

Teacher Lesson Plans: Lesson 2: Contact: Early Interaction

Lesson Overview: This lesson examines how contact with British Hudson's Bay Company impacted Nisqually People.

Essential Question: Was contact with English employees of the Hudson's Bay Company beneficial or detrimental for the Nisqually People?

Targets: I can

- Locate relevant quotes, facts, and examples (evidence) from the text to conclude different perspectives.
- Make an inference about a cultural perspective based on historical sources
- Determine, summarize or draw out main ideas or important information in primary and secondary sources apart from my own beliefs
- Support a position (argument/opinion) regarding the impact of people's movement and culture.
- Understand the impact and variations for certain groups of people or cultures
- Note: **Criteria** within each activity

Materials Needed:

- Hudson's Bay Student Instructions and GO 2.1
- Hudson's Bay Company at Ft. Nisqually
- Disease at Ft. Nisqually – Journal of Hudson's Bay Company Joseph Heath

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 small groups, or as teacher-directed with the class.

Optional Anticipatory Set/Hook:

- Have you ever heard someone say, "He's a bad influence on her?" Or "How have others influenced you?" When we come in contact with others, they can influence us to change our styles and taste in music, books, or movies. Other people can even change our ideas or beliefs about how things are done. Some have a good influence on us, while others can be bad for us. So, that is the question: Was contact with English Traders and missionaries beneficial or detrimental for the Nisqually People?

Introduction:

- Examine the criteria and what it means to the students
- If needed, review, demonstrate, or practice the use of the Student Instructions and GO (SIGO)

- Go over the “Lesson Overview” and “Student Instructions and GO 2” with students to demonstrate, model, or practice.
- Review the targets and criteria

Vocabulary:

- Using the Student Instructions and GO (SIGO) 2.1, students will dissect and analyze two terms: *culture* and *assimilation*, through the use of Frayer’s Model

Gathering evidence from an article and primary source

- Students examine *Hudson’s Bay Company at Fort Nisqually* article and a journal (the reading might be extensive for some students, so the teacher may want to use a strategy such as *Jigsaw*)
- Using the GO, students will list and explain what items or influence was a benefit (helpful) or a detriment (harmful) from contact with British employees (HBC).

Conclusion/Essential Question: Explaining Contact

- 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.
- Some questions to help students:
 - How was life better because of this item?
 - Did this item cause more problems?
 - Why did they want this item?
 - Why was this item harmful to them?
 - How do we see the HBC connection today?

Assessments:

- Completed GO: categorizing and explanation of conclusion (response to the essential question)