

Northwest Heritage Resources
**King County and Western Washington Cultural Geography, Communities, Their
History and Traditions - Unit Plan**

Enduring Cultures

Unit Overview: Students research the cultural geographies of Native Americans living in King County and the Puget Sound region of Washington (Puget Salish), then compare/contrast the challenges and cultures of Native American groups in King County and Puget Sound to those of Asian immigrant groups in the same region. Used to its fullest, this unit will take nine to ten weeks to complete. Teachers may also elect to condense/summarize some of the materials and activities in the first section (teacher-chosen document-based exploration of Native American cultures) in order to focus on the student-directed research component.

List of individual lesson plans:

Session # Activity/theme

- 1 Students create fictional Native American families, circa 1820-1840, of NW coastal peoples.
- 2* Students introduce the characters, develop their biographies as members of specific tribes (chosen from those in the Northwest Heritage Resources website searchable database)
- 3* The fictional characters will practice a traditional art. Research NWHR database to browse possibilities, select one. Each student will learn something about the specific form s/he chose for his/her characters. Students will also glean from actual traditional artists' biographies what sorts of challenges the artists have faced and what sorts of goals they have that are related to their cultural traditions and communities.
- 4* Cultural art forms: Students deepen their knowledge of one or more art forms.
- 5 Teacher creates basic frieze: large map of Oregon territory and Canadian islands/ coastal region. Students use Internet and other resources to locate population centers and natural resources on map, marking them with labels and icons.
- 6 Students read about traditional way of life: *Dkh^w Duw' Absh* and other tribal website accounts from other tribes. They note traditional housing structures, and place icons on map representing housing in which each family lived. 200 icons in all represent the estimated 200,000 Native Americans living in the area prior to contact (direct or indirect) with Europeans. They use NWHR database and other resources to see images of housing structures, mats, baskets, canoes, masks, and other artifacts used in daily life.
- 7 Centering the characters in geography: students write and share sensory awareness poems.
- 8* Students listen to examples of stories told by Native American artists using the NWHR database. They discuss the ways in which the stories teach/transmit cultural values and information about the environment and human nature.

- 9 Students read/hear about trade between Native American groups and between Native Americans and European traders. They list the goods that their fictional characters might trade, and the items they might receive in exchange. They consider how these newly acquired items can be incorporated into their traditional ways of life.
- 10 Students read/hear about the impact of epidemics on Native populations. Icons on the map representing the Native American communities are reduced by 80%, representing the estimated 80% reduction in Native American population that occurred during the late 1700s through the mid to late 1800s.
- 11 Students read excerpts from The Donation Land Claim Act, and discuss/analyze the effects of such a law. Teacher places icons on frieze map to represent white settlements.
- 12 The fictional characters meet to discuss how to respond to the challenges of white settlement.
- 13 Settlers and Native Americans clash: students read historical documents that describe conflicts/skirmishes between settlers and the indigenous peoples. They discuss how the legal/governing systems that impact Native American ways of life are changing.
- 14 Gov. Stevens presents treaties: Medicine Creek and Elliott Point (Treaties are translated into Dingbat to simulate inability of Native people to read or understand English.) Gov. Stevens persuades fictional Native American characters to agree to the treaty provisions.
- 15* Consequences of the treaties are felt: Students move housing icons on map to show creation of reservations, teacher adds icons to show proliferation of white settlements. (Current Native reservations map is available on NWHHR database.)
- 16 Boarding school education: students read accounts of conditions in boarding schools, and discuss the impact on their fictional families.
- 17* Fast forward: Students imagine the descendents of their fictional families. They consider what kinds of questions these descendents would have of their elders, and what kinds of lessons the elders would want to impart to the young people.
- 18 What are the current conditions in Native communities? Students visit websites of Native American tribes in the Pacific Northwest and other Internet resources to glean information.
- 19 Students read (in English now rather than Dingbats) sections of the treaties. Taking the point of view of the descendants of their fictional families, they consider what actions/choices might best support their communities.
- 20 Students read/analyze/discuss the Boldt decision as a case study in how Native Americans have gone to the courts to redress grievances.
- 21 Students read/analyze/discuss the gaming industry and the development of casinos as a case study in how Native Americans have developed economic institutions to support their communities' needs.

- 22 Students read/analyze/discuss the topic of federal recognition for tribes: the pros and cons of federal recognition as well as the ongoing battle some tribes have to achieve federal recognition status.
- 23* Students discuss what some appropriate measures of cultural viability might be, including statistical data about income level, educational level, infant and overall mortality rates, etc. as well as the level of cultural practices and coherence in a given community.
- 24 Students create a timeline reviewing/showing the events studied thus far.
- 25* Teacher assists students in creating essential questions that will guide individual students' research on comparison groups.
- 26* Students work in small groups to research one of the groups in the Asian American category. Each student reviews NWHHR database of relevant bios and chooses an art form to learn something more about.
- 27 Challenges: for each group, teacher assists students in researching historical events that were challenging to that group (e.g., Japanese American incarceration; Chinese expulsion; etc.) and ways in which each group responded to those challenges.
- 28* Teacher leads students to identify and use strategies to analyze primary and secondary sources to determine their credibility and relevance. Examples from Native American part of the unit are used as models for discussion, as well as sources students have found in their research on Asian American groups.
- 29 Teacher leads student discussion/activity using the graphic organizer included in the DBA, comparing the challenges students have identified for their researched group with those identified in the discussion of Native Americans' experiences.
- 30 Teacher guides students in comparing/contrasting the ways their researched group has responded to challenges with the ways Native American communities have responded.
- 31 Teacher leads students in constructing annotated bibliographies for their research.
- 32 Students create timelines for their researched groups. Timelines are calibrated to match the Native American timeline so that they can be displayed together for comparison/contrast.
- 33 Teacher leads students in using graphic organizer to compare/contrast their researched group with the classroom study of Native Americans. Teacher explains the RAFTS model to assist students in choosing an effective format etc. for communicating their learning in a written form. (Role, Audience, Format, Topic, Strong Verb.)
- 34 Teacher reviews writing process with students, guides them in brainstorming/prewriting first draft.

- 35 Teacher reviews rubrics for writing and CBA, guides students in peer editing/critiquing first drafts.
- 36 Students check draft of their work against the rubrics; revise & further develop their projects into final draft form.
- 37* Students consider what other elements they might wish to include in their project when they share it with a wider community. This can include identifying images, quotations, sound clips, etc. from the NWHR database. It can also include student performances or demonstrations of traditional art forms.
- 38 Teacher guides students in planning event to share what they've learned: Whom will they invite? (Parents? Other classes? Community members? Etc.) Students write invitations.
- 39 Students present their work to their invited audience, and answer questions about what they've learned during the course of their explorations.
- 40 Teacher leads debrief: what was learned? What new skills were acquired? What questions were raised? What role do traditional arts play in helping cultural groups respond to challenges? What have been the most effective ways communities have found to maintain their cultural cohesiveness and viability in the face of challenges? What do we (students and teacher) want to do (if anything) or already do to maintain our own cultures?

Note: Throughout this sequence, to the degree desired and feasible, students can be trying their hand at carving, weaving, dancing, drum-making and drumming, flower arranging, etc. or at least learning more about one or more forms. The teacher may wish to arrange for community members representing one or more of the cultural groups being studied to come into the classroom to discuss/demonstrate/teach. A list of traditional artists who can be contacted through Northwest Heritage Resources can be found on the NW Heritage Resources database.

* These lesson plans either make explicit use of the NW Heritage Resources searchable database (found at www.northwestheritageresources.org; Click on Traditional Arts to enter database), or can include reference to the database.

Internet-based resources used in or supporting this unit include:

1. Online resources from the Washington State History Museum: www.washingtonhistoryonline.org
2. Teaching Tools/Native American House/University of Illinois at Urbana-Champaign: <http://www.nah.uiuc.edu/l-tools.htm>
3. Oyate Ta Olowan - A site formed "to give Native people their own voice in the modern world." <http://oyate.com/newsletters/january07.html>
4. Online history lessons on the Native Americans and the maritime fur trade and continental fur trade: <http://www.washington.edu/uwired/outreach/cspn/Website/Course%20Index/Lessons/5/5.html> and <http://www.washington.edu/uwired/outreach/cspn/Website/Course%20Index/Lessons/6/6.html>
5. Lesson plans and links by Donna Ahrens, Instructional Technology Teacher, McNair School: http://www.hazelwood.k12.mo.us/~dahrens/NatAm_NW/index.html
6. Bruce Hallman's home page, with links to many resources about Northwest Coast Native Americans: <http://www.hallman.org>
7. Link to a history of the Northwest Coast: <http://www.hallman.org/indian/.www.html>

8. Many essays and news articles relating to topics in this unit: <http://www.historylink.org>
9. University of Washington digital collections article on The Lushootseed Peoples of Puget Sound Country: <http://content.lib.washington.edu/aipnw/thrush.html>
10. Lessons on Pacific Northwest Coastal Native Americans at elementary reading level: <http://members.aol.com/Donneclass/NWIndianlife.html>
11. Links to collections, essays, images from the Library of Congress: <http://memory.loc.gov/learn/collections/pacific/history.html>

Internet sources for Pacific Northwest Tribes/First Peoples

1. Directory of federally recognized tribes: <http://www.goia.wa.gov/Tribal-Directory/TribalDirectory.pdf>
2. Lists many tribes/groups including many who are now extinct or who intermarried into other groups: <http://www.accessgenealogy.com/native/washington>
3. National Geographic online resources about the Lewis and Clark expedition. Cathlamet is the first tribe in the Nat'l Geog. interactive map of Lewis and Clark's journey Leg 14 (arrow at bottom icon menu to find images of Native Americans, click on image for details that include economies, foods, cultural practices): http://www.nationalgeographic.com/lewisandclark/record_tribes_088_14_1.html
- Puget Salish Tribes [See also Cultural Community Essay on Puget Salish included with this curriculum]:**
4. **Duwamish:** <http://www.duwamishtribe.org/>
5. **Jamestown S'Klallam:** http://www.jamestowntribe.org/jstweb_2007/index1024.htm ; http://www.jamestowntribe.org/jstweb_2007/history/hist_jst.htm ; <http://users.aol.com/donh523/navapage/james.htm>
6. **Lummi:** <http://www.lummi-nsn.gov/> ; <http://www.u-s-history.com/pages/h1556.html> ;
7. **Muckleshoot:** <http://www.muckleshoot.nsn.us/>
8. **Nisqually:** <http://www.nisqually-nsn.gov/> ; <http://home.att.net/~p.e.s/Nisqually.html>
9. **Nooksack:** <http://www.nooksack-tribe.org/> ; <http://www.u-s-history.com/pages/h1562.html> ;
10. **Port Gamble S'Klallam:** <http://www.pgst.nsn.us/> ; <http://home.earthlink.net/~gregoryaa/skybird/gamble/>
11. **Puyallup:** <http://puyalluptribalnews.com/> ; <http://www.u-s-history.com/pages/h1563.html>
12. **Samish:** <http://www.samishtribe.nsn.us/> ; <http://www.u-s-history.com/pages/h1582.html>
13. **Sauk-Suiattle:** <http://www.sauk-suiattle.com/> ; <http://www.northregionems.com/native/Sauk-Suiattle%20Tribe.htm>
14. **Skokomish:** <http://www.skokomish.org/> ; <http://www.andreawilbursigo.com/skokomish.html>
15. **Snohomish:** <http://www.snohomishtribe.com/>
16. **Snoqualmie:** <http://www.snoqualmienation.com/> ; http://www.snoqualmiecasinoproject.com/tribe_history.htm
17. **Squaxin Island:** <http://www.squaxinisland.org/> ; <http://www.u-s-history.com/pages/h1572.html> ; <http://www.squaxinislandmuseum.org/>
18. **Stillaguamish:** <http://www.stillaguamish.nsn.us/> ; <http://www.u-s-history.com/pages/h1574.html>
19. **Suquamish:** <http://www.suquamish.nsn.us/> ; <http://www.u-s-history.com/pages/h1576.html>
20. **Swinomish:** <http://www.swinomish.org/> ; <http://www.u-s-history.com/pages/h1577.html>
21. **Tulalip:** <http://www.tulaliptribes-nsn.gov/> ; <http://www.tttculturalresources.org>
22. **Upper Skagit:** <http://www.u-s-history.com/pages/h1581.html> ; <http://www.northregionems.com/native/Upper%20Skagit%20Tribe.htm>

Washington State Tribes that are not Puget Salish:

23. **Chinook:** <http://www.chinooknation.org/Default.aspx?tabid=1>

24. **Chehalis:** <http://www.chehalis-tribe.org/>
http://www.nationalgeographic.com/lewisandclark/record_tribes_082_14_2.html
25. **Colville Tribes:** www.colvilletribes.com
26. **Makah:** <http://www.makah.com/> ; <http://content.lib.washington.edu/aipnw/renker.html> ;
http://www.watertown.k12.ma.us/cunniff/americanhistorycentral/02indiansofnorthamerica/The_Makahs.html
27. **Quileute:** <http://www.u-s-history.com/pages/h1565.html> ; <http://www.quileute-tribe.org/>
28. **Quinault:** <http://209.206.175.157/>
29. **Shoalwater Bay:** <http://www.shoalwaterbay-nsn.gov/> ;
<http://seattlepi.nwsourc.com/local/shol22.shtml>
30. **Spokane:** <http://www.spokanetribe.com/> ; <http://www.u-s-history.com/pages/h1570.html>
31. **Yakama:** <http://www.critfc.org/text/yakama.html> ;
<http://www.accessgenealogy.com/native/tribes/yakimaindianhist.htm>

Please note: This is not intended to be a comprehensive list of all Native American tribes located in Washington state. Additionally, many tribes straddle state borders, and while their tribal base may be in another state – such as Oregon or Idaho – they have tribal members living in Washington. Among them are the following:

Confederated tribes of Umatilla: <http://www.umatilla.nsn.us/> [Columbia River region, Oregon/WA]

Nez Perce: <http://www.nezperce.org/content/> [border of Idaho/WA]

Many Native Alaskan peoples now make their home in Washington – such as Haida, Tlingit, Tsimshian, etc – as do members from tribes whose home base is in states throughout the U.S.

Unit Rationale

This unit is designed with several intersecting concerns in mind:

The first is that it be consistent with the *Enduring Cultures* CBA (Classroom Based Assessment) developed by the Washington Office of Public Instruction for Middle School level history and social studies. The *Enduring Cultures* CBA calls for students to study one culture as a class, and do independent study on another in order to compare/contrast each culture's responses to economic, social, and legal/political challenges. The second is that it make optimum use of Northwest Heritage Resources' database of traditional artists (accessible on their organization website) and related NW Heritage Resources materials. The third is that it have a significant King County focus.

Why are we focusing more broadly on Puget Salish rather than exclusively on the tribes whose ancestral home is in King County? The unit begins with a teacher-led exploration of Puget Salish peoples, the original inhabitants of what is now King County and the Puget Sound region. Historically, the local Native American inhabitants of the Puget Sound region did not divide the region into counties. This is a much later construct of more recent inhabitants of northern European ancestry. Culturally the tribes who were based in what we now identify as King County were very similar to their neighbors in what is now Snohomish, Skagit, Pierce, and other counties in the Puget Sound region. They all spoke dialects of the same language, Lushootseed, lived in longhouses, relied on the same resources for food, and shared many other cultural practices in common. Some of their leaders even served tribes from different counties, as in the case of Chief Sealth (Seattle) – who was chief to the Duwamish (based in King County) and the Suquamish (based in Kitsap County).

Some lessons reference a wider list of Native American groups than just the Puget Salish. Today, there are several individual artists featured in the NW Heritage Resources database who live in King County but are not Puget Salish. Nonetheless, the challenges they and their peoples have faced are quite similar, and including them in the study of Native Americans in the King County area can help deepen student understanding of cultural diversity within as well as shared challenges among Native American communities. There were, for example, commonalities in terms of the impact of disease, the practice of trading among tribes and with Europeans, the experience of dislocation and cultural disruption that resulted from white settlement and coerced treaties, and the importance of traditional arts/cultural practices represented in the NW Heritage Resources database, including, for example, storytelling and weaving/basketmaking.

The unit uses an approach sometimes called Storyline or Story Path, in which the students create fictional characters who go through the historical experiences the students are studying. This is a proven method for engaging students emotionally in the material, so that they care about the issues that are discussed. There is an initial investment of time, but the payoffs are huge. Teachers who have used this method report that a Storyline/Story Path approach leads to the kind of deep learning that makes a unit a touchstone for subsequent study throughout the semester.

