

**MEETING WASHINGTON STATE EDUCATION STANDARDS
USING THE *SHADOW OF THE SALMON* CURRICULUM: EXAMPLES FOR GRADE 8**

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WASHINGTON STATE STANDARDS	SHADOW OF THE SALMON: AUTHENTIC ACTIVITIES & ASSESSMENT
<p><u>COMMUNICATION</u></p> <p>EALR 2: The student uses communication skills and strategies to interact/work effectively with others.</p> <p>GLE 2.3.1: Understands and analyzes the influence of specific cultural principles, beliefs, and world views on intercultural communication.</p> <ul style="list-style-type: none"> • Explains one’s own cultural principles, beliefs, religion, and world views in contrast to others (e.g., native cultures tend to have a deep connection with the earth, which contrasts with the overdevelopment of land). • Examines the influence of cultural principles, beliefs, religion, and world views on intercultural communication (e.g., individual societies, in which the focus is on the achievement of the individual, versus collective societies, in which the focus is on the achievement of the group). • Examines own cultural biases. 	<p>VIDEO: The docu-drama presents examples of culturally-based communication, such as stories, observation, and shared hands-on experience among youth, elders, relatives, and community members. It can serve as a focal point for examining the influence of culture on communication.</p> <p>RESOURCE GUIDE: <i>Section II, Getting to Know Customs & Culture:</i> Opportunities to discuss various ways of communicating – through music, dance, Canoe Ceremony, & First Salmon Ceremony with a particular focus on storytelling (p. 3-6); a selection of stories to read aloud in class are provided with suggested discussion questions & activities (p. 7-17).</p>

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<p><u>SCIENCE</u></p> <p>EALR 3 – APPLICATION: The student knows and applies science concepts and skills to develop solutions to human problems in societal context.</p> <p>Component 3.1: Designing Solutions: Apply knowledge and skills of science and technology to design solutions to human problems or meet challenges.</p> <p>GLE 3.1.1: Analyze common problems or challenges in which scientific design can be or has been used to design solutions.</p> <p>GLE 3.1.2: Apply the scientific design process to develop and implement solutions to problems or challenges.</p> <p>GLE 3.1.3: Analyze multiple solutions to a problem or challenge.</p> <p>Component 3.2: Science, Technology, and Society: Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment.</p> <p>GLE 3.2.1: Analyze how science and technology have been developed, used, and affected by many diverse individuals, cultures, and societies throughout human history.</p> <p>GLE 3.2.2: Analyze scientific inquiry and scientific design and understand how science supports technological development and vice versa.</p> <p>GLE 3.2.3: Analyze the use of science, mathematics, and technology within occupational/career areas of interest.</p> <p>GLE 3.2.4: Analyze how human societies’ use of natural resources affects the quality of life and the health of ecosystems.</p>	<p>VIDEO: Cody, the main character, sees how the tribes continue to act as stewards of natural resources in the Pacific Northwest. He participates in an environmental studies class, watches his aunt & uncle monitor stream health near a fish hatchery, & sees first-hand the impact of an oil spill.</p> <p>RESOURCE GUIDE: <i>Section III, Thinking About Stewardship:</i> Focus on watersheds as part of ecosystems impacted by human societies’ use (Connecting the Dots: The Salmon, The Water, & You, p. 21-23); Identification & discussion of challenges faced by the Pacific Salmon (i.e., hatcheries, hydropower, harvest, habitat, p. 25-28); Finding solutions to meet these challenges (Finding Solutions: THERE IS HOPE, p. 29-31); <i>Section IV, Additional Learning Activities & Materials:</i> Provides message to students – be a doer, not a worrier – followed by 6-step lesson plan (p. 32-34).</p>

