

Teacher Lesson Plans: Lesson 1: Culture: Nisqually Perspective

Lesson Overview: This lesson examines the Nisqually Tribe's (referred to hereafter as the Nisqually People) way of life and perspective of the natural resources of the Nisqually Watershed before contact with non-natives. The purpose of this lesson is for students to discover that the land where the Nisqually People lived was best for them.

Do not reveal to students: the importance of this lesson is to build on other lessons to help students understand the tragedy and life-threatening circumstances of being moved away from their ancestral homeland and confined to a "reserved" area that severely lacked resources.

Essential Question: *How did natural resources form the Nisqually People's perspective about the area where they lived?*

Targets: Students: I can

- Gauge and reflect on my understanding of the connection to the environment for certain groups of people or cultures
- Analyze a map to infer perspectives of natural resources
- Locate relevant quotes, facts, and examples (evidence) from the text to
- Summarize and conclude on a particular point of view
- Possible interdisciplinary work with science
- Note: **Criteria** within each activity

Materials Needed:

Lesson 1: Nisqually Perspective Student Instruction/Graphic Organizer (SIGO)

Article #1: *The People and the Area They Dwelt*

Article #2: [*Before the White Man Came*](#) by Cecelia Carpenter

Sequence of Instruction:

Preparation:

- Examine the lesson plan and materials to familiarize yourself with the lesson/unit
- Post (for use in Canvas or other) or make copies of the SIGO and articles (or slides)
- Use the Student Instructions and Graphic Organizer (SIGO) to work independently, with a partner, in groups, or as teacher-directed with the class.

Optional Anticipatory Set/Hook:

- 1st idea: Discuss with students where they get their clothes, food, and homes: Where do you get your food? Have you ever looked at the label on produce? What if you had to build your own home from materials from the forest? Could you do it? Would it keep you dry and warm?
- 2nd idea: Discuss with students where is or has been your favorite place to live and why? What did you like or love about living there?
- 3rd Idea: Use a "perspective picture" and discuss or question how people viewing the same picture can see different things.

- We are about to learn about the Nisqually Indian Tribe, who prefer to be called the Nisqually People. They once dwelt in a 2,000,000-acre area with vast resources. They had all they needed and more.

Introduction to the Lesson:

- Examine the criteria and what it means to the students
- Review, demonstrate, or practice the use of the Student Instructions and Graphic Organizer (SIGO)
- Optional Vocabulary: perspective, culture, watershed, natural resources, stewards, tributary, ecosystems, and “since time immemorial.”

Student Self-Reflection and Prior Knowledge:

- Students will measure/gauge their awareness by brainstorming and using a Likert scale

Viewing the Essential Question:

- Students are to examine the essential question seeking evidence to answer that question to complete at least a paragraph.

Gathering evidence from the PDF or Google Slides:

- Students will prepare to highlight or take notes in the teachers’ preferred manner to answer the essential question.

Close Read of Article #1:

- Students will read and take notes on *The People and the Area They Dwelt* article (or slides) using the SIGO to respond and reflect on how the Nisqually People utilized the natural resources of the Nisqually Watershed and surrounding land.

Repeat Read and Gathering Evidence for Article #2:

- Repeat the activity of the 1st article for the 2nd Article, [*Before the White Man Came*](#) by Cecelia Carpenter

Respond to Prompts:

- The students will respond to three prompts to help formulate their answer (explanation) to the essential question.

Conclusion/Essential Question: Explaining the Cultural Perspective:

- Then, students will complete at least a paragraph to answer the essential question stating reasons and supporting those reasons with evidence (give examples, quotes, or facts) from the readings.

Self-Reflection of Awareness:

- Students will gauge and reflect on their awareness based on what they have learned

Assessments:

- Completed Graphic Organizer responses: self-reflection, vocabulary (optional), responses to prompts, essential question conclusion/inference, and reevaluation of awareness