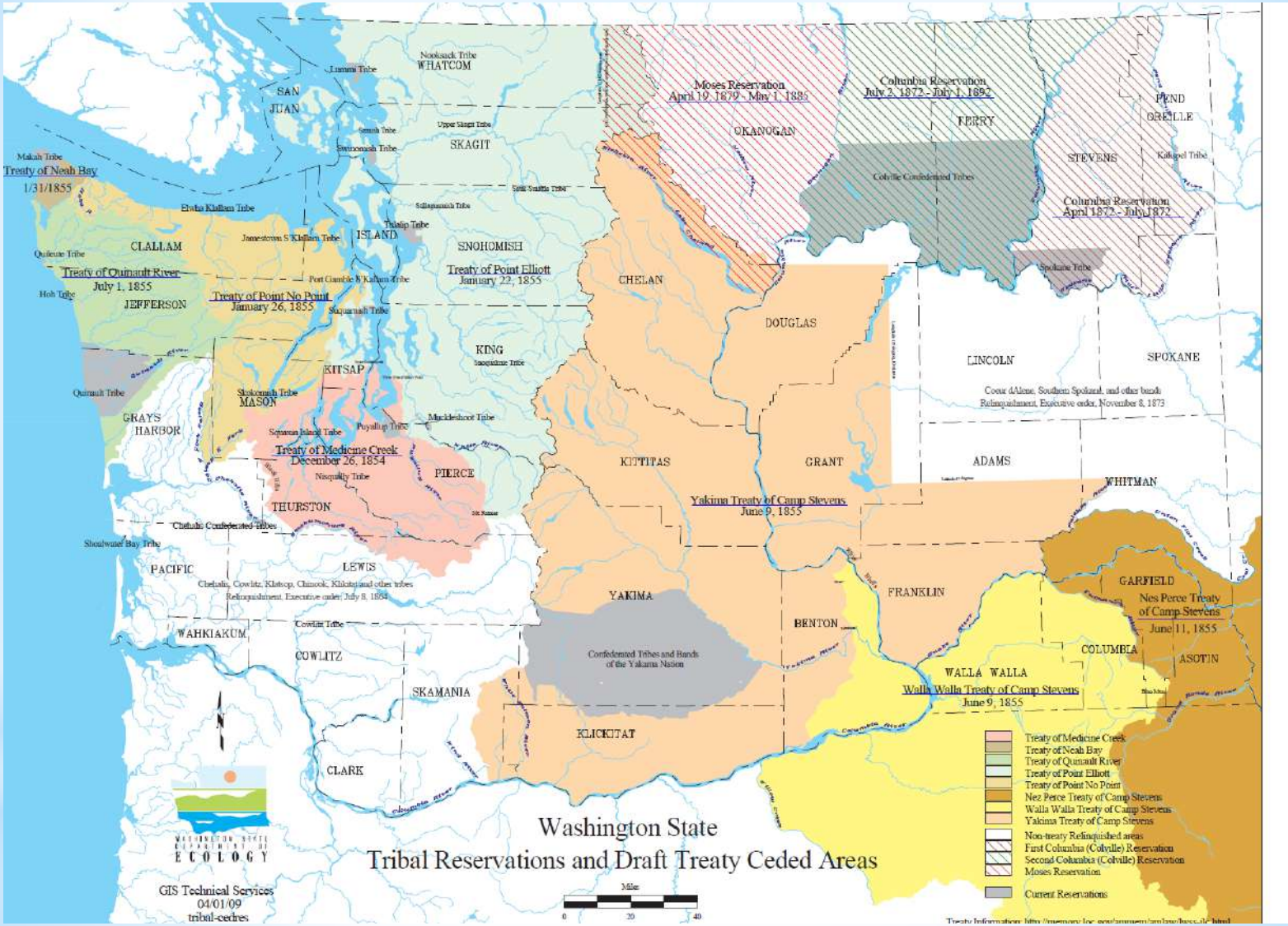
# *Since Time Immemorial*
# Tribal Sovereignty Curriculum
# Introductory "Ready to Go"
# Webinar for Librarians

