

TREATIES, LIFEWAYS, AND ELK

6th-8th Grade Discussion Guide

Developed by: Phyllis McKenzie

SCIENCE CATEGORIES

Natural Resources, Wildlife Ecology, Biology, Botany, Ethnobotany

TIMEFRAME

Three 45-minute sessions

MATERIALS

Wall-sized map of Wisconsin and western Great Lakes region that can be drawn upon with Vis-à-vis-type markers, access to computers and the internet, travel map of Wisconsin, poster board, art materials, images or magazines with wildlife, hunting, fishing and Native American images

KEY WORDS

Ceded Territory, Foraging, GLIFWC, Native American Treaty Rights, Native Nation, Ojibwe Nation, reservation, sovereign nation, Ojibwe, treaty, usufructuary rights, WDNR



LEARNING OBJECTIVES

Students will be able to:

- Define Native American Treaty Rights
- Show on a map of Wisconsin and the Western Great Lakes region where the Ojibwe Nation existed at the time of statehood and early European settlement, where the ceded territory is located, and where the Ojibwe Nations are currently located
- Delineate where the Native American Treaty Rights of the Ojibwe Nation apply
- Document some of the plants and animals that are hunted, fished, and harvested in the region
- Describe the seasonal & annual cycle of foraging, harvesting, fishing, and hunting by Native Americans and others

ACTIVITY SUMMARY

Critical Question: What are Native American Treaty Rights, and what do they have to do with the reintroduction of elk to Wisconsin?

In this lesson, as students explore maps of Wisconsin and the western Great Lakes region, they will compare the locations of Native Nations before settlement and today and will explore the impact of treaties between the United States and the Ojibwe Nation. Students will gain an understanding of Native American Treaty Rights and where in Wisconsin they apply. Further, students will explore some of the resources that Native Americans hunt, fish, and gather and how their harvesting practices connect with traditional ways of being. Students will develop an understanding of the seasonal nature of harvesting these resources in Wisconsin. Through these activities, students will discover Native American Treaty Rights and what they have to do with the reintroduction of elk to Wisconsin.



VOCABULARY

CEDED TERRITORY – lands granted to another party as part of a treaty. The Ceded territory in Wisconsin is an area that encompasses 22,400 square miles of northern Wisconsin that were ceded to the United States by the Lake Superior Chippewa Tribes in 1837 and 1842.

FORAGING – harvesting fruits, nuts, mushrooms, and other foods from the landscape

GLIFWC – Great Lakes Indian Fish and Wildlife Commission which represents 11 Ojibwe tribes in Wisconsin, Minnesota and Michigan who reserved hunting, fishing and gathering rights in the 1836, 1837, 1842, and 1854 Treaties with the United States government. GLIFWC manages wildlife and natural resources in the ceded territories

NATIVE AMERICAN TREATY RIGHTS – the rights of the Native Americans to hunt, fish, and gather forest products off the land in the Ceded Territory off-reservation, these rights were reserved in the Ojibwe Treaties of 1837 and 1842 in Wisconsin

NATIVE NATION – an independent, self-governing, indigenous nation within a nation

OJIBWE – *Ojibwe, Ojibwa, Chippewa, Saulteaux* are an *Anishinaabe* people currently of southern Canada, the upper Midwest, and Northern Plains regions of the United States

OMASHKOOZ – an Ojibwe word for elk

RESERVATION – homelands set aside in a U.S. Government treaty for Native Americans to continue to live on

SOVEREIGN NATION – a self-governing nation

TREATY – an agreement between two sovereign powers

USUFRUCTUARY RIGHTS – the rights of the Native Americans to hunt, fish, and gather forest products off the land, part of many treaties

WDNR – Wisconsin Department of Natural Resources, a unit of Wisconsin State Government that manages wildlife and other natural resources across the state

BACKGROUND INFORMATION

European nations arrived in the Americas and developed settlements on lands inhabited by Native Americans. Between the years 1778 and 1868, treaties were the main form of contract between the United States Government and Native Nations. A treaty is an agreement between two sovereign powers. In those years, Native Nations were usually treated as sovereign, or self-governing, nations, like France or England. After 1871, the U.S. Government used other forms of contracts with native peoples, reflecting a change in attitude toward Native Americans and the land they occupied.

