



Lori Carossino

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Elma School District

6th Grade Social Studies

7th Grade Social Studies & Washington State History

Tribal Partners: Chehalis and Squaxin Island Tribes



Overview

- NK360 curriculum
- Resources & scaffolding for STI
- Local resources & connections



NK360 Resources & Scaffolds

How Do Native People and Nations Experience Belonging

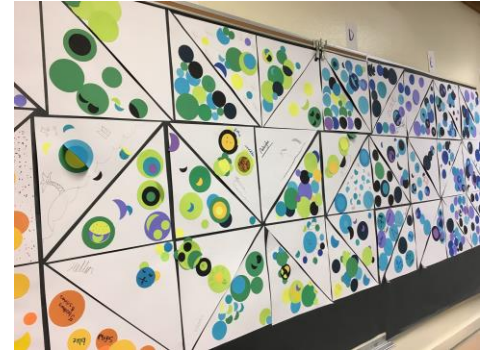
Intro to the school year

NK360 Resources & Scaffolds

[How do Native People and Nations Experience Belonging:](#) Intro to the school year

- Belonging lesson intro video, map, & essay
- Selected case studies from Belonging - Land, Kinship Systems, and Rights & Responsibilities lessons
- Land acknowledgement for the Chehalis and Squaxin Island Tribes
- Related art lesson

I use the Northern Plains Belonging lessons at the beginning of the year as part of my back-to-school community building activities in my classroom. We start by discussing three different ways people experience belonging - belonging to self (identity), belonging to land, and belonging to a community/culture. We look at case studies from this NK360 unit to see examples of this in action. I also use our discussion of the case studies as a time to organically include the tribal history of the land our school sits on; reframe the rules and procedures parts of back-to-school as a discussion about our rights and responsibilities within the community of our classroom; and to set “case study” as standard vocabulary when studying people and cultures. As a final activity students list their own experiences with the three types of belonging and use it to inspire art that we join together into an abstract mural for our classroom.



The National Museum of the American Indian in Washington, DC, and New York, NY, remains temporarily closed. To view the status of the Smithsonian's other museums and the zoo, visit si.edu/museums.

Smithsonian | NATIONAL MUSEUM OF THE AMERICAN INDIAN

ABOUT NATIVE
KNOWLEDGE 360°

ESSENTIAL
UNDERSTANDINGS

EDUCATORS

LESSONS &
RESOURCES

DID YOU
KNOW?

DONATE



NATIVE KNOWLEDGE 360°

Transforming teaching and learning
about Native Americans

Educators

NMAI is offering free remote field trips this year. These are live, interactive programs for for K-12 classes.

They also offer fantastic professional development with the NK360 curriculum for educators. Check back on this page in the early spring for details.



K-12 Distance Learning Programs

Bring the Smithsonian's National Museum of the American Indian (NMAI) to your classroom! Learn about the rich, complex, and dynamic histories and cultures of Indigenous peoples of the Western Hemisphere from anywhere with these new distance learning programs.

Virtual Field Trips

These live and interactive programs led by a museum educator focus on American Indian history, culture, and contemporary lives centered around specific topics. All programs are conducted over Microsoft Teams and can be booked through the [NMAI's Skype in the Classroom page](#). Virtual field trips are free and should be reserved at least two weeks in advance. A variety of programs are available for K-12 students and a minimum of 10 students is required to register.

[LEARN MORE](#)

Live Webinars

Youth in Action: Conversations about Our Future



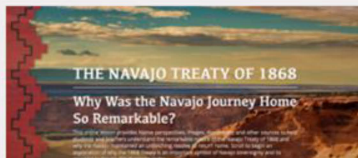
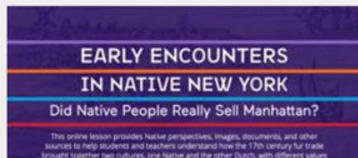
Lessons & Resources

Explore featured educational resources, below, or search all educational resources using the search tool. Many of these resources are also available in print. Use the [teaching materials order form](#) to order print versions.