March 18, 2021
All School District Partners

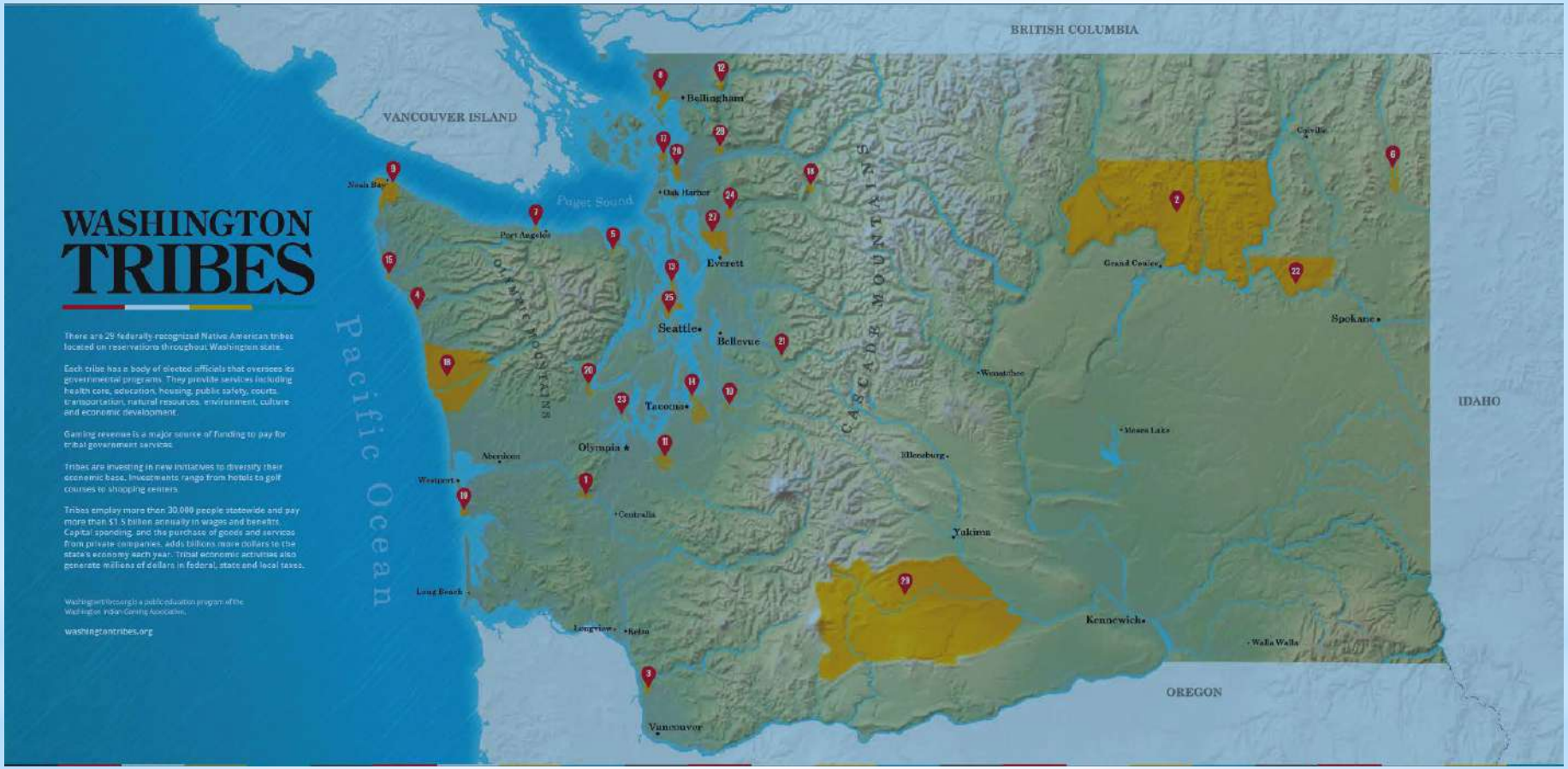
# Implementing the *Since Time Immemorial* Tribal Sovereignty Curriculum Panelists

