
**The Pacific Northwest Fish Wars:
What Kinds of Actions Can Lead to Justice?**

Grades

- 9-12

Subjects

- History
- Government and Civics
- Social Studies

Key Message

Despite treaty laws that legally protected lifeways of Pacific Northwest Nations, Native communities faced immense challenges to abandon their “usual and accustomed” fishing grounds. In response, Native communities petitioned the United States government to honor treaty language. In addition, they planned and implemented diverse strategies to achieve justice. The Fish Wars of the 1960s and 1970s were pivotal in enforcing treaty fishing rights at “usual and accustomed” locations. Indian fishers staged fish-ins to challenge state forces. In return, these modern-day warriors faced harassment, violence, and arrests. Native Nations turned to the courts and sued the states of Washington and Oregon. Ultimately, the courts reaffirmed tribes’ treaty fishing rights; however, the decision was not met with widespread acceptance. The outcomes of the Boldt Decision continue to carry weight for Native and non-Native communities alike.

Pedagogical Approach

- This online lesson provides teachers and students with Native perspectives about an important campaign initiated by Native communities and their supporters to honor the treaty rights and sovereignty of Native Nations of the Pacific Northwest. This lesson asks the question: *What kinds of actions can lead to justice?* in order to compel students to think about the agency of Native Nations to rectify injustices. This question however, also encourages students to think about the actions, agency, and outcomes that might be universal to all social or political movements. In any social or political movement that addresses a perceived wrong, differing perspectives should be considered. In this lesson, we feature the perspectives of Native Nations while also offering the viewpoints held by other stakeholders—namely, the states of Washington and Oregon along with commercial and sports fishers.

- This module utilizes the Inquiry Design Model (IDM), which implements the C3 Inquiry Arc and the C3 Framework Dimension Standards into a student-centered inquiry-based approach to teaching and learning. Like the IDM, our approach seeks to “honor teachers’ knowledge and expertise and avoids over prescription by highlighting key elements, offering pedagogical suggestions, and relying on teacher expertise and experience.”¹ Likewise, our module includes an inquiry blueprint that outlines supporting questions, featured sources, and performance tasks necessary for students to construct arguments that pertain to the compelling question. In addition to embodying the C3 Framework and IDM, this module utilizes elements of Understanding by Design (UbD) and Universal Design for Learning (UDL).²

Overarching Standards

Performance tasks in this module revolve around the skills outlined in the Common Core State Standards (CCSS) and the C3 Framework Dimension Standards, which seek to elaborate on the CCSS by diving deeper into skills necessary for college, career, *and civic life*.³ In an effort to provide skills-based assessments and to meet the needs of a diverse body of teachers, we have elected to use these two nationally recognized sets of skills-based standards. The standards we list correlate to measureable objective-based assessment through formative and summative performance tasks. The content and themes in this module are highly influenced by the National Council for the Social Studies National Curriculum for Social Studies, specifically in the ten themes of social studies and NMAI’s own Framework for Essential Understandings about American Indians. We also considered other nationally recognized sets of standards, such as the Framework for Twenty-First Century Learning and the Council for Exceptional Children’s Ethical Principals and Professional Practice Standards for Special Educators. While exploring the stages of this inquiry notice that corresponding Common Core Anchor Standards follow each set of grade-level standards.

1 S. G., Grant, Kathy Swan, and John Lee, *Inquiry-based Practice in Social Studies Education: Understanding the Inquiry Design Model* (New York: Routledge and C3 Teachers, 2017).

2 Grant Wiggins and Jay McTighe, *Understanding by Design*, (Alexandra, VA: Association for Supervision and Curriculum Development, 2005); Ron Mace, *Center for Universal Design*, (1997).

3 John Lee and Kathy Swan, “The C3 Framework and the Common Core State Standards,” in *Social Studies For The Next Generation: Purposes, practices, and implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, *NCSS Bulletin 113*, (2013): xxii-xxiii; NCSS, “How to Read the C3 Framework,” *NCSS Bulletin 113*, (2013): 12-13.

[C3 Dimension Standards]

D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.WHST.9-10.1: Write [construct] arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST11-12.1: Write [construct] arguments focused on discipline-specific content.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

IDM Blueprint

| | | | |
|---|---|--|--|
| Compelling Question | What Kinds of Actions Can Lead to Justice? | | |
| Standards | <p>D1.5.9-12. Determining sources from multiple points of view. . . D4.1.9-12. Constructing evidence-based arguments from multiple sources. . . D4.3.9-12. Present adaptations of arguments. . .using print and oral technologies. . . CCSS.ELA-LITERACY.WHST.9-10.1 and CCSS.ELA-LITERACY.WHST11-12.1 Write [construct] arguments focused on <i>discipline-specific content</i>.</p> | | |
| Staging the Question | Watch the short video The Fish Wars: Four Simple Truths and identify evidence that supports facts about what was at stake for Native People and Nations during the Fish Wars. | | |
| Supporting Question One | Supporting Question Two | Supporting Question Three | |
| How did people take action during the Fish Wars? | What happened after the Fish Wars went to court? | Were the Fish Wars resolved? | |
| Formative Performance Task | Formative Performance Task | Formative Performance Task | |
| Introduce concise claims by crafting a headline and lead sentence of a journalistic report that highlights the ways that people took action. | Cite evidence and make claims using an interactive resources annotator to identify types of backlash Native peoples and their supporters encountered. | Craft a claim supported by evidence that addresses to what extent the Fish Wars were resolved. | |
| Featured Sources | Featured Sources | Featured Sources | |
| Video: The Fish Wars: Issues at Stake Opposing Perspectives: Native Nations and Washington State Narrative Case Study: Strategies for Taking Action Timeline: The Fish Wars: Time Immemorial to 1974 | Video: The Boldt Decision Opposing Perspectives: Native Nations and Washington State Case Study: Backlash to Bolt Timeline: The Fish Wars: 1974 to 1979 | Case Study: The Fish Wars: Examine the Evidence Timeline: The Fish Wars: 1979 to 2014 | |
| Summative Performance Task | Argument: What kinds of actions can lead to justice? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that discusses how Native People and their supporters took action during the Fish Wars using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views. | | |
| Mapping Informed Action | Understand: The unique characteristics and challenges of art as civic action and how artist Matika Wilbur takes informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures. | | |
| | Assess: How and why informed actions are organized in order to enact social or political change. | | |
| Taking Informed Action | Act: NK360° Framework for Taking Informed Action | | |

