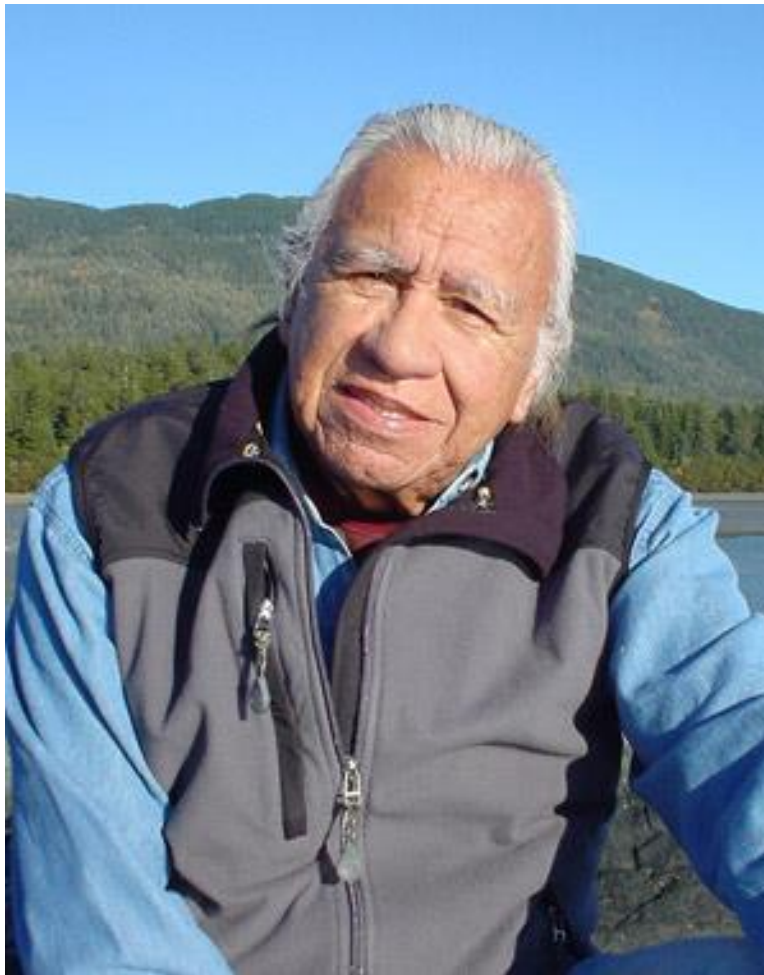


National Native American Hall of Fame
2019 Inductee

BILLY FRANK, JR.
NISQUALLY TRIBE



ADVOCACY
NATIVE RIGHTS AND
ENVIRONMENTAL LEADER

1 - 2 50-minute class periods

SELECTED COMMON CORE STATE STANDARDS

CCSS Literacy SL 10-1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS Literacy SL 10-1d

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-Literacy.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

GOALS FOR UNDERSTANDING

Students will understand

- Billy Frank, Jr. was a great leader for Native people in his region and throughout the nation

- Billy Frank, Jr. was a grassroots Native rights leader who challenged the law that restricted the fishing rights of the Nisqually Tribe along the Nisqually River.
- Billy Frank, Jr. was a member of the Nisqually Tribe and is memorialized by his tribe with a memorial Health and Fitness Center.

ESSENTIAL QUESTIONS

What type of civil rights did Billy Frank, Jr. champion?

How did Billy Frank, Jr. affect change despite not being an elected or government official?

Why did Billy Frank, Jr. receive the Presidential Medal of Freedom?

What personal characteristics did Billy Frank, Jr. display throughout his life that allowed him to become the successful

ASSESSMENT EVIDENCE

Suggested Formative Assessment of Learning Outcomes

Active listening through note taking

Small group discussion

Class discussion

Culminating Performance Assessment of Learning Outcomes

- Students will finish their own small group K/W/H/L charts
- Participate in a small group discussion
- Answer the essential questions when reporting out as a group to the class

ENTRY QUESTIONS

Who is Billy Frank, Jr.?

Why is Billy Frank, Jr., well known, and what types of achievements qualified him for induction into the National Native American Hall of Fame?

Of which Native American Tribe is Billy Frank, Jr., a member?

MATERIALS

Computer and internet access for the following videos is required. Additional written materials for printing is at the end of this lesson.

5-minute animated video with Billy Frank, Jr. narrating
https://www.youtube.com/watch?time_continue=158&v=D15itTjuY-g&feature=emb_logo

5-minute video of Billy Frank, Jr. and Nisqually Fish War
https://www.youtube.com/watch?time_continue=127&v=utj1W6yfWCw&feature=emb_logo

4-minute history of Billy Frank, Jr.
https://www.youtube.com/watch?time_continue=189&v=54TZ8_xTFFo&feature=emb_logo

53-minute video with Billy Frank, Jr.
<https://www.youtube.com/watch?v=-Re2qdAh6dg>

22-minute Hall of Fame “Inspirational Leadership” interview with son, Willie Frank, III
[Willie Frank, III \(Nisqually\) on Vimeo](#) The interview is also accessible by scanning the Quick Response (QR) code below with a smartphone or QR Reader.



