

**Teacher Materials**

**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.

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## Summative Performance Task

### Lesson Procedures

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#### 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.