Pedagogical Framework

KNOW

Treaties are legal promises between nations and are the “supreme Law of the Land” as established through Article VI of the U.S. Constitution. Pacific Northwest Native Nations signed treaties with the U.S. government in order to secure a portion of their historical lands and guarantee perpetual access to ancestral fishing, hunting, and gathering sites, known as “usual and accustomed” grounds.

- **Staging the Question:** 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.
- **Supporting Question One:** State laws attempted to limit Indian fishing to reservation lands only. The Fish Wars were an organized movement to reaffirm Pacific Northwest Native Nations’ treaty rights to fish at their usual and accustomed fishing places, both on and off their reservations.
- **Supporting Question Two:** Article VI of the U.S. Constitution defines treaties between nations as the supreme law of the land. *U.S. v. Winans* (1905) affirmed the treaty rights of the Yakama Nation and other Native Nations to fish and hunt in ancestral fishing locations or their “usual and accustomed” places. *U.S. v. Washington* (1974) reaffirmed Native Nations’ right to fish and hunt at usual and accustomed places and established a guarantee of fifty percent of the salmon harvest for treaty tribes.
- **Supporting Question Three:** The sustainability of fish runs remains a challenge for both Native Nations and Washington State.

UNDERSTAND

Native Nations throughout the Pacific Northwest encountered legal and social barriers to exercising their treaty rights. Individuals and communities led strategic civil disobedience campaigns and used the U.S. court system to educate the public and reaffirm treaty rights. The total success of the Fish Wars is debatable: not all tribal nations benefitted and the sustainability of fish runs in the Pacific Northwest remains at risk.

- **Staging the Question:** 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.
- **Supporting Question One:** The Fish Wars gained momentum in the mid-1960s. Despite enormous pressure to abandon their campaign, including violence from state officials, leaders of the Fish Wars implemented a series of strategies to achieve the movement’s goals, including building coalitions and educating the public, exercising civil disobedience, and garnering sustained regional and national media attention.



- **Supporting Question Two:** Since the nineteenth century, Pacific Northwest Native Nations have used the United States court system as a vehicle to affirm and reaffirm treaty rights. Federal Judge George Boldt's ruling in *U.S. v. Washington* set a precedent for reaffirming treaty rights of many Native Nations. Boldt's decision provoked backlash from the state of Washington and non-Indian fishing organizations.
- **Supporting Question Three:** There are competing viewpoints about the success of the Fish Wars, and not all issues raised were resolved.

DO

What kinds of actions can lead to justice? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that discusses how Native People and their supporters took action during the Fish Wars using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.

- **Staging the Question:** Cite supporting evidence for facts that explain the issues at stake for Native People and Nations of the Pacific Northwest during the Fish Wars.
- **Supporting Question One:** Introduce concise claims by crafting a headline and lead sentence of a journalistic report that highlights the ways in which people took action during the Fish Wars.
- **Supporting Question Two:** Cite evidence and make claims using an interactive resource annotator to identify types of backlash Native People and their supporters encountered.
- **Supporting Question Three:** Craft a claim supported by evidence that addresses to what extent the Fish Wars were resolved.

Suggested Pacing Guide

Traditional Schedule:

| Stage | Assessment Materials | Standards |
|---|---|--|
| Day 1 Staging the Question | <u>Agency and Action</u> [Parts A-B] | [C3] D2.Civ.1.9-12. Distinguish the powers and responsibilities of . . .civic and political institutions. [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text. . .summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts. . . |
| Day 2 Supporting Question 1 | <u>Taking Action</u> [Part A] | [C3] D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. D2.Civ.12.9-12. Analyze how people use and challenge. . .laws to address a variety of public issues. |
| Day 3 Supporting Question 1 | <u>Taking Action</u> [Parts B-C] <u>The Fish Wars: Time Immemorial to 1974</u> | [CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts. . . |
| Day 4 Supporting Question 2 | <u>Resource Annotator Example</u> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative performance task.</i> <u>Backlash to Boldt</u> [Parts A-B] <u>The Fish Wars: 1974 to 1979</u> | [C3] D2.Civ.12.9-12. Analyze how people use and challenge. . . laws to address a variety of public issues. [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence. . . CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text. . .summarize the key supporting details and ideas. |
| Day 5 Supporting Question 3 | <u>Resource Annotator Example</u> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative performance task.</i> <u>Were the Fish Wars Resolved?</u> [Part A] <u>The Fish Wars: 1979 to 2014</u> | [C3] D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. . . D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. [CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims. . .using valid reasoning and relevant and sufficient evidence. |
| Day 6-7 Summative Performance Task | <u>The Fish Wars: Time Immemorial to 2014</u> <u>The Independent Observer Constructing Evidence-Based Arguments</u> What kinds of actions can lead to justice? Construct an argument addressing the compelling question. | [C3] D1.5.9-12. Determining sources from multiple points of view. . . D4.1.9-12. Constructing evidence-based arguments from multiple sources. . . D4.3.9-12. Present adaptations of arguments. . .using print and oral technologies. . . [CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. |
| Day 8 Mapping Informed Action | <i>Optional Extension</i> <u>Project 562</u> [Parts A-C] | [C3] D4.7.9-12. Assess options for individual and collective action. . . D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of. . .problems. . . [CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| Day 9 Mapping Informed Action | <i>Optional Extension: Expository Writing</i> <u>Standards-Based Rubric</u> [Part D] | [CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| Extension 1-3 Days Taking Informed Action | <u>NK360° Framework for Taking Action</u> | [C3] D4.7.9-12. Assess options for individual and collective action. . . D4.8.9-12. Apply a range of deliberative and democratic strategies. . .make decisions and take action. . . |

