

Since Time Immemorial

Washington State Tribal Sovereignty Curriculum

Outline Summary: Intro, Essential Questions & Outcomes

What is Since Time Immemorial Curriculum?

“ In 2015, the Legislature passed Senate Bill 5433 modifying the original 2005 legislation, now requiring the *Since Time Immemorial: Tribal Sovereignty in Washington state* or other tribally-developed curriculum be taught in all schools. The use of the *Since Time Immemorial* curriculum has been endorsed by all 29 federally recognized tribes.”

Website [\(Link\)](#)

Tribes of Washington [\(Link\)](#)

Since Time Immemorial Curriculum Uses 3 Approaches

An inquiry based approach with 5 essential questions

1. How does physical geography affect the distribution, culture, and economic life of local tribes?
2. What is the legal status of tribes who "negotiated" or who did not "negotiate" settlement for compensation for the loss of their sovereign homelands?
3. What were the political, economic, and cultural forces consequential to the treaties that led to the movement of tribes from long-established homelands to reservations?
4. What are ways in which Tribes respond to the threats and outside pressure to extinguish their cultures and independence?
5. What do local Tribes do to meet the challenges of reservation life; and as sovereign nations, what do local Tribes do to meet the economic and cultural needs of their Tribal communities?

A place-based approach

- Our approach encourages teachers and students to address the essential questions in the context of tribes in their own communities.

An integrated approach.

- Teachers choose how much time to spend on tribal sovereignty content to complete their units throughout the year. The integrated approach provides three levels of curriculum for each of the OSPI-recommended social studies units, each level building on the last. Tribal sovereignty lessons are aligned to the Common Core State Standards for English/Language Arts. Where appropriate, units build toward successful completion of Content Based Assessments (CBA).

Elementary Outcomes

- Understand that over 500 independent tribal nations exist within the United States today and that they interact with the United States, as well as each other, on a government-to-government basis;
- Understand tribal sovereignty is "a way that tribes govern themselves in order to keep and support their ways of life";
- Understand that tribal sovereignty predates treaty times;
- Understand how the treaties that tribal nations entered into with the United States government limited their sovereignty; and
- Identify the names and locations of tribes in their area.

Middle School Outcomes

- that according to the US Constitution, treaties are "the supreme law of the land" consequently treaty rights supersede most state laws;
- that Tribal sovereignty has cultural, political, and economic bases;
- that Tribes are subject to federal law and taxes, as well as some state

- regulations;
- that Tribal sovereignty is ever-evolving and therefore levels of sovereignty and status vary from Tribe to Tribe; and
 - that there were and are frequent and continued threats to Tribal sovereignty that are mostly addressed through the courts.

High School Outcomes

- recognize landmark court decisions and legislation that affected and continue to affect Tribal sovereignty;
- understand that Tribal sovereignty protects Tribes' ways of life and the development of their nations;
- understand that Tribal, state, and federal agencies often work together toward the same goal;
- explain the governmental structure of at least one Tribe in their community; and
- distinguish between federally and non-federally recognized Tribes.