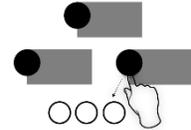


### Teacher Materials

## Summative Performance Task

### Featured Sources

- **Timeline:** [\*The Fish Wars: Time Immemorial to 2014\*](#)—See the full story. Explore an interactive timeline of the Fish Wars from time immemorial to 2014.



### Student Task

- **Summative Performance Task:** [\*The Independent Observer: Constructing Evidence-Based Arguments\*](#)—Create your own news article that addresses the many actions Native communities and their supporters used during the Fish Wars of the 1960s and 1970s.



### Student Outcomes

#### KNOW

Treaties are legal promises between nations and are the “supreme law of the land,” as established through Article VI of the U.S. Constitution. Pacific Northwest Native Nations signed treaties with the U.S. government in order to secure a portion of their historical lands and guarantee perpetual access to ancestral fishing, hunting, and gathering sites, known as “usual and accustomed” grounds.

#### UNDERSTAND

Native Nations throughout the Pacific Northwest encountered legal and social barriers to exercising their treaty rights. Individuals and communities led strategic civil disobedience campaigns and used the U.S. court system to educate the public and reaffirm treaty rights. The total success of the Fish Wars is debatable: not all tribal nations benefitted, and the sustainability of fish runs in the Pacific Northwest remains at risk.

#### DO

What kinds of actions can lead to justice? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that discusses how Native People and their supporters took action during the Fish Wars 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.

**D4.3.9-12.** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

### [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: *What kinds of actions can lead to justice?*
- You might revisit the supporting questions with students to refresh their understanding of key content and concepts.
- Students could reflect on the extent to which their understanding of the compelling question might have changed as they moved through the inquiry.

### Review

*Teacher TIP: Students can use the complete interactive timeline [The Fish Wars: Time Immemorial to 2014](#) to review the events of the Fish Wars covered in the inquiry. Students can drag and drop timeline entries for each segment of the timeline into the appropriate order. If an entry is dropped into the incorrect space on the timeline the event will bounce back; to find out more about the event students can click the entry.*

### Guided Practice, Instruction, and Summative Assessment

- At this point in the inquiry, students have examined sources that demonstrate that Native Nations throughout the Pacific Northwest encountered legal and social barriers to exercise their treaty rights. Individuals and communities led strategic civil disobedience campaigns and used the U.S. court system to educate the public and reaffirm treaty rights. The absolute success of the Fish Wars is debatable: not all tribal nations benefitted and the sustainability of fish runs in the Pacific Northwest remains at risk. Students should see that treaties are legal promises between nations and are the “supreme law of the land,” established through Article VI of the U.S. Constitution. Pacific Northwest Native Nations signed treaties with the U.S. government in order to guarantee perpetual access to ancestral fishing, hunting, and gathering sites, known as “usual and accustomed” grounds.
- 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: *What kinds of actions can lead to justice?*

### Summative Argument

- To support students’ application of evidence in building an argument, this inquiry features an interactive online news-article generator [The Independent Observer: Constructing Evidence-Based Arguments](#). Students can build a news article to construct a written argument about the compelling question. After selecting a predesigned template, students determine what featured sources from the inquiry best support their argument. Students will be able to write captions, quotations, headlines, body text, and bylines.



- 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.*

- Coalition building, civil disobedience, and targeted use of the media are actions that lead to justice. In the Fish Wars of the 1960s and 1970s, Native communities and their supporters used these strategies to bring national attention to the fact that the state of Washington was not honoring their treaty-protected rights to fish and hunt at all “usual and accustomed” places. Native Nations also used the court system, however it was the direct action campaigns that brought a spotlight to their movement. Even when courts ruled in favor of Native Nations—as in the case of the Boldt Decision—it required the persistence of individuals and communities to achieve justice. Native Nations and their supporters will need to continue to stay informed and involved because challenges like poor quality of salmon habitat could threaten the ability of future generations to exercise their treaty-protected rights.
- Individuals and communities can use the court system to achieve justice against a wrongdoing. It takes lots of persistence and knowledge of the court system. For Native Nations of the Pacific Northwest, these actions led to success. Although it took over seventy years, once Judge Boldt reaffirmed their treaty-protected rights and issued a new mandate that Native Nations were entitled to half of the fish harvest, it forced Washington State to honor the sovereignty of Native Nations and work together to find solutions. It was not easy and a lot of people resisted the court’s decision. Native communities also had to form coalitions with non-Natives and other tribes, get the media to pay attention, and even protested through fish-ins and marches. Ultimately, by working through the court system, Native Nations were seen as equals to states and the federal government, which is critical for keeping salmon populations healthy for future generations.
- Many kinds of actions are needed in order for individuals and communities to achieve justice. Ultimately, people need to be informed and stay committed to the cause. Movements for justice however, are never over. In the case of the Fish Wars in the Pacific Northwest, Native Nations and their supporters used the courts, practiced civil disobedience, formed coalitions, and brought in the media so people would pay attention to how they were being treated by the state of Washington. Nations also used the courts to find justice. And while the federal courts reaffirmed Native Nations’ treaty protected-rights to fish and hunt where they had always fished, some groups did not like the courts’ decisions and made it extremely difficult for Native Nations to fulfill their treaty-protected rights. Today, all these actions will have been wasted if individuals and communities do not address the challenge of restoring and protecting salmon populations. People will have to keep acting—in all kinds of ways—in order to fully honor the treaty-protected rights Native Nations fought so hard to affirm.