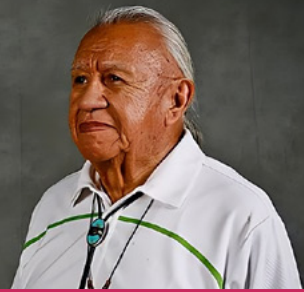


# BUILDING ON LEGACIES AND IMPACT

## LESSON PLAN

## BILLY FRANK JR. STATUE PROJECT

Washington State passed legislation in 2021 to send a statue of activist and humanitarian Billy Frank Jr. to National Statuary Hall in Washington, D.C. The statue is currently slated for installation in 2025.



Grade level: 5-10

Lesson plan developed by:  
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### ESSENTIAL QUESTIONS OBJECTIVES

**Essential Question:** *How do we build on others' legacies and leave an impact?*

**At the end of this lesson students will...**

- Understand how the Billy Frank Jr. Statue display shows the legacies Billy built on and left for us.
- Research and relate Billy Frank Jr.'s life to other stories of impact

### MATERIALS

- Lesson progression
- Student handout
- Access to the digital and in-person display:  
[arts.wa.gov/billy-frank-jr-virtual-display](https://arts.wa.gov/billy-frank-jr-virtual-display)

*"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."*

**BILLY FRANK JR**

### STANDARDS

#### Washington State Social Studies Standards

- H2.6-8.1 Explain and analyze how individuals have shaped History.
- SSS2.6-8.1 Create and use research questions to guide inquiry on an issue or event.
- SJS J15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
- STI Essential Outcomes: By the time Washington state students leave middle school, they will understand: that according to the U.S. Constitution, treaties are "the supreme law of the land." Consequently, treaty rights supersede most state laws.

### LEARNING ACTIVITIES

#### **ENTRY TASK - 30 MINS** (before visiting display):

- Review the essential question and the following definition:  
**Essential Question:** *What actions in life build on and leave a legacy?*  
**Legacy:** the long-lasting impact of particular events, actions, etc. that took place in the past, or of a person's life.<sup>1</sup>
- Teacher and students should read the quote from Fawn Sharp, President of the the Quinault Indian Nations:

*"I saw Billy as a historic visionary – he had this ability to go back to treaty time and had an incredible understanding of what those words meant, so much to that point so that I wondered if he was there 150 years ago. But at the same time this one individual could see seven generations into the future. As a visionary, he understood the many challenges facing humanity, facing our generation. It was his understanding of how all things are connected."*

<sup>1</sup> Oxford languages dictionary - accessed on google, 1.2.24

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- Students should consider Fawn Sharp's quote and work in pairs to come up with the following:
  - 1-2 things we think we already know or can connect to what we know
  - 1-2 questions or things we wonder about the ideas in the quote
  - 1-2 predictions we have about how this quote relates to the essential question: **What actions in life build on and leave a legacy?**
- Class should share and discuss the three categories. Then the teacher should preview the digital or in person visit to the "Billy Frank Jr. Statue Project" display in the Washington State Lieutenant Governor's office. (What is the display and why is the class visiting it?)

### LESSON ACTIVITY - 30 MINS *(during display visit):*

- Students should visit the display "The Billy Frank Jr. Statue Project" and take notes on each panel looking for evidence of 'actions' and 'legacy.' These notes can be done individually or in pairs. Students should know that they will complete a project to apply their learning and 'Tell their story' about actions that lead to positive legacies using Billy Frank Jr. as the reference example. Use note sheet below or whatever note-taking method is preferred by teacher or students.

### DISCUSSION AND PROJECT OPTIONS - 1-4 HOURS *(after display visit):*

- Teacher leads a **discussion** with students about their observations of the display—in what ways did Billy Frank Jr.'s life leave a legacy or build on other legacies—what actions, what impacts? How does the statue represent this legacy?  
*(students should use evidence from their notes in the discussion)*
- Teacher should explain that Billy's legacy was built on many who came before him. In the years after the signing of the Medicine Creek Treaty, Chief Leschi was among leaders who fought to ensure the survival of the Nisqually way of life. This included ensuring the land they reserved would be on the river and connect to the prairie. Before his execution, he famously encouraged the Nisqually people:

*"Whatever the future holds, do not forget who you are! Teach your children, your children's children, and then teach their children also. Teach them the pride of a great people... A time will come again when they will celebrate together with joy. When that happens my spirit will be there with you." - Leschi, Last Chief of the Nisquallies 1808-1858*

- Teacher should lead a **discussion** about ways Billy Frank Jr.'s life and legacy connects to this encouragement from Leschi generations before.
- Teacher introduces student **project options**: Choose one of the following approaches to help answer the essential question. All options must relate to both the student's individual focus and Billy Frank Jr. as an example. Each can be presented as an essay, presentation, visual display, or other method approved by teacher. It may be appropriate to encourage students to work in partners or small groups.

**Project option 1 - Tell your story:** How do the students' lives incorporate legacies that matter to them?

**Project option 2 - Research a Hero:** What legacies does the hero build on and leave behind?

**Project option 3 - Hoped for legacy:** Research an issue that matters to the students and make a plan to leave a legacy behind with regard to that issue.

### Formative Assessments:

- Note sheet
- Research notes

### Assessment:

- Final product of project and sharing

Learn more and access resources:  
[arts.wa.gov/billy-frank-jr](https://arts.wa.gov/billy-frank-jr)



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## NOTE SHEET

### BILLY FRANK JR. STATUE PROJECT

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*Class intro quote brainstorm: we think we know, we wonder, predictions...*

*Panel notes*

PANEL TITLE

FACTS, IDEAS, QUOTES

RELEVANCE TO ACTIONS OR LEGACY

OTHER THOUGHTS

PANEL TITLE	FACTS, IDEAS, QUOTES	RELEVANCE TO ACTIONS OR LEGACY	OTHER THOUGHTS

*Research task:*