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<p><u>MATHEMATICS</u> (2008)</p> <p>8.3. Core Content: Summary & Analysis of Data Sets</p> <p>8.3.A: Summarize & compare data sets in terms of variability & measures of center.</p> <p>8.3.E: Determine whether conclusions of statistical studies reported in the media are reasonable.</p> <p>8.3.G: Solve single- & multi-step problems using counting techniques & Venn diagrams & verify the solutions.</p> <p>8.5. Core Processes: Reasoning, Problem-Solving, & Communication</p> <p>8.5.A: Analyze a problem situation to determine the question(s) to be answered.</p> <p>8.5.B: Identify relevant, missing, & extraneous information related to the solution to a problem.</p> <p>8.5.C: Analyze & compare mathematical strategies for solving problems, & select & use one or more strategies to solve a problem.</p> <p>8.5.D: Represent a problem situation, describe the process used to solve the problem, & verify the reasonableness of the solution.</p> <p>8.5.E: Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols & informal & formal mathematical language.</p> <p>8.5.F: Apply a previously used problem-solving strategy in a new context.</p> <p>8.5.G: Extract & organize mathematical information from symbols, diagrams, & graphs to make inferences, draw conclusions, & justify reasoning.</p> <p>8.5.H: Make & test conjectures based on data (or information) collected from explorations & experiments.</p>	<p>VIDEO: Presents an example of taking mathematical measurements in a river as part of watershed management & discusses the declining numbers in salmon populations.</p> <p>RESOURCE GUIDE: <i>A Closer Look at the Challenges Faced by Pacific Salmon & A Closer Look at Habitat Issues:</i> Provides suggested information sources regarding salmon populations & watershed management that could be explored - students could collect, compile, and/or analyze related data sets & use problem-solving strategies to draw inferences, develop conclusions, & justify reasoning (p. 25-30).</p>

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<p><u>READING</u></p> <p>EALR 3: The student reads different materials for a variety of purposes.</p> <p>Component 3.4: Read for literary/narrative experience in a variety of genres.</p> <p>GLE 3.4.2: Analyze traditional & contemporary literature written in a variety of genres.</p> <p>GLE 3.4.3: Analyze recurring themes in literature.</p> <p>GLE 3.4.4: Analyze how great literary works from a variety of cultures contribute to the understanding of self, others, & the world.</p>	<p>RESOURCE GUIDE: <i>A Closer Look at Traditional Tribal Stories:</i> Provides background information on various modes for communicating traditional tribal stories; Two stories included could be read by students – “<i>Salmon Woman & Her Children</i>” and “<i>Bear & the Steelhead</i>” (p. 5-17).</p>
<p><u>WRITING</u></p> <p>EALR 2: The student writes in a variety of forms for different audiences & purposes.</p> <p>Component 2.1: Adapts writing for a variety of audiences.</p> <p>GLE 2.1.1: Applies understanding of multiple & varied audiences to write effectively.</p> <p>Component 2.2: Writes for different purposes.</p> <p>GLE 2.2.1: Demonstrates understanding of different purposes for writing.</p> <p>Component 2.3: Writes in a variety of forms/genres.</p> <p>GLE 2.3.1: Uses a variety of forms/genres.</p>	<p>RESOURCE GUIDE: <i>Suggested Activities for Students:</i> Ask tribal elders to tell & talk about traditional stories followed by the writing of letters of appreciation; students write stories about the outdoor natural environment surrounding their schools (p. 17); <i>Activities for the Classroom:</i> Students write a letter to the editor, the Governor, and/or local legislator indicating their feelings about state/tribal collaboration in natural resource management; students conduct a public opinion survey or focus group concerning salmon management & write a report on the topic (p. 42).</p>