* Shelly Gordon, Library Media Specialist
  Rockwell Elementary School, LWSD
* Mary Wilber, Osoyoos Indian Band
  Native American Education Coordinator
  Lake Washington, Bellevue, Northshore School Districts
* Dr. Laura Lynn, ONE Program Supervisor
* Joan Banker, ONE Administrative Specialist

# Ceded & Unceded Lands



# Welcome!




Identifying the Tribe(s) closest to your district

*Source: https://www.**washingtontribes**.org*

# Webinar Protocols

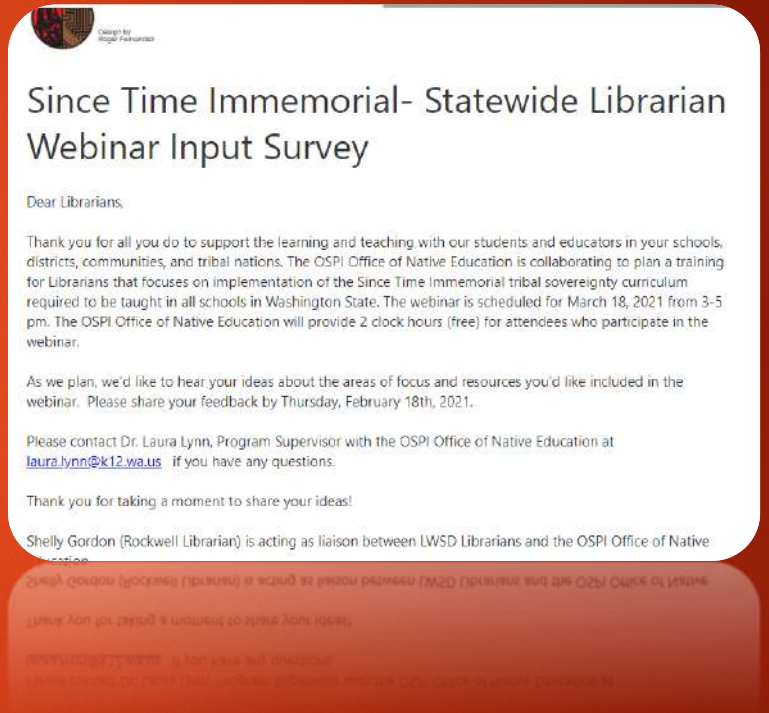
Please use the Q and A to ask questions.

Open the *Since Time Immemorial* curriculum website

***Since Time Immemorial***

**OSPI Office of Native Education collaboration with Washington State Librarians**

**March 2021 Webinar planning survey Data**



Since Time Immemorial- Statewide Librarian Webinar Input Survey

Dear Librarians,

Thank you for all you do to support the learning and teaching with our students and educators in your schools, districts, communities, and tribal nations. The OSPI Office of Native Education is collaborating to plan a training for Librarians that focuses on implementation of the Since Time Immemorial tribal sovereignty curriculum required to be taught in all schools in Washington State. The webinar is scheduled for March 18, 2021 from 3-5 pm. The OSPI Office of Native Education will provide 2 clock hours (free) for attendees who participate in the webinar.

As we plan, we'd like to hear your ideas about the areas of focus and resources you'd like included in the webinar. Please share your feedback by Thursday, February 18th, 2021.

Please contact Dr. Laura Lynn, Program Supervisor with the OSPI Office of Native Education at laura.lynn@k12.wa.us if you have any questions.

Thank you for taking a moment to share your ideas!

Shelly Gordon (Rockwell Librarian) is acting as liaison between LWSD Librarians and the OSPI Office of Native

