

Jennifer Todd

Nisqually Tribal Member

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sq'wali'abs
NISQUALLY TRIBE



MEDICINE CREEK NATION



Teaching About the Nisqually Tribe

A Timeline of the School Year

Before Settlers

Essay

Fall

Treaty Time
Essay

Winter

Billy Frank, Jr.
Civics, Math and
Science

March

The Drum Project
Story, Art, Music,
Language

April/June

The Nisqually Tribe Before Settlers: an essay

- * Students write a 5 paragraph essay, using 2-3 sources, about how the Nisqually Tribe lived before settlers came to our area.

SSS4: Creates a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience.

Enduring Understanding

- ▶ Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one's own knowledge and understanding.

G2: Understands human interaction with the environment.

Enduring Understanding

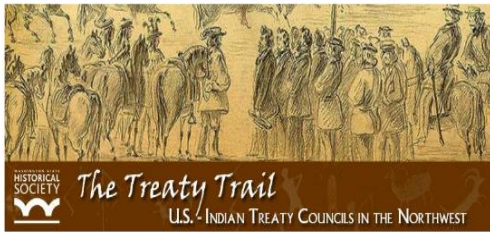
- ▶ Knows that the human-environment interactions are essential aspects of human life in all societies and that they occur at local-to-regional scale. Human actions modify the physical environment, and, in turn, the physical environment limits or promotes human activities.

H1: Understands historical chronology.

Enduring Understanding

- ▶ Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events.

Text Sources



ELEMENTARY SCHOOL LESSON PLAN
Native American Life before the Treaties

Produced by Katherine Dorr for the Washington State Historical Society

INTRODUCTION

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.

GOAL

To learn about life for the Nisqually people, or *Squally-obsch*, in the time before contact with outsiders.

ESSENTIAL UNDERSTANDINGS

- The environment determined the Nisqually lifestyle
- Nisqually life changed with the seasons
- The Nisqually constantly pursued food and ate many different kinds of plants, animals, and shellfish

ACADEMIC STANDARDS MET

This lesson plan satisfies Washington state standards in History, Geography, Social Studies, and Reading. It also satisfies Common Core standards in English Language Arts and Literacy.



Nisqually Indian basket made from cedar root, bear grass, and horsetail root. Washington State Historical Society Collectors.



Article “Before the White Man Came” by Cecelia Carpenter

Found on the Washington State History Museum website

www.washingtonhistory.org

The Washington Adventure-
current district Social Studies
textbook for fourth grade

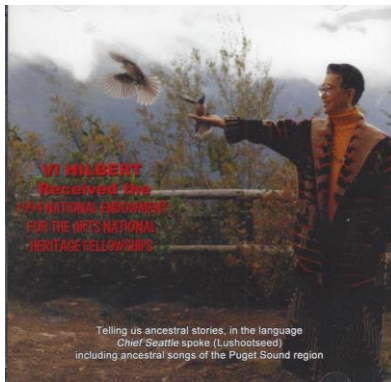
The People of Cascadia by
Heidi Bohan

www.peopleofcascadia.com

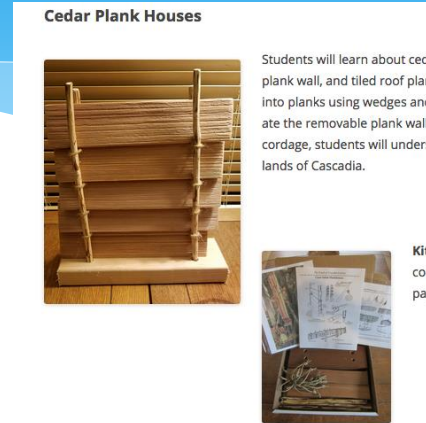
Additional Sources and Activities



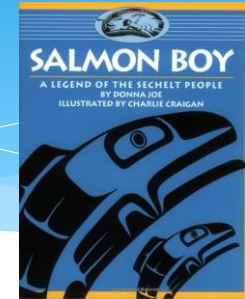
The Nisqually Tribe Website
www.nisqually-nsn.gov



