

## 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

<b>Unit: Territory and Treaty Making: The Point No Point Treaty</b>	
<i>Recommended Grade Level/Band: 7 (or wherever Middle School Washington State History is taught)</i>	
<b>Reading Standards for Literature (page 12)</b>	
<b>Level of Lesson</b>	<b>Common Core State Standards</b>
<p><b>Lesson 1: Students will study traditional tribal homeland boundary maps, topographical maps, and political maps to conclude how physical geography impacts tribal homelands, culture, and language based on textual evidence.</b></p> <p><b>Skills:</b> <i>Students summarize, analyze, create, evaluate, infer, and conclude</i></p>	<p><b>Lesson 1 meet these common core:</b> <i>Not applicable. All informational reading.</i></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Lesson 2: Students will write a summary that describes the relationship between treaty tribes and the United States government. Students will define tribal sovereignty terms and create a graphic that explains the treaty making process.</b></p> <p><b>Skills:</b> <i>create, apply, understand, create, evaluate</i></p>	<p><b>Lesson 2 meet these common core:</b> <i>Not applicable. All informational reading.</i></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Lesson 3: Students identify and analyze political, economic, factors of Indian dislocation as well as the cultural values and attitudes that led to Indian resistance and ultimate acquiescence to treaty demands.</b></p> <p><b>Skills: Identify, apply, infer, analyze, evaluate, and create</b></p>	<p><b>Lesson 3 meet these common core:</b> <i>Standards that could be easily incorporated with additional time: Not applicable. All informational reading.</i></p>

<p><b>Lesson 4: Students analyze, summarize, and evaluate foundational documents based on author’s purpose and bias. Students create a graphic organizer to distinguish fact from opinion.</b></p> <p><b>Skills: Compare and contrast, create, analyze, and evaluate</b></p>	<p><b>Lesson 4 meet these common core:</b>  <b>Not applicable. All informational reading.</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Lesson 5: Students will complete the “Why History?” CBA by creating a timeline of the Point No Point Treaty negotiations and signing. In a visual presentation students will cite specific evidence that supports their claim and generalize how tribal history helps us understand current, relevant events.</b></p> <p><b>Skills: Compare and contrast, create, analyze, and evaluate</b></p>	<p><b>Lesson 5 meet these common core:</b>  <b>Not applicable. All informational reading.</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>

<b>Unit: Territory and Treaty Making: The Point No Point Treaty</b> <i>Recommended Grade Level/Band: 7 (or wherever Middle School Washington State History is taught)</i>	
<b>Reading Standards for Informational Text (page 14)</b>	
Level of Lesson	Common Core State Standards
<p><b><i>Lesson 1: Students will study traditional tribal homeland boundary maps, topographical maps, and political maps to conclude how physical geography impacts tribal homelands, culture, and language based on textual evidence.</i></b></p> <p><b><i>Skills:</i></b>  <b><i>Students summarize, analyze, create, evaluate, infer, and conclude</i></b></p>	<p><b><i>Lesson 1 meet these common core: RI.7.1-4</i></b></p> <ol style="list-style-type: none"> <li><b>1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li><b>2.</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li><b>3.</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li><b>4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> </ol> <p><b><i>Standards that could be easily incorporated with additional time:</i></b></p>
<p><b><i>Lesson 2: Students will write a summary that describes the relationship between treaty tribes and the United States government. Students will define tribal sovereignty terms and create a graphic that explains the treaty making process.</i></b></p> <p><b><i>Skills:</i></b>  <b><i>create, apply, understand, create, evaluate</i></b></p>	<p><b><i>Lesson 2 meet these common core: RI.7.1-5</i></b></p> <ol style="list-style-type: none"> <li><b>1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li><b>2.</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li><b>3.</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li><b>4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the</li> </ol>

