

Grade Level: 9-12 grade

Subject Area(s): History

Goal(s): The students will be able to understand how the building of the Grand Coulee Dam impacted the Spokane Tribe's way of life.

Objective(s): The students will be able to understand the background and purpose of the Grand Coulee Dam

STOI Connection:

- Hydropower
- Irrigation
-

Background info needed:

- Depression
- New Deal for U.S. economic recovery
- Were there laws or policy that had to be made in order to allow Grand Coulee Dam?
- What happened to U.S. government's legal financial responsibility to the Tribe?
- What towns, orchards, roads, churches, cemeteries. etc. were inundated?

Spokane Tribal Values

- Land and environment
- Community
- Forgiveness
- Honesty
- Home
- Generosity
- Hope

Vocabulary:

- FDR
- Reservoir
- Public Works
- Resonate
- The New Deal
- **Megawatt**
- **Inundate**
- 1310 line
- Jurisdiction

Lesson Plan:**The teacher will:**

- Introduce vocabulary and definitions – students will make a list with definitions
- Activate prior knowledge through discussion of depression era
- Grand Coulee Dam History - (<http://www.nwcouncil.org/history/grandcouleehistory>)
- Teacher will print this document and pass out to students.
- Students will annotate the text as the teacher reads and discusses.

Guiding Questions:

- How has the Dam impacted the State overall?

UNIT:

(9-12 Grade)

- What are the Dam benefits for State/farmers/Tribes?
 - Irrigation
 - Manufacturing
 - Transportation
 - Recreation
 - Economy
 - Aluminum
 - Defense
- After discussion, teacher will

Materials Needed:

- Article from website above
- "Echoes of yesterday" ["Memorial to the American Indian and Howard T. Ball." re: moving graves for Coulee Dam]
- "Damnation" documentary
- Book: Dupris, J. C., Hill, K. S., & Rodgers, W. H. (2006). *The Si'lailo Way: Indians, Salmon and Law on the Columbia River*. Durham, NC: Carolina Academic Press.
- United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) available online
- Pictures and maps of rivers after dams

Activity:

Enrichment:

- Give students a poem from *Children Left Behind: The Dark Legacy of Indian Mission Boarding Schools* to analyze and reflect/connect

Assessment: *Pre-Test/Post-Test Instrument*

Write a letter to Congressman in support of the Spokane Tribe for their Coulee Dam Settlement.

LESSON ALIGNED TO:

Social Studies Skills 5.2.1 Creates and uses research questions that are tied to an essential question to focus inquiry an idea, issue, or event.

Geo: 3.2.2 Understands and analyzes examples of ethnocentrism.

COMMON CORE STANDARDS: RL.9-10.2 Determine a **theme** or **central idea** of a text and **analyze in detail its development over the course of the text**, including how it emerges and is shaped and refined by specific details; provide an **objective summary** of the text.