Block Schedule:

| Stage | Assessment Materials | Standards |
|--|---|---|
| Day 1 Staging the Question Supporting Question 1 | <u>Agency and Action</u> [Parts A-B] | <p>[C3] D2.Civ.1.9-12. Distinguish the powers and responsibilities of . . .civic and political institutions. [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text. . .summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts. . .</p> |
| | <u>Taking Action</u> [Part A] | <p>[C3] D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. D2.Civ.12.9-12. Analyze how people use and challenge. . .laws to address a variety of public issues. [CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts. . .</p> |
| Day 2 Supporting Question 1 Supporting Question 2 | <u>Taking Action</u> [Parts B-C] <u>The Fish Wars: Time Immemorial to 1974</u> | <p>[C3] D2.Civ.12.9-12. Analyze how people use and challenge. . .laws to address a variety of public issues. [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence. . . CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text. . .summarize the key supporting details and ideas.</p> |
| | <u>Backlash to Boldt</u> [Part A] | |
| Day 3 Short Day Supporting Question 2 | <u>Resource Annotator Example</u> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative performance task.</i> <u>Backlash to Boldt</u> [Part B] <u>The Fish Wars: 1974 to 1979</u> | <p>[C3] D2.Civ.12.9-12. Analyze how people use and challenge. . .laws to address a variety of public issues. [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence. . . CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text. . .summarize the key supporting details and ideas.</p> |
| Day 4 Supporting Question 3 | <u>Resource Annotator Example</u> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative performance task.</i> <u>Were the Fish Wars Resolved?</u> [Part A] <u>The Fish Wars: 1979 to 2014</u> | <p>[C3] D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. . . D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. [CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims. . .using valid reasoning and relevant and sufficient evidence.</p> |
| Day 5 Summative Performance Task | <u>The Fish Wars: Time Immemorial to 2014</u> <u>The Independent Observer Constructing Evidence-Based Arguments</u> What kinds of actions can lead to justice? Construct an argument addressing the compelling question. | <p>[C3] D1.5.9-12. Determining sources from multiple points of view. . . D4.1.9-12. Constructing evidence-based arguments from multiple sources. . . D4.3.9-12. Present adaptations of arguments. . .using print and oral technologies. . . [CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> |
| Day 6 Mapping Informed Action | <u>Optional Extension</u> <u>Project 562</u> [Parts A-C] <u>Standards-Based Rubric</u> [Part D] | <p>[C3] D4.7.9-12. Assess options for individual and collective action. . . D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of. . .problems. . . [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> |
| Extension 1-2 Days Taking Informed Action | <u>NK360° Framework for Taking Action</u> | <p>[C3] D4.7.9-12. Assess options for individual and collective action. . . D4.8.9-12. Apply a range of deliberative and democratic strategies. . .make decisions and take action. . .</p> |

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?

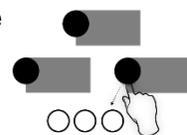
Preview

- 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.

Supporting Question One: How Did People Take Action During the Fish Wars?

Featured Sources

- **Video:** [*The Fish Wars: Issues at Stake*](#)—Hear from American Indians and their supporters about why they took action during the Fish Wars.
- **Opposing Perspectives:** Native Nations and Washington State—Consider differing perspectives and read what both Native Nations and Washington State had to say about the issues at stake during the Fish Wars.
- **Narrative Case Study:** Strategies for Taking Action—Explore videos, images, testimony, and other sources that reveal the significance of coalitions, media, and civil disobedience during the Fish Wars.
- **Drag-and-Drop Timeline:** [*The Fish Wars: Time Immemorial to 1974*](#)—Use this interactive timeline to review and sort key events of the Fish Wars, from time immemorial to 1974.



Student Tasks

- [*Taking Action*](#)

Student Outcomes

KNOW

State laws attempted to limit Indian fishing to reservation lands only. The Fish Wars were an organized movement to reaffirm Pacific Northwest Native Nations' treaty rights to fish at their usual and accustomed fishing places, both on and off their reservations.

UNDERSTAND

The Fish Wars gained momentum in the mid-1960s. Despite enormous pressure to abandon their campaign, including violence from state officials, leaders of the Fish Wars implemented a series of strategies to achieve the movement's goals, including building coalitions and educating the public, exercising civil disobedience, and garnering sustained regional and national media attention.

DO

Introduce concise claims by crafting a headline and lead sentence of a journalistic report that highlights the ways in which people took action during the Fish Wars.

Standards

[C3 Dimension Standards]

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.WHST.9-10.2.A: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.9-10.2.D: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.WHST.11-12.2.A: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.D: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Supporting Question One Lesson Procedures

Anticipatory Set

- Show students the short video [The Fish Wars: Issues at Stake](#). The video highlights three individuals who actively participated in the Fish Wars and introduces the kinds of resistance people faced in creating social and legal change. Students might briefly reflect on the messages from the video and consider what was at stake for Native People and Nations.

Review

- Direct students to the featured sources found in the opposing perspectives section.
- Ask students to identify the perspectives represented, (Native Nations and Washington State) and consider why it is important to examine differing viewpoints (opposing perspectives) when investigating controversial issues.

Guided Practice, Instruction, and Formative Assessment

Teacher TIP: The narrative case study *Strategies for Taking Action* features three chapters (coalition building, media attention, and civil disobedience). It is important for students or student pairs to review each chapter of the case study.

