

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 to 1873)

Lesson Plan Overview

Name of Lesson Plan 2: The Marshall Trilogy, Klamath Basin Conflict & Treaty-Making (1823-1864)

Purpose of Lesson Plan: The students will be able to discuss and analyze the Marshall Trilogy, the conflicts between settler-colonizers and the Klamath, Modoc, and Yahooskin Paiute, and the provisions of the Klamath Treaty of 1864.

Time/Duration of Lesson Plan: Multiple sessions, as necessary, 50 minute increments.

Unit Goal

Students will develop knowledge of sovereignty and the relationships between nation states, the policies and practices of the United States as to treaties with Indian Tribes, and some matters pertaining to the Klamath, Modoc and Northern Paiute Treaties of 1864 and 1865.

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. These relationships help to keep people healthy, providing for abundant and diverse cultures.
2. ***Sovereignty*** – The Klamath, Modoc and Yahooskin Paiute people have exercised 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 Paiute cultures have survived because of their ability to adapt and change in response to environmental, social and other factors.
4. ***Lifeways*** – The lifeways of the Klamath, Modoc and Yahooskin Paiute peoples' beliefs and spirituality continue today. The Klamath, Modoc and Yahooskin Paiute people continue to

incorporated cultural values into how they govern and manage their affairs. The Klamath, Modoc and Yahooskin Paiute 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).

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 Plan Learning Objectives & Outcomes

Time/Duration of Lesson Plans: Multiple sessions, as necessary, 50 minute increments.

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.
2. Students will be able to examine and analyze conflicts between early settler-colonizers and the Klamath, Modoc and Yahooskin Paiute.
3. Students will be able to compare and contrast the negotiation process of the Modoc Treaty of 1864, the Klamath Treaty of 1864 and relevant details of the Snake (Northern Paiute) Treaty of 1865.
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.

Instructional Strategies

Classroom activities may include, but not be limited to, individual and team project based activities, sharing of information, analysis of political conflicts, reflections on U.S. Supreme Court cases, interpretations of legal constructs, defining terms and phrases, viewing multi-media presentations, and identification of pictures, maps, and graphic materials.

Modification for Student Success

If a resource aide or volunteer is present or involved, explain the lesson activities and purpose. If the person will be actively assisting then the aide will be provide specific tasks to assist the students in achieving lesson plan goals and objectives.

Instruction Processes

The learning process for the lesson will consist of, but not limited to, teacher presentations, multi-media presentations, individual and team activities, reading assignments, worksheets for words, terms, and concepts, and learning assessments.

Anticipatory Classroom Environment

Classroom environment is set up to highlight the learning concepts. Posting of words, phases, pictures, and maps related to the learning, and music (if appropriate), will be staged in the classroom for student awareness.

Reference Materials for the Lesson Plan

A set of basic documents and materials are attached as teacher references for the three lesson plan components. Additional subject content readings are also provided in the reference section.

1. The U.S. Supreme Court Marshal Trilogy cases.
2. Written citations to the Klamath, Modoc and Snake (Northern Paiute) Treaties of 1864 and 1865.

Lesson Plan Words, Terms, and Phrases

Articles of Peace
Doctrine of Discovery
Domestic Dependent Nation
Ward
Guardian
Indian Nations
Time Immemorial
Howitzer
Reprisals
St. Valentine's Day Treaty
Peak-to-Peak
Reservation

Preparation of Learning Activities

1. Arrange the classroom for individual and team activities.
2. Prepare class teaching materials, handouts, and worksheets including PowerPoint presentations.

Subject Content and Learning Processes for Lesson:

Anticipatory Classroom Environment

The classroom setup is expected to have individual desks and chairs or small tables and chairs that can be rearranged for group work and multi-media presentations.

Teacher Input/Overview of Student Activities/Expectations

The teacher will present an overview of the lesson activities, learning subjects, and the learning outcomes. The goals and objectives of the lesson and the content will be presented along with any classroom media displays.