SUBJECT	NATION	GRADE
LANGUAGE	REGION	FORMAT

Featured

[VIEW ALL RESOURCES](#)





DIGITAL LESSON

El Imperio Inka: ¿Qué innovaciones pueden proveer alimento y agua para millones?



DIGITAL LESSON

The Great Inka Road: How Can a Road System Be an Example of Innovation?



DIGITAL LESSON

El Gran Camino Inka: ¿Cómo un sistema de carreteras puede ser un ejemplo de innovación?



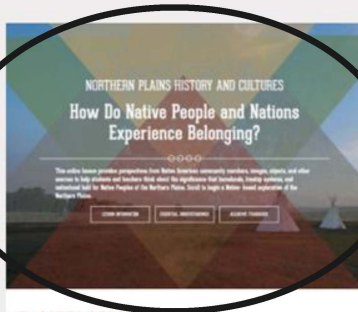
DIGITAL LESSON

Pacific Northwest History and Cultures: Why Do the Foods We Eat Matter?



DIGITAL LESSON

The Pacific Northwest Fish Wars: What Kinds of Actions Can Lead to Justice?



DIGITAL LESSON

Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?



DIGITAL LESSON

Northern Plains Treaties: Is a Treaty Intended to Be Forever?



DIGITAL LESSON

American Indian Removal: What Does It Mean to Remove a People?



Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?

This [online lesson](#) provides perspectives from Native American community members, images, objects, and other sources to help students and teachers think about the significance that homelands, kinship systems, and nationhood hold for Native Peoples of the Northern Plains. Explore four case studies to learn more about the relationships that help to create a sense of belonging.

Resource Information

GRADES 9 10 11 12

NATIONS

Apsaalooke (Crow), Arikara, Cheyenne, Crow, Dakota (Sioux), Hidatsa, Lakota (Sioux), Mandan, Nakota (Sioux), Northern Cheyenne, Oceti Sakowin

SUBJECTS

Geography, Government and Civics, History, Social Studies

REGIONS

Plains, North America



NORTHERN PLAINS HISTORY AND CULTURES

How Do Native People and Nations Experience Belonging?



This online lesson provides perspectives from Native American community members, images, objects, and other sources to help students and teachers think about the significance that homelands, kinship systems, and nationhood hold for Native Peoples of the Northern Plains. Scroll to begin a Native-based exploration of the Northern Plains.

LESSON INFORMATION

ESSENTIAL UNDERSTANDINGS

ACADEMIC STANDARDS



NATIVE KNOWLEDGE 360°

What Gives Native Nations a Sense of Belonging to the Land?

Discover the different kinds of relationships that Native People of the Northern Plains have with their homelands. See how landscapes can provide a deep sense of belonging to a place.

NATIVE KNOWLEDGE 360°

How do Kinship Systems Work to Create a Feeling of Belonging?

Learn about the importance of kinship systems to Native Nations of the Northern Plains. See how Native kinship systems provide networks of care and support.

NATIVE KNOWLEDGE 360°

What are the Rights and Responsibilities of Belonging to a Native Nation?

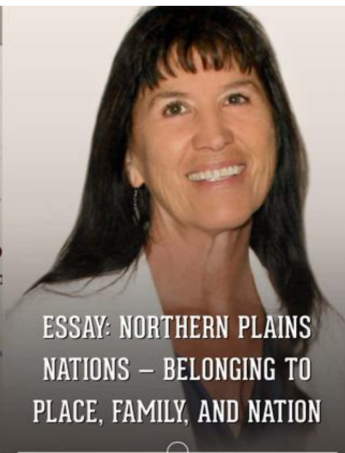
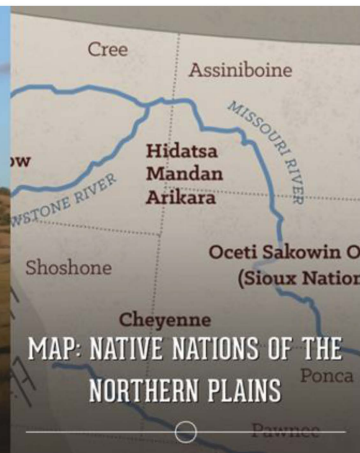
Think about the rights and responsibilities of citizenship. See how the customs, values, and traditions of a Native Nation inform an individual's role as a citizen.



