

## 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: Reform and Prosperity: Indian Reorganization Act</b>	
<i>Recommended Grade Level/Band: Grade 11/US History</i>	
<b>Reading Standards for Literacy in History/Social Studies (page 61)</b>	
Level of Lesson	Common Core State Standards
<p><b>Level 1:</b> Students will read the article titled “Sovereignty” by Robert J. Lyttle, Attorney, from Norman, Oklahoma, 1999, and share out what they learned. The students will break into small groups and discuss what makes a sovereign nation.</p>	<p><b>Level 1 meet these common core:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 2:</b> Students will understand how the Meriam Report led to the Indian Reorganization Act and changed tribal governments.</p>	<p><b>Level 2 meet these common core:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Determine the central ideas or information of a primary or</li> </ul>

	<p>secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RLHSS.11-12.2</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b><i>Standards that could be easily incorporated with additional time:</i></b></p>
<p><b>Level 3:</b> Students will discuss the idea of dual citizenship. Students will compare and contrast tribal constitutions and the United States Constitution.</p>	<p><b>Level 3 meet these common core:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul> <p><b><i>Standards that could be easily incorporated with additional time:</i></b></p>

Unit: Reform and Prosperity: Indian Reorganization Act	
<i>Recommended Grade Level/Band: Grade 11/US History</i>	
Writing Standards for Literacy in History/Social Studies (page 64)	
Level of Lesson	Common Core State Standards
<p><b>Level 1:</b> Students will read the article titled “Sovereignty” by Robert J. Lyttle, Attorney, from Norman, Oklahoma, 1999, and share out what they learned. The students will break into small groups and discuss what makes a sovereign nation.</p>	<p><b>Level 1 meet these common core:</b></p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHSS.11-12.4</li> <li>• 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</li> </ul> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 2:</b> Students will understand how the Meriam Report led to the Indian Reorganization Act and changed tribal governments.</p>	<p><b>Level 2 meet these common core:</b></p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHSS.11-12.4</li> <li>• 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</li> </ul> <p><b>Standards that could be easily incorporated with additional time:</b></p>

**Level 3:**

Students will discuss the idea of dual citizenship. Students will compare and contrast tribal constitutions and the United States Constitution.

**Level 3 meet these common core:**

- 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

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

**Unit: Reform and Prosperity: Indian Reorganization Act**

*Recommended Grade Level/Band: Grade 11/US History*

**Reading Standards for Literature (page 36)**

<b>Level of Lesson</b>	<b>Common Core State Standards</b>
<p><b>Level 1:</b> Students will read the article titled "Sovereignty" by Robert J. Lyttle, Attorney, from Norman, Oklahoma, 1999, and share out what they learned. The students will break into small groups and discuss what makes a sovereign nation.</p>	<p><b>Level 1 meet these common core:</b> <b>NA</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 2:</b> Students will understand how the Meriam Report led to the Indian Reorganization Act and changed tribal governments.</p>	<p><b>Level 2 meet these common core:</b> <b>NA</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 3:</b> Students will discuss the idea of dual citizenship. Students will compare and contrast tribal constitutions and the United States Constitution.</p>	<p><b>Level 3 meet these common core:</b> <b>NA</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>

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*Recommended Grade Level/Band: Grade 11/US History*

**Reading Standards for Informational Text (page 39)**

Level of Lesson	Common Core State Standards
<p><b>Level 1:</b> Students will read the article titled “Sovereignty” by Robert J. Lyttle, Attorney, from Norman, Oklahoma, 1999, and share out what they learned. The students will break into small groups and discuss what makes a sovereign nation.</p>	<p><b>Level 1 meet these common core:</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• 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</li></ul> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 2:</b> Students will understand how the Meriam Report led to the Indian Reorganization Act and changed tribal governments.</p>	<p><b>Level 2 meet these common core:</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• Determine the meaning of words and phrases as they are used</li></ul>

	<p>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</p> <p><b><i>Standards that could be easily incorporated with additional time:</i></b></p>
<p><b>Level 3:</b> Students will discuss the idea of dual citizenship. Students will compare and contrast tribal constitutions and the United States Constitution.</p>	<p><b>Level 3 meet these common core:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul> <p><b><i>Standards that could be easily incorporated with additional time:</i></b></p>

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*Recommended Grade Level/Band: Grade 11/US History:*

**Writing Standards (page 43)**

<b>Level of Lesson</b>	<b>Common Core State Standards</b>
<p><b>Level 1:</b> Students will read the article titled “Sovereignty” by Robert J. Lyttle, Attorney, from Norman, Oklahoma, 1999, and share out what they learned. The students will break into small groups and discuss what makes a sovereign nation.</p>	<p><b>Level 1 meet these common core:</b></p> <ul style="list-style-type: none"><li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.4</li></ul> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 2:</b> Students will understand how the Meriam Report led to the Indian Reorganization Act and changed tribal governments.</p>	<p><b>Level 2 meet these common core:</b></p> <ul style="list-style-type: none"><li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.4</li></ul> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 3:</b> Students will discuss the idea of dual citizenship. Students will compare and contrast tribal constitutions and the United States Constitution.</p>	<p><b>Level 3 meet these common core:</b></p> <ul style="list-style-type: none"><li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.4</li></ul> <p><b>Standards that could be easily incorporated with additional time:</b></p>



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Speaking and Listening Standards (page 49)	
Level of Lesson	Common Core State Standards
<p><b>Level 1:</b> Students will read the article titled “Sovereignty” by Robert J. Lyttle, Attorney, from Norman, Oklahoma, 1999, and share out what they learned. The students will break into small groups and discuss what makes a sovereign nation.</p>	<p><b>Level 1 meet these common core:</b> <b>NA</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 2:</b> Students will understand how the Meriam Report led to the Indian Reorganization Act and changed tribal governments.</p>	<p><b>Level 2 meet these common core:</b> <b>NA</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 3:</b> Students will discuss the idea of dual citizenship. Students will compare and contrast tribal constitutions and the United States Constitution.</p>	<p><b>Level 3 meet these common core:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>

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|  | <ul style="list-style-type: none"><li>• 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</li><li>• 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 required to deepen the investigation or complete the task. SL.11-12.1d</li></ul> |
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***Standards that could be easily incorporated with additional time:***

Unit: Reform and Prosperity: Indian Reorganization Act	
<i>Recommended Grade Level/Band: Grade 11/US History</i>	
Language Standards (page 52)	
Level of Lesson	Common Core State Standards
<p><b>Level 1:</b> Students will read the article titled "Sovereignty" by Robert J. Lyttle, Attorney, from Norman, Oklahoma, 1999, and share out what they learned. The students will break into small groups and discuss what makes a sovereign nation.</p>	<p><b>Level 1 meet these common core:</b> <b>NA</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 2:</b> Students will understand how the Meriam Report led to the Indian Reorganization Act and changed tribal governments.</p>	<p><b>Level 2 meet these common core:</b> <b>NA</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 3:</b> Students will discuss the idea of dual citizenship. Students will compare and contrast tribal constitutions and the United States Constitution.</p>	<p><b>Level 3 meet these common core:</b> <b>NA</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>