

The Treaty Trail: U. S. - Indian Treaty Councils in the Northwest

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A Treaty Trail Lesson Plan

Before the White Men Came to Nisqually Country

ENDURING UNDERSTANDING

Prior to the arrival of European and American explorers and settlers, Native American peoples of Western Washington creatively used numerous resources available in their natural environment to sustain their communities.

Lesson Length

- Activity may take two hours over a two-day period, depending upon whether or not the teacher wishes to assign reading as homework or as an in-class assignment. Developing skills in reading, analyzing, or creation of maps is an optional, but recommended, lesson extension.



Nisqually Indian basket made from cedar root, bear grass, and horsetail root - from the collection of the Washington State Historical Society. [Click to zoom](#)

Intended Learning Outcomes

- Assist students in meeting Essential Academic Learning Requirements in reading, history, and geography (see below)

Materials Needed

- Article "Before the White Men Came to Nisqually Country" (provided)
- Student worksheets (provided)
- pencils, dictionary(ies), and a Washington state map

Primary Sources (provided)

- Reproductions of historic photographs and images of lithographs and artifacts (provided by the Washington State Historical Society's Research Center where these collection items reside) are included in the essay "Before the White Men Came to Nisqually Country" or in the lesson plan.

Secondary Sources (provided)

- Essay "Before the White Men Came to Nisqually Country" written by Cecilia Svinth Carpenter for the Washington State Historical Society
- Map of Native American language groups at the time of early European contact

Essential Academic Learning Requirements (EALRs)

READING EALRS

1: The student understands and uses different skills and strategies to read.

BENCHMARK 1 – Grade 5

1.2 Use vocabulary (word meaning) strategies to comprehend text

1.2.1 Apply reference skills to define, clarify, and refine word meanings.

1.2.2 Apply vocabulary strategies in grade-level text.

**1.2.1/
2.4.2** Using a Thesaurus and a Dictionary.

1.2.1 Using a Dictionary Bridging Activity.

2: The student understands the meaning of what is read.

BENCHMARK 1 – Grade 5

2.1 Demonstrate evidence of reading comprehension

2.1.6 Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images, and generate and answer questions in grade level informational/expository text and/or literary/narrative text.

3: The student reads different materials for a variety of purposes.

BENCHMARK 1 – Grade 5

3.1 Read to learn new information

3.1.1 Understand how to select and use appropriate resources.

HISTORY EALRS

1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.

BENCHMARK 1 – Grade 5

1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history

WA1.2.1

Describe and compare patterns of life over time in Washington State including: Native cultures of Washington.

GEOGRAPHY EALRS

1. The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.

BENCHMARK 1 – Grade 5

1.2 Recognize spatial patterns on Earth's surface and understand the processes that create these patterns

1.2.1a

Locate places, major physical features, and human spatial patterns using maps, globes, and other sources (Location, Place, Region)

3. The student observes and analyzes the interaction between people, the environment, and culture.

BENCHMARK 1 – Grade 5

3.2 Analyze how the environment and environmental changes affect people

3.2.1b

Describe how people adapt to their environment to meet basic human needs and concerns

TEACHER INSTRUCTIONS

Step I:

Hand out article "[Before the White Men Came to Nisqually Country](#)," and the "[Vocabulary Activity](#)" worksheet. Explain that when they read they may encounter a new and interesting use of vocabulary words. Call on a student to read the worksheet directions aloud, or the teacher may read the directions, then call on a student to check for understanding.

Step II.

Introduce the vocabulary words on "Vocabulary Activity" worksheet. Confirm the students' ability to pronounce each word. Model and gather feedback as necessary until class is firm on the pronunciation of all words.

Step III.

As students read the article "Before the White Men Came to Nisqually Country," have students fill in their understanding of the vocabulary words. Monitor their work.

Step IV.

After reading, have students return to the vocabulary worksheet and use a dictionary to check their understanding of vocabulary words. Teachers may choose to have students confirm or change definitions independently or follow with a class discussion. Stress that definitions should be "student friendly." Provide multiple exposures to the pronunciation and definitions of the vocabulary words.

Step V:

Call on a student to read the Practicing Vocabulary Word Use directions aloud and check for understanding. Monitor students as they work. The rubric requires students to write two sentences. Teachers may vary the number. The rubric reflects the same scoring used on the WASL. A sample of a completed rubric is as follows:

VOCABULARY ACTIVITY SCORING RUBRIC

2 A 2-point response provides two sentences that each use a chosen vocabulary word correctly in a sentence.

Example: The prairie *habitat* provided the *Squally-absch* people with most of the food and water they needed to live. The *Squally-absch* people *tanned* deer hides to soften them before making them into clothes.

1 A 1-point response provides one sentence that uses a chosen vocabulary word correctly in a sentence.

Step VI:

Call on a student to read the Map Activity directions aloud and check for understanding. Using the Washington state map that you have posted, check that students are able to locate themselves on the state map. Point out for them the map compass, legend, and scale on the Native American Languages map. Ask students to work individually, or in pairs, to complete the questions on the "[Map Activity](#)" worksheet.