NATIVE KNOWLEDGE 360°

Belonging

Think about the connections that people have to place, family, and nation. Watch a video, explore a map, and read a Native perspective about the relationships that can create a sense of belonging.





STI Resources & Scaffolds

[Tribal Perspectives Teacher guide:](#)

Intro to treaties & other topics



STI Resources & Scaffolds

[Tribal Perspectives Teacher guide](#): Intro to treaties & other topics

- [Video clips](#) (treaties start at minute 42:49)
- [Teacher Guide](#) has transcripts of the video interviews with space for student notes
- Teacher Guide Appendix has Minutes of the Makah Treaty Negotiations (page 96)

I find students can better understand the treaty process by doing this lesson after the STI Treaty Lesson 1 on maps. The minutes are easy for students to read and analyze as they are essentially a script of the events. For the lesson we watch the video clips of the Makah members speaking about their treaty, then review the video transcripts in small groups and make notes. Next we read and analyze the minutes, noting perspectives/motivations of the different people involved, what they hoped to accomplish in the negotiation, and what was promised to, agreed upon, or given by each. Then we compare our findings to the actual Makah treaty.



Home » [Student Success](#) » [Resources by Subject Area](#) » [Since Time Immemorial: Tribal Sovereignty in Washington State](#)

Since Time Immemorial: Tribal Sovereignty in Washington State

In 2015, the Legislature passed Senate Bill 5433 requiring the *Since Time Immemorial: Tribal Sovereignty in Washington State* or other tribally-developed curriculum be taught in all schools. The use of the *Since Time Immemorial* curriculum has been endorsed by all 29 federally recognized tribes.

- [Early Learning](#)
- [Elementary](#)
- [Middle School](#)
- [High School](#)
- [Additional Tribal History Curriculums](#)
- [Videos](#)
- [Partnering with Tribes](#)
- [Implementation](#)

Expand the Ready to Go Lessons for Middle or High School to find the Tribal Perspectives materials.



STUDENT SUCCESS

Resources by Subject Area ▾

[The Arts ▶](#)

[Computer Science ▶](#)

[English Language Arts ▶](#)

[Educational Technology ▶](#)

[Environment & Sustainability ▶](#)

[Financial Education ▶](#)

[Health and Physical Education ▶](#)

[Sexual Health Education ▶](#)

[Mathematics ▶](#)

[Science ▶](#)

[Social Studies ▶](#)

[Tribal Sovereignty \(Since Time Immemorial\) ▾](#)

Ready to Go Lessons

To support the continuous teaching and learning you are providing your students, these "Ready to Go" lessons have been shared by Tribes and educators to provide you with quick access to a variety of complete lessons to implement along with or in addition to the *Since Time Immemorial* Tribal Sovereignty Curriculum. If you have lessons you would

New Resources

- [August-December 2020 *Since Time Immemorial* Curriculum Webinars \(PDF\)](#)
- ["Ready to Go" Lesson Resources](#)
- [ONE Student Learning Resources \(PDF\)](#)



STUDENT SUCCESS

Resources by Subject Area ▾

[The Arts ▶](#)

[Computer Science ▶](#)

[English Language Arts ▶](#)

[Educational Technology ▶](#)

[Environment & Sustainability ▶](#)

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[Sexual Health Education ▶](#)

[Mathematics ▶](#)

[Science ▶](#)

[Social Studies ▶](#)

[Tribal Sovereignty \(Since Time Immemorial\) ▶](#)

Middle School Unit 1 Washington State History

Territory and Treaty Making: The Point No Point Treaty

Historical Era

1854 - 1889 The Treaty Era

STI Unit Overview

Unit Goals:

