

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: US Civil War and Reconstruction – Relations between the Nez Perce and the United States Government during the Treaty Era#	
<i>Recommended Grade Level/Band: 8</i>	
Reading Standards for Literacy in History/Social Studies (page 61)	
Level of Lesson	Common Core State Standards
<p>Level 1: Introduces students to Chief Joseph and the Nez Perce struggle to keep their homelands intact. Level one includes a newsletter and response questions</p>	<p>Level 1 meet these common core:</p> <ul style="list-style-type: none"> • 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. RSHSS.6-8.2 <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 2: Students will use Chief Joseph’s “An Indian’s View of Indian Affairs” to explore the history of the Nez Perce from first contact through Chief Joseph’s placement on a reservation in Eastern Washington, and compare maps of the tribal homelands of the Nez Perce and their allocated reservations in Idaho and Oklahoma. Students will then create a story board illustrating their understanding of significant events in the struggles between the Nez Perce and the US Government.</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. RSHSS.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. RSHSS.6-8.2 • Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RSHSS.6-8.7

	Standards that could be easily incorporated with additional time:
<p>Level 3: Students will use primary sources and other writings to explore the causes of conflict between the Nez Perce and the United States government regarding attempts to place the Nez Perce on reservation lands.</p> <p>Students will use their research to complete the Causes of Conflict CBA.</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. RSHSS.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. RSHSS.6-8.2 • Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RSHSS.6-8.7 <p>Standards that could be easily incorporated with additional time:</p>

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<p>Writing Standards for Literacy in History/Social Studies (page 64)</p>	
Level of Lesson	Common Core State Standards
<p>Level 1: Introduces students to Chief Joseph and the Nez Perce struggle to keep their homelands intact. Level one includes a newsletter and response questions</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. WHSS.6-8.9 <p>Standards that could be easily incorporated with additional time:</p>

<p>Level 2:</p> <p>Students will use Chief Joseph's "An Indian's View of Indian Affairs" to explore the history of the Nez Perce from first contact through Chief Joseph's placement on a reservation in Eastern Washington, and compare maps of the tribal homelands of the Nez Perce and their allocated reservations in Idaho and Oklahoma.</p> <p>Students will then create a story board illustrating their understanding of significant events in the struggles between the Nez Perce and the US Government.</p>	<p>Level 2 meet these common core:</p> <ul style="list-style-type: none"> • Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHSS.6-8.2 • 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. WHSS.6-8.2a • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. WHSS.6-8.2b • Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. WHSS.6-8.6 • 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. WHSS.6-8.7 • Draw evidence from informational texts to support analysis, reflection, and research. WHSS.6-8.9 <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 3:</p> <p>Students will use primary sources and other writings to explore the causes of conflict between the Nez Perce and the United States government regarding attempts to place the Nez Perce on reservation lands.</p> <p>Students will use their research to complete the Causes of Conflict CBA.</p>	<p>Level 3 meet these common core:</p> <ul style="list-style-type: none"> • 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. WSHSS.6-8.8 • Draw evidence from informational texts to support analysis, reflection, and research. WSHSS.6-8.9

	<p><i>Standards that could be easily incorporated with additional time:</i></p> <ul style="list-style-type: none">• Write arguments focused on discipline-specific content. WSHSS.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. WSHSS.6-8.1a• Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. WSHSS.6-8.1b• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. WSHSS.6-8.1c• Provide a concluding statement or section that follows from and supports the argument presented. WSHSS.6-8.1e• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WSHSS.6-8.4
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Reading Standards for Literature (page 36)

Level of Lesson	Common Core State Standards
<p>Level 1: Introduces students to Chief Joseph and the Nez Perce struggle to keep their homelands intact. Level one includes a newsletter and response questions</p>	<p>Level 1 meet these common core: N/A Standards that could be easily incorporated with additional time:</p>
<p>Level 2: Students will use Chief Joseph’s “An Indian’s View of Indian Affairs” to explore the history of the Nez Perce from first contact through Chief Joseph’s placement on a reservation in Eastern Washington, and compare maps of the tribal homelands of the Nez Perce and their allocated reservations in Idaho and Oklahoma. Students will then create a story board illustrating their understanding of significant events in the struggles between the Nez Perce and the US Government.</p>	<p>Level 2 meet these common core: N/A Standards that could be easily incorporated with additional time:</p>
<p>Level 3: Students will use primary sources and other writings to explore the causes of conflict between the Nez Perce and the United States government regarding attempts to place the Nez Perce on reservation lands. Students will use their research to complete the Causes of Conflict CBA.</p>	<p>Level 3 meet these common core: N/A 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: Introduces students to Chief Joseph and the Nez Perce struggle to keep their homelands intact. Level one includes a newsletter and response questions</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 • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.4 <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 2: Students will use Chief Joseph’s “An Indian’s View of Indian Affairs” to explore the history of the Nez Perce from first contact through Chief Joseph’s placement on a reservation in Eastern Washington, and compare maps of the tribal homelands of the Nez Perce and their allocated reservations in Idaho and Oklahoma. Students will then create a story board illustrating their understanding of</p>	<p>Level 2 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 • Determine a central idea of a text and analyze its development over the course of the text, including its relationship to

