

Grade Level: 10th

Subject Area(s): Human Sustainability (Living Lightly)

Goal(s): Create an interactive model to illustrate the relationships among (management of) natural resources, the sustainability of human populations, and biodiversity(Seasonal Round)

Objective(s): Students will understand that the sustainability of human societies (whole ecosystems) and the biodiversity that supports them requires responsible (management of) natural resources.

Background Knowledge:

Living Lightly
 Honorable Harvest
 Value of life, take only what is needed, use all of what is taken. Make sure to leave adequate amounts for the following year
 Everything was shared, no one was left out
 Caretaker
 Reciprocity

Vocabulary:

Mitigation
 Traditional Ecological Knowledge
 Proverb/Wisdom
 Fall –
 Processing and drying meat, water potatoes(trading for w/CDA and Kalispel), seasonal gathering
 Year round -
 Toolmaking/repairs/maintenance, Moss, Trout, storytelling
 Model
 Symbiotic Relationships

Spokane Tribal Values/Tribal Connection: (Values will have interactions between)

Land and environment
 Respect
 Relationships
 Home
 Community
 Honor

Lesson Teaching Plan:

The teacher will:

Show the video about how the wolves being reintroduced to Yellowstone has changed the ecosystem in a positive way. Facilitate a student led conversation about the importance of interdependence.

FALL -

Sadie Boyd recording that tells the story about how the men would travel to Montana to hunt Buffalo in the Salish Kootanai territory. Sometimes it would take them a year to make this journey because of the weather changes and the time it took to hunt and process the meat.

Teacher facilitates a student led conversation about the importance of having land based knowledge so they knew when to travel across the mountains and what paths they should take. Also the importance of knowing how much to take from the hunt in order to keep the balance.

Teacher will ask the students what it means to “keep the balance” and what would happen to that balance if too many were taken. Have students think about examples of this happening right now.

Activity:

FALL -

Students will be given a choice board that will display a Selection of different types of models. They can Choose to create a web based model, paper model, ect. That will demonstrate their knowledge of the Fall Seasonal round.

Research project on all the parts of the animal, how they were used and what they were used for.

Materials Needed:

Modern Science, Native Knowledge

<https://www.youtube.com/watch?v=1QRpnHoGivk>

How wolves changed Yellowstone video

Activity that talks about and explains what other animals hunt Buffalo (symbiotic relationship). The plants that the Buffalo survived off of and how those plants could affect the health of the herd. How the act of overhunting would harm the herd and what that would do to the population of Buffalo over time. On the flip side, what happens to the herd if it gets too large and how this shows the interdependence of an ecosystem? How does removing an animal from a system effect the health of the system?

Field trip to Mt Spokane Observational Survey of the ecosystem on the mountain.

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

Knowledge of fall seasonal round demonstrated using a model of students choosing. Research Project.

Enrichment:

Symbiotic Relationships Activity. Field trip to Mt. Spokane

LESSON ALIGNED TO:

NGSS

ESS3-2

ESS3.A

ESS3-4

ESS3.C

COMMON CORE STANDARDS:

[CCSS.ELA-LITERACY.SL.7.1.B](#) [CCSS.ELA-LITERACY.SL.7.1](#)
[CCSS.ELA-LITERACY.SL.7.1.C](#)
[CCSS.ELA-LITERACY.SL.7.1.D](#) [CCSS.ELA-LITERACY.SL.7.4](#)
[CCSS.ELA-LITERACY.SL.7.5](#) [CCSS.ELA-LITERACY.SL.7.4](#)
[CCSS.ELA-LITERACY.RST.9-10.1](#) [CCSS.ELA-LITERACY.RST.9-10.4](#)
[CCSS.ELA-LITERACY.RST.9-10.7](#)
[CCSS.ELA-LITERACY.RST.9-10.8](#)

Community Resources

Spokane Tribe DNR
Spokane Tribe Language and Culture Department