- To develop students' abilities to seminar, present and justify a point of view on a historical issue.
- To develop students' abilities to organize, write and illustrate the key elements involved in a historical period or issue.
- To develop students' ability to interpret historical information and develop hypotheses on why things occurred in history.
- To provide students with ability and knowledge to explain the nature of treaties negotiated by the United States Government and the meaning of tribal sovereignty.
- To provide students with ability and knowledge to explain the basic issues and motivating forces during the treaty period in Washington Territory.
- To provide students with the ability to explain and illustrate the relationships

They can also be found in the right side margin of the pages for Middle and High School units.

Download Curriculum

[Lesson 1 \(PDF\)](#) | [Lesson 2 \(PDF\)](#) | [Lesson 3 \(PDF\)](#) | [Lesson 4 \(PDF\)](#) | [Lesson 5 \(PDF\)](#)

Corresponding Videos

Tribal Perspectives of American History in the Northwest

- [Chapters 1-3 \(YouTube\)](#)
- [Tribal Perspectives Teacher Guide \(PDF\)](#)
- [1881 Thomas Symons Map \(PDF\)](#)
- [Timeline \(PDF\)](#)
- [Blank Timeline \(PDF\)](#)

and of course the treaty party wanted things done faster than that, but that's the reality of the times, everyone had to come by canoe d

The translation was a three-way translation people spoke English, the government people spoke Chinook and then there was a man who interpreted into Chinook jargon, which is a limited translation language vocabulary that most of the tribes here used as well as the traders, but it doesn't convey all of the legal implications of the treaty of course. But to the best of their ability they tried to get across some of the points in the treaty and I also think a lot was lost in translation.

Edward Claplanhoo – Makah

The main thing he would tell me, my dad would look at the treaty of the treaty. And instead of the treaty saying that's in the treaty and that all my life and our treaty you can understand what I'm trying to get that, they were looking for

at they want our hunting and fishing places and we had villages on Wada Island and Tatoosh Island. And yet in the actual treaty itself

Notes

Edward Claplanhoo – Makah

The main thing he would tell me, my dad would tell me is that you don't look at the treaty itself, you look at the minutes of the treaty. And if you can digest the minutes of the treaty you'll know what all of the wording that's in the treaty means. So I've maintained that all my life that if you're going to understand our treaty you better get the minutes so you can understand what our forefathers went through to get that, and the meanings that they were looking for as they were negotiating.

Maria Pascua – Makah

In the minutes we say that they want our original locations and hunting and fishing places and we had villages on Wada Island and Tatoosh Island. And yet in the actual treaty itself it says that we will cede our islands. But it was not made clear in the negotiations, and so we didn't get our islands back until 1980, 1980s.



UNIT 1: TERRITORY AND TREATY MAKING: THE POINT NO POINT TREATY

LESSON 1: Physical and Cultural Geography of the Olympic Peninsula Pre-Treaty Times

INSTRUCTIONAL SUPPORT MATERIALS

Native Peoples of the Olympic Peninsula 1st Edition OR 2nd Edition- Text not included with the “Since Time Immemorial” curriculum