Part A—Strategies for Action

- In Part A of the [Taking Action](#) worksheet students define each strategy and determine how the strategy contributed to achievements for Native People and their supporters during the Fish Wars.
- Ask students to review the sources in the case studies. Check for understanding by asking questions and conducting an informal assessment of the essential understanding for this section: The Fish Wars gained momentum in the mid-1960s. Despite enormous pressure to abandon their campaign leaders of the Fish Wars implemented a series of strategies to achieve the movement’s goals, including building coalitions, exercising civil disobedience, and sustaining regional and national media attention.

| Strategy | Define the strategy in your own words | What did the strategy achieve in the Fish Wars? |
|--------------------|---|--|
| Coalition building | Example description: A coalition is a group of people working together to achieve a common goal. | Example: When Native Nations joined together to demand treaty rights be honored, they were able to accomplish more than if they worked alone. |
| Media attention | | |
| Civil disobedience | | |

Teacher TIP: Before students begin their source investigation, consider modeling how to interpret different primary and secondary sources. Remind students to use the provided discussion questions to think about why people built coalitions, exercised civil disobedience, and sustaining media attention in order to address the issues at stake in the Fish Wars.

Part B—Crafting Headlines

Teacher TIP: Parts B and C on the [Taking Action](#) worksheet will prepare students for the summative performance task, which is to construct an evidence-based, argumentative news article.

- Students first craft a headline that brings attention to the issues at stake in the Fish Wars and the ways in which people took action. Remind students that their headline should be compelling and concise, engage their audience, and feature accurate information.

Part C—Hook Your Reader

- Finally, students write a clear, concise, and engaging lead (opening sentence) of a journalistic report. A scaffolding example is provided for students in Part C of the [Taking Action](#) worksheet.

Check for Understanding

Teacher TIP: Students can use the first interactive timeline [The Fish Wars: Time Immemorial to 1974](#) to review the events of the Fish Wars covered so far in the inquiry. The timeline is separated into three segments and presented in its entirety at the end of the inquiry. Students will see sources such as news articles, quotations, and images that correspond to the section of the inquiry they most recently explored. Students can drag and drop timeline entries for each segment of the timeline into the appropriate order. If an entry is dropped into the incorrect space on the timeline the event will bounce back; to find out more about the event students can click the entry.

- At this point in the inquiry, students should understand that the Fish Wars gained momentum in the mid-1960s and that despite enormous pressure to abandon their campaign, which included violence by state officials, leaders of the Fish Wars implemented a series of strategies to achieve the movement's goals.
- Remind students that there are many kinds of actions that can lead to justice. Students should now have a sense of how building coalitions, exercising civil disobedience, and gathering the media's attention were significant to the Fish Wars. Ask students to consider other kinds of actions that might be needed. Students might think about other civil rights movements and the actions that these movements used to achieve their goals.

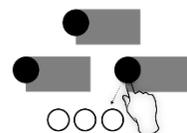
Preview

- In the next supporting question: *What happened after the Fish Wars went to court?* students examine how Native Peoples and their supporters used the courts to achieve justice. Preview the next supporting question by asking students what types of backlash civic actors may encounter.

Supporting Question Two: What Happened After the Fish Wars Went to Court?

Featured Sources

- **Video:** [The Boldt Decision](#)—What was the Boldt Decision and why is it important? Watch this video to learn about how Native Nations took the Fish Wars to the courts.
- **Opposing Perspectives:** Native Nations and Washington State—Consider differing perspectives. See what the plaintiffs and defendants presented to the court in *U.S. v. Washington*.
- **Case Study:** Backlash to Boldt—See what happened after Judge Boldt issued his ruling in *U.S. v. Washington*. Review news articles, images, and testimony to uncover the kinds of backlash faced by Native communities.
- **Drag-and-Drop Timeline:** [The Fish Wars: 1974 to 1979](#)—Use this interactive timeline to review and sort key events of the Fish Wars, from 1974 to 1979.



Student Tasks

- **Resource Annotator Example**—This supporting question includes an interactive resource annotator. Students use the annotator tool to mark up each source and caption. They can use up to five pins for each source to make notes about the theme: *backlash*.
- [Backlash to Boldt](#)



Student Outcomes

KNOW

Article VI of the U.S. Constitution defines treaties between nations as the supreme law of the land. *U.S. v. Winans* (1905) affirmed the treaty rights of the Yakama Nation and other Native Nations to fish and hunt in ancestral fishing locations or their “usual and accustomed” places. *U.S. v. Washington* (1974) reaffirmed Native Nations’ right to fish and hunt at usual and accustomed places and established a guarantee of fifty percent of the salmon harvest for treaty tribes.

UNDERSTAND

Since the nineteenth century, Pacific Northwest Native Nations have used the United States court system as a vehicle to affirm and reaffirm treaty rights. Federal Judge George Boldt’s ruling in *U.S. v. Washington* set a precedent for reaffirming treaty rights of many Native Nations. Boldt’s decision provoked backlash from the state of Washington and non-Indian fishing organizations.

DO

Cite evidence and make claims using an annotator tool to identify types of backlash Native People and their supporters encountered.

Standards

[C3 Dimension Standards]

D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Supporting Question Two Lesson Procedures

Anticipatory Set

- Ask students to identify the role of the judicial branch of the United States federal government (interprets the laws and makes sure that they are constitutional).
- Explain to students that if the president or another member of the executive branch chooses to ignore a federal court ruling, there is very little that the federal courts can do about it. You may cite the American Indian Removal Act or the delay enforcing *Brown v. Board of Education of Topeka*, regarding school integration. Lead a discussion with students about what might happen should there be a delay or lack of enforcement of federal court rulings (constitutional crisis).
- Show students the short video [The Boldt Decision](#) in preparation for Part A of the [Backlash to Boldt](#) worksheet.

Review

Teacher TIP: Students may need to watch the video multiple times in order to grasp the chronology and significance of the many cases that Native Nations brought to the federal courts.

