

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  
 Spring –  
 Winter camps dispersed to gather food, hunt and fish, the first birds (robins and geese) of the year  
 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:

**SPRING -**

**Winter camps dispersed to gather food, hunt and fish, the first birds (robins and geese) of the year**

**DNR guest speaker about the impact of Elk – population studies, tribal management of the health of herd**

**When salmon came up the river the men let them go through for a few days before they started to harvest them in order to lessen the impacts of the harvest on the health of the fish for the following year.**

**Fort Colville story – Soldiers throwing old bones into the river and the salmon not coming back so the people cleaned out the bones and the salmon came back.**

**Blood in the water to hold back the salmon run in order to give the men time to process what they had harvested.**

**Returning of the birds – which order they come in and when do they leave.**

**Activity:**

SPRING -

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 Spring Seasonal round.

Field trip to local area for an observational survey of the Rejuvenation of the ecosystem after the winter.

Hatchery field trip

Research project on the migration of birds and elk

**Materials Needed:**

Video??

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

Choice Board - Model of Spring Seasonal Round

Research Project – Migration patterns of birds and elk

**Enrichment:**

Field Trip to Hatchery

### 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.7.5](#) [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**