

Washington State

“Since Time Immemorial: Tribal Sovereignty in Washington State” Curriculum aligned to
The Common Core State Standards for English Language Arts & Literacy in History/Social Studies,
Science, and Technical Subjects

Unit: 5 Tribal Sovereignty Units: Tribal Homelands US History	
<i>Recommended Grade Level/Band: Grade 5</i>	
Reading Standards for Literature (page 12)	
Level of Lesson	Common Core State Standards
<i>N/A</i> <i>These lessons are not literature based.</i>	

Unit: 5 Tribal Sovereignty Units: Tribal Homelands US History	
<i>Recommended Grade Level/Band: Grade 5</i>	
Reading Standards for Informational Text (page 14)	
Level of Lesson	Common Core State Standards
<p>Level 1: <i>Students read an article that introduces them to basic tribal sovereignty concepts</i> Assessment: <i>Students answer questions corresponding questions to the article.</i></p>	<p>Level 1 meets these common core standards: Craft and Structure 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area.</i> (RI.5.4)</p> <p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>

<p>Level 2: Students understand basic tribal sovereignty vocabulary through a teacher-led classroom discussion. Students then identify and trace and color a map of Northeastern tribal nations and the US Colonies.</p> <p>Assessment: Students will accurately identify local and Northeastern tribal nations prior to 1776.</p>	<p>Level 2 meet these common core:</p> <p>Key Ideas and Details Craft and Structure</p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. (RI.5.4)</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10)</p> <p>Standards that could be easily incorporated with additional time:</p> <p>Key Ideas and Details Integration of Knowledge and Ideas</p> <p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)</p>
<p>Level 3: Students focus on Northeastern Tribes sustained themselves while keeping the Covenant With The Creator. They will be introduced to Indian Land Tenure issues where they will explore the tribal perspective of non-Indian settlement and the devastation that followed.</p> <p>Indian Land Tenure Lessons:</p> <p>Lesson 1: Demonstrate knowledge of the variety of indigenous groups in North America and the relationship between land and culture. Achievement Goal: Describe how North America is home to many distinct Indian tribes and communities and how these groups established their homelands in every part of the continent. Spell and define the word “indigenous”.</p> <p>Lesson 2: Study the arrival of Europeans on the North American continent and the colonization of the “New World”. Achievement Goal: Study the history of the arrival of Europeans in North America, the reasons behind their exploration and colonization of the “New World”.</p> <p>Lesson 3: Study European colonization of other parts of the world. Achievement Goal: Study the European colonization of other areas of</p>	<p>Level 3 meet these common core:</p> <p>Key Ideas and Details</p> <p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)</p> <p>Craft and Structure</p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. (RI.5.4)</p> <p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)</p> <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6)</p> <p>Integration of Knowledge and Ideas</p> <p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)</p> <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of the year, read and comprehend informational texts, including</p>

<p>the world such as Canada, South America, Australia, New Zealand, and Africa.</p> <p>Lesson 4: Develop knowledge of how land “ownership” began to change through the process of treaty-making.</p> <p>Achievement Goal: Discuss what treaties are and why they were made between Indian tribes and the US Government.</p> <p>Lesson 5: Demonstrate knowledge of original homelands and/or reservation, utilizing maps and chronology.</p> <p>Achievement Goal: Compare different types of maps and explain how tribes were displaced or had their territories significantly diminished.</p> <p>Assessment: Students analyze and evaluate knowledge gained in Levels 1 and 2 by synthesizing the information into the OSPI developed Assessment: Causes of Conflict</p>	<p>history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10)</p> <p>Standards that could be easily incorporated with additional time:</p> <p>Key Ideas and Details</p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)</p> <p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2)</p> <p>Integration of Knowledge and Ideas</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8)</p>
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<p>Unit: 5 Tribal Sovereignty Units: Tribal Homelands US History</p> <p><i>Recommended Grade Level/Band: Grade 5</i></p>	
<p>Reading Standards: Foundational Skills (K-5) (page 17)</p>	
<p>Level of Lesson</p>	<p>Common Core State Standards</p>
<p><i>Levels 1-3</i></p>	<p>Level 1 meets these common core standards:</p> <p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.5.3a)</p> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4a, 4c)</p>

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Unit: 5 Tribal Sovereignty Units: Tribal Homelands US History	
Writing Standards (page 20)	
Level of Lesson	Common Core State Standards
<i>Level 1: not written work</i>	
<p>Level 2: Students understand basic tribal sovereignty vocabulary through a teacher-led classroom discussion. Students then identify and trace and color a map of Northeastern tribal nations and the US Colonies.</p> <p>Assessment: Students will accurately identify local and Northeastern tribal nations prior to 1776.</p>	<p>Level 2 meet these common core:</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)</p> <p>Standards that could be easily incorporated with additional time:</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8)</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). (W.5.9b)</p>
<p>Level 3: Students focus on Northeastern Tribes sustained themselves while keeping the Covenant With The Creator. They will be introduced to Indian Land Tenure issues where they will explore the tribal perspective of non-Indian settlement and the devastation that followed.</p> <p>Indian Land Tenure Lessons:</p>	<p>Level 3 meets these common core standards:</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)</p> <p>Standards that could be easily incorporated with additional time:</p> <p>8. Recall relevant information from experiences or gather relevant information from</p>

Lesson 1: Demonstrate knowledge of the variety of indigenous groups in North America and the relationship between land and culture.

