

UNIT 3: MIDDLE SCHOOL – WASHINGTON STATE HISTORY

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

Level 1

Instructional Support Materials

- [*40 Years Later: Boldt Decision Celebrations with Some Caution*](#)
 - [*40 Years Later: Boldt Decision Celebrations with Some Caution \(Spanish Language Version\)*](#)
 - *Guiding Questions*
 - *Optional Teacher Background: [Understanding Treaty Rights in Washington State](#) (<https://nwifc.org/w/wp-content/uploads/downloads/2014/10/understanding-treaty-rights-final.pdf>)*
 - *Supplemental Article:*
 - [*Voices at Boldt 40*](#)
 - [*Boldt Decision ‘Very Much Alive’ 30 Years Later*](#)
 - *Optional videos:*
 - *“As Long as the River Runs* <https://www.youtube.com/watch?v=IN46NWkEFow>
 - *“Back to the River” –* <https://salmondefense.org/projects/educate/back-to-the-river/>
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Learning goals

- Students will explore ways that Boldt I and Boldt II decisions have affected Tribes in the Pacific Northwest.
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Time: Approximately 1 class period

Teacher Preparation

- OPTIONAL: Read “Understanding Treaty Rights in Washington State” (Source: Northwest Indian Fisheries Commission: <https://nwifc.org/member-tribes/treaties/>)
 - Print a copy of the article “40 Years Later: Boldt Decision Celebrations with Some Caution” (Source: Indian Country Today, February 12, 2014) and “Guiding Questions” for each student.
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Learning Activities

1. Once students have completed reading the news article, divide the class into groups of three. Each student is assigned a role: Facilitator, Reporter, or Recorder.
2. Students read the following “Guiding Questions” with the Facilitator making sure conversation is respectful and on task. Recorders write down the group’s response to questions. The Reporter reports out to the class on the group’s conclusions.
 - a. What important right does the Boldt decision uphold for Native fishermen?
 - b. What was/is the state’s view in this conflict?
 - c. What was/are the tribes’ view in this conflict?

In 1980, Judge William Orrick issued a decision that further upheld treaty rights. This decision is known as Boldt II. The Boldt II decision confirmed that the state and federal governments have a duty to protect salmon habitat. For the treaty right to have meaning, there must be fish available for harvest.

- d. How is Boldt II different than the first Boldt decision? What does it aim to accomplish?
- e. What significant changes have occurred within tribes in the years since Boldt?
- f. Why did tribes and commercial fishermen have to change their perspectives?
- g. Why is it so important to Northwest Tribes to preserve salmon?

Extension (optional):

Many of you live in a community where Tribes depend on salmon for their social, spiritual, and economic livelihoods. This would be a wonderful opportunity to invite a member of your local Tribe to speak to your class about what the effect the Boldt and Boldt II decisions had on their community. If your district has a Title VI Indian Education Program, you could contact that program’s Coordinator or contact your district curriculum director and to help find tribal members willing to come and speak to your class, especially if they were witness to the time before the Boldt decisions and can speak to the changes they may have observed since their enactment.

Although tribes recognized through Executive Order do not have treaty protected fishing/gathering rights, they do have a deep respect for and history with salmon and integrate salmon into their community observations, ceremonies, spiritual practices, etc. Please contact the Tribe for additional information about their salmon recovery efforts and community practices.
