

Master Capstone Project

**Effectual Since Time Immemorial Lesson Integration in Social Studies Curriculum**

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I give permission to City University to store and use this MIT Project for teaching purposes.

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## Abstract

This classroom action research project was conducted to analyze the effectiveness of the new social studies curriculum being piloted in a local school district. The participants were a 4<sup>th</sup> grade classroom of 26 students. The problem under investigation was whether the new curriculum and suggested supplements were adequate to give students an effective education in *Since Time Immemorial* curriculum. The new curriculum was applied using online materials and delivered via slideshows, worksheets, and an end of unit project. At the end of the study, students were able to successfully identify that tribal nations have been present in this state Since Time Immemorial and continue to thrive today. Regardless of various challenges faced by the classroom teacher in terms of an overwhelming presence of materials and no clear method in application of curricula, the study yielded positive results.

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*SINCE TIME IMMEMORIAL* LESSON INTEGRATION**Introduction**

This study was driven by a desire to better understand integration of Since Time Immemorial curriculum in schools. While working at another school district in Washington state, it was brought to my attention that there was no integration of this curriculum in the school I was currently at despite it being a state requirement since 2015. I had a diverse classroom with several Native American students, yet we were not talking about their culture, or accurately representing their history. Why were my students not being presented with this important curriculum? Thus, the study was initiated.

I acknowledge that I am a White woman, from a privileged background, and I did not grow up learning about Tribal people in a culturally responsive way. After learning more about the purpose of Since Time Immemorial and the value for my students I sought to integrate this curriculum into my classroom. Upon arriving at my current school in another district, I was pleased to see they had already begun the integration of the curricula, but there were challenges that arose while conducting the integration of these materials into successful, engaging lessons.

The district **staff** in charge of Since Time Immemorial curricula design are a group of three women who work closely with representatives from the local Tribe. Much time and effort went into the creation and collection of these various documents, video interviews, and websites that offer an abundance of information. The delivery of the program was overwhelming, due to an abundance of material, and little guidance on how to navigate the website and implement it within the classroom. One professional development session that lasted an hour was provided for staff. Questions could be sent to the three staff members in charge of this program, but response time was quite long, and their availability to come into the classroom and work one-on-one **with**

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teachers to assist in implementing was challenging. With 37 schools and over 20,000 students all with different learning needs and levels, it is understandable that receiving help within a timely manner was a hurdle.

### **Problem Statement**

In the year 2015, it became mandated that *Since Time Immemorial (STI)* be integrated into Social Studies curriculum by all schools and districts in Washington State. Integration of this curriculum begins when schools are ready to review and select a new social studies curriculum for their students and staff (Substitute Senate Bill 5433). It has been observed, both professionally and in literature, that schools have been slow to integrate *Since Time Immemorial* curriculum in local districts despite the mandate being put into law 8 years ago.

Most, if not all, school districts in Washington state have curriculum directors, who are tasked with reviewing curriculum to potentially use in schools. They follow a series of steps before presenting curriculum for approval. When these steps have been completed the board gives the final approval for the chosen curriculum to be used in schools. In addition to this process, teachers in Washington are required to receive training on Pacific Northwest History that includes information on American Indian peoples and culture (SB 5028). I wonder if many teachers have yet to receive this training nor have many districts successfully integrated STI into their social studies curriculum.

### **Questions**

- What are the obligations of educators to integrate *Since Time Immemorial* into their Social Studies curriculum?
- What are the challenges faced by teachers when integrating a new Social Studies curriculum with a focus on STI?

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- To what degree is the **new** curriculum selected by the district designed in a culturally responsive way with STI in **mind**?
- How is student engagement affected by this new curriculum?

### **Rationale**

The teaching of *Since Time Immemorial* curriculum is a state requirement. The Office of the Superintendent of Instruction (OSPI) has materials available online to guide teachers when integrating STI in their social studies curriculum. There are several **Common** Core State Standards that are directly linked to *Since Time Immemorial*. Here are the standards that most closely link with this study: C3.4.1 Recognize that tribes have lived in North America since time immemorial. C4.4.2 Analyze and evaluate ways of influencing state governments to establish or preserve individual rights and promote the common good. G2.4.2 Explain how the lands that the tribes were forced to move to, changed their interactions with the environment.