In many treaties made with Native Nations, the U.S. Government acquired the lands that Native Americans used (or in European terms, “owned”). In an effort to protect and preserve their people and cultures, Native Nations often made sacrifices and signed treaties with other sovereign nations, including the United States. Prior to their contact with Europeans, Native Americans did not use written treaty agreements when they made alliances or peace with other nations. However, they did have formal conferences in which oral agreements were made.



In some treaties with the United States, the Native Americans reserved areas to live on; these areas became known as reservations. (Other reservations were set up later by means other than treaties.) The areas Native Nations gave up to the United States became known as ceded lands or ceded territory. Sometimes, provisions were included in the treaties for the Natives to continue to use the land they ceded to the government. Prior to selling the land, the United States recognized that the Natives possessed usufructuary rights to the land. Usufructuary rights were the rights of the Indigenous People to hunt, fish, and gather forest products off the land. In the case of the 1837 and 1842 Ojibwe treaties, the Ojibwe bands of Wisconsin sold their homelands to the United States, but they wanted provisions added to the treaties that recognized the continuance of their usufructuary rights. Thus, they no longer owned the land, but both the United States and the Ojibwe agreed that the Ojibwe could continue to use the land for hunting, fishing, and gathering.

During the late 19th and early 20th centuries, these usufructuary rights, especially those of the Ojibwe, were not always respected. The state of Wisconsin refused to recognize the Ojibwes' off-reservation hunting and fishing rights in their ceded territory, and the federal government did not always enforce the Natives' rights as they should have. Beginning in the 1960s, Native leaders invoked America's growing commitment to social justice to restore broken treaties, to demand congressional legislation that repaired the damages that had been inflicted on Native Nations by U.S. Indian policies, and to rejuvenate tribal governments. In 1983, a federal court handed down an important decision that ensured that the Ojibwe would be allowed to exercise their off-reservation rights. The court did not give the Wisconsin Ojibwe the right to hunt and fish on their ceded lands; it only confirmed that they reserved those rights in their treaties and that the state of Wisconsin had been wrong to impinge upon those rights.

LEARNING PROCEDURE

INTRODUCTION:

Begin by brainstorming with students the Native Nations found in the Western Great Lakes region. Where are various Nations located? Where were they found in Wisconsin during the 1800's. Did they stay in one place all year like many of us do, or did they move around the region? What do you know about Native Americans and their life ways? Many Native Peoples were nomadic moving around the region to fish, hunt, and gather various foods and materials as they became available through the seasons.

How were those Native Americans impacted by the invasion of their territory and the eventual settlement of Wisconsin by European immigrants? How were the landscape, elk, and other wildlife effected by European settlement? Introduce the concept of "Treaty" – what is a treaty, who makes them (sovereign nations), why do nations make treaties? When were treaties used between the United States and Native Nations? What did the United States gain as a result of these treaties? What did the Native Americans receive or agree to?

Before watching the video, review the questions on the "Treaties, Lifeways and Elk

Pre-Lesson Student Worksheet". View the video and continue the discussion, asking students to describe Native American Treaty Rights as well as other information covered in the video.



ACTIVITY 1:

Next, show students a blank outline map of Wisconsin and the upper Great Lakes region that shows current state & provincial boundaries. The map could be projected and traced onto a wall-sized white plastic tablecloth or other plastic surface that can be drawn on with Vis-à-vis type wash-off markers. Have students identify some key locations on the map: where their school is located, where the state capitol is located, and where some notable destinations are found.

