



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

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7th Grade Scope and Sequence Cadre

Toby Jarman

- Robert Eagle Staff Middle School
- Special Education / Modifications

Eric Cunningham

- Southshore K – 8
- Student Environmental Awareness and Activism

Melissa Dean-Treseler

- Mercer Middle School
- 7th Washington History

Richard Katz

- Roosevelt High School
- Geography / Advanced Learning

Design Rule #1

Building a Yearlong Washington State Scope and Sequence

Design Rule #1: Make it suitable for districtwide use

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.

Propose a new Washington State History Course Description:

SPS SAMPLE:

Define Standards You Will Use:

Washington State Standards for Social Studies (WSSS) –
Since Time Immemorial Essential Understandings and
Learning Outcomes: - Under [RCW 28A.320.170](#)

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

What Resources Will You Use?

Essential Texts:

- [*The State We're In: Your Guide to State, Tribal, and Local Government, 8th electronic edition*](#) League of Women Voters of Washington
- 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?

Go Beyond the Scope and Sequence: Provide Reliable Enrichment Resources

OSPI / STI SOCIAL STUDIES THEMES	TRIBAL HOMELANDS	TERRITORY AND TREATY-MAKING	GOVERNMENT	RAILROADS, REFORM, IMMIGRATION, & LABOR 1889 - 1930 (US INDIAN POLICY ERA: ASSIMILATION 1890-1918)	RAILROADS, REFORM... 1889 - 1930 (US INDIAN POLICY ERA: REORGANIZATION 1918-1939)	TURMOIL AND TRIUMPH 1930 - 1974 1939-1991 (US INDIAN POLICY ERA: TERMINATION TO SELF-DETERMINATION)	TURMOIL AND TRIUMPH 1930 - 1974 (US INDIAN POLICY ERA: 1945-1991 TERMINATION TO SELF-DETERMINATION)	NEW TECHNOLOGIES AND INDUSTRIES IN CONTEMPORARY WASHINGTON, 1975 - PRESENT (US INDIAN POLICY ERA:1991-PRESENT NATION-BUILDING)
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	SPS & Other Tribal History Videos	SPS & Other Tribal History Videos	SPS & Other Tribal History Videos
Since Time Immemorial OSPI & Other State Resources	Tribal Perspectives on American History in the Northwest video and Teacher Guide	Territory and Treaty Making: The Point No Point Treaty	Governor's Office of Indian Affairs	Tribal Perspectives on American History in the Northwest video and Teacher Guide		Hanford and Impact on Native Tribes	Contemporary WA: Boldt Decision	Washingtontribes.org
The State We're In: Your Guide to State, Tribal, and Local Government	SWI Chapter 1	SWI Chapter 2	SWI Chapters 5, 6 & 7	SWI Chapter 4	SWI Chapter 4	SWI Chapters 8 & 9	SWI Chapters 8 & 9	SWI Chapters 8 & 9
SPS & OSPI Outside Resources	Why Do the Foods We Eat Matter?	Trail Tribes	UW Indian and Tribal Law website	Honoring Tribal Legacies	Seattle Civil Rights and Labor Project	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 & OSPI Outside Resources	SPS American Indian Resource Library	UW Center for the Study of the Pacific Northwest	iCivics Washington	Seattle Civil Rights and Labor Project	Museum of History and Industry			
SPS & OSPI Outside Resources		Washington State Historical Society	Historylink					

Office of Native
Education—Office of the
Superintendent of Public
Instruction

Use more
than just the
STI Units
Themselves.

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](#).

