

## **Teacher Lesson Plans: Lesson 3: Covet: Arrival of the Americans**

**Lesson Overview:** This lesson examines the arrival of the Americans and their desire to possess the lands of the Nisqually Tribe of Washington State through the Medicine Creek Treaty.

### **Essential Questions:**

*How did the American settlers' perspective on land impact Nisqually People?*

### **Targets:** I can

- Locate relevant quotes, paraphrases, and examples (evidence) from the text to draw conclusions from different perspectives.
- Make an inference about a cultural perspective based on historical sources
- Explain the impact of people's movement and culture.
- Differentiate the impact for certain groups of people or cultures
- Note: **Criteria** within each activity

### **Materials Needed:**

#### **3.1a**

Arrival of the Americans Student Instructions/GO

*Arrival of the Americans* Slide Presentation

#### **3.1b**

Ezra Meeker, James and Charlotte McAllister, and B.F. "Frank" Shaw Settler Accounts  
Medicine Creek Treaty Student Instructions/GO

### **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.

#### *Introduction:*

- Go over the Lesson Overview, Student Instructions, and GO 3.1 with students to demonstrate, model, or practice use.
- Review the targets and criteria

#### *Distinguishing Similar Terms:*

- Using Student Instructions and GO (SIGO) 3.1, students will examine the meaning of *immigration* and *emigrant* to distinguish how the two differ as it relates to the lesson.

#### *Gathering evidence from a Google slide presentation:*

- Students examine the Arrival of Americans slide presentation using SIGO 3.1 to infer the differences in American settlers' motives for coming to Washington and perspective on land and its use to prepare to understand the clash with Nisqually People's Culture and perspective of the land.

*Primary Sources: American Settler Accounts:*

Students examine American settler accounts to interpret their perspectives based on word choice. Students will. 1) Review the use of tone from these resources:

- [Mood and Tone](#) (video)
- Here is a list of positive and negative attitudes: [List of Attitudes](#)
- Though not a complete list, here is a link to many words that convey tone: [155 Words To Describe An Author's Tone - Writers Write](#)

2) Make a copy of each account and place it in Notability.

3) Read the document and circle the words that create tone.

4) Place those words in this graphic organizer.

5) List each settler account's tone (attitude) in the space provided in this graphic organizer.

6) Then, describe the Settlers' overall opinion about Native Americans and the use of land.

*Conclusion/Essential Question: Contrasting Perspectives:*

- 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.

**Assessments:**

- Completed GO responses: vocabulary, use of evidence in responses/conclusions (articles and settlers accounts), and inference response to the essential question.