LEARNING MODALITIES

Audio/Visual: Students will watch 3 of the short videos that describe the history of the “Fish Wars” during the 20th century and the remarkable leadership, career and legacy of Billy Frank, Jr. Billy’s dedication to the treaty rights of his community is highlighted in dramatic archival footage which will provide key insight for students into the Billy Frank, Jr. story.

Writing/Recording: Students will take notes while observing the films, identifying key concepts, sentences or statements that Ada makes during her interviews. These notes will be used to complete the K/W/H/L chart in the small groups.

OVERT INSTRUCTION

- 1) The instructor divides the class into groups of four and asks each person and each group to begin making a “K/W/H/L” Chart, which stands roughly for “What they Know/What they Want to Know/How to Research this topic/What they Learned” The teacher can introduce Billy Frank, Jr., to the class by playing the 5-minute animated feature entitled “Salmon”, which includes Billy’s voice and is linked here: https://www.youtube.com/watch?time_continue=158&v=D15itTjuY-g&feature=emb which can be accessed through streaming services on the internet.
- 2) After showing the animated short, the instructor will ask the class to read the short biography. Using the information in the bio, the students will begin completing their learning graphic organizer charts.
- 3) After about 5 – 10 minutes of discussion and chart work, the teacher will show the class the two other videos that document Billy Frank’s remarkable story:
https://www.youtube.com/watch?time_continue=127&v=utj1W6yfWCw&feature=emb_logo
https://www.youtube.com/watch?time_continue=189&v=54TZ8_xTFFo&feature=emb_logo
- 4) Following the videos, students will spend 20 minutes answering the following questions in their small groups. Every team member will contribute, with one person recording the information on a separate sheet. This information can also be utilized for the group K/W/H/L chart.

Questions

- a. How did Billy Frank, Jr., distinguish himself as a Nisqually tribal member and as a representative of the Northwest Coast First Nations?
- b. What did Billy Frank, Jr., help to achieve as a leader for his tribe and for Native Americans throughout the country?
- c. Why is Billy Frank, Jr., considered to be a legendary Native rights leader?
- d. What types of challenges did Billy Frank, Jr., face in his quest for legal respect of the Nisqually Tribe and for the treaty rights of other salmon harvesting tribes?

- 5) Following the small group discussions, each group will report out on their answers, and the answers will be included into a class K/W/H/L chart organized by the instructor on a smartboard or projector.
- 6) The instructor will open the discussion to include any final thoughts, questions or insights about Billy Frank, Jr., and his career and legacy.

This concludes the first 50 minutes of the Lesson

Extension Exercises

Students who wish to continue their research on Billy Frank, Jr., can read his book *Tell the Truth* and write an essay where they attempt to answer the following questions:

What are the unique qualities and background that provided Billy with the guidance and foundation to achieve great things?

What did Billy Frank, Jr., achieve as a leader and what remains to be accomplished for Native hunting and fishing rights in the United States?

Is Billy Frank, Jr., part of the Red Power movement? Why or why not?

CRITICAL FRAMING

Billy Frank, Jr.'s life and career took place during a time of great social justice unrest and cultural revolution in the USA. The turbulent 1960's and the cultural shifts that occurred during that time were reflected in Billy Frank, Jr.'s ultimate social, cultural and legal success. His leadership in his community's efforts to assert their treaty rights were pivotal in the overall Red Power movement of the era, and his achievements are legendary.

BIBLIOGRAPHY AND ADDITIONAL RESOURCES

The life and legacy of Billy Frank, Jr.

[From Billyfrankjr.org](http://Billyfrankjr.org)



“I don’t believe in magic. I believe in the sun and the stars, the water, the tides, the floods, the owls, the hawks flying, the river running, the wind talking. They’re measurements. They tell us how healthy things are. How healthy we are. Because we and they are the same. That’s what I believe in.”

- Billy Frank, Jr

In November 2015, Billy Frank, Jr. was awarded the Presidential Medal of Freedom, the nation’s highest civilian honor:

Billy Frank, Jr. was a tireless advocate for Indian treaty rights and environmental stewardship, whose activism paved the way for the “Boldt decision,” which reaffirmed tribal co-management of salmon resources in the state of Washington. Frank led effective

“fish-ins,” which were modeled after sit-ins of the civil rights movement, during the tribal “fish wars” of the 1960s and 1970s. His magnetic personality and tireless advocacy over more than five decades made him a revered figure both domestically and abroad. Frank was the recipient of many awards, including the Martin Luther King, Jr. Distinguished Service Award for Humanitarian Achievement. Frank left in his wake an Indian Country strengthened by greater sovereignty and a nation fortified by his example of service to one’s community, his humility, and his dedication to the principles of human rights and environmental sustainability.