WASHINGTON STATE STANDARDS	SHADOW OF THE SALMON: AUTHENTIC ACTIVITIES & ASSESSMENT
<p><u>SOCIAL STUDIES - CIVICS</u></p> <p>EALR 1: CIVICS: The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.</p> <p>Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.</p> <p>GLE 1.1.2: Evaluates efforts to reduce discrepancies between key ideals and reality in the U.S. including: (a) how amendments to the Constitution have sought to extend rights to new groups and (b) how key ideals and constitutional principles set forth in fundamental documents relate to public issues.</p> <p>Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.</p> <p>GLE 1.2.1: Understands and analyzes the structure and powers of government at the national level.</p> <p>Component 1.3: Understands the purposes and organization of international relationships and foreign policy.</p> <p>GLE 1.3.1: Analyzes how the U.S. has interacted with other countries in the past or present.</p> <p>Component 1.4: Understands civic involvement.</p>	<p>RESOURCE GUIDE: <i>Appendix I, A Tribal History of Natural Resource Management:</i> Includes discussion of treaties between the U.S. government & American Indian tribes as fundamental documents of the nation relevant to current decision-making about natural resources; Highlights a current era of cooperation between the State of Washington & tribes in the interest of achieving “the common good” (p. 35-42); Provides Internet links to 5 treaties in Western Washington (p. 41); <i>Appendix II, Outdoor Education: State and Tribal Cooperation:</i> Describes examples of educational projects that involve cooperation between state & tribal governments (p. 43-45).</p>

GLE 1.4.1: Analyzes how a position on an issue attempts to balance individual rights and the common good.

SOCIAL STUDIES - ECONOMICS

EALR 2: ECONOMICS: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

GLE 2.1.1: Analyzes examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.

Component 2.4: Understands the economic issues and problems that all societies face.

GLE 2.4.1: Understands and analyzes the distribution of wealth and sustainability of resources in the U.S. in the past or present.

SOCIAL STUDIES - GEOGRAPHY

EALR 3: GEOGRAPHY: The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1: Understands the physical characteristics, cultural characteristics,

RESOURCE GUIDE: *Appendix I, A Tribal History of Natural Resource Management:* Provides resources that can serve as a focal point for discussion of variations in perspectives of what constitutes “wealth” & “profit” & how personal/community values underlie “economic choices” tied to natural resources (p. 35); *A Closer Look at the Importance of Fish & Wildlife in Tribal Culture:* Discusses multiple purposes of fishing, including economics, ceremonies & subsistence (p. 18); Presents lessons about sustainability & respect through the story of *Salmon Woman & Her Children* (p. 7-13).

RESOURCE GUIDE: Overall, the *Shadow of the Salmon* curriculum focuses on a topic of particular relevance to the geography of the Pacific Northwest; It presents & provides opportunities for analysis of physical & cultural characteristics of the Northwest that have affected the

and location of places, regions, and spatial patterns on the Earth's surface.

GLE 3.1.2: Understands and analyzes physical and cultural characteristics of places and regions in the U.S. from the past or in the present.

Component 3.2: Understands human interaction with the environment.

GLE 3.2.1: Analyzes how the environment has affected people and how people have affected the environment in the U.S. in the past or present.

GLE 3.2.2: Understands cultural diffusion in the U.S. from the past or in the present.

Component 3.3: Understands the geographic context of global issues.

GLE 3.3.1: Understands that learning about the geography of the U.S. helps us understand the global issue of diversity.

SOCIAL STUDIES - HISTORY

EALR 4: HISTORY: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1: Understands historical chronology.

GLE 4.1.2: Understands how the following themes and developments help to define eras in U.S. history from 1776 to 1990:

Development and struggles in the West, industrialization, immigration, and urbanization (1870-1900).

Component 4.2: Understands and analyzes causal factors that have shaped major events in history.

environment in the past & continue to do so today (p. i-vii & 1-47); *Activities for the Classroom:* Encourages the building of relationships with local tribes & exploration of maps to locate entities, such as tribes, ceded lands, cities, state boundaries, & salmon runs (p. 41-42).

RESOURCE GUIDE: *Appendix I, A Tribal History of Natural Resource Management:* Provides an overview of tribal history, including eras & turning points underlying historical developments & struggles in the Pacific Northwest that relate to current issues of natural resource management (p. 35-42).

