

Teacher Materials
Full Lesson

Pacific Northwest History and Cultures:
Why Do the Foods We Eat Matter?

Grades

- 9-12

Subjects

- Environmental Science
- Geography
- Government and Civics
- History
- Social Studies

History

- Social Studies

Key Message

Salmon are paramount to Pacific Northwest Native communities and a key component of their cultural identity and political status as tribal nations. Threats to tribal salmon culture have taken many forms throughout history and continue to arise today. Despite such adversity, Native Nations of the Pacific Northwest have succeeded preserving their cultures and maintaining their sovereignty.

Pedagogical Approach

- There are many Native Nations of the Pacific Northwest and each has its own unique traditions and complex histories. This online lesson provides teachers and students with Native perspectives about an issue that has been central to Pacific Northwest history and cultures for centuries. These nations practice diverse cultures and their histories are extensive. The lesson is not a comprehensive study of all Pacific Northwest Native Nations. Instead, it looks at a common bond that many of the region’s Native Nations share—their relationship with salmon.
- 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

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).

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 National Geography Standards, 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.

[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.

[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.

² Grant Wiggins and Jay McTighe, *Understanding by Design*, (Alexandria, 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.

IDM Blueprint

Compelling Question	Why Do the Foods We Eat Matter?		
Standards	<p>D1.5.9-12. Determining sources from multiple points of view. . .</p> <p>D4.1.9-12. Constructing evidence-based arguments from multiple sources. . .</p> <p>CCSS.ELA-LITERACY.WHST.9-10.1 and CCSS.ELA-LITERACY.WHST11-12.1</p> <p>Write [construct] arguments focused on <i>discipline-specific content</i>.</p>		
Staging the Question	<p>Consider why food is more than just what we eat by watching a short video Foods and Cultures, examining an interactive map, and making inferences about how threats to a food source might impact Native Peoples, cultures, and communities of the Pacific Northwest.</p>		
Supporting Question One	Supporting Question Two	Supporting Question Three	
Why is salmon important to Native People and Nations of the Pacific Northwest?	How do threats to salmon impact Native People and Nations of the Pacific Northwest?	What actions are Native Nations taking to restore salmon and strengthen cultures?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Construct evidence-based claims about the importance of salmon to Native People and Nations of the Pacific Northwest by using an interactive resource annotator to analyze sources.	Construct claims and counterclaims using evidence to determine how threats to salmon impact Native Nations of the Pacific Northwest.	Make evidence-based claims by summarizing how the actions that Native Nations take to restore salmon also strengthen cultures.	
Featured Sources	Featured Sources	Featured Sources	
<p>Source Set A: Pacific Coast Region Case Study</p> <p>Source Set B: Puget Sound Region Case Study</p> <p>Source Set C: Columbia River/Plateau Case Study</p>	<p>Interactive Game: Salmon Challenges: The Return Upstream</p> <p>Source Set A: The Impact of Dams: Celilo Falls Case Study</p> <p>Source Set B: The Impact of Pollution: Puget Sound Case Study</p>	<p>Source Set A: Pacific Coast: Water Quality Improvement</p> <p>Source Set B: Puget Sound: Estuary Restoration</p> <p>Source Set C: Columbia River/Plateau: Salmon Reintroduction</p> <p>Video: Canoe Journey</p>	
Summative Performance Task	<p>Argument: Why do the foods we eat matter? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses how access to cultural foods relates to tribal sovereignty using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.</p>		
Mapping Informed Action	<p>Understand: The unique characteristics and challenges of community organizing, and how community groups, such as the Muckleshoot Food Sovereignty Project, take informed action by planning, organizing, and carrying out actions in order to rectify injustices and strengthen cultures.</p>		
	<p>Assess: How and why informed actions are organized in order to enact social or political change.</p>		
Taking Informed Action	<p>Act: NK360° Framework for Taking Informed Action</p>		

Pedagogical Framework

KNOW

Native Nations recognize three regions of the Pacific Northwest as their homelands. Non-Indian settlement of these regions threatens the ecosystems and salmon populations that those Native Nations rely on. Native identities, cultures, and communities are closely tied to salmon; therefore, threats to salmon threaten Native lifeways. In order to mediate these threats, Native Nations plan, organize, and act; without these actions, it is likely that salmon populations in these regions would be nearly extinct.

- **Staging the Question:** Native Nations recognize as their homelands three distinct regions of the Pacific Northwest: Pacific Coast, Puget Sound, and Columbia River/Plateau. Native Peoples of the Pacific Northwest identify as “Salmon People” because salmon play a central role in their identities and cultures.
- **Supporting Question One:** Identities, cultures, and communities of Native Peoples of the Pacific Northwest are closely tied to salmon. Traditional practices of fishing and preparing salmon impact collective and individual identities and the health and vitality of Native Nations and their cultures.
- **Supporting Question Two:** Native Nations signed treaties with the U.S. government that reserved for Native Nations the right to fish and hunt in their “usual and accustomed places,” including outside their reservation borders. Non-Indian settlement, industrialization, and agriculture negatively impacted ecosystems of the Northwest and, in turn, threatened salmon and Native identities, cultures, and communities.
- **Supporting Question Three:** Dams, overfishing, industry, and agriculture threaten environments necessary for salmon survival. Without the actions of Native Nations, salmon would have likely been lost to the Pacific Northwest.