[Elementary Lessons](#)



[Middle School Lessons](#)



[High School Lessons](#)



[All Grade Level Lessons](#)



New Resources

- [Librarian-Focused STI Webinar: March 18 \(PDF\)](#)
- [Winter/Spring 2021 STI Webinar Registration \(PDF\)](#)
- ["Ready to Go" Lesson Resources](#)
- [ONE Student Learning Resources \(PDF\)](#)
- [Seattle Public Schools American Indian Studies Remote Learning Resources](#)



The State We're In: Washington

Your guide to
state, tribal & local government



League of Women Voters
of Washington
Education Fund



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

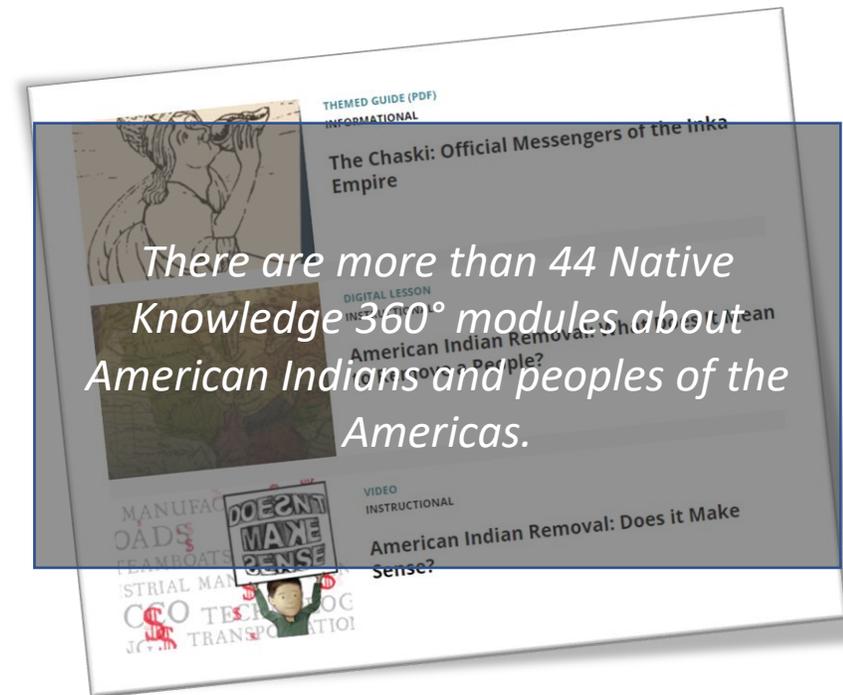
Inquiries for each chapter

Accessible to all learners

FREE online access through Open Education Resources (OER)

