

## Lesson at a Glance

# 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.”<sup>1</sup> Likewise, our module includes an inquiry blueprint that outlines supporting questions, featured sources,

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).

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).<sup>2</sup>

## **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*.<sup>3</sup> 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.

<sup>2</sup> Grant Wiggins and Jay McTighe, *Understanding by Design*, (Alexandria, VA: Association for supervision and Curriculum Development, 2005; Ron Mace, Center for Universal Design, (1997).

<sup>3</sup> 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

<b>Compelling Question</b>	<b>Why Do the Foods We Eat Matter?</b>		
<b>Standards</b>	<p><b>D1.5.9-12.</b> Determining sources from multiple points of view. . .</p> <p><b>D4.1.9-12.</b> Constructing evidence-based arguments from multiple sources. . .</p> <p><b>CCSS.ELA-LITERACY.WHST.9-10.1</b> and <b>CCSS.ELA-LITERACY.WHST11-12.1</b> Write [construct] arguments focused on <i>discipline-specific content</i>.</p>		
<b>Staging the Question</b>	Consider why food is more than just what we eat by watching a short video <a href="#">Foods and Cultures</a> , 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.		
<b>Supporting Question One</b>	<b>Supporting Question Two</b>	<b>Supporting Question Three</b>	
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?	
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	
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.	
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>	
<p><b>Source Set A:</b> Pacific Coast Region Case Study</p> <p><b>Source Set B:</b> Puget Sound Region Case Study</p> <p><b>Source Set C:</b> Columbia River/Plateau Case Study</p>	<p><b>Interactive Game:</b> <a href="#">Salmon Challenges: The Return Upstream</a></p> <p><b>Source Set A:</b> The Impact of Dams: Celilo Falls Case Study</p> <p><b>Source Set B:</b> The Impact of Pollution: Puget Sound Case Study</p>	<p><b>Source Set A:</b> Pacific Coast: Water Quality Improvement</p> <p><b>Source Set B:</b> Puget Sound: Estuary Restoration</p> <p><b>Source Set C:</b> Columbia River/Plateau: Salmon Reintroduction</p> <p><b>Video:</b> <a href="#">Canoe Journey</a></p>	
<b>Summative Performance Task</b>	<b>Argument:</b> 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.		
<b>Mapping Informed Action</b>	<b>Understand:</b> 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.		
	<b>Assess:</b> How and why informed actions are organized in order to enact social or political change.		
<b>Taking Informed Action</b>	<b>Act:</b> <a href="#">NK360° Framework for Taking Informed Action</a>		