UNDERSTAND

Native Nations of the Pacific Northwest have close spiritual and cultural connections to salmon. Organized actions to restore salmon on the part of Native Nations display agency, ensure cultural survival, and strengthen sovereignty.

- **Staging the Question:** Salmon is not just a critical food source for Native Peoples of the Pacific Northwest, but also reflects their histories and cultures. Organized actions on the part of Native Nations of the Pacific Northwest show agency and ensure cultural survival.
- **Supporting Question One:** Salmon continue to hold connections to the cultures and identities of Native Nations of the Pacific Northwest. Native Nations continue to practice sustainable and traditional food practices.
- **Supporting Question Two:** Native Nations of the Pacific Northwest hold close connections to salmon; threats to salmon pose threats to Native identities, cultures, and communities. When faced with losing access to ancestral lands and the salmon that thrived there and in an effort to preserve these cultural connections for future generations, Native Nations, through treaty negotiations, ceded lands but reserved rights to their “usual and accustomed places.” As a result of these treaties, Native Nations of the Pacific Northwest continue to assert their rights.

- **Supporting Question Three:** Restoration of salmon is essential to the affirmation of treaty rights, the survival of tribal cultures, and the sovereignty of Pacific Northwest Native Nations. Native cultural values, persistence, knowledge, and innovation are in great part responsible for the restoration of salmon in the region.

DO

Why do the foods we eat matter? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses how access to cultural foods relates to tribal sovereignty using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.

- **Staging the Question:** Make inferences about how threats to a food source might impact Native cultures and communities of the Pacific Northwest.
- **Supporting Question 1:** Construct evidence-based claims about the importance of salmon to Native People and Nations of the Pacific Northwest by using an interactive resource annotator to analyze sources.
- **Supporting Question 2:** Construct claims and counterclaims using evidence to determine how threats to salmon impact Native Nations of the Pacific Northwest.
- **Supporting Question 3:** Make evidence-based claims by summarizing how the actions that Native Nations take to restore salmon also strengthen cultures.

Suggested Pacing Guide

Traditional Schedule:

Stage	Assessment Materials	Standards
Day 1 Staging the Question	<u>Food Is More Than Just What We Eat</u> [Parts A-B]	[C3] D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. [CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.R.1 Read closely. . .and to make logical inferences; cite specific textual evidence. . .
Day 2 Supporting Question 1	<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>Why Is Salmon Important?</u> [Parts A-B]	[C3] D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences. . . D2.His.13.9-12. Critique the appropriateness of the historical sources. . . [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.W.8: Gather relevant information from multiple. . .sources. . .integrate the information while avoiding plagiarism. CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts. . .
Day 3 Supporting Question 1	<u>Why Is Salmon Important?</u> [Part C]	[C3] D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources. . . [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.1: Read closely. . .and to make logical inferences; cite specific textual evidence. . . CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis. . .using. . .evidence.
Supporting Question 2	<u>Threats to Salmon</u> [Part A]	
Day 4 Supporting Question 3	<u>Actions and Analysis</u> [Parts A-B]	[C3] D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems. . . [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text. . . CCSS.ELA-LITERACY.CCRA.R.8: Delineate and evaluate the argument and specific claims. . .
Day 5 Summative Performance Task	<u>Show What You Know</u> Puzzle Tool Why do the foods we eat matter? 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. . . [CCSS] 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. CCSS.ELA-LITERACY.WHST.9-10.1 & CCSS.ELA-LITERACY.WHST11-12.1 Write [construct] arguments focused on <i>discipline-specific content</i> .
Day 6 Mapping Informed Action	<i>Optional Extension</i> <u>Muckleshoot Food Sovereignty Project</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 7 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	Anchor Standards
Day 1 Staging the Question Supporting Question 1	<u>Food Is More Than Just What We Eat</u> [Parts A-B]	[C3] D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. [CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.R.1 Read closely. . .and to make logical inferences; cite specific textual evidence. . .
	<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>Why Is Salmon Important?</u> [Parts A-C]	[C3] D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences. . . D2.His.13.9-12. Critique the appropriateness of the historical sources. . . [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.W.8: Gather relevant information from multiple. . .sources. . .integrate the information while avoiding plagiarism. CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts. . .
Day 2 Supporting Question 2 Supporting Question 3	<u>Threats to Salmon</u> [Part A]	[C3] D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources. . . [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.1: Read closely. . .and to make logical inferences; cite specific textual evidence. . . CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis. . .using. . .evidence.
	<u>Actions and Analysis</u> [Part A]	[C3] D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems. . . [CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text. . . CCSS.ELA-LITERACY.CCRA.R.8: Delineate and evaluate the argument and specific claims. . .
Day 3 Short Day Supporting Question 3	<u>Actions and Analysis</u> [Part B]	[C3] D1.5.9-12. Determining sources from multiple points of view. . . D4.1.9-12. Constructing evidence-based arguments from multiple sources. . . [CCSS] 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. CCSS.ELA-LITERACY.WHST.9-10.1 & CCSS.ELA-LITERACY.WHST11-12.1 Write [construct] arguments focused on <i>discipline-specific content</i> .
Day 4 Summative Performance Task	<u>Show What You Know</u> Puzzle Tool Why do the foods we eat matter? 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. . . [CCSS] 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. CCSS.ELA-LITERACY.WHST.9-10.1 & CCSS.ELA-LITERACY.WHST11-12.1 Write [construct] arguments focused on <i>discipline-specific content</i> .
Day 5 Mapping Informed Action	<u>Optional Extension</u> <u>Muckleshoot Food Sovereignty Project</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 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.
	<u>Standards-Based Rubric</u> [Part D]	
Extension 1-2 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. . .

