

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 History: World War II, The Cold War, and International Relations; Termination and Relocation	
<i>Recommended Grade Level/Band: High School Grade 11</i>	
Reading Standards for Literacy in History/Social Studies (page 61)	
Level of Lesson	Common Core State Standards
<p>Level 1: Students will read an article giving a brief overview of the Termination Era, break into groups and read two different perspectives on Termination, and debate as either a member of a group representing the Klamath and opposed to termination or as a member of a group representing the US Government and supporting Termination.</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.11-12.3 • Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.RLHSS.11-12.6 <p>Standards that could be easily incorporated with additional time: NA</p>
<p>Level 2: Students will evaluate how the federal Relocation program under the policy of Termination affected various tribal nations through the stories of individual members of the tribe.</p> <p>Students will analyze why the federal Relocation program was</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, 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

<p>implemented</p>	<p>secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.RLHSS.11-12.3</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.11-12.4 • Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.RLHSS.11-12.6 <p><i>Standards that could be easily incorporated with additional time: NA</i></p>
<p>Level 3: Students will compare and contrast the process of gaining recognition for the Klamath Tribe and Duwamish Tribe and state the reason for each tribe’s eventual success or failure in gaining recognition. Students will recognize and criticize the process of gaining tribal recognition for its value in endorsing a distinct cultural identity.</p> <p>Students will analyze why Public Law 280 was implemented, study the effects of PL280 on various tribes and Nations around the country, and evaluate how PL280 affected the federal, state, and tribal governments.</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, 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 • 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.11-12.4 • Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. RLHSS.11-12.8 • Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. RLHSS.11-12.9 <p><i>Standards that could be easily incorporated with additional time:</i></p>

Unit: US History: World War II, The Cold War, and International Relations; Termination and Relocation
Recommended Grade Level/Band: High School

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

Level of Lesson	Common Core State Standards
<p>Level 1: Students will read an article giving a brief overview of the Termination Era, break into groups and read two different perspectives on Termination, and debate as either a member of a group representing the Klamath and opposed to termination or as a member of a group representing the US Government and supporting Termination.</p>	<p>Level 1 meet these common core:</p> <ul style="list-style-type: none">• Write arguments focused on <i>discipline-specific content</i>. WHSS.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 the claim(s), counterclaims, reasons, and evidence. WHSS.11-12.1a• 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. WHSS.11-12.1b• 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. WHSS.11-12.1c• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. WHSS.11-12.1d

	<ul style="list-style-type: none"> • Provide a concluding statement or section that follows from or supports the argument presented. WHSS.11-12.1e • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHSS.11-12.4 <p>Standards that could be easily incorporated with additional time: NA</p>
<p>Level 2: Students will evaluate how the federal Relocation program under the policy of Termination affected various tribal nations through the stories of individual members of the tribe.</p>	<p>Level 2 meet these common core:</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHSS.11-12.7 <p>Standards that could be easily incorporated with additional time: NA</p>
<p>Level 3: Students will compare and contrast the process of gaining recognition for the Klamath Tribe and Duwamish Tribe and state the reason for each tribe’s eventual success or failure in gaining recognition. Students will recognize and criticize the process of gaining tribal recognition for its value in endorsing a distinct cultural identity.</p> <p>Students will analyze why Public Law 280 was implemented, study the effects of PL280 on various tribes and Nations around the country, and evaluate how PL280 affected the federal, state, and tribal governments.</p>	<p>Level 3 meet these common core:</p> <ul style="list-style-type: none"> • Write arguments focused on <i>discipline-specific content</i>. WHSS.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 the claim(s), counterclaims, reasons, and evidence. WHSS.11-12.1a • 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. WHSS.11-12.1b

- 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. WHSS.11-12.1c
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. WHSS.11-12.1d
- Provide a concluding statement or section that follows from or supports the argument presented. WHSS.11-12.1e
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHSS.11-12.4
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHSS.11-12.7
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. WHSS.11-12.8

