

Efforts to Ensure the Teaching of Native American History

*Considering the Options:
Requirements, Recommendations,
& Suggestions*

HB 1495's Call to Action (2005)

- It is the intent of the legislature to [educate] the citizens of our state... about tribal history, culture, treaty rights, contemporary tribal and state government institutions and relations and the contribution of Indian nations to the state of Washington.

State Guidelines for Social Studies

| Grade Level | Content & Regional Focus for GLEs | Possible CBAs* |
|-------------|--|---|
| K | Self (near & far; now & then) | |
| 1 | Families (near & far; now & then) | |
| 2 | Community (near & far; now & then) | |
| 3 | Culture: People, Places, and Environment | Cultural Contributions, Meeting Needs & Wants, Humans & the Environment |
| 4 | Washington State History (local tribal history) | Whose Rules? , Dig Deep-Analyzing Sources, People on the Move |
| 5 | US History (time immemorial to 1791) | You Decide , Causes of Conflict, What's the Big Idea? |
| 6 | World Geography & World History (Ancient Civilizations) | People on the Move, Why History?, Enduring Cultures, Meeting Needs & Wants |
| 7 | World History, continued (600 - 1450) & Washington State History (local tribal history) | Dig Deep-Analyzing Sources, Humans & the Environment, International Relations, Causes of Conflict |
| 8 | US History & Government (primarily 19th Century) | Constitutional Issues, Checks & Balances |
| 9/10 | World History (1450 to Present) | Humans & the Environment, Causes of Conflict, Technology Through the Ages |
| 11 | US History & Government (primarily 20th & 21st Centuries) | Constitutional Issues, Checks & Balances , Dig Deep-Analyzing Sources, US Foreign Policy |
| 12 | Contemporary World Problems | Cultural Interactions, Government Revenue & Responsibility, You & the Economy |

Ensuring the Teaching of Native American History

- **Requirements**

- Required State Standards (EALRs & GLEs)
- Required Assessments (CBAs)

- **Recommendations**

- CBA Resources
- Tribal Sovereignty Unit
- Current WAC for Washington State History & Government

- **Suggestions**

- GLE Suggested Unit Outlines
- GLE Examples

Requirements

***Standards (EALRs & GLEs)
& Assessments (CBAs):***

*What does the state require
schools to teach about tribes
and tribal history?*

State's Required Social Studies Standards

- Social Studies EALR 4: HISTORY: "The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, **tribal**, United States, and world history in order to evaluate how history shapes the present and future."

Required Elementary Standards (GLEs)

- 4th Grade **CIVICS** GLE 1.2.1 - Understands that governments are organized into local, state, **tribal**, and national levels.
- 4th Grade **HISTORY** GLE 4.1.2 - Understands how the following themes and developments help to define eras in Washington State history from time immemorial to 1889:
 - Growth of northwest coastal and plateau **tribes** prior to treaties (time immemorial to 1854).

Required Middle School Standards (GLEs)

- 7th Grade **CIVICS** GLE 1.2.1 - Understands and analyzes the structure, organization, and powers of government at the local, state, and **tribal levels** including the concept of **tribal sovereignty**.
- 7th Grade **HISTORY** GLE 4.1.2 Understands how the following themes and developments help to define eras in Washington State history from 1854 to the present:
 - Territory and **treaty-making (1854-1889)**.

Required High School Standards (GLEs)

- 12th Grade CIVICS GLE 1.2.3 - Analyzes and evaluates the structures of state, **tribal**, and federal forms of governments by comparing them to those of other governments.

Effects of No Child Left Behind – Center on Education Policy 2007 Survey

- Average change in instructional time in elementary schools since 2002 (minutes per week):
 - Reading: +140 
 - Math: +87 
 - **Social Studies: - 76** 
 - Science: - 75 
 - Art: - 57 
 - Gym: - 40 

Required Social Studies Assessments (CBAs)

- RCW 28A.230.095:
By 2008-09, school districts shall have in place in **elementary** schools, **middle** schools, and **high** schools **assessments or other strategies** to assure that students have an opportunity to learn the EALRs in **social studies**, the arts, and health and fitness

Recommendations

CBA Resources & Tribal Sovereignty Unit:

*What does the state recommend
schools to teach about tribes
and tribal history?*

OSPI's Recommendations for the CBAs

- One Social Studies Classroom-Based Assessment (CBA) per grade level or per social studies course (3rd-12th grade)

Constitutional Issues CBA

Citizens in a democracy have the right and responsibility to make informed decisions. You will make an informed decision on a public issue after researching and discussing different perspectives on this issue.