Once students have a thorough grounding in the Puget Salish history and culture, and of challenges that have faced the Puget Salish peoples, they identify an Asian American or Arab American group for the purposes of the CBA comparison and contrast study. The general concepts and categories they've worked with during the baseline study give them a framework for deciding their guiding research questions for the groups they've chosen to compare and contrast to the Puget Salish. The skills they've

practiced in the teacher-led investigation will help them become more independent researchers during this second part of the unit.

Many CBAs are designed to take approximately three weeks of class time (including the classroom baseline study of a group). This allows little time to develop a deep understanding of a baseline culture, and little time for students to learn and hone independent research and presentation skills. This unit, by contrast, is designed to be taught over a period of five to nine weeks or more, and encourages in-depth complementary study of traditional cultural art forms as well as classroom meetings with guest speakers to further deepen students' knowledge and appreciation of Puget Sound and King County's diverse and resilient cultures.

Enduring Cultures

Teacher Instructional Steps	Cultural Geographies of King Co. Lesson Plans
Explain the prompt and its components to students	#1 - Creating Characters
Review the purpose of the activity, explaining its relationship to History EALRs	#1 - Creating Characters
Review the definition and examples of economic, social and political/legal challenges.	#3 - Traditional Artists/Traditional Arts #6 - Traditional Ways of Life #5 - Map frieze: Population Centers and Natural Resources
Examine relevant sources reflecting a variety of viewpoints.	#2 - Expanding Character Biographies #4 - Cultural Art Forms #5 - Map frieze: Population Centers and Natural Resources #7 - A Sense of Place #8 - Teaching Stories
Use the graphic organizer to analyze one group's development. Students will use this group to compare and contrast with another group.	#9 - Trading
Identify the social, economic, and political/legal challenges they faced.	#10 - Epidemics #11 - The Donation Land Claims Act and White Settlement #13 - Conflicts/Wars with Settlers #14 - Treaties #15 - Reservations/Shrinking Resources/Continued Conflict #16 - Acculturation, Forced and Chosen
Identify the ways in which they responded to these challenges.	#12 - Considering the Challenges #13 - Conflicts/Wars with Settlers #14 - Treaties #15 - Reservations/Shrinking Resources/Continued Conflict #16 - Acculturation, Forced and Chosen #17 - The Grandchildren Ask Questions #18 - Contemporary Problems with Historical Roots #19 - Treaties Reconsidered #20 - The Boldt Decision #21 - Gaming Enterprises #22 - Federal Recognition/Lack of Recognition
Assess the current status of the groups. For this assessment, provide examples of how the current status of a group might be assessed (e.g., average income level, average educational attainment, infant mortality rates, socioeconomic status, etc.).	# 23 - Measures of a Culture
Guide students in identifying a second cultural	#23 - Measures of a Culture

group to analyze. Students should select their own group of people. It should be another group of people that interests them. (Students should choose groups that have not been previously taught or discussed.)	
Guide students to develop an essential question comparing the two groups' development.	#25 - Essential Questions
Review key concepts and vocabulary relevant to the cultural groups' development	#26 - Asian American Groups in King County & WA State
Review vocabulary related to the assessment	#27 - Small Group Research on Specific Groups
Gather resources to research the group of people. Resources may include family trees, historical documents, journals and diaries, newspaper articles, photographs, etc.	#27 - Small Group Research on Specific Groups
Guide students in the use of a strategy for analyzing sources to determine the credibility and relevance of information gained from these sources.	#28 - Analyzing Resources
Review the applicable Reading GLEs (2.1, 2.2, 2.3, 2.4	#28 - Analyzing Resources
Guide students through the use of the graphic organizer to analyze the development of the cultural group each has chosen.	#29 - Comparing Challenges #30 - Meeting Challenges
Explain the purpose of and demonstrate how to create an annotated bibliography.	#31 - Annotated Bibliographies
Review how to select, evaluate, and use primary and secondary sources.	#28 - Analyzing Resources (Note: other lesson plans that address this in part are threaded throughout: #s 2, 3, 6, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23)
Model ways to organize information using a graphic organizer.	#33 - Analyzing Comparisons/Taking a Position (RAFTS writing organizer)
Help students prepare to achieve proficiency in the writing task in all areas of the rubric.	#34 - Drafting the Narrative
Select and teach activities designed to introduce and reinforce basic timeline skills.	#24 - Reviewing with a Timeline #32 - Timeline of Comparison Group
Help students understand the rubrics used to judge their writing piece.	#35 - Peer Editing
Review the writing process with students including pre-writing, rough draft, editing, and final draft.	#33 - Analyzing Comparisons/Taking a Position (RAFTS writing organizer) #34 - Drafting the Narrative #35 - Peer Editing
Provide opportunities for the writing process to take place.	#33 - Analyzing Comparisons/Taking a Position (RAFTS writing organizer) #34 - Drafting the Narrative #35 - Peer Editing #36 - Final Draft
Provide opportunities for students to draft, receive feedback, and revise written essays.	#33 - Analyzing Comparisons/Taking a Position (RAFTS writing organizer) #34 - Drafting the Narrative

	#35 - Peer Editing #36 - Final Draft
Review the appropriate Writing EALRs (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5) and supporting documents at http://www.k12.wa.us/CurriculumInstruct/Writing	#33 - Analyzing Comparisons/Taking a Position (RAFTS writing organizer) #34 - Drafting the Narrative #35 - Peer Editing #36 - Final Draft
Explain to students that they must go beyond summarizing the issue; they must also analyze the related core values and evaluate the process and its outcome.	#35 - Peer Editing #36 - Final Draft #37 - Assembling the Project #38 - Planning to Share #39 - Presentations #40 - Debriefing

Lesson Plan 01: Creating Characters

Overview: Students create fictional Native American families, circa 1820-1840, of Puget Salish peoples.

Learning Objectives/Outcomes: Students will be introduced to the unit and the way it relates to the CBA *Enduring Cultures* and to History EALRs; students will create representations of their current concept of early NW coastal peoples.

EALRs:

History 1.3 Examine the influence of culture on United States, world, and Washington State history.

Geography 3.1 Identify and examine people's interaction with and impact on the environment.

Materials Needed:

- Construction paper, including a wide array of skin tones ("People Colors" at a minimum) and earth colors; glue sticks, scissors, Blu-Tak or a similar re-usable putty for teacher example of face,
- Biographical data sheets (1 per student).

Guiding Questions:

Who lived in the Pacific Northwest before Europeans arrived?

Teacher Activities:

- Teacher introduce unit by reviewing basic concepts in CBA *Enduring Cultures*: students will be looking at how various cultures survive and meet challenges, with an emphasis on cultures currently represented in King County and the Puget Sound region. This will tie in to History EALRs, and include other Social Studies, Reading, and Writing EALRs.
- Explain that students will be working in pairs to create the faces of young people like themselves, except that they will be faces of young people who might have lived in the King County area in the early decades of the 1800s, before white settlers began to arrive in the area. Quickly model making the face of a generic character using construction paper and Blu-tak to hold features in place. (Cut pieces ahead of time for face, eyes, nose, mouth, ears, hair.)
- Tell students a bit about a naming tradition of some Salish (Pacific Northwest Coastal) peoples: that parents sometimes chose names for babies based on qualities they hoped the children would exhibit; later, adult names were conferred at special ceremonies. Adult names were often inherited within a family, and it would be inappropriate for us today, and historically inaccurate, to give these adult names to fictional characters. Naming is an important part of any culture and in some cultures it would be considered very rude or presumptuous to make up names for fictional characters without being part of that culture. For purposes of this unit, because it's difficult to create a character without a name, we will use the idea of giving our characters names of attributes we'd like them to have.
- Brainstorm some examples of possible attributes (e.g., Helps Others, Runs Swiftly, Plays in the Water, Thinks a Lot, etc.).

- Review, if needed, guidelines for efficient use of materials/recycling, etc.
- Have students work with partners to create a fictional character, using construction paper. They will need to decide the exact age and the gender of the character, and agree on a name for the character that is an attribute they'd like the character to have as a person.
- Monitor student work, ask guiding questions if/where needed to keep the process moving along. Assure the students that they will be able to make adjustments to their characters later on as they learn more. For now, they should just do their best given what they know or think they know about people who might have lived in the area at this time in history.

Student Activities:

- Students work in pairs, using construction paper to create faces of their characters. As they work, they answer the following questions for themselves. (Students do their best to create from their pre-existing knowledge and their imaginations. Later, they will have an opportunity to amend their character's physical features/dress as well as biographical information.) (An alternative to creating just the faces is to create the whole body image, a kind of paper doll; another alternative is to create entire family groups.)
 - What is the character's name?
 - What is the character's gender?
 - What is the character's age?
 - With whom does the character live? Who are the other members of the character's immediate family?
 - What sorts of foods does the character eat?
 - In what kind of dwelling or shelter does the character live?
 - What kinds of activities does this character most enjoy doing?
 - What questions do the creators of the character have that they want to research in order to make their character more realistic/accurate?

Student/Teacher Activity:

- As students finish creating their character, the teacher invites them to display the faces on the classroom wall (using Blu-tak or a similar re-usable/removable putty) and introduce them to the rest of the class, briefly giving the biographical details they've decided upon.
- The teacher may wish to guide classroom discussion to add to the research questions for each pair.

Supporting Materials/References:

The following websites lead to more in-depth information about the basic approach used in this lesson plan of engaging students in historical inquiry through having them create characters who will experience a teacher-guided narrative:

<http://fac-staff.seattleu.edu/mmcguire/web/storypath.html> - link to information about commercially available materials authored by Dr. Margit Maguire of Seattle University

<http://www.storyline.org/history/index.html> - link to information about the history of this method and trainings for teachers

http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED422338&ERICExtSearch_SearchType_0=no&accno=ED422338

- abstract of book about the method as it was originally developed by educators from Jordanhill College in Scotland.

Assessment Notes:

While students are creating and discussing their fictional characters, note the degree and accuracy of pre-existing knowledge/opinions they display to guide the level of information you will provide in subsequent lessons.

Lesson 02 - Expanding Character Biographies

Overview: Students introduce the characters, develop their biographies as members of specific tribes (chosen from those in the Northwest Heritage Resources searchable database or found on the Internet).

Learning Objectives/Outcomes: Students will begin to familiarize themselves with the Northwest Heritage Resources database and tribal websites while taking notes that build their knowledge of particular groups/tribes, their histories and their cultural practices. Students will understand that there were great numbers of individual groups that we lump together under the general rubric of "Native American", "Pacific Northwest Native American," or the more specific group of western Washington tribes known as "Puget Salish."

EALRs:

History 1.3 Examine the influence of culture on United States, world, and Washington State history.

Geography 3.1 Identify and examine people's interaction with and impact on the environment.

Materials Needed:

- computer lab with sufficient computer access to the Internet for each student (ideally) or at least each pair of students;
- biography sheets from Lesson Plan #1
- notebooks
- note-taking sheets or guidelines for Internet research
- handout of models for note-taking on traditional artists
- list of names of Pacific Northwest coastal peoples displayed on butcher paper, chalkboard, or overhead, with tribal website addresses shown and with Puget Salish groups highlighted, and tribes represented in the Northwest Heritage Resources database underlined: Duwamish, Snoqualmie, Lower Elwha S'Klallam, Lummi, Nisqually, Nooksack, Skokomish (Twana), Puyallup, Snohomish, Swinomish, Sauk-Suiattle, Suquamish, Squaxin Island, Upper Skagit, Jamestown S'Kallam, Tulalip, Muckleshoot. To adjust to WA State as a whole, include on list to choose from: Yakama, Chehalis, Colville, Cowlitz, Klickitat, Makah, Chinook, Kalispel, Quileute, Quinault, Tlingit, Tsimshian, Haida, Samish, Nez Perce, Umatilla, Steilacoom. (Note: this list is not complete, but focuses on groups, some federally recognized, some not, who currently are represented in the Northwest Heritage Resources database or who have a presence today in King County and/or Washington State and on the Internet.)

Guiding Questions:

What Pacific Northwest Native American groups or tribes are represented in the Northwest Heritage Resources database and on other Internet sites?

How will learning about real contemporary Native Americans help add details to fictional characters of a hundred sixty years ago?

Teacher Activities:

- Review proper use of computers to log on to Internet.
- Guide students to NW Heritage Resources website (www.northwestheritageresources.org; Click on **Traditional Arts** to enter searchable database) and to the menu of Native American

traditional artists. (On the main menu page, click on Search for Artist, then on Heritage, then on Native American on the pull-down menus.)

- Lead them through the following three biographies of three different Puget Salish traditional artists to guide them in note-taking. Students should make notes of tribal affiliation/heritage and of traditional art forms practiced by the artist. (Distribute handout with names of artists noted below, and room for adding the details from this lesson and Lesson Plan #3.)

Name of artist: Ray Mullen

Tribal affiliation or heritage: Snoqualmie

Traditional arts/cultural practices: Drum bearer, songs

Name of artist: Ed Carriere

Tribal affiliation or heritage: Suquamish

Traditional arts/cultural practices: basket maker, canoe carver

Name of artist: Vi Hilbert

Tribal affiliation or heritage: Upper Skagit

Traditional arts/cultural practices: storytelling, Lushootseed language

- After doing the examples above as a group, the students scan through the remaining Puget Salish biographies in the NW Heritage Resources database (listed at the end of Puget Salish Cultural Community essay included with this curriculum) scanning for possible traditional art forms their character might practice. They do at least four more entries, then decide which traditional art form their fictional character might practice or wish to learn: storytelling, basketmaking, weaving, carving, dance, drumming/music, or language.
- Students choose a Puget Salish tribal affiliation for their character from the list provided.
- Using Google or another appropriate search engine, students look for additional information about their character's possible background/interests. This should include where the character lived (e.g. on the coast? along a river? on an island? in the foothills? east of the Cascades?) Teacher may wish to review how to create effective search strings. Students keep a log of what they found that is interesting and where they found it. Teacher tell students that they should keep track of their research, even for results that were not ultimately useful, because it will help them remember what not to try in the future. (**Hint:** Have them open a word processing document, and cut and paste each thing of interest they find, along with the website where they found it. See example of a research trail, attached to this lesson.)
- Students work in their pairs to agree on some additional biographical details of their imaginary character, guided by the research they've done. If any of the details they selected in Lesson 1 have proven to be inaccurate, this is an opportunity for them to change them to make them fact-based. (Foods eaten, for example, may need to be changed or added to.)
- Teacher moderates a class discussion in which students share new details they've learned/decided about their characters.

Supporting Materials/References: Websites with general background information and/or information about specific tribes/groups; attached template for and model of research trail.

Assessment Notes:

Has every student pair chosen a traditional art to ascribe to their fictional character? Has every student pair decided on a tribal affiliation and found additional details to add to character biographies? Are the foods listed historically accurate?

Lesson Plan 03: Traditional Artists/Traditional Arts

Overview: Students expand their knowledge of traditional artists in the Northwest Heritage Resource database while beginning to think about challenges these individuals have faced, cultural values they hold, and goals or aspirations for their communities the traditional artists express.

Learning Objectives/Outcomes: Students will begin to familiarize themselves with the Northwest Heritage Resources database while taking notes that build their knowledge of particular groups/tribes, their cultural practices, and individuals who maintain those traditional practices.

EALRs:

History 1.3 Examine the influence of culture on United States, world, and Washington State history.

Geography 3. 1 Identify and examine people's interaction with and impact on the environment.

Materials needed:

- computer lab with sufficient computer access to the Internet for each student (ideally) or at least each pair of students
- notes on traditional artists from Lesson Plan #2

Guiding Questions:

Who are some contemporary Puget Salish traditional artists in the King County and western Washington State area? What challenges have they faced? What are their aspirations or goals? How will learning about real contemporary Native Americans help add details to fictional characters of a hundred sixty years ago?

Teacher/Student Activities:

- Review proper use of computers to log on to Internet.
- Guide students to NW Heritage Resources website (www.northwestheritageresources.org, Click on **Traditional Arts** to enter database) and to the menu of Native American traditional artists. (On the main menu page, click on Search for Artist, then on Heritage, then on Native American on the pull-down menus.)
- Ask students to revisit the NW Heritage Resources database to add information to their notes of any particular challenges that the biography mentions (if discoverable) or any particular goals or purposes. Work through with them as examples the following three artists in the database. Their note sheets for these three might now look like this (though students may wish to add additional challenges/goals, or other items of interest):

Name of artist: Ray Mullen

Tribal affiliation or heritage: Snoqualmie

Traditional arts/cultural practices: Drum bearer, songs

Challenges and/or goals: Snoqualmie went without federal tribal recognition until just a few years ago. The Snoqualmie Falls are a sacred site for the Snoqualmie people, but have been developed and desecrated by white people.