Standards that could be easily incorporated with additional time:

Unit: US History: World War II, The Cold War, and International Relations; Termination and Relocation

Recommended Grade Level/Band: High School

Reading Standards for Literature (page 37)

Level of Lesson	Common Core State Standards
<p>Level 1: Students will read an article giving a brief overview of the Termination Era, break into groups and read two different perspectives on Termination, and debate as either a member of a group representing the Klamath and opposed to termination or as a member of a group representing the US Government and supporting Termination.</p>	<p>Level 1 meet these common core: NA</p> <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 2: Students will evaluate how the federal Relocation program under the policy of Termination affected various tribal nations through the stories of individual members of the tribe.</p>	<p>Level 2 meet these common core: NA</p> <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 3: Students will compare and contrast the process of gaining recognition for the Klamath Tribe and Duwamish Tribe and state the reason for each tribe's eventual success or failure in gaining recognition. Students will recognize and criticize the process of gaining tribal recognition for its value in endorsing a distinct cultural identity.</p> <p>Students will analyze why Public Law 280 was implemented, study the effects of PL280 on various tribes and Nations around the country, and evaluate how PL280 affected the federal, state, and tribal governments.</p>	<p>Level 3 meet these common core: NA</p> <p>Standards that could be easily incorporated with additional time:</p>

Unit: US History: World War II, The Cold War, and International Relations; Termination and Relocation

Recommended Grade Level/Band: High School

Reading Standards for Informational Text (page 40)

Level of Lesson	Common Core State Standards
<p>Level 1: Students will read an article giving a brief overview of the Termination Era, break into groups and read two different perspectives on Termination, and debate as either a member of a group representing the Klamath and opposed to termination or as a member of a group representing the US Government and supporting Termination.</p>	<p>Level 1 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.11-12.1• Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI.11-12.2• Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.3• Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. RI.11-12.6 <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 2: Students will evaluate how the federal Relocation program under the policy of Termination affected various tribal nations through the stories of individual members of the tribe.</p>	<p>Level 2 meet these common core:</p> <ul style="list-style-type: none">• Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI.11-12.2

	<ul style="list-style-type: none"> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.5 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses). RI.11-12.8 <p>Standards that could be easily incorporated with additional time: NA</p>
<p>Level 3: Students will compare and contrast the process of gaining recognition for the Klamath Tribe and Duwamish Tribe and state the reason for each tribe’s eventual success or failure in gaining recognition. Students will recognize and criticize the process of gaining tribal recognition for its value in endorsing a distinct cultural identity.</p> <p>Students will analyze why Public Law 280 was implemented, study the effects of PL280 on various tribes and Nations around the country, and evaluate how PL280 affected the federal, state, and tribal governments.</p>	<p>Level 3 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.11-12.1 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI.11-12.2 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.3 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). RI.11-12.4 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. RI.11-12.6

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| | <ul style="list-style-type: none">• 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses). RI.11-12.8 |
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Standards that could be easily incorporated with additional time:

Unit: US History: World War II, The Cold War, and International Relations; Termination and Relocation
Recommended Grade Level/Band: High School

Writing Standards (page 45)

Level of Lesson	Common Core State Standards
<p>Level 1: Students will read an article giving a brief overview of the Termination Era, break into groups and read two different perspectives on Termination, and debate as either a member of a group representing the Klamath and opposed to termination or as a member of a group representing the US Government and supporting Termination.</p>	<p>Level 1 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, and possible biases. W.11-12.1b • 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. W.11-12.1c • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.1d • Provide a concluding statement or section that follows from and supports the argument presented. W.11-12.1e • Produce clear and coherent writing in which the development,