Directions to students

In a cohesive paper or presentation, you will:

- State a position on the issue that considers both individual rights and the common good.

- Provide background on your position by describing
 - what the issue is
 - who is involved in the issue
 - why this issue is important.

- Provide reasons for your position that include:
 - An explanation of how a constitutional principle logically supports your position on the issue.
 - An explanation of how one additional piece of credible information logically supports your position on the issue.

- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

Humans and the Environment CBA

Since we all depend on the health of the environment, responsible citizens need to understand how humans affect and are affected by the environment. You will choose and study two groups of people living in the same or similar environments, and compare and contrast how those groups interact with their environment.

Directions to students

In a cohesive paper or presentation, you will:

- State a position on two groups' uses of the environment that includes
 - An analysis of how the two groups' uses are similar or different.
- Provide background on your position by:
 - Explaining one or more plausible alternatives to the groups' uses of the environment that addresses costs and benefits.
- Provide reason(s) for your position that include:
 - An analysis of **one** or more significant similarities or differences related to groups' uses of the environment.
- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

One Possible K-12 Scope & Sequence for Social Studies with CBAs

Social Studies CBAs & the State's Recommended Scope & Sequence - Options

| Grade Level | Content & Regional Focus | Possible CBAs* |
|-------------|--|-------------------------------------|
| K | Self (near & far; now & then) | Part of Whose Rules? |
| 1 | Families (near & far; now & then) | Part of People on the Move |
| 2 | Community (near & far; now & then) | Part of Cultural Contributions |
| 3 | Culture: People, Places, and Environment | Cultural Contributions |
| 4 | Washington State History (local tribal history) | People on the Move |
| 5 | US History (pre-colonial period to Independence) | You Decide |
| 6 | Ancient Civilizations & World Geography | Enduring Cultures |
| 7 | World History (600 - 1450) & Washington State History and Govt. (local tribal history) | Causes of Conflict |
| 8 | US History & Government (primarily 19th Century) | Checks & Balances |
| 9/10 | World History (1450 to Present) | Humans & the Environment |
| 11 | US History & Government (primarily 20th & 21st Century) | Constitutional Issues |
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Recommended Resources for the CBAs

- Point No Point Treaty Unit
 - Created with expertise from Evergreen State College
- Tribal Sovereignty Unit

OSPI's Recommended Unit -
**Since Time Immemorial:
Tribal Sovereignty
in Washington State**

- Goal = All students in Washington will have the opportunity to study tribal sovereignty and its cultural and political history.

Recommended Objectives from Sovereignty Unit

- *Elementary students* will be able to:
 - define tribal sovereignty.
- *Middle school students* will be able to:
 - understand that according to the US Constitution, treaties are “the supreme law of the land.”
- *High school students* will be able to:
 - recognize landmark court decisions and legislation that affected and continue to affect tribal sovereignty.

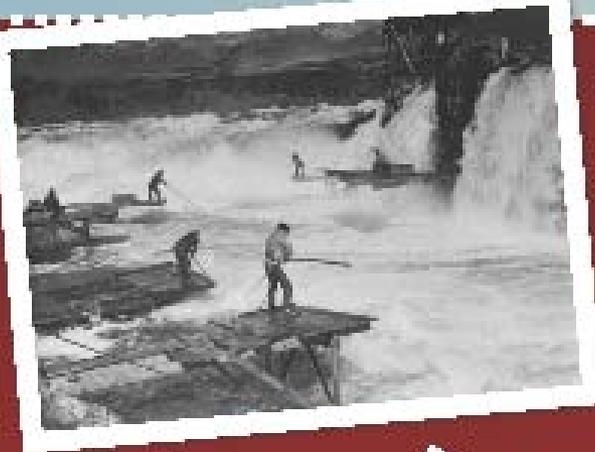
Integrated Approach: Outline from Tribal Sovereignty Unit