Additional teacher presentations with PowerPoint and lectures may be required to refresh, affirm, or update student's knowledge based on a pre-assessment of the student's prior knowledge of Klamath, Modoc, and Yahooskin Paiute.

The previous lesson plan subjects and concepts at the 4th grade level includes the lifeways of the Klamath, Modoc, and Paiute tribes, the identification of the aboriginal homelands, some of the topical and geographic features of those tribal homelands, and selected flora and fauna in the aboriginal homeland used as food and for other lifeways purposes.

After the pre-assessment of student learning, the teacher may find it necessary to review the subject matter content that was previously taught in earlier grade levels.

The following underpinning concepts were emphasized in the previous lessons:

1. The Time immemorial existence of the Klamath, Modoc, and Yahooskin Paiute.
2. The fact that aboriginal tribal homelands continue to exist and are relevant to the Klamath, Modoc and Yahooskin Paiute of today.
3. Klamath, Modoc, and Yahooskin Paiute natural resources previously and currently used for substance and survival.

Teacher Modeling/How to Approach to the Lesson Content

In the introduction of the class lesson, the teacher will explain how they would personally approach learning about Indian treaty-making, settler-colonist ideology, the geographic

extent of the traditional homelands of the Klamath Tribes, and the lifeways of the Klamath, Modoc and Yahooskin Paiute people in pre-contact and post contact time periods.

Check for Understanding and Student Questions Related to Activities

An assessment will be given both before and after the completion of the teaching unit. The pre-assessment document will be distributed to each student prior to the first lesson of the unit. The students will complete the document and return it to the teacher. This assessment tool will assist in determining the status of the student's prior knowledge and assist in the presentation of the new learning objectives during the lesson presentations. The assessment document will also be used at the end of the unit lessons as a check on the status of the student's attainment of teaching goals and objectives.

Independent and Team Organizing/Synthesizing Lesson Content

The primary focus of the 4th grade lesson unit plan was the ability of the Klamath, Modoc, and Yahooskin Paiute to develop lifeways that empowered them to survive and thrive for thousands of years in their time immemorial homelands. The Unit plan for the 8th grade reveals the intent of the Klamath, Modoc, and Yahooskin Paiute to secure control of their lifeways and act as stewards of their traditional homelands.

The teacher will present lesson information in multiple ways to assist the student in learning the curriculum content. After each lesson, the teacher take time to discuss material with the students and guide discussions in a manner that will help the student synthesize lesson plan content.

The reference section of the lesson plan provides additional teaching material regarding the lesson plan, such as books, articles, legal documents, and other primary and secondary sources.

The teacher may provide a variety of learning material to highlight and focus the lesson plan. Other learning material may also be presented to supplement the student's learning goals and objectives. A lesson plan worksheet will be presented to the students at the beginning of the lesson that will highlight information that is contained in the lesson, including selected words, terms, and phrases that relate to the learning content for the lesson.

Lesson Goals and Objectives Assessment

After each student learning activity, the teacher will review the purpose of the lesson and the learning goals and objectives that were expected to be achieved. The teacher will answer student's questions and emphasize the specific learning expectations. The teacher will also use the debriefing process to briefly introduce the next learning activity. These teacher-led discussions will provide indirect assessment of the student's comprehension of the learning achieved.

The teacher will provide the student with the assessment document after the unit is completed to evaluate student attainment of the lesson goals and objectives. Depending on the reading and reading comprehension abilities of the class, the assessment worksheets may be provided in writing. An alternative is for the teacher to read the assessment document out loud, answer any questions, and ask the student to respond in writing.

Teacher Closing Review and Preview of Follow-up Lessons

At the end of the lesson plan sessions, the teacher will present the students with an overview of the lesson plan activities, review of the purpose of the lesson, and seek student feedback for future use of the lesson. If additional Klamath Tribes Curriculum Lessons are planned or anticipated, the teacher may discuss them with the class.