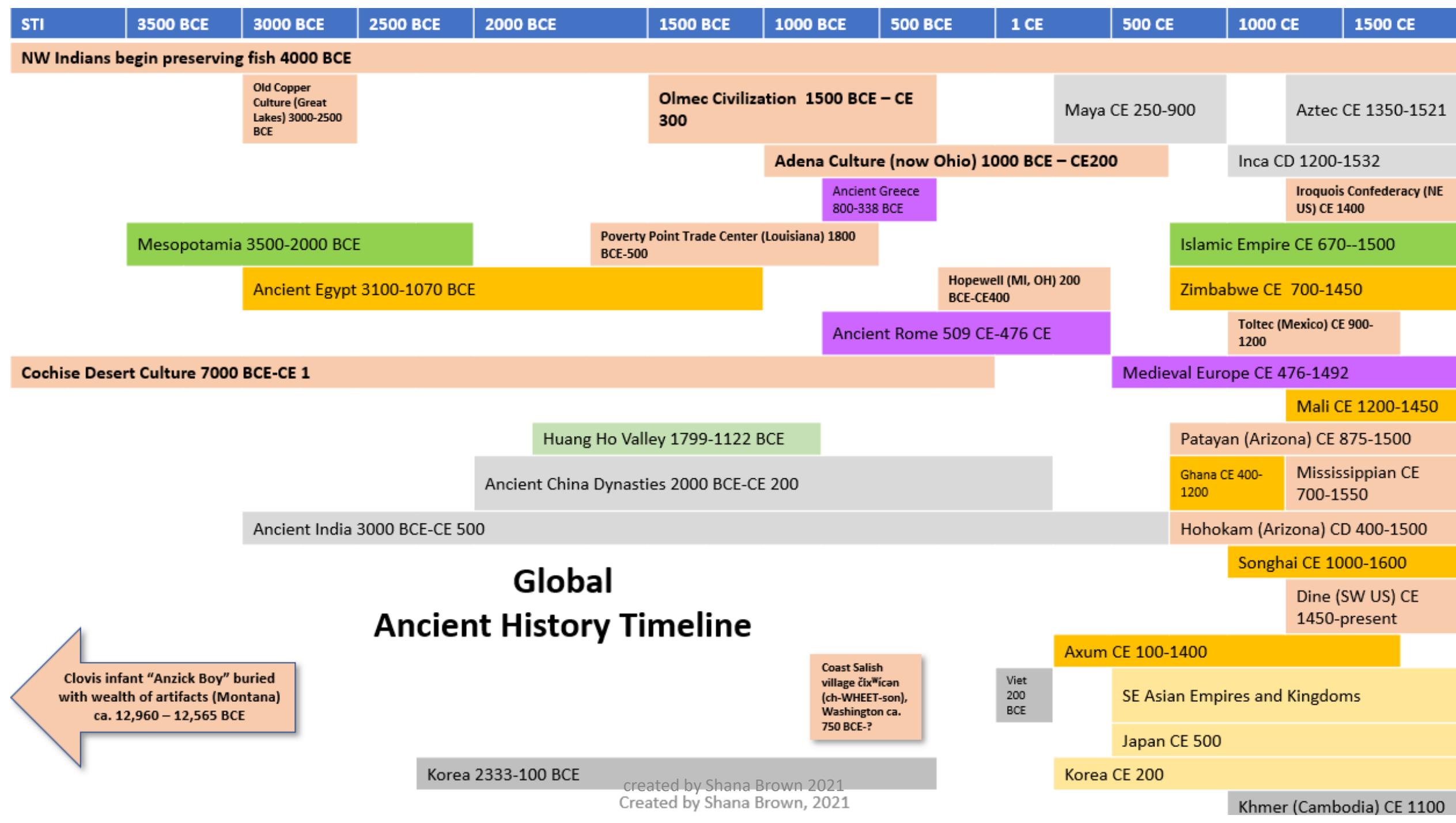
Native Knowledge 360°

The Smithsonian's National Museum of the American Indian



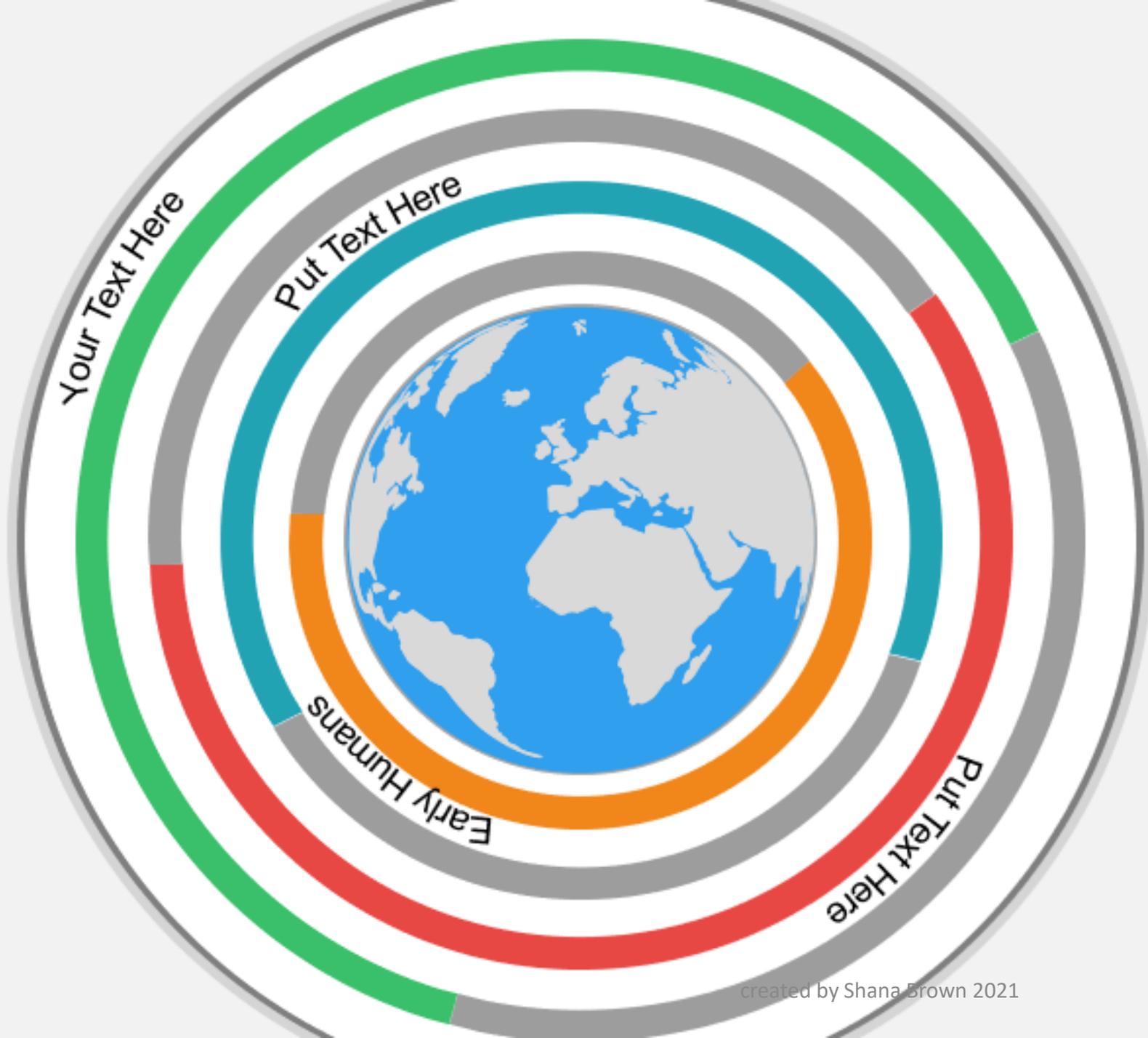
Fish Wars - required at high school • ***Why Do the Foods We Eat Matter?*** – required at middle school

created by Shana Brown 2021



Global Ancient History Timeline

created by Shana Brown 2021
Created by Shana Brown, 2021



created by Shana Brown 2021

Since Time Immemorial

Download this awesome diagram. Bring your presentation to life. Download this awesome diagram

Neolithic Era

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Early Civilizations

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Text Here

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<p>from Early Civilizations to Complex Societies</p>	<p>5-6 weeks</p>	<p>Turkey: Catalhuyuk -Sumeria, Egypt & Nile River valley, India China, Olmec 1200 BCE, Maya, Teotihuacan and Zapotec 400BCE, Toltec 950-1150 CE, Moche 100 CE in Peru -Nubian kingdom of Kerma, Greece, Rome, Ghana 400 CE, Zimbabwe 900 CE, -Arab tribes 500 CE, Middle Ages Europe: Franks 481 CE, -Berbers and Saharan caravans -Land-based and non-land-based people, early complex societies in the Americas had land-based values, STI, Linear vs. Circular timelines</p>	<p>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.</p>
<p>Essential Questions How did human daily life evolve from the Stone Age time periods to the Bronze and Iron ages?</p>		<p>Enduring Understandings 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.</p>	
<p>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?</p>	<p>Supporting Question 2 How did humans use their tools during the Copper, Bronze and Iron ages to control and change their environment?</p>	<p>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?</p>	
<p>Formative Assessment 1</p>	<p>Formative Assessment 2</p>	<p>Formative Assessment 3</p>	

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(Thank you, everyone.)