Group students into teams of 4-5 and assign each team one or more of the topics listed below to research. Have students research maps showing:

- Native territories at the time of European settlement or statehood
- County map for Wisconsin, have students identify counties in the Ceded Territory, and those connected to the reintroduction of elk to Wisconsin
- Location of reservations with a focus on Ojibwe (Chippewa) Nations
- Location of ceded territories with a focus on Ojibwe (Chippewa) Nations
- Historic and restored elk range
- Significant tribal grounds (hunting, spiritual), travel routes/trails
- Early European settlements in Wisconsin

Have students add their information to the large wall map, confirming details with what other groups may have found. Return to a discussion of treaties, Native American Treaty Rights, where Native American Treaty Rights apply, to whom they apply and what they allow Native Americans to do. Ask students why elk were returned to the places they have been. How do those locations intersect with ceded territories? How and why might this appeal to members of the Ojibwe Nations?

Now that we know where Native American Treaty Rights apply, let's look more closely at what they apply to.

ACTIVITY 2: Interpretive Panel Review

Hand out, or have students download and print the "Hunting, Fishing, & Harvesting Through the Seasons" worksheet. Begin a discussion about the kinds of foods that were being harvested in the video. Then, ask students: How did Native Americans 'make a living'? Where did they get their food? How did they know where to look or how to collect food from the land? How did they know what foods they could collect or when to collect each food? Is anyone aware of any Native American stories about harvesting? Has anyone heard of the "harvest moon", "deer moon" or "sturgeon moon"? What could such titles mean?

Break students into teams of 3. Each team will create a poster-sized wheel calendar for "Hunting, Fishing & Harvesting Through the Seasons" using the questions on the worksheet as a guide for their research.



In Session 3, have each team post their wheel calendars. Allow each team to describe their calendar and any features they included that they consider especially interesting, or to which they have a personal connection. Are there any discrepancies between the calendars? Do students have any personal experiences in harvesting wild foods or products they can share?

CONCLUSION:

Bring to light assumptions students may have held or questions they may still have about hunting and harvesting practices. In what ways have Native American Treaty Rights been helpful in the restoration of elk to Wisconsin? What role might these treaty rights play in the future management of the elk herd or of other species that are or might be considered for restoration in the future?

EXTENDING THE LESSON (Options for extended/additional activities and lessons)

- Have students add phenological events to their calendar wheel
- Have students create a written description or story of harvesting, hunting, or fishing a particular item based on personal experience or something they have found in their research that would teach others how to do the same
- Have students develop a map for another Native Nation with a focus on that nation's treaty rights, territory, and where, when and for whom the rights are applicable.

RELATED LINKS

- Great Lakes Indian Fish and Wildlife Commission: glifwc.org
- Wisconsin Department of Natural Resources: dnr.wisconsin.gov/topic/Fishing/ceded

For Teachers:

- Indian affairs: laws and treaties Vol. 2 (Treaties) - Kapplers - Digital Collections - Oklahoma State University: dc.library.okstate.edu/digital/collection/kapplers/id/29572 (i.e.: p219 of vol. II, "Treaty with the Chippewa 1837")
- Wisconsin Department of Public Instruction American Indian Studies page with links to tribal government websites: dpi.wi.gov/amind/tribalnationswi
- Maps of Native Nations: wisconsinfirstnations.org/ways-native-nations-map
- How to Talk About Native Nations: A Guide: nativegov.org/news/how-to-talk-about-native-nations-a-guide



TREATIES, LIFEWAYS AND ELK PRE-LESSON STUDENT WORKSHEET

Developed by: Phyllis McKenzie



Student Name: _____ Class: _____ Date: _____

1) When were elk reintroduced to Wisconsin? _____

2) What are some of the elements of the ceremony to welcome the elk back to Wisconsin that are shown in the video?

3) What is the Ojibwe word for elk? _____

4) What does GLIFWC stand for? What do they do? _____

5) Why were GLIFWC and the Ojibwe involved in releasing the elk and in bringing them back? _____

6) Describe Native American Treaty Rights: _____

7) What do the Native American Treaty Rights allow the Ojibwe to do? _____

8) What are some ways that the practice of hunting elk by the Ojibwe may be different from the hunting of elk by non-Natives?