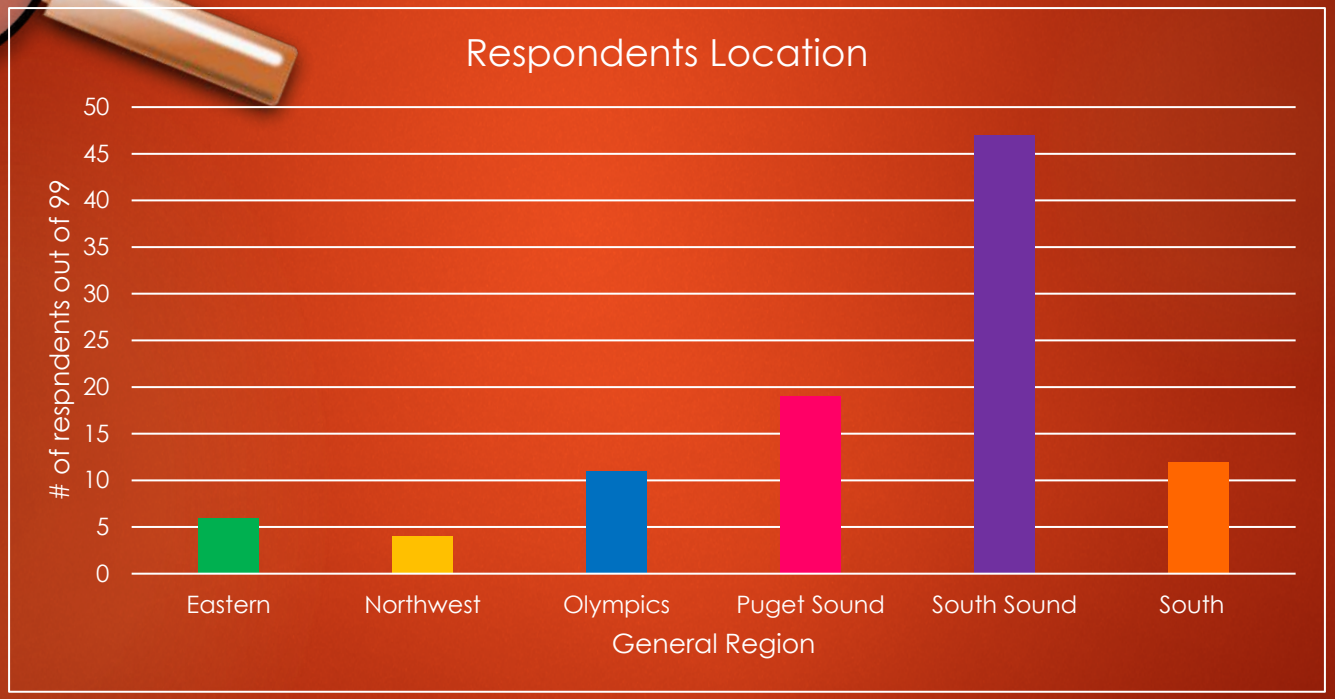
**Who was the survey's target audience?**

The target audience of this survey was Washington State Librarians (school, public, community and tribal)

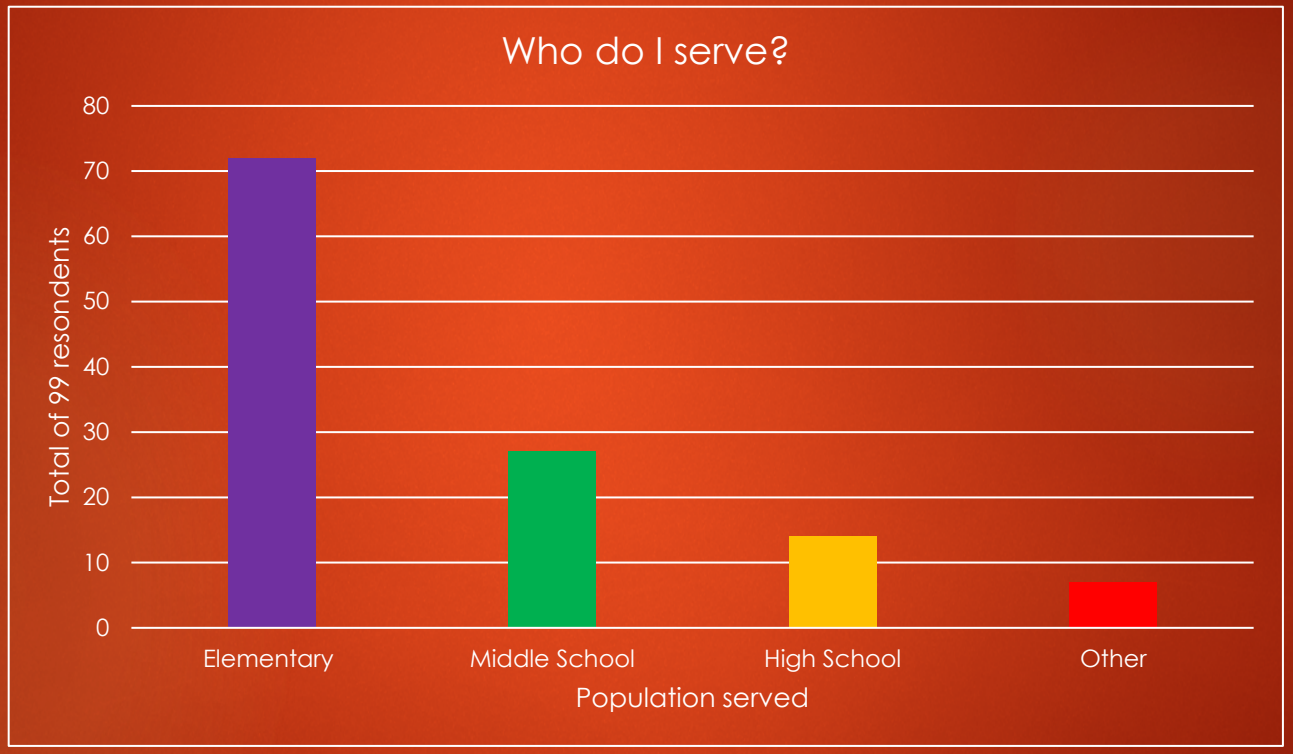
**What kind of information did we collect?**

