

UNIT 2: HIGH SCHOOL – CONTEMPORARY WORLD PROBLEMS

ENVIRONMENTAL ISSUES: THE BOLDT DECISION

Level 2

Instructional Support Materials

None

Learning Goals

By the end of instruction, students will:

- Recognize the civil litigation efforts of tribal conservation and/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: 2 class periods (including Level 1 learning activities)

Teacher Preparation

Students will evaluate important events in tribal fishing rights, select ten events that seem most important, and construct a timeline. They will make an accordion book to present their timelines.

- Highlighters
 - Materials for accordion book:
 - Plain or colored paper
 - Ruler
 - Scissors
 - Glue
 - Colored pencils or markers
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Learning Activities

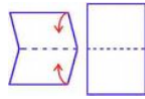
Day 1: Level 1 Learning Activities

Day 2: Students construct and present timelines with an [accordion book](#).

1. Students select ten events that seem most important in establishing tribal fishing rights. For students who need more structure, tell them to start with The Boldt Decision in 1974. Highlighters may be helpful for some students in remembering their dates.

2. Students make an accordion book.

STEP 1 - Start with 6 sheets of plain or colored paper. Fold the paper into *hamburgers*.

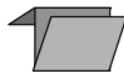


STEP 2 - Cut the paper in half along the fold lines.

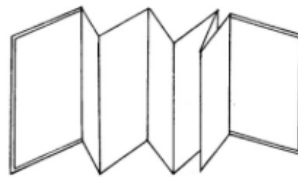
STEP 3 - Fold each section of paper into *hamburgers*. Leave one side longer than the other side to form a tab that is about one-half inch long.



STEP 4 - Fold this tab forward over the shorter side. Then fold it the opposite way.



STEP 5 - Glue the pages together using the tabs to make an accordion book.



- Students choose an appropriate title to go on the cover of their book.
- Students will need a ruler to create a line that goes across each page of the book.
- Students use one page for each event.
- Students identify and research at least one event that involves a local tribe.
- Students create a more in-depth description of the event and include it in their accordion book timelines.

To avoid having students choose the same event you may want to assign a student or groups of students to research an event. This will allow you to jigsaw the project. You can have students use large construction sheets of paper to create a jumbo accordion book timeline filled with detailed descriptions of a local tribe's conservation and/or reclamation efforts.

Integrating Technology

Allow students to create a PowerPoint slide to present their description of a local tribe's historical preservation and/or reclamation effort. The slide can then be printed and glued onto the accordion book or used for a whole class presentation.

Looking Ahead to Level Three Curriculum:

If time allows, encourage students to visit “Streamside Livin’ – We’re On the Go!!”, a web page created by the Thurston County Storm and Surface Water Program at:

<http://www.co.thurston.wa.us/stormwater/streamteam/stream/onthego.htm>

The website provides:

- a good overview of salmon migration within a Washington County
- describes efforts to protect fish passages by building fish ladders to culverts
- has pictures of Creeks in the County and tells how many salmon travel the creek

Extension Activity:

The descriptions offered in the “*Timeline of Tribal Fishing Rights*” hand-out are very limited and by no means complete. Encourage students to research events in more detail, add pictures to their timelines, and create more in-depth descriptions of events.

You'll find that some students really enjoy the project and create very detailed timelines. When opened, the book makes a nice display and could be included in student portfolios.



Students can glue flaps onto their pages to give more information about the event

NOTES: