

TRIBAL HISTORY/SHARED HISTORY
THE KLAMATH TRIBES CURRICULUM PROJECT

Unit: Historical Knowledge & Thinking

Grade Level: 8th Grade History/Social Studies

Era: Pre-Contact –Modoc War (Time Immemorial – 1873)

Curriculum Unit Overview

Unit Goals

1. To develop student knowledge of sovereignty and the relationships between nation states.
2. To develop student knowledge about the Klamath, Modoc and Yahooskin Paiute participation in the negotiations of the Klamath Treaty of 1864.
3. To develop student knowledge of the policy and practices of the United States as to treaties with Indian Tribes.
4. To develop the ability of students to conceptualize and discuss Klamath, Modoc and Yahooskin Paiute legal objections to violations of the Klamath Treaty of 1864.
6. To develop the ability of the students to discuss and evaluate the failure of the United States Congress to ratify the treaty with the Modoc Tribe.
7. To develop the ability of the students to analyze the conflicting views of the Modoc War and its aftermath.
8. To develop student knowledge about the Klamath, Modoc and Yahooskin Paiute governance structure and decision-making process before and after the Klamath Treaty of 1864.

Essential Understandings Associated with this Unit

1. ***Since Time Immemorial*** – The Klamath, Modoc and Yahooskin Paiute people have always had a close relationship with their homelands and indigenous resources. The relationships help to keep people healthy, providing for abundant and diverse cultures.
2. ***Sovereignty*** – The Klamath, Modoc and Yahooskin Paiute exercised, and continue to exercise, their inherent right to self-governance since time immemorial.
3. ***History*** – Klamath, Modoc and Yahooskin Paiute history is multifaceted, complex and timeless. The Klamath, Modoc and Yahooskin Paiute cultures have survived because of their ability to adapt and change in response to environmental, social and other factors.

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4. **Lifeways** – The Klamath, Modoc and Yahooskin Paiute continue to incorporate cultural values into how they govern and manage their affairs. The Klamath, Modoc and Yahooskin people have their own oral histories which are as valid as written history. These oral histories predate the alleged “discovery” of North America.

5. **Treaties** – The Klamath Treaty of 1864, though imperfect and imperfectly honored by the United States, continues to protect many interests of the Klamath, Modoc and Yahooskin Paiute people and their homelands.

Oregon Social Sciences Standards Associated with this Unit

Historical Knowledge

- 8.22 Evaluate continuity and change over the course of United States history by analyzing examples of conflict, compromise, cooperation, interdependence, and social justice from multiple perspectives.
- 8.24 Examine the cause and effect of social, political, and economic factors that motivated westward expansion, invasion of indigenous peoples, institutions, and the resulting impacts.
- 8.28 Identify issues related to historical events to recognize power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes).

Historical Thinking

- 8.30 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.

Social Science Analysis

- 8.32 Critique and analyze information for point of view, historical context, distortion, bias propaganda and relevance including sources with conflicting information in order to question the dominant narratives in history

Oregon Common Core Standards for ELA & Literacy in History/Social Studies (Informational Text)

Key Ideas and Details

- 6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how Supreme Court decisions set precedent).

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Craft and Structure

6-8.RH.6 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).

Integration of Knowledge and Ideas

6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Unit Goals Related to Classroom Based Assessment

Knowledge and skills for 8th Grade Level

Unit Lesson Plans Objectives & Outcomes

a. Lesson Plan 1 - A Review of Traditional Lifeways of the Klamath, Modoc and Yahooskin Indians, the Early Impacts of Colonization on those Lifeways and Inherent Sovereignty (Time Immemorial – 1864)

1. Students will be able to identify absolute and relative locations of the Klamath, Modoc and Yahooskin Paiute aboriginal homelands.
2. Students will understand that the Klamath, Modoc and Yahooskin Paiute tribes recognized tribal territorial boundaries and exercised inherent sovereignty of their homelands.
3. Students will be able to accurately describe at least five (5) specific natural resources that were historical utilized by the Klamath, Modoc and Yahooskin people.
4. Students will be able to accurately describe and discuss early interactions between the Klamath, Modoc and Yahooskin Paiute people and nonIndian explorers and colonizers.
5. Students will be able to discuss the Constitutional and legal basis for Treaty-making and the fact that the Klamath, Modoc and Yahooskin Paiute **reserved** rights, land and resources that already belonged to them – that they were not **given** rights.

b. Lesson Plan 2 – The Marshall Trilogy, Klamath Basin Conflict & Treaty-Making (1850-1864)

1. Students will be able to discuss the legal concepts of the Marshall Trilogy and how they may or may not have affected the Klamath, Modoc and Yahooskin Paiute tribes in the Klamath Basin.
2. Students will be able to examine and analyze conflicts between early colonizer settlers and the Klamath, Modoc and Yahooskin Paiute.