Staging the Question: Food Is More than Just What We Eat

Featured Sources

- **Video:** [*Foods and Cultures*](#)—Watch this video and think about connections between foods and cultures.
- **Map:** *Native Nations of the Pacific Northwest*—Examine the map to see the many Native Nations of the Pacific Northwest, the abundance of waterways, and how natural features of landscape impact how we live.
- **Optional Extension Essay:** “Essential Connections Between Food and Culture”—Hear from the expert. Read what educator and writer, Shana Brown (Yakama Nation) has to say about why foods are more than just what we eat.

Student Tasks

- [*Food Is More Than Just What We Eat*](#)

Student Outcomes

KNOW

Native Nations recognize as their homelands three distinct regions of the Pacific Northwest: Pacific Coast, Puget Sound, and Columbia River/Plateau. Native Peoples of the Pacific Northwest identify as “Salmon People” because salmon play a central role in their identities and cultures.

UNDERSTAND

Salmon is not just a critical food source for Native Peoples of the Pacific Northwest, but also reflects their histories and cultures. Organized actions on the part of Native Nations of the Pacific Northwest show agency and ensure cultural survival.

DO

Make inferences about how threats to a food source might impact Native cultures and communities of the Pacific Northwest.



Standards**[C3 Dimension Standards]**

D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[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.

Staging the Question Lesson Procedures

Anticipatory Set

Part A—Making Connections

- Ask students: What are your favorite foods? Why? Are there foods that you associate with particular holidays, memories, celebrations, or events? What is the significance of these foods?
- Show the video [Foods and Cultures](#). After watching the video, students can make connections about the importance of certain foods to their own cultures by using the graphic organizer on Part A of the student worksheet [Food Is More Than Just What We Eat](#).

Guided Practice, Instruction, and Formative Assessment

Part B—Making Inferences

- Direct students to the online interactive map, *Native Nations of the Pacific Northwest*. Call attention to the many Native Nations, the abundance of waterways, and the three regions identified on the map: Pacific Coast, Puget Sound, and Columbia River/Plateau. Ask students to predict how physical features impact the ways people live.
- Many cultures have close connections with foods. Ask students to imagine the impact on cultures if they were no longer able to access important cultural foods.
- Students complete Part B on the [Food Is More Than Just What We Eat](#) worksheet after exploring the interactive map, *Native Nations of the Pacific Northwest* and watching the video [Foods and Cultures](#). With each stated fact, students should cite the source of each fact (map or video) and make three inferences—one for each fact—about how threats to salmon might impact cultures and communities of the Pacific Northwest.

Fact	Source	Inference
Many Native Nations recognize regions of the Pacific Northwest as their ancestral homelands.	MAP VIDEO	
Native communities of the Pacific Northwest have fished for generations.	MAP VIDEO	
Salmon play an important role in the cultural identities of Native peoples of the Pacific Northwest.	MAP VIDEO	If salmon are threatened it could impact how people are able to express their cultures.

Teacher TIP: As needed, guide students in developing inferences. Remind students that inferences are informed evidence-based assumptions.

Check for Understanding

- How can foods be more than just what we eat? Discuss with students the importance of foods to how we express our cultures and form both individual and collective identity.

Preview

- Next, students will examine region case studies to learn more about why salmon is important to Native Nations of the Pacific Northwest.
- Introduce the inquiry and compelling question: *Why do the foods we eat matter?* Prompt students to brainstorm what the topic of the inquiry might be.



Supporting Question One: Why Is Salmon Important to Native People and Nations of the Pacific Northwest?

Featured Sources

- **Source Set A:** Pacific Coast Region Case Study—Examine images, objects, and quotes to determine why salmon is important to Native Nations of the Pacific Coast.
- **Source Set B:** Puget Sound Region Case Study—Examine images, objects, and quotes to determine why salmon is important to Native Nations of the Puget Sound.
- **Source Set C:** Columbia River/Plateau Case Study—Examine images, objects, and quotes to determine why salmon is important to Native Nations of the Columbia River/Plateau.

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 themes: *identity*, *culture*, and *community*.
- **Why Is Salmon Important?**



Student Outcomes

KNOW:

Identities, cultures, and communities of Native Peoples of the Pacific Northwest are closely tied to salmon. Traditional practices of fishing and preparing salmon impact collective and individual identities and the health and vitality of Native Nations and their cultures.

