

UNIT 3: BEING CITIZENS OF WASHINGTON: SALMON RECOVERY AND THE BOLDT DECISION

LEVEL 3

Instructional Support Materials

[Whose Rules? CBA](#)

[Problem-Solution Paragraph Organizer](#)

[Salmon Homecoming Activity Book \(2001\)](#)

[Salmon Homecoming Alliance Student Workbook \(2015\)](#)

[Wy-Kan-Ush-Pum \(Salmon People\) Activity Book](#)

[A Story of the Pacific Northwest Salmon](#)

[Columbia River Salmon Stories](#)

Learning Goal

- Students will build on Levels 1 and 2 by seeing the Boldt Decision in action. They will explore at least one organization working toward salmon recovery and evaluate by completing the Whose Rules? CBA.
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Time: Approximately 4 – 40 minute class periods.

Teacher Preparation

- Determine what form your CBA will take and follow OSPI’s support materials to prepare.
 - Photocopy the OSPI graphic organizer for “Whose Rules?”
 - Make copies of the *Problem/Solution Paragraph Organizer*
 - Make copies of:
 - *Salmon Homecoming Activity Book (2001)*
 - *Salmon Homecoming Alliance Student Workbook (2015)*
 - *Wy-Kan-Ush-Pum (Salmon People) Activity Book* from the Columbia River Inter-Tribal Fish Commission
 - *A Story of the Pacific Northwest Salmon*
 - *Columbia River Salmon Stories*
 - Choose which activities you would like your students to do. All are about the importance of salmon and how to protect their habitats. This is a great science tie-in.
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Learning Activities

1. Teaching Point: Yesterday how perseverance and commitment can build relationships even when situations are difficult. Today, you will see how we all benefit from those partnerships.
2. Students will identify a state, federal, or tribal website and how partnerships work toward salmon recovery.
 - [Columbia Basin Fish Accords](#)
 - [Salmon and Steelhead Habitat Inventory and Assessment Program](#)
 - [Governor's Salmon Recovery Office](#)
 - [Northwest Indian Fisheries Commission](#)
 - [Columbia River Intertribal Fish Commission](#)
 - [Washington Department of Fish and Wildlife Salmon and Steelhead Conservation](#)
 - [Upper Columbia Salmon Recovery Board](#)
3. Assign trios to explore two websites: one tribal site and one non-tribal site. Student trios will report to the class what the goals of the organization are and what they are doing to promote salmon recovery.
 - Usually just the “About Us” page is enough to get all the information they need. More advanced readers can “drill down” further to get more details.
 - Use note-taking strategies or graphic organizers like a “T” chart to record information. Example:

| Tribal | Non-Tribal |
|--------|------------|
| | |

4. Student trios share with the class who will add to their “T” charts.
5. Among the agreements is educating everyone about the importance of salmon. Two ways tribes have done so are through the:
 - *Salmon Homecoming Activity Book*
 - *Wy-Kan-Ush-Pum (Salmon People) Activity Book* from the Columbia River Inter-Tribal Fish Commission

One way non-Indian organizations have educated the public is through the:

- [Bonneville Power Administration's "Salmon Activity Book."](#)

6. Individually, have students write a problem/solution paragraph.
7. Discuss with students all the different ways the Boldt Decision affects them (clean rivers and water, more abundant salmon runs, Native fishing rights restored, etc.).
8. Follow state guidelines for completing the Whose Rules? CBA:

In a cohesive paper or presentation, students will:

- Identify a problem and a policy or law that attempts to solve it.
- Explain one way the policy or law attempts to solve the problem OR explain one way the policy or law is enforced.
- Identify individuals and/or groups who participated in the policy or law-making process.
- Explain two or more ways in which individuals and/or groups participated in the lawmaking process.
- Provide reasons for agreeing or disagreeing with the law or policy by explaining how the law or policy promotes a right or democratic ideal with one or more supporting detail
- List two or more sources including the title, author, type of source, and date of each source.

NOTES: _____
