

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: Indian Land Tenure Dawes Act <i>Recommended Grade Level/Band: 8</i> | |
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| Reading Standards for Literacy in History/Social Studies (page 61) | |
| Level of Lesson | Common Core State Standards |
| <p>Level 1: Students will read about the General Allotment, or Dawes Act</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p>Level 1 meet these common core:</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources. RLHSS.6-8.1 <p>Standards that could be easily incorporated with additional time:</p> |
| <p>Level 2: Students will read the Dawes Act and other sources. Students will then compare and contrast the relationship Indians held with the land and viewpoint of the US Government about land ownership and use.</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p>Level 2 meet these common core:</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources. RLHSS.6-8.1 • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RLHSS.6-8.2 • Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RLHSS.6-8.3 <p>Standards that could be easily incorporated with additional time: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RLHSS.6-8.7</p> |

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| <p>Level 3: Students will use the Dawes Act and the motivation behind the creation of the act by non Indian reformers seeking to “save” the Indian people. Students then use one of two CBAs (“Why History” or “Causes of Conflict”) to show their understanding of the Dawes Act.</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p>Level 3 meet these common core:</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources. RLHSS.6-8.1 • Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RLHSS.6-8.3 <p>Standards that could be easily incorporated with additional time:</p> |

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| Writing Standards for Literacy in History/Social Studies (page 64) | |
| Level of Lesson | Common Core State Standards |
| <p>Level 1: Students will read about the General Allotment, or Dawes Act</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p>Level 1 meet these common core:</p> <ul style="list-style-type: none"> • Draw evidence from informational texts to support analysis, reflection, and research. WLHSS.6-8.9 <p>Standards that could be easily incorporated with additional time:</p> |
| <p>Level 2: Students will read the Dawes Act and other sources. Students will then compare and contrast the relationship Indians held with the land and viewpoint of the US Government about land ownership and use.</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p>Level 2 meet these common core:</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WLHSS.6-8.4 • Draw evidence from informational texts to support analysis, reflection, and research. WLHSS.6-8.9 <p>Standards that could be easily incorporated with additional time:</p> |
| <p>Level 3: Students will use the Dawes Act and the motivation behind the creation of the act by non Indian reformers seeking to “save” the Indian people. Students then use one of two CBAs (“Why History” or “Causes of Conflict”) to show their understanding of the Dawes Act.</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand,</p> | <p>Level 3 meet these common core:</p> <ul style="list-style-type: none"> • Write arguments focused on <i>discipline-specific content</i>. WLHSS.6-8.1 • Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. WLHSS.6-8.1a |

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| <p>review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <ul style="list-style-type: none"> • Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. WLHSS.6-8.1b • Provide a concluding statement or section that follows from and supports the argument presented. WLHSS.6-8.1e • Draw evidence from informational texts to support analysis, reflection, and research. WLHSS.6-8.9 <p><i>Standards that could be easily incorporated with additional time:</i></p> |
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| <p>Unit: Indian Land Tenure Dawes Act <i>Recommended Grade Level/Band: 8</i></p> | |
| <p>Reading Standards for Literature (page 36)</p> | |
| <p>Level of Lesson</p> | <p>Common Core State Standards</p> |
| <p><i>Level 1:</i></p> | <p><i>Level 1 meet these common core:</i></p> <p><i>Standards that could be easily incorporated with additional time:</i></p> |

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| <p>Level 2: Students will read the Dawes Act and other sources. Students will then compare and contrast the relationship Indians held with the land and viewpoint of the US Government about land ownership and use.</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p>Level 2 meet these common core:</p> <ul style="list-style-type: none"> • Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. RL.8.5 <p>Standards that could be easily incorporated with additional time:</p> |
| <p>Level 3: Students will use the Dawes Act and the motivation behind the creation of the act by non Indian reformers seeking to “save” the Indian people. Students then use one of two CBAs (“Why History” or “Causes of Conflict”) to show their understanding of the Dawes Act.</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p>Level 3 meet these common core:</p> <ul style="list-style-type: none"> • Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. RL.8.5 <p>Standards that could be easily incorporated with additional time:</p> |

