

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
 Summer –
 Root digging, Berry picking, inter-tribal activities
 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:

SUMMER -

Root digging, Berry picking, inter-tribal activities

Brown camas – tribe goes to the spangle area (this area has been gone to for thousands of years). Other tribes Used the same area for root digging as well. Land owner honors the land by keeping it natural and not tilling it or planting other things there. Baked underground for 3 days

Moss – Settlers believed that moss didn't have nutritional value but in actuality it is high in calcium and fiber and was used as the first baby food. Rejuvenates itself by fragmenting (pieces break off and float to new spots to settle and repopulate. Only take off tamarack tree not pines. Baked underground for 3 days

Cedar – show students the differences between the trees. How to peel the cedar roots by wrapping them around a tree and see sawing back and forth.

Interrelationships between the organisms - tamarack allowing the

Moss to attach and grow on it and not being negatively effected

By it.

Activity:

Beginning of SUMMER -

Moss(4th) gathering and brown camas(MS) and cedar(5th)
(week Before Culture week)

Photo mosaic project to show the plants and animals seen out in
The field.

Culture Week activities

End of summer -

Tule gathering (grade school lesson to modify to HS)

Teach how to gather bear root/whisker root (xasxs - salish word) good for colds

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 Summer Seasonal round

Materials Needed:

Video??

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

Photo Mosaic Project of plants and animals observed in the field
Choice Board – Model of Summer Seasonal Round

Enrichment:

Field trips – Moss, Brown Camas, Cedar (early summer); Tule, Bear/Whisker root (late summer)
Culture Week Activities

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 Department

Spokane Tribal Language Program 2002-2011