### **Literature Review**

#### **Legislature and Policies Governing Since Time Immemorial Integration**

##### ***State Congressional Legislation***

Since Time Immemorial is a curriculum that tells the history of tribal nations that were here long before settlers came to the now United States. There are two main pieces of state congressional legislature that govern the integration of Since Time Immemorial curriculum into public school education in Washington State. The Centennial Accord was adopted in 1989 and is a foundational document leading to current policies and procedures regarding integration of Since Time Immemorial curricula and related items. It is an agreement between the State of Washington and Federally Recognized Tribes within Washington State. The purpose of the

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agreement is to allow for the improvement of communication and conflict resolution between the Washington State and the local Washington Tribes. The document also allows for the outlining of specific tasks to be undertaken by either party, making way for the eventual integration of curriculum that is more historically accurate. The Millennial Agreement was adopted in 1999 and reaffirms the 1989 Centennial Accord. In addition to reaffirming the agreements of the Centennial Accord, it includes language specific to the education of future generations. The agreements specifically mention education in the subjects of Tribal history, culture, and treaty rights. The addition of this language is key in its distinction from the agreements of the Centennial Accord, these agreements are more specific.

### ***Bills Amending RCW's***

With the implementation of the Centennial and Millennial Accord, so came the creation of Revised Codes of Washington (RCW), to address the need for actionable policy Tribal nations were granted language to have their histories considered but not mandated in the state of Washington. The call to action for verbiage that directs school districts *shall consider including* rather than *encourage* school districts to include Tribal histories was heard. As a result, the Substitute House Bill 1495 was passed in 2005 and includes edited verbiage within 28A.320 RCW that shall consider including school districts to integrate curriculum created by the federally recognized tribes when reviewing or adopting new social studies curriculum. It also adds a new chapter to 28A.345 RCW in which it is encouraged for school districts to meet with local Tribal leadership to address concerns of both parties regarding educational needs of students among other concerns. A change to RCW 28A.230.090 included that state board of education shall consider including information regarding government, history, and culture of local tribes for high school education fulfillment. This change also encouraged consideration of

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including American Indian native languages to count towards foreign language requirements of high school graduation.

Another bill was passed by the Washington State Senate to further address changes initiated by the request of local Tribal nations. Language that is passive was replaced with language that requires action of school districts and their administrators. Substitute Senate Bill 5433 (2015) was passed by the Washington State Senate amends the previously adopted RCW 28A.320.170 to incorporate language that is actionable and mandatory. The legislature passed in 2005 contained passive language that insisted school districts consider integrating STI curriculum. With this new amendment in 2015, schools are now mandated to integrate STI curriculum into their newly adopted or reviewed social studies curriculum. The words *shall consider including* are replaced with a simple *shall* therefore making these actions required and mandatory in Washington state school districts.

### ***Revised Code of Washington State***

Tribal nation histories were now recognized officially in Washington state. Washington State Law RCW 28A.320.170 states that school district board of directors shall incorporate curriculum that addresses the history, culture, and government of the nearest federally recognized Indian tribe(s). This occurs when social studies curriculum is reviewed, or new social studies curriculum is adopted. The curriculum that shall be incorporated is provided by OSPI and is free. The curriculum may be modified to address local tribes. School districts also shall collaborate with OSPI to ensure inclusion of Tribal Sovereignty and federal regulations impacting local tribes. Incorporation of this curriculum is expected to close the achievement gap between American Indian students and their non-American Indian peers. RCW 28B.10.710 mandates that all teachers in Washington State undergo one quarter or semester in training for

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Washington State History or Pacific Northwest History Information about local Washington tribes is to be included in the training. Districts may meet these requirements by using the curriculum created by local tribes in conjunction with the office for the superintendent of public instruction. Teachers may not be graduated from these programs without approval of the Washington professional educator standards board.

