

WHY NATIVE SMALL BUSINESSES MATTER AND HOW TO GROW THEM

An NCAI Video Curriculum



COMPANION GUIDE FOR EDUCATORS





Why Native Small Businesses Matter and How to Grow Them: An Overview of NCAI’s Video Series

NCAI designed this comprehensive series of three animated “explainer” videos to educate current and future tribal leaders, key decision-makers, citizens, other Indian Country stakeholders, and non-Native policymakers about the vital importance of Native-owned small businesses to the rebuilding of vibrant Native economies, and how tribal governments can best support the cultivation of a vibrant small business ecosystem in and around tribal lands. Totaling 12 minutes, the three videos deepen viewers’ knowledge and understanding about:

- traditional, self-determined Native economies and (1) how they depended on the invaluable contributions of *all* community members, and (2) the value and emphasis they placed on maximizing commerce within the community and with other Native communities;
- the pervasive and enduring ways colonial policies disrupted these economies and the devastating consequences they have had on Native communities, lands, and the ability of Native nations to achieve and sustain prosperity on their own terms and to their own ends;
- the movement among Native nations to reclaim and revitalize their economies and the re-emergence of tribal citizen entrepreneurship as a central component of that process;
- economic principles such as economic leakage and the multiplier effect in a Native context;
- the inherent, locally based economic value and potential that many Native nations don’t fully leverage and grow (and the reasons why);
- the critical importance of Native-owned small businesses to capturing that value and growing that potential to fuel thriving, sustainable Native economies; and
- proven strategies for fostering a thriving ecosystem for Native-owned business development and growth.

Video #1: TRADITIONAL NATIVE ECONOMIES	Video #2: COLONIAL DISRUPTION AND ITS ENDURING LEGACIES	Video #3: RECLAIMING NATIVE ECONOMIES THROUGH SMALL BUSINESS DEVELOPMENT
<i>Duration: 3 minutes</i>	<i>Duration: 3 minutes, 30 seconds</i>	<i>Duration: 5 minutes, 41 seconds</i>
https://www.youtube.com/watch?v=RO1jBQEWozI	https://www.youtube.com/watch?v=Mfv3BdVDFrE	https://www.youtube.com/watch?v=lp14U8QDXji
		

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Teaching the “Why Native Small Businesses Matter” Video Curriculum in the Classroom

In this section of the companion guide, NCAI provides educators at tribal colleges and universities and other academic institutions with a variety of teaching tools to deepen Native students’ learning and understanding about the topics and strategies presented in the “Why Native Small Businesses Matter” video series.

Companion Textbook

The learnings shared through the “Why Native Small Businesses Matter” video series derive in large part from NCAI’s recently published **“Building Tribal Economies” decision-framing toolkit**. This toolkit serves as the accompanying textbook for teaching the video series in the classroom. To access the toolkit and a suite of related resources, please click on the following link: <https://www.ncai.org/section/econotoolkit>

To watch a short overview of the toolkit, click on the following link: [NCAI's "Building Tribal Economies" Toolkit: An Overview](#)

Educators should also consider assigning students additional reading assignments from the following texts:

[Reservation “Capitalism”: Economic Development in Indian Country](#)

[Rebuilding Native Nations: Strategies for Governance and Development](#) (specifically Chapters 1, 2, 3, and 8)

Suggested Lesson Plans

LESSON PLAN #1 – Traditional Native Economies:

Lesson Plan Instructions:

1. Prior to class, assign your students to read [pages 4-7](#) and [pages 16-17](#) of NCAI’s “Building Tribal Economies” decision-framing toolkit (*estimated reading time: 40-45 minutes*).
2. In class, have your students watch the first video, “Traditional Native Economies” (*duration: 3 minutes*).
3. Facilitate a discussion with your students that requires them to address following questions (*estimated discussion time: 35-40 minutes*):
 - *Do the leaders, key decision-makers, and citizens of your Native nation have a working knowledge of your traditional Native economy, and why your ancestors designed it that way?*
 - *How can your nation build and leverage that understanding? What role can and should you play in that process?*
 - *Was entrepreneurship a value your Native nation traditionally embraced? In what ways?*
 - *Is entrepreneurship something your Native nation embraces today? If so, in what ways? If not, why not?*



4. Assign your students the following homework assignment: Conduct research on your Native nation's traditional economy to identify and select one key type of "social entrepreneur" the community relied on for its economic wellbeing. Write and submit a summary of 400-500 words detailing: (1) the specific goods and/or services that social entrepreneur contributed to your nation's traditional economy, (2) how that person was trained (and by whom) to learn how to contribute those goods and/or services, (3) and how those goods and/or services benefitted the community through gifting, exchange, or trade. Students should include research citations as endnotes or footnotes noting the sources they used (*estimated research/writing time: 4 hours*).

