

UNIT # 2 – Independence

Grade Level: 5

Subject Area(s): Social Studies – History (4.1.1)

Goal(s): Understand how historical events are caused by other important events.

Objective(s): Create a timeline of eras in Spokane Tribal history that show consistent sovereignty using a flow map. Understand the significance and connection of each event.

Spokane Tribal Connection

Events on timeline directly affected Spokane Tribal way of life.

Spokane Tribal Values:

Community

Vocabulary: *Needs to be PRE TAUGHT the day before*

Resilience
Historical event
Era
Allotment
Sovereignty

Lesson Teaching Plan:**The teacher will:**

Post a blank timeline labeled with Eras:

- "Fur Trading Era" 1788-1840
- "Westward Expansion/Treaty Era" 1843-1881
- "Boarding Schools/Assimilation Era" 1887-1943
- "Allotment" 1908-1912
- "Depression Era"
- "Relocation Era" 1953
- "Civil Rights Era"
- "Post-Modern Era"

Insert Events into timeline under corresponding Era. (Events are attached)

Teacher will post the event, discuss the event, and add it to the timeline.

As each event is added, class will identify the connection of each event.

"Exit Ticket" - Students will make a generalization of the events on the timeline.

Activity:

Creation of Timeline

Materials Needed:

Chart paper for timeline - Printed events (attached) - archived articles from Rawhide, Spokesman, watchdog.

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Assessment: *Pre-Test/Post-Test Instrument*

"Exit ticket" - Student's generalized statements of events on timeline.

Enrichment:

Text that connects to events on timeline for reading and extension.
(archived Rawhide, Spokesman, Watchdog articles)

LESSON ALIGNED TO:

Social Studies Unit Outlines/Standards GLEs

Unit 2 - 4.1.1

COMMON CORE STANDARDS:

5.SL.1.a

5.SL.1.b

5.SL.1.c

5.SL.1.d

Community Resources

Warren Seyler - Events for timeline

Language - Salish translation of "community"