

UNIT CONTEXT

This unit is intended to be the last unit of 7th grade. Students will have built skills throughout the first semester that include expository writing and reading skills like citing evidence, summarizing, identifying an author's point of view or purpose, and determining meaning of specific Social Studies vocabulary. Students will continue to use these skills through this unit, and build from them to meet standards for the new standards that focus on argumentative writing. This unit also incorporates the [Since Time Immemorial curriculum](#) guidance along with sources from [Native Knowledge 360](#) and other local sources.

CASE STUDY INQUIRY

Case Study Title	Fish Wars
STI Questions	<ol style="list-style-type: none"> 1. What are ways in which Tribes respond to the threats and outside pressure to extinguish their cultures and independence? 5. What do local Tribes do to meet the challenges of reservation life; and as sovereign nations, what do local Tribes do to meet the economic and cultural needs of their Tribal communities?
Social Studies Standards	<ul style="list-style-type: none"> ● CCSS.WHST.6-8.1 Write arguments focused on discipline-specific content. ● C3 Frameworks for Social Studies D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
WIDA Standards, Key Language Use, Expectations, and Functions & Features	<ul style="list-style-type: none"> ● English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. <ul style="list-style-type: none"> ○ Key Language Use: Argue <ul style="list-style-type: none"> ■ Language Expectation: ELD-SI.4-12.Argue <ul style="list-style-type: none"> ● Language Expectations <ul style="list-style-type: none"> ○ Clarify and elaborate ideas based on feedback ○ Refine claims and reasoning based on new information and evidence ○ Key Language Use: Explain <ul style="list-style-type: none"> ■ Language Expectation: ELD-SI.4-12.Explain <ul style="list-style-type: none"> ● Language Expectations <ul style="list-style-type: none"> ○ Generate and convey initial thinking ○ Follow and describe cycles and sequences of steps or procedures and their causes and effects ● English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies. <ul style="list-style-type: none"> ○ Key Language Use: Argue <ul style="list-style-type: none"> ■ Language Expectation: ELD-SS.6-8.Argue.Expressive <ul style="list-style-type: none"> ● Language Expectations, Functions and Sample Language Features: <ul style="list-style-type: none"> ○ Introduce and contextualize topic through... <ul style="list-style-type: none"> ■ Generalized nouns and a descriptive title to introduce topic (<i>chiefs of the Pacific Northwest Native Nations, Washington Territorial Governor Issac Stevens, Confederated Tribes and Bands of the Yakama Nation...</i>) ■ Cohesion to reference ideas, people across text (pronouns: <i>their, his, they, theirs, our</i>) ■ Given/new patterns to link relationships, add new details, and condense information into abstract nouns (<i>justice, injustice</i>) ○ Establish perspective through...

	<ul style="list-style-type: none"> ■ Evaluative verbs, adverbs, and adjectives to add author’s perspective (for example, <i>shrewd, our ancestors, victimized, ignored, illegal, risked all, orchestrated, well-planned, provoke</i>) ○ Key Language Use: Explain <ul style="list-style-type: none"> ■ Language Expectation: ELD-SS.6-8.Explain.Expressive <ul style="list-style-type: none"> ● Language Expectations, Functions and Sample Language Features: <ul style="list-style-type: none"> ○ Introduce and contextualize phenomena or events through... <ul style="list-style-type: none"> ■ A variety of structures (embedded clauses, relating verbs, nominalizations, noun groups) to define phenomena or events (<i>provisions, promise</i>) ○ Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses through... <ul style="list-style-type: none"> ■ Complex sentences to clarify causal, linked, time-bound, or sequential relationships (<i>because, however, without, after that, therefore</i>) ■ Nominalization to name abstract concepts, ideas, ideologies (<i>regulations, rights, homelands, tribes, decision</i>) 			
Compelling Question	What kinds of action can lead to justice?			
Supporting Questions	Wait! Why are the treaties not being upheld?	What happened during the Fish Wars? And how were youth involved?	What was the immediate response to the Boldt Decision?	Were the Fish Wars resolved? What is happening now?
Pacing	2-3 Days	4-6 Days	2-3 Days	4-6 Days
Learning Targets/ Objectives	<p>Content: I can explain how the treaties are not being upheld BY using a variety of sources.</p> <p>Writing/Inquiry: I can write a paragraph answering a question WITH evidence from a variety of sources.</p> <p>Language: I can construct social studies arguments that introduce and contextualize topic and develop reasoning through</p> <ul style="list-style-type: none"> ● Generalized nouns and a descriptive title to introduce a topic ● Using a variety of structures 	<p>Content: I can explain what happened during the Fish Wars AND analyze the authors’ point of view for a variety of sources.</p> <p>Writing/Inquiry: I can write a paragraph answering a question WITH evidence from a variety of sources.</p> <p>Language: I can construct social studies arguments that establish perspective and develop reasoning through</p> <ul style="list-style-type: none"> ● Evaluative verbs, adverbs, and adjectives 	<p>Content: I can explain the response to the Boldt Decision AND analyze the authors’ point of view for a variety of sources.</p> <p>Writing/Inquiry: I can write a paragraph answering a question WITH evidence from a variety of sources.</p> <p>Language: I can construct social studies arguments that establish perspective to write a rebuttal through</p> <ul style="list-style-type: none"> ● Evaluative verbs, adverbs, and adjectives 	<p>Content: I can explain how the Boldt Decision has impacted the community today AND analyze the authors’ point of view for a variety of sources.</p> <p>Writing/Inquiry: I can write an argumentative newspaper article or essay answering a question WITH evidence from the best sources.</p> <p>Language: I can construct social studies arguments that introduce and contextualize the topic, develop reasoning and establish perspective</p> <p>(see previous columns)</p>

