

## Since Time Immemorial: Tribal Sovereignty in Washington State Unit Continuum

### Elementary Units: **Washington State History – 4<sup>th</sup> Grade**

Historical Era(s)	Time Immemorial to Treaties	1856 – 20 <sup>th</sup> Century	21 <sup>st</sup> Century
OSPI Suggested Unit Outlines	WA-First Nations of North America	WA-Living in Washington: Its Geography, Resources, and the Economy	WA-Being Citizens in Washington
Tribal Sovereignty Units	Tribal Homelands	Living In Celilo	Salmon Recovery and the Boldt Decision
Suggested OSPI Developed Social Studies Assessment	Humans and the Environment	Dig Deep or Whose Rules?*	Whose Rules?*
Aligned to WA Social Studies, English Language Arts, Environmental and Sustainability Standards	Yes	Yes	Yes
Corresponding Chapters from the Regional Learning Project's Required Curriculum Materials	Ch. 1 – 3, Tribal Perspectives of American History in the Northwest, DVD and study guide	Ch. 8 and 9, Tribal Perspectives of American History in the Northwest, DVD and study guide	
	Ch. 1, Native Homelands Along the Lewis and Clark Trail DVD and study guide	Ch. 9, Native Homelands Along the Lewis and Clark Trail DVD and study guide	
Tribal Sovereignty Essential Questions	1,2,3	1, 3, 4	1, 3, 4, 5

\*Fulfills Civic CBA requirement (RCW 28A.230.095)

#### **Tribal Sovereignty Essential Questions**

1. How does physical geography affect the distribution, culture, and economic life of local tribes?
2. What is the legal status of tribes who negotiated or who did not negotiate settlement for compensation for the loss of their sovereign homelands?
3. What were the political, economic, and cultural forces consequential to the treaties that led to the movement of tribes from long established homelands to reservations?
4. What are ways in which Tribes respond to the threats and outside pressure to extinguish their cultures and independence?
5. What do local Tribes do to meet the challenges of reservation life; and as sovereign nations, what do local Tribes do to meet the economic and cultural needs of their Tribal communities?

# **Since Time Immemorial: Tribal Sovereignty in Washington State Unit Continuum**

## Since Time Immemorial: Tribal Sovereignty in Washington State Unit Continuum

Elementary Units: United States State History – 5 <sup>th</sup> Grade			
Historical Era	Time Immemorial - 1770	1770 - 1780	1780 – Present
OSPI Suggested Unit Outlines	US-Encounter, Colonization, and Devastation	US-Independence	US-Legacy for Us Today
Tribal Sovereignty Units	Encounter, Colonization, and Devastation: The Tribal Perspective	Revolution and US Constitution in Indian Country	Elwha: Oral Tradition and the Survival of Tribal Lifeways
Suggested OSPI Developed Social Studies Assessment	Causes of Conflict	Causes of Conflict	What's the Big Idea?
Aligned to WA Social Studies, English Language Arts, Environmental and Sustainability Education Standards	Yes	Yes	Yes
Corresponding Chapters from the Regional Learning Project's Required Curriculum Materials	Ch. 1 – 3, Tribal Perspectives of American History in the Northwest, DVD and study guide	Ch. 4, Tribal Perspectives of American History in the Northwest, DVD and study guide	Ch. 3 – 5, Contemporary Voices Along the Lewis and Clark Trail, DVD and study guide (adapted for elementary students)
	Ch. 1 and 6, Native Homelands Along the Lewis and Clark Trail DVD and study guide		Chapters that correspond with local tribal region, Native Homelands Along the Lewis and Clark Trail DVD and study guide
Tribal Sovereignty Essential Questions	1, 5	2	3

### Tribal Sovereignty Essential Questions

1. How does physical geography affect the distribution, culture, and economic life of local tribes?
2. What is the legal status of tribes who negotiated or who did not negotiate settlement for compensation for the loss of their sovereign homelands?
3. What were the political, economic, and cultural forces consequential to the treaties that led to the movement of tribes from long established homelands to reservations?
4. What are ways in which Tribes respond to the threats and outside pressure to extinguish their cultures and independence?
5. What do local Tribes do to meet the challenges of reservation life; and as sovereign nations, what do local Tribes do to meet the economic and cultural needs of their Tribal communities?

