

Grade Level: 9-12 grade

Subject Area(s): History

Goal(s): The students will be able to understand the workings of the Spokane River – prior to Coulee Dam

Objective(s): The students will be able to understand the impact of the Spokane River (prior to the Coulee Dam) on the Spokane Tribal People.

STOI Connection:

- Fishing
- Ancestral way of life
- Seasonal route
- River camps
- Store outside your door

Background info needed:

- Spokane Tribal way of life – connecting to the river.
- Downstream overfish between early 1800's and Coulee Dam construction (e.g. canneries, etc.).
- Original route/path/bed, banks, etc. of Spokane and Columbia Rivers.

Spokane Tribal Values

- Generosity
- Land-environment
- Community
- Family
- Spirituality

Vocabulary:

- Fish weirs
- Sustenance
- Distribution
- ḥpoqíńíšcn for sharing
- Canneries
- Decimation
- ḥpoqíńíšcn for rivers, river terms, water, etc.
- Invasive species
- Agricultural

Lesson Plan:**The teacher will:**

- Introduce vocabulary and definitions – students will make a list with definitions
- 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?
- What are the Dam benefits?
 - Bridges across river
 - Electricity for Tribal members
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UNIT:

(9-12 Grade)

Materials Needed:

- Article from website above
- Map of original river route (← not sure of word?)
- Pictures of river before dams
- Map of crossings locations

Activity:

Enrichment:

- Give students a poem from *Children Left Behind: The Dark Legacy of Indian Mission Boarding Schools* to analyze and reflect/connect
- Alexie, S. (xxxx). Ghosts of salmon jumping poem...
- Stories of pre-Coulee Dam solicited from Tribal members

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

Debate pros and cons of settling with U.S. government at this time.

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.

STOI Departments