### **Accountability**

To assess student understanding of STI curriculum, the Integrating STI Graphic was created, for educators. This document is both an aid for teachers to assessing STI curriculum taught in their classrooms and is a part of the accountability for the integration and teacher of the material. It offers guidance for Level 1, 2 and 3 of the curriculum. It shows teachers how to break levels down into lessons and/or units and guidelines for how to assess each level. Assessments include written or verbal responses to questions for level one, primary and secondary source analysis for level two, and OSPI developed assessments for level three.

### **Introducing New Curriculum in Schools**

#### ***Cultural Responsiveness of New Curriculum***

When adopting a new social studies curriculum in schools it has been found, across the literature, that there are multiple factors that influence its successful integration. One of these factors is ensuring the new curriculum is culturally responsive. Castagno and Brayboy (2008), reported that cultural responsiveness was found, across the literature, to be the key component to successful integration of new curriculum. It was found that a *grass roots approach* to curriculum development, according to Castagno and Brayboy *where local communities played a key role in the development and sustainability of the program*. In short, Indigenous communities working together with districts to create curriculum is a key element to successful integration. Another

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study conducted by Belgarde, Mitchell, and Arquero (2002) compared different types of professional development of new curriculum for educators. Results of educator cultural responsiveness were compared from professional development that did not offer cultural responsiveness and professional development that did offer cultural responsiveness. The results concluded that educators who were exposed to new curriculum professional development that is culturally responsive, the acceptance rate from students of the new curriculum was higher than those who did not have culturally responsive professional development. Similarly, in another study conducted by Aydin, Ozfidan, and Carothers (2017), it was found that cultural responsiveness was also a key component in the success of new curriculum development and implementation. Examining various schools in a K-12 setting, globalization and a lack of focus on communities of color, were two factors lacking in new curriculum development. The results of the study showed greater success with curricula that were culturally responsive and with teachers having professional development that aided in their ability to become more culturally responsive in their pedagogies. ***Professional Development for New Curriculum***

The second emerging theme across the literature was that of professional development for educators and its impact on successful implementation of new curriculum. A recurring theme showed an increase in positive impact on student learning when educators were provided with thoughtful, well-organized professional development. One study conducted by Jones, West and Stevens (2006) compared educator learning of 14 participants, half who were from the USA and the other half from the United Kingdom. Interviews were conducted and analyzed in three stages and the results concluded that successful professional development included opportunities for educators to reflect on their own learning, put those reflections into action, and to learn from their peers. Another study conducted by Alvunger in 2018 examined the impact of teacher

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agency when implementing new curriculum. The study involved four classrooms and data collected over the period of a year. It was found that many teachers were constrained by the curriculum due to a vast amount of material and time to effectively teach all components. The lack of effective professional development impacted the effectiveness of educator teaching was also found. In a third study conducted by Nir and Bogler examined teacher satisfaction with professional development. It was found that professional development that was relatable, long-term, and did not constrain their pedagogical style, were effective and well-received. This led to successful implementation of new curriculum in their classrooms.

### ***Challenges of Implementing New Curriculum***

The final reoccurring theme that was identified while examining the literature was that of challenges faced by educators when implementing new curriculum. According to Lowe and Appleton (2014), two factors were revealed in their study that impacted implementation effectiveness: comprehension of materials and time allotted for teacher training. They interviewed six different teachers from two different schools who were both implementing new science curriculum. Commonalities of challenges faced by the six teachers were examined and the results were that time constraints impacted the ability of the teachers to effectively comprehend the material for successful classroom implementation. Another study conducted by Gibson and Brooks (2012) focused on one school district over the period of a year and the teacher's experience in implementing a new social studies curriculum. The challenges teachers faced which were found by the study included: addressing teachers' needs, active learning, and collaboration and modeling. Finally, a study held by Yan in 2012 examined 10 teacher experiences with implementing new English curriculum in the Hubei Province in China. The study found that teacher positivity was high yet in contrast lack of professional development to

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ensure mastery of the new curriculum was found. Student resistance and a lack of support from the schools were also found.