5. Have students present their summaries in class: Over the course of 2-3 class periods, provide students five minutes each to present their summaries to their peers using a PowerPoint slide show featuring 4-5 slides they have developed. Each presenting student should be prepared to field 2-3 questions from the teacher and/or their fellow students. Grade them on their presentations and submitted written assignments.

6. View additional related video resources in class and/or assign additional related text and video resources as homework assignments (optional):

- [Robert Miller: Creating Sustainable Reservation Economies](#) (video) (*duration: 43 minutes*)
- [Eight Principles of a Regenerative Economy](#) (text) (*estimated reading time: 10 minutes*)
- [Redefining Success in Community Development: A New Approach for Determining and Measuring the Impact of Development](#) (text – read pages 8-24) (*estimated reading time: 90 minutes*)
- [The Renewing Indigenous Economies Project: Original Indigenous Economies](#) (video) (*duration: 5 minutes*)

LESSON PLAN #2 – Impacts of Colonial Disruption on Native Economies:

Lesson Plan Instructions:

1. Prior to class, assign your students to read [pages 18-19](#) of NCAI's "Building Tribal Economies" decision-framing toolkit (*estimated reading time: 20-25 minutes*).

2. In class, have your students watch the second video, "Colonial Disruption and Its Enduring Legacies" (*duration: 4 minutes*).

3. Facilitate a discussion with your students that requires them to address selected questions from the following list (*estimated discussion time: 40-45 minutes*):

- *In what ways did colonial policies disrupt your Native nation's economy? How do those policies continue to impact your nation's economy today?*
- *To what degree do outside governments and actors influence your nation's economic activities and the ultimate goals those activities are designed to achieve? How can your nation lessen the influence of those outside governments and actors and exert greater tribal control and self-determination?*



- *What infrastructure, resources, and technical assistance are available to existing and would-be Native small business owners in your Native nation community, and are those adequate to support their development and growth?*
- *How severe is the economic leakage issue in your Native nation? How quickly do dollars leave your community, where do they get spent, and who experiences the benefits of that spending?*
- *How extensive is “brain drain” in your nation? What factors are causing it and how can your nation address them to keep talented, qualified tribal citizens at home or bring them back home?*

4. Assign your students the following homework assignment: Identify and conduct a 30-minute interview with a Native entrepreneur who owns and operates a small business in your Native nation community. The interview questions should include:

- *What are the 4-5 most pressing challenges you face as a Native small business owner in trying to establish and grow your business in the community and why?*
- *What should the tribal government do to help you and other Native small business owners in the community address those challenges and create a strong ecosystem for Native entrepreneurs to flourish?*
- *Do local community members fully understand and appreciate the many benefits your business brings to the community? Why/why not? How could their understanding be deepened? If you had two minutes to explain to a community member what those benefits are, what would you tell them?*
- *If your Native nation were to create/expand a tribal procurement policy that requires tribal government and enterprises to do business with businesses owned by tribal citizens, how would you want to see that policy designed and enforced? In what ways would this help your business to grow?*
- *If your Native nation were to launch a comprehensive “Buy Native/Buy Local” campaign promoting Native-owned small businesses in your community, what would you like it to feature? What key messages would you want it to share?*

Students should record, transcribe, edit, and submit the final versions of their interviews for you to create and update an anthology of Native entrepreneur interviews that can be used as a teaching tool/reading assignment in future years (*estimated interview prep, interview, and interview editing time: 4 hours*).

5. Presenting the Native entrepreneurs to the class: Once the interviews are completed and submitted to you, schedule each student to deliver a 10-minute presentation about the Native entrepreneur they interviewed. Invite the Native entrepreneur to then join the class in-person or virtually to answer questions from the class about their journey as a small business owner (20-30 minutes for the Q&A session). Require the students to take notes during these presentations so that you can then develop quiz or test questions about what particular students/entrepreneurs have shared. Grade them on their presentations and submitted written assignments.