- Ambassador data such as location/region, current role (s), who they serve, job title (s)
- Content/resource areas of interest for upcoming webinar (what do you need?)

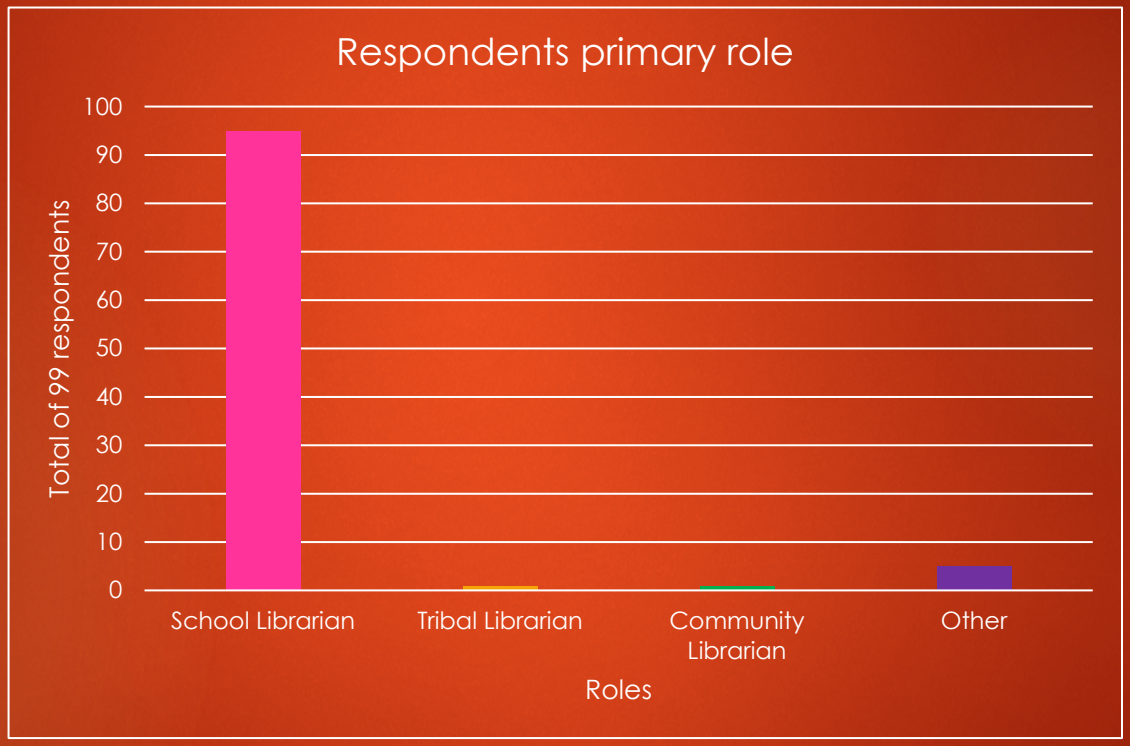
# What did we discover?