### **Factors That Impact Student Engagement in the Classroom**

#### ***Self-determination theory***

There are multiple factors that impact student engagement in the classroom, and a reoccurring theme was that of self-determination. It was found across the literature that three psychological needs are met for students to possess self-determination: need satisfaction, extrinsic motivation, and intrinsic motivation. It was found by Niemiec and Ryan (2000), after a review of literature, that a reoccurring theme to successful increases in student engagement was directly linked to self-determination. Students who were supported by the teacher and were provided extrinsic motivation, alongside the nurturing of intrinsic motivation with psychological support from teachers, as well as a sense of relatedness to their classroom teacher, culminated to students demonstrating self-determination. Wang, et. al. (2019) examined the three psychological needs of 1,549 students from 10 different schools. The study's findings were that when the three basic psychological needs were met for students, engagement in the classroom was greater, as opposed to when the needs were not met. One other study conducted by Ryan and Deci (2000), cross-examined multiple studies, and discovered differences between when needs are met, competence, autonomy, and relatedness, and when they are not. The results of this cross-examination indicated that student engagement increased when these psychological needs were met, and engagement decreased when the needs were not met.

#### ***Student Self-efficacy***

One other reoccurring theme across the literature that impacted student engagement was that of student self-efficacy. When students believe that they can achieve what is being asked of


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them in the classroom, engagement is notably higher, than when self-efficacy is absent. Olivier et. al (2018) studied 671 students in grades 4<sup>th</sup>-6<sup>th</sup>, that measured factors influencing student self-efficacy. The study revealed that emotional engagement and achievement impacted student self-efficacy and in turn, student engagement. Another study done by Vidic (2021), 597 primary age students were studied, and results showed a direct correlation to student self-efficacy and student engagement. Further, results showed decreases in student engagement when self-efficacy was low. One other study conducted by Katz and Assor (2006), examined factors influencing student engagement. It was found that students who had choice in what activities they could do in the classroom was linked to self-efficacy and was influenced by teacher support. Students who were more confident in their abilities often chose more challenging activities, which increased their engagement in the classroom.

### ***Teacher-Student Relationships***

Another reoccurring theme that emerged during a review of the literature was that of how student engagement was positively impacted by relationships between teachers and their students. Pope and Miles (2022) surveyed 55,000 students over a two-year period. They found that positive teacher-student relationships increased student engagement in schools. When students felt as though their teachers genuinely cared about them and their success, there was a significant increase in student engagement. In another study conducted by Klem and Connell (2004) there were approximately 4,300 students from both primary and secondary school who were surveyed. Results of the survey supported the correlation between positive teacher-student relationships to student engagement. Students who felt respected, heard, and supported by their classroom teachers showed higher levels of engagement compared to students who had little to no support from their classroom teachers. Finally, in a study done by Furrer and Skinner (2003),

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in a three-day data collection involving 641 students from grades 3<sup>rd</sup>-6<sup>th</sup>, results yielded direct correlations to teacher relatedness from students and their engagement in the classroom. Students completed questionnaires and the results show that students who were shown support and  acknowledged strong relatedness to their teachers, their engagement in the classroom was higher than those who lacked this support by the classroom teacher.

### **Theory of Change**

The theory of change for this study was that with the introduction of new curriculum that was culturally responsive, if the teacher provides engaging lessons that affectively taught the required standards for *Since Time Immemorial*, students would be able to produce a final project that demonstrated their mastery of the standards focused on during this study.

### **Methodology**

A deep understanding of *Since Time Immemorial* curriculum, laws and mandates surrounding the inclusion of Tribal Sovereignty histories was pursued. Conversations with teachers who had already begun to integrate the new social studies curriculum were conducted to better understand how to best present the material to students. Participation in the professional development day specific to *Since Time Immemorial* has been done to ensure understanding of all materials available and the desired outcomes of the application of these materials with student learning.

Assessments of student mastery were collected, ranging from verbal feedback  with turn and talk activities, worksheets  checking for understanding of the standards being addressed

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within lessons, and a final project that was completed by students at the end of the unit to demonstrate mastery.