UNDERSTAND

Salmon is not just a critical food source for Native Peoples of the Pacific Northwest, but also reflects their histories and cultures. Organized actions on the part of Native Nations of the Pacific Northwest show agency and ensure cultural survival.

DO

Construct evidence-based claims about the importance of salmon to Native Peoples and Nations of the Pacific Northwest by using an interactive resource annotator to analyze sources.

Standards

[C3 Dimension Standards]

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

CCSS.ELA-LITERACY.WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Supporting Question One Lesson Procedures

Anticipatory Set

- Have students brainstorm potential definitions for the following concepts: identities, cultures, and communities. Invite students to share their ideas and discuss. Present the following explanations for each concept:
 - **Identity:** The qualities and beliefs of an individual
 - **Culture:** Shared beliefs, traditions, and practices of a group
 - **Community:** A feeling of wanting to be with other people or of caring about the other people in a group
- Explain that students will examine these themes as they apply to the importance of salmon to Native Nations of the Pacific Northwest.

Review

- Help students recall key ideas explored in the previous lesson: Many Native Nations call the Pacific Northwest home, and for these nations, salmon is an important food source and expression of identity and culture.

Guided Practice, Instruction, and Formative Assessment

Teacher TIP: Students can print or download and save their annotations. Before students begin their case study analysis, consider modeling how to interpret the three different types of sources that students will encounter: images, quotations, and objects. Preview the interactive [Resource Annotator Example](#) with students. The interactive requires students to select a source and then students can drag and drop themed pins (identity, culture, and community) onto the source where they wish to add annotations.

Part A—Case Study Analysis

Teacher TIP: If you are having students analyze more than one case study, you will need to print multiple copies of Part A of the [Why Is Salmon Important?](#) worksheet, one for each case study.

- Students can work individually, with partners, or in groups to analyze the case studies. We recommend that students work in groups of three, with each student analyzing one region case study. First, students work independently, using the interactive [Resource Annotator Example](#) to identify themes: identity, culture, and community. Students examine and annotate each source, typing annotations that explain why the source relates to one or more themes.
- After annotating the sources students complete the graphic organizer on Part A of the [Why Is Salmon Important?](#) worksheet. First, students select two sources that best exemplify why salmon is important to Native Nations of the Pacific Northwest and then they circle the type of source they selected (object, image, or quotation). Finally, students construct an argument-based claim and paraphrase or quote the evidence they cited in a way that supports their claim.

Teacher TIP: Remind students to think about the discussion questions that accompany each source. The discussion questions seek to elicit key ideas related to identity, culture, and community.

Part B—Crafting Evidence-Based Claims

- Working as a class, with partners, or in groups, students share out their answers from Part A of the ***Why Is Salmon Important?*** worksheet. They work together to refine their claims from Part A in the left-hand column and quote or paraphrase evidence in the right-hand column.

Teacher TIP: There are many reasons why salmon is important to Native Nations of the Pacific Northwest. However, it is important for students to use evidence from the sources to inform their understanding and make connections to the ideas of identity, culture, and community.

Teacher TIP: This graphic organizer represents evidence and claims from all three case studies. Students will use these claims to synthesize a claim pertaining to supporting question one in Part C.

Why is salmon important?	The evidence that supports this claim says . . .
Salmon is important to Pacific Coast Nations because . . .	
Salmon is important to Puget Sound Nations because . . .	
Salmon is important to Columbia River/Plateau Nations because . . .	

Check for Understanding

Part C—Constructing Claims

- After sharing and refining, each student will synthesize the three claims from Part B of the ***Why Is Salmon Important?*** worksheet in order to construct their own evidence-based claim. This claim will be placed in the first box in Part C of the ***Why Is Salmon Important?*** worksheet. Claims should address the supporting question: *Why is salmon important to Native People and Nations of the Pacific Northwest?* In the second box students cite the names of the sources that best support their claim, ideally one from each case study.

Preview

- As a closing discussion, invite students to share their conclusions and cite evidence from the sources they examined. As time allows, ask students to make a prediction about what might happen to people, cultures, and communities of the Pacific Northwest if salmon ceased to exist.
- In supporting question two students will consider how the depletion of salmon impacts the identities, cultures, and communities of Native Nations of the Pacific Northwest.

Supporting Question Two: How Do Threats to Salmon Impact Native People and Nations of the Pacific Northwest?

Featured Sources

- **Interactive Game:** [*Salmon Challenges: The Return Upstream*](#)—Learn what it is like to be a salmon. Navigate the many kinds of challenges that salmon face in their long journey upstream.
- **Source Set A:** The Impact of Dams: Celilo Falls Case Study—Discover why threats to salmon also carry consequences for people. Examine this case study and see how Native communities of Celilo Falls were forever changed by the construction of dams.
- **Source Set B:** The Impact of Pollution: Puget Sound Case Study—Discover why threats to salmon also carry consequences for people. Examine this case study and see how polluted waters threaten Native food practices.



