

# "I Can Do That!"

## Integrating Washington State's tribal sovereignty curriculum "Since Time Immemorial"

*Q: Once I find my STI unit, what next? Can I really integrate this stuff without sacrificing any of my content?*

*A: If you can find about an hour introducing issues of sovereignty and about 5 minutes here and there throughout your unit, then you can say, "I can do that."*

Once you have accessed and located the unit or materials on <http://indian-ed.org>, follow these easy guidelines to integrating and teaching tribal sovereignty with confidence and ease...

1. Read the unit overview and determine how much time you can spend on issues of tribal sovereignty in your own unit.
  - a. If it's about an hour, that's great! You are ready to integrate **Level 1** materials.
  - b. If it's a few hours (average 4 – 10), you are interested in integrating **Level 2** materials. This unit will prepare you for...
  - c. **Level 3**, the whole enchilada. Tribal history and issues of sovereignty will permeate your unit, and you will build toward the successful completion of Washington State's social studies assessment tool: The Content Based Assessment, or CBA.
2. Read the one-page Level 1 article associated with that unit. This article will prepare you (and your students, if you choose) with background information, vocabulary, and the basic understanding of the concepts you will teach to and explore with your students.
3. Determine how you will introduce the content of this article in your lesson. Consider:
  - a. When? (It doesn't have to be at the very beginning of your unit)
  - b. How? Will your students read the article as a class? Homework? Jigsaw?
4. Determine what activity/ies you will associate with the Level 1 article. Options:
  - a. Complete the Level 1 activity associated with this article, typically Q&A, crossword puzzles, word finds (Cognitive Level: Understanding)
  - b. Throughout your unit, ask questions like,
    - i. "How do you think this affected the tribes in this area?"
    - ii. "What do you think tribes in this area were doing?"
    - iii. "If you were a tribal person in this area, what would you do?"
    - iv. "Did they include the tribal people in their decision to do X? Why? Why not?"
  - c. Post the guiding questions associated with each unit in your classroom, on your website, or as a handout and refer to them as you teach.
  - d. Offer credit to students who explore and attempt to answer any of the guiding questions. They can present their findings to class. They can take on roles of popular TV crime programs, such as "CSI: Crime Scene Investigators," "Cold Case," to further investigate.
5. If after completion of Level 1, you decide to move onto Level 2, feel free. Each level builds on the last so there is no danger of having to start over and re-teach what you have already taught.
6. If you get stuck, don't worry. You can...
  - a. Join our "OSPI Tribal Sovereignty Curriculum Network" on Facebook and pose a question. While we cannot guarantee instant feedback, the rapidity of a response increases with the size of our network. Please consider joining!
  - b. Check out the websites we've bookmarked on a social bookmarking site called "Delicious." Our url: <http://delicious.com/shanabrown>. If you wish to be a part of our network here, you will also need to register and create a Yahoo account if you don't already have one. Once you have registered, you can add us to your own network and share with others the sites you have found useful.
7. You are on your way! We have scripted most of our lessons so that we provide guidance throughout each day of instruction. Questions? Call Denny Hurtado's personal cell phone at 360.555.5555. © If in the event he doesn't answer, email Joan Banker at [joan.banker@k12.wa.us](mailto:joan.banker@k12.wa.us), Shana Brown [srbrown@seattleschools.org](mailto:srbrown@seattleschools.org), or Jerry Price [Jerry\\_Price@ycs.wednet.edu](mailto:Jerry_Price@ycs.wednet.edu). You can also call the Indian Ed office at 360.725.6160.