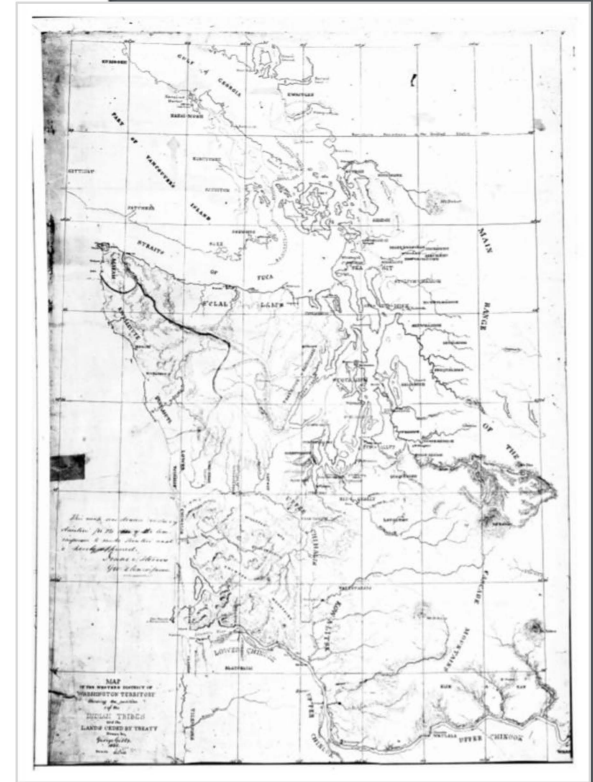
[The Point No Point Treaty Tribes](#), Lynn De Danaan

[Graphic Organizer – Lesson 1](#)

[1855 Gibbs Map](#)

LEARNING GOALS

- Students will learn to provide a plausible and explicitly-supported explanation regarding the relationship between geography and time period being explored
- Students will be able to analyze maps as background to discussing the Point No Point Treaty
- Students will be able to locate all major physical features on the Olympic peninsula
- Students will be able to locate original villages (in general) of Point No Point Treaty tribes
- Students will be able to demonstrate how physical geography impacts cultural and economic geography
- Students will be able to demonstrate how geography contributes to understanding subsequent historical events and conflicts



Minutes of the Makah Treaty Negotiations, 1855

Record provided by Makah Cultural & Research Center in Neah Bay, Washington.
Transcribed by Regional Learning Project, University of Montana.

Monday, January 29th

The Schooner reached Neah Bay on the evening of the 28th, and today the tents, goods and men were landed, and the camp established. Gov. Stevens, the agent and interpreter, immediately put them-selves in-communication with the Indians of the Bay through the medium of Catp. E.S. Fowler, a Klallam sub-chief called Captain Jack, who spoke the Makah language, and two Makahs, Swell or Jefferson Davis and Peter who spoke Chinook. Expresses were immediately sent off to bring in the other Makah Villages, and, also, if possible, the tribes adjoining them on the Coast.

Tuesday, Jan. 30th

Gov. Stevens and the Secretary (George Gibbs) crossed the peninsula of Cape Flattery to the Coast for the purpose of making a general examination of the Country and selecting a spot suitable for the separate reserve of this Tribe and such others as might be included with them. The Indians of other Makah Villages arrived today but stated that the other Tribe could not be called (until) several days. It was accordingly determined to send for them to meet at Gray's Harbor. In the evening Governor Stevens called a meeting of the proposed Treaty more particularly. Being interrogated as to their relations with the tribes below them, they said that with the Kwe-Sch-tut or Kwilch-Yutes they were on terms of amity, as also with the Kwaak-Sat or Hooch, but that with the next band or tribe the Kwites or Kehis-a-hunt, they were not, that tribe having killed one of their people some years ago. They did not however desire to cherish any animosity, but did not know the feelings of that Tribe towards them. They were directed to make a full return of each of their own villages the next day.

Governor Stevens then formally mentioned the principal features of the proposed treaty as follows. The Great Father had sent him here to watch over the Indians. He had talked with the other Tribes of the Sound and they had proceeded to be good friends with their neighbors, and he had now come to talk with the Makahs. When he had done here he was going to the Indians down the Coast and would make them friends to the Makahs. He has treaties with the Sound Tribes for their lands, setting aside reserves for them, and had stipulated to give them a school, farms, etc. etc. and a physician when he had finished.

A copy Attest.
George Gibbs
Secretary L.C.