Part A—Laws Matter

- After watching the video [The Boldt Decision](#), students use Part A of the [Backlash to Boldt](#) worksheet to explain why selected facts from the video are significant to the Fish Wars.
- Review with students the key issues at stake in the Fish Wars and the different actions Native People and their supporters took in order to effect change. Discuss with students the role of the courts as a vehicle for achieving justice. Ask students to think of other civil rights movements that used the courts to address issues of injustice. To what extent were these movements successful?

Guided Practice, Instruction, and Formative Assessment

Opposing Perspectives

Teacher TIP: Before students explore the case study Backlash to Bolt, have them review a summary of the arguments presented before the court by the plaintiffs (Native Nations) and defendants (Washington State, joined by General Fisheries Conservation and Management, Department of Fisheries Policies and Practices, and Department of Game Policies and Practices).

Part B—Identifying Backlash

- Remind students of the earlier discussion about the role of the judicial branch and the possibility of a constitutional crisis (when the court's ruling is not enforced).
- Have students examine the Backlash to Bolt case study using the interactive [Resource Annotator Example](#) to identify *backlash*. Sources will demonstrate what could happen if there is no enforcement of a federal court's ruling (constitutional crisis). Before students begin, define *backlash* (a sudden and adverse reaction, especially to a political or social event). Ask students to share out examples of backlash. Examples could be hypothetical or historical in nature.

- Preview the annotator tool with students: Students use the tool to highlight examples of backlash shown in the sources and then annotate their selections by typing explanations that describe why the source shows evidence of backlash.

Teacher TIP: Students can print or download and save their annotations as they review each source.

Check for Understanding

Teacher TIP: Students can use the second interactive timeline [The Fish Wars: 1974 to 1979](#) to review the events of the Fish Wars covered so far in the inquiry. The timeline is separated into three segments and presented in its entirety at the end of the inquiry. Students will see sources such as news articles, quotations, and images that correspond to the section of the inquiry they most recently explored. Students can drag and drop timeline entries for each segment of the timeline into the appropriate order. If an entry is dropped into the incorrect space on the timeline the event will bounce back; to find out more about the event students can click the entry.

- At this point in the inquiry, students should understand that since the nineteenth century, Pacific Northwest Native Nations have used the United States court system as a vehicle to affirm and reaffirm treaty rights. Federal Judge George Boldt's ruling in *U.S. v. Washington* set a precedent for reaffirming treaty rights of many Native Nations and Boldt's decision was met with backlash from the state of Washington and non-Indian fishing organizations.

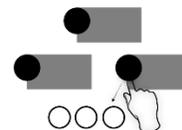
Preview

- Return to the next supporting question: *What happened after the Fish Wars went to court?*
- Ask students—based on evidence presented so far in the inquiry—were the issues at stake in the Fish Wars resolved in the courts? Why or why not?
- In supporting question three, students will weigh evidence from contemporary sources to evaluate the extent to which the Fish Wars were resolved.

Supporting Question Three: Were the Fish Wars Resolved?

Featured Sources

- **Case Study:** The Fish Wars: Examine the Evidence—Examine videos, images, quotations, and other sources about the extent to which the Fish Wars were resolved.
- **Drag-and-Drop Timeline:** [*The Fish Wars: 1979 to 2014*](#)—Use this interactive timeline to review and sort key events of the Fish Wars, from 1979 to 2014.



Student Tasks

- **[*Resource Annotator Example*](#)**—This supporting question includes an interactive resource annotator. Students use the annotator tool to mark up each source and caption. They can use up to five pins for each source to make notes that support that YES or MAYBE the Fish Wars were resolved.
- **[*Were the Fish Wars Resolved?*](#)**



Student Outcomes

KNOW

The sustainability of fish runs remains a challenge for both Native Nations and Washington State.

UNDERSTAND

There are competing viewpoints about the success of the Fish Wars, and not all issues raised were resolved.

DO

Craft a claim supported by evidence that addresses to what extent the Fish Wars were resolved.

Standards

[C3 Dimension Standards]

D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.WHST.9-10.1.A: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.A: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Supporting Question Three Lesson Procedures

Anticipatory Set

- Ask students to define success. Students might provide examples of times in which they have achieved success. How did they know they were successful?

Review

- Review the issues at stake in the Fish Wars and the ways in which people took action.
 - **Issues:** sovereignty, treaty rights, cultural survival
 - **Actions:** civil disobedience, forming coalitions, sustaining media attention, going to the courts.
- Ask students: At this stage of the inquiry, how would you assess the extent to which the issues are resolved?

Guided Practice, Instruction, and Formative Assessment

Teacher TIP: Students can work independently to review the sources in the evidence kit.

Interactive Annotator Tool

- Using the interactive **Resource Annotator Example** students examine the sources featured in the case study The Fish Wars: Examine the Evidence and craft a claim about the extent to which the Fish Wars were resolved.
- Students can use the highlighter to identify selections of sources that support either a “yes” or a “maybe” claim.
- Students annotate each source and justify how the source supports one of the two possible claims.
 - **“Yes” claim:** The Fish Wars were resolved.
 - **“Maybe” claim:** The Fish Wars were resolved in some ways, but not in others.

Teacher TIP: A “no” claim is not an option in this activity. The featured sources all provide evidence that the issues at stake in the Fish Wars were at least partly resolved. The Boldt Decision was a precedent setting case for re-affirming the treaty rights of American Indians.

Crafting a Claim

Part A—Crafting Evidence-Based Claims

- Students craft their own evidence-based claim about the extent to which the issues at stake in the Fish Wars were resolved. Students record their claims on Part A of the **Were the Fish Wars Resolved?** worksheet. Students select a stance (yes or maybe) and develop their claim. To conclude, students determine at least three pieces of evidence that support their claim.