6. View additional related video resources in class and/or assign additional related text and video resources as homework assignments (optional):

- [Lesley Kaboutie: The Inherent Challenges of Building Reservation Economies](#) (video) (*duration: 13 minutes*)
- [5 Sets of Challenges Native American Entrepreneurs Face](#) (text) (*estimated reading time: 7 minutes*)



- [Change Labs: Doing Business on the Navajo Nation](#) (text – read pages 5-10) (*estimated reading time: 12 minutes*)
- [David Wilkins: Indigenous Governance Systems: Diversity, Colonization, Adaptation, and Resurgence](#) (video) (*duration: 1 hour, 10 minutes*)
- [The Renewing Indigenous Economies Project: Colonialism: Then and Now](#) (video) (*duration: 3 minutes*)

LESSON PLAN #3 – Reclaiming Native Economies through Small Business Development:

Lesson Plan Instructions:

1. Prior to class, assign your students to read [page 15 \(Lummi Nation “Tribal Snapshot” only\)](#) and [pages 24-25 and 30-33](#) of NCAI’s “Building Tribal Economies” decision-framing toolkit (*estimated reading time: 60-65 minutes*).
2. In class, have your students watch the third video, “Reclaiming Native Economies through Small Business Development” (*duration: 6 minutes*).
3. Facilitate a discussion with your students that requires them to address selected questions from the following list (*estimated discussion time: 40-45 minutes*):
 - *Has/how has your Native nation worked over the past several decades to reclaim control over its own affairs? Is/how is it working to rebuild its economy in ways that enact its cultural values and achieve its long-range vision for a vibrant future?*
 - *To your knowledge, how many Native-owned small businesses currently exist in your Native nation community? What types of businesses are they? And are there enough to support community needs and foster a robust system of local commerce?*
 - *Which of the effective strategies presented at the end of the video does your Native nation currently have in place? Among those that it does not have in place, which would be most beneficial and why?*
 - *Does your Native nation’s current regulatory environment encourage or discourage local commerce and private sector growth? Does it formally prioritize purchasing goods and services from your own people, and if so, is that policy working? Why/why not?*
 - *What are your people’s attitudes towards entrepreneurship? Do they align with your nation’s traditional economic values? Do your people understand the benefits entrepreneurship generates?*
 - *Is/what is your Native nation teaching its people about how the interdependent nature of its traditional economy enabled the people to flourish? Do your people understand that doing business with your own is a time-tested cultural value?*
4. Assign your students the following homework assignment: First, review the list of effective strategies for fostering a thriving Native small business ecosystem (see link to list below). Second, conduct online research about your Native nation to determine (to the best of your knowledge) which of the strategies it currently has in place and which it doesn’t. Third, draft a two-page policy memo to the leadership of your Native nation identifying and advocating for the nation to design and adopt tribal laws and policies implementing the specific strategies it does not currently have in place but should (*estimated policy memo research and writing time: 4 hours*).

LINK: [List of Effective Strategies for Small Business Development](#)



5. Presenting the policy memos to the class: Over the course of 3-4 class periods, provide students 10 minutes each to present their policy memos to their peers using a PowerPoint slide show featuring 5-7 slides they have developed. Each presenting student should be prepared to field 2-3 questions from the teacher and/or their fellow students. Grade them on their presentations and submitted written assignments.

6. View additional related video resources in class and/or assign additional related text and video resources as homework assignments (optional):

- [Building Sustainable Tribal Economies: Small Businesses](#) (video) (*duration: 1 hour, 2 minutes*)
- [4 Ways to Spur Native American Entrepreneurship](#) (text) (*estimated reading time: 10 minutes*)
- [Minnesota Indian Business Alliance: Buy Native Program](#) (text) (*estimated reading time: 7 minutes*)
- [Economic Recovery Starts Within: COVID-19's Wake-Up Call for Indian Country](#) (video) (*duration: 1 hour, 6 minutes*)
- [Native Nation Building TV: Promoting Tribal Citizen Entrepreneurs](#) (video) (*duration: 30 minutes*)
- [The Renewing Indigenous Economies Project: A New Path Forward](#) (video) (*duration: 4 minutes*)