Local Resources & Connections

[NK360 - Why do the Foods We Eat Matter](#)

Supplemental lessons on local food for the Chehalis



Local Resources & Connections

[NK360 - Why do the Foods We Eat Matter](#) - supplemental lessons on local food for the Chehalis

- [Our History](#) - Confederated Tribes of the Chehalis website
- [Video](#): South Sound Prairies - Western Washington's Grasslands
- [South Puget Sound Prairies](#) website - Why Prairies Matter and Prescribed Fires
- Crosscut article, [Indigenous fire practices once shaped the Northwest – and they might again](#)
- Guardian article: [Fire is Medicine - the tribes burning California forests to save them](#)
- [Camas Prairie lessons](#) from Olympia's GRuB Farm

My school is adjacent to camas prairies that were an important food source for the Chehalis people who lived on this land as well as many other Native people living in the Pacific Northwest. Following our NK360 Foods unit on salmon, I use these camas lessons to talk about other foods as well as Native land management practices both historically and today. It is also sometimes possible for us to visit areas near our school where camas is growing, and many of my students have it growing in their own fields.



Pacific Northwest History and Cultures: Why Do the Foods We Eat Matter?

This [online lesson](#) provides perspectives from Native American community members, images, objects, and other sources to help students and teachers understand the important connections between foods and cultures for Native People of the Pacific Northwest. Discover how Native Nations of the Pacific Northwest take action to protect and sustain salmon, water, and homelands.

Resource Information

GRADES 9 10 11 12

NATIONS

Coast Salish, Colville Confederated Tribes, Lummi, Makah, Muckleshoot, Nisqually, Puyallup, Quileute, Skokomish, Yakama

SUBJECTS

Geography, Government and Civics, Environmental Science, History, Social Studies

REGIONS

Northwest Coast, North America



PACIFIC NORTHWEST



HISTORY AND CULTURES

Why Do the Foods We Eat Matter?

This online lesson provides perspectives from Native American community members, images, objects, and other sources to help students and teachers understand the efforts of Native Nations of the Pacific Northwest to protect and sustain salmon, water, and homelands. Scroll to begin an exploration of the Pacific Northwest history and cultures.

LESSON INFORMATION

ESSENTIAL UNDERSTANDINGS

ACADEMIC STANDARDS



Smithsonian
National Museum of the American Indian



Food is More Than Just What You Eat

Think about the many connections between foods and cultures. Watch a short video, explore a map, and read an expert's perspective about the relationships between foods and culture for Native people of the Pacific Northwest.

Teacher
Instructions

Student
Instructions



Foods and Cultures Video



Native Nations of the Pacific Northwest Map




Essential Connections Between Food and Culture
Essay

Why is Salmon Important to Native People and Nations of the Pacific Northwest?

Explore the sources in each region case study to discover the many reasons why salmon is important to Native Peoples and Nations of the Pacific Northwest.

Teacher
Instructions

Student
Instructions

A photograph of a rocky coastline with a forested hillside in the background and waves crashing against the shore.

Pacific Coast Case Study

A photograph of a long wooden canoe with several people rowing on a calm body of water, surrounded by a dense forest.

Puget Sound Case Study

A photograph of a rocky shoreline with driftwood in the foreground and a body of water in the background.

Columbia River/Plateau Case Study



The Confederated Tribes of the Chehalis Reservation

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[Home](#) » [Our Story](#) » People of the Sands

People of the Sands



In the old days we gathered sacred roots and berries. We fished the Chehalis, Black, Cowlitz, Satsop, Wynoochee, Elk, Johns, Skookumchuck, and Newaukum rivers. Our people fished and hunted from the mountains, across the prairies, to Grays Harbor and in the lower Puget Sound. In the old days the baskets carried and stored our foods. We relied upon the baskets, the rivers, the land, the roots, the berries, the fish, and the animals. Our lives were tied together by the Creator.

-Liichaat, "Just These Few Words"

For many centuries, two large groups of Salish-speaking people lived along the Chehalis River. They lived in cedar longhouses with one end open to the water from which they received a bounty of salmon and other river-based sustenance.