Other items or quotations of interest: *What it means to be the Drum Bearer is to carry the music, the songs, to learn as a student from your elders, to do the research and learn to teach so that it's a*

continual, full-circle kind of thing. It's an honor. You are blessed to be called the Drum Bearer by your people.

Name of artist: Ed Carriere

Tribal affiliation or heritage: Suquamish

Traditional arts/cultural practices: basket maker, canoe carver

Challenges and/or goals: Teaching traditional ways honors his ancestors and it's important to look to inhabitants of the future because dissemination and protection of knowledge lies in their hands.

Other items or quotations of interest: *We always made what we needed out of what was there. That part of our culture is important to preserve. Now everybody is so absorbed, hooked into computers. Nobody has time to work with their hands, to make something out of nothing.*

Name of artist: Vi Hilbert

Tribal affiliation or heritage: Upper Skagit

Traditional arts/cultural practices: storytelling, cultural specialist

Challenges and/or goals: Language preservation. Vi published a 2-volume grammar for the Lushootseed language and taught the language to others.

Other items or quotations of interest: She tells a "teaching story." Puget Salish teaching stories have a lot to teach you as you think and reflect on them.

- After doing the examples above as a group, the students revisit the biographies of the other four or more they selected to read about and add the notes on challenges, goals, and/or other items of interest to them in the bio.
- Teacher moderates a closure discussion asking students to consider/share ideas about how the challenges and goals they discovered for the artists they've researched might be the same or different from challenges and goals people would have had at the time their fictional characters lived.

Assessment Notes:

Were students able to extract key ideas about challenges from the biographies? Were they able to make potential thematic connections and/or contrasts to the kinds of challenges their fictional historical characters might have faced?

Lesson Plan 04: Cultural Art Forms

Overview: Students practice one or more cultural art forms.

Learning Objectives/Outcomes: Students will listen to a presentation by a traditional artist and/or practice elements of a traditional art form.

EALRs:

History 1.3 Examine the influence of culture on United States, world, and Washington State history.

Materials Needed:

- depends upon the art form(s) chosen

Guiding Questions:

- How can we go deeper in our knowledge and understanding of art forms and what they mean to a culture?

Teacher/Student Activities:

- Depending upon resources available, teacher may either have a traditional artist come to the classroom as a guest speaker or work with art and/or music and/or drama and/or home economics colleagues to provide students the opportunity to practice weaving, carving, drumming, dancing, storytelling, or traditional foods preparation/preservation.

Supporting Materials/References:

- Northwest Heritage Resources website (www.northwestheritageresources.org: Click on **Traditional Arts** to enter searchable database)
- http://www.metrokc.gov/exec/bred/hpp/assist/T19_nativeam.doc - A directory of Native American Resources of King County
- *Contact: A Directory of Ethnic Organizations in Washington State*, 3rd Edition, published by the Ethnic Heritage Council, 305 Harrison Street, Suite 326, Seattle WA 98109, (206) 443-1410

Assessment Notes:

Have students demonstrate either through discussion or hands-on activities a deepening understanding of/appreciation for one or more traditional arts forms?

Lesson Plan 05: A Map of the Territory

Overview: Teacher and students create a large frieze: a wall map of the Pacific Northwest region that will serve through several lessons to create a visual representation of resources, peoples, historical changes/challenges, and political realities.

Learning Objectives/Outcomes: Students will locate through Internet and book resources the population centers for the tribes/groups they've chosen, and natural resources that were abundant in the early 1800s in the region.

EALRs:

Geography 1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information.

Geography 3.1 Identify and examine people's interaction with and impact on the environment.

Materials Needed:

- large map of Pacific Northwest Coastal area drawn on butcher paper
- magic markers
- drawing paper or computer print outs of icon images
- Blu-tak or equivalent putty for adding items to the map that can later be moved or removed

Guiding Questions:

Where did early peoples of the Pacific Northwest settle in communities?

What natural resources supported their traditional economies?

Teacher/student activities:

- Teacher displays large map of Pacific Northwest territory, showing mountain ranges and bodies of water labeled.
- Teacher guides students to resources for discovering where the tribe/group they've chosen for their fictional character lived and what natural resources were in that area.
- Students label the map to show the center of population for various tribes/groups. Label first in pencil for teacher to check for accuracy, then in magic marker.
- Students draw or find on the internet images to represent those natural resources and add them to the map as icons.
- Teacher may wish to add labels to show other groups that were in the area but have not been selected by students.
- Teacher leads closure discussion, reviewing concept of traditional economy and how it is dependent upon natural resources.

Supporting Materials/References:

- http://www.goia.wa.gov/tribal_gov/documents/Tribal_Cedres.pdf - provides a map image of the area that can be referenced later in the unit as well
- http://www.historylink.org/essays/output.cfm?file_id=1506 - *Native Americans of Puget Sound - A Snapshot History of the First People and Their Cultures* -- HistoryLink.org Essay 1506
- Washington State History textbooks

- <http://www.ecy.wa.gov/programs/sea/pugetsound/tour/history.html> - timeline that includes mention of some early resources
- <http://www.lib.pdx.edu/resources/pathfinders/basinmap.html> - selected resources on Columbian Basin Native Americans
- <http://www.islandwood.org/studies/culturalHistory/lushootsheed.php> - A summary of a paper written by Coll-Peter Thrush, in the University of Washington Digital Libraries collection: <http://content.lib.washington.edu/aipnw/thrush/thrush.html>, with supplemental sources listed at the end of the piece.

Assessment Notes:

Did each student contribute accurate information to the map? Does the map now reflect major Puget Salish groups and where they lived in the early 1800s? Does the map include icons for forests, salmon, sea otters, seals, whales, shellfish, grasses, roots, berries, ducks and other water and land birds?

Lesson Plan 06: Traditional Ways of Life

Overview: Students read articles about the traditional ways of life of groups/tribes they've chosen for their fictional characters, and add housing icons to the frieze map to represent the population in the Pacific Northwest prior to direct and indirect contact with Europeans.

Learning Objectives/Outcomes: Students will be able to list/discuss key elements of traditional ways of life, identifying them as related to economic, political/legal, and/or cultural categories. They will form visual images of the housing in which the Native Americans lived, and the robustness of their population prior to European contact (both direct and indirect).

EALRs:

Geography 3.1 Identify and examine people's interaction with and impact on the environment.

Geography 3.2 Analyze how the environment and environmental changes affect people.

Materials Needed:

- notebooks or guided worksheets
- computer stations if students will be working on the Internet; otherwise
- "*Dkh^w Duw' Absh*" - article from Duwamish tribal website, handout, overhead, or online
- Cultural essay from NW Heritage Resources website on *Puget Salish People of Washington* (Click on **Education**; see curriculum materials for **Enduring Cultures** Unit)
- Longhouse housing icons to add to map
- Teacher may also wish to research traditional housing in what is now Alaska, British Columbia, Eastern Washington, coastal Oregon and Eastern Oregon, to differentiate housing styles in different geographical areas and use in place of longhouse icons where appropriate

Teacher Activity:

- distribute articles or assist students in locating websites with articles
- Using "*Dkh^w Duw' Absh*," model reading through the article to identify and take notes on aspects of traditional life that are described, sorting them broadly into the three categories referenced in the CBA **Enduring Cultures**: economic, social, political/legal. (Explain/reinforce that economic refers to material resources, the exchange of goods and products, and the like; social refers to the ways in which people live together in groups, so includes cultural practices; and political/legal refers to how people govern themselves in groups, what rules or customs they follow to determine what is fair and just, and how they resolve disputes. Note that some details might be classified in more than one category, and that's all right.)

Student Activities:

- read NW Heritage Resources cultural essay, *Puget Salish People of Washington* (which is included on the website as part of this curriculum unit) to glean significant details and make notes of them, in order to extend the biographies of their fictional characters
- browse articles on the Northwest Heritage Resources' website database using the menu for selecting Native American artists to look for images of mats, baskets, canoes, masks, drums, and other artifacts that would have been used in daily life in the 1800s
- decide which details are economic, which are political/legal, and which are social

Teacher/Student Activities:

- Teacher leads compare/contrast debrief discussion.
- Teacher adds housing icons (longhouses) to the frieze map to represent the estimated 200,000 population of Native Americans living in the area prior to contact -- direct or indirect -- with Europeans. (200 icons, each representing 1,000 people.) Use Blu-tak or a similar putty that will allow moving/removing icons later in the unit. Explain to students that population numbers are estimates based on a variety of sources. Place 50 icons in the British Columbia area on the map, 50 in Alaska, 20 in Eastern Washington, 30 in Western Washington, 20 along the coast of Oregon, and 30 inland and eastern Oregon.

Additional Resources (website addresses in Appendix):

- tribal websites
- Historylink.org articles
- University of Washington online course materials and resources
- Accessgeneology.com website
- National Geographic website on Lewis and Clark expedition
- Wikipedia (use as corroborating, but not sole, source: follow Wikipedia links to original sources for Wikipedia entries)

Assessment Notes: Were students able to locate and identify significant details of traditional life for the tribe/group they researched? Were they able to sort them into broad (possibly overlapping) categories of economic, social, political/legal?

Lesson Plan 07: Centering the Characters in Geography

Overview: Students write sensory awareness poems that evidence a sense of place for their fictional characters.

Learning Objectives/Outcomes: Students create a sense of place using the five senses and emotions that describe the settings in which their fictional characters lived.

EALRs:

Geography 3.1 Identify and examine people's interaction with and impact on the environment.

Geography 3.2 Analyze how the environment and environmental changes affect people.

Enduring Cultures Correlation: Examine relevant sources reflecting a variety of viewpoints.

Materials Needed:

- notebooks and pens/pencils.

Guiding Questions:

What was the environment like for Native Americans in the Puget Sound area in the early 1800s?

Teacher/Student Activities:

- Teacher give students a few moments to review any/all notes they've made about the way of life of their character; also to look at the map/frieze to remember the natural resources/features of the area where their character lives.
- Meanwhile, list on the board: I see/ I hear/ I smell/ I taste/ I touch/ I feel (emotionally).
- Ask students take out a sheet of paper and list these phrases down the left side, leaving at least two lines between each phrase. (Alternatively, provide them with a worksheet.) Ask them to close their eyes, and imagine being the character they created. They can be either inside the dwelling where they live, or outside. Ask them to think about what season of the year it is: summer, fall, winter or spring? Ask them to look around as if they are their character and see what the character sees. They should imagine at least three different things the character sees. Continue the guided imagery, asking them to keep their eyes closed and listen with the character's ears. What are three things the character might hear in this place? What are smells the character might smell? Again, go for three different smells. There are tastes the character might be tasting: either foods that have been eaten, or qualities in the air. What are three tastes? If three are hard to think of, go for at least one. Ask them to think about what their character would feel using the sense of touch in this place. This could be things the character is actually touching or holding, it could be clothing against the skin, it could be temperature of the air, it could be another person nearby or an animal. Three things that are known through the sense of touch. Finally, ask the students to imagine how their character is feeling in this time and place, and again, go for three feelings. Point out that sometimes we feel different, even contradictory feelings at the same time, so it's okay to have three that are not the same. After they've thought of the feelings, ask them to open their eyes and write the images down after the appropriate phrases. Encourage them to elaborate, for example, rather than just saying "a tree," describe it in

more detail: a snow-covered cedar or an enormous madrona overhanging the river or a birch tree straight and tall in the sunlight....

- After the students have completed writing down their phrases, invite them to read the aloud, leaving out the "I see, I hear" scaffolding, to create sensory awareness poems. Listen for the sense of place that is created when the senses are used to evoke the images.

Assessment Notes: Did each student select appropriate/accurate images that evidence an understanding of the environment, both natural and as shaped by people, of the early 1800s in the Puget Sound region?

Lesson Plan 08: **Storytelling**

Overview: Students listen to stories told on the NW Heritage Resources database, discuss/analyze them, and create original stories that their fictional characters might have heard.

Learning Objectives/Outcomes: Students will consider the social/cultural role that storytelling occupies/occupied in traditional and contemporary Native American cultures and will apply their understanding by writing historically accurate stories that evidence some of the same qualities.

EALRs:

Communication 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

Writing 2.2. Writes for different purposes.

Writing 2.3. Writes in a variety of forms/genres.

Materials Needed:

- NW Heritage Resources website database (www.northwestheritageresources.org; Click on **Traditional Arts** to enter database)
- notebooks, pens/pencils; or computer/word processors for each student
- access through Internet or printed handouts to stories collected by University of Washington or other collections of Pacific Northwest Native American stories

Guiding Questions:

How were/are important values and understandings passed on from one generation to the next through storytelling in Pacific Northwest Native American cultures?

What groups or tribes are represented in the Northwest Heritage Resources database and on other Internet sites?

How will learning about real contemporary Native Americans help add details to fictional characters of a hundred sixty years ago?

Teacher Activities:

- Explain that students will be listening to each story twice or three times. The first time is just to hear it without thinking about it; the second time is to think about what the story is teaching or transmitting. The teachings might be about features in the natural landscape, about human nature, about how people get along (or don't get along), about how to decide what to do, etc. The third listening time, if necessary, is to listen again for these kinds of teachings.
- Play each of the stories in the database. Save Frank Andrews' story, which is not told in English at all, for last. After each listening, lead discussion about how the story explains or teaches things, and what they are in each story.
- If desired, reinforce the discussion by distributing/reading/discussing other examples of stories.
- Ask students to think about the characters they created, and who might have told stories to the characters. What might their characters have been curious about, either at their current fictional age (same age as students) or when they were younger? The students will write brief stories that

explain something or teach something the way the stories they've just listened to do. The stories should be historically accurate (free of anachronisms) and geographically accurate, to the best of the students' abilities/knowledge.

Student Activities:

- As stories are played, listen first time without any particular judging/thinking; listen second (and subsequent) times for ways in which the stories teach or explain something.
- Apply same process to reading additional stories, if they are included in the lesson.
- Write stories that the fictional characters might have heard that have the same qualities as the stories just heard/read/discussed.

Teacher/Student Activity:

- Time permitting, share the stories aloud; alternatively, display them in the classroom next to the faces of the characters.

Supporting Materials/References: Hilbert, Vi. *Haboo : native American stories from Puget Sound* Seattle: University of Washington Press, 1985; Hilbert, Vi. *Loon and deer were traveling: a story of the Upper Skagit of Puget Sound*: Chicago: Childrens Press, 1992.

Assessment Notes:

Were students able to perceive/discuss several ways in which the stories teach/transmit cultural values? Were they able to apply those insights to writing their own stories? Were the stories historically and geographically accurate (i.e., free of anachronisms, centered in Pacific NW geography)?

Lesson Plan 09: Trading

Overview: Trade between Native American groups and between Native Americans and European traders.

Learning Objectives/Outcomes: Students will take accurate lecture notes. They will be able to accurately construct lists of goods that might have been traded between Pacific Northwest Native Americans and European traders in the first part of the 1800s. Students will be able to discuss how goods and products Native Americans received in trade might have been incorporated into their traditional ways of life.

EALRs:

Communications 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.

Economics 2.1 Recognize that both buyers and sellers participate in voluntary trade because both expect to gain from the exchange.

Economics 2.2 Explain how different economic systems produce, distribute, and exchange goods and services.

Materials Needed:

- lecture notes on trade
- guided note-taking handouts for students

Guiding Questions:

With whom did the early Native American peoples of the Northwest trade?

What products did they trade? What did they offer, and what did they receive in exchange?

How did they use the products/goods they received to inform their traditional cultural practices?

How did the products/goods they received change or create a foundation for change of their traditional cultural practices?

Teacher/Student Activities:

- teacher distributes guided note-taking sheet;
- teacher lectures on trading among Native Americans and between Native Americans and Europeans
- students take notes, glean information about traditional economics, political structures, and cultural practices.
- students may also refer to notes taken on previous readings.
- students meet with character partner, decide what character's tribe/group has that it would trade for European goods.
- teacher leads discussion: what were benefits to Native Americans from trading with Europeans, what were drawbacks? Include discussion of impact of European diseases (challenges) and cultural adjustments such as making use of European livestock (horses) that were ways to meet challenges.