The final project design was selected using student involvement. Students were presented with a variety of project styles to choose from, including puppet shows, slide shows, and dioramas. Students were given rubrics that explained what was required within their final projects.

### **Context**

- ELA instruction time, following lunch-recess for 60 minutes.



- Whole group instruction for 30-40 minutes.

- Remaining time for independent work and/or small group instruction
- Total time spent on the unit was approximately four weeks.

### **Intervention**



Students were given lessons on *Since Time Immemorial* two days per week for approximately four weeks. The teacher drew from online materials to create slide shows that covered material pertaining to the Common Core State Standards for *Since Time Immemorial*. There were four lessons available from the new curriculum titled: *The State We're In: Washington*. Chapters 2, 4, 5, and 8 were available online. The teacher manual was also available online. Each lesson was taught over a period of two days per week for approximately four weeks. Vocabulary slides were created for each lesson.

Worksheets that linked to the curriculum were available, as well as several videos of various Tribes that shared their histories. Students received a mixture of delivery methods for information. Vocabulary, videos of Tribal histories, and content from the student social studies book were presented via custom-made slide shows. Chapters were pulled up on the teacher

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laptop and displayed for students. The teacher read each of the four chapters aloud to students for several IEP and 504 students who have accommodations for information to be read to them.

### **Data Gathering Instruments/Assessments**

#### ***Assessment #1: Turn and Talk Discussion***

This formative assessment informed the teacher on how to conduct the unit during instruction. Given how there was no set direction for the unit, the teacher needed to understand where students were regarding previous knowledge of the three standards addressed within the unit. This turn and talk discussion allowed the teacher to hear student voice in whether they understood each standard. After introducing students to a standard, the teacher would have students turn and talk to discuss their knowledge of the standard. After 30 seconds of student discussion, the teacher would have students raise their thumbs to show level of understanding. A thumbs up meant they knew the standard, a thumb sideways meant they thought they knew the standard, and a thumbs down meant they had no prior knowledge of the standard. This process was repeated for the remaining two standards addressed within the unit.

#### ***Assessment #2: Whole Group Observation and Written Responses***

Whole group discussion was conducted due to a misunderstanding with the intended worksheet. Students were unable to grasp concepts being asked from the worksheet for the worksheet was intended for use in an academically higher classroom than this one. The teacher then restated the questions at an academic level that was easier for students to comprehend. Discussion of each question was had by the class. Student responses were noted by the teacher. This discussion informed following formative assessments that took place during and after

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subsequent lessons. These took form of student written responses, thumbs up/sideways/down check-ins, and sticky note self-assessment on a scale of 1-4.

### ***Assessment #3: Student Project Summative Assessment***

This assessment measured mastery of the given state standards pertaining by way of a student project. Students needed to show mastery of the following: that Tribal people have been living in North America since time immemorial; analyze and evaluate ways of influencing state governments to establish or preserve individual rights and promote the common good; and finally, to explain how the lands that the tribes were forced to move to, changed their interactions with the environment.

Students were encouraged to demonstrate their mastery by way of a slide show presentation, puppet show presentation, or a diorama presentation. Students could convey their mastery of each standard either verbally, visually, or written. This was to accommodate for the IEP/504/MLL students' needs. Students could combine styles in any form they wished.

The form of the summative assessment differs from the initial formative assessments due to wanting to have knowledge of student understanding prior to unit start. Once that was established, use of other formative assessments led to the decision to engage students to demonstrate their understanding via a project. Student engagement had already been noticeably higher than in other subjects such as math or ELA. Engagement needed to be continued at the current level to ensure students would give their best effort for a project. The teacher-designed rubric for this *Since Time Immemorial* project can be found in Appendix A. Samples of student work for this project can be found in Appendix B of this research document.

