

## UNIT 3: MIDDLE SCHOOL – WASHINGTON STATE HISTORY

### *CONTEMPORARY WASHINGTON STATE – THE BOLDT DECISION: 40 YEARS LATER (BOLDT I & II)*

#### Level 2

#### Instructional Support Materials

- [Salmon Protection and Enhancement Worksheet](#)
  - [Salmon Protection and Enhancement Worksheet \(Spanish Language Version\)](#)
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#### Learning goals

Students will

- Research information about a tribal department, an Indian non-profit organization, or a federal agency devoted to care of tribal lands.
  - Summarize findings in a short article about the group(s) they research.
  - Help create a map that shows researched environmental activities.
  - Brainstorm and write what sort of environment and stewardship activities they would like to see done in collaboration with Tribal partners.
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**Time:** Approximately 6 class periods. Because lessons include sending and receiving correspondence with external organizations, lessons will be spread out over a few weeks.

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#### Teacher Preparation

The lesson you will be using is adapted from the Indian Land Foundation ([www.iltf.org](http://www.iltf.org)) Contemporary American Indian Land Tenure Issues Standard 3-Lesson 1. Make sure you have read and are familiar with the lesson prior to implementing it in the classroom.

**Teacher Background** (from Indian Land Tenure Foundation. Contemporary Land Issues: Standard 3-Lesson 1).

Close spiritual and physical connection to the land and environment is a traditional value for indigenous peoples throughout the world. The belief that all people are merely a part of the land and have a place within the environment is common among most American Indian tribes as well. Careful management of natural resources is, therefore, essential in protecting not only the health and well-being of tribal members, but also protecting our culture.

The greatest challenge to protection of natural resources is conservation on private land on the reservation. To meet this challenge, we must accept stewardship as a shared

responsibility between tribal governments, tribal members, and the U.S. Federal agencies which should be called upon to help tribes due to the trust responsibility.

Fortunately, many tribes and Indian organizations have already begun to assert their right to be effective stewards on their lands in manners consistent with and driven by traditional values. Also, many of these departments and organizations work with other tribes, government agencies, and tribal colleges in partnerships, which ensures that efforts are broad based and rooted in consensus.

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## **Learning Activities**

### **Day 1**

1. Begin the lesson by describing to students how the environment is protected and improved on tribal lands. You may want to review with students the authority tribes have to take care of their lands due to their inherent sovereignty and the role of the federal government due to their trust responsibility to tribes.
2. Explain to students that they are going to research specific ways that tribal organizations engage in conservation in order to preserve their ways of life. For the purpose of this activity, student research will focus on salmon protection and enhancement. The following groups are suggested for student research:

#### **Tribal Natural Resource Departments:**

Search tribal websites: [Governor's Office of Indian Affairs Tribal Directory](#)

#### **Native Non-Profit Organizations:**

Northwest Indian Fisheries Commission: <https://nwifc.org>

Columbia River Inter-tribal Fish Commission: <http://ccrifc.org>

#### **Federal Agencies:**

Environmental Protection Agency: Region 10:

<https://www.epa.gov/aboutepa/epa-region-10-pacific-northwest>

National Oceanic and Atmospheric Administration: <https://www.noaa.gov/>

#### **NOAA Fisheries:**

[https://archive.fisheries.noaa.gov/wcr/fisheries/salmon\\_steelhead/united\\_states\\_v\\_washington.html](https://archive.fisheries.noaa.gov/wcr/fisheries/salmon_steelhead/united_states_v_washington.html)

NOAA Marine Debris Program:

<https://marinedebris.noaa.gov/abandoned-and-derelict-vessels/washington>

### **Additional Resources:**

**Upper Columbia River Project:** <https://www.ucr-rifs.com/>

3. Ask students to choose a department or organization above. While performing an internet query, have students answer the following questions using the *Salmon Protection and Enhancement Worksheet*:
  - Which tribe or tribes does this organization serve? In what geographical area does this organization or department work? What is the email or mailing address of this department or organization?
  - What kind of natural resources is this department or organization protecting? How do they do this?
  - Does this department or organization take into consideration traditional tribal values? If so, how?

### **Day 2**

4. After this preliminary research is complete, ask the students to identify where the department or organization is located on a state or national map.
5. Have students write to their selected department or organization and ask for more information on the work they do to protect and enhance salmon. Review how to write an effective letter of inquiry with students. Ask students to include a brief note about how they will use this information and the date by which they would appreciate a response. As an alternative, you may permit some students to arrange for a telephone interview with someone from the department or organization. If this is done, work closely with students to ensure adequate preparation for an effective interview. *Note: Please follow your school and district's policy regarding procedures relating to correspondence and students sharing their work with external organizations.*

### **Day 3**

6. After students receive an email or mail response from the organization or completed their telephone interview, have them write a brief summary of their findings and present them to the class.
7. Have students write a brief paragraph that they may place on a state or national map. If students would like to use pictures from publications they were sent, encourage them to do so. Have the map up on a wall during parent-teacher conferences or class open house events.

