

1980 – Present Nation-Building: Level Three 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.
- Use their findings from Level One and Level Two to complete either the “Whose Rules?” or “Causes of Conflict” CBA

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.

Step Three:

While there is no recommended CBA for the Contemporary Washington State Unit, Levels One and Two are easily adapted to complete either the [“Causes of Conflict?”](#) or [“Humans and the Environment”](#) CBA’s. For example, a student could use the “Humans and the Environment” CBA to compare and contrast the roles of Sport Fishermen and Tribes in salmon preservation. Using the “Causes of Conflict” CBA, students could address the conflict between the US government, Tribes, and the State of Washington regarding implementation of Boldt and Boldt II in Washington State.