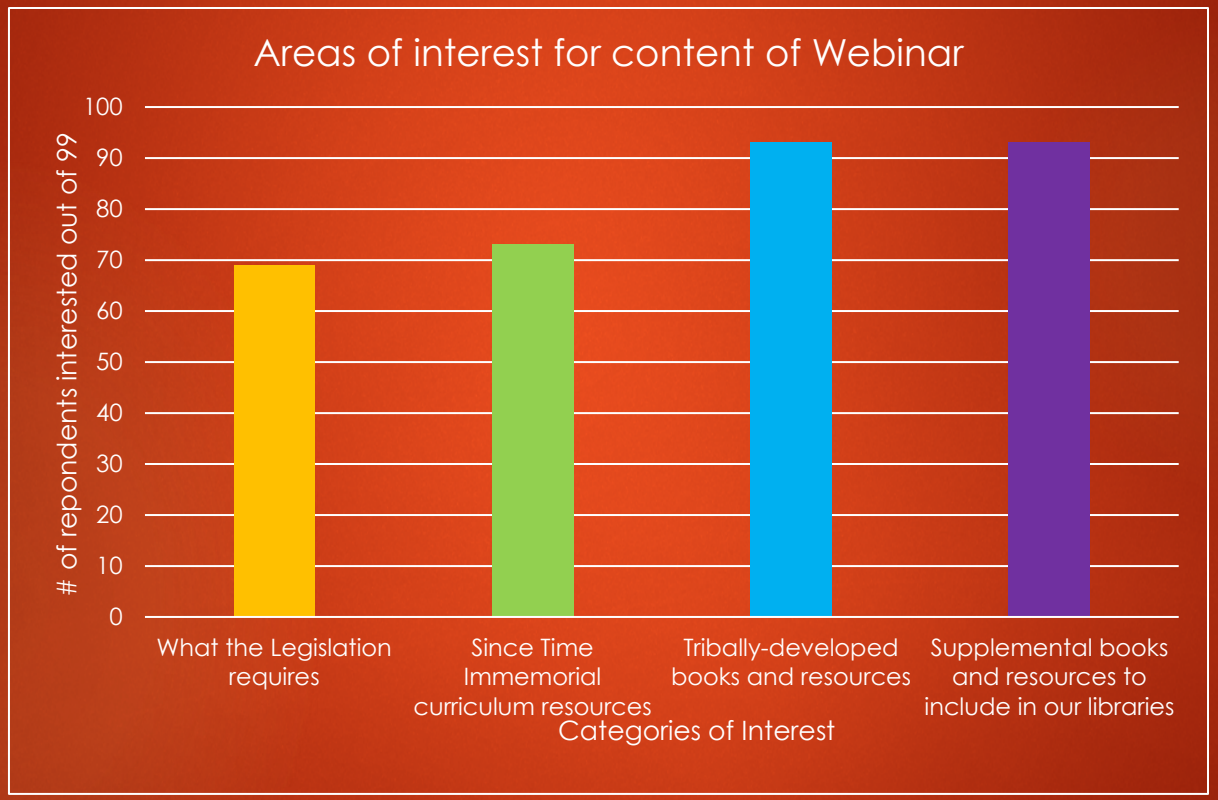
## Who do the Ambassadors (respondents) serve?



## What is the primary role of our Ambassadors (respondents)?



**The most critical piece of information that drove our planning of this webinar: What are Librarian's most interested in learning about or need to help implement this curriculum for their audience?**



# Implementing the *Since Time Immemorial* Tribal Sovereignty Curriculum Webinar Topics

* Legislative requirements
* Navigating the *Since Time Immemorial* curriculum
* Tribal and supplemental books and resources to include in your library

# Implementing the *Since Time Immemorial* Tribal Sovereignty Curriculum Poll

* As ambassadors, how familiar are you with the *Since Time Immemorial* curriculum?