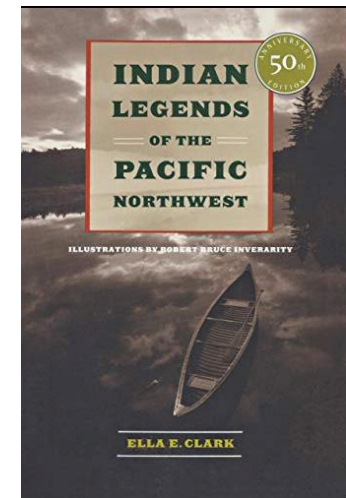
Vi Hilbert
Lushootseed CD



People of Cascadia
Cedar Plank House Kit

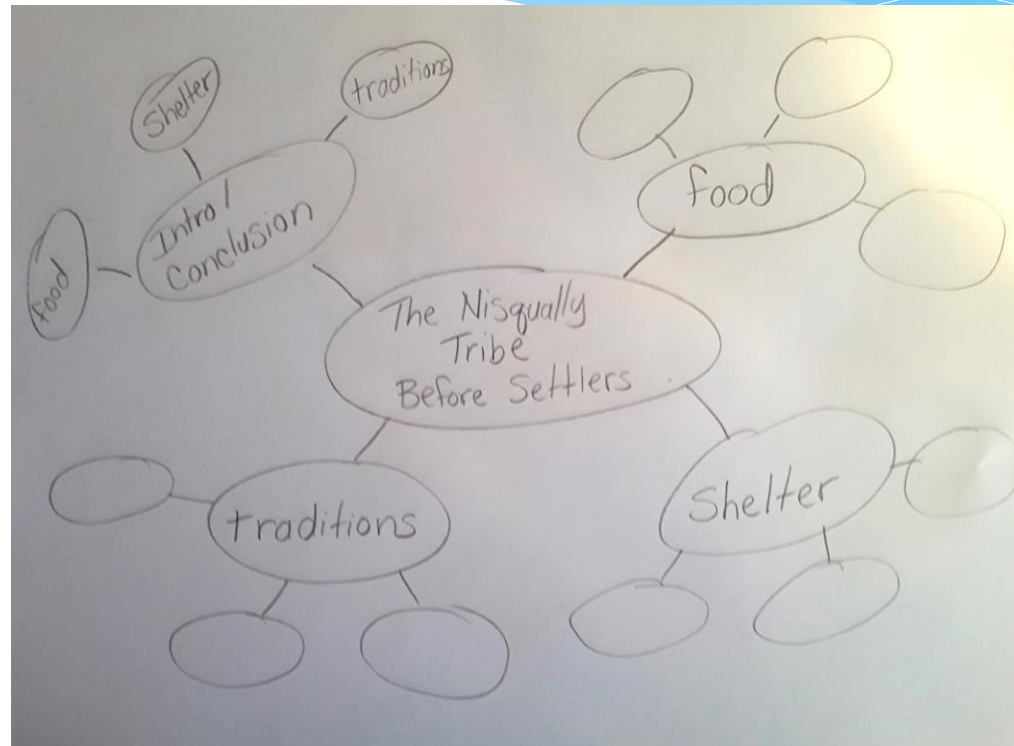


A Coastal Salish
Legend



A Nisqually Legend

Planning and Writing the Essay



Resources

Before the Whiteman Came article by Cecelia Carpenter

The Treaty Trail lessons by The Washington State Historical Society

Washington State History Museum

<https://www.washingtonhistory.org/wp-content/uploads/2020/04/NativeLifeBeforeTreatiesLP.pdf>

The Nisqually Tribe

www.nisqually-nsn.gov

The People of Cascadia (book and cedar plank house kit) by Heidi Bohan

www.peopleofcascadia.com

Indian Legends of the Pacific Northwest by Ella E. Clark

Salmon Boy: A Legend of the Sechelt People by Donna Joe

Kwiat Syaya: Vi Hilbert Lushootseed Stories and Songs CD

Questions?