

Middle School WA: Unit 1B – Territory and Treaty Making: The Walla Walla Treaty Council of 1855

Social Studies Standards

<i>Since Time Immemorial Unit</i>	State Social Studies Standards Alignment
WA State History Unit 1: The Walla Walla Treaty Council of 1855	SSS1.6-8.1,2; SSS2.6-8.1; SSS3.6-8.1,2; SSS4.6-8.1,2 C1.6-8.2; C2.6-8.1,2,4,5; C3.6-8.1-6 E1.6-8.1,3; E2.6-8.1-6; E4.6-8.1-6 G1.6-8.1-6; G2.6-8.2,4,5,7,8 H1.6-8.1-5; H2.6-8.1,2,3,5,6; H3.6-8.1-5; H4.6-8.2

English/Language Arts Standards

	Part 1 Use comparison, description, and prediction to create a graphic organizer identifying potential conflicts and interests of stakeholders	Part 2 Evaluate the fairness, power structure, and consequences of the Walla Walla Treaty negotiations through responding to discussion questions, developing empathy for stakeholders, and orally presenting findings	Part 3 Research, evaluate, and present cause-effect relationships between treaty negotiations and the Indian Wars and propose alternate solutions to avoid war	Part 4 Create and defend a position on the impact of the treaty and subsequent Indian wars by completing a Causes of Conflict or Dig Deep Classroom Based Assessment
Reading: Literature	n/a	n/a	n/a	n/a
Reading Informational Text	<u>CCSS.ELA-LITERACY.RI.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <u>CCSS.ELA-LITERACY.RI.8.2</u> Determine a central idea of a text and analyze its development over the course	<u>CCSS.ELA-LITERACY.RI.8.8</u> 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.	<u>CCSS.ELA-LITERACY.RI.8.9</u> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	

	of the text, including its relationship to supporting ideas; provide an objective summary of the text.			
Reading Standards for Literacy in History/Social Studies	<p><u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.3</u> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.6</u> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>			
Writing	<p><u>CCSS.ELA-LITERACY.W.8.1</u> Write arguments to support claims with clear reasons and relevant evidence</p> <p><u>CCSS.ELA-LITERACY.W.8.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><u>CCSS.ELA-LITERACY.W.8.7</u> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><u>CCSS.ELA-LITERACY.W.8.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
Writing Standards for Literacy in History/Social Studies	<p><u>CCSS.ELA-LITERACY.RH.6-8.8</u> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.9</u> Analyze the relationship between a primary and secondary source on the same topic.</p>			
Speaking and Listening	CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8	CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others'	CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with	

	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>questions and comments with relevant evidence, observations, and ideas.</p>	<p>relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>Language Standards</p>	<p>CCSS.ELA-LITERACY.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><u>CCSS.ELA-LITERACY.L.8.5.C</u> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p> <p><u>CCSS.ELA-LITERACY.L.8.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		

Environmental & Sustainability Education (ESE) Standards

ESE Standard Alignment	Corresponding Tribal Sovereignty Unit or Resource
ESE 1,3	WA -The Walla Walla Treaty Council of 1855

ESE Standard 1:	Ecological, Social, and Economic Systems. Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines natural and human sustainability of local, regional, national, tribal, and global communities. <i>Aligns to Since Time Immemorial Tribal Sovereignty Essential Questions 1, 2, 3, 4, 5</i>
ESE Standard 2:	The Natural and Built Environment. Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments. <i>Aligns to Since Time Immemorial Tribal Sovereignty Essential Questions 1, 4, 5</i>
ESE Standard 3:	Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability. <i>Aligns to Since Time Immemorial Tribal Sovereignty Essential Questions 1, 2, 3, 4, 5</i>

Social Emotional Learning (SEL) Standards

SEL Standard	Benchmark (Middle School)
Self-Awareness	1A, 1B
Social Awareness	4A,4B,4C
Self-Management	2A,2B
Social Management	5A,5B,5C
Self-Efficacy	3A,3B,3C
Social Engagement	6A,6B,6C