Supporting Materials/References:

- <http://www.washington.edu/uwired/outreach/cspn/Website/Course%20Index/Lessons/5/5.html>

Assessment Notes:

Did students' notes from lecture capture important, relevant ideas?

Were students' lists of items they'd trade and receive historically accurate?

Were students able to think critically/discuss pros and cons of trade, and ways in which Native Americans used items gained through trade in traditional practices?

Lesson Plan 10: Epidemics

Overview: The impact of epidemics on Native American populations.

Learning Objectives/Outcomes: Students will be able to discuss/reflect on how epidemics had devastating effects on Native American communities.

EALRs:

History 1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history.

Geography 1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information.

Materials Needed:

- Frieze map with icons representing population of Pacific Northwest area prior to indirect or direct contact with Europeans

Guiding Questions:

What impact did European diseases have on Native American populations?

Teacher/Student Activities:

- Teacher gives brief lecture explaining how disease spread both indirectly (from a European source to a Native American group, from there to another Native American group, etc.) or directly (from Europeans (settlers, explorers, traders) to Native American groups). Teacher explains that a series of epidemics - smallpox, measles, etc. - had devastating effects on Native American communities, wiping out an estimated 80% of the pre-contact population.
- Teacher guides students through the math: if there are 200 icons representing Native American populations throughout the Pacific Northwest Coastal area (from southern Alaska to the Oregon border) on the map frieze, how many must be removed to represent 80%?
- Students remove 160 housing icons from the map, leaving 40 in approximately same geographic distribution as before. (Western WA = 6 icons, Eastern WA = 4 icons, British Columbia = 10 icons, Alaska = 10 icons, coastal Oregon = 4 icons, inland/eastern Oregon = 6 icons.
- Teacher leads discussion: what do students think would have been the impact of this population loss? Help students understand that this population decline was over approximately a century, from 1774-1874.

Supporting Materials/References:

- http://www.historylink.org/essays/output.cfm?file_id=5100 - an essay that gives specific statistics and dates for Northwest Coastal Native American casualties from epidemics
- http://www.historylink.org/essays/output.cfm?file_id=5171 - essay on an 1862 smallpox epidemic among NW Coast and Puget Sound Native Americans
- <http://www.washington.edu/uwired/outreach/cspn/Website/Course%20Index/Lessons/5/5.html> - portions of this essay referenced in Lesson Plan 09 include the statistics about population decline throughout the Pacific Northwest Coastal area

Assessment Notes:

Were students able to contribute to a discussion of the impact of population loss on the survivors in Native American communities in the Pacific Northwest Coastal areas?

Lesson Plan 11: The Donation Land Claim Act

Overview: The impact of the Donation Land Claim Act on the Pacific Northwest and the First Peoples who lived there.

Learning Objectives/Outcomes: Students will be able to read excerpts of the Donation Land Claims Act and discuss how this legislation changed life for their fictional characters and for the real Native Americans who lived in what was to become the Washington territory.

EALRs:

History 1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history.

Social Studies Critical Thinking Skills 3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions.

Geography 1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information.

Materials Needed:

- Copies of the Donation Land Claims Act
- Log cabin icons to represent white settlement on the frieze map

Guiding Questions:

What impact did the Donation Land Claims Act have on Native American populations?

Teacher/Student Activities:

- Teacher distributes copies of the Donation Land Claim Act, explains that students are to work in small groups to discuss the meaning of Sections 4 and 5.
- Teacher leads discussion of the meaning and probable impact of the Donation Land Claim Act: the encouragement of white settlement in areas not yet acquired by treaty or any other agreement.
- Teacher or student places icon on map in Seattle area to represent the approximately 1000 settlers who will have arrived by the 1870s, and 3 others to represent a total of nearly 4,000 settlers in the Washington Territory by 1853.
- Students consider how their fictional characters (now adults) might have reacted to the appearance of white settlers. Would they have been friendly to the settlers? Hostile? Would they have minded if the settlers built cabins on land that had been hunting land? They discuss and/or write what their characters might have thought about this turn of events.

Supporting Materials/References:

- <http://www.ccrh.org/comm/cottage/primary/claim.htm> - Donation Land Claim Act text
- http://www.historylink.org/essays/output.cfm?file_id=1750 - essay on first Donation Land Claim filed in King County
- <http://www.nps.gov/archive/klse/hrs/hrs1a.htm> - Chapter One - "By and By:" the Early History of Seattle from Hard Drive to the Klondike: Promoting Seattle during the Gold Rush
- http://historylink.org/essays/output.cfm?file_id=2551 - 1853 Census: First census of Washington Territory counts a population (excluding Indians) of 3,965 in 1853

Assessment Notes:

Were students able to comprehend and discuss salient features of the Donation Land Claim Act? Were they able to postulate effects this Act would have had on the original occupants of the Pacific Northwest? Were they able to imaginatively explore through their fictional characters what it would have been like for Native Americans to see white settlers building cabins on land previously used/lived on by the Native Americans?

Lesson Plan 12: Responding to White Settlements

Overview: Students consider how Native Americans might have thought about the influx of white settlers.

Learning Objectives/Outcomes: Students will discuss, given their traditional practices and values, how best to respond to the increasing presence of white settlers building cabins and cultivating land in the area.

EALRs:

Social Studies Critical Thinking Skills 3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions.

History 1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history.

History 1.3 Examine the influence of culture on United States, world, and Washington State history.

Materials Needed:

- Notebooks with notes from previous lessons

Guiding Questions:

What was the initial response of Pacific Northwest Coastal peoples to the appearance of white settlers in the area?

Teacher/Student Activities:

- Teacher explain that it is now the years 1850-1854, so the fictional characters that were created in Lesson Plan 01 are now ten to twenty years older and adults in their communities. They are seeing quite a few settlers arrive. Rather than the traders, who came and went and were all men, now whole family groups are coming and building houses. They are cultivating gardens and clearing/planting fields with food crops. Henry Yesler is building a mill in Seattle. The students, taking the point of view of their fictional characters, are to meet in small groups to discuss how to respond to this.
- Students meet in groups of four or five to decide whether to welcome the settlers, attack them, just stay away from them... They should review all they know about their own traditions and ways of life, and their own values. For any action proposed, they should be able to defend it as fitting within their traditional values and ways of life. They can use any knowledge they have from previous lessons or from outside reading, etc. as the basis for their points of view, as long as it is historically accurate (free of anachronisms and misunderstandings of the cultures of the First People's of the Pacific Northwest Coast).
- Teacher leads whole class discussion where the various actions (or inactions) are compared/contrasted. Teacher shares information about historical descriptions of how the white settlers were first regarded by the Native Americans in the area.

Supporting Materials/References:

http://historylink.org/essays/output.cfm?file_id=5394 - Yesler's Mill, the first steam-powered sawmill on Puget Sound, is under construction in Seattle on October 30, 1852.

http://historylink.org/essays/output.cfm?file_id=384 - Seattle Beginnings: first Seattle Post Office opens on October 12, 1852.

<http://www.lushootseed.net/Si'alh.htm> An essay on Si'alh (Chief Seattle) that includes a story of interactions with a woman settler

Assessment Notes:

Were students able to formulate suggestions based in accurate knowledge of/understanding of the traditional cultural practices and values of Pacific Northwest Coastal Native Americans?

Lesson Plan 13: Conflict

Overview: Conflicts and skirmishes between settlers and Native Americans. Legal/governing systems and their impact on Native American ways of life.

Learning Objectives/Outcomes: Students will read about conflicts between Native Americans and white settlers; they will be able to imagine such conflicts from the point of view of their fictional characters.

EALRs:

History 1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history.

History 1.3 Examine the influence of culture on United States, world, and Washington State history.

Reading 3.1 Read to learn new information.

Materials Needed:

- Historylink.org and other articles/news items about conflicts between Native Americans and white settlers 1850-1855 (i.e., between when the Donation Land Claim act went into effect and when the treaties that stripped Native Americans of much of their land and resources were negotiated, signed, and ratified by Congress).
- **Handout:** *Views of Land/Resource Use Contrasting Europeans and Native Americans* (created by Wendy Ewbank)

Guiding Question: How did differences in European and Native American values (particularly with regard to land usage and ownership) result in conflicts?

Teacher/Student Activities:

- Teacher distributes articles on conflicts and skirmishes between Native Americans and white settlers and handout on views of land/resource use.
- Students read articles and handout.
- Teacher leads discussion: What made the settlers feel that they were entitled to the land they were living on? What made the Native Americans feel they were entitled to try to keep settlers out? How might differences in values and ways of life contribute to misunderstandings, resulting in escalating conflicts?

Supporting Materials/References:

- http://historylink.org/essays/output.cfm?file_id=3525 Luther Collins and two others lynch Masachie Jim near Seattle on July 15, 1853.
- http://historylink.org/essays/output.cfm?file_id=8118 - Yakama tribesmen slay Indian Subagent Andrew J. Bolon near Toppenish Creek on September 23, 1855.
- http://www.secstate.wa.gov/History/cities_detail.aspx?i=7 - Washington State Secretary of State article on settlement in the Kent and the White River Valley area

Assessment Notes:

- Were students able to contribute ideas to the discussion? Did their contributions evidence an understanding of the differences between Native Americans and white settlers in cultural attitudes toward land and resources?

Handout:

**Views of Land/Resource Use
Contrasting Europeans and Native Americans
Student Handout
created by Wendy Ewbank, Seattle Girls' School**

When Europeans replaced native communities on the east coast of North America it was as much an ecological revolution as a cultural one. Colonists saw landscapes as **commodities** (things that could be bought and sold) – they focused on timber, furs, etc. Their descriptions of the land were basically lists of what could be shipped...no attention to ecological relationships (ecosystems).

Colonists' survival required **manipulation** of the environment (rather than harmony)

- They had an **ethnocentric** view (through their own culture - as superior and center)
- They introduced several species after 1620: horses, sheep, goats, cats and cattle (there were mice but no rats when they arrived)

To the colonists, Native Americans were surrounded with abundance but lived as the poorest did in Europe. The fact that they hunted for meat fueled Europeans' assumptions that they held no real claim to the land – this **helped justify conquest**.

Mobility was important to tribes, so collecting surplus property was not an advantage.

Europeans set up villages to imitate villages in their home country, while Native American communities were not geographically fixed.

Locale of the tribe was

- **Seasonal**
- **Dense**
- **Temporary**
- not encumbered with lots of stuff
- Fishing/hunting sites were held in common
- Once crops were abandoned (as seasons changed) a field returned to brush until cleared by someone else
- There was no effort to set permanent boundaries – a user could not prevent others from trespassing (this ethic explains their generosity toward colonizers and eased European conquest)

The biggest difference was over **concepts of wealth, property and boundaries** on the landscape.

For Native Americans: Property was given away *not* because property didn't exist, but because it was the way to establish one's position in society. Trade was among neighboring villages, not over long distances. For Europeans, amassing property was the way to show advancement. Trade was much more global (always looking for what they could ship/sell overseas).

Lesson Plan 14: **Treaties**

Overview: Medicine Creek and Elliott Point Treaties and their impact on Native Americans of the Puget Sound region.

Learning Objectives/Outcomes: Students will experience a simulation of being presented with treaty conditions and persuaded to sign, even when they are not able to read the contents of the treaty.

EALRs:

History 1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history.

History 1.3 Examine the influence of culture on United States, world, and Washington State history.

Social Studies Skills Interpersonal and Group Process Skills 2.1 Understand and use interpersonal and group process skills required by citizens in a democratic society.

Social Studies Critical Thinking Skills 3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions.

Materials Needed:

- Copies of Medicine Creek and Elliott Point treaties (others may be included if other groups/tribes represented among the fictional characters warrant it) "translated" into Dingbat font or any other font that will render the text unreadable.

Guiding Questions: What conditions are necessary for a treaty or agreement among peoples to be fair? What was it like for Native Americans who were presented with treaties they could not read?

Teacher/Student Activities:

- Teacher explains that s/he will be playing the role of Governor Stevens, who has come to try to solve the conflicts between the white settlers and the Native Americans by negotiation treaties with the Native Americans. As Gov. Stevens, teacher distributes or displays on overhead a copy of the treaty in Dingbat font. Governor explains that the important elements of the treaty for the Native Americans are that they will receive a considerable cash settlement, to be paid over the next twenty years, and the permanent right of access to traditional hunting and fishing grounds. The President will be the person who decides the best way to spend the money to help all the people, so there will not be unnecessary fights over it. The U.S. government will also build schools for the Native Americans and provide doctors. In exchange, they will agree to move to designated reservation areas where they will be assured that settlers will not move in and take away any more of their land. They also agree not to drink liquor on the reservation lands (which is something the Native Americans have wanted), and they agree to free all slaves and not to buy or acquire any in the future.
- Students meet and discuss whether or not they should sign the treaty. Points to consider: the superior military power of the United States government, the things that they can acquire with cash, the fact that their communities have been reduced drastically by diseases and having a doctor could help, the possibility that with schools, they can learn more about how to get along with the white settlers, including how to read and write, the fact that they will be choosing to recognize the President of the United States as the person with the highest legal/political authority over them.

- If students are wavering about signing the treaty, teacher as Governor Stevens should make as many persuasive arguments as necessary to get them to sign. This can also include the information that Chief Sealth (Seattle) has decided to sign.

Supporting Materials/References:

<http://www.washingtonwars.net/Medicine%20Creek%20Treaty.htm> - text of Medicine Creek treaty

http://www.quilcedapower.com/Point_Elliott_Treaty.htm - text of Point Elliott treaty

http://www.historylink.org/essays/output.cfm?file_id=2629 - Historylink.org essay including the text of Treaty of Point Elliott, 1855

http://www.historylink.org/essays/output.cfm?file_id=5402 - Historylink.org essay
Native American tribes sign Point Elliott Treaty at Mukilteo on January 22, 1855.

http://www.historylink.org/essays/output.cfm?file_id=5253 - Historylink.org essay including the text of Medicine Creek Treaty, 1854

Assessment Notes:

Were students able to articulate important considerations of pros and cons during their discussion of whether to sign the treaty?

Lesson Plan 15: Consequences of the Treaties

Overview: Native Populations lose access to resources and are forced to relocate.

Learning Objectives/Outcomes: Students will consider/discuss challenges faced by Puget Salish (and other Native American) peoples as a result of treaty agreements.

EALRs:

History 1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history.

History 1.3 Examine the influence of culture on United States, world, and Washington State history.

Geography 1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information.

Civics 2.2 Understand the function and effect of law.

Materials Needed:

- Icons representing white settlement
- Wall map with Native American population represented by remaining 40 longhouse housing icons
- Northwest Heritage Resources map or other map showing Washington Native American Reservations
- Historylink.org and other online articles on Indian Wars (see resources below)
- Guided worksheet from CBA **Enduring Cultures** for examining primary and secondary source documents

Guiding Questions:

What were the real effect of the treaties signed by Puget Salish and other tribes in Washington Territory on native peoples? Were the terms of the treaties carried out fairly?

Teacher/Student Activities:

- Teacher draws boundaries of newly created reservations on the map, explains that the treaty that was just signed (LP 14) calls for the Native Americans to give up all but the land set aside for reservations. Teacher reads terms of treaty to students to verify that they've agreed to this.
- Teacher reviews with students that each remaining icon on the map represents approximately 1,000 people.
- Teacher places the 4 icons representing Eastern Washington tribes into the Eastern Washington reservations (2 in Colville/Spokane area, 2 in Yakama area), places 1 icon in each of the following reservation areas: Makah, Quinault, Swinomish, Tulalip, Suquamish, Puyallup. Explain that this is very approximate, but represents most of all the forced relocation of peoples from their traditional lands, which may have included both summer and winter homes, both coastal and inland, to much more confined areas.
- Students meet in small groups to generate lists of what they think might have happened next, given all they've learned/studied so far.
- Teacher moderates whole class discussion, drawing on students' ideas and adding to them where appropriate, to note that some Native Americans resisted the imposition of treaty terms, including Leschi, for whom a Seattle elementary school is named, and who either refused to sign the treaty,

or signed under protest (accounts vary). Others cooperated, including Chief Sealth, for whom Seattle is named. White settlers began to arrive in greater numbers, and conflicts arose leading to battles between Native Americans and white settlers.

- Teacher passes out copies or directs students to website address for Historylink.org articles on Indian Wars in Washington State and other resources documenting this time period. Teacher may wish to introduce students to the CBA guided worksheet for critically evaluating primary and secondary source documents. (See Lesson Plan 28)
- Students read articles, each individual or small group focusing on a single article.
- Teacher reconvenes whole class discussion in which students share the further information they've gotten from the sources they read.