MAPPING NATIVE AMERICAN TREATY RIGHTS

Developed by: Phyllis McKenzie



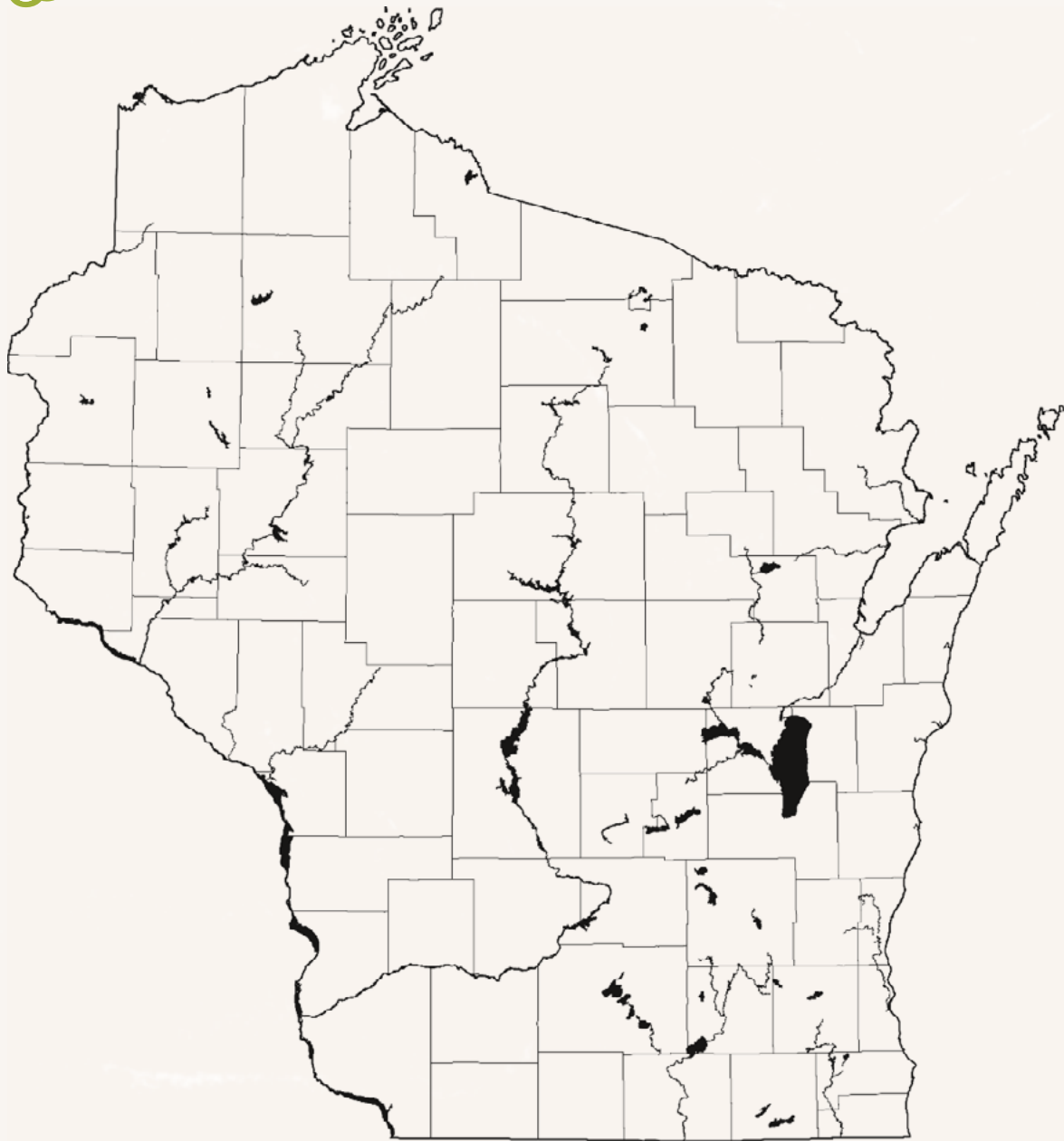
Student Name: _____ Class: _____ Date: _____

On the map, show the following:

