

UNIT 2: HIGH SCHOOL – CONTEMPORARY WORLD PROBLEMS

ENVIRONMENTAL ISSUES: THE BOLDT DECISION

LEVEL 1

Instructional Support Materials

[Timeline of Tribal Fishing Rights](#) (also being updated)

[Timeline of Tribal Fishing Rights \(Spanish Language Version\)](#)

[2007 Boldt II Judgment](#)

[2007 Boldt II Judgment \(Spanish Language Version\)](#)

Learning Goals

By the end of instruction, students will:

- Recognize the civil litigation efforts of tribal conservation &/or reclamation of natural resources
 - Evaluate how Indian and non-Indian interaction with the environment has affected economic growth and sustainability
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Time: 1 class period

Teacher Preparation

Indian people lived in the Pacific Northwest for thousands of years with salmon as a foundation for their culture, economy, and religion. There are many dates, names, and places that were important in establishing current tribal fishing rights. Students will define terms related to tribal fishing rights and interpret legal terms associated with Indian case law.

Make copies of *Timeline of Tribal Fishing Rights* hand-out

Learning Activities

Day 1: Introduce timeline of tribal fishing rights.

1. Students read the *Timeline of Tribal Fishing Rights* hand-out.
2. Students complete the exercises in the margins of the timeline.

Looking Ahead to Level Two Curriculum:

If time allows, encourage students to identify and research which events specifically involve a local tribe's fishing rights.