# *Our Why

…in the spirit of understanding and mutual respect of the 1989 Centennial Accord and the government-to-government relationship established in that Accord, and desiring to strengthen our relationships and our cooperation on issues of mutual concern, commit to the following:

“The parties recognize that implementation of this Accord will require a Educating the citizens of our state, particularly the youth who are our future leaders, **about tribal history, culture, treaty rights, contemporary tribal and state government institutions and relations and the contribution of Indian Nations to the State of Washington** to move us forward on the Centennial Accord's promise that, "The parties recognize that implementation of this Accord will require a comprehensive educational effort to promote understanding of the government-to-government relationship within their own governmental organizations and with the public.“ (1999 Millennium Agreement)

# Since Time Immemorial

## Tribal Sovereignty in Washington State Curriculum

- **Why teach about tribal sovereignty in public schools? The answer is twofold:**
  - Tribal: Federally recognized tribes signed treaties guaranteeing education. This obligation has not been fulfilled. 90% of Tribal students attend public schools.[1]
  - Non-tribal: A recent study[2] on all 50 states found that:
    - 27 states do not teach about Native Americans at all.
    - Of the remaining that do, 87% teach about Native Americans from a pre-1900 context.

**Relationship building in Washington State:**

The 1989 Centennial Accord and the 1999 Millennium Agreement set standards between Washington State and tribes.

**Legislative building in Washington State:**

In 2005, HB1495 was passed 'encouraging' the teaching of tribal history, culture, and government. In 2015 SSB 5433 modified 'encouraged' with 'required.' In 2018, SB 5028 passed requiring STI be integrated into all teacher preparation programs.

- **What is *Since Time Immemorial*: Tribal Sovereignty in Washington State[3]? A curriculum that is:**
  - Free and web-based http://www.k12.wa.us/IndianEd/TribalSovereignty/
  - Tribally vetted
  - Aligned with state Social Studies, ELA, ESE and SEL standards
  - Uses three pedagogical approaches:
    - Inquiry based: Asks five essential questions to begin understanding tribal perspective.
    - Place based: Centering the perspective and context of tribal ways of knowing.
    - Integrated: Allows flexibility in how teachers integrate lessons into existing curriculum throughout the year.

- **What is the future of *STI*?**
  - Stronger relations between the state, tribes, and school districts.
  - Curriculum continues to be developed including tribally-specific curriculum.
  - Implementation models and resources continue to be developed.

**Renewing relations:**

In order for *STI* to attain success, there must be strong relations between the state, tribes, and school districts that are timely, meaningful, and sustainable.

**Implementing *Since Time Immemorial*:**

Training for STI has doubled in size and frequency; more dynamic with tribes. Meaningful partnerships forming with Early Learning, K-12, and Higher Ed.

- **Dispelling 'myths' about the implementation of *Since Time Immemorial* (STI):**

True or false: STI is for tribal students only?

- False: *STI* is required for <u>all</u> students of Washington State.

True or false: *STI* should be implemented by Title VI—Indian Education only?

- False: *STI* implementation is best implemented by all levels of administration, including collaboration with Title VI educators, and by being teacher driven.

**Office of Native Education**
Office of Superintendent of Public Instruction
http://www.k12.wa.us/IndianEd/

[1]http://www.ncai.org/policy-issues/education-health-human-services/education
[2]http://www.tandfonline.com/doi/abs/10.1080/00933104.2014.999849
[3]http://www.k12.wa.us/IndianEd/TribalSovereignty/

# *Your Why

In the chat, please post a brief comment about why, as ambassadors, you feel it is important for **all** students to have opportunity to learn about tribal history, sovereignty, and government.

# Essential Questions

**An inquiry-based approach with five 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?

# *Elementary Outcomes

By the time Washington State students leave elementary school, they will:

- Understand that over 500 independent tribal nations exist within the United States today, and that they interact with the United States, as well as each other, on a government-to-government basis;
- Understand tribal sovereignty is "a way that tribes govern themselves in order to keep and support their ways of life";
- Understand that tribal sovereignty predates treaty times;
- Understand how the treaties that tribal nations entered into with the United States government limited their sovereignty; and
- Identify the names and locations of tribes in their area.