Student Tasks

- [*Threats to Salmon*](#)

Student Outcomes

KNOW

Native Nations signed treaties with the U.S. government that reserved for Native Nations the right to fish and hunt in their “usual and accustomed places,” including outside their reservation borders. Non-Indian settlement, industrialization, and agriculture negatively impacted ecosystems of the Northwest and, in turn, threatened salmon and Native identities, cultures, and communities.

UNDERSTAND

Native Nations of the Pacific Northwest hold close connections to salmon; threats to salmon pose threats to Native identities, cultures, and communities. When faced with losing access to ancestral lands and the salmon that thrived there and in an effort to preserve these cultural connections for future generations, Native Nations, through treaty negotiations, ceded lands but reserved rights to their “usual and accustomed places.” As a result of these treaties, Native Nations of the Pacific Northwest continue to assert their rights.

DO

Construct claims and counterclaims using evidence to determine how threats to salmon impact Native Nations of the Pacific Northwest

Standards

[C3 Dimension Standards]

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

[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.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.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.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.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.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 Two Lesson Procedures

Anticipatory Set

Salmon Challenges: The Return Upstream

- Ask students what they already know about a salmon’s habitat and life cycle. Students’ prior knowledge and personal experiences will vary considerably. The purpose of the exercise is to help students experience the challenges salmon face in their journey to spawn, while previewing the content and concepts explored in supporting question two: *How do threats to salmon impact Native People and Nations of the Pacific Northwest?*
- For students with limited knowledge of the salmon lifecycle, you might lead a brainstorming session in which students consider the necessary conditions for a healthy salmon habitat and/or construct a KWL chart as a class.
- Students can play the Salmon Challenge game independently or with a partner. The game is a way for students to learn about several manmade environmental challenges faced by salmon throughout the salmon life cycle. Students guide their salmon upstream to spawn and help them make important decisions and avoid dangerous obstacles along the way. They will encounter challenges as they make their way upstream; students can click on floating objects to learn about salmon and collect more fish (lives) to support their journey.

Review

- Ask students to share out claims constructed in supporting question one, Part C on the Why Is Salmon Important? worksheet illustrating why salmon is important to Native People and Nations. Remind students of the two essential understandings from supporting question one: *Why is salmon important for Native People and Nations of the Pacific Northwest*: (1) Salmon reflects the histories and cultures of Native People and Nations of the Pacific Northwest; (2) Native Nations continue to practice sustainable and traditional food practice to ensure cultural survival.

Teacher TIP: The essential understanding in the text has been adapted into kid friendly language. See the academic language here: Salmon is not just a critical food source for Native Peoples of the Pacific Northwest, but also reflects their histories and cultures. Organized actions on the part of Native Nations of the Pacific Northwest show agency and ensure cultural survival.

Part A—Case-Study Analysis

Teacher TIP: Case studies can be completed individually, with partners, or in groups. So that students appreciate how both dams and pollution threaten native communities, students might work with a partner to complete both graphic organizers or they can jigsaw the case studies in pairs or groups.

- In Part A of the Threats to Salmon worksheet, students analyze two case studies (dams and pollution) that show how threats to salmon also carry consequences for people. Students will use evidence from the two case studies to determine how the construction of the Dalles Dam on the Columbia River and pollution in the Puget Sound area of Washington State impact Native People and Nations of the Pacific Northwest.

- To complete the graphic organizer in Part A of the **Threats to Salmon** worksheet, students will first decide if the case study provides evidence that dams and/or pollution pose threats to identity, culture, and/or community by circling YES or NO. Second, they craft evidence-based claims that support their decisions. In the evidence column students cite the name of the source that backs up their claim. Finally, they make inferences to construct counterclaims that further support their argument.

Type of Threat	Claim	Evidence	Counterclaim
Threat to Identity Yes / No			
Threat to Culture Yes / No			
Threat to Community Yes / No			

Teacher TIP: Counterclaims: Preemptively proving the opposite argument wrong. Kids use counterclaims all the time, they just do not always know that they are doing it. To explain it use an example from real life such as negotiating a later curfew or a second revision on an essay.

Check for Understanding

- As students finish their case study analysis, check for understanding of key content and concepts:
 - Dams:** In order to meet a growing demand for energy from non-Indian settlers, the U.S. government approved the construction of dams on the Columbia River and its many tributaries. It did so with the knowledge that these dams would negatively impact Native Nations, Indian fisheries, salmon populations, and ecosystems that thrived for millennia. The Columbia River serves as a sacred place for many Native Nations, and the loss of these places impacts the cultural, political, and economic livelihoods and sovereignty of Native Peoples. The construction of dams continues to threaten the environment and impact treaty guarantees.
 - Pollution:** Native Nations have managed and protected the complex ecosystems of the Puget Sound since time immemorial. Although Native Nations ceded lands in treaties with the United States government in 1854 and 1855, they reserved the right to hunt, fish, and gather foods in their “usual and accustomed places.” Despite these treaty obligations, industrialization and agriculture continue to damage Native homelands and deplete Native food sources. Pollution from industry and agriculture threatens the ecosystems that sustain salmon and, therefore, the health, vitality, and identity of Pacific Northwest Native Nations.