Supporting Materials/References:

http://www.washingtonhistoryonline.org/leschi/images/prelude/treaty_commission_lg.gif - map of reservations in Washington, Oregon, and Idaho, circa 1890

<http://www.washingtonwars.net/Puget%20Sound.htm> - Summary of battles and skirmishes in the Puget Sound area

<http://query.nytimes.com/gst/abstract.html?res=9B04E7DD1339E134BC4B51DFB066838D649FDE> - New York Times letter to the editor June 23, 1856 "The Indian War in Washington Territory"

http://www.washingtohistoryonline.org/leschi/images/prelude/proclamation_lg.jpg - Proclamation issued by Gov. Isaac Stevens calling for settlers to join volunteer militias to fight Native Americans

http://www.historylink.org/essays/printer_friendly/index.cfm?file_id=5311 - History Link Essay "Yakama (Yakima) Indian War begins on October 5, 1855"

http://www.historylink.org/essays/printer_friendly/index.cfm?file_id=8149 - History Link Essay "Nisquallys and Klickitats battle Territorial Volunteers in Pierce County beginning October 27, 1855"

http://www.historylink.org/essays/printer_friendly/index.cfm?file_id=2008 - History Link Essay "Muckleshoots attack settlers along White River between Kent and Auburn on October 28, 1855"

http://www.historylink.org/essays/printer_friendly/index.cfm?file_id=5208 - History Link Essay "Native Americans attack Seattle on January 26, 1856"

Assessment Notes:

Were students able to brainstorm probable/plausible consequences of treaties as they affected Puget Salish peoples? Were they able to glean and share additional details from the articles they read?

Lesson Plan 16: Boarding Schools

Overview: Students consider how boarding schools affected the traditional way of life of Coast Salish peoples in the latter half of the 1800s.

Learning Objectives/Outcomes: Students will be able to discuss the impact of boarding schools in the latter half of the 1800s on the Native American children who attended them and on their families and communities.

EALRs:

History 1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history.

History 1.3 Examine the influence of culture on United States, world, and Washington State history.

Reading 3.1 Read to learn new information.

Materials Needed:

- <http://memory.loc.gov/learn/collections/pacific/history.html#schools>
- <http://content.lib.washington.edu/aipnw/marr.html> - Essay by Carolyn J. Marr Parts 4, 5, & 6
- List of European/white names

Guiding Questions:

- What is it like to have your name changed to a name that is from a different culture?
- What is it like suddenly to have to adjust to a very different culture?
- How does it affect a family when the children learn a new language that the parents don't know how to speak?
- How did boarding schools attempt to eradicate Native American cultural practices?

Teacher/Student Activities:

- Teacher ask students to recall their fictional characters, who would now be adult aged, and to imagine that each character is now a parent or aunt/uncle of two children. Ask student pairs to decide the names of the children, in the tradition of giving the name of an attribute (the way the original fictional characters were named). Explain that each student will take on the point of view of one child. Give students five minutes to decide some basic biographical details (using the same categories from Lesson One: *Creating Characters*).
- Teacher review/explain that a provision of the treaties signed was the establishment of Indian schools, and that their characters' children will be going to boarding schools.
- Distribute new names to each student that are European names. Tell them that they will not be known by their Indian names any more.
- Designate small groups for students to work in based on the ages selected for the children of the fictional characters: students will work with two or three other students who are taking the point of view of children approximately the same age.
- Distribute readings or direct students to Internet source for readings on Indian Boarding Schools. Ask them to consider the guiding questions (above) as they read.
- Students read, take notes, and discuss the guiding questions in their small groups.
- Teacher leads summary discussion.

Assessment Notes:

Were students able to articulate specific effects the boarding schools might have had, both on individual students and on their families and communities?

Lesson Plan 17: Descendents with Questions

Overview: Students consider the questions the descendents of the Native Americans who signed the Medicine Creek and Elliott Point treaties might have for their ancestors.

Learning Objectives/Outcomes: Students will explore the consequences, both positive and negative, for Native Americans of the Medicine Creek and Elliott Point treaties. They will discuss how these consequences and the perception of them may have changed over time.

EALRs:

Social Studies Interpersonal and Group Process Skills 2.1 Understand and use interpersonal and group process skills required by citizens in a democratic society.

Materials Needed:

- Butcher paper, magic markers

Guiding Questions:

What questions might descendents of the Native Americans who signed the treaties have for their ancestors?

What would the ancestors want their descendents to understand?

Teacher/Student Activities:

- Briefly review the activity of Lesson Plan 16, in which the students imagined being in Native American boarding schools. Tell the students they are now going to imagine being the great-great-grandchildren or great-great-great-grandchildren of those who signed the treaties (the parents of the children in boarding schools). (The original fictional characters were children in 1830 and signed the treaties in 1855-6.)
- Students work in small groups to brainstorm the questions they might have as young people in the 1970s about how their ancestors lived and why they signed the treaties. Write ideas on butcher paper.
- Teacher leads classroom sharing of ideas from the small groups. Posts questions on classroom wall.
- Teacher leads classroom discussion of what the ancestors might want their descendents to know.

Assessment Notes:

Were students able to generate specific and relevant questions?

Lesson Plan 18: Current Conditions

Overview: Students visit websites of Native American tribes in the Pacific Northwest and other Internet resources to glean information about current conditions in Native communities.

Learning Objectives/Outcomes: Students will gather and analyze data about current conditions in King County and nearby Native American communities

EALRs:

Social Studies Skills - Inquiry and Information Skills 1.1 Understand and use inquiry and information skills required by citizens in a democratic society.

Materials Needed:

- Access to Internet
- Students' notebooks
- CBA <http://www.k12.wa.us/Assessment/WASL/SocialStudies/CBAs/Grade8History-EnduringCultures.pdf>

Guiding Questions:

What are the conditions today in various Native American communities in and near King County?
What are the challenges in these communities?

Teacher/Student Activities:

- Teacher assists students in searching and finding documents that include information about current conditions in Native American communities in King County.
- Students read/skim through documents, take notes, including citation information.
- Teacher leads summary discussion: what are the economic, legal, and social challenges in evidence in contemporary Native American communities in King County? What can we tell from various Internet resources about the way communities are meeting these challenges? Are there other resources that might provide more information about these questions?

Supporting Materials/References:

- Duwamish Tribal webpages
 - <http://www.duwamishtribe.org/html/services.html>
 - http://www.duwamishtribe.org/html/about_us.html
 - http://www.duwamishtribe.org/html/culture_today.html
- <http://www.metrokc.gov/health/news/04101501.htm> - King County
- http://www.wtb.wa.gov/Pubs/2005_Pubs_nat.pdf
- http://www.metrokc.gov/exec/bred/hpp/assist/T19_nativeam.doc
- <http://www.muckleshoot.nsn.us/> - Muckleshoot Tribal website
- <http://www.nics.ws/membertribes.htm> - Northwest Intertribal Court System home page

Assessment Notes:

Were students able to find relevant documents on the Internet? Were they able to identify relevant ideas?

Lesson Plan 19: The Treaties Reconsidered

Overview: Students read (in English now rather than Dingbats) sections of the treaties. Taking the point of view of the descendants of their fictional families, they consider what actions/choices might best support their communities.

Learning Objectives/Outcomes: Students will critically evaluate treaty terms in order to posit actions that descendants of treaty signers might take to redress their grievances.

EALRs:

Social Studies Skills - Interpersonal and Group Process Skills 2.1 Understand and use interpersonal and group process skills required by citizens in a democratic society.

Social Studies Skills - Critical Thinking Skills 3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions.

Civics 2.2 Understand the function and effect of law.

Reading 2.1 Demonstrate evidence of reading comprehension.

Reading 3.1 Read to learn new information.

Materials Needed:

- Salient portions of the Elliott Point treaty (and possibly the Medicine Creek treaty) in English.

Guiding Questions:

Would those who signed the treaties of Elliott Point, Medicine Creek, and other similar documents make the same choice today, if they had the benefit of hindsight?

How can the descendants of the signers of these treaties make the treaty provisions work as well as possible for their communities?

Teacher/Student Activities:

- Teacher review Lesson Plan 18, in which the students imagined being descendants of those who signed the treaties. Remind them that when they were taking the point of view of the ancestors, they signed the treaties even though they didn't know how to read what they said (they just had to take the word of Governor Stevens and other white men who could read).
- Teacher distributes copies of treaty excerpts.
- Students work in small groups to analyze the readings for meaning and to think about whether there are parts of the treaties they might want to call on the US Government to honor.
- If necessary, teacher guide the students to focus on the fishing rights clause.
- Teacher assists students in understanding that this clause was the basis of legal action taken by Native Americans, asking the courts to uphold treaty rights.

Supporting Materials/References:

- http://www.historyink.org/essays/output.cfm?file_id=2629 - HistoryLink.org essay that includes the full text of the Treaty of Elliott Point

Assessment Notes:

Were students able to identify the fishing rights clause as one that would provide potential redress in the courts?

Lesson Plan 20: The Boldt Decision

Overview: Students read/analyze/discuss the Boldt decision as a case study in how Native Americans have gone to the courts to redress grievances.

Learning Objectives/Outcomes: Students will be able to explain the key features of the Boldt Decision.

EALRs:

Social Studies Skills - Inquiry and Information Skills 1.1 Understand and use inquiry and information skills required by citizens in a democratic society.

History - 1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history.

Civics 2.2 Understand the function and effect of law.

Reading 2.1 Demonstrate evidence of reading comprehension.

Reading 3.1 Read to learn new information.

Materials Needed:

- copies of essay on Boldt decision and/or copies of Boldt decision
- students' notebooks
- knowledge rating chart (if desired) to assess/preview vocabulary

Guiding Questions:

What was the Boldt decision? What was the basis of Judge Boldt's decision?

Teacher/Student Activities:

- Teacher reminds students of their discussion in Lesson Plan 29. Preview vocabulary that will be necessary for students to comprehend readings selected. (See attached knowledge rating chart as one way to assess/preview vocabulary).
- Distribute copies of the HistoryLink.org essay on the Boldt decision.
- Teacher may wish to also distribute or display salient excerpts of the Boldt decision not quoted in the HistoryLink.org article.
- Preview vocabulary for HistoryLink.org article: ambiguous, friend-of-the-court brief, Ninth Circuit Court of Appeals, and other terms students might find difficult.
- Lead a read-through, helping students to identify key points.
- Students note key points in their notebooks.

Supporting Materials/References:

- http://historylink.org/essays/output.cfm?file_id=5282 HistoryLink.org essay on the Boldt Decision
- <http://www.ccrh.org/comm/river/legal/boldt.htm> Center for Columbia River History text of the Boldt Decision
- Excerpt from Boldt Decision (attached)

Assessment Notes: Did students accurately note the key features of the Boldt Decision in their notebooks? Were they able to discuss important points that were considered by Judge Boldt in making his decision?

Excerpts from Boldt decision for potential inclusion in lesson (preview vocabulary as necessary):

More than a century of frequent and often violent controversy between Indians and non-Indians over treaty right fishing has resulted in deep distrust and animosity on both sides. This has been inflamed by provocative, sometimes illegal, conduct of extremists on both sides and by irresponsible demonstrations instigated by non-resident opportunists.

*To this court the evidence clearly shows that, in the past, root causes of treaty right dissension have been an almost total lack of meaningful communication on problems of treaty right fishing between state, commercial and sport fishing officials and non-Indian fishermen on one side and tribal representatives and members on the other side, and the failure of many of them to speak to each other and act as fellow citizens of equal standing as far as treaty right fishing is concerned. Some commendable improvement in both respects has developed in recent years but this court believes high priority should be given to further improvement in communication and in the attitude of every Indian and non-Indian who as a fisherman or in any capacity has responsibility for treaty right fishing practices or regulation. Hopefully [**11] that will be expedited [*330] by some of the measures required by this decision.*

The ultimate objective of this decision is to determine every issue of fact and law presented and, at long last, thereby finally settle, either in this decision or on appeal thereof, as many as possible of the divisive problems of treaty right fishing which for so long have plagued all of the citizens of this area, and still do.

*To the great advantage of the people of the United States, not only in property but also in saving lives of citizens, and to expedite providing for what at the time were immediate and imperative national needs, Congress chose treaties rather than conquest as the means to acquire vast Indian lands. It ordered that treaty negotiations with the plaintiff tribes and others in the Northwest be conducted as quickly as possible. Isaac I. Stevens, Governor of Washington Territory, proved to be ideally suited to that purpose for in less than one year during 1854-1855 he negotiated eleven different treaties, each with several different tribes, at various places distant from each other in this rugged and then primitive area. The treaties were written in English, a language unknown to most of the tribal representatives, [**13] and translated for the Indians by an interpreter in the service of the United States using Chinook Jargon, which was also unknown to some tribal representatives. Having only about three hundred words in its vocabulary, the Jargon was capable of conveying only rudimentary concepts, but not the sophisticated or implied meaning of treaty provisions about which highly learned jurists and scholars differ.*

In 1899 the United States Supreme Court in considering a similar situation said:

*"In construing any treaty between the United States and an Indian tribe, it must always (as was pointed out by the counsel for the appellees) be borne in mind that the negotiations for the treaty are conducted, on the part of the United States, an enlightened and powerful nation, by representatives skilled in diplomacy, masters of a written language, understanding the modes and forms of creating the various technical estates known to their law, and assisted by an interpreter [**14] employed by themselves; that the [*331] treaty is drawn up by them and in*

their own language; that the Indians, on the other hand, are a weak and dependent people, who have no written language and are wholly unfamiliar with all the forms of legal expression, and whose only knowledge of the terms in which the treaty is framed is that imparted to them by the interpreter employed by the United States; and that the treaty must therefore be construed, not according to the technical meaning of its words to learned lawyers, but in the sense in which they would naturally be understood by the Indians. Worcester v. Georgia, 31 U.S. 515, 6 Pet. 515 [8 L. Ed. 483]; The Kansas Indians, 72 U.S. 737, 5 Wall. 737, 760 [18 L. Ed. 667]; Choctaw Nation v. United States, 119 U.S. 1, 27, 28 [7 S. Ct. 75, 30 L. Ed. 306, 314, 315] 'The language used in treaties with the Indians should never be construed to their prejudice.' . . . 'How the words of the treaty were understood by this unlettered people, rather than their critical meaning, should form the rule of construction.'"

7. *An exclusive right of fishing was reserved by the tribes within the area and boundary waters of their reservations, n12 wherein tribal members might make their homes if they chose to do so. The tribes also reserved the right to off reservation fishing "at all usual and accustomed grounds and stations" and agreed that "all citizens of the territory" might fish at the same [**18] places "in common with" tribal members. The tribes and their members cannot rescind that agreement or limit non-Indian fishing pursuant to the agreement. However, off reservation fishing by other citizens and residents of the state is not a right but merely a privilege which may be granted, limited or withdrawn by the state as the interests of the state or the exercise of treaty fishing rights may require.*

Knowledge Rating Chart:

For each word, check the category that best describes your knowledge of the term:

Vocabulary term I can use this term I've heard this word I've never heard this
correctly in a sentence. but am not sure how word or term.
how to use it correctly.

ambiguous			
friend-of-the-court brief			
Ninth Circuit Court of Appeals			

Lesson Plan 21: Casinos

Overview: Students read/analyze/discuss the gaming industry and the development of casinos as a case study in how Native Americans have developed economic institutions to support their communities' needs.

Learning Objectives/Outcomes: Students will be able to articulate both positive and negative impacts on Native American communities of the Native American gaming industry.

EALRs:

Social Studies Skills - Inquiry and Information Skills 1.1 Understand and use inquiry and information skills required by citizens in a democratic society.

History - 1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history.

Reading 2.1 Demonstrate evidence of reading comprehension.

Reading 3.1 Read to learn new information.

Materials Needed:

- Articles about casinos and the gaming industry.

Guiding Questions:

What impact has the development of casinos on tribal reservations had on Native American communities?