Group Project Assignments

Below are three group project ideas you could assign your students to complete based on what they have learned through the videos, classroom discussions and presentations, and homework assignments:

1. Develop a Tribal Procurement Policy: Break the class into assigned groups of four students each. Then, over the course of 3-4 class periods, have each group work in and outside of class to: (1) create a fictional name for their Native nation, and (2) co-develop a comprehensive procurement law and supporting policies for their nation that is designed to significantly increase commerce between the nation, its enterprises, and the Native-owned small businesses operating in/around tribal lands (the group should detail these laws and policies in a 2-3 page paper they will submit to you). In developing its law and policies, the group should research Native nations who have developed and implemented effective procurement laws and policies that have achieved that goal (See the [Sample Tribal Procurement Policies document](#) on NCAI's website for some leading examples). Once the groups have drafted their laws and policies, have them each present to the class for 15 minutes and then field questions from you and their fellow students. Grade both the group paper and presentation.

2. Develop a "Buy Native/Buy Local" Public Education Campaign: Break the class into assigned groups of four students each. Then, over the course of 3-4 class periods, have each group work in and outside of class to: (1) create a fictional name for their Native nation (or select a real Native nation represented by one or more of the students in that group), (2) conduct online research about tribal "Buy Native" and "Buy Local" initiatives across Indian Country, (3) and then co-develop their own tribal Buy Native/Buy Local public education campaign in written form that features the key messages/slogans the campaign will share, the artistic illustrations visually conveying those messages/slogans, and the various media through which the campaign will be shared with community members.



Once the groups have created their campaigns, have them each present to the class for 15 minutes and then field questions from you and their fellow students. Grade both the written campaign and presentation.

3. Create a Partnership-Driven Small Business Ecosystem: Break the class into assigned groups of four students each. Then, over the course of 3-4 class periods, have each group work in and outside of class to: (1) individually review and jointly discuss the “Building Tribal Economies: Who Should Do What?” infographic and “Partnership” strategic consideration on pages 12-13 and 30-31 of NCAI’s “Building Tribal Economies” toolkit, (2) select a Native nation represented by one or more of the students in that group, (3) conduct online research about the health of that nation’s existing ecosystem supporting Native small business development and growth, (4) co-develop a comprehensive “Coalition Partnership” infographic (similar to the one on pages 12-13 of the NCAI toolkit) showing the various governmental and non-governmental partners they would recruit to support a holistic, integrated ecosystem for Native entrepreneurs and sharing detailed explanations of the specific services and supports each partner would provide to those entrepreneurs. Once the groups have created their infographics, have them each present to the class for 15 minutes and then field questions from you and their fellow students. Grade both the infographic and presentation.

Suggested Quiz, Test, and Essay Questions

Below are suggested questions you can include in the quizzes and tests you administer to your students, as well as essay questions you can include in those quizzes and tests or assign as stand-alone homework assignments:

Quiz/Test Questions:

Video #1: Traditional Native Economies

QUESTION: Which of the following was *not* mentioned among the “social entrepreneurs” discussed in the first video that detailed how traditional Native economies functioned?

ANSWER OPTIONS:

- A: Wild food harvesters
- B: Basket weavers
- C: Canoe carvers
- D: Miners (CORRECT ANSWER)
- E: Arrow makers

Video #2: Impacts of Colonial Disruption on Native Economies

QUESTION: Did the colonial policies imposed on Native nations by the federal and state governments cause *more* or *fewer* Native people to be directly involved in the primary economic activities taking place on tribal lands?

ANSWER OPTIONS:

- A: Colonial policies caused *more* Native people to become directly involved in the primary economic activities on tribal land.
- B: Colonial policies resulted in *fewer* Native people directly involved in the primary economic activities taking place on tribal lands. (CORRECT ANSWER)



Video #3: Reclaiming Native Economies through Small Business Development

QUESTION: Which of the following was mentioned as one of the many key benefits of Native nations cultivating a vibrant Native small business ecosystem?

