UNIT 3: ELEMENTARY – WASHINGTON STATE HISTORY

BEING CITIZENS OF WASHINGTON: SALMON RECOVERY AND THE BOLDT DECISION

Level 1

Instructional Support Materials

Part 1: The Boldt Decision

Part1: The Boldt Decision (Spanish Language Version)

History Frame Graphic Organizer

The State We're In: Washington (2014) - Chapter 6

Learning Goals

• Students will learn about the importance of salmon to traditional lifeways and survival of Indian people.

• Students will connect their knowledge about the game "Keep Away" to understand how two governments solved a problem that affects us all.

• Students will read an excerpt about the Boldt Decision to understand how treaties affected tribal fishing rights and federal Judge George Boldt's historic interpretation of treaty language.

Time: Approximately 2 – 40 minute class periods

Teacher Preparation

- Teacher becomes acquainted with salmon recovery sites and efforts of federal, state, tribal, and local agencies.
- Teacher becomes acquainted with the policies and laws that promote salmon recovery through joint state/federal tribal efforts, such as:
 - ✓ The Centennial Accord
 - ✓ The Salmon Recovery Act
 - ✓ The Salmon Recovery Fund
 - ✓ The Columbia Basin Fish Accords
 - ✓ The Boldt Decision of 1974
 - ✓ See the following websites:

http://www.goia.wa.gov http://www.critfc.org/ http://nwifc.org/ http://salmondefense.org/

- (Optional extension: Research Boldt II—the second phase of the 1974 decision that requires state agencies to repair or replace all culverts to allow for salmon migration and spawning)
- Make photocopies of the Part 1: The Boldt Decision (excerpts from Chapter 6 of "The State We're In: Washington: Your guide to state, tribal and local government" (League of Women Voters 2010))
- Drawing paper, crayons, markers, construction paper, and scissors

Learning Activities

<u>Day 1</u>

- 1. Ask students 3 questions:
 - a) How they play "Keep Away."
 - b) What it feels like to be in the middle (the one who is trying to retrieve the object).
 - c) What it feels like to be in the middle when you are playing with something which was taken from you.

What usually happens?

What is the difference?

- 2. Teaching Point: Today you will learn about a different kind of keep away game this one was between governments. You are learning about how the two governments solved their problem, because that solution affects every single person in this room.
- 3. Show the chapter in "Native Homelands Along The Lewis and Clark Trail" video that best corresponds to where your school is located and do the activities associated with it AND Chapters 8 and 9, which describe in detail the importance of salmon to traditional lifeways and survival of Indian people.

HOMEWORK

Make a list of all the things that are most important to you and your family.

Day 2

- 1. Connect the content of the video to the "Keep Away" opening discussion and the homework. Imagine if someone was playing keep away with your life (if that is too hard to conceptualize, liken it to all their possessions, where they live, etc.).
- 2. Students will read Part 1: The Boldt Decision, an excerpt from "The State We're In: Washington—Your Guide to State, Tribal, and Local Government," and understand how treaties affected tribal fishing rights and Judge George Boldt's historic interpretation of treaty language. Use paired reading, GLAD strategies or other reading strategies in approaching this excerpt.

- 3. Students will complete a graphic organizer to assist in the comprehension of the difficult concepts.
- 4. After checking for understanding, students may pair up to describe the conflict between Washington State and the tribes as a game of "Keep Away." Draw it as a graphic organizer (label the drawings), use construction paper, scissors, and other materials as needed. Students will present and explain it.
- 5. Ask, "So how did the keep away game end?"
- 6. Complete the following simile and provide at least two pieces of evidence from the article to support your explanation "The conflict between Indian tribes and Washington State was like a keep away game, because..."
- 7. Wrap-up: As we continue to study being citizens in Washington State, think about how tribes are affected by the decisions we all make as citizens.
- 8. (If moving on to Level 2, ask the teaser, "How do you think governments are using the Boldt Decision today?"

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