Teacher/Student Activities:

- Teacher distributes articles that include pros and cons of the gaming industry on Native American reservations. Explain that the students are going to take the point of view of the adults in tribal groups who will decide whether casinos on Puget Sound-area reservations are a good idea or not. Be sure to include information about which tribes are federally recognized and which are not, and that only federally recognized tribes are able to build casinos (if they choose to do so). Note: In King County, casinos are operated by the Muckleshoot and Snoqualmie tribes. The Duwamish, who are the host tribe for Seattle, are not federally recognized. (See Lesson Plan 22 for discussion of federal recognition and of the ongoing efforts of the Duwamish to achieve recognition.)
- Give students time to read the articles and to discuss in small groups (based on their original fictional character's tribal affiliation) whether they think a casino would be a good idea or not, and why.
- Each group reports back their thinking to the whole group.
- Teacher leads summary discussion, tying the ideas the groups generated to the actual facts about which tribes have casinos and what the effects thus far have been.

Supporting Materials/References:

- <http://govinfo.library.unt.edu/ngisc/research/nagaming.html> - Overview article on gaming industry from National Gambling Impact Study Commission on Native American Gaming
- <http://www.indiangaming.org/> - home page of the National Indian Gaming Association

- <http://www.time.com/time/magazine/article/0,9171,1101021216-397526,00.html> - Time Magazine article "Wheel of Misfortune"
- <http://www.ncai.org/Gaming.43.0.html> - article on gaming, including benefits of gaming, from National Congress of American Indians website
- <http://groups.yahoo.com/group/NatNews/message/41457> - reprint of article from nativetimes.com on myths about Native American gaming
- <http://www.muckleshoot.nsn.us/> - Muckleshoot home page, with links to health, business, and education programs
- <http://www.hno.harvard.edu/gazette/2003/01.09/13-gambling.html> - article from Harvard Gazette on the pros and cons of Indian gaming
- <http://www.stanford.edu/group/Thinker/v2/v2n2/v2n2.html> - Stanford University online journal, links to pro and con articles about Indian gaming:
 - <http://www.stanford.edu/group/Thinker/v2/v2n2/Sanchez.html> - "Everyone Wins with Indian Gaming" by Tim Sanchez
 - <http://www.stanford.edu/group/Thinker/v2/v2n2/Akiwenzie.html> - "A Modern 'Small-pox' for Native Culture" by Clay Akiwenzi
- <http://www.indianz.com/News/2004/005444.asp> - article on Indianz.com about a Library of Congress sponsored discussion, "Indian Casino Gaming: Friend or Foe to the Community?"
- http://seattlepi.nwsource.com/local/103603_duwamish10.shtml - Article in Seattle Post Intelligencer online "McDermott prepares bill to recognize Duwamish Tribe"
- **Lesson Plan:** *Structured Academic Controversy On Native American Gaming Rights* by Wendy Ewbank, Seattle Girls' School, offering overview of pros and cons as well as a framework "Structured Academic Controversy" - can be used as a model to extend this NWHR lesson plan

Assessment Notes: Were students able to find relevant details in the articles they read? Were they able to state potential benefits of casinos to tribal economies and cultures? Potential drawbacks?

Lesson Plan 22: Federal Recognition

Overview: Students read/analyze/discuss the topic of federal recognition for tribes.

Learning Objectives/Outcomes: Students will be able to discuss the the pros and cons of federal recognition as well as the ongoing battle the Duwamish and other tribes have had to achieve federal recognition status reasons.

EALRs:

Social Studies Skills - Inquiry and Information Skills 1.1 Understand and use inquiry and information skills required by citizens in a democratic society.

History - 1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history.

Civics 2.2 Understand the function and effect of law.

Economics 3.1 Analyze the role of government as participant in an economy through taxation, spending, and policy setting.

Reading 2.1 Demonstrate evidence of reading comprehension.

Reading 3.1 Read to learn new information.

Materials Needed:

- if feasible, teacher may wish to arrange for a guest speaker or speakers who have a stake in whether recognition will be granted to the Duwamish or other currently unrecognized tribes
- copies of articles about the process of achieving federal recognition status or of being denied;
- *To Be or Not To Be*, Lesson Plan by Wendy Ewbank (attached)
- copies of roles to be taken in the town meeting

Guiding Questions:

What does it mean to be federally recognized? Why would a tribe choose recognition? Why would a tribe choose not to be recognized? What questions might the non-Native American community have about recognition of a tribe?

Teacher/Student Activities:

- If feasible, students and teachers hear from a guest speaker or speakers who have a stake in whether the Duwamish are granted recognition. They take notes/ask questions to understand as fully as possible the consequences of recognition. (If this choice is exercised, allow an extra day for the lesson.)
- Teacher provides overview lecture and/or articles that include information about the concept of federal recognition, the pros and cons of recognition, and the battle of the Duwamish, Chinook, Snohomish, and Clatsop tribes to achieve recognition.
- Students read and/or listen, take notes.
- Teacher leads brainstorm: who are all the people who might be affected by a decision to accord federal recognition to a tribe? (If ideas are slow to emerge, guide students with leading questions: would everyone in a recognized tribe be in favor of it? Would everyone in a non-recognized tribe want recognition? Are there other people in the larger community who are affected by whether a tribe is recognized or not? When a tribe is recognized, it is legally able to open a casino on tribal land. Who would be affected by this? (Answers might include those who invest (non-Native Americans) as business people in the lucrative casino business, those who get

jobs working for the casino, those who like to visit casinos for entertainment and fun, those who have gambling problems, as well as Native Americans from many points of view: those who are concerned about having income to support education and social services for their tribe, those who are concerned about preserving traditional values and ways of life, those who would stand to gain personally from a share in profits, etc.)

- Students work in small groups to discuss the pros and cons of recognition from a particular point of view. Teacher sets activity up to ensure that several different points of view are represented, with the likelihood that pros and cons are fairly equally represented. Teacher circulates to assist students in identifying arguments to make. Arguments should be based in the readings/lecture and the students' own understanding of the issues.
- Teacher convenes a town meeting for students (in their roles) to discuss whether or not to accord federal recognition to the Duwamish (or Snohomish, or Chinook, or Clatsop).
- Students take turns presenting their opening statements for or against recognition.
- Teacher moderates further discussion, questions, and responses based on opening statements. If important ideas have been left out in the round of opening statements, teacher/moderator can pose them as questions for discussion.
- A vote is taken to determine if a majority of those taking part favor or oppose recognition.
- In debriefing discussion, teacher relates town meeting vote to current status of the Duwamish effort to gain recognition.

Supporting Materials/References:

- <http://www.duwamishtribe.org/> - Duwamish Tribe website
- Lesson Plan: *To Be Or Not To Be* by Wendy Ewbank, with summary of the pro-and anti-recognition arguments (attached).

Assessment Notes:

Were the students able to articulate compelling and authentic reasons either in favor of or opposed to federal recognition of the Duwamish Tribe?

LESSON: To Be Or Not To Be

Time Required: one to two class periods (50 minutes or more).

Two will be required if class time is devoted to the written task

Materials needed: Class copies of the 4-page student handout and question/action sheet.

Learning Objectives:

- List the criteria the federal government uses to recognize tribes
- Understand the pros and cons of federal recognition
- Empathize with actual tribal members who support or oppose recognition
- Advocate on behalf of a tribe seeking federal recognition

Opening of the Lesson:

Ask students if they have ever felt “unrecognized” (unseen, un-acknowledged). What does this suggest?

Are there groups in society that lack recognition by the government? (Students will probably list those in poverty, illegal immigrants, the homeless, perhaps adolescents.)

What if you were literally unrecognized unless you met a comprehensive list of criteria that made you a member of a legitimate group? This is actually the case for Native American tribes today. They can be recognized and in recent years they could also be terminated.

Body of the Lesson:

Distribute copies of the student handout: *To Be or Not to Be*. Give students a chance to read – either aloud or independently – and to answer the questions that follow.

Conclusion: Assign students to complete one of the suggested action steps (or come up with one of their own).

To Be Or Not To Be Student Handout

Federal Recognition of Indian Nations

There are 561 federally recognized tribes in the country today, and 29 in Washington State. many tribes are recognized by the state but not by the federal government, and the benefits of being recognized vary state to state. As far as the federal government is concerned, there are certain criteria that have to be met in order to be recognized:

- Identifying as a tribe on a continuous basis from historical times to the present
- Viewed as “aboriginal” or “American Indian” by government, scholars and/or other tribes
- Existence on land identified as Indian
- Having a functioning government and a constitution
- Having a roster of members that is approved by the Secretary of the Interior (a cabinet department in the Executive Branch which oversees the Bureau of Indian Affairs)
- Not being a * terminated tribe
- Not having members that belong to other tribes

This gets complicated, because as of the last census taking in 2000, 80 percent of Americans with Native American ancestry were of mixed blood. It is estimated that by 2100 that figure will rise to nine out of ten.

Some tribal nations have been unable to establish their heritage and obtain federal recognition. Recognition brings benefits to a tribe including healthcare and money for housing and education, the right to label arts and crafts as Native American and permission to apply for grants that are specifically reserved for Native Americans. Recognized tribes also can set up gambling facilities.

The Duwamish, Snohomish and Chinook are not among Washington’s recognized tribes (even though Seattle is named after the most famous Duwamish chief, Sealth, and its original inhabitants were members of the tribe). The Clatsop tribe in Oregon (with whom Lewis and Clark and their Corps of Discovery spent four months – longer than with any other tribe) is also unrecognized. Two years ago the three Washington tribes criticized a new law affecting education in Washington State (which mandates teaching about Native Americans). They felt the measure would exclude them from school curricula and would, in time, erase them from history. About a quarter of all Native Americans in Washington are of school age.

The federal government has denied federal recognition to at least seven tribal groups here. Gaining recognition as a tribe is extremely difficult; to be established as a tribal group, members have to submit extensive proof of tribal descent, by tracing genealogical records (a very European concept) and even submitting to DNA testing. Intertribal mixing has been common and widespread for generations, making it very difficult to establish identity with one specific tribe. Because many tribes that *are* recognized are wary of outsiders claiming membership in order to get benefits (like federal scholarships), they require a certain “blood quanta.” The status is highly sought after because it exempts tribes from state and local laws and entitles them to ask for reservation and trust lands when it is granted. Some people fear that more federally recognized tribes could lead to more claims for land and gambling rights.

* Under a “termination” policy adopted by Congress, 109 tribes were “terminated” between 1945 and 1960, and relocated from reservations to urban “relocation centers.”

As recently as September of 2002, this issue was debated in the U.S. Senate. Connecticut's two United States senators sponsored a bill to impose a moratorium (freeze) on the federal Bureau of Indian Affairs' power to recognize new Indian tribes. The Senate' voted overwhelmingly to table the legislation. Senators Chris Dodd (currently a democratic contender for President) and Joe Lieberman argued that the moratorium was necessary to prevent groups calling themselves Indian tribes from unjustly gaining federal recognition as sovereign entities and, as a result, starting gambling operations.

Connecticut's two federally recognized tribes, the Mashantucket Pequots and the Mohegans, each operate enormously lucrative casinos on their reservations in eastern Connecticut. While beneficial to the tribes, casinos are often regarded by non-Indian residents of nearby towns as lowering property values and increasing traffic congestion.

Duwamish recognition

On January 19, 2001, the Duwamish Tribe won federal recognition. However, less than 48 hours later, President George W. Bush reversed their status (as he did other last minute orders of Clinton's). The Duwamish are the indigenous inhabitants of the Seattle area and they have been seeking recognition since 1979, when U.S. District Judge George Boldt found that the tribe had **not existed continuously as an organized tribe** (within the meaning of federal law) from 1855 to the present, and was therefore ineligible for treaty fishing rights. A ten-year gap in the record (from 1915-1925) prompted Boldt's decision as well as a denial of recognition by the Bureau of Indian affairs in 1996.

The tribe responded by assembling additional evidence showing its active existence through the decade in question; this prompted the Bureau of Indian Affairs to reverse its 1996 decision (leading Clinton to recognize them). The Duwamish were among the signers of the Point Elliott treaty, signed on January 22, 1855, and ratified by the United States Senate in 1859. The treaty guaranteed both fishing rights and reservations.

In September 2001, in a "notice of final determination," tribal status was denied. The Bureau of Indian Affairs said the Duwamish failed to meet all seven required criteria for recognition: It wasn't identified as having a continuous history from early times to today and hasn't maintained a political authority.

Reparations?

In 2007, the state of Virginia did something unprecedented by calling for reconciliation in a legislative statement of regret over not only the harms of slavery for African Americans but also the "exploitation of Native Americans." In February 2007, the Virginia legislature unanimously acknowledged "with profound regret the involuntary servitude of Africans and the exploitation of Native Americans, and call[ed] for reconciliation among all Virginians." The legislative resolution recognized the manifold injuries inflicted upon Native Americans as well as African Americans by the state and, in turn, Virginia accepted responsibility for those harms.

Virginia is the first, and thus far the only, state to include Native Americans in its apology for historic injustices. The resolution formally recognizes the status of Native Americans in Virginia as the indigenous people of America: "Native Americans inhabited the land throughout the New World and were the 'first people' the early English settlers met upon landing on the shores of North America at Jamestown in 1607." The resolution further acknowledges Virginia's "maltreatment and exploitation of Native Americans" sanctioned by state law. For example, it highlights the exclusion of Native Americans from public education and the enjoyment of basic civil rights.

[P]ublic education was denied Native American children ... Virginia enacted laws to restrict the rights and liberties of Native Americans, including their ability to travel, testify in court, and inherit property, and a rigid social code created segregated schools and churches for whites, African Americans, and Native Americans.

The resolution further emphasizes the harsh impact of Virginia's legal definition of "Native Americans."

[T]he Racial Integrity Act of 1924 which institutionalized the "one drop rule," required racial description of every person to be recorded at birth and banned interracial marriages, effectively rendering Native Americans with African ancestry extinct, and these policies have destroyed the ability of many of Virginia's indigenous people to prove continuous existence in order to gain federal recognition and the benefits such recognition confers.

The stated goal of the resolution (to "promote reconciliation and healing") includes applying the lessons of the past to Virginia's future – to "avert the repetition of past wrongs and the disregard of manifested injustices."

The reality, however, is that even with some support in Congress, the Virginia tribes face the near insurmountable hurdle of showing substantial documentation proving continuity of existence – an essential requirement when seeking federal recognition. Under Virginia's Racial Integrity Act of 1924, Native American identity was erased from the public record. The Act reclassified Virginia Indians as "colored" – thereby removing their Indian racial designation from birth, marriage and death certificates. Until the United States Supreme Court overturned the Act in the late 1960s, claiming to be an Indian was punishable by as much as a year in prison.

At present, the state of Virginia has not only acknowledged the historical injustices it inflicted upon its tribal population, but has also taken responsibility as a state by supporting its Indian tribes' quest for federal recognition.

The Debate over federal recognition

Some tribes are *against federal recognition* for the following reasons.

With an increase in the number of tribes recognized, there will be greater and greater splitting up of federal funds, appropriated by Congress for Indians, going to questionably-Indian groups, programs and individuals. This could mean slicing the "federal funding and service pie" too thin among beneficiary groups.

A tribe's integrity can be lessened by the proliferation of groups claiming to be "tribes," and the funding of questionable groups by the federal government. (Some feel the goal of these groups is to undermine legitimate tribal claims to sovereignty.)

Spreading the federal responsibility thin would mean the diminishment of the significance of federal recognition, possibly leading to termination of tribes. When tribes have been terminated (like the Klamath of Oregon, which is the largest terminated tribe) they are "freed from all federal supervision and control" but then become subject to state law; they also lose programs and services that were

provided under treaty, and their lands are turned over to private ownership. All of this results in *less* not more self determination and independence, because they lose their tribal communalism.

Racial considerations are a sensitive issue, including opposition to black, white, or hispanic predominance in tribal groups aspiring for recognition as tribes.

Those who fear losing a sense of tradition sometimes oppose recognition, citing a loss of customs, language, and heritage (most notably those on the Eastern Seaboard).

Some tribal leaders say that the terminated tribes should not be up for federal recognition, because they chose termination and were paid for termination, in which cases they chose to give up their heritage and sold their rights as Indian tribes.

Finally, there is concern that attempts by newly-recognized tribal groups to assert rights in states and urban areas where they now exist could lead to greater and greater resistance to tribal sovereignty in general, and would result in support for legislation to repeal or weaken treaties and dissolve present tribal governments.

Questions:

1. What can tribes gain by becoming federally recognized?
2. What might a tribe risk losing if it was to be recognized by the federal government?
3. What makes the gesture of the Virginia State legislature historically significant?
4. How would you characterize the U.S. government's policies on recognition?