ANSWER OPTIONS:

- A: Vastly increased personal wealth for the Native small business owner
- B: Increased revenues for Native nation governments to use to launch new tribal enterprises
- C: An increased number of tribal citizens prepare to take jobs in tribal government and tribal enterprises
- D: An enhanced ability to keep dollars circulating within the Native nation community and talented, hard-working tribal citizens at home (CORRECT ANSWER)
- E: Cheaper goods available locally

Essay Questions:

Video #1: Traditional Native Economies

QUESTION: *Based on what you have learned through the three “Why Native Small Businesses Matter and How to Grow Them” videos and related assignments and activities, how would you define a Native economy? (Student answers should be 250-300 words in length.)*

Grading guidance: Grade students’ answers based on their integration, analysis, and synthesis of the main themes, principles, and strategies presented in the videos and related assignments and activities.

Video #2: Impacts of Colonial Disruption on Native Economies

QUESTION: *In what ways did colonial policies disrupt your Native nation’s economy? How do those policies continue to impact your nation’s economy today, and how can your nation work to overcome them? (Student answers should be 250-300 words in length.)*

Grading guidance: Grade students’ answers based on the specific details they include about the colonial policies and the particular impacts they had/have on the Native nation in question, and how concrete and comprehensive their explanation is for how the Native nation in question can work to overcome the enduring impacts of those policies.

Video #3: Reclaiming Native Economies through Small Business Development

QUESTION: You have decided to attend your Native nation’s next tribal council meeting to implore your tribal leaders to make tribal citizen-owned business development a centerpiece of its economy-building strategy. You will have two minutes to speak to the leaders during the “Call to the Audience” portion of the meeting agenda and will need to prepare written remarks ahead of time that you can recite at the meeting. Your written remarks need to make the case for the different ways they need to center small business development in the nation’s economy-building strategy and the many specific benefits this will produce for the nation. *(Student answers should be 250-300 words in length.)*

Grading guidance: Grade students’ answers based on how they synthesize everything they have learned about the role of Native-owned small business development in Native nation economy building and the degree to which they are concrete and specific in detailing the particular strategies they choose to share and the benefits those strategies will generate.



Glossary of Key Terms Featured in the Video Curriculum

The following is a list of key terms featured in the three videos along with their definitions:

BRAIN DRAIN: the departure of tribal citizens with knowledge, ideas, initiative, and expertise from a Tribal Nation due to its inability to provide them reliable opportunities to lead productive lives

BUY NATIVE: The social responsibility a Tribal nation and its citizens embrace to purchase goods and services from businesses owned by tribal citizens and other Native people, recognizing its long-term economic, social, and cultural benefits to its entire community

CITIZENS: refers inclusively to the officially recognized “citizens” or “members” of a Tribal Nation

ECONOMIC LEAKAGE: the process by which economic resources of value (i.e., money) quickly leave a local market, such as a reservation economy

ECONOMY: the constellation of self-determined and self-governed economic activities a Tribal Nation and its people collectively undertake in deliberate accord with – and furtherance of – the cultural, social, ecological, and political systems and institutions that nourish and sustain that people’s distinct sense of identity, belonging, place, balance, and relationships with one another and the natural world, enabling them to flourish on their own terms

INDIAN COUNTRY: refers inclusively to all Native nations and communities across the United States

MULTIPLIER EFFECT: the number of times a dollar gets spent within a community before leaving that community; a high multiplier effect reflects productive economic activity as it indicates the income being generated by the community is being spent again and again on nation-owned businesses and citizen-owned businesses operating within that community.

PRIVATE SECTOR: the part of a national economy that is not under direct government control (i.e., featuring businesses that are not owned, operated, or controlled by governmental entities)

PROCUREMENT POLICY: a set of rules and regulations governing the process by which an organization purchases goods and services

RECIPROCITY: the practice of exchanging or sharing with others for mutual benefit or care

REGENERATIVE ECONOMY: A local economy that promotes interaction and synergy between economic actors – notably human beings and the natural world – and is based on cooperation rather than competition and the sustainable development, use, exchange, restoration, and growth of economic resources.

