 2

Display slide 7 (“Case study: Nesika Illahee apartments”) and provide a few remarks to set up the activity.

### Say:

*We’ve discussed some of the challenges that Siletz people and others in Oregon face in finding and keeping safe, healthy, and affordable housing, especially when they are struggling with poverty, addiction, and other challenges. We now know more about what the Siletz Tribe is doing to help its members overcome those challenges. Over time, the STHD adapts its programs and services and creates new ones, as it responds to members’ changing housing needs. For our last activity, we will take what we learned from our research and discussions and use that knowledge to analyze a unique housing solution developed by the Siletz Tribe and partners in Portland, Oregon. We’ll see what lessons it might offer other Tribes and anyone interested in tackling tough housing issues like homelessness, gentrification, and inequality.*

### Step 3

Play the “Nesika Illahee: NARA NW is proud to provide services for the residents” video from the Native American Rehabilitation Association of the Northwest on YouTube (see link in “Online materials” section).

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## Activity 4 (Continued)

### Step 4

Engage students in a short debrief and discussion of what they observed in the video. Ask them what they noticed in the video and what they have questions about. Write their responses on a classroom writing surface (or have a student volunteer write them for you).

### Step 5

Distribute one copy of the “Nesika Illahee Case Study Questions” handout to each student.

### Step 6

Distribute one copy of the “Street Roots article on Nesika Illahee” handout to each student group.

**Note:** *Provide additional copies of the article to each group, if needed, so that all students in the group can read along together. Alternatively, you can help students find and read the article online, using classroom technology or their own devices (a link to the article is provided with the article citation in the “References” section).*

### Step 7

Briefly walk student through the two handouts and then provide instructions for the activity. Groups will work together to read the article and answer the case study questions. They can mark up the document as they read—such as by highlighting or underlining and circling words or sentences they find interesting or informative—or take notes to help them answer the questions or locate evidence in the article to support their answers. Group reporters will be responsible for sharing what their groups discussed, but all students in the group should write answers to the case study questions in their own copies of the handout.

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## Activity 4 (Continued)

### Step 8

Allow time for student groups to work on the activity. Move around the classroom and monitor students as they work, ensuring they are on task and redirecting or answering questions if they are stuck or off task.

### Step 9

When groups are finished or have made satisfactory progress (if time is short), have group reporters take turns sharing with the whole class their group's answers to the case study questions (i.e., have one group start by sharing its response to the first question, then have a second group share its response to the second question, and so on).

### Step 10

After all student groups have had a chance to share their responses to at least one of the case study questions, thank students for their work and provide a few brief remarks to summarize the lesson.

### Say:

*It is the right and responsibility of any sovereign nation to meet the basic needs of its citizens and promote their health, wellness, and prosperity as it sees fit. In exercising this self-determination, the Confederated Tribes of Siletz Indians seeks to protect a distinctive Siletz cultural identity and use it along with other resources to provide its members with safe, healthy, and welcoming spaces and places to live, wherever they call home.*

### Step 11

Take any questions from students before moving on.



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## Activity 5

# Reflection/closure

*Time: 10 minutes*

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Students reflect on what they learned in the lesson.

### Step 1

Review the learning targets for the lesson.

### Step 2

Hold an informal debrief of what stood out to students in the lesson and why. This can be done as a pair-share or group discussion with a report-out or as a whole-class discussion.

### Step 3

Take and answer any final questions students may have.

### Step 4

Collect completed “STHD Housing Services Worksheet” and/or “Nesika Illahee Case Study Questions” handout(s) from students if using them for assessment purposes.