## Since Time Immemorial: Tribal Sovereignty in Washington State Unit Continuum

Middle School Units: <b>Washington State History – 7<sup>th</sup> Grade</b>						
Historical Era	1854 – 1889 The Treaty Era		1889 – 1930 Removal and Assimilation	1930 – 1945 Assimilation to Termination	1945 – 1980 Self-Determination	1980 – Present Nation-Building
OSPI Suggested Unit Outlines	Territory and Treaty Making		Railroads, Reform, Immigration, and Labor	The Great Depression and World War	New Technologies and Industries	Contemporary Washington State
Tribal Sovereignty Units	Treaty and Territory Unit	Point No Point Treaty Unit			Hanford Nuclear Reservations Effects on Indian Country	Boldt II
Suggested OSPI Developed Social Studies Assessment	Causes of Conflict or Dig Deep	Why History? Enduring Cultures			Humans and the Environment	Causes of Conflict or Humans and the Environment
Aligned to WA Social Studies, English Language Arts, Environmental and Sustainability Education Standards	Yes	Yes			Yes	Yes
Corresponding Chapters from the Regional Learning Project’s Required Curriculum Materials	Ch. 1, 7 and 8, Tribal Perspectives of American History in the Northwest, DVD and study guide		Ch. 8 and 9, Tribal Perspectives of American History in the Northwest, DVD and study guide			
	Ch. 2, Contemporary Voices Along the Lewis and Clark Trail DVD and study guide		Ch. 1, 4 and 5, Contemporary Voices Along the Lewis and Clark Trail DVD and study guide			
	Ch. 1, 6 – 9, Native Homelands Along the Lewis and Clark Trail DVD and study guide					
Essential Questions	1,2,3,4,5				5	5

### Tribal Sovereignty Essential Questions

1. How does physical geography affect the distribution, culture, and economic life of local tribes?
2. What is the legal status of tribes who negotiated or who did not negotiate settlement for compensation for the loss of their sovereign homelands?
3. What were the political, economic, and cultural forces consequential to the treaties that led to the movement of tribes from long established homelands to reservations?
4. What are ways in which Tribes respond to the threats and outside pressure to extinguish their cultures and independence?
5. What do local Tribes do to meet the challenges of reservation life; and as sovereign nations, what do local Tribes do to meet the economic and cultural needs of their Tribal communities?

## Since Time Immemorial: Tribal Sovereignty in Washington State Unit Continuum

Middle School Units: <b>United States State History – 8<sup>th</sup> Grade</b>					
Historical Era	1776 – 1815 Conflict and Alliance	1801 – 1850 Indian Removal	1850 – 1877 Treaty Era	1870 – 1900 Assimilation	1900 – Present Termination to Self-Determination
OSPI Recommended Units	US-Fighting for Independence	US-Slavery Expansion, Removal, and Reform	US-Civil War and Reconstruction	US-Development and Struggles in the West, Industrialization, Immigration, and Urbanization	US-Looking Forward
Tribal Sovereignty Units	Revolution and Constitution in Indian Country	Jackson, Marshal, and Indian Removal	Indian Treaties: Goals and Effects	The Dawes Act	
Suggested OSPI Developed Social Studies Assessment	Constitutional Issues*	Checks and Balances	Causes of Conflict	Constitutional Issues*	
Aligned to WA Social Studies, English Language Arts, Environmental and Sustainability Education Standards	Yes	Yes	Yes	Yes	
Corresponding Chapters from the Regional Learning Project's Required Curriculum Materials	Ch. 1 – 4, Tribal Perspectives of American History in the Northwest, DVD and study guide	Ch. 5 and 6, Tribal Perspectives of American History in the Northwest, DVD and study guide	Ch. 7 and 8, Tribal Perspectives of American History in the Northwest, DVD and study guide	Ch. 9, Tribal Perspectives of American History in the Northwest, DVD and study guide	
	Ch. 1 and 2, Contemporary Voices Along the Lewis and Clark Trail DVD and study guide		Ch. 4, Contemporary Voices Along the Lewis and Clark Trail DVD and study guide	Ch. 3, Contemporary Voices Along the Lewis and Clark Trail DVD and study guide	
	Ch. 1 and 6, Native Homelands Along the Lewis and Clark Trail DVD and study guide				
Essential Questions:	1, 2	3, 4	3	4	

\*Fulfills Civic CBA requirement (RCW 28A.230.095)

### Tribal Sovereignty Essential Questions

1. How does physical geography affect the distribution, culture, and economic life of local tribes?
2. What is the legal status of tribes who negotiated or who did not negotiate settlement for compensation for the loss of their sovereign homelands?
3. What were the political, economic, and cultural forces consequential to the treaties that led to the movement of tribes from long established homelands to reservations?
4. What are ways in which Tribes respond to the threats and outside pressure to extinguish their cultures and independence?
5. What do local Tribes do to meet the challenges of reservation life; and as sovereign nations, what do local Tribes do to meet the economic and cultural needs of their Tribal communities