	<p>impact of a specific word choice on meaning and tone.</p> <p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><b><i>Standards that could be easily incorporated with additional time:</i></b></p>
<p><b><i>Lesson 3: Students identify and analyze political, economic, factors of Indian dislocation as well as the cultural values and attitudes that led to Indian resistance and ultimate acquiescence to treaty demands.</i></b></p> <p><b><i>Skills: Identify, apply, infer, analyze, evaluate, and create</i></b></p>	<p><b><i>Lesson 3 meet these common core: RI.7.1-6</i></b></p> <ol style="list-style-type: none"> <li>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> <li>6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> </ol> <p><b><i>Standards that could be easily incorporated with additional time:</i></b></p>
<p><b><i>Lesson 4: Students analyze, summarize, and evaluate foundational documents based on author’s purpose and bias. Students create a graphic organizer to distinguish fact from opinion.</i></b></p> <p><b><i>Skills: Compare and contrast, create, analyze, and evaluate</i></b></p>	<p><b><i>Lesson 4 meet these common core: RI.7.1-6, RI.7.6, RI.7.8, RI.7.8, RI.7.9</i></b></p> <ol style="list-style-type: none"> <li>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>3. Analyze the interactions between individuals, events, and ideas in a text</li> </ol>

	<p>(e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> <li>6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> </ol> <p>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><b><i>Standards that could be easily incorporated with additional time:</i></b></p>
<p><b><i>Lesson 5: Students will complete the “Why History?” CBA by creating a timeline of the Point No Point Treaty negotiations and signing. In a visual presentation students will cite specific evidence that supports their claim and generalize how tribal history helps us understand current, relevant events.</i></b></p> <p><b><i>Skills: Compare and contrast, create, analyze, and evaluate</i></b></p>	<p><b><i>Lesson 5 meet these common core: RI.7.1-6, RI.7.6, RI.7.8, RI.7.8, RI.7.9</i></b></p> <ol style="list-style-type: none"> <li>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li> <li>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> </ol>

	<p>6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><b><i>Standards that could be easily incorporated with additional time:</i></b></p>
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<b>Unit: Territory and Treaty Making: The Point No Point Treaty</b>	
<i>Recommended Grade Level/Band: 7 (or wherever Middle School Washington State History is taught)</i>	
<b>Writing Standards for Literacy in History/Social Studies (page 65)</b>	
<b>Level of Lesson</b>	<b>Common Core State Standards</b>
<p>Lesson 1: Students will study traditional tribal homeland boundary maps, topographical maps, and political maps to conclude how physical geography impacts tribal homelands, culture, and language based on textual evidence.</p> <p>Skills: Students summarize, analyze, create, evaluate, infer, and conclude</p>	<p>Lesson 1 meet these common core: WHST.7.2.a,b,d,f; WHST.4, WHST.7.5, WHST.7</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete</li> </ul>

	<p>details, quotations, or other information and examples.</p> <ul style="list-style-type: none"> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p>Lesson 2: Students will write a summary that describes the relationship between treaty tribes and the United States government. Students will define tribal sovereignty terms and create a graphic that explains the treaty making process.</p> <p><b>Skills:</b> create, apply, understand, create, evaluate</p>	<p>Lesson 2 meet these common core: WHST.7.2.a,b,d,f; WHST.4, WHST.7.5, WHST.7</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>

<p>Lesson 3: Students identify and analyze political, economic, factors of Indian dislocation as well as the cultural values and attitudes that led to Indian resistance and ultimate acquiescence to treaty demands.</p> <p>Skills: Identify, apply, infer, analyze, evaluate, and create</p>	<p>Standards that could be easily incorporated with additional time:</p> <p>Lesson 3 meet these common core: WHST.7.2.a,b,d,f; WHST.4, WHST.7.5, WHST.7</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>Standards that could be easily incorporated with additional time:</p>
<p>Lesson 4: Students analyze, summarize, and evaluate foundational documents based on author’s purpose and bias. Students create a graphic organizer to distinguish fact from opinion.</p> <p>Skills: Compare and contrast, create, analyze, and evaluate</p>	<p>Lesson 4 meet these common core: WHST.7.1.a,b,e; WHST.7.2.a,d,f; WHST.4, WHST.7.5, WHST.7</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>

	<ol style="list-style-type: none"> <li>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.             <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> </li> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li> <li>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> </ol> <p>Standards that could be easily incorporated with additional time:</p>
<p>Lesson 5: Students will complete the “Why History?” CBA by creating a timeline of the Point No Point Treaty negotiations and signing. In a visual presentation students will cite specific evidence that supports their claim and generalize how tribal history helps us understand current, relevant events.</p> <p>Skills: Compare and contrast, create, analyze, and evaluate</p>	<p>Lesson 5 meet these common core: WHST.7.1.a,b,e; WHST.7.2.a,d,f; WHST.4, WHST.7.5, WHST.7.6, WHST.7</p> <ol style="list-style-type: none"> <li>2. Write arguments focused on <i>discipline-specific content</i>.             <ol style="list-style-type: none"> <li>c. 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.</li> <li>d. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>f. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> </li> <li>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.             <ol style="list-style-type: none"> <li>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving</li> </ol> </li> </ol>