Search our site



South Sound Prairies

Western Washington's grasslands

South Sound Prairies - Western Washington's Grasslands

4,428 views • Feb 3, 2015



Center for Natural Lands Management

16 subscribers



0:12 / 4:07



Link: <https://www.youtube.com/watch?v=PYMUezR4LBQ>



More Information

Plants of the Prairies

Learn about the variety of beautiful, yet rare, plants in our South Sound prairies.

Wildlife of the Prairies

Discover some of the rarest wildlife in Washington that inhabits South Sound prairies.

Historic Prairie Landscapes

Learn more about the distribution of prairies in the South Sound and on-going threats to these unique habitats.

Native Plant Propagation

After removing invasive species, repopulating the prairies with native plants is an important restoration step.

Prescribed Fire

WHY PRAIRIES MATTER

The South Puget Sound Prairies are...

Created by retreating glaciers

Sustained by Native Americans

Unique to the Northwest

Dependent on us for their conservation

South Puget Sound's prairies and oak woodlands lie hidden among the region's forests, farms and homes. Here, wide-open skies arch over rolling expanses of bunchgrasses, wildflowers, and gnarled oaks. Butterflies found in few other places in the world spangle the sun-washed grasslands, and blue birds and meadow larks serenade the quiet visitor.

One of the rarest ecosystems in the country, these open savannas were created by retreating glaciers 15,000 years ago, which left behind gravelly soils that dried out quickly during summer droughts. Native Americans sustained these grassy plans for thousands of years using fire to keep the encroaching forests at bay so that tribes could harvest the prairie's bounty of wildflowers and bulbs. Today conservationists maintain our prairies through active management and restoration.



More Information

Seasons of the Prairies

Spring and summer are the most popular to visit the prairies, but the prairies are special year-round!

Prairie Appreciation Day

Come out on the second Saturday in May for a free public festival celebrating prairies.

South Sound Fires

Prescribed fires are conducted yearly on the South Sound prairies. These efforts are summarized in a yearly fire report that provides a great overview of fires and associated training and safety efforts. View the 2018 report [here](#).

Prescribed Fire Council

A [Washington Prescribed](#)

Prescribed Fire

South Sound Prairies uses prescribed fire to restore prairies fragmented by invasive species and lack of historic fire regimes.

To learn more about this program, check out the [2018 South Puget Sound Ecological Fire Program summary report](#).

For additional reading material about using fire to restore prairie ecosystems, check out the [Cascadia Prairie Oak Partnership Technical Library](#).



FOCUS: FORGED IN FIRE

SHARE

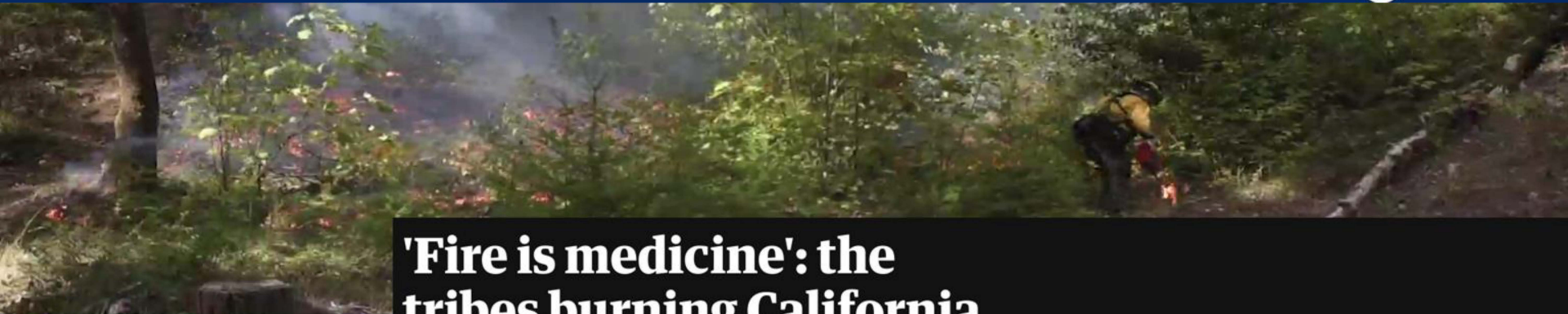


Indigenous fire practices once shaped the Northwest — and they might again

For centuries, settlers suppressed the Native burning and wildfires that enriched and protected Western ecosystems. Four experts explain why we need it back.