SOCIAL ENTREPRENEURS: those who start and run businesses for the purpose of contributing to the greater social good as opposed to pursuing the growth of personal wealth

SYSTEM OF COMMERCE: the concentrated exchange, buying, and selling of goods and services within a particular group of people and place, and/or between groups of people and places



Additional Resources for Further Learning

Videos:

[NCAI Webinar #1: Traditional Native Economies and the Critical Importance of Native Entrepreneurs](#)

(duration: 1 hour, 9 minutes)

[NCAI Webinar #2: Understanding Your Native-Owned Small Business Ecosystem and How to Strengthen It](#)

(duration: 1 hour, 13 minutes)

[NCAI Webinar #3: Why Native Small Businesses Matter and How to Grow Them: Effective Approaches](#)

(duration: 1 hour, 7 minutes)

[NCAI Webinar #4: Forging Partnerships to Cultivate Native-Owned Small Businesses](#) *(duration: 1 hour, 11 minutes)*

[Building Tribal Economies: Framing the Strategic Considerations](#) *(duration: 1 hour, 6 minutes)*

[Building on Abundance in Indigenous Communities](#) *(duration: 1 hour, 6 minutes)*

[Tanya Fiddler and Chris James: The Many Challenges Facing Citizen-Owned Businesses in Indian Country](#)

(duration: 18 minutes)

[Honoring Nations: Tom Hampson: Native Asset Building](#) *(duration: 22 minutes)*

[Rebuilding Native Nations Course Series: Citizen-Owned Businesses: Improving the Quality of Life](#) *(duration: 5 minutes)*

[Chris James and Joan Timeche: The Contributions of Citizen-Owned Businesses to Tribal Economies](#)

(duration: 21 minutes)

[Joan Timeche: Key Steps Tribal Governments Can Take to Foster Citizen-Owned Businesses](#) *(duration: 15 minutes)*

[Monica Simeon: Building Sustainable Economies: The Story of Sister Sky](#) *(duration: 22 minutes)*

[Martin Harvier: Creating Fertile Ground: The Salt River Pima-Maricopa Indian Community](#) *(duration: 15 minutes)*

[Helen Ben: Nation-Owned Businesses: The Meadow Lake Tribal Council](#) *(duration: 17 minutes)*

[Tanya Fiddler: Native CDFIs: A Key Partner in Fostering Small Business Development in Indian Country](#)

(duration: 5 minutes)

[Major Robinson: Indian Business Alliances A Key Partner in Small Business Development in Indian Country](#)

(duration: 13 minutes)



Articles/Case Studies:

[Sovereign Resilience: Reviving Private-Sector Economic Institutions in Indian Country](#) (estimated reading time: 3 hours)

[Growing Economies in Indian Country: Taking Stock of Progress and Partnerships](#) (estimated reading time: 2 hours)

[First Nation Small Business and Entrepreneurship in Canada](#) (estimated reading time: 3.5 hours)

[Native American Entrepreneurship in South Dakota's Nine Reservations](#) (estimated reading time: 4 hours)

[Pine Ridge Renaissance: From the Ground Up, Sovereignty Can Be Real](#) (estimated reading time: 15 minutes)

[Minnesota Indian Business Alliance: Entrepreneurial Listening Sessions: Lessons Learned](#) (estimated reading time: 3 hours)

[Beginning the Cooperative Journey Together: A Guide to Indigenous Community Cooperative Development](#) (estimated reading time: 2 hours)

Sample Governing Documents:

["Buy Native/Buy Local" Template Tribal Resolution](#)

Case Studies:

[First Nations Economic Development: The Meadow Lake Tribal Council](#) (estimated reading time: 2 hours)

[Honoring Nations: Citizen Potawatomi Community Development Corporation](#) (estimated reading time: 15 minutes)

[Honoring Nations: Migizi Business Camp](#) (estimated reading time: 15 minutes)

[Honoring Nations: Navajo Nation Sales Tax](#) (estimated reading time: 15 minutes)

[Honoring Nations: ONABEN: A Native American Business Network](#) (estimated reading time: 15 minutes)

The NCAI "Why Native Small Businesses Matter and How to Grow Them" Video Series

To access the resource center for the "Why Native Small Businesses Matter and How to Grow Them" Video Series, please scan the QR code to the right or go to the following link: <https://bit.ly/3YI2kin>. To propose a new resource for NCAI to consider adding to the resource center, please email NCAI at economies@ncai.org with the subject line "Small Business Video Series Resource Center – Propose Resource to Add."

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