

MIDDLE SCHOOL NATIVE RESOURCES

MIDDLE SCHOOL ANCIENT HISTORY NATIVE RESOURCES

For all courses:

1. Since Time Immemorial (STI) – state-mandated curriculum [RCW 28A.320.170](#) *
2. SPS adopted STI under *Tribal History and Culture Extended Core Instructional Materials Adoption*, June 26, 2019
3. SPS requires STI at all levels.
4. Seattle Public Schools Sites and Resources:
 - [Native American Library](#)
 - [Native American Schoology Groups Page](#)
 - [SPS American Indian Studies Website](#)

Recommendations and Resources By OSPI Social Studies Standard:

C2.6-8. 1 Explain a variety of forms of government from the past or present.

Include tribal governments when comparing a democratic republic to the PNW tradition of consensus in government.

E1.6-8.1 Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.

[Muckleshoot Food Sovereignty Project \(NMAI's "Foods Still Matter"\) Economic Tie: Muckleshoot Tribe began buying back its lost homelands to practice tribal sovereignty and reintroduce native plant life to encourage what is known as "food sovereignty."](#)

E2.6-8.1 Describe the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.

[Compare agricultural practices of Mesopotamia to the contemporary Muckleshoot Food Sovereignty Project](#)

E2.6-8.2 Explain how scarce resources have affected international trade in the past or present.

Use scarcity of salmon in the Northwest as a comparison to ancient scarcity issues.

E4.6-8.1 Explain the distribution of wealth and sustainability of resources in the world.

The concept of wealth is vastly different in Coast Salish and Plateau cultures. One demonstrates wealth through what they can give away to others. This typically happens in the form of a potlatch (Coast Salish) or a giveaway (interior Washington plateau).

G1.6-8.1 Construct and analyze maps using scale, direction, symbols, legends, and projections to gather information.

Use tribal maps, such as the ceded land area map, for examples.

G2.6-8.2 Explain the geographic factors that influence the movement of groups of people in world history.

[There have been so many challenges to the Bering Strait Land Bridge Theory that it is considered inaccurate. Share what the latest research says about how people first got to the Americas by showing the graphic of the possible migration theories.](#)

H1.6-8.1 Analyze different cultural measurements of time.

[TPNW Timeline Activity \(concept of time in a spiral or circle, rather than linear\); Introduce the concept of Since Time Immemorial \(predates even the time they're studying\) STI Video Tribal Perspectives of American History in the Northwest Ch. 2 "Oral Tradition."](#)

MIDDLE SCHOOL WA HISTORY NATIVE RESOURCES

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SINCE TIME IMMEMORIAL UNITS

- Since Time Immemorial Unit: [Walla Walla Treaty Council](#)
- Since Time Immemorial Unit: [Hanford and Impact on Native Tribes](#)
- Since Time Immemorial Unit: [Territory and Treaty Making: The Point No Point Treaty](#)
- [Why Do the Foods We Eat Matter?](#)

EXTENDED STUDY AND HELPFUL RESOURCES

- [TrailTribes](#)
- [Honoring Tribal Legacies](#)
- [National Museum of the American Indian: 22 Resources for Middle School](#)
- [How Did Six Different Nations Avoid Removal?](#)
- [How Do You Remove a People?](#)

MIDDLE SCHOOL U.S. HISTORY NATIVE RESOURCES

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SINCE TIME IMMEMORIAL UNITS

- Since Time Immemorial Unit: [Fighting for Independence and Framing the Constitution: Revolution and Constitution in Indian Country](#)
- Since Time Immemorial Unit: [Fighting for Independence and Framing the Constitution: Revolution and Constitution in Indian Country](#)
- Since Time Immemorial Unit: [Slavery, Expansion, and Removal: Jackson, Marshall, and Indian Removal \(1801 - 1850\)](#)
- Since Time Immemorial Unit: [Civil War and Reconstruction: Indian Treaties: Goals and Effects](#)
- Since Time Immemorial Unit: [Development and Struggles in the West: The Dawes Act](#)

EXTENDED STUDY AND HELPFUL RESOURCES

- [The Journey-Connection to Place and Invasion in the Plains](#)
- [Living Within the Four Base Tipi Poles of the Absalooke Homeland \(Northern Plains\)](#)
- [Tribal Oral Traditions and Languages in the Plains Region of the Lewis and Clark Trail](#)
- [Lewis and Clark Tribal Legacies Project \(NPS\)](#)