

## Teacher Lesson Plans: Lesson 5: Conflict: Nisqually People for Land and Survival

**Lesson Overview:** This lesson examines the painful resolution by the Nisqually and Leschi that war is the only way to stop their removal from their ancestral lands.

**Essential Question:** *How can two groups have different perspectives on the same event?*

**Targets:** I can

- Locate relevant quotes, paraphrases, and examples (evidence) from both primary and secondary texts to conclude different perspectives.
- Based on historical sources, infer opposing perspectives on the same event.
- Identify features and characteristics of a text that reveal an author's point of view or purpose.
- Compare and contrast
- Participate in discussions and analyze multiple viewpoints
- Note: **Criteria** within each activity

**Materials Needed**

- **Optional:** US Military Overview: Background Reading & Questions
- Conflict Student Instructions/GO
- 1st Battle at Connell's Prairie
- Battle of Seattle
- Last Battle at Connell's Prairie
- Venn diagram

**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 SIGO and articles (or slides)
- Use the Student Instructions and Graphic Organizer (SIGO) to work independently, with a partner, in groups, or as teacher-directed with the class.
- Obtain or show students how to draw a Venn diagram graphic organizer
- Use an organization tool to divide the class into groups or create a signup sheet where students can select one of the three battles making sure that all three are chosen equally.

*Introduction:* Lesson 5: Conflict: Battles, Skirmishes, and Attacks:

- Go over the Lesson Overview, Student *Instructions*, and *GO 5.1* with students to demonstrate, model, or practice.
- Review the targets and criteria

*Reading/Journalistic Questions:*

- Individually or with a partner, students read about the three battles using journalistic questions: who, what, where, how (description including how they fought), and why (purpose or opportunity) about each one of the battles.

*Comparing Battles:*

- Create a Venn diagram of the similarities and differences of each battle

*Think/Pair/Share:*

- The student will partner with another student and discuss their comparisons of the battles.
- The teacher can have students complete a few more rotations.

*Through Their Eyes: Understanding Perspectives:*

- Using knowledge from previous lessons and evidence from the text, students will choose one of the battles and write a summary for both perspectives.
- One summary would explain how a Native American perceived the battle.
- Then, a second summary would explain how an American settler perceived the same battle.

*Conclusion/Essential Question: Explaining Opposing 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:**

- Graphic Organizer responses: journalistic questions, think/pair/share, summaries, inference/conclusion paragraph, and a takeaway.