


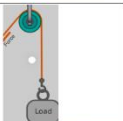



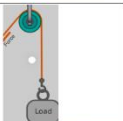



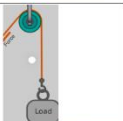



WA State History Standard	Textual Supports from <i>The Washington Journey</i>	What are some meaningful activities accessible for students in ERR programs?	What are some meaningful activities accessible for students in Life Skills programs?
<p>H1.6-8.4 Analyze a major historical event and how it is represented on timelines from different cultural perspectives, including those of indigenous people.</p> <p><a href="https://youtu.be/DI2rObdNUFw">https://youtu.be/DI2rObdNUFw</a></p> <p>How WA has changed over 20,000 yrs.</p> <p><a href="https://youtu.be/5z2q2mxRnns">https://youtu.be/5z2q2mxRnns</a></p> <p>Change over time...Seattle</p>	<p>Territory and treaty-making (1854-1889) Chapter 4, Lesson 1</p> <p>Essential Question: Why were treaties made with Native Americans, and what was the impact of this treaty-making period?</p>	<p>Key terms: assimilation, infringe, relinquish, reservation, sovereign, stipulate, treaty</p> <p>Timeline of events with differentiation such as cut and glue pictures to place on the timeline.</p> <p>Create Story boards (comic strips) with the US promises and the Indigenous peoples gains/losses (Indigenous get money for land, a reservation to live on, and rights to fishing grounds off reservation...US takes land previously lived on by indigenous people.)</p> <p>Video: History of Native Americans Animated <a href="https://www.youtube.com/watch?v=E2YidQrQuec">https://www.youtube.com/watch?v=E2YidQrQuec</a></p> <p>Video: What if the US honored its native treaties <a href="https://www.youtube.com/watch?v=dldZrAHbfwE">https://www.youtube.com/watch?v=dldZrAHbfwE</a></p> <p>Great Website: <a href="https://americanindian.si.edu/nk360/pnw-fish-wars#title">https://americanindian.si.edu/nk360/pnw-fish-wars#title</a></p>	<p>Key terms: treaty, promise, trust, friendship,</p> <p>Project based on Washington Territorial Governor Isaac Stephens quote that the US would keep its treaty promises “as long as the sun shines, as long as the mountains stand, and as long as the rivers run. Students can make a poster or move objects on the interactive panel for mountains, sun, and rivers.</p> <p>Color a WA map of indigenous people's land before the treaties and land after the treaties.</p> <p>Interactive panel activity...move the indigenous people from their native land to the reservations that the US pushed them into.</p> <p>Video: History of Native Americans Animated <a href="https://www.youtube.com/watch?v=E2YidQrQuec">https://www.youtube.com/watch?v=E2YidQrQuec</a></p> <p>Video: What if the US honored its native treaties <a href="https://www.youtube.com/watch?v=dldZrAHbfwE">https://www.youtube.com/watch?v=dldZrAHbfwE</a></p> <p>Great Website: <a href="https://americanindian.si.edu/nk360/pnw-fish-wars#title">https://americanindian.si.edu/nk360/pnw-fish-wars#title</a></p>
<p>H1.6-8.5 Explain how themes and developments have defined eras in Washington state history from 1854 to the present:</p> <ul style="list-style-type: none"> <li>• Territory and treaty-making (1854-1889)</li> <li>• Railroads, reform, immigration, and labor (1889-1930)</li> </ul>	<p>Railroads, reform, immigration, and labor (1889-1930) Chapters 5-6</p> <p>Essential Question:</p>	<p>Key terms: bankrupt, corporation, corruption, distribution network, solvent, stock, subsidy, transcontinental</p> <p>Which railroad could you take from ____ to ____? Map it Out</p>	<p>Key terms: transportation, railroad, movement,</p> <p>Interactive panel activity. US map with drag and drop railroads, people, and industries that students can move across the country as people moved into new territories.</p>

