

## Teacher Lesson Plan: Lesson 6: Conclusion: Back on the River

**Activity Overview:** This is the culmination. There is one activity to inform on what happened to those involved in the 1st Treaty War and set up the summative assessment.

**Essential Question:** *How and why were the Nisqually People able to regain land on the Nisqually River?*

**Targets:** I can:

- Locate relevant quotes, paraphrases, and examples (evidence) from both primary and secondary texts to conclude different perspectives.
- Create questions that lead to a discussion of greater depth.
- Conduct a balanced discussion.
- Note: **Criteria** within each activity.

**Materials Needed:**

- Lesson Conclusion Student Instructions and Graphic Organizers, includes *Back on the River* article.
- [Levels of Questions](#)

**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 Student Instructions and Graphic Organizers.
- Use the Student Instructions and Graphic Organizers to work independently, with a partner, in groups, or as teacher-directed with the class.

*Introduction:* Lesson 6: Conclusion: *Back on The River*

- Go over the Lesson Overview, Student Instructions, Graphic Organizers, and [Levels of Questions](#) with students to demonstrate, model, or practice.
- Review the targets and criteria

*Reading:*

- The students will read the final article that explains what happened to those involved in the war, from which they will formulate three levels of questions.

*Formulating Questions:*

- During and after reading, create one to two questions for each of the three levels of questions to use for small group or whole class discussion.
- Level one: from the text, level two: about the text, level three: beyond the text (see Levels of Questions)

*Discussion:*

- Students will conduct a small group or class discussion using the questions they created.

*Introduction to Summative Assessment/CBA:* [Link to CBA's](#)

- Students will examine and select what CBA or summative assessment they will complete.

**Option #1:** CBA: [Middle School: Humans & the Environment](#)

Research how the Nisqually Tribe and a different, unrelated group are impacting the environment in Western Washington State (ie. possible airport).

**Option #2:** CBA: [High School: Humans & the Environment](#)

Research how the Nisqually Tribe and other cooperating agencies are impacting the the environment in Western Washington.

**Option #3:** Teacher Select/Design

*Conclusion/Essential Question: Explaining Forced 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 Graphic Organizer responses: students created questions, discussion, and conclusion of essential questions.