

TRIBAL HISTORY/SHARED HISTORY

THE KLAMATH TRIBES CURRICULUM PROJECT

WHERE TO LESSON PLANNING TOOL

Unit: Historical Knowledge & Thinking
 Grade Level: 8th
 Lesson #: 2/3
 Lesson Title: The Marshall Trilogy, Klamath Basin Conflict & Treaty-Making (1823-1864)

Summary of the Lesson:

Supreme Court Justice Marshall relied on the Doctrine of Discovery to formulate a legal framework regarding Tribes. Large numbers of settler-colonists began encroaching on Klamath, Modoc and Yahooskin Paiute tribal homelands in the 1850s. In order to prevent conflict, a treaty was negotiated with the Modoc Tribe and then with the Klamath, Modoc and Yahooskin Paiute tribes.

Desired Results: Relevant Standards & Essential Understandings

Oregon Social Studies Standards	8.22, 8.24, 8.28, 8.32
Common Core ELA Standards	6-8.RH.3, 6-8.RH.6
Essential Understandings	Since Time Immemorial; History; Sovereignty; Lifeways; Treaties
Essential Question(s) – could be Used as an Academic Prompt	Why do Tribes and Tribal citizens have some rights that some other U.S. citizens don't have?

WHERE TO Elements	The Teacher will...	The Student will...
W Where are we going? What is expected?	Introduce legal foundations relevant to Indian Tribes, Treaty-making and Treaty interpretation.	Become familiar with the concepts introduced.
H How will we hook (introduce this to) the students?	Open with PowerPoint of specific relevant quotes (w/dates) from U.S. Constitution and Marshall Trilogy. Discuss concept of precedent.	Take 5 minutes to review a worksheet (see E) before the PowerPoint begins, then listen to the PowerPoint presentation.
E How will we equip students for expected performances?	Inform students that Federal Indian Law is a unique area of law that most people are unaware of, so it will probably be new information.	Listen and feel free to engage in discussions.
R How will we rethink or revise?	Be attentive to the comfort level of students; remind them that this is information about shared history.	Talk about what they have learned and what they find confusing.
E How will students self-evaluate and reflect their learning?	Students will be given a simple, ungraded worksheet based on information shared in Lesson 2.	At the end of Lesson 2, students can work in groups, or work collaboratively as a class, to fill in the ungraded worksheet.
T How will we tailor learning to varied needs, interests, and learning modalities?	Adapt learning materials/methods as appropriate to students: alter existing materials, mediate existing materials and/or select alternative materials to ensure accessibility.	Rely on the original teaching materials to the extent possible. Let the teacher know if materials are not understandable.
O How will we organize the sequence of learning during the lesson?	Focus first on the historical legal relationship between the U.S. and Indian Tribes, then on Modoc and Klamath treaties.	Have an opportunity to review concepts during the class and to do a self-assessment after completing the Unit.

TRIBAL HISTORY/SHARED HISTORY
THE KLAMATH TRIBES CURRICULUM PROJECT
WHERE TO LESSON PLANNING TOOL

Assessment Evidence: Generating feedback for teacher and students

Briefly explain if and how it will be used.

Informal Check (formative evidence such as Conferencing, group Q/A, Observation, Dialogue (Kid-Talk and/or Kid-Teacher happening during the learning))	The teacher will engage in ongoing dialogue with students, sharing information that students are familiar with and building upon that foundation.
Quiz/Test (optional) (Attach copy of assessment)	The teacher will use the same questionnaire for both pre-assessment and post-assessment of Lesson #1.
Performance Task/Project (Attach rubric)	
Other	Teachers have the option of having students engage in a group project over the 3 lessons or giving a comprehensive test.

Resources Used/Materials Needed: Websites, books video, etc.

See Lesson Plan Overview