	<ul style="list-style-type: none"> ● Cohesion to structure paragraphs 	<ul style="list-style-type: none"> ● Sentences to clarify causal relationships 		
Target Vocabulary	<ul style="list-style-type: none"> ● Broken promises (broken agreements) ● Type of source ● Historical context ● Sequential relationships 	<ul style="list-style-type: none"> ● Affirm rights ● Point of view/Perspective (initial argument) ● Causal relationships ● Civil disobedience 	<ul style="list-style-type: none"> ● Unintended consequences ● Backlash ● Impact ● Point of view/perspective (Rebuttal) 	<ul style="list-style-type: none"> ● Long term impacts ● Conservation/restoration/management ● Argumentative/persuasive
Texts & Tasks	<p>Mini lesson on types of sources. Different ways to identify such as:</p> <ul style="list-style-type: none"> ● Primary or secondary ● Visual (video, photograph, infographic) ● Text (textbook, article, academic like an encyclopedia or research paper) ● Numbers (chart, graph, statistics) <p>Use some or all the following sources to add a process grid to gather research. You could jigsaw it or ask students to use all the resources.</p> <p>Texts</p> <ul style="list-style-type: none"> ● Treaties in the Pacific Northwest: Promises Made and Broken* ● Understanding Tribal Treaty Rights in Western Washington ● Timeline (click on the first column) <p>Videos</p> <ul style="list-style-type: none"> ● The Fish Wars: Four Simple Truths and use the graphic organizer for additional note taking* ● Boldt Decision Video ● As Long As The Rivers Run (0 to 14 minutes) 	<p>Mini-lesson on how to identify the author's point of view (review from previous unit). Different ways to identify such as:</p> <ul style="list-style-type: none"> ● For/against or opinion ● Personal experience ● Expert knowledge ● Purpose (persuade, inform, entertain..) <p>For practice go back to the previous sources and label them.</p> <p>Whole group: watch this video to build background knowledge.</p> <p>Use some or all the sources in the document to add process grid to gather research</p> <p>Addition text or extensions</p> <ul style="list-style-type: none"> ● Frank, Billy Jr. (1931-2014) ● Trust in Treaties: How Tragedy Turned to Triumph for Puget Sound Native American Fishing Rights ● Boldt Decision: United States v. State of Washington ● The Fish-in Protests at Franks Landing (Seattle Civil Rights & Labor History Project) 	<p>Mini-lesson on the vocabulary words above and what the purpose of a rebuttal is in an academic argument.</p> <p>Use some or all the following sources to add a process grid to gather research. You could jigsaw it or ask students to use all the resources.</p> <p>Texts</p> <ul style="list-style-type: none"> ● BackLash to Boldt ● BackLash protest (image) & text to explain it ● 9 White Fish In Puyallup: 5 Arrested ● Political cartoon ● Quote ● Northwest Indian Fisheries Commission ● Timeline (click on the middle column) <p>Videos</p> <ul style="list-style-type: none"> ● The Boldt Decision's Impact ● The Boldt decision and its impacts part 1 <ul style="list-style-type: none"> ○ The Boldt decision and its impacts part 2 	<p>Finish the research by using some or all the following sources to add a process grid to gather research. You could jigsaw it or ask students to use all the resources.</p> <p>Texts</p> <ul style="list-style-type: none"> ● Were the Fish War Resolved? ● Timeline (click on the last column) ● Yabuk'wali, the Tacoma 'Fishing Wars' bridge, is still the place for a fight ● Suquamish Indians harvest clams in first commercial dig on private, non-Indian land on February 15, 2000 ● The Unintended Consequences of the Boldt Decision (will need abridging) <p>Videos</p> <ul style="list-style-type: none"> ● Northwest Indian Fisheries Commission ● River of Kings ● Festival of the Steh-Chass Youth Camp 2018 <p>Finish step 2 of the process grid to gather research to select the best sources (and evidence)</p>