Preview

- Next, students will examine actions Native Nations take to restore salmon and how those actions strengthen cultures. Preview supporting question three: *What actions are Native Nations taking to restore salmon and strengthen cultures?* by asking students to pose possible solutions to mediate the threats to salmon from dams and pollution.

Supporting Question Three: What Actions Are Native Nations Taking to Restore Salmon and Strengthen Cultures?

Featured Sources

- **Source Set A:** Pacific Coast: Water Quality Improvement—See how one nation, the Quileute Nation, takes action to restore salmon and strengthen cultures.
- **Source Set B:** Puget Sound: Estuary Restoration—Consider how the Northwest Indian Fishing Commission supports Native Nations in their efforts to restore salmon habitats and strengthen culture.
- **Source Set C:** Columbia River/Plateau: Salmon Reintroduction—Discover how the efforts of Native Nations of the Columbia River/Plateau region—in coordination with state and federal agencies—helped to bring about the return of sockeye salmon to the Pacific Northwest.
- **Video:** [*Canoe Journey*](#)—See firsthand the power of the Canoe Journey and how Native People see the Canoe Journey as a way to take action and to reconnect to their cultures and environments.

Student Tasks

- [*Actions and Analysis*](#)

Student Outcomes

KNOW

Dams, overfishing, industry, and agriculture threaten environments necessary for salmon survival. Without the actions of Native Nations, salmon would have likely been lost to the Pacific Northwest.

UNDERSTAND

Restoration of salmon is essential to the affirmation of treaty rights, the survival of tribal cultures, and the sovereignty of Pacific Northwest Native Nations. Native cultural values, persistence, knowledge, and innovation are in great part responsible for the restoration of salmon in the region.

DO

Make evidence-based claims by summarizing how the actions that Native Nations take to restore salmon also strengthen cultures.

Standards

[C3 Dimension Standards]

D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

[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.RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

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.RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

[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.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Supporting Question Three Lesson Procedures

Anticipatory Set

- Ask students what the word *agency* means (agency means the ability to act or use power).
- As needed, help students define the word in their own terms. Students might brainstorm examples of agency in their own lives. Possible examples might include student initiatives that change policies at a high school or college.
- Transition to the concept of agency as it relates to this inquiry: How do Native Nations use agency in order to address the challenges they face maintaining their identities, practicing their cultures, and exercising sovereignty?

Review

- Recall with students the many threats that salmon encounter and how those same threats impact people and communities of Native Nations in the Pacific Northwest.
- Preview agency case studies by watching the introductory video [Salmon People](#). The video serves as a powerful example of how Native Nations exercise agency in order to solve environmental challenges, and in turn, strengthen ties to cultural beliefs and practices.
- After students watch the introductory video [Salmon People](#) you might guide a brief discussion in which students cite examples from the video that show how members of the Yakama Nation address a persistent challenge for Native Nations of the Pacific Northwest—sustaining salmon runs.

Guided Practice, Instruction, and Formative Assessment

Part A—Actions

Teacher TIP: We suggest that students examine at least two case studies. They might work with a partner to review the sources. While the sources in each case study vary, the types of sources include quotes, testimonies, report excerpts, images, and graphs.

- Supporting question three presents three case studies of Native-managed organizations. These organizations located on Pacific Coast, the Puget Sound, and the Columbia River/Plateau, seek to restore and protect salmon. The case studies feature projects developed and carried out by these Native-run organizations (water quality improvement, estuary restoration, and salmon reintroduction).
- The organizations profiled in all three case studies initiated projects to rectify a problem or issue. In Part A of the [Actions and Analysis](#) worksheet, students can work as individuals, with partners, or in groups to analyze the case studies. First, students will use evidence from the sources to describe each project (expository writing). Then, students will use evidence from the sources to explain the problem or issue which the project is attempting to resolve.

Teacher Tip: These profiles do not reflect all the ways in which Native Nations are taking action. Native communities take action in many ways to restore and protect salmon in the Pacific Northwest.

Check for Understanding

- Before moving on to Part B of the **Actions and Analysis** worksheet, check for understanding. Each case study makes some strong assertions about the connections between Native cultures, sovereignty, and salmon. As students go through the case studies in Part A ask about the connections between Native Nations' efforts to restore salmon populations and the affirmation of treaty rights, tribal sovereignty, and strengthening of cultures.

Guided Practice, Instruction, and Formative Assessment

Part B—Concept Analysis

- After describing the projects and analyzing the issues, students will make claims about the importance of salmon in affirming treaty rights, asserting tribal sovereignty, and strengthening of cultures. In the right-hand column students quote and/or paraphrase evidence from the case studies that supports their claims.

