

(Pre-lesson Handout)

# The Big Picture: Reading Reflection

What were the names of the tribal leaders whose speeches you read? And what do you remember about what they said in their journal entries?

Which one did you find the most impactful or relate to more and why?

What was your understanding of Columbus and Lewis and Clark before reading this passage? And what is it now after?

What do you now know about the Allotment Act of 1887 after reading?

# Context

This lesson was created to cover the third section of the novel *The Salish People and the Lewis and Clark Expedition*, “The Big Picture”. This lesson focuses primarily on the first person narratives that are given by Pete Beaverhead, Mitch Smallsalmon, and Sam Resurrection. The lesson will also go into the historical knowledge, which this section touches on, and get students thinking about the Columbus expedition, Lewis and Clark, and the Allotment Act of 1867 from the perspective of the Salish people. This lesson combines multiple different methods of learning, such as, individual work, group discussion, and activities.

After reading this section of the novel and participating in class discussions and activities, students will have a greater understanding of what “The Big Picture” is. Instead of reading the history from an American textbook, students will be able to get the historical context from the Salish People’s perspective. This entire lesson will show the importance of their perspective and how it is an essential part of history, which is often forgotten.

# Objectives

Students will...

- Read the historical context and narratives from Salish Tribal Elders
- Apply previous knowledge and knowledge from what they read to our discussion
- Talk about different concepts while looking from others people’s perspectives

Teachers will...

- Lead the class in discussion about the Salish People, Columbus, and Lewis and Clark
- Help students with any questions they have
- Promote a safe and supportive environment for students
- Acknowledge and listen to all of their students’ perspectives

Common Core State Standards:

CCSS.ELA-Literacy.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.9-10.3.a

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.9-10.3.e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-Literacy.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Methods

- Individual work
- Group Work
- Partner Work
- Class Discussion
- Group Activity

## Materials

- Copies of the Pre-Lesson Handout
- White board
- Poster paper
- Markers
- Students Journals
- Writing utensils

## Outline:

Entry Task/Group Discussion (5-10 minutes)

Once students get settled into their seats hand out the *Big Picture Reflection* (above). Students should work independently on this hand out for several minutes (3-5 minutes). Once they have completed the hand out, answering all the questions to the best of their ability the questions will be posed to the whole class. As a class, the questions will be read through, one-by-one, and each will be addressed. While some of these questions are straight forward, have students try to be analytical and answer questions with deeper thought (3-5 minutes).

Group Activity (20-25 minutes)

Using the “Somebody Wanted But So” (SWBS) Strategy, place students into approximately six different groups (depending on the number of students in class). Once students are in groups, assign them a group/person on which to base their SWBS strategy--Lewis and Clark, Columbus, Salish people (there should be overlap between the assigned groups/people; make sure there are two groups to one group/person). Butcher paper should also be handed out to the six different groups, one for each group.

With SWBS, have the groups write the following chart on their piece of butcher paper:

Somebody	Wanted	But	So

In the previous table, students will write three SWBS statements--one, a generic SWBS statement before the allotment act; two, a THEN SWBS statement attached to the original statement (the THEN should explain what happened after the allotment act); three, write a SWBS statement with an opposing view-point (your main group/person should still be included; if students want to or have time, they can include a THEN statement to their opposing view statement) (5-10 minutes).

After the groups have written their SWBS statements (at least 3), the two groups with the same group/person should meet up. These groups should analyze their SWBS statements--looking specifically to see if their statements are similar or different and to explain their view-point. (3-5 minutes)

After several minutes of discussion, have the class come together--the groups should be able to share their SWBS statements to the class, while explaining why they wrote that specific SWBS statement and if there were any conflicting views between the different groups. At the end of all the groups sharing, pose the ‘what did you learn?’ question--get students thinking deeper about society and the groups/people they had to write about (5-10 minutes).

#### Individual Activity (10-15 minutes)

Once the class is done talking about the SWBS statements, have students journal on the following questions:

1. Describe something you feel like has been taken away from you. Explain how it made you feel and why it made you feel this way.

Students can choose respond to these questions one of two ways; either discussing them from a personal point of view, or answering them from a societal point of view. Students should go in depth when explaining *why* they feel this way (5-10 minutes).

If the students are comfortable, have them share their journal entry with the person sitting next to them (3-5 minutes).

#### Final Group Drawing Activity (30-35 minutes)

The students will get into 5 groups and each be given poster paper that will have a line going down the center, which will represent the Allotment Act. The students will work together as a group to draw what they believe The Salish People's life looked like before colonization and the Allotment Act and then what their life looked like after colonization. Students drawings should be based upon what they have read so far and their own imagination (20 minutes).

After students have finished their drawings, they will share what they did with the class and why they depicted the Salish Peoples' lives a certain way. Depending on the students' knowledge, some stereotypes may arise, which will be important to address. Teachers should encourage students to refer to the text to serve as evidence. Students will also compare how each team depicted the events and their thought process behind their drawings (10-15 minutes).

Post-Activity "Handout" (5 minutes)

The teacher will write on the board "What is The Big Picture?" (title of this section of reading) and ask students to pull out a piece of paper and write down 3-4 sentences of what they think the big picture is that the chapter title refers to. Once students have written their thoughts down, the teacher will ask a few students to share what they wrote before ending the lesson.

## Evaluation

Students will be evaluated on their participation in class and the group activities. They will be asked to submit a hard-copy of the individual activity which will be worth 5 points based on completion. They will be given time to write about a paragraph in class and be expected to answer one of the given prompts. The other hand-outs the students will be able to take home for personal use and notes.

## Homework

Read the next section of *The Salish People and the Lewis and Clark Expedition* **and** be prepared for class discussion tomorrow.

**Journal Entry:Post Activity Handout** (will be written on whiteboard)

In your journal, answer the following question:

- What is The Big Picture?
- How can you justify your answer?

When answering the question, think about what you knew before the activities we went through today and what you learned after. Try to dig beyond the surface and explain your reasoning.

Once you have finished writing, we will share some answers with the class. Be prepared!