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# Pedagogical Framework

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## 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
<b>Day 1</b> Staging the Question	<u><a href="#">Food Is More Than Just What We Eat</a></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. . .
<b>Day 2</b> Supporting Question 1	<u><a href="#">Resource Annotator Example</a></u> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative performance task.</i> <u><a href="#">Why Is Salmon Important?</a></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. . .
<b>Day 3</b> Supporting Question 1	<u><a href="#">Why Is Salmon Important?</a></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><a href="#">Threats to Salmon</a></u> [Part A]	
<b>Day 4</b> Supporting Question 3	<u><a href="#">Actions and Analysis</a></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. . .
<b>Day 5</b> Summative Performance Task	<u><a href="#">Show What You Know</a></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> .
<b>Day 6</b> Mapping Informed Action	<i>Optional Extension</i> <u><a href="#">Muckleshoot Food Sovereignty Project</a></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.
<b>Day 7</b> Mapping Informed Action	<i>Optional Extension: Expository Writing</i>  <u><a href="#">Standards-Based Rubric</a></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.
<b>Extension 1-3 Days</b> Taking Informed Action	<u><a href="#">NK360° Framework for Taking Action</a></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
<b>Day 1</b> Staging the Question  Supporting Question 1	<u><a href="#">Food Is More Than Just What We Eat</a></u> [Parts A-B]	<b>[C3] D2.Geo.6.9-12.</b> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. <b>[CCSS Anchor Standard] CCSS.ELA-LITERACY.CCRA.R.1</b> Read closely. . .and to make logical inferences; cite specific textual evidence. . .
	<u><a href="#">Resource Annotator Example</a></u> <i>Teacher Tip: Students can save their annotations as a PDF for the next class or for their summative performance task.</i>  <u><a href="#">Why Is Salmon Important?</a></u> [Parts A-C]	<b>[C3] D2.Geo.4.9-12.</b> Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences. . . <b>D2.His.13.9-12.</b> Critique the appropriateness of the historical sources. . . <b>[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.W.8:</b> Gather relevant information from multiple. . .sources. . .integrate the information while avoiding plagiarism. <b>CCSS.ELA-LITERACY.CCRA.W.9:</b> Draw evidence from literary or informational texts. . .
<b>Day 2</b> Supporting Question 2  Supporting Question 3	<u><a href="#">Threats to Salmon</a></u> [Part A]	<b>[C3] D4.1.9-12.</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources. . . <b>[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.1:</b> Read closely. . .and to make logical inferences; cite specific textual evidence. . . <b>CCSS.ELA-LITERACY.CCRA.W.1:</b> Write arguments to support claims in an analysis. . .using. . .evidence.
	<u><a href="#">Actions and Analysis</a></u> [Part A]	<b>[C3] D2.Civ.5.9-12.</b> Evaluate citizens' and institutions' effectiveness in addressing social and political problems. . . <b>[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.2:</b> Determine central ideas or themes of a text. . . <b>CCSS.ELA-LITERACY.CCRA.R.8:</b> Delineate and evaluate the argument and specific claims. . .
<b>Day 3 Short Day</b> Supporting Question 3	<u><a href="#">Actions and Analysis</a></u> [Part B]	<b>[C3] D1.5.9-12.</b> Determining sources from multiple points of view. . . <b>D4.1.9-12.</b> Constructing evidence-based arguments from multiple sources. . . <b>[CCSS] CCSS.ELA-LITERACY.CCRA.W.1:</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. <b>CCSS.ELA-LITERACY.WHST.9-10.1 &amp; CCSS.ELA-LITERACY.WHST11-12.1</b> Write [construct] arguments focused on <i>discipline-specific content</i> .
<b>Day 4</b> Summative Performance Task	<u><a href="#">Show What You Know</a></u> Puzzle Tool  Why do the foods we eat matter? Construct an argument addressing the compelling question.	<b>[C3] D1.5.9-12.</b> Determining sources from multiple points of view. . . <b>D4.1.9-12.</b> Constructing evidence-based arguments from multiple sources. . . <b>[CCSS] CCSS.ELA-LITERACY.CCRA.W.1:</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. <b>CCSS.ELA-LITERACY.WHST.9-10.1 &amp; CCSS.ELA-LITERACY.WHST11-12.1</b> Write [construct] arguments focused on <i>discipline-specific content</i> .
<b>Day 5</b> Mapping Informed Action	<u><a href="#">Optional Extension</a></u>  <u><a href="#">Muckleshoot Food Sovereignty Project</a></u> [Parts A-C]	<b>[C3] D4.7.9-12.</b> Assess options for individual and collective action. . . <b>D4.6.9-12.</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of. . .problems. . . <b>[CCSS Anchor Standards] CCSS.ELA-LITERACY.CCRA.R.9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <b>CCSS.ELA-LITERACY.CCRA.W.2:</b> 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><a href="#">Standards-Based Rubric</a></u> [Part D]	
<b>Extension 1-2 Days</b> Taking Informed Action	<u><a href="#">NK360° Framework for Taking Action</a></u>	<b>[C3] D4.7.9-12.</b> Assess options for individual and collective action. . . <b>D4.8.9-12.</b> Apply a range of deliberative and democratic strategies. . .make decisions and take action. . .