

## 1980 – Present Nation-Building: Level Two Activity

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

In level two students will:

- Explore the ways that Boldt and Boldt II decisions have effected Tribes in the Pacific Northwest
- Review the newspaper article: *Boldt Decision “very much alive” – 30 years later*
- Deepen their understanding by using the Indian Land Tenure curriculum to research how the Northwest Indian Fisheries Commission and tribal groups conserve and protect Tribal and United States resources
- Write a selected conservation group to request information on their work.
- Brainstorm possible conservation projects they would like to see implemented through Tribal organizations and design a plan to implement them.

### Step One:

Teachers should review their clas discussion of the newspaper article [\*Boldt Decision “very much alive” – 30 years later\*](#). Remind students of the impact that Boldt and Boldt II had on Northwest Tribes. Review the importance of salmon as the spiritual, cultural,, and economic backbone of Pacific Northwest Tribes.

Explain to students that they are now going to research specific ways that tribal organizations engage in conservation in order to preserve their ways of life.

### Step Two:

Teachers should access the Indian Land Tenure curriculum in order to complete Level Two activities for this unit. The lesson you will be using is [Standard Three – Lesson One: Contemporary American Indian Land Issues](#). Make sure you have read and are familiar with the lesson prior to implementing it in the classroom. The lesson gives students the opportunity to choose from a variety of Tribal conservation organizations; however, for the purposes of this activity it is recommended that students research the Northwest Indian Fisheries Commission or other tribal organizations working specifically with salmon conservation. Many tribal conservation organizations can be found by using the accompanying links in this lesson plan.