by [Manola Secaira](#) / September 9, 2019





'Fire is medicine': the tribes burning California forests to save them

For millennia, native people have used flames to protect the land. The US government outlawed the process for a century before recognizing its value by [Susie Cagle](#) with photographs by Alexandra Hootnick

Thu 21 Nov 2019 06.00 EST



2,061

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hen Rick O'Rourke walks with fire, the drip torch is an extension of his body. The mix of diesel and gasoline arcs up and out from the little wick at the end of the red metal can, landing on the ground as he takes bite after bite out of the dry vegetation in the shadow of the firs and oaks.

**Read The
Guardian without
interruption on all
your devices**



Local Resources & Connections

Washington v. United States: The Culvert Case



Local Resources & Connections

Washington v. United States: The Culvert Case

- [NK360 Fish Wars](#) lessons
- [Primarily Washington](#) lesson
- Pair as intro and follow-up to lessons to the [STI Boldt Decision](#) lessons

I have found that my students have an easier time digging into the STI Boldt lessons when I lead into it with lessons from the NK360 Fish Wars module first. The NK360 lessons are engaging and help students grasp the context and events that led up to Boldt. Two separate culvert-removal projects were also completed in our county within the past few years, one within our district's borders. Since it happened here in our community, this case is relevant to both our local partner tribes and to my students. They have a lot of questions that this lesson helps them answer and it is a good companion to the Boldt lessons.

DIGITAL LESSON



The Pacific Northwest Fish Wars: What Kinds of Actions Can Lead to Justice?

This [online lesson](#) provides perspectives from Native American community members and their supporters, images, news footage, an interactive timeline, and other sources about an important campaign to secure the treaty rights and sovereignty of Native Nations of the Pacific Northwest. Explore the many actions Native Nations took to address injustices.

Resource Information

GRADES **9** **10** **11** **12**

NATIONS

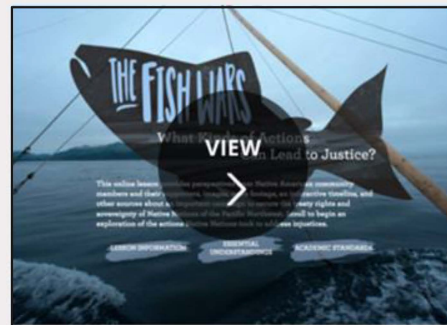
Colville, Lummi, Makah, Muckleshoot, Nisqually, Puyallup, Quileute, Tulalip, Yakama

SUBJECTS

Government and Civics, History, Social Studies

REGIONS

Northwest Coast, North America





What Kinds of Actions Can Lead to Justice?

This online lesson provides perspectives from Native American community members and their supporters, images, news footage, an interactive timeline, and other sources about an important campaign to secure the treaty rights and sovereignty of Native Nations of the Pacific Northwest. Scroll to begin an exploration of the actions Native Nations took to address injustices.

LESSON INFORMATION

ESSENTIAL
UNDERSTANDINGS

ACADEMIC STANDARDS



Smithsonian
National Museum of the American Indian

PRIMARILY WASHINGTON



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WASHINGTON V. UNITED STATES: THE CULVERT CASE

Title

Washington v. United States: The Culvert Case

Subject

Fishways -- Washington (State)

Fishes -- Migration -- Environmental aspects -- Washington (State)

Culverts -- Washington (State) -- Design and construction.

Creator

Joshua Parker

Collection

[Lesson Plans](#)

Tags

[CCSS.ELA-LITERACY.RH.11-12.1](#), [CCSS.ELA-LITERACY.RH.11-12.3](#), [Culverts](#), [D3.3.6-8](#), [D4.8.9-12](#), [Fish](#)

Citation