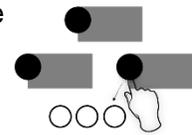


### Teacher Materials

## 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:<br><br>A coalition is a group of people working together to achieve a common goal. | Example:<br><br>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.