	<p>purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>Standards that could be easily incorporated with additional time:</p>
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**Unit: Territory and Treaty Making: The Point No Point Treaty**

*Recommended Grade Level/Band: 7 (or wherever Middle School Washington State History is taught)*

**Writing Standards (page 20)**

Level of Lesson	Common Core State Standards
<p><b>Lesson 1: Students will study traditional tribal homeland boundary maps, topographical maps, and political maps to conclude how physical geography impacts tribal homelands, culture, and language based on textual evidence.</b></p> <p><b>Skills:</b> <b>Students summarize, analyze, create, evaluate, infer, and conclude</b></p>	<p><b>Lesson 1 meet these common core: W.7.1.a,b,e; W.7.2a-b,d</b></p> <ol style="list-style-type: none"><li>1. Write arguments to support claims with clear reasons and relevant evidence.<ol style="list-style-type: none"><li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li><li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li></ol></li><li>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ol style="list-style-type: none"><li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li><li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li></ol></li></ol> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Lesson 2: Students will write a summary that describes the relationship between treaty tribes and the United States government. Students will define tribal sovereignty terms and create a graphic that explains the treaty making process.</b></p> <p><b>Skills:</b> <b>create, apply, understand, create, evaluate</b></p>	<p><b>Lesson 2 meet these common core: W.7.2.a-b</b></p> <ol style="list-style-type: none"><li>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ol style="list-style-type: none"><li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding</li></ol></li></ol>

	<p>comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Lesson 3: Students identify and analyze political, economic, factors of Indian dislocation as well as the cultural values and attitudes that led to Indian resistance and ultimate acquiescence to treaty demands.</b></p> <p><b>Skills: Identify, apply, infer, analyze, evaluate, and create</b></p>	<p><b>Lesson 3 meet these common core: W.7.1.a,b,e; W.7.2.a,b,f</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Lesson 4: Students analyze, summarize, and evaluate foundational documents based on author’s purpose and bias. Students create a graphic organizer to distinguish fact from opinion.</b></p> <p><b>Skills: Compare and contrast, create, analyze, and evaluate</b></p>	<p><b>Lesson 4 meet these common core: W.7.2.a,b,d,f; W.7.4, W.7.5</b></p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. 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.)</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)</p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Lesson 5: Students will complete the “Why History?” CBA by creating a timeline of the Point No Point Treaty negotiations and signing. In a visual presentation students will cite specific evidence that supports</b></p>	<p><b>Lesson 5 meet these common core: W.7.2.a-f, W.7.4, W.7.5, W.7.6, W.7.8,</b></p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts,</p>

***their claim and generalize how tribal history helps us understand current, relevant events.***

***Skills: Compare and contrast, create, analyze, and evaluate***

and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
4. 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.)
  5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)
  6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
  8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

***Standards that could be easily incorporated with additional time:***



**Unit: Territory and Treaty Making: The Point No Point Treaty**

*Recommended Grade Level/Band: 7 (or wherever Middle School Washington State History is taught)*

**Speaking and Listening Standards (49)**

<b>Level of Lesson</b>	<b>Common Core State Standards</b>
<p><b>Lesson 1: Students will study traditional tribal homeland boundary maps, topographical maps, and political maps to conclude how physical geography impacts tribal homelands, culture, and language based on textual evidence.</b></p> <p><b>Skills:</b> <b>Students summarize, analyze, create, evaluate, infer, and conclude</b></p>	<p><b>Lesson 1 meet these common core: SL.7.1.a-d, SL.7.3, SL.7.4</b></p> <ol style="list-style-type: none"><li>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.<ol style="list-style-type: none"><li>a. 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.</li><li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li><li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li></ol></li><li>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li><li>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li></ol> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Lesson 2: Students will write a summary that describes the relationship between treaty tribes and the United States government. Students will define tribal sovereignty terms and create a graphic that explains the treaty making process.</b></p> <p><b>Skills:</b> <b>create, apply, understand, create, evaluate</b></p>	<p><b>Lesson 2 meet these common core: SL.7.1.a-d</b></p> <ol style="list-style-type: none"><li>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.<ol style="list-style-type: none"><li>a. 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.</li><li>e. Follow rules for collegial discussions, track progress toward specific goals and</li></ol></li></ol>