- The location of your school or city
- Some notable destinations in Wisconsin
- Lac du Flambeau, Lake Winnebago, Wisconsin River, St. Croix River
- Where the Ojibwe and other Native Nations lived around the time of European settlement and statehood
- Current location of the Ojibwe Reservations in Wisconsin
- Ceded Territories
- Identify the counties covered by the Ceded Territory of the Ojibwe Nation
- Historic range of elk in Wisconsin
- Northern (Clam Lake) & Central (Jackson County) Elk Herds
- Significant tribal grounds (hunting, spiritual), travel routes/trails
- Early European settlements in Wisconsin

Consider and learn more about the following:

- How have the treaties between the Ojibwe Nation and the United States Government impacted the hunting, fishing, and harvesting of natural resources by Ojibwe tribal members and non-native people?
- What fish do Native American Treaty Rights allow them to harvest and where is that kind of fishing done?
- How does the area that elk have been re-introduced into overlap or intersect with present-day Native Reservations?



The map above shows current county outlines as well as major water features in Wisconsin. On the map above, you will be adding several kinds of information. Before you begin, think about how you might show different “layers” of information. You may want to use different colored pencils or different patterns to delineate each kind of information.



HUNTING, FISHING, & HARVESTING THROUGH THE SEASONS

Developed by: Phyllis McKenzie



Student Name: _____ Class: _____ Date: _____

Use the diagram on the next page to create a seasonal calendar of the plants, animals, and other natural resources that can be harvested in your area. Once you've got a good idea of the timing of harvest for various items, transfer your information to your team's poster-size drawing. You can draw items, use images from magazines or online, or combine methods to create a seasonal calendar of the harvest.

List some plants that Native Americans traditionally harvested for food. _____

When did they harvest them? _____

What animals did/do Native Americans hunt, fish, or trap? _____

What specific practices did Native Americans perform before, during, or after the harvest? Were any of them shown in the video? _____

When did Native Americans harvest these animals and why at that time of year? _____

What other natural resources did/do Native Americans collect, when, and how were/are they used? _____

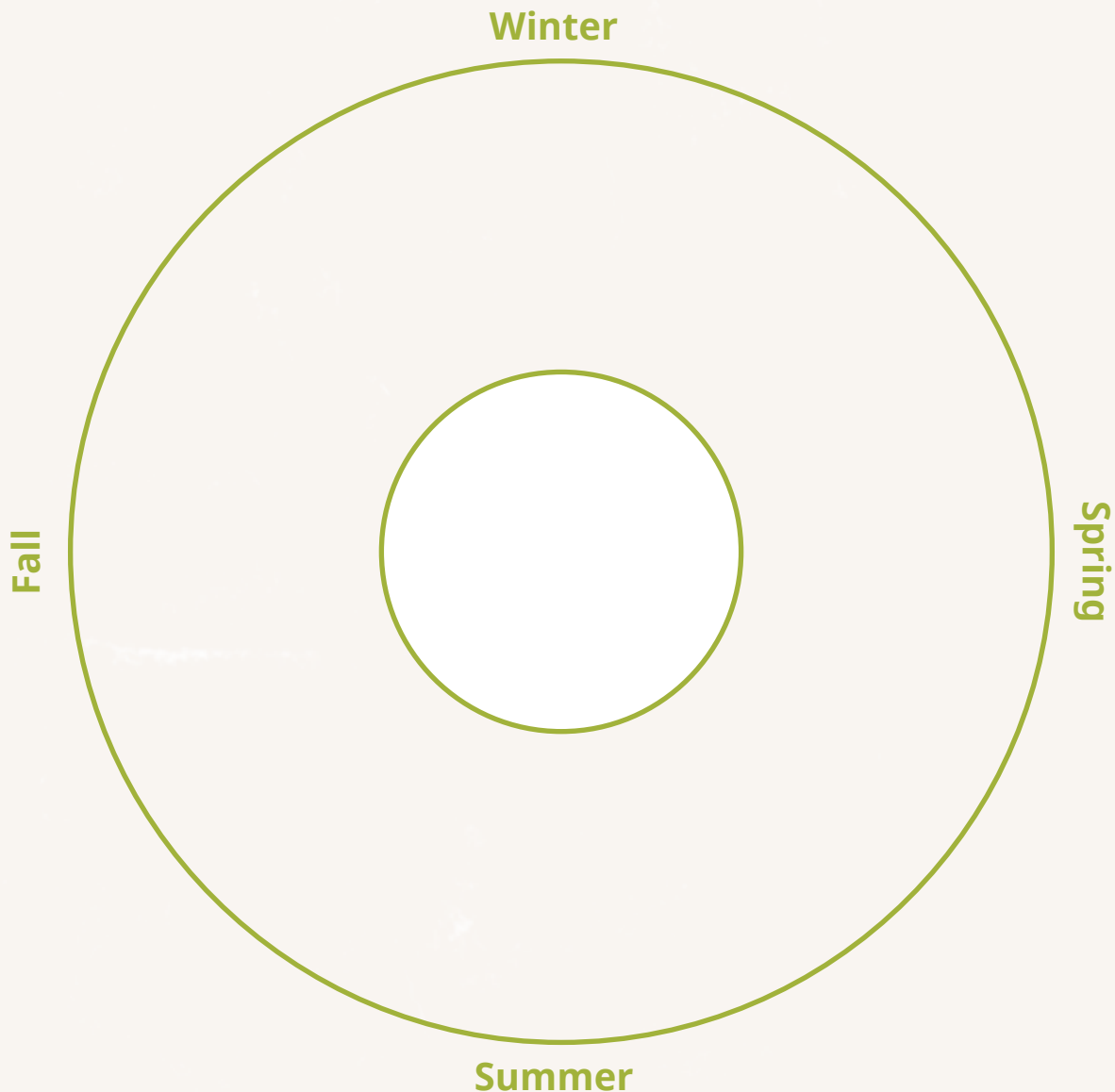
Were there times or places when multiple collected items could be harvested? _____



