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

Teacher Materials

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.


[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.
  o **Issues:** sovereignty, treaty rights, cultural survival
  o **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.
  o **“Yes” claim:** The Fish Wars were resolved.
  o **“Maybe” claim:** The Fish Wars were resolved in some ways, but not in others.

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.

*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.
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.