	<p>How did Washington's economy and population change in the era following statehood?</p>	<p>Calculate distances on maps from ____ to ____ on a railway.</p> <p>Video:  <a href="https://www.youtube.com/watch?v=8fjIE43cVsM">https://www.youtube.com/watch?v=8fjIE43cVsM</a></p> <p>Article:  <a href="https://www.cnn.com/2019/05/10/us/transcontinental-railroad-150-workers/index.html">https://www.cnn.com/2019/05/10/us/transcontinental-railroad-150-workers/index.html</a></p>	<p>Video:  <a href="https://www.youtube.com/watch?v=8fjIE43cVsM">https://www.youtube.com/watch?v=8fjIE43cVsM</a></p> <p>Article:  <a href="https://www.cnn.com/2019/05/10/us/transcontinental-railroad-150-workers/index.html">https://www.cnn.com/2019/05/10/us/transcontinental-railroad-150-workers/index.html</a></p>
<p>H2.6-8.2 Explain and analyze how <b>individuals</b> and movements have shaped Washington state history <b>since statehood</b>.</p> <p>H2.6-8.3 Explain and analyze how cultures and ethnic groups contributed to Washington state history <b>since statehood</b>.</p> <p>H2.6-8.4 Explain and analyze how technology and ideas have impacted Washington state history <b>since statehood</b>.</p>	<p><b>Essential Question</b> on p106-126 How did WA economy and population change in the era following statehood?</p>	<p>Use "WA Portraits" or short biographies in the textbook and have students make PowerPoint or Google slides of each person. Snap Chat, TikTok style since Fakebook is "out of style"</p>  <p>BOREDTEACHERS.COM        Have Students Create Mock Social Media Profiles for Historical Figures!</p> <p>Technology  <a href="https://youtu.be/ueuz6wDguig">https://youtu.be/ueuz6wDguig</a></p> <p><b>Key Terms:</b> bankrupt, railroad, transcontinental, corruption, corporation, competition, immigration, discrimination, rural, urban, exploited</p> <p>Field trip to Klondike Gold Rush National Historical Park  <a href="https://www.nps.gov/klse/index.htm">https://www.nps.gov/klse/index.htm</a>        Have students put vocab in chart for understanding</p>	<p>Interactive panel or on construction paper...put up pictures from short biographies in text and names: student matches them.</p> <p>Field trip to Klondike Gold Rush National Historical Park  <a href="https://www.nps.gov/klse/index.htm">https://www.nps.gov/klse/index.htm</a></p> <p>Technology  <a href="https://youtu.be/ueuz6wDguig">https://youtu.be/ueuz6wDguig</a></p> <p>Put pictures and vocab (choose 3 key words) on interactive panel and have students match them.</p>

		<table><tr><td colspan="3">Example</td></tr><tr><td>desert</td><td>A place that is hot</td><td></td></tr><tr><td>emerge</td><td>To come out of or appear</td><td></td></tr><tr><td>Pulley</td><td>Small wheel over which a rope moves to help lift or move objects</td><td></td></tr><tr><td>Port</td><td>A place on the water where people load and unload ships</td><td></td></tr></table>	Example			desert	A place that is hot		emerge	To come out of or appear		Pulley	Small wheel over which a rope moves to help lift or move objects		Port	A place on the water where people load and unload ships		
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<p>H3.6-8.3 Explain, analyze, and develop an <b>argument</b> about how Washington state has been impacted by:</p> <ul style="list-style-type: none"><li>• Individuals and movements.</li><li>• Cultures and cultural groups.</li><li>• Technology and ideas.</li></ul>	<p><b>Essential Question</b> on p34-57 What brought explorers and settlers to the PNW and how did their arrival affect native cultures?</p> <p>P180 Changing role of women</p> <p><b>Essential Question</b> on p 108-211 What significant political, economic, and social challenges affected WA St in the post-WWII era?</p>	<p>Create totems...get people from the reservation to teach students a dance and perform drumming...read first people myths/stories.</p> <p>Make a CER (Claim, Evidence, Reasoning) How was Seattle impacted by the World’s Fair?</p> <p>Key Words: migration, potlatch, northwest passage, strait, Columbia River, epidemic, Continental Divide, missionaries, immunity Rosie the Riveter, rivet</p> <p>Women’s Rights Movement <a href="https://kcts9.pbslearningmedia.org">https://kcts9.pbslearningmedia.org</a></p> <p>First, research what is the World’s Fair? What other cities have had a World’s Fair? (Spokane)</p> <p><b>Key Words:</b> economic depression, Hooverville, supply and demand, Handford, radioactive, pollutant, multicultural, activist, minority, boycott, segregation, cold war, propaganda</p> <p>Make a timeline for “An Era of Reform” pg. 130-131</p> <p>Hanford Short Intro.</p>	<p>Create totems...get people from the reservation to teach students a dance and perform drumming...read first people myths/stories.</p> <p>Put pictures and vocab (choose 3 key words) on interactive panel and have students match them.</p> <p>Women’s Rights Movement <a href="https://kcts9.pbslearningmedia.org">https://kcts9.pbslearningmedia.org</a></p> <p>Put pictures and vocab (choose 3 key words) on interactive panel and have students match them.</p>															