				<p>Mini-lesson on argumentative writing in the form of a newspaper article. Use the graphic organizer and the formative paragraphs to write an argumentative essay to answer the compelling question. To increase engagement, you can choose to use The Independent Observer: Constructing Evidence-Based Arguments</p>
<p>Current Event/ Relevance</p>	<p>Ask students to make personal connections. Ask questions like:</p> <ul style="list-style-type: none"> • How do you feel when a friend breaks a promise with you? How do you feel when an older person (like a parent or teacher) breaks a promise? • Can you trust a person that breaks a promise or agreement? • Do you feel like your opinion was valued? • Would you enter into another agreement if they broke one before? 	<p>Ask students to make personal connections. Ask questions like:</p> <ul style="list-style-type: none"> • In what ways do you see similarities to these protests and the ones that have recently happened in the community and nation? • Do you feel youth and teens can make a difference in your school or community? • What is one issue that you would like to solve in your school or community? • Has there been a time that you thought people didn't allow you to do something because of your race or identity? 	<p>Ask students to make personal connections. Ask questions like:</p> <ul style="list-style-type: none"> • What decision or action have you taken that had unintended consequences? In other words, the outcome wasn't what you thought would happen? • Has there been a time you thought you were helping a person, but the other person didn't appreciate your help? • Has there been a time when a person was mad at you for following the rules? 	<p>See above</p>
<p>Formative Assessments</p>	<ul style="list-style-type: none"> • Process grid (see above) • Ask students to write a complete paragraph answering the supporting question using evidence from their research. This will eventually support students when they write their introduction paragraph (setting the historical context) for an argumentative essay. • Remember to give feedback so they can improve for the next 	<ul style="list-style-type: none"> • Process grid (see above) • Ask students to write a complete paragraph answering the supporting question using evidence from their research. This will eventually support students when they write their body paragraphs for an argumentative essay. • Remember to give feedback so they can improve for the next round. Consider peer review or 	<ul style="list-style-type: none"> • Process grid (see above) • Ask students to write a complete paragraph answering the supporting question using evidence from their research. This will eventually support students when they write their rebuttal for an argumentative essay. • Remember to give feedback so they can improve for the next round. Consider peer review or 	<ul style="list-style-type: none"> • Process grid (see above) • Use the graphic organizer and the formative paragraphs to write an argumentative essay to answer the compelling question. To increase engagement, you can choose to use The Independent Observer: Constructing Evidence-Based Arguments (see above).

	round. Consider peer review or modeling an excellent example to decrease grading. However, select small groups of students that may need targeted instruction.	modeling an excellent example to decrease grading. However, select small groups of students that may need targeted instruction.	modeling an excellent example to decrease grading. However, select small groups of students that may need targeted instruction.	
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SAMPLE LESSON FOR THE YELLOW COLUMN

The yellow column will take 2 to 3 periods of instruction. This lesson represents 1 period.

Review before planning

As you plan with your students' strengths in mind, Universal Design for Learning (UDL), and how you will scaffold lessons to reduce barriers, consider the different ways you can provide multiple means of representation of the content, how students can express their skills and knowledge in various ways, and what engagement looks like for your students. Here are two tools to help you reflect on your students' strengths and how to support their continued growth in mastering the content and language of this lesson.

- [Lesson Planning Considerations](#)
- [WIDA Levels 1-5 Can Do Descriptors and Teacher Instructional ideas](#)

Learning Targets/Objectives

- Social Studies: I can explain how the treaties are not being upheld BY using a variety of sources.
- Language: I can construct social studies arguments that introduces and contextualizes the topic and develops reasoning BY using generalized nouns, descriptive titles, and a variety of structures and cohesion.

Entry Task

Pick one of the following questions and either turn and talk to a partner or write/draw in your notebook:

- How do you feel when a friend breaks a promise with you?
- How do you feel when an older person (like a parent or teacher) breaks a promise?
- Can you trust a person that breaks a promise or agreement?

Introduction

Watch [The Fish Wars: Four Simple Truths](#) video and have students turn and talk about what they saw. Then ask students “What did you learn? What questions do you have?” and record their thoughts to refer to later in the case study.

