

Grade Level: All

Subject Area(s): Social Studies, History, geography

Goal(s): Students will identify the rivers, that the salmon migrate from and return to. Find on the map the three primary waterfalls that the Spokane people harvested salmon. (Spokane Falls, Little Falls and Kettle Falls)

Objective(s): Students will: Understand the migration pattern and the relationship between the salmon and the Spokane People

Cultural Concept: The importance of Salmon to the Spokane people

Spokane Tribal Values: Relationship, sharing, respect, generosity

Cultural Information: **Spokane Tribal words**

Salmon	smOid
Spokane People	sqeliz (s) sqaleliz (p)
Little Falls	cqesci
Spokane Falls	sgxetj
Kettle Falls	sZnitj
Migrate/Travel	nzilwistn
River	niSetj
Spokane River	sgxetj
Columbia River	njtnetj
Waterfall	sTipmetj

Lesson Teaching Plan: Group 1

The teacher will:

Activity: Help students locate using a map and name the rivers, and major waterfalls in English and the Spokane language.

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

Using a map name and point to the main waterfalls and rivers that the salmon migrate in English and Salish.

Group: Students will do a group presentation. Depending on age and ability students will present to their class. Either use drawings or PowerPoint for presentation.

Enrichment:

Ask an Elder about the salmon runs of the past and why the Spokane people no longer have salmon.

Ask students how they could help return the salmon to the Spokane people.

Have students use their imagination and figure out how to get the salmon over the river dams.

LESSON ALIGNED TO:**OFFICE OF INDIAN EDUCATION PROGRAMS (OIEP)**

Goal(s): Knowledge of Language, History and Culture

SPOKANE TRIBAL STANDARDS FOR CULTURALLY-RESPONSIVE SCHOOLS:

- A.1 - Assume responsibility for their role in relation to the wellbeing of the cultural community and their life-long obligations as a community member;
- A.6 - Live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior;
- A.7 - Determine the place of their cultural community in the regional, state, national and international political and economic systems;
- B.2 - Make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
- B.3 - Make appropriate choices regarding the long-term consequences of their actions;
- E.1 - Recognize and build upon the inter-relationships that exists among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
- E.2 - Understand the ecology and geography of the bioregion they inhabit;
- E.8 - Identify and appreciate who they are and their place in the world.

COMMON CORE STANDARDS:**ESSENTIAL ACADEMIC LEARNING REQUIREMENTS**