

1980 – Present Nation-Building: Level One Activity

GLE's Covered: History 4.1.2, 4.1.4; Civics 1.3.1; Economics 2.1.1

In level one students will:

- Explore the ways that Boldt and Boldt II decisions have effected Tribes in the Pacific Northwest
- Read the newspaper article: *Boldt Decision “very much alive” – 30 years later*
- Engage in a classroom discussion about Boldt and Boldt II using “Guiding Questions” provided

Step One:

Teachers should make sure students have access to the newspaper article [*Boldt Decision “very much alive” – 30 years later*](#) either online or by making copies. This article clearly identifies the results of the Boldt and Boldt II decisions, and the ensuing challenges to implementing the reclamation of “usual and custom” fishing grounds for Native people in the Pacific Northwest.

Step Two:

Once students have completed reading the news article, divide the class into groups of three: A facilitator, a reporter, and a recorder. Students should read the following questions with the facilitator making sure conversation is respectful and on task. Recorders should write down the groups’s response to the questions, and the recorder should report out to the class on the group’s conclusions.

1. What important right did the Boldt decision uphold for Native fishermen?
2. How did sport fishermen view the decision?
3. How did tribes benefit from the decision?
4. What significant changes have occurred within tribes in the years since Boldt? Why did Tribes and commercial fishermen have to change their perspectives?
5. How is Boldt II different than the first Boldt decision – what does it aim to accomplish?
6. Why is it so important to Northwest Tribes to preserve Salmon?

Extension:

Many of you live in a community where Tribes depend on salmon for their social, spiritual, and economic livelihoods. This would be a wonderful opportunity to invite a member of your local Tribe to speak to your class about their what the effect the Boldt and Boldt II decisions had on their community. Contact your Tribe’s education director and see if there are tribal members willing to come and speak to your class, especially if they were alive prior to the Boldt decisions and can speak to the changes they may have witnessed.