Since Time Immemorial: Tribal Sovereignty in Washington State
Creating a Yearlong Washington History Scope and Sequence
Integrating STI into Ancient and World History

Shana Brown, Yakama / Muckleshoot
Teacher and Curriculum Specialist, Seattle Public Schools
# 7th Grade Scope and Sequence Cadre

<table>
<thead>
<tr>
<th>Toby Jarman</th>
<th>Eric Cunningham</th>
<th>Melissa Dean-Treseler</th>
<th>Richard Katz</th>
</tr>
</thead>
</table>
| - Robert Eagle Staff Middle School  
- Special Education / Modifications | - Southshore K – 8  
- Student Environmental Awareness and Activism | - Mercer Middle School  
- 7th Washington History | - Roosevelt High School  
- Geography / Advanced Learning |

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Washington history begins with the first people of this land. Students will examine the tribal and colonial histories of Washington’s past and their civic and social responsibilities to Washington’s future. Their study includes an examination of tribal homelands, state and tribal constitutions, the struggle to balance indigenous land-based values and colonial land values, contemporary popular and tribal sovereignty issues, and the impact both have on sustainability. Through study of migration, social justice, urbanization, and human interactions with the environment, students will develop their own agency as well as enduring understandings of the core concepts and ideas in civics, economics, geography, and history as outlined in state social studies standards.
Define Standards You Will Use:


Consider American Indian Essential Understandings developed by The Smithsonian’s National Museum of the American Indian are identified in inquiry blueprints or focused inquiries.

Consider Yearly Themes: Possible Themes: since time immemorial, conflicting land values, student agency

Consider Your Practices: SEL? Anti-Racist? Other? STI is not just about content. It is about building relationships. One of the first steps toward building relationships should be creating culturally responsive school environments free of stereotype threat.
How Will You Design Units? They should all look alike

Overall Structure
Inquiry Design
Pacing Guide
Assessments
Student Agency

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What Resources Will You Use?

**Essential Texts:**
- Your district adopted textbook with problematic chapters and selections identified

**Recommended Texts:**
- *People of Cascadia* (Bohan, 2009)
- Others?

**Online Materials:**
- *Digital Units from Since Time Immemorial: Tribal Sovereignty in Washington State* (Consider using recommended materials from the OSPI Office of Native Education website).
- *Native Knowledge 360° (Why Do the Foods We Eat Matter?)* Which modules will you reserve exclusively for Washington history? U.S. history?
- List other reliable resources for teachers to consult.
- How will you guide teachers or what is your expectation for using unrecommended materials?

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## Go Beyond the Scope and Sequence: Provide Reliable Enrichment Resources

### OSPI / STI Social Studies Themes

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</thead>
<tbody>
<tr>
<td>Since Time Immemorial OSPI &amp; Other State Resources</td>
<td>Tribal Perspectives on American History in the Northwest video and Teacher Guide</td>
<td>Territory and Treaty Making: The Point No Point Treaty</td>
<td>Governor's Office of Indian Affairs</td>
<td>Tribal Perspectives on American History in the Northwest video and Teacher Guide</td>
<td>Hanford and Impact on Native Tribes</td>
<td>Contemporary WA: Boldt Decision</td>
<td>Washingtontribes.org</td>
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<tr>
<td>The State We're In: Your Guide to State, Tribal, and Local Government</td>
<td>SWI Chapter 1</td>
<td>SWI Chapter 2</td>
<td>SWI Chapters 5, 6, &amp; 7</td>
<td>SWI Chapter 4</td>
<td>SWI Chapters 8 &amp; 9</td>
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</tr>
<tr>
<td>SPS &amp; OSPI Outside Resources</td>
<td>SPS American Indian Resource Library</td>
<td>UW Center for the Study of the Pacific Northwest</td>
<td>iCivics Washington</td>
<td>Seattle Civil Rights and Labor Project</td>
<td>Museum of History and Industry</td>
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<td>Washington State Historical Society</td>
<td>Historylink</td>
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**SPS American Indian Studies Website**
- Complete Unit & PPTs example
- SPS TV What Does It Mean to Be a Land-Based People?
- SPS TV Discrimination and the Development of Washington
- SPS & Other Tribal History Videos
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**SPS American Indian Resource Library**
- Why Do the Foods We Eat Matter?
- Trail Tribes
- UW Indian and Tribal Law website
- Honoring Tribal Legacies
- Teaching Critically About Lewis and Clark: Challenging Dominant Narratives in K-12 Curriculum
- Rumble: American Indians Who Rocked the World-film and lessons
- UW Center for the Study of the Pacific Northwest

**SPS TV What Does It Mean to Be a Land-Based People?**
- Terminology
- Land-Based People

**SPS TV Discrimination and the Development of Washington**
- Discrimination
- Development of Washington

**SPS & Other Tribal History Videos**
- Various topics related to tribal history

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**Washingtontribes.org**
- Various topics related to tribal history

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Since Time Immemorial: Tribal Sovereignty in Washington State

In 2015, the Legislature passed Senate Bill 5433 modifying the original 2005 legislation, now requiring the Since Time Immemorial: Tribal Sovereignty in Washington State or other tribally-developed curriculum be taught in all schools. The use of the Since Time Immemorial curriculum has been endorsed by all 29 federally recognized tribes.