| Middle School Suggested Unit | BASIC LEVEL: |
|--|---|
| WA - Territory and Treaty Making (1854-1889) | <p>Objectives:</p> <ul style="list-style-type: none"> • Reviews concept of tribal sovereignty • Recognizes the depth and breadth of tribal sovereignty of NW tribes pre-treaty times. |
| <p>Suggested CBAs “Causes of Conflict” “Dig Deep”</p> | <p>Activities:</p> <ul style="list-style-type: none"> • Analyzes the conflict between Indian tribes and non-Indian settlers (Causes of Conflict) • Analyzes oral and written accounts of treaty negotiations between local tribe/s in your area and the US Government (Dig Deep) |

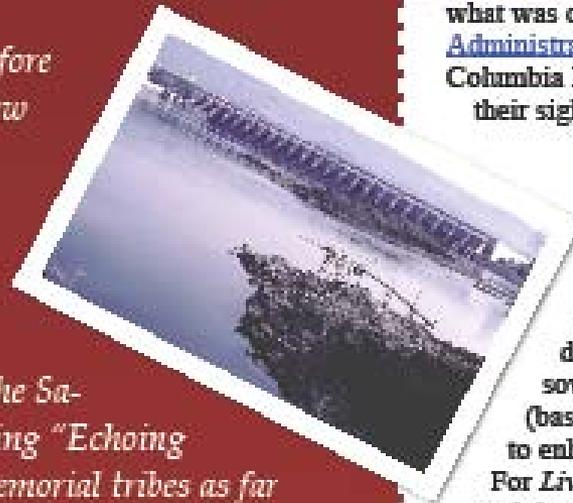
Sample Resource from Tribal Sovereignty Materials

ON SOVEREIGNTY

INTEGRATING TRIBAL PAST, PRESENT AND
FUTURE INTO THE WASHINGTON STATE
SOCIAL STUDIES



Long before anyone had heard of New York City or the stock exchange, tribes along the Columbia River operated their own World Trade Center. It was called Wy'Am in the Sahaptin language, meaning "Echoing Falls." Since time immemorial tribes as far north as Alaska and as far east as The Dakotas



HOW DO YOU DROWN A WATERFALL?

By treaty, tribes were entitled to fish at their "usual and accustomed" fishing grounds. But demand for electricity and irrigation were not going to go away. The US government had to respond.

Tribal people along the Columbia were well aware of what was coming down the river. The [Bonneville Power Administration](#) had already dammed several portions of the Columbia River. It was just a matter of time before they set their sights on the sacred Wy'Am."

WHAT HAPPENED?
FIND OUT AT

<http://www.teachingtribalsovereignty.wa.gov>
OSPT's tribal sovereignty curriculum integrates seamlessly into US and WA history units and lets you decide how much time and to what degree your students delve into issues of tribal sovereignty. Three levels of classroom activities (basic, enhanced, and in-depth) guide your planning to enhance student learning.

For Living in Washington: Its Geography, Resources and the Economy

Recommendations in State Regulations

- **WAC 392-410-120:**
Washington state history and government ... is encouraged to include information on the culture, history, and government of the **American Indian people** who were the first inhabitants of the state.

Suggestions

GLE Examples & Suggested Unit Outlines:

What suggestions does the state make to schools with respect to teaching about tribes and tribal history?