Case Study	Claim	Evidence
Pacific Coastal Region 	Successful restoration of salmon in the Pacific Northwest could not have happened without the efforts of Native Nations. The Quileute Nation maintains treaty-mandated federal and state comanagement relationships and runs multiple outreach programs in an effort to restore salmon in the Pacific Northwest. Cultural values strengthen salmon restoration and in turn, the restoration of salmon strengthens cultural practices of Native Nations in the Pacific Northwest.	<p><i>Teacher TIP: Check students' understanding of the key ideas presented in the supporting question by referencing these highly developed claims. Developing claims is essential to building an argument that addresses the compelling question.</i></p>
Puget Sound 	Salmon require clean habitats to thrive; their near extinction in and around the Skokomish River resulted from over fishing, industry, and agriculture. After a 1974 Federal Court ruling reaffirmed treaty rights and defined the comanagement relationship between tribes and state government, organizations such as the Northwest Indian Fisheries Commission have organized and planned restoration projects. Salmon is the foundation of culture and tied to the survival of tribal cultures of the Pacific Northwest.	
Columbia River/Plateau 	Salmon require specific environments for spawning. Dams nearly caused the extinction of Sockeye salmon in the Yakima (City and county of Yakima, including the Yakima River; Yakama Indian Nation) Basin. Tribal Nations continue to protect salmon by coordinating with both state and federal agencies; their efforts brought Sockeye salmon back from near extinction. The restoration of salmon is important for everyone in the Pacific Northwest and the efforts of Native Nations not only strengthen tribal cultures, but also assert sovereignty and help guarantee treaty rights.	

Check for Understanding

- Highlight several key concepts explored in this inquiry—especially the concept of nations displaying agency—by showing students the video **Canoe Journey**.
- Canoe Journey Overview: Each year, canoe families from indigenous peoples all over the world converge on the Pacific Northwest to establish connections or reconnect culturally and spiritually. Pacific Northwest Nations act as hosts, sharing their stories, songs, foods, and food practices. They exchange cultural protocols to demonstrate their mutual respect for the people whose homelands they visit and for the homelands themselves. The Canoe Journey was developed specifically to reconnect tribal youth to their cultures, their environments, and therefore, their identities.

Summative Performance Task

Featured Source

- **Drag-And-Drop Puzzle:** *Show What You Know*—Show what you have learned about the connections between foods and culture. Match each source to a key theme (cultures, threats, and actions) and reveal an iconic image.



Student Tasks

- Summative performance task

Student Outcomes

KNOW

Native Nations recognize three regions of the Pacific Northwest as their homelands. Non-Indian settlement of these regions threatens the ecosystems and salmon populations that those Native Nations rely on. Native identities, cultures, and communities are closely tied to salmon; therefore, threats to salmon threaten Native lifeways. In order to mediate these threats, Native Nations plan, organize, and act; without these actions, it is likely that salmon populations in these regions would be nearly extinct.

UNDERSTAND

Native Nations of the Pacific Northwest have close spiritual and cultural connections to salmon. Organized actions to restore salmon on the part of Native Nations display agency, ensure cultural survival, and strengthen sovereignty.

DO

Why do the foods we eat matter? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses how access to cultural foods relate to tribal sovereignty 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.

[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: *Why do the foods we eat matter?*
- Revisit with students some of the questions that began the inquiry: What are your favorite foods? Why? Are there foods that you associate with particular holidays, memories, celebrations, or events? What is the significance of these foods?
- You might also revisit the supporting questions with students to refresh their understanding of key content and concepts.
- Students could reflect on how their view of the compelling question might have changed as they moved through the inquiry.

Review

Teacher TIP: Students can click on the cards to reveal additional information.

- As a way to review key concepts introduced in each supporting question students use the interactive drag-and-drop **Show What You Know** puzzle. Students will see nine sources or statements that reflect the themes of the inquiry (cultures, threats, and actions); students use the tool to match sources to the correct theme and reveal an iconic image.
 - **Cultures:** Shared beliefs, traditions, and practices of a group.
 - **Threats:** Many man-made changes have devastating effects on the salmon and impact Native Peoples and Nations of the Pacific Northwest.
 - **Actions:** The innovative and culture-based steps taken by Native Nations of the Pacific Northwest to rebuild salmon populations and protect their homelands.

Guided Practice, Instruction, and Summative Assessment

- At this point in the inquiry, students have examined sources that convey the many reasons that salmon are paramount to Pacific Northwest Indian tribal identity and sovereignty. Students should recognize that threats to Native cultures and lifeways take many forms and include new challenges that arise today. It is important to help students see and appreciate that despite adversity, Native Nations of the Pacific Northwest continue to exercise sovereignty and maintain their cultural identity.
- 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: *Why do the foods we eat matter?*

Summative Argument

- 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.

- For Pacific Northwest Native Nations, food matters because it is more than just what people eat. For the many Native Nations of the Pacific Northwest, food practices—especially their connections to salmon—reflect individual and collective identity, cultural values, and a sense of community. Native Nations continue to find ways to solve environmental challenges so that future generations can continue to understand, appreciate, and participate in tribal food practices.
- The food we eat matters because our food practices often reflect our values and beliefs. For Native Nations of the Pacific Northwest, the practices around harvesting salmon are critical to how people express themselves as individuals, communities, and nations. There was a time when some species of salmon were almost extinct, and this compromised the ability of Native Nations to fully express their culture and sovereignty. The actions of Native Nations helped to bring about a return of salmon. The agency displayed by Native Nations shows that food is much more than what we eat.
- Foods are more than just a source of nutrition. For Native Nations of the Pacific Northwest, food practices are connected to how people and communities express themselves. As more and more non-Indians chose to settle in the Pacific Northwest, Native cultural values and the authority of Native Nations to govern were threatened. Leaders of Native Nations signed treaties to try and protect what was most important to these nations: access to the places where they had always gone to fish, hunt, and harvest. In spite of the fact that treaties were not fully honored, Native Nations continued to act on behalf of their people and reaffirm their place role as sovereign nations that participate in the comanagement of essential resources.