New Learning

Clean read the anchor text: [Original: Treaties in the Pacific Northwest](#)

Read the entire text aloud without interruption while students follow along (you could project and point to the words as you read also).

Close Reading direct instruction with a focus on context: [Context: Treaties in the Pacific Northwest](#)

Read chunks of the text aloud and stop at strategic points (see highlighting in the document) to think aloud about the word and phrases, and then explain either the historical context or how/why the author uses description titles & expanded nouns groups, nominalization, abstract nouns, and pronouns to conceptualize their ideas. Make sure to build in gradual release so students can practice the skill with their peers and independently.

Connection

Explain to students that they will be learning more about the Fish Wars over the next few weeks. They will review a variety of texts to discover the answer to “What kinds of action can lead to justice?”

Future Lesson Suggestions

As you move through the case study, refer back to this anchor text and use different lenses to analyze the content and the author’s craft. Students will then use these lenses in their own writing.

Green section of the case study

- [Author's Perspective: Treaties in the Pacific Northwest](#) (initial argument)
- [Causal Relationships: Treaties in the Pacific Northwest](#)

Blue session of the case study

- [Author's Perspective: Treaties in the Pacific Northwest](#) (rebuttal)
- [Sequential Events: Treaties in the Pacific Northwest](#)
 - [Timeline](#) (visual representation of the text above)

SAMPLE FORMATIVE ASSESSMENT FOR THE YELLOW COLUMN

Teacher Directions: This is a sample formative assessment for the writing standard. This would be given at the end of the 2 to 3 periods of instruction using the materials in the yellow column of the case study inquiry.

Student Directions: Write a paragraph that answers the question “Why are the treaties not being upheld?” Make sure to use the evidence you collected from the sources we reviewed in class. This paragraph will help you with your final essay at the end of the inquiry.

You can write your paragraph in any style you would like as long as it is well-developed; however, you can choose to use any of the support below also or choose to write your thoughts in home language first.

Why are the treaties not being upheld?

<p>Topic Sentence Or Lead In</p>	<p>Possible Sentence Stems:</p> <ul style="list-style-type: none"> • The history of treaties between the Native Americans tribes in the Puget Sound and the Federal government is _____ because _____. • Native Americans in the Puget Sound are being treated unfairly because _____. • The Federal government broke its promises with the tribes of the Puget Sound when they _____.
<p><i>Answer here</i></p>	
<p>Evidence or Quotation</p>	<p>Possible Sentence Stems:</p> <ul style="list-style-type: none"> • _____ (author’s name) states that, “ _____ (add an exact quote).” • _____ (author’s name) argues that, _____ (paraphrase longer pieces of evidence). • According to _____ (name) _____. • For example, _____ (name) describes _____.
<p><i>Answer here</i></p>	
<p>Reasoning or Explanation</p>	<p>Possible Sentence Stems:</p> <ul style="list-style-type: none"> • As a result of _____. • Therefore, _____. • On account of _____.
<p><i>Answer here</i></p>	

Evidence or Quotation	<p>Possible Sentence Stems:</p> <ul style="list-style-type: none"> • _____ (author's name) states that, " _____ (add an exact quote)." • _____ (author's name) argues that, _____ (paraphrase longer pieces of evidence). • According to _____ (name) _____. • For example, _____ (name) describes _____.
<i>Answer here</i>	
Reasoning	<p>Possible Sentence Stems:</p> <ul style="list-style-type: none"> • As a result of _____. • Therefore, _____. • On account of _____.
<i>Answer here</i>	
Concluding Sentence	<p>Possible Sentence Stems:</p> <ul style="list-style-type: none"> • In short, _____. • In the end, _____. • Finally, _____.
<i>Answer here</i>	
<p>Combine all your answers from above to make a paragraph. Be sure to add any transition words and phrases that might be needed also.</p> <ul style="list-style-type: none"> • Causation: accordingly, as a result, because, consequently, on account of, since, therefore • Chronology: after, always, during, earlier, following, later, next, sometimes, then, when, while • Combinations: additionally, also, finally, first, furthermore, in addition, last/lastly, next • Contrast: after all, although, but, however, otherwise, on the other hand, nonetheless, nevertheless, despite • Similarity: in the same way, likewise, in like manner • Example: for example, for instance, specifically, to demonstrate • Conclusion: finally, lastly, in conclusion, in the end, to conclude, in summary, in short, 	
<i>Answer here</i>	

PROGRESS MONITORING & GRADING

Throughout this case study and unit, teachers will grade formatively for language skills and summatively for writing using the rubric below. It is important to track students' language skill progression and growth (see the next page for a record keeping suggestion); however, it should not be calculated into the report card grade in Social Studies courses.

