

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.
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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
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Learning Activities

Day 1

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.

