

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  
 Winter –  
 Storytelling, smaller units, winter camps, ceremonies, visiting and trading, hard freeze  
 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:

**WINTER -**

**Storytelling, smaller units, winter camps, ceremonies, visiting and trading, hard freeze**

Elk site story 1865: hard winter, hunters had ceremony to ensure good hunt. Chased animal from Chewelah area to the long lake area. Outlined area with rocks to show where the elk fell so you can still see it today. Its meat fed the tribe for the rest of the winter and they were able to survive. (Marsha will check for a recording).

Teacher will facilitate a student led conversation about what the effects of a long winter are on the plants, animals and people.

Teacher will facilitate a conversation about predator prey relationships and how this affects the health of the ecosystem.

**Materials Needed:**  
Video??

**Activity:**

WINTER -

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 Winter Seasonal round.

Research the impact of the introduction of the Elk on the Deer population. Research the Deer, elk, wolf and coyote interactions. Research Elk impact on the willows and cottonwoods on the streambeds being broken down. Research how long winters effect the health of the trees because the animals eat them.

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

Choice Board – Model of Winter Seasonal Round

Research Projects – Impact of Elk on Deer populations; Deer, Elk, Wolf and Coyote Interactions; Impact of Elk on Willow, Cottonwoods, Streambeds; Effect of long, hard winters on health of trees that are being used as a food source

**Enrichment:**

Field Trip to??

**LESSON ALIGNED TO:**

**NGSS**

ESS3-2

ESS3.A

ESS3-4

ESS3.C

**COMMON CORE STANDARDS:**

[CCSS.ELA-LITERACY.RST.9-10.8](#)

[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](#)

Community Resources

Spokane Tribe DNR

Spokane Tribe Language and Culture Department