

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-Industrialization and the Emergence of the US as World Power: The Allotment Act	
<i>Recommended Grade Level/Band: Grade 11</i>	
Reading Standards for Literacy in History/Social Studies (page 61)	
Level of Lesson	Common Core State Standards
<p>Level 1: The Dawes Act (Allotment Act of 1887) had a significant impact on Indian tribes’ lifeways. Students will explore the Dawes Act and make predictions about how it may impact tribes.</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, connecting insights gained from specific details to an understanding of the text as a whole. RLHSS.11-12.1 • Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RLHSS.11-12.2 <p><i>Standards that could be easily incorporated with additional time:</i></p>
<p>Level 2:</p> <ul style="list-style-type: none"> • Students will understand that allotment was the next logical step to further the expansion and industrialization of the US, • understand the role “Friends of the Indians” had in passing the Dawes Act, and • differentiate between the purpose of Allotment and the results 	<p>Level 2 meet these common core:</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). RLHSS.11.4 • Integrate and evaluate multiple sources of information

	<p>presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. RLHSS.11.7</p> <ul style="list-style-type: none"> • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. RLHSS.11.9 <p><i>Standards that could be easily incorporated with additional time:</i></p>
<p>Level 3: Students will analyze how land was lost both during the allotment process and after the 25 year “trust period” and analyze information from geographic tools to consider how dividing lands (allotment) contributed to limitation of tribal sovereignty</p>	<p><i>Level 3 meet these common core:</i></p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. RLHSS.11.1 • Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RLHSS.11.2 • Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. . RLHSS.11.3 • Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. . RLHSS.11.6 • Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. RLHSS.11.7 • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. RLHSS.11.9 <p><i>Standards that could be easily incorporated with additional time:</i></p>

Unit: US-Industrialization and US as World Power: Allotment

Recommended Grade Level/Band: Grade 11

Writing Standards for Literacy in History/Social Studies (page 64)

Level of Lesson	Common Core State Standards
<p>Level 1: The Dawes Act (Allotment Act of 1887) had a significant impact on Indian tribes' lifeways. Students will explore the Dawes Act and make predictions about how it may impact tribes</p>	<p>Level 1 meet these common core: N/A Standards that could be easily incorporated with additional time:</p>
<p>Level 2:</p> <ul style="list-style-type: none">• Students will understand that allotment was the next logical step to further the expansion and industrialization of the US,• understand the role "Friends of the Indians" had in passing the Dawes Act, and• differentiate between the purpose of Allotment and the results	<p>Level 2 meet these common core:</p> <ul style="list-style-type: none">• Write arguments focused on discipline-specific content.WLHSS.11.1• Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. WLHSS.11.1b <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 3: Students will analyze how land was lost both during the allotment process and after the 25 year "trust period" and analyze information from geographic tools to consider how dividing lands (allotment) contributed to limitation of tribal sovereignty</p>	<p>Level 3 meet these common core:</p> <ul style="list-style-type: none">• Write arguments focused on discipline-specific content.WLHSS.11.1• Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. WLHSS.11.1a• Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while

	<p>pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. WLHSS.11.1b</p> <ul style="list-style-type: none">• Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. WLHSS.11.1c• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. WLHSS.11.1d• Provide a concluding statement or section that follows from or supports the argument presented WLHSS.11.1e• Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WLHSS.11.2• Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. WLHSS.11.2a• Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. WLHSS.11.2b• Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. WLHSS.11.2c• Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to
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	<p>the expertise of likely readers. WLHSS.11.2d</p> <ul style="list-style-type: none">• Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). WLHSS.11.2e <p><i>Standards that could be easily incorporated with additional time:</i></p>
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Unit: US-Industrialization and US as World Power: Allotment	
Recommended Grade Level/Band: Grade 11	
Reading Standards for Literature (page 36)	
Level of Lesson	Common Core State Standards
<p>Level 1: The Dawes Act (Allotment Act of 1887) had a significant impact on Indian tribes' lifeways. Students will explore the Dawes Act and make predictions about how it may impact tribes</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> <ul style="list-style-type: none"> • Students will understand that allotment was the next logical step to further the expansion and industrialization of the US, • understand the role "Friends of the Indians" had in passing the Dawes Act, and • differentiate between the purpose of Allotment and the results 	<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 analyze how land was lost both during the allotment process and after the 25 year "trust period" and analyze information from geographic tools to consider how dividing lands (allotment) contributed to limitation of tribal sovereignty</p>	<p>Level 3 meet these common core: N/A</p> <p>Standards that could be easily incorporated with additional time:</p>

