**UNIT 1: TERRITORY AND TREATY MAKING: THE POINT NO POINT TREATY**

**Why History? CBA**

**INSTRUCTIONAL SUPPORT MATERIALS**

*Conflict Graphic Organizer*

*CBA Scoring Rubric*

**LEARNING GOALS**

* Students will prepare a Point No Point Treaty timeline using maps and documents studied in previous lessons.
* Students will connect the Treaty period with at least one current issue evidenced by one tribe’s homepage or the web page of the Northwest Indian Fisheries Commission.
* Students will make the connection citing specific information from at least four primary or secondary sources introduced in previous lessons and one map.

(Note: Students may use assessments completed for each of the five lessons to help them put together their final student response for the 8th Grade “Why History?” CBA.)

**LEARNING ACTIVITES**

Studying history can be useful in understanding current issues. You will develop a position on how the knowledge of history helps you understand a current issue by analyzing historical events related to that issue.

**Directions to students**

In a persuasive paper or presentation, you will:

1. Explain how multiplehistorical events relate to the understanding of a significant, current issue using well-supported reasons.
2. Present a thesis/position that:
   * is clear,
   * outlines the relevant historical events to be explained, and
   * makes a generalization about how history helps us understand current events.