

Boldt Decision

Elementary K-5

Education Standards:

SSS1.K.4, SSS1.1.3, SSSS1.2.3, SSS1.5.2, SSS1.5.3, SSS2.3.1, SSS2.4.1, SSS2.4.2, SSS2.5.1, SSS2.5.3, SSS3.4.1, SSS3.5.1, SSS4.K.1, SSS4.2.1, SSS4.5.1, C1.2.1, C1.4.4, C1.5.2, C2.2.1, C2.4.1, C2.4.3, C3.K.1, C3.K.2, C3.K.3, C3.1.2, C3.2.2, C3.3.1, C3.3.3, C3.4.1, C3.4.3, C3.4.5, C3.5.3, C4.2.3, C4.3.1, C4.3.2, C4.4.2, C4.4.3, C4.5.4, E1.2.2, E1.2.3, E1.5.1, G1.2.4, G1.4.2, G2.K.3, G2.1.1, G2.2.2, G2.2.3, G2.3.1, G2.3.3, G2.4.2, G2.5.1, G2.5.3, G2.5.6, H1.K.1, H1.2.1, H1.4.2, H1.4.3, H1.5.2, H2.3.1, H2.4.1, H2.5.1, H3.3.2, H3.4.1, H3.4.3, H4.3.1, H4.3.3, H4.4.1

Lesson Objectives:

- Students will develop and demonstrate an understanding of Coast Salish culture and values, including salmon, fishing, and fishing rights.
- Students will be able to recognize and explain the importance of treaty rights and the Boldt decision.
- *Younger grades:* Students will identify, write, and order key events leading up to and after the Boldt decision.
- *Upper elementary:* Examine and assess strategies used by fishermen and supporters during the fish wars
- *Upper elementary:* Compare and contrast state and tribal perspectives on treaty fishing rights.

Instructions & Materials:

Younger grades (K-2)

- Introduce the lesson by showing the class the Salmon Defense sčədadx^w (Salmon) animated video
- Read The Story of the Salmon Story to the students. This could be done in two parts if necessary for younger students.
- Provide students with attached story sequence worksheet appropriate for grade level to complete during or after hearing the story.
- Attached reading to be done as a class, with timeline activity. Instruct students to write 3-5 events that they just learned about and draw an accompanying picture. Then, have students cut out the pages and glue them in order onto a larger/longer piece of paper to complete the timeline.

3/4th grade:

- Show the class the Salmon Defense sčədadx^w (Salmon) animated video

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Instructions & Materials Continued:

3/4th grade continued

- Show class the video [The Fish Wars: Issues At Stake](#) from The Smithsonian National Museum of the American Indian Native Knowledge 360
- Provide students with links to the Native Knowledge 360 Fish Wars website [Opposing Perspectives: Native Nations and Washington State](#) and [Strategies for Taking Action](#) sites to access on Chromebooks.
- Read [Opposing Perspectives: Native Nations and Washington State](#) as a class or allow students to read individually, then have students answer the questions in the handout (younger grades may prefer to answer the questions as a class discussion after reading as a class).
- Allow students to go through [The Fish Wars: Strategies for Taking Action](#) website and answer questions on handout (younger grades could go through the website as a class and answer questions as a class).

Upper elementary:

Use the Native Knowledge 360 resources listed above as desired, combined with the following:

- Provide students with the attached reading. Complete the reading by going around the room or popcorn reading, then allowing students to work on their own, or as preferred.
- After completing the reading as a class or individually, have students complete the attached worksheet based on the reading.

SALMON CEREMONY

Name: _____

Draw four (4) events from the story in the correct order:

1

2

3

4

Name: _____

Salmon Ceremony

Write a sentence and draw a picture to show the correct order of events from the story.

First

Next

Then

Last



Name: _____

Boldt Decision

In the year 1855, many groups of Native American tribes signed a special agreement called the Point Elliot Treaty with the U.S. government. Back then, these tribes didn't speak or understand English, but they were still asked to sign the treaty. Each tribe had its own language, so translators tried to translate what they could. The government wanted the tribes to give up the land where they and their ancestors had always lived. However, the tribes fought to keep their right to fish as they always had, and the government agreed.

In the 1880s, a lot of new people came to Washington and bought land where tribes used to fish. The tribes couldn't fish there anymore. The newcomers caught a lot of salmon, and the number of salmon went down greatly. The media and people blamed Native fishermen. In 1907, the state of Washington started arresting Native fishermen for fishing and wanted control over the fisheries.

During the 1960s, Native fishermen and other Native Americans formed groups to fight for their right to fish. One well-known fisherman, Billy Frank Jr, was arrested more than 50 times for fishing. They organized protests called fish-ins, inspired by the civil rights movement. People from all over, including celebrities, joined these protests. The media covered the fish-ins, showing the violence tribal fishermen faced.

In 1970, the U.S. government sued Washington state on behalf of seven tribes that signed treaties. A judge named George Boldt heard the case in court. In 1974, Judge Boldt decided that tribes had the right to half of the salmon return and could fish with nets off their reservations. He also said tribes should be part of managing fisheries and hatcheries.

After this decision, the tribes formed the Northwest Indian Fisheries Commission (NWIFC) to work together on planning and managing salmon, protecting their habitat, and working with the state government.

Even though they won in court, the tribes still had to fight to protect salmon. They continue to work on restoring fish habitats, removing dams, and more to make sure they can keep fishing as they always have.

Timeline

By: _____

Event: _____

Event: _____

Event: _____

Event:

Event:

Event:

Event:

Name: _____ Date: _____

Opposing Perspectives: Native Nations and Washington State

1. What rights did tribes receive in the treaties?
2. According to the text, why did Washington State pass conservation laws?
3. What impacts might conservation laws have on tribes' treaty rights?

Name: _____ Date: _____

The Fish Wars: Strategies for Taking Action

1. Why did tribes need to educate the public about treaty rights?
2. Why might coalitions between tribes and non-Natives be important to defending treaty fishing rights?
3. What do you think tribal fishers like Billy Frank Jr. were drawing attention to in their civil disobedience action?
4. What role did media coverage play in the success of the fishing protests?

Name: _____

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Salmon has always been important to tribes. Salmon is a way of life for the Tulalip Tribes. Salmon could be stored for a long time and the preserved salmon could feed an entire tribe for a whole year! Tulalip people still go fishing today, and cook salmon in traditional ways.

In 1855 many tribes in the region signed the Point Elliot Treaty. Back then, tribes did not speak or understand English but they were still expected to sign the treaty. There were many translators from the tribes, because each tribe spoke their own language. The government wanted tribes to give up the land where they and their ancestors have always lived. Tribes fought to be have the right to be able to continue to fish as they always had. The government agreed.

The 1880's brought many new settlers came to Washington, and bought land that had been traditional Native fishing spots. Tribes were no longer able to fish there. Settlers began to catch salmon at an alarming rate. Salmon runs declined, and Native fishermen were blamed by the media and the people. In 1907, Washington state started to arrest Native fishermen for fishing, and wanted legal control over fisheries.

During the 1960's tribal fishermen and other Native Americans created groups to fight for tribal fishing rights. Billy Frank Jr is a tribal fisherman who is well known for fighting for fishing rights. He was arrested for fishing when he was just 14 years old. Billy Frank Jr was arrested more than 50 times for fishing during his lifetime. Fishing rights protests were called fish-in, because they were inspired by civil rights movement sit-ins. People came from all over to help in fish-ins, even celebrities. The media reported on the fish-ins, and even more people were able to see the violence that tribal fishermen faced. At a fish-in late 1970, state officials and local police used guns, knives, tear gas, and clubs against tribal fishermen.

That month, the United States government filed a lawsuit against Washington state, for seven of the tribes that had signed the treaty. The judge who heard the case in court was Judge George Boldt. 49 people shared their experiences in court, including Billy Frank Jr.

The court came to a decision in 1974. Judge Boldt said that tribes had right to half of the harvestable salmon return, and had the right to fish with nets off reservation. The Boldt decision also said that tribes had to be a part of managing fisheries and hatcheries.

After the Boldt decision, treaty tribes came together to form the Northwest Indian Fisheries Commission (NWIFC) to help each other plan the managing of salmon, protecting salmon habitat, and work with the state government.

Even after the Boldt decision, treaty tribes had to fight for protections for salmon. Tribes continue to work on fish habitat restoration, removing dams, and more to make sure they can continue to fish like they always have.

What events lead to the Boldt Decision?

What impact do you think it had on tribes to not be able to fish peacefully before the Boldt decision?

Circle if the statement is true or false

- | | | |
|---|-------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 1 | Tribes negotiated to keep their fishing rights. | TRUE / FALSE |
| 2 | Settlers let tribes continue to fish on their traditional spots after buying land. | TRUE / FALSE |
| 3 | Tribal fishermen were able to fish during the 1960's without a problem. | TRUE / FALSE |
| 4 | The Boldt decision stated that treaty tribes had rights to 50% of the fish harvest AND a part in managing fisheries and hatcheries. | TRUE / FALSE |

What did the Boldt decision do for tribes?