Unit: US-Industrialization and US as World Power: Allotment	
Recommended Grade Level/Band: Grade 11	
Reading Standards for Informational Text (page 39)	
Level of Lesson	Common Core State Standards
<p>Level 1: The Dawes Act (Allotment Act of 1887) had a significant impact on Indian tribes’ lifeways. Students will explore the Dawes Act and make predictions about how it may impact tribes</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> <ul style="list-style-type: none"> • Students will understand that allotment was the next logical step to further the expansion and industrialization of the US, • understand the role “Friends of the Indians” had in passing the Dawes Act, and • differentiate between the purpose of Allotment and the results 	<p>Level 2 meet these common core:</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11.1 <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 3: Students will analyze how land was lost both during the allotment process and after the 25 year “trust period” and analyze information from geographic tools to consider how dividing lands (allotment) contributed to limitation of tribal sovereignty</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.11.1 • 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.11.2 • Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through

comparisons, analogies, or categories).RI.11.3

- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.RI.11.5
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.RI.11.7
- 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. RI.11.8

Standards that could be easily incorporated with additional time:

Unit: US-Industrialization and US as World Power: Allotment	
Recommended Grade Level/Band: Grade 11	
Writing Standards (page 43)	
Level of Lesson	Common Core State Standards
<p>Level 1: The Dawes Act (Allotment Act of 1887) had a significant impact on Indian tribes' lifeways. Students will explore the Dawes Act and make predictions about how it may impact tribes</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> <ul style="list-style-type: none"> • Students will understand that allotment was the next logical step to further the expansion and industrialization of the US, • understand the role "Friends of the Indians" had in passing the Dawes Act, and • differentiate between the purpose of Allotment and the results 	<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 analyze how land was lost both during the allotment process and after the 25 year "trust period" and analyze information from geographic tools to consider how dividing lands (allotment) contributed to limitation of tribal sovereignty</p>	<p>Level 3 meet these common core:</p> <ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.1 • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. W.11-12.1a • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values,

	<p>and possible biases. W.11-12.1b</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.11-12.4 • Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.9 • Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). W.11-12.9b <p><i>Standards that could be easily incorporated with additional time:</i></p> <ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.1d • Provide a concluding statement or section that follows from and supports the argument presented. W.11-12.1e • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.) W.11-12.5
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Unit: US-Industrialization and US as World Power: Allotment	
Recommended Grade Level/Band: Grade 11	
Speaking and Listening Standards (page 49)	
Level of Lesson	Common Core State Standards
<p>Level 1: The Dawes Act (Allotment Act of 1887) had a significant impact on Indian tribes' lifeways. Students will explore the Dawes Act and make predictions about how it may impact tribes</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> <ul style="list-style-type: none"> • Students will understand that allotment was the next logical step to further the expansion and industrialization of the US, • understand the role "Friends of the Indians" had in passing the Dawes Act, and • differentiate between the purpose of Allotment and the results 	<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 analyze how land was lost both during the allotment process and after the 25 year "trust period" and analyze information from geographic tools to consider how dividing lands (allotment) contributed to limitation of tribal sovereignty</p>	<p>Level 3 meet these common core: N/A</p> <p>Standards that could be easily incorporated with additional time:</p>

Unit: US-Industrialization and US as World Power: Allotment	
Recommended Grade Level/Band: Grade 11	
Language Standards (page 52)	
Level of Lesson	Common Core State Standards
<p>Level 1: The Dawes Act (Allotment Act of 1887) had a significant impact on Indian tribes' lifeways. Students will explore the Dawes Act and make predictions about how it may impact tribes</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> <ul style="list-style-type: none"> • Students will understand that allotment was the next logical step to further the expansion and industrialization of the US, • understand the role "Friends of the Indians" had in passing the Dawes Act, and • differentiate between the purpose of Allotment and the results 	<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 analyze how land was lost both during the allotment process and after the 25 year "trust period" and analyze information from geographic tools to consider how dividing lands (allotment) contributed to limitation of tribal sovereignty</p>	<p>Level 3 meet these common core: N/A</p> <p>Standards that could be easily incorporated with additional time:</p>