Check for Understanding

Teacher TIP: Students can use the third interactive timeline [The Fish Wars: 1979 to 2014](#) to review the events of the Fish Wars covered so far in the inquiry. The timeline is separated into three segments and presented in its entirety at the end of the inquiry. Students will see sources such as news articles, quotations, and images that correspond to the section of the inquiry they most recently explored. Students can drag and drop timeline entries for each segment of the timeline into the appropriate order. If an entry is dropped into the incorrect space on the timeline the event will bounce back; to find out more about the event students can click the entry.

- Another way to check for understanding is to conduct a barometer activity. There are many ways to conduct this type of informal assessment.
- Vote with Your Feet/Claim Corners: Post two signs in different corners or sections in the room: One sign reads “Yes” and the other reads “Maybe.” Students move to the corner or section of the room that represents their viewpoints on the resolution of the Fish Wars. Guide a discussion addressing the strengths and limitations of each claim (yes/maybe) and how students have evaluated the evidence for each position. Allow students to change their mind in the face of new and compelling evidence
- Claim Continuum: Have students place themselves on a continuum between “yes” and “maybe” based on how strongly they feel. Ask students to justify why they have placed themselves in a particular place. The goal of sharing out is to get other students to move based on evidence and rationale.

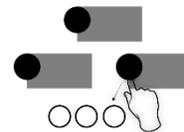
Preview

- Reintroduce the compelling question: *What kinds of actions can lead to justice?* Prime students by asking probing questions and prompting students to reference evidence that supports their claims.

Summative Performance Task

Featured Sources

- **Timeline:** [*The Fish Wars: Time Immemorial to 2014*](#)—See the full story. Explore an interactive timeline of the Fish Wars from time immemorial to 2014.



Student Task

- **Summative Performance Task:** [*The Independent Observer: Constructing Evidence-Based Arguments*](#)—Create your own news article that addresses the many actions Native communities and their supporters used during the Fish Wars of the 1960s and 1970s.



Student Outcomes

KNOW

Treaties are legal promises between nations and are the “supreme law of the land,” as established through Article VI of the U.S. Constitution. Pacific Northwest Native Nations signed treaties with the U.S. government in order to secure a portion of their historical lands and guarantee perpetual access to ancestral fishing, hunting, and gathering sites, known as “usual and accustomed” grounds.

UNDERSTAND

Native Nations throughout the Pacific Northwest encountered legal and social barriers to exercising their treaty rights. Individuals and communities led strategic civil disobedience campaigns and used the U.S. court system to educate the public and reaffirm treaty rights. The total success of the Fish Wars is debatable: not all tribal nations benefitted, and the sustainability of fish runs in the Pacific Northwest remains at risk.

DO

What kinds of actions can lead to justice? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that discusses how Native People and their supporters took action during the Fish Wars using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.

Standards

[C3 Dimension Standards]

D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.WHST.9-10.1: Write [construct] arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST11-12.1: Write [construct] arguments focused on discipline-specific content.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Summative Performance Task

Lesson Procedures

Anticipatory Set

- Return to the compelling question: *What kinds of actions can lead to justice?*
- You might revisit the supporting questions with students to refresh their understanding of key content and concepts.
- Students could reflect on the extent to which their understanding of the compelling question might have changed as they moved through the inquiry.

Review

Teacher TIP: Students can use the complete interactive timeline [The Fish Wars: Time Immemorial to 2014](#) to review the events of the Fish Wars covered in the inquiry. Students can drag and drop timeline entries for each segment of the timeline into the appropriate order. If an entry is dropped into the incorrect space on the timeline the event will bounce back; to find out more about the event students can click the entry.

Guided Practice, Instruction, and Summative Assessment

- At this point in the inquiry, students have examined sources that demonstrate that Native Nations throughout the Pacific Northwest encountered legal and social barriers to exercise their treaty rights. Individuals and communities led strategic civil disobedience campaigns and used the U.S. court system to educate the public and reaffirm treaty rights. The absolute success of the Fish Wars is debatable: not all tribal nations benefitted and the sustainability of fish runs in the Pacific Northwest remains at risk. Students should see that treaties are legal promises between nations and are the “supreme law of the land,” established through Article VI of the U.S. Constitution. Pacific Northwest Native Nations signed treaties with the U.S. government in order to guarantee perpetual access to ancestral fishing, hunting, and gathering sites, known as “usual and accustomed” grounds.
- Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims and refute counterclaims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question: *What kinds of actions can lead to justice?*

Summative Argument

- To support students’ application of evidence in building an argument, this inquiry features an interactive online news-article generator [The Independent Observer: Constructing Evidence-Based Arguments](#). Students can build a news article to construct a written argument about the compelling question. After selecting a predesigned template, students determine what featured sources from the inquiry best support their argument. Students will be able to write captions, quotations, headlines, body text, and bylines.

- It is important to note that students' arguments could take a variety of forms, including a detailed outline, graphic, presentation, or essay. Students should construct an argument in one of these forms that addresses the compelling question and acknowledges competing views, using specific claims and relevant evidence from historical sources.
- Students' arguments will vary but could include any of the argument stems presented below. Note that students should support their arguments with specific evidence from the sources they examined in the inquiry and be prepared to acknowledge competing claims or counterarguments.

Argument Stems

Teacher TIP: An argument stem serves as the thesis statement for students' arguments.

