

Teacher Materials

Staging the Question: Agency and Action

Featured Sources

- **Video:** [*The Fish Wars: Four Simple Truths*](#)—Watch this video and think about why Native Nations took bold action to defend the rights guaranteed in their treaties with the U.S. government.
- **Map:** *Native Nations of the Pacific Northwest*—Examine the map and observe the many Native Nations of the Pacific Northwest. See where Native communities and their supporters staged fish-ins during the Fish Wars.
- **Optional Extension Essay:** “Treaties in the Pacific Northwest: Promises Made and Broken”—Hear from the expert. Read what educator and writer Shana Brown (Yakama Nation) has to say about the agency of individuals and communities to take action and effect change.

Student Tasks

- [*Agency and Action*](#)

Student Outcomes

KNOW

Leaders of Pacific Northwest Native Nations signed treaties ceding thousands of acres of lands to the U.S. government in exchange for lands and a guarantee of perpetual access to ancestral fishing, hunting, and gathering sites (“usual and accustomed” grounds). The ceded lands later became the states of Washington and Oregon; these states passed laws that restricted Indians’ treaty rights to fish.

UNDERSTAND

Native People took different kinds of actions to challenge state laws restricting treaty rights to fish; their actions were met with fierce social and political backlash.

DO

Cite supporting evidence for facts that explain the issues at stake for Native People and Nations of the Pacific Northwest during the Fish Wars.

Standards

[C3 Dimension Standards]

D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Staging the Question Lesson Procedures

Anticipatory Set

- Ask students to consider different kinds of actions people might take to address something they believe is unjust (unfair). Examples might include protesting, boycotting, approaching an authority who has the power to address the issue, inviting friends to join the cause, starting a group or club, or initiating a petition.
- Preview the video [*The Fish Wars: Four Simple Truths*](#). Explain that this short-animated film provides helpful background about a series of battles waged in the Pacific Northwest that collectively became known as the Fish Wars.

Guided Practice, Instruction, and Formative Assessment

Teacher TIP: Students may have to watch the video more than once to determine what quotations back up the provided facts.

Part A—Supporting Facts

- Have students watch the video [*The Fish Wars: Four Simple Truths*](#) and complete Part A of the [*Agency and Action*](#) worksheet. Students will identify quotations that explain what issues were at stake for Native People and Nations of the Pacific Northwest during the Fish Wars.

Teacher TIP: These four paraphrased facts come from the video [*The Fish Wars: Four Simple Truths*](#). Students quote or paraphrase evidence from the video that supports these facts.

The Fish Wars: Four Simple Truths	Quotations from the video that supports the facts
Native Nations signed treaties ceding lands.	
States violated treaties.	
Native Nations took action to challenge the states' actions.	
Racism played a role in the Fish Wars.	

Check for Understanding

- Students should understand that Native People took different kinds of actions to challenge state laws restricting treaty rights to fish; their actions were met with fierce social and political backlash.
- Before moving on to supporting question one, informally assess student understanding by posing questions such as: What were some of the actions Native Nations took? What is backlash and why do you think it occurred during the Fish Wars? If laws are not fair, what can everyday people do to change them?

Preview

- Guide students in an exploration of the interactive map, *Native Nations of the Pacific Northwest*. Highlight the many Native Nations and the abundance and diversity of waterways. Students can see where Native communities and their supporters staged fish-ins during the Fish Wars.
- Introduce the compelling question: *What kinds of actions can lead to justice?*
- Have students make predictions about what kinds actions people might take to secure treaty-protected rights to fish and hunt in their “usual and accustomed” grounds.