

UNIT: Washington Geography

Grade Level: 7th Grade

Subject Area(s): Geography, Economics, Civics

Goal(s): The students will see that the Spokane Indians had an elaborate economic system in place, long before the White man came into the area.

Objective(s): Students will: Understand that the River and its salmon were an important part of The Spokane Indians way of life; economically and spiritually.

STOI Connection:

- Spokane and Columbia River importance
- Significance of Salmon for the Spokane Indians

Teacher's Vocabulary:

- Production, distribution, consumption of goods, services and resources in the Spokane Indian Society.

Vocabulary:

Economics	Kettle Falls	surplus
Spokane Falls	Gambling (Stick game...)	
Salmon Chief	Salmon	tributary
Trading/Bartering	Headwaters	Outside trade
Spokane House	Internal trade	petrified wood

Lesson Teaching Plan:

The teacher will:

- Contact The Spokane Tribes Preservation Department 509-___ - ____
- An educational Specialist will bring to the classroom artifacts for the Students to see and touch.

Activity:

- The students will take notes as they listen to and participate in today's Presentation on the elaborate economic system that was in place long Before the Whiteman came into the area.
- The students will demonstrate their understanding of the Economics of the Spokane Indians by creating a power point that shows how the production, distribution, and consumption of good, services and resources were used in the Spokane Indians way of life.

**Example: Fishing/catching Salmon...trading with plains tribes for buffalo hides.

Materials Needed:

- Map showing location for Spokane villages on the river.
- Pictures of Kettle Falls/Salmon fishing.
- Pictures of Gambling
- Outline of Chief and what each one does.
- P.18-19 The Columbia River ([Washington in the Pacific Northwest](#))
- P.51 Trade Connections ([Washington in the Pacific Northwest](#))

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

- K-W-L Chart
- Power point presentation, demonstrating understanding of the economic system used by the Spokane Indians.

Enrichment:

- Create a hallway display comparing today's economic system to the Spokane Indians economic system.
- Field trip to the River to discuss the economic system use by the Spokane Indians.
- Field trip to Little Falls, Kettle Falls, or Spokane Falls.

LESSON ALIGNED TO:

7th grade - GLE/EALRS

Economics: 2.2.1
Geography: 3.1.2, 3.2.2,
Civics: 1.2.3

COMMON CORE STANDARDS:

CCSS.ELA-LITERACY.WHST. 6-8.1B
CCSS. ELA-LITERACY.RH.6-8.7 and RH.6-8.5

STOI Departments

Language:

Preservation: Historical information, Maps, presentation & artifacts for presentation.

DNR: Historical photos to enhance lecture