

### Teacher Materials

## Supporting Question Three: What Actions Are Native Nations Taking to Restore Salmon and Strengthen Cultures?

### Featured Sources

- **Source Set A:** Pacific Coast: Water Quality Improvement—See how one nation, the Quileute Nation, takes action to restore salmon and strengthen cultures.
- **Source Set B:** Puget Sound: Estuary Restoration—Consider how the Northwest Indian Fishing Commission supports Native Nations in their efforts to restore salmon habitats and strengthen culture.
- **Source Set C:** Columbia River/Plateau: Salmon Reintroduction—Discover how the efforts of Native Nations of the Columbia River/Plateau region—in coordination with state and federal agencies—helped to bring about the return of sockeye salmon to the Pacific Northwest.
- **Video:** [\*Canoe Journey\*](#)—See firsthand the power of the Canoe Journey and how Native People see the Canoe Journey as a way to take action and to reconnect to their cultures and environments.

### Student Tasks

- [\*Actions and Analysis\*](#)

### Student Outcomes

#### KNOW

Dams, overfishing, industry, and agriculture threaten environments necessary for salmon survival. Without the actions of Native Nations, salmon would have likely been lost to the Pacific Northwest.

#### UNDERSTAND

Restoration of salmon is essential to the affirmation of treaty rights, the survival of tribal cultures, and the sovereignty of Pacific Northwest Native Nations. Native cultural values, persistence, knowledge, and innovation are in great part responsible for the restoration of salmon in the region.

#### DO

Make evidence-based claims by summarizing how the actions that Native Nations take to restore salmon also strengthen cultures.

## **Standards**

### **[C3 Dimension Standards]**

**D2.Civ.5.9-12.** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

### **[CCSS: 9-12 Grade Specific Standards]**

**CCSS.ELA-LITERACY.RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CCSS.ELA-LITERACY.RH.9-10.8:** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**CCSS.ELA-LITERACY.RH.11-12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**CCSS.ELA-LITERACY.RH.11-12.8:** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

### **[CCSS: Corresponding Anchor Standards]**

**CCSS.ELA-LITERACY.CCRA.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.ELA-LITERACY.CCRA.R.8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

## Supporting Question Three Lesson Procedures

### Anticipatory Set

- Ask students what the word *agency* means (agency means the ability to act or use power).
- As needed, help students define the word in their own terms. Students might brainstorm examples of agency in their own lives. Possible examples might include student initiatives that change policies at a high school or college.
- Transition to the concept of agency as it relates to this inquiry: How do Native Nations use agency in order to address the challenges they face maintaining their identities, practicing their cultures, and exercising sovereignty?

### Review

- Recall with students the many threats that salmon encounter and how those same threats impact people and communities of Native Nations in the Pacific Northwest.
- Preview agency case studies by watching the introductory video [Salmon People](#). The video serves as a powerful example of how Native Nations exercise agency in order to solve environmental challenges, and in turn, strengthen ties to cultural beliefs and practices.
- After students watch the introductory video [Salmon People](#) you might guide a brief discussion in which students cite examples from the video that show how members of the Yakama Nation address a persistent challenge for Native Nations of the Pacific Northwest—sustaining salmon runs.

### Guided Practice, Instruction, and Formative Assessment

#### Part A—Actions

**Teacher TIP:** We suggest that students examine at least two case studies. They might work with a partner to review the sources. While the sources in each case study vary, the types of sources include quotes, testimonies, report excerpts, images, and graphs.

- Supporting question three presents three case studies of Native-managed organizations. These organizations located on Pacific Coast, the Puget Sound, and the Columbia River/Plateau, seek to restore and protect salmon. The case studies feature projects developed and carried out by these Native-run organizations (water quality improvement, estuary restoration, and salmon reintroduction).
- The organizations profiled in all three case studies initiated projects to rectify a problem or issue. In Part A of the [Actions and Analysis](#) worksheet, students can work as individuals, with partners, or in groups to analyze the case studies. First, students will use evidence from the sources to describe each project (expository writing). Then, students will use evidence from the sources to explain the problem or issue which the project is attempting to resolve.

**Teacher Tip:** These profiles do not reflect all the ways in which Native Nations are taking action. Native communities take action in many ways to restore and protect salmon in the Pacific Northwest.






## Check for Understanding

- Before moving on to Part B of the [\*\*Actions and Analysis\*\*](#) worksheet, check for understanding. Each case study makes some strong assertions about the connections between Native cultures, sovereignty, and salmon. As students go through the case studies in Part A ask about the connections between Native Nations' efforts to restore salmon populations and the affirmation of treaty rights, tribal sovereignty, and strengthening of cultures.

## Guided Practice, Instruction, and Formative Assessment

### Part B—Concept Analysis

- After describing the projects and analyzing the issues, students will make claims about the importance of salmon in affirming treaty rights, asserting tribal sovereignty, and strengthening of cultures. In the right-hand column students quote and/or paraphrase evidence from the case studies that supports their claims.

Case Study	Claim	Evidence
<b>Pacific Coastal Region</b> 	Successful restoration of salmon in the Pacific Northwest could not have happened without the efforts of Native Nations. The Quileute Nation maintains treaty-mandated federal and state comanagement relationships and runs multiple outreach programs in an effort to restore salmon in the Pacific Northwest. Cultural values strengthen salmon restoration and in turn, the restoration of salmon strengthens cultural practices of Native Nations in the Pacific Northwest.	<p><b>Teacher TIP:</b> Check students' understanding of the key ideas presented in the supporting question by referencing these highly developed claims. Developing claims is essential to building an argument that addresses the compelling question.</p>
<b>Puget Sound</b> 	Salmon require clean habitats to thrive; their near extinction in and around the Skokomish River resulted from over fishing, industry, and agriculture. After a 1974 Federal Court ruling reaffirmed treaty rights and defined the comanagement relationship between tribes and state government, organizations such as the Northwest Indian Fisheries Commission have organized and planned restoration projects. Salmon is the foundation of culture and tied to the survival of tribal cultures of the Pacific Northwest.	
<b>Columbia River/Plateau</b> 	Salmon require specific environments for spawning. Dams nearly caused the extinction of Sockeye salmon in the Yakima (City and county of Yakima, including the Yakima River; Yakima Indian Nation) Basin. Tribal Nations continue to protect salmon by coordinating with both state and federal agencies; their efforts brought Sockeye salmon back from near extinction. The restoration of salmon is important for everyone in the Pacific Northwest and the efforts of Native Nations not only strengthen tribal cultures, but also assert sovereignty and help guarantee treaty rights.	

## Check for Understanding

- Highlight several key concepts explored in this inquiry—especially the concept of nations displaying agency—by showing students the video [\*\*Canoe Journey\*\*](#).
- Canoe Journey Overview: Each year, canoe families from indigenous peoples all over the world converge on the Pacific Northwest to establish connections or reconnect culturally and spiritually. Pacific Northwest Nations act as hosts, sharing their stories, songs, foods, and food practices. They exchange cultural protocols to demonstrate their mutual respect for the people whose homelands they visit and for the homelands themselves. The Canoe Journey was developed specifically to reconnect tribal youth to their cultures, their environments, and therefore, their identities.