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| Reading Standards for Informational Text (page 39) | |
| Level of Lesson | Common Core State Standards |
| <p>Level 1: Students will read about the General Allotment, or Dawes Act</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p>Level 1 meet these common core:</p> <ul style="list-style-type: none"> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.1 <p>Standards that could be easily incorporated with additional time:</p> |
| <p>Level 2: Students will read the Dawes Act and other sources. Students will then compare and contrast the relationship Indians held with the land and viewpoint of the US Government about land ownership and use.</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p>Level 2 meet these common core: N/A</p> <p>Standards that could be easily incorporated with additional time:</p> |
| <p>Level 3: Students will use the Dawes Act and the motivation behind the creation of the act by non Indian reformers seeking to “save” the Indian people. Students then use one of two CBAs (“Why History” or “Causes of Conflict”) to show their understanding of the Dawes Act.</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective,</p> | <p>Level 3 meet these common core: Whether you use “Causes of Conflict” or “Why History” these standards apply:</p> <ul style="list-style-type: none"> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.1 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through |

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| consequences, compare and contrast | comparisons, analogies, or categories). RI.8.3 <i>Standards that could be easily incorporated with additional time:</i> |
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| Writing Standards (page 43) | |
| Level of Lesson | Common Core State Standards |
| Level 1: Students will read about the General Allotment, or Dawes Act Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast | Level 1 meet these common core: <ul style="list-style-type: none"> • Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.9 <i>Standards that could be easily incorporated with additional time:</i> |
| Level 2: Students will read the Dawes Act and other sources. Students will then compare and contrast the relationship Indians held with the land and viewpoint of the US Government about land ownership and use. | Level 2 meet these common core: <ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence. W.8.1 • Introduce claim(s), acknowledge and distinguish the claim(s) |

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| <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p>from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1a</p> <ul style="list-style-type: none"> • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1b • Provide a concluding statement or section that follows from and supports the argument presented. W.8.1e • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2 • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2b • Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.2f <p>Standards that could be easily incorporated with additional time: If you choose to write an essay then these would apply:</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.8.4 • Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.9 |
| <p>Level 3: Students will use the Dawes Act and the motivation behind the creation of the act by non Indian reformers seeking to “save” the Indian people. Students then use one of two CBAs (“Why History” or “Causes of Conflict”) to show their understanding of the Dawes Act.</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand,</p> | <p>Level 3 meet these common core:</p> <ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence. W.8.1 • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1a • Support claim(s) with logical reasoning and relevant evidence, |

review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast

using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1b

- Provide a concluding statement or section that follows from and supports the argument presented. W.8.1e
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2b
- Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.2f
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.8.4
- Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.9

Standards that could be easily incorporated with additional time:

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| Speaking and Listening Standards (page 49) | |
| Level of Lesson | Common Core State Standards |
| <p>Level 1: Students will read about the General Allotment, or Dawes Act</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p>Level 1 meet these common core:</p> <p>Standards that could be easily incorporated with additional time:</p> |
| <p>Level 2: Students will read the Dawes Act and other sources. Students will then compare and contrast the relationship Indians held with the land and viewpoint of the US Government about land ownership and use.</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p>Level 2 meet these common core:</p> <ul style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.8.1a <p>Standards that could be easily incorporated with additional time:</p> |
| <p>Level 3: Students will use the Dawes Act and the motivation behind the creation of the act by non Indian reformers seeking to “save” the Indian people. Students then use one of two CBAs (“Why History” or “Causes of Conflict”) to show their understanding of the Dawes Act.</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p>Level 3 meet these common core:</p> <p>Standards that could be easily incorporated with additional time: If you choose to do a presentation, then these standards apply.</p> <ul style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.SL.8.1a |

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| | <ul style="list-style-type: none"> • Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. SL.8.1c • Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. SL.8.1d • Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.4 • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.8.5 |
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| Language Standards (page 52) | |
| Level of Lesson | Common Core State Standards |
| Level 1: Students will read about the General Allotment, or Dawes Act | Level 1 meet these common core: N/A |

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| <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p><i>Standards that could be easily incorporated with additional time:</i></p> |
| <p>Level 2: Students will read the Dawes Act and other sources. Students will then compare and contrast the relationship Indians held with the land and viewpoint of the US Government about land ownership and use.</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p><i>Level 2 meet these common core:</i> <i>N/A</i></p> <p><i>Standards that could be easily incorporated with additional time:</i></p> |
| <p>Level 3: Students will use the Dawes Act and the motivation behind the creation of the act by non Indian reformers seeking to “save” the Indian people. Students then use one of two CBAs (“Why History” or “Causes of Conflict”) to show their understanding of the Dawes Act.</p> <p>Key words: explain, cause and effect, evaluation, analyze, understand, review, cultural and spiritual traditions, tribal origin story, perspective, consequences, compare and contrast</p> | <p><i>Level 3 meet these common core:</i> <i>N/A</i></p> <p><i>Standards that could be easily incorporated with additional time:</i></p> |