GLE 4.2.2: Understands and analyzes how cultures and cultural groups have contributed to U.S. history (1776-1900).

GLE 4.2.3: Understands and analyzes how technology and ideas have impacted U.S. history (1776-1900).

Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.

GLE 4.3.1: Analyzes and interprets historical materials from a variety of perspectives in U.S. history (1776-1900).

GLE 4.3.2: Analyzes multiple causal factors to create positions on major events in U.S. history (1776-1900)

Component 4.4: Uses history to understand the present and plan for the future.

GLE 4.4.1: Analyzes how a historical event in U.S. history helps us understand a current issue.

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<p><u>HEALTH & FITNESS</u></p> <p>EALR 3: The student analyzes & evaluates the impact of real-life influences on health.</p> <p>Component 3.1: Understands how family, culture, & environmental factors affect personal health.</p> <p>GLE 3.1.1: Analyzes how family & cultural factors impact health.</p> <p>GLE 3.1.2: Analyzes how environmental factors impact health.</p>	<p>RESOURCE GUIDE: <i>Appendix III, The Moon’s Prayer & An Exercise in Being You:</i> Students describe & analyze their own life experiences as they relate to the seven harmonies underlying health (mental, physical, social, environmental, spiritual, space, & time) & create their own life stories (p. 46-47).</p>
<p><u>ARTS</u></p> <p>EALR 1 – VISUAL ARTS: The student understands & applies arts knowledge & skills.</p> <p>Component 1.1.1: Applies, analyzes, & creates the visual arts elements of line, shape, form, color, value, texture, & space in the production of a work of art.</p> <p>Classroom-Based Performance Assessment (CBPA): “Put the Life Back in Wildlife” – create a functional vessel that features at least one wild animal and/or attributes of that wild animal; the vessel will be auctioned to benefit a nearby wildlife preserve</p>	<p>RESOURCE GUIDE: The <i>Shadow of the Salmon</i> curriculum focuses on the salmon as part of an ecosystem; an animal from this ecosystem, such as the bear depicted in the story, “<i>Bear & the Steelhead</i>” (p. 13-16), could be selected as a point of focus for the “Put the Life Back in Wildlife” CBPA; an exemplar of traditional Native art is presented on page v.</p>

The *SHADOW OF THE SALMON CURRICULUM* also aligns with **SINCE TIME IMMEMORIAL: TRIBAL SOVEREIGNTY IN WASHINGTON STATE – OBJECTIVES FOR ALL WASHINGTON STATE STUDENTS:**

By the time Washington State students leave elementary school, they will

- understand that over 500 independent tribal nations exist within the United States today, and that they deal with the United States, as well as each other, on a government-to-government basis;
- define *tribal* sovereignty as “**a way that tribes govern themselves in order to keep & support their cultural ways of life**”;
- understand that tribal sovereignty predates treaty times;
- explain how treaties that tribal nations entered into with the United States government limited their sovereignty; and
- identify the names & locations of tribes in their area.

By the time Washington State students leave middle school, they will know the above, & in addition they will

- understand that according to the U.S. Constitution, treaties are “the supreme law of the land”; consequently treaty rights supercede most state laws;
- explain that tribal sovereignty has a cultural, as well as political, basis;
- understand that tribes are subject to federal law & taxes, as well as some state regulations;
- understand that tribal sovereignty is ever evolving; and therefore levels of sovereignty & status vary from tribe to tribe; and
- explain that there were & are frequent & continued threats to tribal sovereignty that are mostly resolved through the courts system.

By the time Washington state students leave high school, they will know the above, and in addition, they will

- recognize landmark court decisions & legislation that affected & continue to affect tribal sovereignty;
- understand that tribal sovereignty works toward protecting tribes’ ways of life & toward the development of their nations;
- understand that tribal, state, & federal agencies often work together toward the same goal;
- explain the governmental structure of at least one tribe in their community; and
- distinguish between federally & non-federally recognized tribes.