LESIONS/UNIT OVERVIEW: This unit “examines how the Boldt decision promotes justice as one of the goals of our nation,” as described in the Grade Level Expectations of the social studies GLEs. Through critical reading, discussion and inquiry, students explore the complexities of a landmark court decision that defines and protects traditional tribal hunting, fishing, and gathering rights that are guaranteed in the NW Indian treaties that granted non-Indian settlement in this region. While students are exploring Constitutional principles they will complete discussion questions in as little as one class period, or they can delve into the issues surrounding the Boldt Decision in creating graphic organizers and writing analyses to complete the “Constitutional Issues” CBA.

GOALS/RATIONALE FOR EACH LEVEL:

<table>
<thead>
<tr>
<th>Level</th>
<th>Rationale</th>
<th>Classoom Time Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>For NW students to understand tribal sovereignty at a local and Constitutional level, it is imperative that students study the 1974 Boldt Decision. Students will explain the Boldt Decision and its impact on NW tribes, define tribal sovereignty, understand the importance of salmon to NW tribes and tribal sovereignty, and explain the Boldt Decision as an example of promoting justice.</td>
<td>1 hour</td>
</tr>
<tr>
<td>2</td>
<td>In addition to Level 1 goals and rationale, students will understand the immediate and long-term ramifications of the Boldt Decision; explain what the Boldt Decision continues to accomplish for NW tribes.</td>
<td>2 hours</td>
</tr>
</tbody>
</table>
and tribal sovereignty; and
  • understand how the Boldt Decision continues to promote justice into the 21\textsuperscript{st} century.

| Level 3 | In additional to goals and rationale of Levels 1 and 2, students will  
  • Evaluate the Boldt Decision’s impact on non-Indians | 5 – 7 hours |
LEVEL 1 LESSON: Students will gain a basic understanding of the 1974 Boldt Decision that defined and settled the treaty right of hunting, fishing, and harvesting in tribal “usual and accustomed” grounds. After reading a brief article, students will create a political cartoon that analyzes the impact of the Boldt Decision on tribal and non-tribal people.

MATERIALS NEEDED:
- (provided) The Boldt Decision article
- (provided) Discussion questions and suggested responses to the Boldt Decision issue
- (provided) Map of Washington State
- (provided) Map of Ceded Areas of Washington State
- (provided) Map of Indian reservations of Washington State

TEACHER PREPARATION:
- Pre-reading of On Sovereignty
- Successful teaching of Constitutional principles
- Exploration of several tribal websites on Salmon Recovery, such as Spirit of the Salmon, Northwest Indian Fisheries Commission, and the Columbia Intertribal Fish Commission.

STUDENT PREPARATION:
- Basic understanding of Constitutional Principles

CLASSROOM SET UP: None

PROCEDURES:
Day 1:
1. Connect today’s activity to your Constitution unit by providing students current, real life, close to home examples of Constitutional principles. (Suggestion: This might be part of a larger exercise where many constitutional principle examples are examined).
2. Ask students to brainstorm symbols of social and political justice (olive branch, dove, peace sign, American flag, Martin Luther King, Jr., Rosa Parks, United Nations logo, etc.)
3. Show a picture of a salmon and ask, “Is this a symbol of justice?”
4. Why or why not?
5. Discuss the significance of the salmon to NW tribal people. See Spirit of the Salmon website as a reference.
6. Make the following points as you discuss the salmon:
   a. At the time of the signing of the treaties that guaranteed tribal fishing rights, salmon were in abundance. No one could have predicted such a drastic and devastating decline in salmon populations.
   b. Salmon were so abundant, that many tribal people say that fish along the Columbia were so thick during spawning that they could walk across the river on their backs.
c. The threat of salmon extinction also threatened the livelihood, lifeways, and very fabric of tribal people.

d. This began a long battle called “The Fish Wars” where the United States—on behalf of 14 Northwest tribes—sued Washington State over tribal fishing rights. This was not only an economic victory, it was a decision that promoted, and continues to promote, justice for Indian and non-Indian people.

e. Distribute the article on the Boldt Decision

f. Read aloud and emphasize the examples of injustice and justice.

g. As homework or a classroom activity, have students create their political cartoon. One is provided in the article as an example. There are also political cartoon lesson plans if your students need more information on how to write and interpret political cartoons: “Analyzing the Purpose and Meaning of Political Cartoons” on ReadWriteThink.org [http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-purpose-meaning-political-794.html]

h. Share political cartoons at the next class.

i. Upon completion, ask, “What does this 35 year-old decision do for Indians today? Say about justice?” Answers will vary.

IF YOU CHOOSE TO END YOUR STUDY HERE, SOME QUESTIONS TO PRESENT TO CLASSES AS YOUR STUDY CONTINUES:

1. What are the Constitutional provisions for Indian tribes? Are they still valid? (Review Supremacy and Commerce Clauses)

2. Why is/was justice for Indian tribes and tribal people so hard to achieve?