From *Where the Salmon Run*:

Billy Frank, Jr. took his first breath on March 9, 1931, six days after President Herbert Hoover signed “The Star-Spangled Banner” into law as the national anthem. One day, Billy would defend his country; then he’d spend a lifetime challenging the nation to rise to its ideals.

...

One day in the winter of 1945, as the temperature hovered in the mid-forties, Billy Frank, Jr. became a fighter. Along the Nisqually River, Billy pulled thrashing and squirming steelhead and dog salmon from his fifty-foot net. To avoid the keen eyes of game wardens, he’d set his net in the river the night before. The downed branches of a fallen maple covered his canoe perfectly. But in the stillness of those early-morning hours, as he diligently butchered the chum, a yell pierced the silence. For Billy, life would never be the same.

“You’re under arrest!” state agents shouted with flashlights in hand.

“Leave me alone, goddamn it. I fish here. I live here!” Billy fired back.

Billy Frank Jr. at the dedication of the NWIFC's fish health lab:



Adapted from Historylink:

Beginning with his first arrest as a teenager in 1945 for “illegal” fishing on his beloved Nisqually River, he became a leader of a civil disobedience movement that insisted on the treaty rights (the right to fish in “usual and accustomed places”) guaranteed to Washington tribes more than a century before. The “fish-ins” and demonstrations Frank helped organize in the 1960s and 1970s, along with accompanying lawsuits, led to the Boldt decision of 1974, which restored to the federally recognized tribes the legal right to fish as they always had.

For years, the state of Washington regarded the 1854 Treaty of Medicine Creek as an irrelevant nuisance. The state insisted that it could impose its fishing regulations on the tribes, notwithstanding the treaty. It tried to do so forcefully, destroying property and making hundreds of arrests. But the traditions and training passed on to Billy Frank Jr. by his father – which in turn were taught to him by Billy’s grandfather, and on into the past – were ingrained. The tribes had given ground and shed blood over the years, but they were determined to fight for what was rightfully theirs.

Billy Frank was first arrested in December 1945, when he was just 14. More than 50 arrests would follow over the years, as they would for many other tribe members. Billy’s formal education ended when he finished 9th grade at a junior high in nearby Olympia but continued in the company of his fellow fishermen. He worked construction by day, mostly highways and sewers – and fished by night, suffering occasional rough treatment, arrest, and confiscation of his precious gear.

In 1952, at age 21, Frank fulfilled a dream and joined the Marines. He was proud of his two years in the corps, but in 1954 he returned to his roots – fishing and the six acres of trust property along the river that his father had acquired in 1919.

With arrests and strife between tribal fishermen and state fish and game officials continuing in Washington, on September 18, 1970, the Justice Department filed suit in *United States v. Washington*. The suit asked for declaratory relief for treaties covering areas west of the Cascade Mountains and north of the Columbia River drainage area, including the Puget Sound and Olympic Peninsula watersheds.

The case was assigned to Judge George Hugo Boldt (1903-1984), a tough law-and order jurist. The trial began on August 27, 1973. Judge Boldt held court six days a week including on the Labor Day holiday.

Forty-nine experts and tribal members testified, among them Billy Frank Jr. and his then-95-year-old father.

The decision in *United States v. Washington*, 384 F.Supp. 312 (1974), issued by Judge Boldt on February 12, 1974, was a thunderous victory for the tribes. The treaties were declared the supreme law of the land and trumped state law. Judge Boldt held that the government's promise to secure the fisheries for the tribes was central to the treaty-making process and that the tribes had an original right to the fish, which the treaty extended to white settlers.

It was not for the state to tell the tribes how to manage something that had always belonged to them. The tribes' right to fish at "all usual and accustomed grounds and stations" included off-reservations sites, as well as their diminished lands. The right to fish extended not just to the tribes but to each tribal member.

Following the Supreme Court's upholding of the Boldt decision in 1979, the NWIFC and the state had to determine how they were going to co-manage the fisheries they shared jurisdiction over. A long process of creating co-management guidelines and establishing trust between the tribes and state officials began with the development (of the) Puget Sound Salmon Management Plan in the early 1980s. With Frank at the helm, the NWIFC established working relationships with state agencies and other non-Indian groups to manage fisheries, restore and protect habitat, and protect Indian treaty rights.

Billy Frank was honored with countless awards for his decades-long fight for justice and environmental preservation. They include the Presidential Medal of Freedom, the Common Cause Award for Human Rights Efforts, the Albert Schweitzer Prize for Humanitarianism, the American Indian Distinguished Service Award, the 2006 Wallace Stegner Award, and the Washington State Environmental Excellence Award,