## **Results**

### ***Turn and Talk formative pre-assessment:***

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Students were first introduced to in a lesson meant for building background knowledge. Students were asked to answer the following questions: Have Tribal people existed in Washington state from the beginning of time? Have Tribal people needed to move due to colonial influence? Have Tribal people's rights been protected since colonial occupation? Student responses were varied, few students had heard of tribal rights, all students, apart from my four Tribal students, were unaware of Tribal people's occupancy of these lands since time immemorial. Further, students did not know about Tribal rights and whether they were protected or not. These findings informed future lessons within this unit. Findings also guided the building of vocabulary word slides to aid in student comprehension of the key concepts within this unit. Overall, many students demonstrated mastery of the addressed standards for Since Time Immemorial. Discussions with colleagues were conducted to understand the implementation. Discussions with colleagues revealed challenges faced when integrating the new curriculum when large number of materials were provided to staff and were perceived as overwhelming, much of which were reported difficult to navigate.

### *Whole Class formative assessment*

This formative assessment was intended to be completed via worksheet and was done mid-unit. Students were overwhelmed by the amount that was to be completed in one lesson. This informed the teacher that chunking was needed along with scaffolds. Questions were broken down into two separate class discussions. Prior to each discussion, vocabulary words were displayed for students to reference, and a brief review of concepts was held. Once these were complete, students broke into groups of 3-4, and they discussed the questions on the board. Discussions required higher level thinking, requiring students to analyze connections between ideas being discussed. This approach yielded noticeable student engagement, enriching

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conversations, and evidence of growth was added to the classroom Know, Want-to-Know, and Learn (KWL) chart for the unit. These discussions were held an additional two times prior to the final, summative assessment. Assessments that were presented as worksheets were challenging for students to understand. The material provided was intended for students who were at grade level with respective reading and writing skills as well as comprehension. Being at a Title 1 school, I have many students who are below grade level. Attempts were made to have students complete the worksheets provided by the new curriculum, but students were unsuccessful in completing them. Verbiage **within** the respective worksheets were above grade level, so these were tailored by the teacher, using verbiage that was at a level students in this 4<sup>th</sup> grade classroom were able to understand. The intended worksheet activity then transformed into a class discussion about Since Time Immemorial and tribal sovereignty.

It was noted by the classroom teacher that further scaffolding was necessary to facilitate student learning. This included the introduction of vocabulary words presented in a slideshow with visual aids to aid comprehension. The addition of Ukrainian translations were included for the vocabulary words as well to address the needs of the three MLL students in the class.

### ***Final Project Summative Assessment***

Student voice was utilized while discussing the approach for the summative assignment. Options were voiced by students on a variety of ways to demonstrate mastery of the main three standards addressed within this unit. Students decided on three final delivery methods: puppet show, diorama, and slide show. Only one student held a puppet show, three students created a diorama, and the remaining students created slide shows on their laptops. Rubrics were given to students that informed them of required components that demonstrated mastery. Those students

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who were higher academically in the class did present with a combination of verbal, visual, and/or written. For students who were IEP/504/MLL, accommodations were made for them so they could also show mastery at their levels. Students were given three weeks to complete their projects.

30-minute sessions, three days out of each week, to work on their project inside the classroom were provided. Students were allowed to complete their projects at home as well. Students brought their laptops home each day, therefore it was reasonable for students to complete projects outside of school hours. Students who completed dioramas or puppet shows completed most of their work at home. During school hours, there were several days set aside for research. Two lessons were spent exploring and understanding two main Tribal websites where students could learn about a Tribe of their choice in Washington State. Students needed to choose one topic from one Tribe. For example, several students chose the Puyallup Tribe with a focus on the importance of Salmon to the Tribe's well-being.

The scores for their final summative projects are shown in the table below. There were 4 students who received a zero as they chose not to complete a final project. Various opportunities were extended to these students to aid in their completion of their projects. They were included in small group instruction to give scaffolding for project components. Parent contact was also attempted to give additional support to students outside of the classroom as well. No responses from families were received. A specific reason for these students' failure to complete the assignment was not found.