- Coalition building, civil disobedience, and targeted use of the media are actions that lead to justice. In the Fish Wars of the 1960s and 1970s, Native communities and their supporters used these strategies to bring national attention to the fact that the state of Washington was not honoring their treaty-protected rights to fish and hunt at all "usual and accustomed" places. Native Nations also used the court system, however it was the direct action campaigns that brought a spotlight to their movement. Even when courts ruled in favor of Native Nations—as in the case of the Boldt Decision—it required the persistence of individuals and communities to achieve justice. Native Nations and their supporters will need to continue to stay informed and involved because challenges like poor quality of salmon habitat could threaten the ability of future generations to exercise their treaty-protected rights.
- Individuals and communities can use the court system to achieve justice against a wrongdoing. It takes lots of persistence and knowledge of the court system. For Native Nations of the Pacific Northwest, these actions led to success. Although it took over seventy years, once Judge Boldt reaffirmed their treaty-protected rights and issued a new mandate that Native Nations were entitled to half of the fish harvest, it forced Washington State to honor the sovereignty of Native Nations and work together to find solutions. It was not easy and a lot of people resisted the court's decision. Native communities also had to form coalitions with non-Natives and other tribes, get the media to pay attention, and even protested through fish-ins and marches. Ultimately, by working through the court system, Native Nations were seen as equals to states and the federal government, which is critical for keeping salmon populations healthy for future generations.
- Many kinds of actions are needed in order for individuals and communities to achieve justice. Ultimately, people need to be informed and stay committed to the cause. Movements for justice however, are never over. In the case of the Fish Wars in the Pacific Northwest, Native Nations and their supporters used the courts, practiced civil disobedience, formed coalitions, and brought in the media so people would pay attention to how they were being treated by the state of Washington. Nations also used the courts to find justice. And while the federal courts reaffirmed Native Nations' treaty protected-rights to fish and hunt where they had always fished, some groups did not like the courts' decisions and made it extremely difficult for Native Nations to fulfill their treaty-protected rights. Today, all these actions will have been wasted if individuals and communities do not address the challenge of restoring and protecting salmon populations. People will have to keep acting—in all kinds of ways—in order to fully honor the treaty-protected rights Native Nations fought so hard to affirm.

Mapping Informed Action

An Artist Takes Action (Art as Civic Action): Matika Wilbur and Project 562

Featured Sources

- **Case Study:** An Artist Takes Action—Discover how Matika Wilbur—the founder of Project 562—organizes, plans, and acts in order to address injustices and strengthen ties to culture.

Student Tasks

- [*Project 562*](#)
- Optional Expository-Writing Extension: [*Standards-Based Assessment Rubric*](#)
- Optional Student Planning Extension: [*NK360° Framework for Taking Informed Action*](#)

Student Outcomes

KNOW

Native People, communities, organizations, and nations take informed action to mediate social and political issues.

UNDERSTAND

The unique characteristics and challenges of art as civic action and how artist Matika Wilbur takes informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures.

DO

Identify, describe, and infer the characteristics and causes of local, regional, and global problems, and the steps informed actors take in order to address these issues, then determine potential barriers to taking action and provide possible solutions.

Standards

Parts A-C—Mapping Informed Action

[C3 Dimension Standards]

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Part D—Extension Expository Essay

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Extension Taking Informed Action

[C3 Dimension Standards]

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Mapping Informed Action Lesson Procedures

Anticipatory Set—Contemporary Connection

- Introduce the topic by asking students to name contemporary artists (visual artists, photographers, performers, etc.). Ask whether students can think of examples of how these artists have used their talents and platforms to address social or political issues. To what extent were these efforts successful?
- Read the introductory text together as a class or aloud in groups. Have students summarize and share out the issues under consideration and any new information they have learned.

Guided Practice, Instruction, and Formative Assessment

Teacher TIP: This activity may be completed individually, with partners, or in groups.

Part A—Analyzing the Issue

- In Part A students analyze the sources and make inferences in order to describe the issue in need of informed action. Next, students will use the sources to identify the opposing perspectives and make inferences about possible points of agreement between the two perspectives.
- Determining issues, analyzing perspectives, and finding common ground are essential for taking informed action. While analyzing sources in this case study, students first attempt to determine the issue; next, they analyze perspectives and finally, find possible points of common ground.

Part B—Analyzing Action

Teacher TIP: We have separated informed action into five categories and provided examples for each. Please remember that these are not always fixed. For instance, social media can be used to inform and/or to advocate; starting a Go Fund Me might be initiated in order to donate, advocate, or both. The intention of this mapping model is to help students understand how smaller actions may have to be completed both while and before carrying out more extensive informed action projects.

- After students analyze the issue, perspectives, and points of agreement in Part A, they describe in detail the informed action project carried out by Matika Wilbur in Project 562.
- In the second section of Part B, students use the evidence and make inferences about possible actions that could have led to the informed action project addressed in the case study. For instance, taking informed action does not always mean organizing a march on Washington. Rather, it can be a Tweet or having an informed conversation with a peer. Often smaller actions are necessary in order to organize and carry out informed action. For example, before a coalition can gain members they might create a Facebook group in order to educate and inform possible stakeholders.

Part C—Identifying Barriers

Teacher TIP: Part C is an opportunity for discussion-based group work.

- Informed civic action often encounters barriers. Sometimes citizens and groups do not anticipate these barriers when they decide to take informed action and then, as a result, are unable to carry out their informed action. Students will make inferences about possible barriers faced by Project 562; then they will present possible solutions or ideas for overcoming these barriers.

Part D—Extension

- As an extension students can complete an expository-writing sample by synthesizing the information scaffolded in the graphic organizers and cite evidence from the case study.

Check for Understanding

- This case study is about artists as agents of change. Students should understand that Matika Wilbur takes informed action by creating and maintaining Project 562 in order to change the way people see Native America. The goal of Project 562 is to educate the nation, shift the collective consciousness, and change the way American Indians are perceived in mass media. Today, Native Nations take informed action to mediate social and political issues. Project 562 exemplifies how artists take informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures

Skills-Based Assessment

- If you elect to assess the expository-writing sample in addition to or in place of the graphic organizers, you can complete a standards-based assessment by using the attached rubric.