Your task: take one of the following actions

- Interview a member of one of Washington State's unrecognized tribes to determine whether they support or oppose federal recognition and *why*
- Write a letter to the U.S. Senate Committee on Indian Affairs and the President in support of a tribe seeking recognition (like the Duwamish)
- Write a letter to the editor (of your local paper) in support of a tribe seeking recognition
- Write a letter and/or try to schedule an appointment with a U.S. Senator from Washington (Maria Cantwell or Patty Murray) to seek their assistance in promoting Senate action to grant recognition

Write a letter to the editor supporting some sort of apology for Washington tribes (similar to what the Virginia legislature did to apologize to enslaved peoples and Native Americans)

Lesson Plan 23: Organizing Ideas

Overview: First column of the CBA Graphic Organizer is filled in, and citations are generated to serve as a model for the students when they do their independent research.

Learning Objectives/Outcomes: Students will be able to distill and synthesize learning and represent it in a graphic organizer.

EALRs:

Civics 4.3 Explain how various stakeholders influence public policy.

Geography 3.3 Examine cultural characteristics, transmission, diffusion and interaction.

History 2.1 Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict.

Materials Needed:

- Chart from CBA *Enduring Cultures*
- Students' notebooks/notes from all preceding lessons
- Teachers' master bibliography in APA format of all the resources used in the unit thus far.

Guiding Questions:

How can a complex body of information be represented so that key ideas are clear and reference sources are provided? How did the Puget Salish peoples meet challenges to their culture?

Teacher/Student Activities:

- Teacher reminds students of the CBA categories on the graphic organizer: social, political/legal, and economic challenges and responses to those challenges.
- Teacher leads brainstorm of all the ideas students can generate that summarize their understanding of these themes as they related to the foregoing study of the Puget Salish peoples of Puget Sound.
- Teacher leads discussion that combines/sifts ideas to a few main concepts, and fills in the chart. (There may be overlapping possible categorizations. Loss of traditional lands through treaties, for example, is a legal challenge but also had economic and social consequences. Keep in mind that students will be asked to compare/contrast another group to this group's experiences as the chart is filled in.) For example, the challenges might include forced relocation, loss of traditional lands and access to traditional ways of finding food, forced acculturation in Indian Schools causing children and their parents to have cultural differences, treaties that were not well understood when signed, poverty resulting from loss of land/resources.
- Teacher leads discussion as above, focusing on the responses to the challenges. Responses to challenges might include working through the courts to establish treaty fishing rights, establishment of Indian colleges and K-12 programs that help young people learn about their traditional cultures, establishment of casinos to bring money to Native American communities, community health centers, etc.
- Teacher poses the question: how do we know our chart is justifiable? How would someone else be able to find that out? Introduce/review the idea that a bibliography of sources allows a reader to trace back ideas to the document or person they first came from.

- Teacher leads class through remembering/identifying the sources for their charted ideas. Shows master bibliography in APA format. Adds or deletes from master bibliography per class discussion.

Supporting Materials/References:

- <http://www.k12.wa.us/assessment/WASL/SocialStudies/CBAs/Grade8History-EnduringCultures.pdf> - Enduring Cultures CBA
- any of several online APA guides to show basic format for various kinds of citations

Assessment Notes:

Did each student contribute to the brainstorming discussion with appropriate ideas? Were students able to distill basic themes from their brainstormed ideas?

Lesson Plan 24: Timelines

Overview: A timeline is created for events studied thus far.

Learning Objectives/Outcomes: Students will be able to arrange critical incidents in chronological order and reflect on the narrative they produce.

EALRs:

History 1.1 Understand and analyze historical time and chronology

Materials Needed:

- Butcher paper, magic markers
- Images drawn free-hand or found on Internet sites

Guiding Questions: How can a time line help us to see patterns of cause and effect and inter-relationships among historical events?

Teacher/Student Activities:

- Teacher displays long section of butcher paper, with decades and centuries marked off from 1700 to the present day.
- Students work in pairs or teams to identify where on the timeline to place important events that have been studied during the first part of the unit.
- Students place images on timeline to illustrate key events and eras.
- Teacher leads discussion identifying other key contextualizing events; students add these to the timeline. (Include a mix of events and elements the connect the timeline to other curriculum the students have studied, to their own lives if possible (e.g., when ancestors of the students were born), and to larger US and world history events.)
- Teacher leads summary discussion on how the timeline can help recount the story and suggest cause-effect relationships in historical events.

Supporting Materials/References:

- <http://www.wshs.org/wshm/education/timeline.htm> - Washington State History Timeline
- http://washingtonhistoryonline.org/leschi/indianwars_timeline.htm - Timeline of Washington Territory Indian Wars

Assessment Notes:

Were students able to accurately arrange key events in chronological order? Were they able to reflect on how a timeline can suggest cause-effect relationships and show historical patterns and connections over time?

Lesson Plan 25: Essential Questions About Asian Americans and Arab Americans in King County

Overview: Teacher assists students in creating essential questions that will guide individual students' research on comparison groups.

Learning Objectives/Outcomes: Students will draw upon their knowledge of Puget Salish peoples, their history, their culture, and the challenges they've faced to formulate research questions for an Asian American comparison group; students will select a group for comparison study.

EALRs:

Social Studies Skills - Inquiry and Information Skills 1.1 Understand and use inquiry and information skills required by citizens in a democratic society.

Materials Needed:

- Northwest Heritage Resources' website database (www.northwestheritageresources.org; Click on **Traditional Arts** to enter database)
- Notebooks or butcher paper/markers

Guiding Questions:

What general aspects of a cultural group's experiences can be compared or contrasted?

Teacher/Student Activities:

- Teacher leads student brainstorm: Who are some Asian American and Arab American groups living in King County? (See Lesson Plan 26 for lists of groups and for suggestions for maximizing Northwest Heritage Resources as a research base.)
- Teacher adds any groups included in Northwest Heritage Resources database that students have not mentioned.
- Teacher asks students to think about the term "culture." What do they think it means? Write all ideas on chalkboard or whiteboard. Guide students to recognize some general characteristics of cultures: language, religion, traditional foods, cultural arts and crafts, social and political organizational structures, how families are defined and how they function, etc.
- Teacher moderates students selecting an Asian American cultural group for further study, to compare/contrast to Puget Salish culture. Helps students form groups of three to four.
- Students meet in their small groups to agree on things they want to find out about the group they will be studying.

Assessment Notes:

Were students able to generate concept level ideas of what constitutes a culture? Did each group produce a list of appropriate research questions for itself?

Lesson Plan 26: **Researching Asian Americans in King County**

Overview: Students work in small groups to research one of the groups in the Asian American category. Each student reviews NW Heritage Resources' website database of relevant bios and chooses an art form to learn something more about.

Learning Objectives/Outcomes: Students will become acquainted with major Asian American groups who live in King County today; students will identify cultural art forms of significance in Asian American communities.

EALRs:

Geography 3.3 Examine cultural characteristics, transmission, diffusion and interaction.

Materials Needed:

- Access to Internet, Northwest Heritage Resources' website (www.northwestheritageresources.org; Click on **Traditional Arts** to enter database or **Education** to locate cultural essays)
- Student notebooks

Guiding questions:

What are some major Asian American groups living in King County today? What is their history?
What cultural art forms are practiced by Asian Americans in King County today?

Teacher/Student Activities:

- Teacher guides students to NW Heritage Resources website cultural essays on Asian American groups in King County (found under **Education** section or in database at end of Asian traditional artists' bios).
- Students read context essays and take notes: ways in which the essay answers their research question, possibly ways in which the essay brings up new questions for them, and questions the essay does not answer or address.
- Teacher guides students to find NW Heritage Resources website and navigate through county or ethnicity group to identify Asian American groups in King County.
- Students browse database, make notes of cultural art forms, and decide upon one to study further.
- Teacher leads closure discussion of students sharing what they've found.

Assessment Notes:

Were students able to identify all major Asian American groups represented in the NWHR database?
Did they identify/choose a cultural art form to learn more about?

Lesson Plan 27: Challenges For Asian American and Arab American Groups Who Settled in King County

Overview: For each group being researched, teacher assists students in researching historical events that were challenging to that group (e.g., Japanese American incarceration; Chinese expulsion; post 9-11 discrimination against Arab Americans, etc.) and ways in which each group responded to those challenges.

Learning Objectives/Outcomes: Students will use Internet and other resources to find historical events and situations challenging to the Asian American or Arab American group they've chosen to focus on.

EALRs:

Geography 3.3 Examine cultural characteristics, transmission, diffusion and interaction.

Social Studies Skills Inquiry and Information Skills 1.1 Understand and use inquiry and information skills required by citizens in a democratic society.

Materials Needed:

- Internet access
- A variety of books that provide information about each of the cultural groups included in the NW Heritage Resources' website database (some possible sources are listed in Asian community cultural essays included with curriculum materials on website)
- Students notebooks

Guiding Questions: What are some of the challenges faced by Asian American and Arab American communities living in King County? What were some of the historic challenges they faced at the time of their immigration to the U.S.? What are some challenged faced by recent immigrants coming from other areas of the U.S.?

Teacher/Student Activities:

- Teacher asks students to find three to five important challenges Asian American and Arab American groups have faced immigrating to King County
- Students work alone or in small groups to discover important challenges and other facts about Asian American and Arab American groups in King County
- Teacher assists students who are having difficulty by suggesting websites or particular resource books
- Students may wish to print out or photocopy documents of particular relevance
- Teacher leads closure discussion, asking each student to say one fact and/or challenge they've learned about for the group they're focusing on in today's research

Supporting Materials/References:

- NW Heritage Resources' website database (www.northwestheritageresources.org; Click on **Traditional Arts** to enter database)
- http://www.historylink.org/essays/output.cfm?file_id=2060 HistoryLink.org essay on Chinese Americans in Washington State

- http://www.historylink.org/essays/output.cfm?file_id=231 HistoryLink.org essay on Japanese Americans in Seattle and King County
- http://www.historylink.org/essays/output.cfm?file_id=8039 - HistoryLink.org essay on attack on Bellingham's East Indian millworkers in 1907
- http://historylink.org/essays/output.cfm?file_id=894 HistoryLink.org essay on Southeast Asian Americans
- http://www.historylink.org/essays/output.cfm?file_id=3251 - HistoryLink.org essay on Koreans in King County
- <http://www.searac.org/> - Home page of Southeast Asia Resource Action Center
- <http://www.metrokc.gov/dias/ocre/nohate.htm> King County Office of Civil Rights
- <http://www.arabcenter.net> - Home page of Arab Center of Washington
- <http://www.adc.org> - Home page of American-Arab Anti-Discrimination Committee
- <http://theaacc.org> - Home page of Arab American Community Coalition
- <http://seattletimes.nwsources.com/news/nation-world/sept11anniversary/oneyearlater/suspicion.html> - Seattle Times article: "Our Eyes Have Been Opened: Typical Muslims with Jobs and Families Now Bear Burden of Suspicion"

Assessment Notes: Was each student able to find important facts about an Asian American or Arab American group in King County? Was each student able to find information about challenges face by the group he/she has chosen to focus on?

Lesson Plan 28: Analyzing Primary and Secondary Sources

Overview: Teacher leads students to identify and use strategies to analyze primary and secondary sources to determine their credibility and relevance. Examples from Native American part of the unit are used as models for discussion, as well as sources students have found in their research on Asian American or Arab American groups.

Learning Objectives/Outcomes: Students will be able to critically evaluate primary and secondary sources.

EALRs:

Social Studies Skills - Inquiry and Information Skills 1.1 Understand and use inquiry and information skills required by citizens in a democratic society.

Materials Needed:

- CBA *Enduring Cultures* - Analyzing Sources Worksheet
- Two contrasting documents for modeling the process

Guiding Questions:

How can we evaluate primary and secondary sources to determine their validity/usefulness?

Teacher/Student Activities:

- Teacher leads students to model process of analyzing a primary or secondary source, using the CBA Analyzing Sources Worksheet and examples from readings the students have already encountered in Lesson Plan 15.
- Students work independently or in pairs or small groups to analyze primary or secondary sources they've found in their research; teacher circulates in the classroom to assist students who have questions and to monitor and adjust.
- Teacher leads summarizing/closure discussion: what were some of the ways students determined that they had found useful resources? Less useful resources? Comparing and contrasting two different documents, did students find that the point of view of the creator of the document and/or the intended audience changed the presumed "facts" presented in the article?

Supporting Materials/References:

- http://query.nytimes.com/mem/archive-free/pdf?_r=1&res=9B04E7DD1339E134BC4B51DFB066838D649FDE&oref=slogin - Letter to the editor, New York Times, 1856 "The Indian War in Washington Territory"
- <http://washingtonhistoryonline.org/leschi/indianwars.htm> - links to essays from points of view of settlers, Native Americans, militia, and US Army
- sources identified by the students from their Internet research
- cultural essays on NW Heritage Resources website and in database: www.northwestheritageresources.org. Click on **Traditional Arts** to enter database, **Education** to locate all curriculum materials.

Assessment Notes:

Were students able to read documents critically and surmise answers to worksheet questions? Were they able to discuss how the "facts" in the documents might change according to the point of view of the creator of the documents?

Lesson Plan 29: Comparing and Contrasting with a Graphic Organizer

Overview: Teacher leads student discussion/activity using the graphic organizer included in the CBA, comparing the challenges students have identified for their researched group with those identified in the discussion of Native Americans' experiences.

Learning Objectives/Outcomes: Students will be able to compare and contrast important elements in the narrative of Puget Salish peoples with Asian American or Arab American immigrant groups in King County and Washington state.

EALRs:

Social Studies Skills- Inquiry and information skills 1.1 Understand and use inquiry and information skills required by citizens in a democratic society.

Materials Needed:

- CBA *Enduring Cultures* Graphic Organizer - on butcher paper or overhead with extra comparison columns to allow for examples from each Asian American or Arab American group students have studied.
- CBA *Enduring Cultures* Graphic Organizer - copies for each student

Guiding Questions:

How can a graphic organizer help us see differences and similarities between two groups?

Teacher/Student Activities:

- Teacher reviews work that has been done with the graphic organizer thus far, showing challenges to Puget Salish peoples in social, political/legal, and economic spheres, and responses to those challenges. For example, the challenges listed might have included forced relocation, loss of traditional lands and access to traditional ways of finding food, forced acculturation in Indian Schools causing children and their parents to have cultural differences, loss of traditional language, treaties that were not well understood when signed, poverty resulting from loss of land/resources. Responses to challenges might have included working through the courts to establish treaty fishing rights, establishment of Indian colleges and K-12 programs that help young people learn about their traditional cultures, practice of cultural art forms and cultural languages to maintain links to traditional ways of life, establishment of casinos to bring money to Native American communities, community health centers, etc.
- Teacher asks for student ideas about how the groups they studied have faced similar or different challenges. Fills in one idea for each of the cultural groups the students have studied independently. Tells students that the remainder of the chart will be filled in after they have further researched responses to the challenges they've identified.
- Note: the challenges identified may cause some rethinking of the summary of challenges the Puget Salish faced. For example, students studying Southeast Asian American groups may identify forced relocation from war as a major challenge. This would merit some discussion of how Native Americans also faced such challenges, and the addition of this idea to the left side of the chart.
- Students complete the challenges section of their individual graphic organizers for the groups they've studied independently.

Supporting Materials/References:

- <http://www.k12.wa.us/assessment/WASL/SocialStudies/CBAs/Grade8History-EnduringCultures.pdf> - Enduring Cultures CBA

Assessment Notes:

Was each student able to complete his/her graphic organizer with relevant, appropriate ideas?

Lesson Plan 30: Responding to Challenges in the Asian American and Arab American Communities

Overview: Students research responses to challenges in their selected group.

Learning objectives/outcomes: Students will be able to compare and contrast ways in which Asian American groups and Puget Salish peoples responded to challenges such that their cultures have endured.

EALRs:

Social Studies Skills - Inquiry and information skills 1.1 Understand and use inquiry and information skills required by citizens in a democratic society.

Materials Needed:

- CBA Enduring Cultures Graphic Organizer - on butcher paper or overhead with extra comparison columns to allow for examples from each Asian American or Arab American group students have studied.
- CBA Enduring Cultures Graphic Organizer - copies for each student

Guiding Questions:

How can a graphic organizer help us see differences and similarities between two groups? How were Puget Salish peoples, Asian American peoples, and Arab American peoples able to endure as culturally distinct peoples?