# *Middle School Outcomes

By the time Washington State students leave middle school, they will:

- that according to the US Constitution, treaties are "the supreme law of the land" consequently treaty rights supersede most state laws;
- that Tribal sovereignty has cultural, political, and economic bases;
- that Tribes are subject to federal law and taxes, as well as some state regulations;
- that Tribal sovereignty is ever-evolving and therefore levels of sovereignty and status vary from Tribe to Tribe; and
- that there were and are frequent and continued threats to Tribal sovereignty that are mostly addressed through the courts.

# *High School Outcomes

By the time Washington State students leave high school, they will:

- recognize landmark court decisions and legislation that affected and continue to affect Tribal sovereignty;
- understand that Tribal sovereignty protects Tribes' ways of life and the development of their nations;
- understand that Tribal, state, and federal agencies often work together toward the same goal;
- explain the governmental structure of at least one Tribe in their community; and
- distinguish between federally and non-federally recognized Tribes.

# Standards Aligned

- Social Studies
- English Language Arts
- Environmental and Sustainability Education
- Social Emotional Learning

# *Curriculum Resources

*Pre-school Lessons

*Grades K-3 Pathways
- Lessons integrated by Grade Bands

*Grades 4- 12 Units
- Level 1: Approximately 1-2 classes
- Level 2: Approximately 4-6 classes – Time includes completion of Level 1 lessons
- Level 3: Approximately 10-15 classes – Completion of OSPI developed Classroom Based Assessment

# *Tribally-Specific Resources

* Tribal Websites
* Tribal Museums/Culture Centers
* Treaty Resources
* Tribal Newsletters
* Tribally-developed Materials
* Title VI Native Education Program Leaders
* *Since Time Immemorial* Curriculum Team

# Native American Literature Resources

- Oyate.org: How to Tell the Difference
- NW Native American Reading Curriculum *(click, then scroll to bottom of the page)*
- Indian Reading Series
- American Indians in Children's Literature

# * Additional Tribal History Resources

* STI-Connected Tribal Sovereignty Curriculum Resources
* STI Supplemental Booklist
* Governor's Office of Indian Affairs GOIA | Governor's Office of Indian Affairs (GOIA) (wa.gov)
* Plateau Peoples Web Portal https://plateauportal.libraries.wsu.edu/
* Project 562 Changing the Way we See Native America http://www.project562.com/
* National Museum of the American Indian Home Page | National Museum of the American Indian (si.edu)
* NMAI Native Knowledge 360 https://americanindian.si.edu/nk360/
* IllumiNatives https://illuminatives.org/
* Salmon Defense https://salmondefense.org/
* Washington Tribes https://www.washingtontribes.org/
* Columbia River Inter-Tribal Fish Commission CRITFC - Putting fish back in the rivers and protecting watersheds
* Northwest Treaty Tribes

https://nwtreatytribes.org/#:~:text=Northwest%20Treaty%20Tribes%20is%20a%20service%20of%20Northwest,Western%20Washington%20and%20their%20natural%20resource%20management%20efforts.

* Confluence Project

https://www.confluenceproject.org/

* Indian Country Today Indian Country Today
* Vision Maker Media Native American and Alaska Native Media | Vision Maker Media

# Next Steps

Join us and share:

- "Ready to Go" Webinars
- "Teacher to Teacher" Webinars

  Elementary: June 22 (3 pm – 5 pm)

  Middle School: June 23 (3 pm - 5 pm)

  High School: June 24 (3 pm – 5 pm)

# Next Steps

* Clock hours and presentation materials
* As ambassadors, please let us know how you use these resources with your school!

# Vision

Indian education dates back to a time when all children were identified as gifted and talented. Each child had a skill and ability that would contribute to the health and vitality of the community. Everyone in the community helped to identify and cultivate these skills and abilities. The elders were entrusted to oversee this sacred act of knowledge being shared. That is **still** our vision for Indian education today.

*From Where the Sun Rises* (2008)

Thank you so much for your creativity and commitment!

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