	<p>deadlines, and define individual roles as needed.</p> <p>f. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>Acknowledge new information expressed by others</p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Lesson 3: Students identify and analyze political, economic, factors of Indian dislocation as well as the cultural values and attitudes that led to Indian resistance and ultimate acquiescence to treaty demands.</b></p> <p><b>Skills: Identify, apply, infer, analyze, evaluate, and create</b></p>	<p><b>Lesson 3 meets these common core: SL.7.1.a-d, SL.7.3, SL.7.4,</b></p> <ol style="list-style-type: none"> <li>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.       <ol style="list-style-type: none"> <li>a. 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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ol> </li> <li>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> <li>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ol> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Lesson 4: Students analyze, summarize, and evaluate foundational documents based on author's purpose and bias. Students create a graphic organizer to distinguish fact from opinion.</b></p> <p><b>Skills: Compare and contrast, create, analyze, and evaluate</b></p>	<p><b>Lesson 4 meet these common core: SL.7.1.a-d</b></p> <ol style="list-style-type: none"> <li>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.       <ol style="list-style-type: none"> <li>a. 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.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and</li> </ol> </li> </ol>

	<p>comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Lesson 5: Students will complete the “Why History?” CBA by creating a timeline of the Point No Point Treaty negotiations and signing. In a visual presentation students will cite specific evidence that supports their claim and generalize how tribal history helps us understand current, relevant events.</b></p> <p><b>Skills: Compare and contrast, create, analyze, and evaluate</b></p>	<p><b>Lesson 5 meet these common core: SL.7.4, SL.7.5, SL.7.6</b></p> <ol style="list-style-type: none"> <li>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> <li>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)</li> </ol> <p><b>Standards that could be easily incorporated with additional time:</b></p>

<b>Unit: Territory and Treaty Making: The Point No Point Treaty</b>	
<i>Recommended Grade Level/Band: 7 (or wherever Middle School Washington State History is taught)</i>	
<b>Language Standards (page 28)</b>	
<b>Level of Lesson</b>	<b>Common Core State Standards</b>

<p><b>Lesson 1: Students will study traditional tribal homeland boundary maps, topographical maps, and political maps to conclude how physical geography impacts tribal homelands, culture, and language based on textual evidence.</b></p> <p><b>Skills:</b> <b>Students summarize, analyze, create, evaluate, infer, and conclude</b></p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</li> </ol>
<p><b>Lesson 2: Students will write a summary that describes the relationship between treaty tribes and the United States government. Students will define tribal sovereignty terms and create a graphic that explains the treaty making process.</b></p> <p><b>Skills:</b> <b>create, apply, understand, create, evaluate</b></p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>Spell correctly.</li> </ol> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</li> </ol>
<p><b>Lesson 3: Students identify and analyze political, economic, factors of Indian dislocation as well as the cultural values and attitudes that led to Indian resistance and ultimate acquiescence to treaty demands.</b></p> <p><b>Skills: Identify, apply, infer, analyze, evaluate, and create</b></p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<p><b>Lesson 4: Students analyze, summarize, and evaluate foundational documents based on author's purpose and bias. Students create a graphic organizer to distinguish fact from opinion.</b></p> <p><b>Skills: Compare and contrast, create, analyze, and evaluate</b></p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., literary, biblical, and mythological</li> </ol>
<p><b>Lesson 5: Students will complete the "Why History?" CBA by creating a timeline of the Point No Point Treaty negotiations and signing. In a visual presentation students will cite specific evidence that supports their claim and generalize how tribal history helps us understand current, relevant events.</b></p> <p><b>Skills: Compare and contrast, create, analyze, and evaluate</b></p>	

	<p>allusions) in context.</p> <ul style="list-style-type: none"><li>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li><li>e. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</li></ul> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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