

Teacher Materials

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.