Were elk regarded differently from other wildlife? How did/do elk fit into the Native American way of life? _____

Where in the Ceded Territory is the habitat right for collecting some of the plants, animals, and other resources you have noted in your calendar wheel? You may want to include the harvesting, hunting, or fishing locations on your map of the Ceded Territory. _____

Are there places on the reservations as well as off the reservations that these items can be found? _____





The following National Common Core Standards can be met teaching;
TREATIES, LIFEWAYS, AND ELK

6TH GRADE:

- CCSS.ELA-LITERACY.RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CCSS.ELA-LITERACY.RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- CCSS.ELA-LITERACY.RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- CCSS.ELA-LITERACY.W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.ELA-LITERACY.W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- CCSS.ELA-LITERACY.W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- CCSS.ELA-LITERACY.W.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- CCSS.ELA-LITERACY.W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- CCSS.ELA-LITERACY.SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- CCSS.ELA-LITERACY.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- CCSS.ELA-LITERACY.SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- CCSS.ELA-LITERACY.SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



CCSS.ELA-LITERACY.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

7TH GRADE:

CCSS.ELA-LITERACY.RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-LITERACY.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
CCSS.ELA-LITERACY.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
CCSS.ELA-LITERACY.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-LITERACY.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CCSS.ELA-LITERACY.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
CCSS.ELA-LITERACY.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.



CCSS.ELA-LITERACY.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCSS.ELA-LITERACY.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

8TH GRADE:

CCSS.ELA-LITERACY.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-LITERACY.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
CCSS.ELA-LITERACY.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCSS.ELA-LITERACY.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-LITERACY.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.



CCSS.ELA-LITERACY.SL.8.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
CCSS.ELA-LITERACY.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-LITERACY.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
CCSS.ELA-LITERACY.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-LITERACY.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

6TH-8TH GRADE:

CCSS.ELA-LITERACY.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-LITERACY.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
CCSS.ELA-LITERACY.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
CCSS.ELA-LITERACY.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
CSS.ELA-LITERACY.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-LITERACY.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-LITERACY.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.



NEXT GENERATION SCIENCE STANDARDS:

- MS-LS2-1.** Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]

- MS-LS2-4.** Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]