- Early Learning
- Elementary
- Middle School
- High School
- STI-Connected Tribal Sovereignty Curriculum Resources
- Videos
- Partnering with Tribes
- PK-12 Implementation Resources
- Higher Education Teacher and Administrator Preparation Programs

Ready to Go Lessons

To support the continuous teaching and learning you are providing your students, these "Ready to Go" lessons have been shared by Tribes and educators to provide you with quick access to a variety of complete lessons to implement along with or in addition to the Since Time Immemorial tribal sovereignty curriculum. If you have lessons you would be willing to share, please contact Laura Lynn.

<table>
<thead>
<tr>
<th>Level</th>
<th>Lessons</th>
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<tbody>
<tr>
<td>Elementary</td>
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<tr>
<td>Middle School</td>
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<tr>
<td>High School</td>
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<td>All Grade Level</td>
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The State We’re In: Your Guide to State, Tribal, and Local Governments

- Aligned with state standards
- Logical scope and sequence
- Spanish Chinese Translations
- Teachers Guide with Lesson Plans and Materials
- Inquiries for each chapter
- Accessible to all learners
- FREE online access through Open Education Resources (OER)

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Native Knowledge 360°

The Smithsonian's National Museum of the American Indian

There are more than 44 Native Knowledge 360° modules about American Indians and peoples of the Americas.

Fish Wars - required at high school ● Why Do the Foods We Eat Matter? – required at middle school
Global Ancient History Timeline

**NW Indians begin preserving fish 4000 BCE**

- Old Copper Culture (Great Lakes) 3000-2500 BCE
- Mesopotamia 3500-2000 BCE
- Ancient Egypt 3100-1070 BCE
- Cochise Desert Culture 7000 BCE-CE 1

- Poverty Point Trade Center (Louisiana) 1800 BCE-500
- Huang Ho Valley 1799-1122 BCE
- Ancient China Dynasties 2000 BCE-CE 200
- Ancient India 3000 BCE-CE 500

- Olmec Civilization 1500 BCE – CE 300
- Adena Culture (now Ohio) 1000 BCE – CE 200
- Ancient Rome 509 CE-476 CE
- Medieval Europe CE 476-1492
- Islamic Empire CE 670-1500
- Mediterranean Region CE 1500-present

- Maya CE 250-900
- Aztec CE 1350-1521
- Inca CD 1200-1532
- Iroquois Confederacy (NE US) CE 1400
- Zimbabwe CE 700-1450
- Toltec (Mexico) CE 900-1200
- Mali CE 1200-1450
- Patayan (Arizona) CE 875-1500
- Ghana CE 400-1200
- Mississipian CE 700-1550
- Hohokam (Arizona) CD 400-1500
- Songhai CE 1000-1600
- SE Asian Empires and Kingdoms
- Axum CE 100-1400
- SE Asian Empires and Kingdoms
- Korea 2333-100 BCE
- Korea CE 200

Clovis infant “Anzick Boy” buried with wealth of artifacts (Montana) ca. 12,960 – 12,565 BCE

Coast Salish village "WYET-Can" (ch-WHET-tcan), Washington ca. 750 BCE

Yuit 200 BCE

Khmer (Cambodia) CE 1100

Inca CD 1200-1532

- Iroquois Confederacy (NE US) CE 1400
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Khmer (Cambodia) CE 1100
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<th>Enduring Understandings</th>
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<td>How did human daily life evolve from the Stone Age time periods to the Bronze and Iron ages?</td>
<td>The interaction between people and environment affects how and where people live, work, and play. In the last 10,000 years ancient peoples from regions all around the globe shifted from a life of foraging to farming, developed civilizations, advanced technology, and connected all regions of the world.</td>
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**Supporting Question 1**
What were the characteristics of human life in the Paleolithic to Neolithic time periods?
How and why did groups of people come together to form a society in the Copper, Bronze and Iron ages?

**Supporting Question 2**
How did humans use their tools during the Copper, Bronze and Iron ages to control and change their environment?

**Supporting Question 3**
What characteristics define a complex society? How did complex societies better meet the needs of the people? What were common characteristics of early societies? In what ways were they different?

<table>
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SSS2: Uses inquiry-based research
E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.
G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.
G2: Understands human interaction with the environment.
G3: Understands the geographic context of global issues and events.
H1: Understands historical chronology.
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(Thank you, everyone.)