Teacher TIP: Students can use a blank rubric to self-edit or peer-edit. Teachers may decide to collect the self-graded rubrics or to have students compare their own scores with the teacher's scores and complete growth-based reflections.



| Standards-Based Assessment Rubric: Mapping Informed Action | |
|---|---|
| Directives & Requirements ____ / 20 (10 points each) | <input type="checkbox"/> Completely answers the directives in the prompt or writing task (explain, analyze, propose) [CCSS.ELA-LITERACY.WHST.9-10.7] <input type="checkbox"/> Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing [CCSS.ELA-LITERACY.WHST.9-10.2.E] |
| Skills & Objectives ____ / 30 (10 points each) | <input type="checkbox"/> Write informative/explanatory texts, including the narration of historical events... [CCSS.ELA-LITERACY.WHST.11-12.2; CCSS.ELA-LITERACY.WHST.9-10.2] <input type="checkbox"/> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems... and challenges and opportunities faced by those trying to address these problems over time and place [D4.6.9-12.] <input type="checkbox"/> Identify and ask significant questions that clarify various points of view and lead to better solutions [P21 Critical Thinking and Problem Solving: Solve Problems.2] |
| Grammar & Mechanics ____ / 15 (3 points each) | Demonstrates command of the conventions of standard English grammar and usage when writing... [CCSS.ELA-LITERACY.L.9-10.1] <input type="checkbox"/> 0 Grammatical Errors (15 points) <input type="checkbox"/> 1-3 Grammatical Errors (12 points) <input type="checkbox"/> 4-6 Grammatical Errors (9 points) <input type="checkbox"/> 7-10 Grammatical Errors (6 points) <input type="checkbox"/> More than 10 Grammatical Errors (3 points) |
| Grammar Mistakes: _____ | How many of these were elementary grammar mistakes? _____ |
| Score ____ / 65 | Name: _____ |
| Letter Grade: _____ | |

Teacher TIP: The score can be in a 1 to 10 point range for each box. A checkmark indicates a 10/10-point score.

Teacher TIP: Teachers may want to highlight or indicate the areas in which students can improve.

Teacher TIP: One way to reinforce correction of elementary grammar mistakes is to take off points for errors such as not capitalizing proper nouns, or incorrect punctuation, or easy-to-see typos. Teachers can elect to correct the mistake for the student or indicate it with a circle and allow the student to correct the mistake and return the essay for a higher score.

| Standards-Based Assessment Rubric: Mapping Informed Action | |
|--|---|
| Directives & Requirements 18 / 20 (10 points each) | <input checked="" type="checkbox"/> Completely answers the directives in the prompt or writing task (explain, analyze, propose) [CCSS.ELA-LITERACY.WHST.9-10.7] <input checked="" type="checkbox"/> Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing [CCSS.ELA-LITERACY.WHST.9-10.2.E] |
| Skills & Objectives 26 / 30 (10 points each) | <input checked="" type="checkbox"/> Write informative/explanatory texts, including the narration of historical events... [CCSS.ELA-LITERACY.WHST.11-12.2; CCSS.ELA-LITERACY.WHST.9-10.2] <input checked="" type="checkbox"/> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems... and challenges and opportunities faced by those trying to address these problems over time and place [D4.6.9-12.] <input checked="" type="checkbox"/> Identify and ask significant questions that clarify various points of view and lead to better solutions [P21 Critical Thinking and Problem Solving: Solve Problems.2]. |
| Grammar & Mechanics 9 / 15 (3 points each) | Demonstrates command of the conventions of standard English grammar and usage when writing... [CCSS.ELA-LITERACY.L.9-10.1] <input type="checkbox"/> 0 Grammatical Errors (15 points) <input type="checkbox"/> 1-3 Grammatical Errors (12 points) <input checked="" type="checkbox"/> 4-6 Grammatical Errors (9 points) <input type="checkbox"/> 7-10 Grammatical Errors (6 points) <input type="checkbox"/> More than 10 Grammatical Errors (3 points) |
| Total Grammar Mistakes: = 4 | How many of these were elementary grammar mistakes? = 4 |
| Score 53 / 65 | Name: Student Smith |
| Letter Grade: 82% B- | |

| Standards-Based Assessment Rubric: Mapping Informed Action | |
|---|--|
| <p>Directives and Requirements</p> <p>_____ / 20</p> <p>(10 points each)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Completely <u>answers the directives</u> in the prompt or writing task (explain, analyze, propose) [CCSS.ELA-LITERACY.WHST.9-10.7] <input type="checkbox"/> Establishes and maintains a <u>formal style</u> and <u>objective tone</u> while attending to the norms and conventions of the discipline in which they are writing [CCSS.ELA-LITERACY.WHST.9-10.2.E] |
| <p>Skills and Objectives</p> <p>_____ / 30</p> <p>(10 points each)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Write <u>informative/explanatory</u> texts, including the narration of historical events... [CCSS.ELA-LITERACY.WHST.11-12.2; CCSS.ELA-LITERACY.WHST.9-10.2] <input type="checkbox"/> Use disciplinary and interdisciplinary lenses to <u>understand the characteristics and causes</u> of local, regional, and global problems... and challenges and opportunities faced by those trying to address these problems over time and place [D4.6.9-12.] <input type="checkbox"/> Identify and ask significant questions that clarify various points of view and lead to better solutions [P21 Critical Thinking and Problem Solving: Solve Problems.2]. |
| <p>Grammar and Mechanics</p> <p>_____ / 15</p> <p>(3 points each)</p> <p>Total Grammar Mistakes: _____</p> | <p><i>Demonstrates command of the conventions of <u>standard English grammar and usage</u> when writing... [CCSS.ELA-LITERACY.L.9-10.1]</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 0 Grammatical Errors (15 points) <input type="checkbox"/> 1-3 Grammatical Errors (12 points) <input type="checkbox"/> 4-6 Grammatical Errors (9 points) <input type="checkbox"/> 7-10 Grammatical Errors (6 points) <input type="checkbox"/> More than 10 Grammatical Errors (3 points) <p>How many of these were elementary grammar mistakes? _____</p> |
| <p>Score _____ / 65</p> <p>Letter Grade: _____</p> | <p>Name: _____</p> |