<p>significant events in the struggles between the Nez Perce and the US Government.</p>	<p>supporting ideas; provide an objective summary of the text. RI.8.2</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.4 <p><i>Standards that could be easily incorporated with additional time:</i></p>
<p>Level 3: Students will use primary sources and other writings to explore the causes of conflict between the Nez Perce and the United States government regarding attempts to place the Nez Perce on reservation lands.</p> <p>Students will use their research to complete the Causes of Conflict CBA.</p>	<p>Level 3 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 • Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.2 • Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI.8.3 • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.4 <p><i>Standards that could be easily incorporated with additional time:</i></p>

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Writing Standards (page 43)

Level of Lesson	Common Core State Standards
<p>Level 1: Introduces students to Chief Joseph and the Nez Perce struggle to keep their homelands intact. Level one includes a newsletter and response questions</p>	<p>Level 1 meet these common core:</p> <ul style="list-style-type: none"> • Draw evidence from literary or informational texts to support analysis, reflection, and research W.8.9 • Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). W.8.9b <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 2: Students will use Chief Joseph’s “An Indian’s View of Indian Affairs” to explore the history of the Nez Perce from first contact through Chief Joseph’s placement on a reservation in Eastern Washington, and compare maps of the tribal homelands of the Nez Perce and their allocated reservations in Idaho and Oklahoma.</p> <p>Students will then create a story board illustrating their understanding of significant events in the struggles between the Nez Perce and the US</p>	<p>Level 2 meet these common core:</p> <ul style="list-style-type: none"> • 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

<p>Government.</p>	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.8.3 • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.8.3a • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. W.8.3b <p><i>Standards that could be easily incorporated with additional time:</i></p>
<p>Level 3: Students will use primary sources and other writings to explore the causes of conflict between the Nez Perce and the United States government regarding attempts to place the Nez Perce on reservation lands.</p> <p>Students will use their research to complete the Causes of Conflict CBA.</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, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1b • Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. W.8.1c • 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

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2a
- 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
- 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. W.8.8
- Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.9
- Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). W.8.9b

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: Introduces students to Chief Joseph and the Nez Perce struggle to keep their homelands intact. Level one includes a newsletter and response questions</p>	<p>Level 1 meet these common core: N/A</p> <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 2:</p> <p>Students will use Chief Joseph’s “An Indian’s View of Indian Affairs” to explore the history of the Nez Perce from first contact through Chief Joseph’s placement on a reservation in Eastern Washington, and compare maps of the tribal homelands of the Nez Perce and their allocated reservations in Idaho and Oklahoma.</p> <p>Students will then create a story board illustrating their understanding of significant events in the struggles between the Nez Perce and the US Government.</p>	<p>Level 2 meet these common core:</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL.8.1 • 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 • Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. SL.8.1b • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.8.5 <p>Standards that could be easily incorporated with additional time:</p>

Level 3:

Students will use primary sources and other writings to explore the causes of conflict between the Nez Perce and the United States government regarding attempts to place the Nez Perce on reservation lands.

Students will use their research to complete the Causes of Conflict CBA.

Level 3 meet these common core:

- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. SL.8.2
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. SL.8.3
- 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

Standards that could be easily incorporated with additional time:

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 53 for specific expectations.) SL.8.6

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Language Standards (page 52)

Level of Lesson	Common Core State Standards
<p>Level 1: Introduces students to Chief Joseph and the Nez Perce struggle to keep their homelands intact. Level one includes a newsletter and response questions</p>	<p>Level 1 meet these common core:</p> <ul style="list-style-type: none">• Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3• Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. L.8.4• 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. L.8.4a <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 2: Students will use Chief Joseph’s “An Indian’s View of Indian Affairs” to explore the history of the Nez Perce from first contact through Chief Joseph’s placement on a reservation in Eastern Washington, and compare maps of the tribal homelands of the Nez Perce and their allocated reservations in Idaho and Oklahoma.</p> <p>Students will then create a story board illustrating their understanding of significant events in the struggles between the Nez Perce and the US Government.</p>	<p>Level 2 meet these common core:</p> <ul style="list-style-type: none">• Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3• Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. L.8.4• 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. L.8.4a• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or

	<p>in a dictionary). L.8.4d</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.5 • Use the relationship between particular words to better understand each of the words. L.8.5b • 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. L.8.6 <p><i>Standards that could be easily incorporated with additional time:</i></p>
<p>Level 3: Students will use primary sources and other writings to explore the causes of conflict between the Nez Perce and the United States government regarding attempts to place the Nez Perce on reservation lands.</p> <p>Students will use their research to complete the Causes of Conflict CBA.</p>	<p>Level 3 meet these common core:</p> <ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.3 • Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. L.8.4 • 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. L.8.4a • 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). L.8.4d • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.5

- Use the relationship between particular words to better understand each of the words. L.8.5b
- 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. L.8.6

Standards that could be easily incorporated with additional time: