



1.5 Natural Resources:

How Native Nations of the WA Region Use Natural Resources for Daily Life

Lesson Plan for Grade 4 Unit 1, lesson 5

OVERVIEW & PURPOSE

In this lesson, students will learn that different Native tribes have been stewards of the land and waters of the Washington region since before European contact (since time immemorial). They will be able to explain how the Native nations in Washington use natural resources around them for food and shelter, and how humans interact with the environment. This lesson can be broken into several days. Information on the slides is broken down into parts with texts, websites, and videos to support their learning about food (salmon), the rivers, and shelter. Teachers can share slides with students to access links independently or display and guide whole group exploration of the resources. There is an additional resource and optional extension to learn about the Boldt Decision of 1974. This introduces the topic of land and water rights, specifically how Native access to traditional hunting and fishing grounds has evolved since time immemorial.

EDUCATION STANDARDS

Social Study

1. G2.4.1 - Draw a conclusion that the geographic features of the Pacific Northwest have influenced the movement of people. (G2: Human interaction with the environment)
2. G1.4.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the differences between cities, states, and countries.

ELA

3. RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

OBJECTIVES

1. I can explain how the Native Nations in Washington have used the natural resources around them for food and shelter.
2. I can explain how the different Native Tribes have been stewards of the land and waters of the WA region prior to European contact (since time immemorial).

VOCABULARY (Word bank words)

1. **Steward:** To manage and take care of; Tribal belief holds that humans must strive to exist with the Earth, not on it. It requires a belief that humans are no greater than the smallest creatures that dwell alongside them.

MATERIALS NEEDED

1. [Lesson 5 slides](#)
2. [Natural Resources web \(graphic organizer\)](#); [example answer key](#) provided
3. [Salmon Homecoming Activity Book](#) (document pages: 3, 4, 8, 16)
4. Optional extension for Boldt Decision-
 - o [History frame graphic organizer](#) for note-taking
 - o Student friendly texts about the Boldt Decision - [article 1](#), [article 2](#)
5. Optional (but ideal) resources:
 - o [Burke Box: Native Peoples & the Environment of Washington](#) - if you can get a PTSA/PTO grant - needs to be reserved in advance. The box comes with a shared drive with lessons plans.
 - o The Cowlitz website section [“Our Story”](#) has interesting information about the history of the local tribe. They have also visited schools as guest speakers to teach about their history, culture, and values (contact info on Cowlitz website).

ASSESSMENTS

Formative and summative assessments

1. Participation in class discussions
2. Natural Resources Web
3. Salmon Homecoming Activity pages (specific pages listed above)

ACTIVITY

Part 1 - Background

1. Review the **Land acknowledgement** and objectives for the lesson
2. Use slides to define **vocab** “natural resources” and “steward”. Students will start the Natural Resources web (graphic organizer) to organize the information they learn throughout the lesson.

Part 2 - Food and the River

3. Explore and discuss the resources on the “Food and Water” slide. There is information on **salmon** and **huckleberries**. Then students can add to the Food and Water section of their graphic organizer. (“Water is Life” has information on Celilo Falls that students can use in the next lesson’s project options. The Burke Box also comes with a lesson on the Falls.)
4. Independent/Partner work - **Salmon Activity pages** and “How to Play Salmon Challenges” from the slide.
5. (Optional extension) The Boldt Decision: Students can complete the history frame graphic organizer with information about the Boldt Decision using the sources linked above in materials. Article 1 includes general information about The Boldt Decision; article 2 describes how it affects us today.

Part 3 - Shelter

6. Explore and discuss the resources on the “Shelter” slide. There are 2 texts about **plank houses**. Students can add to the Shelter section of their graphic organizer.
7. Watch the **video** in the final slide as a review of food and shelter, but also has additional information for students to finish their graphic organizers.