Teacher/Student Activities:

- Teacher guides students in their independent research to identify ways in which the groups they are studying met political/legal, social, and economic challenges. This might include students interviewing members of cultural communities in King County. This could also include having guest speaker(s) in the classroom. CBA categories should be kept in mind as students consider the questions they'd ask an interviewee or guest speaker.
- As students identify ways in which the groups they are studying met challenges, they keep track of appropriate citations in APA format.
- Teacher leads whole class in discussion of historical and current challenges faced by the groups they've studied. Fills in graphic organizer with one idea for each group.
- Students complete individual graphic organizers on their own.

Supporting Materials/References:

- <http://www.k12.wa.us/assessment/WASL/SocialStudies/CBAs/Grade8History-EnduringCultures.pdf> - Enduring Cultures CBA
- <http://www.searac.org/> - Home page of Southeast Asia Resource Action Center

Assessment Notes:

Were students able to complete their graphic organizers with appropriate, relevant ideas?

Lesson Plan 31: **Annotated Bibliographies**

Overview: Teacher leads students in constructing annotated bibliographies for their research.

Learning Objectives/Outcomes: Students will be able to construct annotated bibliographies.

EALRs:

Social Studies Skills- Inquiry and information skills 1.1 Understand and use inquiry and information skills required by citizens in a democratic society.

Materials Needed:

- Students' notebooks and research trail notes
- Students' copies of Document Analysis Worksheets
- Overhead of sample annotated bibliography

Guiding Questions:

What is the purpose of an annotated bibliography?

Teacher/Student Activities:

- Teacher introduces topic by asking for students to volunteer examples of interesting things they've learned during the course of their study. Uses one or more examples to pose the question: how would anyone else know that this was of particular interest if they were reading your paper? How would they know how to find out more about it if they wanted to?
- Using two to three examples from the classroom study of Coastal Salish peoples, teacher models (with student input) an annotated bibliography.
- Students work independently to gather and annotate the references they expect to use when they write their CBA essays.

Supporting Materials/References:

- Online writing support websites that have examples of annotated bibliographies
- <http://members.ncss.org/notable/notable2006.pdf> - This list of notable trade fiction for young readers can be excerpted to show a model of how an annotated bibliography gives both the details of the publication and a few lines about what is important or interesting in the publication

Assessment Notes:

Was each student able to produce a list of references with annotations?

Lesson Plan 32: **Developing a Position**

Overview: Students construct thesis statements to guide their writing.

Learning objectives/outcomes: Students will be able to formulate a position that compares and/or contrasts Puget Salish peoples with an Asian American immigrant group in some significant way.

EALRs:

Social Studies Skills - Inquiry and information skills 1.1 Understand and use inquiry and information skills required by citizens in a democratic society.

Materials needed:

- Enduring Cultures CBA Directions to Students
- Graphic organizers completed by students

Guiding Questions:

What is a thesis statement?

Teacher/Student Activities:

- Teacher reviews CBA Directions to Students, that they are to explain the challenges faced by two different cultural groups, with specific examples; that they should discuss how each group responded to those challenges, again giving specific examples; that they will explain the similarities and differences as to how each group met challenges, giving specific examples, and that they will present a plausible position that is clear, outlines the central challenges and responses, and makes a generalization about the types of challenges members of cultural groups face or the ways members of cultural groups respond to challenges.
- Teacher leads discussion: What is a "plausible position?" What is a "generalization?" Teacher may wish to note that another term for these ideas is a "thesis statement." It is usually something that can be said in one sentence, and it is not just a statement of fact but is a statement of interpretation that can be defended with facts. For example, the statement "The culture of the Coastal Salish peoples has endured" is true, but is not taking a position. A statement such as "The struggle to achieve federal recognition has helped Puget Salish peoples to endure by requiring them to develop a sense of their uninterrupted history" is a position statement.
- Brainstorm pairs of statements such as in the example above, where the first is a general statement, but not yet a position and the second takes a position that can be defended. Another way of looking at it is that the first statement is a topic, while the second statement gives us a way to understand the topic. For the Enduring Cultures CBA, one way to help formulate a thesis statement or position statement is to answer the question: what is an important way that these cultures have been able to survive in the face of so many challenges? Another prompt that might help is to ask the questions, which group has been more successful meeting challenges? Why? The position statement or thesis statement will show the way that the whole paper will be arranged, so it should be part of the first paragraph of a position paper.
- Students work independently to formulate position statements.

Supporting Materials/References:

- Online writing resource websites that give examples of thesis statements.

Assessment Notes:

Was each student able to formulate a sentence that takes a defensible position about enduring cultures?

Lesson Plan 33: RAFT writing

Overview: Students develop their position statements into prewrites/drafts of persuasive essays.

Learning objectives/outcomes: Students will be able to write persuasively from a specific point of view to a specific audience.

EALRs:

Writing 2.1 Adapts writing for a variety of audiences.

Writing 2.2 Writes for different purposes.

Writing 2.3 Writes in a variety of forms/genres.

Materials needed:

- Overhead and/or handouts explaining RAFTS model

Guiding Questions:

How does a sense of purpose and audience shape writing?

Teacher/Student Activities:

- Teacher introduces RAFTS acronym as a model for making strong choices in writing.
- Teacher leads brief writing activity: compose a paragraph with no particular audience or purpose (other than "it's assigned"), on a theme that is often assigned to students. Elicit suggestions from students about assignments they've had, such as "our vacation" or "what I did last summer" or "sports," etc. Construct paragraph with student input.
- Teacher either displays overhead with RAFTS suggestions, or distributes handout. Ask students to consider some of the possible roles, audiences, formats, strong verbs that might be chosen other than the generic "student" writing to the generic "teacher" to "tell." For example, how might the paragraph change if the role of the writer is a celebrity? A government spokesperson? An angry consumer? An alien from outer space? How might it change if the audience is a judge? A potential employer? A penpal? Etc. What if the intention of the writing isn't just to tell, but to astonish? Or to convince? Or terrify? Or calm? What if the format isn't a generic paragraph, but is a poem? Ad copy? Etc.
- Teacher elicits student suggestions to create a new piece of writing that has the same theme, but explores choices in role, audience, format, and strong verb (intention).
- Teacher explains that students can use this structure to think about the persuasive writing they will do to develop their thesis/position statement.
- Students brainstorm individually about ways they might structure their writing using the RAFTS ideas.
- Teacher circulates, checking in with students, prompting or asking guiding questions if students are stuck.

Supporting Materials/References:

- <http://www.nwrel.org/ascd05/Traits.ppt> - Northwest Regional Labs powerpoint presentation that explains the RAFTS acronym as an aid to structuring writing (first part of presentation focuses on six writing traits, which may also be useful to review with students)

Assessment Notes:

Was each student able to brainstorm some interesting/engaging possibilities for structuring his/her persuasive writing?

Lesson Plan 34: Prewriting

Overview: Teacher reviews writing process with students, guides them in brainstorming/ prewriting/ first draft.

Learning Objectives/Outcomes: Students will be able to prewrite and write a rough draft of a position paper.

EALRs:

Writing 1.1 Prewrites to generate ideas and plan writing.

Writing 1.2 Produces draft(s).

Materials Needed:

- Students' annotated bibliographies, graphic organizers, and brainstorming notes from Lesson Plan 33.

Guiding Questions:

What is a persuasive essay or piece of writing?

Teacher/Student Activities:

- Teacher leads brief discussion of what "persuasive" means: to convince an audience of a particular point of view or position. Discuss who will be the audience for this writing. The CBA suggests presenting to an audience outside the classroom.
- Students use graphic organizer of a table (or mind map, or any other graphic organizer the teacher finds useful) putting their thesis/position statements on the table top. For each leg of the table, students brainstorm a supporting idea.
- For each supporting idea, students brainstorm further supporting details.
- Students begin drafting their writing, in the format they've chosen (per Lesson Plan 33). Teacher circulates to answer questions, guide, encourage.
- Teacher leads closure discussion, inviting volunteers to read what they've begun, or to tell how they have chosen to organize their writing.

Supporting Materials/References:

- <http://www.nwrel.org/assessment/pdfRubrics/6plus1traits.PDF> -Northwest Regional Educational Laboratory rubric for 6traits+1 writing

Assessment Notes:

Was each student able to get a start on a draft? Was each able to identify the particular format, and a particular audience for their writing?

Lesson Plan 35: Peer Editing

Overview: Teacher reviews rubrics for writing and CBA, guides students in peer editing/critiquing first drafts.

Learning Objectives/Outcomes: Students will offer and receive critiquing as part of the writing process.

EALRs:

Writing 4.1 Analyzes and evaluates others' and own writing.

Writing 4.2 Sets goals for improvement.

Materials Needed:

- Prewrites/rough drafts
- CBA - Enduring Cultures Scoring Matrix

Guiding Questions:

What kind of critique is useful to a writer?

Teacher/Student Activities:

- Teacher distributes copies of Scoring Matrix and reviews guidelines for the critique:
 - What are the strengths of the paper (be as specific as possible)?
 - What are the gaps, or places where the reader is left with questions?
 - Are all the elements called for in the Scoring Matrix present?
- Students work in pairs or threes to critique one another's rough drafts
- Teacher circulates to guide/clarify
- Teacher leads summary discussion: remind students that as writers, they may or may not choose to incorporate peer feedback, but that they should consider the feedback they got as representative of at least one or two "audience" opinions. Students should set goals for polishing their final draft, guided by the Scoring Matrix, and by all they've learned about the content of their topic and about writing well.

Supporting Materials/References:

- <http://www.nwrel.org/assessment/pdfRubrics/6plus1traits.PDF> -Northwest Regional Educational Laboratory rubric for 6traits+1 writing
- <http://k12.wa.us/assessment/WASL/SocialStudies/CBAs/Grade8History-EnduringCultures.pdf>

Assessment Notes:

Teacher may wish to collect written notes from the peer editing groups to assess the quality and appropriateness of peer feedback. Alternatively, while circulating during the lesson, notice if students are using the Scoring Matrix and if they are observing the guidelines for appropriate feedback.

Lesson Plan 36: ReVision

Overview: Students check draft of their work against the rubrics; revise & further develop their projects into final draft form.

Learning Objectives/Outcomes: Students will use the writing process to revise and polish position papers.

EALRs:

Writing 1.3 Revises to improve text.

Writing 1.4 Edits text.

Writing 1.5 Publishes text to share with audience.

Writing 1.6 Adjusts writing process as necessary.

Materials Needed:

- Students' working drafts of position papers and notes from peer reviewers (and teacher, if teacher has provided feedback)
- Six-trait handout on Organization
- If desired, a poorly organized sample essay written by the teacher as a model.

Guiding question:

How can attention to editing/rewriting for Organization enhance understanding of content and improve written communication?

Teacher/Student Activities:

- Teacher hands out rubric for scoring Organization trait
- Teacher introduces idea of "revision" as "re" and "vision," that is, to see something again, or with a fresh perspective. Using teacher-prepared sample or alternatively, creating a model with classroom input, teacher leads discussion of why the sample would be a "1" on the scoring rubric. Takes student suggestions for improving the sample.
- Teacher explains that the next step in the writing process is for each student to "re-vision" his/her own writing, guided by the rubric for Organization.
- As homework, students proofread their revised papers carefully. (Teacher may wish to devote another class session to in-class copy editing.)

Supporting Materials/References:

- http://www.nwrel.org/assessment/pdfRubrics/traits_organization.pdf

Assessment Notes:

Do the students' papers reflect effective presentation of information, with all the elements of a "5" score on the Organization rubric? Are there few or no errors in grammar, spelling, and syntax? Is each paper ready for public presentation?

Lesson Plan 37: Project Planning

Overview: Students consider what other elements they might wish to include in their project when they share it with a wider community. This can include identifying images, quotations, sound clips, etc. from the NW Heritage Resources database. It can also include student performances or demonstrations of traditional art forms.

Learning objectives/outcomes: Students will solidify their learning/understanding of content by planning an effective presentation for others.

EALRs:

2.1 Understand and use interpersonal and group process skills required by citizens in a democratic society.

Materials Needed:

- Students' position papers
- Visual displays constructed during the project, such as maps, timelines, etc.
- Other information, resources, and skills students have gathered during the course of the unit

Guiding Questions:

How can learning best be communicated to an audience?

Teacher/Student Activities:

- Teacher moderates a class discussion: what makes learning memorable? What are the elements of the unit study thus far that have helped to make the learning memorable for the students? As they think about presenting their learning to an audience, how can their understanding of memorable learning influence their presentation choices? Guide students to think about visual displays, performances, interactive conversations/discussions, Power Point presentations, etc. as well as whether and how to share their position papers orally. (For example, a paper could be cut into paragraph sections to use as captions on a visual display, or it could be rehearsed as something to read aloud. If read aloud, it could be punctuated with slides or performance elements.)
- Students work individually or in small groups, as is indicated by discussion above and by the groups they've chosen to research, to plan their presentations.
- Teacher checks in to help guide the planning.
- Teacher leads group check-in at end of class to find out what each individual or group is planning, in order for the teacher to plan/schedule the overall event.

Assessment Notes:

Was each student or student group able to generate a specific plan for presentation?

Teacher may wish to give additional time in-class for planning, or may wish to assign the remainder of the performance planning as homework.

Lesson Plan 38: Planning to Share the Projects

Overview: Teacher guides students in planning event to share what they've learned: Whom will they invite? (Parents? Other classes? Community members? Etc.) Students write invitations and plan presentation event.

Learning Objectives/Outcomes: Students will consider their audience and plan an appropriate presentation for sharing their learning.

EALRs:

Social Studies Skills Interpersonal and Group Process Skills 2.1 Understand and use interpersonal and group process skills required by citizens in a democratic society.

Communications 3.1 Uses knowledge of topic/theme, audience, and purpose to plan presentations.

Materials Needed:

- Student work to date, including position papers and other ideas/resources they've identified to help present their individual projects
- School calendar or other information about available venues/times for sharing

Guiding Questions:

How can learning best be communicated to an audience?

Teacher/Student Activities:

- Teacher shares with students the scope of planned individual/group presentations
- Teacher leads planning session: with whom do the students want to share what they've learned? Teacher lists ideas, leads decision making process on audience for event and on best available time/venue to hold event. Will audience be another class or classes in the school? The general public? Parents? Will the classroom be large enough? Would a lunchroom or gym be a better spot, if available? Etc.
- Teacher leads class in group composition of a letter of invitation.
- Students write as individuals or as a classroom to invite their desired audience to the event.
- Teacher leads students in discussion of other elements they'd like to include, e.g., will the event be an open gallery sort of affair? An open-house with a formal introduction/welcome by someone? If so, whom? Will there be refreshments? Who will provide them? Who will set up tables, displays, etc. if the event will be out of the classroom? Who will organize, clean, etc. in the classroom if that will be the venue?
- Students volunteer for or are assigned responsibilities re: above.

Assessment Notes:

Did each student participate in composing and/or writing invitations? Did every student participate in decision making? Is every student participating in some way to help the event go smoothly as planned?

Lesson Plan 39: Sharing the Projects

Overview: Projects are shared with an audience from outside the classroom.

Learning Objectives/Outcomes: Students will present their projects and answer questions from an audience about what they've learned.

EALRs:

Communications 3.2 Uses media and other resources to support presentations.

Communications 3.3 Uses effective delivery

Materials needed:

- Student displays and presentations

Guiding questions:

How can learning best be communicated to an audience?

Teacher/Student Activities:

- Teacher assists students in welcoming audience, explaining project, acting as m.c. if appropriate
- Students present their projects to their invited audience and answer audience members' questions about what they've learned during the course of the unit study

Assessment Notes:

Was every student able to communicate clearly to his/her audience, appropriate to the form chosen for communication? (i.e., a performance, a poster display, an interactive discussion, etc.)

Lesson Plan 40 - Reflection

Overview: Teacher leads debrief of project and presentation.

Learning Objectives/Outcomes: Students will reflect on what they've learned.

EALRs:

Communication 4.1 Assesses effectiveness of one's own and others' communication

Communication 4.2 Sets goals for improvement

Guiding Questions:

What have we learned from this project? What do we want to learn more of?

Teacher/Student Activities:

- Teacher leads group discussion: What was learned? What new skills were acquired? What questions were raised? What role do traditional arts play in helping cultural groups respond to challenges? What have been the most effective ways communities have found to maintain their cultural cohesiveness and viability in the face of challenges? What do we (students and teacher) want to do (if anything) or already do to maintain our own cultures?
- Students write individual reflective paragraphs addressing one or more of the above questions and setting forth one or more goals for guiding future learning.

Assessment Notes:

Was each student able to identify specific learning and set one or more specific goals?