	<p>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</p> <p><i>Standards that could be easily incorporated with additional time:</i></p>
<p>Level 2: Students will evaluate how the federal Relocation program under the policy of Termination affected various tribal nations through the stories of individual members of the tribe.</p>	<p><i>Level 2 meet these common core:</i></p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.11-12.7 • Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.9 • Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”). W.11-12.9b <p><i>Standards that could be easily incorporated with additional time:</i></p>
<p>Level 3: Students will compare and contrast the process of gaining recognition for the Klamath Tribe and Duwamish Tribe and state the reason for each tribe’s eventual success or failure in gaining recognition. Students will recognize and criticize the process of gaining tribal recognition for its value in endorsing a distinct cultural identity.</p> <p>Students will analyze why Public Law 280 was implemented, study the effects of PL280 on various tribes and Nations around the country, and</p>	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.2 • Introduce a topic; 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),

evaluate how PL280 affected the federal, state, and tribal governments.

and multimedia when useful to aiding comprehension.
W.11-12.2a

- 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. W.11-12.2b
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.11-12.2c
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.2d
- 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.11-12.2e
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.11-12.2f
- 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.11-12.4
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.11-12.7

Unit: US History: World War II, The Cold War, and International Relations; Termination and Relocation

Recommended Grade Level/Band: High School

Speaking and Listening Standards (page 51)

Level of Lesson	Common Core State Standards
<p>Level 1: Students will read an article giving a brief overview of the Termination Era, break into groups and read two different perspectives on Termination, and debate as either a member of a group representing the Klamath and opposed to termination or as a member of a group representing the US Government and supporting Termination.</p>	<p>Level 1 meet these common core:</p> <ul style="list-style-type: none">• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. SL.11-12.1• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.1a• Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.1b• Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. SL.11-12.1c• Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is

	<p>required to deepen the investigation or complete the task. SL.11-12.1d</p> <ul style="list-style-type: none"> • Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.3 • Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL 11-12.4 • Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) SL.11-12.6 <p>Standards that could be easily incorporated with additional time:</p> <ul style="list-style-type: none"> • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11.12.5
<p>Level 2: Students will evaluate how the federal Relocation program under the policy of Termination affected various tribal nations through the stories of individual members of the tribe.</p>	<p>Level 2 meet these common core: NA</p> <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 3: Students will compare and contrast the process of gaining recognition for the Klamath Tribe and Duwamish Tribe and state the reason for each tribe’s eventual success or failure in gaining recognition. Students</p>	<p>Level 3 meet these common core: NA</p> <p>Standards that could be easily incorporated with additional time:</p>

will recognize and criticize the process of gaining tribal recognition for its value in endorsing a distinct cultural identity.

Students will analyze why Public Law 280 was implemented, study the effects of PL280 on various tribes and Nations around the country, and evaluate how PL280 affected the federal, state, and tribal governments.

Unit: US History: World War II, The Cold War, and International Relations; Termination and Relocation
Recommended Grade Level/Band: High School

Language Standards (page 55)

Level of Lesson	Common Core State Standards
<p>Level 1: Students will read an article giving a brief overview of the Termination Era, break into groups and read two different perspectives on Termination, and debate as either a member of a group representing the Klamath and opposed to termination or as a member of a group representing the US Government and supporting Termination.</p>	<p>Level 1 meet these common core:</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1 • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. L.11-12.1a • Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed. L.11-12.1b • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3 • Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. L.11-12.3a <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 2: Students will evaluate how the federal Relocation program under the policy of Termination affected various tribal nations through the stories of individual members of the tribe.</p>	<p>Level 2 meet these common core: NA</p> <p>Standards that could be easily incorporated with additional time:</p>

Level 3:

Students will compare and contrast the process of gaining recognition for the Klamath Tribe and Duwamish Tribe and state the reason for each tribe's eventual success or failure in gaining recognition. Students will recognize and criticize the process of gaining tribal recognition for its value in endorsing a distinct cultural identity.

Students will analyze why Public Law 280 was implemented, study the effects of PL280 on various tribes and Nations around the country, and evaluate how PL280 affected the federal, state, and tribal governments.

Level 3 meet these common core:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. L.11-12.1a
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. L.11-12.1b
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3
- Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. L.11-12.3a

Standards that could be easily incorporated with additional time: