

Teacher Materials

**Supporting Question Two:
How Do Threats to Salmon Impact Native
People and Nations of the Pacific Northwest?**

Featured Sources

- **Interactive Game:** [Salmon Challenges: The Return Upstream](#)—Learn what it is like to be a salmon. Navigate the many kinds of challenges that salmon face in their long journey upstream.
- **Source Set A:** The Impact of Dams: Celilo Falls Case Study—Discover why threats to salmon also carry consequences for people. Examine this case study and see how Native communities of Celilo Falls were forever changed by the construction of dams.
- **Source Set B:** The Impact of Pollution: Puget Sound Case Study—Discover why threats to salmon also carry consequences for people. Examine this case study and see how polluted waters threaten Native food practices.



Student Tasks

- [Threats to Salmon](#)

Student Outcomes

KNOW

Native Nations signed treaties with the U.S. government that reserved for Native Nations the right to fish and hunt in their “usual and accustomed places,” including outside their reservation borders. Non-Indian settlement, industrialization, and agriculture negatively impacted ecosystems of the Northwest and, in turn, threatened salmon and Native identities, cultures, and communities.

UNDERSTAND

Native Nations of the Pacific Northwest hold close connections to salmon; threats to salmon pose threats to Native identities, cultures, and communities. When faced with losing access to ancestral lands and the salmon that thrived there and in an effort to preserve these cultural connections for future generations, Native Nations, through treaty negotiations, ceded lands but reserved rights to their “usual and accustomed places.” As a result of these treaties, Native Nations of the Pacific Northwest continue to assert their rights.

DO

Construct claims and counterclaims using evidence to determine how threats to salmon impact Native Nations of the Pacific Northwest

Standards

[C3 Dimension Standards]

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

[CCSS: 9-12 Grade Specific Standards]

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.WHST.9-10.1.A: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.WHST.11-12.1.A: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

[CCSS: Corresponding Anchor Standards]

CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Supporting Question Two Lesson Procedures

Anticipatory Set

Salmon Challenges: The Return Upstream

- Ask students what they already know about a salmon’s habitat and life cycle. Students’ prior knowledge and personal experiences will vary considerably. The purpose of the exercise is to help students experience the challenges salmon face in their journey to spawn, while previewing the content and concepts explored in supporting question two: *How do threats to salmon impact Native People and Nations of the Pacific Northwest?*
- For students with limited knowledge of the salmon lifecycle, you might lead a brainstorming session in which students consider the necessary conditions for a healthy salmon habitat and/or construct a KWL chart as a class.
- Students can play the Salmon Challenge game independently or with a partner. The game is a way for students to learn about several manmade environmental challenges faced by salmon throughout the salmon life cycle. Students guide their salmon upstream to spawn and help them make important decisions and avoid dangerous obstacles along the way. They will encounter challenges as they make their way upstream; students can click on floating objects to learn about salmon and collect more fish (lives) to support their journey.

Review

- Ask students to share out claims constructed in supporting question one, Part C on the Why Is Salmon Important? worksheet illustrating why salmon is important to Native People and Nations. Remind students of the two essential understandings from supporting question one: *Why is salmon important for Native People and Nations of the Pacific Northwest*: (1) Salmon reflects the histories and cultures of Native People and Nations of the Pacific Northwest; (2) Native Nations continue to practice sustainable and traditional food practice to ensure cultural survival.

Teacher TIP: The essential understanding in the text has been adapted into kid friendly language. See the academic language here: Salmon is not just a critical food source for Native Peoples of the Pacific Northwest, but also reflects their histories and cultures. Organized actions on the part of Native Nations of the Pacific Northwest show agency and ensure cultural survival.

Part A—Case-Study Analysis

Teacher TIP: Case studies can be completed individually, with partners, or in groups. So that students appreciate how both dams and pollution threaten native communities, students might work with a partner to complete both graphic organizers or they can jigsaw the case studies in pairs or groups.

- In Part A of the Threats to Salmon worksheet, students analyze two case studies (dams and pollution) that show how threats to salmon also carry consequences for people. Students will use evidence from the two case studies to determine how the construction of the Dalles Dam on the Columbia River and pollution in the Puget Sound area of Washington State impact Native People and Nations of the Pacific Northwest.

- To complete the graphic organizer in Part A of the **Threats to Salmon** worksheet, students will first decide if the case study provides evidence that dams and/or pollution pose threats to identity, culture, and/or community by circling YES or NO. Second, they craft evidence-based claims that support their decisions. In the evidence column students cite the name of the source that backs up their claim. Finally, they make inferences to construct counterclaims that further support their argument.

Type of Threat	Claim	Evidence	Counterclaim
Threat to Identity Yes / No			
Threat to Culture Yes / No			
Threat to Community Yes / No			

Teacher TIP: Counterclaims: Preemptively proving the opposite argument wrong. Kids use counterclaims all the time, they just do not always know that they are doing it. To explain it use an example from real life such as negotiating a later curfew or a second revision on an essay.

Check for Understanding

- As students finish their case study analysis, check for understanding of key content and concepts:
 - Dams:** In order to meet a growing demand for energy from non-Indian settlers, the U.S. government approved the construction of dams on the Columbia River and its many tributaries. It did so with the knowledge that these dams would negatively impact Native Nations, Indian fisheries, salmon populations, and ecosystems that thrived for millennia. The Columbia River serves as a sacred place for many Native Nations, and the loss of these places impacts the cultural, political, and economic livelihoods and sovereignty of Native Peoples. The construction of dams continues to threaten the environment and impact treaty guarantees.
 - Pollution:** Native Nations have managed and protected the complex ecosystems of the Puget Sound since time immemorial. Although Native Nations ceded lands in treaties with the United States government in 1854 and 1855, they reserved the right to hunt, fish, and gather foods in their “usual and accustomed places.” Despite these treaty obligations, industrialization and agriculture continue to damage Native homelands and deplete Native food sources. Pollution from industry and agriculture threatens the ecosystems that sustain salmon and, therefore, the health, vitality, and identity of Pacific Northwest Native Nations.

Preview

- Next, students will examine actions Native Nations take to restore salmon and how those actions strengthen cultures. Preview supporting question three: *What actions are Native Nations taking to restore salmon and strengthen cultures?* by asking students to pose possible solutions to mediate the threats to salmon from dams and pollution.