Mapping Informed Action

Foods Still Matter (Community Organizing): The Muckleshoot Food Sovereignty Project

Featured Sources

- **Case Study:** Communities Taking Informed Action—Discover how the Muckleshoot Food Sovereignty Project organizes, plans, and acts in order to address injustices and strengthen ties to culture.

Student Tasks

- [*Muckleshoot Food Sovereignty Project*](#)
- 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 community organizing, and how community groups, such as the Muckleshoot Food Sovereignty Project, take 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 revisiting the term *sovereignty*. Ask students what *food sovereignty* might mean. Share with students the following definition from Valerie Segrest, a community nutritionist and coordinator of the Muckleshoot Food Sovereignty Project: “Food sovereignty is a way of living; it is about our inherent right to choose the diet that we want to have...and having access to those foods.”⁴
- 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, students 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 the Muckleshoot Food Sovereignty Project.
- 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.

⁴ Valerie Segrest (Muckleshoot) NMAI Interview, August 2016.

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 the Muckleshoot Food Sovereignty Project; 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 community organizing. Students should understand that the Muckleshoot Food Sovereignty Project takes informed action by creating and maintaining a community organization. Food sovereignty is the ability to identify food systems based on cultural practices and is one of the ways in which Native Nations assert their rights as sovereign nations. Today, Native Nations take informed action to mediate social and political issues. The Muckleshoot Food Sovereignty Project exemplifies how communities takes 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	
<p>Directives & Requirements</p> <p>18 / 20 (10 points each)</p>	<p><input checked="" type="checkbox"/> Completely <u>answers the directives</u> in the prompt or writing task (explain, analyze, propose) [CCSS.ELA-LITERACY.WHST.9-10.7]</p> <p><input checked="" 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>
<p>Skills & Objectives</p> <p>26 / 30 (10 points each)</p>	<p><input checked="" 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]</p> <p><input checked="" type="checkbox"/> Use disciplinary and interdisciplinary lenses to <u>understand the characteristics and causes</u> of local, regional, and global problems... and <u>challenges</u> and opportunities <u>faced by those trying to address these problems over time and place</u> [D4.6.9-12.]</p> <p><input checked="" type="checkbox"/> <u>Identify and ask significant questions</u> that clarify various points of view and lead to better solutions [P21 Critical Thinking and Problem Solving: Solve Problems.2].</p>
<p>Grammar & Mechanics</p> <p>9 / 15 (3 points each)</p> <p>Total Grammar Mistakes: = 4</p>	<p><i>Demonstrates command of the conventions of standard English grammar and usage when writing... [CCSS.ELA-LITERACY.L.9-10.1]</i></p> <p><input type="checkbox"/> 0 Grammatical Errors (15 points)</p> <p><input type="checkbox"/> 1-3 Grammatical Errors (12 points)</p> <p><input checked="" type="checkbox"/> 4-6 Grammatical Errors (9 points)</p> <p><input type="checkbox"/> 7-10 Grammatical Errors (6 points)</p> <p><input type="checkbox"/> More than 10 Grammatical Errors (3 points)</p> <p>How many of these were elementary grammar mistakes? = 4</p>
<p>Score 53 / 65</p> <p>Letter Grade: 88% / B-</p>	<p>Name: Student Smith</p>

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	
<p>Directives & Requirements</p> <p>___ / 20 (10 points each)</p>	<p><input type="checkbox"/> Completely answers the directives in the prompt or writing task (explain, analyze, propose) [CCSS.ELA-LITERACY.WHST.9-10.7]</p> <p><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>
<p>Skills & Objectives</p> <p>___ / 30 (10 points each)</p>	<p><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]</p> <p><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.]</p> <p><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>
<p>Grammar & Mechanics</p> <p>___ / 15 (3 points each)</p>	<p><i>Demonstrates command of the conventions of standard English grammar and usage when writing... [CCSS.ELA-LITERACY.L.9-10.1]</i></p> <p><input type="checkbox"/> 0 Grammatical Errors (15 points)</p> <p><input type="checkbox"/> 1-3 Grammatical Errors (12 points)</p> <p><input type="checkbox"/> 4-6 Grammatical Errors (9 points)</p> <p><input type="checkbox"/> 7-10 Grammatical Errors (6 points)</p> <p><input type="checkbox"/> More than 10 Grammatical Errors (3 points)</p> <p>Number of Mistakes: _____</p> <p>How many of these were elementary grammar mistakes? _____</p>
<p>Score ___ / 65</p> <p>Letter Grade: _____</p>	<p>Name: _____</p>

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 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]
<p>Skills and Objectives</p> <p>_____ / 30</p> <p>(10 points each)</p>	<ul style="list-style-type: none"> <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].
<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 standard English grammar and usage 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>