**TITLE OF UNIT:** The Boldt Decision and Constitutional Justice  
**GRADE LEVEL(S):** High School  
**SOCIAL STUDIES UNIT(S) INTO WHICH THESE LESSONS WILL BE INTEGRATED:** US- Our Foundations (1776-1791)  
**GLEs ADDRESSED:** 4.1.2; 1.1.1  
**CORRESPONDING CBA(s):** Constitutional Issues

**LESSONS/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:**

| Level 1 | 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  
|         | • Explain the Boldt Decision as an example of promoting justice |
| Level 2 | 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 |

**CLASSROOM TIME NEEDED:**

| Level 1 | 1 hour |
| Level 2 | 2 hours |
and tribal sovereignty; and
• understand how the Boldt Decision
continues to promote justice into the
21st 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 3 LESSON:**

Students will complete the “Constitutional Issues” CBA by writing essays or presenting to the class their evaluation of the constitutionality of the Boldt Decision and its impact on tribal and non-tribal people.
See the guidelines handout for product parameters.
Constitutional Issues Presentation Guide

Directions: You have just read in detail about the Boldt Decision and its impact on tribal and non-tribal people. Your job is to further research the impact of the Boldt Decision and evaluate how well the Boldt Decision upholds Constitutional ideals and principles. You will demonstrate your analysis in a written paper or presentation.

State a position on the Boldt Decision that considers the interaction between individual rights, tribal rights, and the common good [non-tribal people] AND includes an analysis of how to advocate for your position.

Provide reason(s) for your position that include...
...an analysis of how the Constitution promotes one specific ideal or principle logically connected to your position on the issue (social justice),
...an evaluation of how well the Constitution was upheld by The Boldt Decision, and
...a fair interpretation of a position on the issue that contrasts with your own.

1. Make explicit references within the paper or presentation to three or more credible sources that provide relevant information.
2. Cite sources within the paper or presentation.
3. Provide a separate works cited.

Possible formats to satisfy the requirements of this assessment:
1. In Billy Frank's view, "there's more good people than bad people, and the system will work if we all get in there and take part and stay committed." Write a speech or record a podcast in response to this statement. Do you agree or disagree? Use at least one
personal and one historical example to make your case. Deliver your speech before the class.

2. In what ways does the Boldt Decision promote justice? In your response, include what justice means in terms of the Constitution and Bill of Rights. Use specific examples from this article, The Constitution, and at least one other credible source.

3. Write a radio script about the fish-in movement. Provide background information and include interviews with people from all sides of the confrontation. Cover the scene of a fish-in with descriptive commentary and "live" dialogue. Commentary should address the constitutionality of the fish-ins as well as their impact on social justice.

4. The struggle to protect Northwest Indian fishing rights continues today. Look for recent articles that describe the international impact of the Boldt Decision as well as “Boldt II,” or the second phase of the decision that requires county and state governments to repair culverts un-passable by salmon.

5. Write an essay about the goals and strategies of civil disobedience. As examples, draw on the fish-in movement and one other historical episode of your choice. Compare and contrast the goals, strategies and outcomes of the two efforts. As an extension, write a companion essay on an issue that would inspire you to engage in civil disobedience today and why.

http://www.tolerance.org/teach/activities/activity.jsp?ar=747

Against the Current
Teaching Tolerance
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November