Nation Building & Taxation—Level 2
High School Contemporary World Problems/Issues
Government Revenue and Responsibility

GLEs ADDRESSED: 1.2.3, 1.2.4, 1.4.1, 2.1.1, 2.2.1, 2.2.2, 2.3.1, 2.4.1 4.4.1

CORRESPONDING CBA: Government Revenue and Responsibility

COMMON CORE STANDARDS FOR EACH LEVEL:

Level 2 students will be able to…

Key Ideas and Details:

1. Cite specific textual evidence to support analysis of an article and a chart about tribal and state revenue.
2. Determine the central ideas of each secondary source; provide an accurate summary that makes clear the relationships between the two systems.

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<th>LEVEL 2 LESSON: State vs. Tribal Revenue Generation (1 hour)</th>
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**Level 2:** After completing Level 1, students will create graphic organizers that compare tribal and state revenue generation in order to analyze the disparities between the two systems.

**Teacher Prep:**

**Step 1.** Photocopy a class set of “Washington State Revenue Sources.”

**Step 2.** Have the following sources loaded on your computer to help answer any questions

**Step 3.** Review the following sources to make you more familiar with state and tribal revenue

- National Council of State Legislatures “Piecing Together the State-Tribal Tax Puzzle
- Chehalis Tribe http://www.chehalistribe.org/index.html
- Washington State Office of Financial Management
  http://www.ofm.wa.gov/trends/revenue/fig503.asp
- US Census Bureau State and Local Government Finances:
  http://www.census.gov/govs/estimate/
- US Department of Revenue Indian Tax Guide
  http://dor.wa.gov/content/findtaxesandrates/retailsalestax/indians/IndianTaxGuide/default.aspx
- Internal Revenue Service’s FAQs for Indian Tribal Governments regarding Status of Tribes (Taxable vs. Nontaxable vs. Not Subject to Tax)
  http://www.irs.gov/govt/tribes/article/0,,id=102543,00.html
- Washington State Economic and Revenue Forecast Council http://www.erfc.wa.gov/

**Process:**
Step 1. OPTION: Take 10 minutes to share students’ graphics.

Step 2. Introduction: You know, I get mad sometimes at the inequality of school district funding across the state. I mean, do you ever wonder why some school districts have almost everything we need, and other districts struggle? The difference is in how they generate their revenue. Districts whose communities have more homeowners, for example, get a lot more money through levies on property taxes. So, those tend to be the wealthier communities. Schools in wealthier communities generate more money, too. Mercer Island’s PTA generated more than one million dollars for its schools. They are a small community (22,000). So, it seems like the richer you are, the better your schools are. Is that fair?

Step 3. Teaching Point: Yesterday, we dispelled myths many people have about Indians and the economy. Today, we will identify how tribal nations and Washington State generate revenue in order to understand how they impact Indian and non-Indian communities.

Step 4. Using the “Washington Revenue Sources” sheet and “Taxing Times” article, students will create a graphic organizer that identifies the similar and different ways the state and tribes (in general) generate revenue.

Step 5. Share the graphic organizers.

Step 6. Create a classroom anchor chart that highlights the main ways each government generates revenue.

Step 7. What conclusions can the class draw from their comparisons? Examples:
   a. “Because tribes do not generate property or sales taxes from their members, they are very limited in generating revenue, which creates a host of problems for their communities.”
   b. “The main ways the state generate revenue fluctuate, and so it makes it difficult to create a reliable budget for its programs and policies.”

Step 8. Wrap-up: Today we learned the various ways that the state and tribes generate revenue. We also drew conclusions regarding the inequality of how governments generate revenue. Tomorrow we will take a closer look at how that works in one of our communities.