

UNIT 2: HIGH SCHOOL – CONTEMPORARY WORLD PROBLEMS

ENVIRONMENTAL ISSUES: THE BOLDT DECISION

Level 3

Instructional Support Materials

[Artifact Box: Defending Indigenous Water Rights, Jury of Peers Assessment](#)
[Constitutional Issues CBA](#)

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: 5 class periods (including Level 1 and 2 learning activities)

Teacher Preparation

Students will gather an artifact box filled with information, facts, photo evidence, and so on that an international environmental lawyer might use to defend indigenous water rights.

Note to Teacher: Water rights are a source of contention between indigenous cultures and the governments of developing nations. Some scholars argue that the tribal fishing and water rights struggles of the Indians in the Pacific Northwest and Plateau can serve as a model to other indigenous peoples worldwide. In short, what the rest of the world's indigenous peoples are experiencing in modern times, the tribes of Washington State have already gone through and the tribes continue to work towards the preservation, protection, and reclamation of tribal fishing and water rights.

Learning Activity Materials:

- Artifact Boxes: re-usable see-through Tupperware is best; cardboard shoe boxes are fine; an expandable folder can be substituted.
 - Permanent markers
 - Copies of *Artifact Box: Defending Indigenous Water Rights, Jury of Peers Assessment*
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Learning Activities

Day 1:

Level 1 learning activities

Day 2:

Level 2 learning activities

Day 3:

Introduce the artifact box using the handout *Artifact Box: Defending Indigenous Water Rights*.

1. Have students work in cooperative groups. Decide on each group member's responsibility to the group task, and set a specific time for task completion.
2. Pass out boxes (re-usable see-through Tupperware is best; cardboard shoe boxes are fine; an expandable folder can be substituted.) I've noticed that telling students to put their hand-out "Artifact Box: Defending Indigenous Water Rights" on the box lid serves as a motivating activity and will help the group keep track of the directions for each task.
3. Make sure students understand part of their assessment will come from other groups.
4. Students work together to create/find at least 2 artifacts.
5. A couple of good starting points for a web-search about culverts are:
[National Association of Tribal Historic Preservation Officers](#)
[Pacific Northwest Salmon Habitat: The Culvert Case and the Power of Treaties](#)

Day 4:

Students continue to work together to create/find at least 4 artifacts.

Day 5:

1. Students continue to work together to create/find at least 2 artifacts.
 2. Students can present their artifacts box using a "lazy man show and tell."
 - a. Students sit in their group with their artifact box.
 - b. Pass out *Artifact Box: Defending Indigenous Water Rights, Jury of Peers Assessment* making sure to give each group of students enough sheets to evaluate the other groups' artifact boxes. Each group only needs to turn in one sheet for each of their evaluations. For example, if there are four student groups, then each group will turn in three sheets at the end of the "lazy man show and tell."
 - c. Students pass the box clockwise to the next group.
 - d. Set a time limit like eight minutes for each group to have time with the artifact box they're evaluating. At the end of the time limit, students must turn in their evaluation sheets and pass the box clockwise. Keep repeating until the groups have their original artifact boxes.
 - e. A "lazy man show and tell" is an alternative to having a gallery of artifact boxes and encourages students to interact with the work of the other groups in a meaningful way.
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