		<a href="https://youtu.be/9pDVMnmTazc">https://youtu.be/9pDVMnmTazc</a>  Take a chapter (like Ch. 9 Government in Action) and have students teach each lesson as a presentation to the class. Use Google Slides or PowerPoint.  I'm Only a Bill (Chapter 9) <a href="https://youtu.be/OgVKvqTltto">https://youtu.be/OgVKvqTltto</a>	Make a timeline and sequence when given 3 events from "An Era of Reform."  Hanford Short Intro. <a href="https://youtu.be/9pDVMnmTazc">https://youtu.be/9pDVMnmTazc</a>  I'm Only a Bill (Chapter 9) <a href="https://youtu.be/OgVKvqTltto">https://youtu.be/OgVKvqTltto</a>
H4.6-8.2 Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.  H1.6-8.5 Explain how themes and developments have defined eras in Washington state history from 1854 to the present: <ul style="list-style-type: none"> <li>Turmoil and triumph (1930-1974)</li> </ul> New technologies and industries in contemporary Washington (1975-present)	<b>Essential Question</b> on p.184 What significant political, economic, and social challenges affected Washington State in the Post WWII era?  <b>OSPI:</b> <i>Contemporary Washington State – The Boldt Decision: 40 Years Later (Boldt I &amp; II)</i> <a href="https://www.k12.wa.us/sites/default/files/public/indianed/tribal sovereignty/middle/wamiddle/wamiddleunit3/4-WAMS-Unit%203-Level%202-BoldtI-II.pdf">https://www.k12.wa.us/sites/default/files/public/indianed/tribal sovereignty/middle/wamiddle/wamiddleunit3/4-WAMS-Unit%203-Level%202-BoldtI-II.pdf</a>	Background: Lesson 2: The Civil Rights Movement: p. 196-202  Challenging Inequality, p. 197  Uniting Farm Workers, p. 199  <b>OSPI Background:</b> <i>Understanding Treaty Rights in Washington State:</i> <a href="https://nwifc.org/w/wp-content/uploads/downloads/2014/10/understanding-treaty-rights-final.pdf">https://nwifc.org/w/wp-content/uploads/downloads/2014/10/understanding-treaty-rights-final.pdf</a>  <b>Native American Movement</b> , p. 200 <i>Fishing Rights 1974 <b>Boldt Decision</b>.</i>  Women's Rights & A Multicultural Washington, p. 201  Who Are We Today? P. 202  Supplemental Readings: <i>Voices at Boldt 40</i> <a href="https://www.k12.wa.us/sites/default/files/public/indianed/tribal sovereignty/middle/wamiddle/wamiddleunit3/VoicesatBoldt40Level1.pdf">https://www.k12.wa.us/sites/default/files/public/indianed/tribal sovereignty/middle/wamiddle/wamiddleunit3/VoicesatBoldt40Level1.pdf</a>	Video: "As Long as the River Runs" <a href="https://www.youtube.com/watch?v=IN46NWKEFow">https://www.youtube.com/watch?v=IN46NWKEFow</a>  Video: "Back to the River" <a href="https://salmondefense.org/projects/educate/back-to-the-river/">https://salmondefense.org/projects/educate/back-to-the-river/</a>  <b>Hibulb Cultural Center:</b> Salmon Life Cycle Drag and Drop: (Life Skills) <a href="https://www.liveworksheets.com/3-ft174597cq">https://www.liveworksheets.com/3-ft174597cq</a>  Salmon run video (Life Skills) <a href="https://kcts9.pbslearningmedia.org/resource/salmon-run/salmon-run-wild-kratts/#.WcQHBfn4-Uk">https://kcts9.pbslearningmedia.org/resource/salmon-run/salmon-run-wild-kratts/#.WcQHBfn4-Uk</a>  Worksheet that goes with the Salmon Run video (Life Skills)  <a href="https://static.pbslearningmedia.org/media/media_files/76672d8e-3b48-4fc1-bb5f-90d1e9582807/88635790-8591-4329-8be5-9200f70df4a0.pdf">https://static.pbslearningmedia.org/media/media_files/76672d8e-3b48-4fc1-bb5f-90d1e9582807/88635790-8591-4329-8be5-9200f70df4a0.pdf</a>

	<p>Essential Question on p.214 How do government and civic responsibility affect the way we live?</p> <p><b>OSPI:</b> <i>Contemporary Washington State – The Boldt Decision: 40 Years Later (Boldt I &amp; II)</i>  <a href="https://www.k12.wa.us/sites/default/files/public/indianed/tribal sovereignty/middle/wamiddle/wamiddleunit3/4-WAMS-Unit%203-Level%202-BoldtI-II.pdf">https://www.k12.wa.us/sites/default/files/public/indianed/tribal sovereignty/middle/wamiddle/wamiddleunit3/4-WAMS-Unit%203-Level%202-BoldtI-II.pdf</a></p>	<p>Video: “As Long as the River Runs”  <a href="https://www.youtube.com/watch?v=IN46NWkEFow">https://www.youtube.com/watch?v=IN46NWkEFow</a></p> <p>Where did all the fish go? P. 207</p> <p>The Fuss Over Fish p. 260</p> <p>Video : “Back to the River”  <a href="https://salmondefense.org/projects/educate/back-to-the-river/">https://salmondefense.org/projects/educate/back-to-the-river/</a></p> <p>Supplemental Readings: <i>Boldt Decision ‘Very Much Alive’ 30 years Later</i>  <a href="https://www.k12.wa.us/sites/default/files/public/indianed/tribal sovereignty/middle/wamiddle/wamiddleunit3/BoldtDecision30YearsLateLevel1.pdf">https://www.k12.wa.us/sites/default/files/public/indianed/tribal sovereignty/middle/wamiddle/wamiddleunit3/BoldtDecision30YearsLateLevel1.pdf</a></p> <p><i>40 Years Later: Boldt Decision Celebrates with Some Caution:</i>  <a href="https://www.k12.wa.us/sites/default/files/public/indianed/tribal sovereignty/middle/wamiddle/wamiddleunit3/40YearsLaterBoldtwithCautionLevel1.pdf">https://www.k12.wa.us/sites/default/files/public/indianed/tribal sovereignty/middle/wamiddle/wamiddleunit3/40YearsLaterBoldtwithCautionLevel1.pdf</a></p> <p><i>Salmon Protection and Enhancement Worksheet</i>  <a href="https://www.k12.wa.us/sites/default/files/public/indianed/tribal sovereignty/middle/wamiddle/wamiddleunit3/SalmonProtEnhancemtwlshMSBoldtLevel2.pdf">https://www.k12.wa.us/sites/default/files/public/indianed/tribal sovereignty/middle/wamiddle/wamiddleunit3/SalmonProtEnhancemtwlshMSBoldtLevel2.pdf</a></p>	<p>Life Cycle of Sockeye Salmon  <a href="https://kcts9.pbslearningmedia.org/resource/chris-kratt-salmon-lifecycle/chris-kratt-salmon-lifecycle/#.WcQlfvn4-UI">https://kcts9.pbslearningmedia.org/resource/chris-kratt-salmon-lifecycle/chris-kratt-salmon-lifecycle/#.WcQlfvn4-UI</a></p> <p>Worksheets on Life Cycle of Salmon  <a href="https://static.pbslearningmedia.org/media/media_files/76672d8e-3b48-4fc1-bb5f-90d1e9582807/ea0fc1ff-9c59-4716-9352-c363b15d90da.pdf">https://static.pbslearningmedia.org/media/media_files/76672d8e-3b48-4fc1-bb5f-90d1e9582807/ea0fc1ff-9c59-4716-9352-c363b15d90da.pdf</a></p> <p><a href="https://static.pbslearningmedia.org/media/media_files/5acff6ca-2866-49b3-ac20-c9a2e5046be7/856949bc-3c50-4ad0-bf82-ae24db74e422.pdf">https://static.pbslearningmedia.org/media/media_files/5acff6ca-2866-49b3-ac20-c9a2e5046be7/856949bc-3c50-4ad0-bf82-ae24db74e422.pdf</a></p>
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Additional Resources:

[How Seattle Changed the World | A KOMO Documentary](#)

**Hibulb Cultural Center:**

Educational Videos:

<https://sites.google.com/view/hibulb-interactive-education/educational-videos>