<b>Score of 4</b>	<b>Score of 3</b>	<b>Score of 2</b>	<b>Score of 1</b>
3 students	10 students	7 students	2 students

*SINCE TIME IMMEMORIAL* LESSON INTEGRATION**Conclusions**

The data collected throughout the unit does support the effectiveness of the integration of the new *Since Time Immemorial* curriculum into social studies lessons. The initial formative assessment guided the teacher on what to teach during the unit. Formative assessment in the middle of the unit integration allowed for the creation of more tailored lessons to ensure comprehension and eventual understanding of the three standards focused on for this unit. The final summative assessment allowed for students to demonstrate their understanding of each standard in their own way. Given how the class began with exceedingly limited knowledge of the given standards for this unit, this data supports students' made growth in their understanding of those standards addressed.

Students who received a score of zero or a score of 1 were still able to show growth in formative assessments. The students who did not complete a final project actively chose not to. Ample opportunity to complete a project were given. Students who received a low score were also asked to write a paragraph on a Tribe they selected with information learned about them. Sentence stems were provided as well as small group instruction. Further reflection is needed to discover what else could have been done for these students.

Overall, students demonstrated growth, whether through formative assessment throughout the unit or on the summative project. More structured time should have been allowed for whole group instruction. Guided instruction should have occurred more than the few times it was offered. The development of this new Social Studies curriculum had limited teacher input. Availability of materials was limited to online resources with no physical copies of textbooks for both teacher and student use. Site navigation of available materials was not discussed with teacher for ease of use but rather teachers were given one professional development day with a

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course that was an hour long to brief teachers on the available resources with little to no guidance on how to best integrate into the classroom. Teacher guidance on differentiation of lessons is also limited. **Limitations**

Involvement with the local tribe was unable to be arranged. The field trip which was discussed at the units' start never occurred. The implementation of these events were outside the scope of this study.


### **Recommendations**

Future investigations may reveal that teacher professional development needs adjusting. The abundance of materials presented a challenge for the classroom teacher. Prefabricated lessons would be desirable for teachers who have little to no experience with integrated *Since Time Immemorial* within their classroom. Simplification of the presentation of available materials is recommended. Working with local Tribes and incorporation of a field trip to local tribal museums run by local Tribes is suggested.



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**Appendix A**

**Rubric for Since Time Immemorial Project**

Learning Target	Score of 4	Score of 3	Score of 2	Score of 1
Recognize that tribes have lived in North America since time immemorial (pass/fail score)	Student demonstrates understanding and states within the presentation tribes have resided in North America since time immemorial			Student does not demonstrate understanding that tribes have resided in North America since time immemorial
Analyze and evaluate ways of influencing state governments to establish or preserve individual rights and promote the common good	Student explains two different ways that state government has established or preserved individual rights for tribal nations within Washington state.	Student explains one way that state government has established or preserved individual rights for tribal nations within Washington state.	Student acknowledges state government has established or preserved individual rights for tribal nations within Washington state but does not give a specific example	Student does not demonstrate knowledge that state government has established or preserved individual rights for tribal nations within Washington state.
Explain how the lands that the tribes were forced to move to, changed their interactions with the environment	Student explains in two different ways that lands tribes were forced to move to had changed their interactions with the environment.	Student explains one way that lands tribes were forced to move to had changed their interactions with the environment.	Student acknowledges that lands tribes were forced to move to had changed their interactions with the environment.	Student does not demonstrate knowledge that lands tribes were forced to move to had changed their interactions with the environment.

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## Appendix B

## Student Work Samples



Student A's diorama representation of how Tribal people have been hunting on these lands Since Time Immemorial.

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Student B's diorama representation of how Salmon plays a vital role in the livelihoods of Tribal people's and that government protections for salmon fishing rights have been fought for. Student B also acknowledged that salmon harvesting has been a tribal right since time immemorial.

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Student C's representation of Tribal life since time immemorial with a puppet show. This student spoke of how women have traditionally overseen their family's economic livelihood. They also spoke on the important role of elders within the Tribal community. They also acknowledged that Tribal peoples have stewarded these lands since time immemorial.

*SINCE TIME IMMEMORIAL* LESSON INTEGRATION**Acknowledgements**

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