WHST.6-8.1 Write arguments focused on discipline-specific content.				
A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.				
B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.				
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.				
D. Establish and maintain a formal style.				
E. Provide a concluding statement or section that follows from and supports the argument presented.				
	Beginning	Approaching	Proficient	Exceeding
A	<p>I can state a claim about my topic in an introduction paragraph that gives my audience a general focus of my argument.</p> <p>I can state a counterclaim.</p> <p>I can group information in a logical way.</p>	<p>I can state a claim about my topic in an introduction paragraph that gives my audience a general focus of my argument.</p> <p>I can state a counterclaim that strengthens my argument.</p> <p>I can organize my writing in general categories that convey my purpose.</p>	<p>I can state a claim about a topic in an introduction paragraph that gives my audience a preview of the rest of my argument.</p> <p>I can state a counterclaim that strengthens my argument, responds to a possible objection of my audience, and is fair and objective.</p> <p>I can organize my writing in broad categories that convey my purpose (definition, classification, compare/contrast, and cause/effect).</p>	<p>I can state a claim about a topic in an introduction paragraph that gives my audience my main broad points of my argument.</p> <p>I can state a counterclaim that strengthens my argument, responds to a possible objection of my audience, and is fair and objective.</p> <p>I can organize my writing in broad categories that convey my purpose (definition, classification, compare/contrast, and cause/effect).</p>
B	<p>I can support my claim in multiple body paragraphs with logical reasoning, relevant or accurate evidence.</p>	<p>I can support my claim in multiple body paragraphs with logical reasoning, relevant and accurate evidence.</p>	<p>I can support my claim in multiple body paragraphs with logical reasoning, relevant and accurate evidence from credible sources.</p>	<p>I can support my claim in multiple body paragraphs with logical reasoning, and the most significant evidence from credible sources.</p>
C	<p>I can use transition words and phrases to connect my ideas within a paragraph and between paragraphs.</p>	<p>I use appropriate transition words and phrases to connect my ideas within a paragraph and between paragraphs.</p>	<p>I use appropriate and varied transition words and phrases to connect my ideas within a paragraph and between paragraphs.</p>	<p>I use appropriate and varied transition words, phrases, and clauses to connect my ideas within a paragraph and between paragraphs.</p>
D	<p>My writing includes some informal style or has an inconsistent tone.</p>	<p>I maintain a formal style throughout my writing and I keep a consistent tone.</p>	<p>I maintain a formal style and use a consistent tone appropriate to my purpose throughout my writing.</p>	<p>I maintain a formal style and use a consistent tone appropriate to my purpose throughout my writing while norms of Social Studies.</p>
E	<p>I can provide a concluding paragraph that restates my claim.</p>	<p>I can provide a concluding paragraph that restates my claim and addresses the essence of my writing.</p>	<p>I can provide a concluding paragraph that restates my claim and provides an overview of my main points.</p>	<p>I can provide a concluding paragraph that restates my claim, provides an overview of my main points, and offers a call to action based on my previous argument.</p>

Formative Assessment of Language Objectives: One way to collect data on student’s use of language and determine next steps for instruction could be:

<p>Language: I can construct social studies arguments that introduce and contextualize topic and develop reasoning through</p> <ul style="list-style-type: none"> • Generalized nouns and a descriptive title to introduce a topic • Using a variety of structures • Cohesion to structure paragraphs 	<p><i>Examples of language student used in their writing from the formative assessment</i></p>
	<p><i>Next steps (take student language proficiency level into consideration when deciding next steps)</i></p>
<p>Language: I can construct social studies arguments that establish perspective and develop reasoning through</p> <ul style="list-style-type: none"> • Evaluative verbs, adverbs, and adjectives • Sentences to clarify causal relationships 	<p><i>Examples of language student used in their writing from the formative assessment</i></p>
	<p><i>Next steps (take student language proficiency level into consideration when deciding next steps)</i></p>
<p>Language: I can construct social studies arguments that establish perspective to write a rebuttal through</p> <ul style="list-style-type: none"> • Evaluative verbs, adverbs, and adjectives 	<p><i>Examples of language student used in their writing from the formative assessment</i></p>
	<p><i>Next steps (take student language proficiency level into consideration when deciding next steps)</i></p>
<p>Language: I can construct social studies arguments that introduce and contextualize the topic, develop reasoning and establish perspective</p>	<p><i>Examples of language student used in their writing from the formative assessment</i></p>
	<p><i>Next steps (take student language proficiency level into consideration when deciding next steps)</i></p>