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3. Students will be able to compare and contrast the negotiation process of the Modoc Treaty of 1864 and the Klamath Treaty of 1864.
4. Students will be able to discuss specific elements of the Klamath Treaty of 1864 and discuss why the Klamath, Modoc and Yahooskin Paiute people felt and feel that the United States has not fully honored the Treaty.
5. Students will be able to discuss how some specific elements of the Klamath Treaty of 1864 continue to be exercised.

c. Lesson Plan 3 – Early Reservation Years & the Modoc War (1864 – 1873)

1. Students will be able to discuss how the inherent sovereignty of the Klamath, Modoc and Yahooskin Paiute tribes was diminished by, but continued to exist, in spite of the Treaty.
2. Students will be able to describe how the Klamath, Modoc and Yahooskin Paiute people lost control of decision-making as to who would be characterized as tribal leaders and how that change came about.
3. Students will be able to discuss specific causes of the Modoc War and discuss at least 5 key players associated with the Modoc War.
4. Students will be able to discuss how the Modoc War was characterized at the time and how the characterization has or has not changed over time.
5. Students will be able to discuss the treatment of the Modoc people who participated in and survived the Modoc War.

SAMPLE Curriculum Unit Assessment

1. The student will identify on a map the locations of Klamath, Modoc and Yahooskin Paiute aboriginal homelands by writing in the name of the tribe in homeland locations on the map.
2. The student will identify on a map of the homelands of the Klamath, Modoc, and Yahooskin Paiute the overlapping tribal territories of the Klamath Tribes.
4. The student will provide four (4) examples of how the aboriginal homelands supported the lifeways of the Klamath, Modoc, and Yahooskin Paiute.
5. The student will provide five (5) specific natural resources that were historically utilized by the Klamath, Modoc and Yahooskin Paiute people.

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6. The student will provide two (2) examples of how the Klamath, Modoc and Yahooskin Paiute tribes recognized tribal territorial boundaries.
7. The student will provide two (2) examples of Klamath, Modoc and Yahooskin Paiute commerce with other tribes.
8. The student will define at least 6 of the following words, terms, and phrases:

Aboriginal	Homeland
Time Immemorial	Time Beyond Memory
Indigenous people	Territory
Aboriginal homeland	Aboriginal territory
Traditional territory	Reservation
Sovereignty	Inherent sovereignty
Doctrine of Discovery	Settler-Colonist
Domestic Dependent Nation	Treaties
Contracts	C'waam
Koptu	Wocus
Huckleberries	Epos
Camas	Article of Peace
Ward	Guardian
Indian Nations	Howitzer
Reprisals	St. Valentine's Day Treaty
Peak-to-Peak	

9. The student will list and explain three (3) primary legal concepts of the Marshall Trilogy.
10. The student will list three (3) ways the Marshall Trilogy affected the Klamath, Modoc and Yahooskin Paiute tribes in the Klamath Basin.
11. The Student will list four (3) conflicts between settler-colonists and the Klamath, Modoc and Yahooskin Paiute.
12. The student will list two (2) primary differences in negotiation of the Modoc Treaty of 1864 and the treaty negotiations of the Klamath Treaty of 1864.
13. The student will list three (3) specific elements of the Klamath Treaty of 1864 and explain why the Klamath, Modoc and Yahooskin Paiute people felt and feel that the United States has not fully honored the Treaty.
14. The student will list three (3) specific elements of the Klamath Treaty of 1864 that continue to be exercised by the Klamath, Modoc, and Yahooskin Paiute.
15. Students will list two (2) ways that the inherent sovereignty of the Klamath, Modoc and Yahooskin Paiute tribes was diminished by, but continued to exist, in spite of the Treaty.

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16. Students list two (2) ways that the Klamath, Modoc and Yahooskin Paiute people lost control of decision-making as to who would be characterized as tribal leaders and how that change came about.
17. Students will list two (2) specific causes of the Modoc War.
18. Students will list two (2) ways that the Modoc War was characterized at the time and explain how the two characterizations have or have not changed over time.
19. Students will list four (3) actions that the United States took with regard to the Modoc people who participated in and survived the Modoc War.