Achievement Goal: Describe how North America is home to many distinct Indian tribes and communities and how these groups established their homelands in every part of the continent. Spell and define the word “indigenous”.

Lesson 2: Study the arrival of Europeans on the North American continent and the colonization of the “New World”.

Achievement Goal: Study the history of the arrival of Europeans in North America, the reasons behind their exploration and colonization of the “New World”.

Lesson 3: Study European colonization of other parts of the world.

Achievement Goal: Study the European colonization of other areas of the world such as Canada, South America, Australia, New Zealand, and Africa.

Lesson 4: Develop knowledge of how land “ownership” began to change through the process of treaty-making.

Achievement Goal: Discuss what treaties are and why they were made between Indian tribes and the US Government.

Lesson 5: Demonstrate knowledge of original homelands and/or reservation, utilizing maps and chronology.

Achievement Goal: Compare different types of maps and explain how tribes were displaced or had their territories significantly diminished.

Assessment: Students analyze and evaluate knowledge gained in Levels 1 and 2 by synthesizing the information into the OSPI developed Assessment: Causes of Conflict

print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **(W.5.8)**

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). **(W.5.9b)**

Successful completion of the OSPI developed assessment meets additional common core standards.

Unit: 5 Tribal Sovereignty Units: Tribal Homelands US History
Recommended Grade Level/Band: Grade 5

Speaking and Listening Standards (page 24)

Level of Lesson	Common Core State Standards
<p><i>Level 1: reading focus</i></p>	
<p>Level 2: Students understand basic tribal sovereignty vocabulary through a teacher-led classroom discussion. Students then identify and trace and color a map of Northeastern tribal nations and the US Colonies. Assessment: Students will accurately identify local and Northeastern tribal nations prior to 1776.</p>	<p>Level 2 meets these common core standards: Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1a-d) <p>Presentation of Knowledge and Ideas</p> <ol style="list-style-type: none"> 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.) (SL.5.6)
<p>Level 3: Students focus on Northeastern Tribes sustained themselves while keeping the Covenant With The Creator. They will be introduced to Indian Land Tenure issues where they will explore the tribal perspective of non-Indian settlement and the devastation that followed. Indian Land Tenure Lessons: Lesson 1: Demonstrate knowledge of the variety of indigenous groups in North America and the relationship between land and culture. Achievement Goal: Describe how North America is home to many distinct Indian tribes and communities and how these groups</p>	<p>Level 3 meets these common core standards: Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

<p><i>established their homelands in every part of the continent. Spell and define the word “indigenous”.</i></p> <p>Lesson 2: Study the arrival of Europeans on the North American continent and the colonization of the “New World”.</p> <p>Achievement Goal: Study the history of the arrival of Europeans in North America, the reasons behind their exploration and colonization of the “New World”.</p> <p>Lesson 3: Study European colonization of other parts of the world.</p> <p>Achievement Goal: Study the European colonization of other areas of the world such as Canada, South America, Australia, New Zealand, and Africa.</p> <p>Lesson 4: Develop knowledge of how land “ownership” began to change through the process of treaty-making.</p> <p>Achievement Goal: Discuss what treaties are and why they were made between Indian tribes and the US Government.</p> <p>Lesson 5: Demonstrate knowledge of original homelands and/or reservation, utilizing maps and chronology.</p> <p>Achievement Goal: Compare different types of maps and explain how tribes were displaced or had their territories significantly diminished.</p> <p>Assessment: Students analyze and evaluate knowledge gained in Levels 1 and 2 by synthesizing the information into the OSPI developed Assessment: Causes of Conflict</p>	<p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1a-d)</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2)</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4)</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.) (SL.5.6)</p> <p>Standards that could be easily incorporated with additional time:</p> <p>Comprehension and Collaboration</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3)</p> <p>Presentation of Knowledge and Ideas</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)</p>
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<p>Unit: 5 Tribal Sovereignty Units: Tribal Homelands US History</p>	
<p><i>Recommended Grade Level/Band: Grade 5</i></p>	
<p>Language Standards (page 28)</p>	
<p>Level of Lesson</p>	<p>Common Core State Standards</p>

Levels 1-3

As all these lessons provide opportunities for writing, speaking and listening, teachers have occasions to model, correct and instruct most language standards integrated with content, including:

Level 1 meets these common core:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
 - Use verb tense to convey various times, sequences, states, and conditions.
 - Recognize and correct inappropriate shifts in verb tense.*
 - Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

(L.5.1b-e)

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series.*
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

(L.5.2a-e)

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

(L.5.3a)

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to

the meaning of a word (e.g., *photograph*, *photosynthesis*).

- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

(L.5.3a-c)

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

(L.5.5a-c)

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

(L.5.6)