## Since Time Immemorial: Tribal Sovereignty in Washington State Unit Continuum

High School Units: United States State History - 11 <sup>th</sup> Grade						
Historical Era	1776 – 1791 Conflict and Alliance	1890 – 1918 Assimilation	1918 – 1939 Reorganization	1939 – 1991 Termination to Self-Determination	1945 – 1991 Termination to Self- Determination	1991–Present Nation-Building
OSPI Recommended Units	Our Foundations	Industrialization and the Emergence of the United States as a World Power	Reform, Prosperity, and the Great Depression	World War II, the Cold War, and International Relation	Movements and Issues at Home	Entering a New Era
Tribal Sovereignty Units	Foundational Documents and the Boldt Decision (Boldt I and II)	The Allotment Act	Indian Reorganization Act	Termination and Relocation	Indian Civil Rights and Self- Determination	Nation-Building, Gaming, Self- governance
Suggested OSPI Developed Social Studies Assessment	Constitutional Issues	Cultural Interactions	U.S. Foreign Policy	U.S. Foreign Policy or Checks and Balances*	Dig Deep or Analyzing Sources	Constitutional Issues* or You and the Economy
Aligned to WA Social Studies, English Language Arts, Environmental and Sustainability Education Standards	Yes	Yes	Yes	Yes	Yes	Yes
Corresponding Chapters from the Regional Learning Project’s Required Curriculum Materials	Ch. 1, 4 and 5, Tribal Perspectives of American History in the Northwest, DVD & study guide	Ch. 6 – 8, Tribal Perspectives of American History in the Northwest, DVD and study guide				
	Ch. 1, Contemporary Voices Along the Lewis and Clark Trail DVD and study guide	Ch. 2 and 3, Contemporary Voices Along the Lewis and Clark Trail DVD and study guide	Ch. 4, Contemporary Voices Along the Lewis and Clark Trail DVD and study guide		Ch. 5, Contemporary Voices Along the Lewis and Clark Trail DVD and study guide	
	Ch. 1, Native Homelands Along the Lewis and Clark Trail DVD and study guide	Ch. 5 – 9, Native Homelands Along the Lewis and Clark Trail DVD and study guide				
Essential Questions	1, 2	4	4	4, 5	5	5

\* Fulfills Civic CBA requirement (RCW 28A.230.095)

## Since Time Immemorial: Tribal Sovereignty in Washington State Unit Continuum

High School Units: <b>Contemporary World Issues/Civics – 12<sup>th</sup> Grade</b>				
Historical Era	The Present: Nation-Building			
OSPI Suggested Unit Outlines	CWP-Human Rights	CWP-Environmental Issues	CWP-Globalization and the Economy	CWP-Civic Action and Responsibility
Tribal Sovereignty Units	Constitutional Issues: A Tribal Perspective	The Boldt Decision Native Knowledge 360 Inquiries: Why Do the Foods We Eat Matter? The Fish Wars: What Kinds of Actions Lead to Justice?	The Hanford Nuclear Reservation and Its Effects	Nation-Building and Taxation
Suggested OSPI Developed Social Studies Assessment	U.S. Foreign Policy	Constitutional Issues*	Cultural Interactions	Government Revenue and Responsibility
Aligned to WA Social Studies, English Language Arts, Environmental and Sustainability Education Standards	Yes	Yes	Yes	Yes
Corresponding Chapters from the Regional Learning Project's Required Curriculum Materials	Ch. 1 and 3, Contemporary Voices Along the Lewis and Clark Trail DVD and study guide	Ch. 1 and 5, Contemporary Voices Along the Lewis and Clark Trail DVD and study guide	Ch. 5, Contemporary Voices Along the Lewis and Clark Trail DVD and study guide	Ch. 4, Contemporary Voices Along the Lewis and Clark Trail DVD and study guide
	Ch. 1, 5 – 9 (depending on tribal location), Native Homelands Along the Lewis and Clark Trail DVD and study guide			
Essential Questions	2, 5	3, 4, 5	1, 4, 5	2, 5

\* Fulfills Civic CBA requirement (RCW 28A.230.095)

### Tribal Sovereignty Essential Questions

1. How does physical geography affect the distribution, culture, and economic life of local tribes?
2. What is the legal status of tribes who negotiated or who did not negotiate settlement for compensation for the loss of their sovereign homelands?
3. What were the political, economic, and cultural forces consequential to the treaties that led to the movement of tribes from long established homelands to reservations?
4. What are ways in which Tribes respond to the threats and outside pressure to extinguish their cultures and independence?
5. What do local Tribes do to meet the challenges of reservation life; and as sovereign nations, what do local Tribes do to meet the economic and cultural needs of their Tribal communities?