State Guidelines for Social Studies

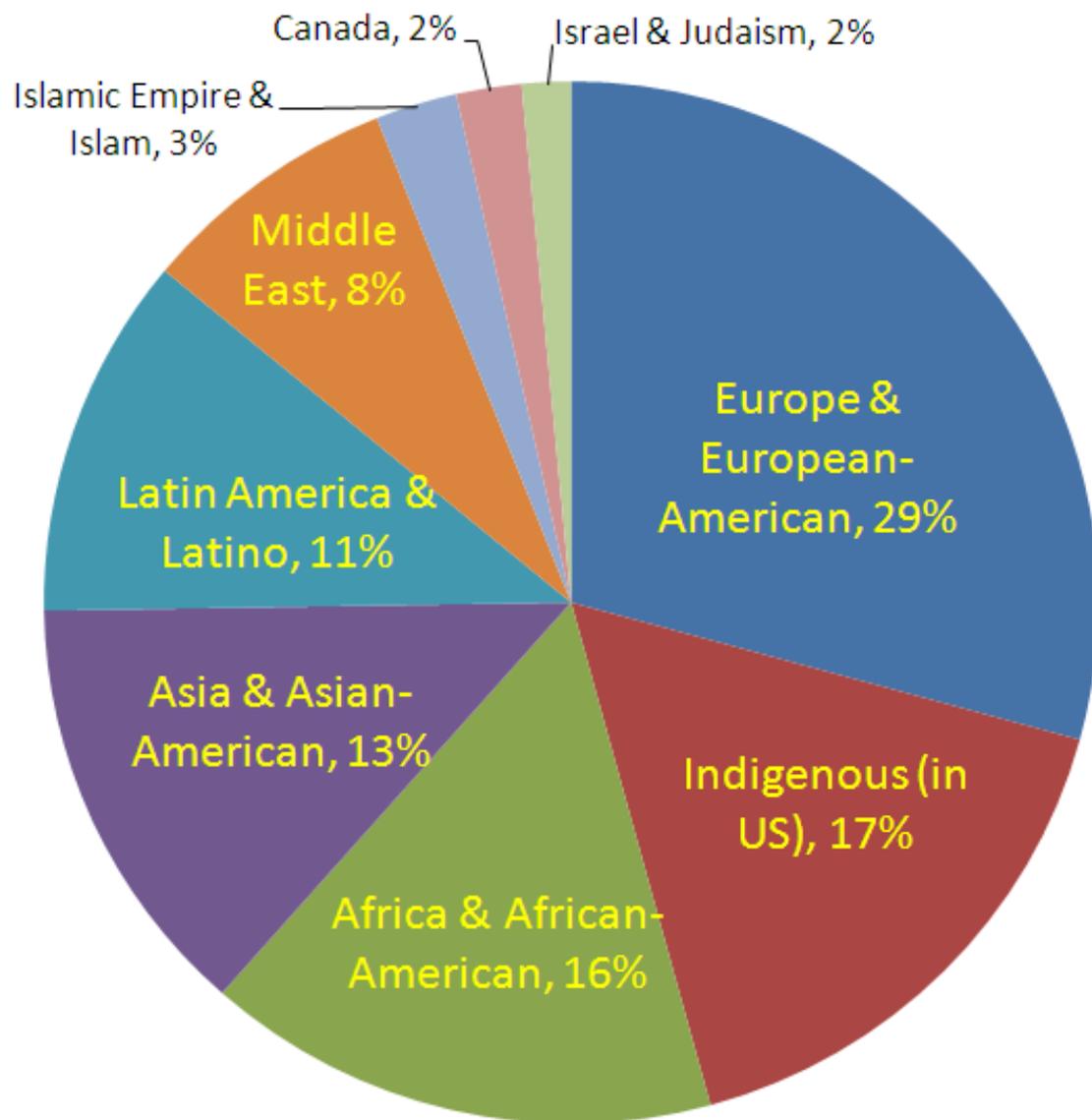
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Suggested Unit Outlines for GLEs

Example:

- “In **third grade**... emphasis is on cultures in the United States, **including the study of American Indians.**
- Suggested Unit Outlines for 3rd Grade
 - **First Nations** of North America
 - Cultures of North America
 - Cultures in Our Community

Percentage of Examples in Social Studies GLEs by Group/Region



Which strategy is
most likely to
succeed?

How will we know what is working?

- Results from state pilot of the tribal sovereignty unit
 - *(Participating Schools: Hood Canal Elementary, Lincoln Elementary, Kingston Middle School, Yelm Middle school, Fife High School, Neah Bay High School, Port Angeles High school, Suquamish Alternative High School -XeZusede, and schools in Marysville and Enumclaw)*
- Reporting on the use of the CBAs
 - *Samples of student work?*

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Ideas? Feedback?

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