



### ELA Common Core Content Standards

Writing Standards 1, 4, 5

Speaking and Listening Standards 1, 2

Language Standards 1, 2, 3, 4

**Estimated duration:** One 2 hour session, and perhaps additional time for writing

**Goal:** Students will learn about the relationships between the Tribes and Federal, State and Local Governments. Students will be learn how they can raise awareness, assert concern, and request an action to address a current land issue by writing a structured letter to Federal and/or State agencies/government representatives.

**Background:** One of the greatest challenges to the protection of the land's cultural resources is conservation on private and public lands located within tribal homelands. Another challenge is obtaining financial resources and coordinating joint efforts between government agencies to support cultural resource protection efforts. Issues range from undamming the Klamath River to ensure adequate water volume and river temperatures for sustainable salmon runs to illegal marijuana plantations, which are devastating resources and creating a host of social and economic problems.

Native American self-determination refers to the social movements, legislation, and beliefs by which the tribes in the United States exercise self-governance and decision making on issues that affect their own people. "Self-determination" is meant to reverse the paternalistic policies enacted upon Native American tribes since the U.S. government created treaties and established the reservation system, yet this right ascribed to federally recognized tribes is not often understood or honored by federal, state and local governments and agencies.

This lesson will bring up a host of issues that students will be encouraged to research and find ways to activate changes. Along with those inter-agency and inter-governmental issues mentioned, students can consider topics for research such as: climate change considerations for cultural species, protection of sacred sites and ceremonial grounds on non-tribally "owned" lands, access to traditional gathering areas and gathering cultural resources from non-tribally "owned" lands, and financial support for environmental educational modules (STEM learning modules and associated equipment needs, workforce development opportunities, basketweaving and material gathering classes, environmental justice actions, and events).

<b>Theme/Big Idea:</b>	Rights, Privileges and Responsibilities are associated with Laws, Policies and Regulations that may require Change
<b>Big Question:</b>	How can I affect changes to protect my culture and environment?
<b>Vocabulary:</b>	heritage; contemporary; government-to-government; enact; appropriate; exploitation; reclamation; regulatory authority; allocate; advocate

**Materials:**

**Salmon on the Backs of Buffalo** Video (available in the Karuk Tribal Libraries)

**Comprehension Worksheet** and **Answer Key** (included)

**Vocabulary Worksheet** (included)

**Government Contacts** (included)

**Government-to-Government Guide** and **Master** (included)

**Sample Letter** (included)

**Preparation:** Secure a copy of **Salmon on the Backs of Buffalo** video, produced by the Karuk Tribe and Dr. Kari Norgaard. Prior to lesson, research current officials of local, state, tribal, and federal agencies and elected representatives. These positions often change (use Student Government Contact Guide for specific agencies). Edit Government Contact as needed: a word document is provided in the Grade 7 DVD (included in binder). Make copies of Government-to-Government Guide and Sample Letter for each student, or provide the editable version included in the DVD.

**Discussion:** Begin the lesson with an open discussion about how students feel about their community's health and safety. Prompts can include:

- Do they feel that the people in their community have a healthy and safe environment? Why and why not?
- What does it take to maintain community safety?
- How do community members protect their health?

If there are doubts as to whether students feel the community's well-being is provided for, ask them what might be done to secure a healthy and safe environment.

- Is their heritage protected? You may need to explain that heritage means the community structures, art and music, customs, etc. that are important in a culture or society because they have existed for a long time.
- How can they effect changes to protect their culture and environment?

Tell students that they will be watching a video that talks about the cultural heritage of the indigenous people of the Klamath region, and focuses on the challenges to its protection.

**Lesson Sequence:**

1. Distribute copies of the **Comprehension Worksheet** and read each question. Ask students to complete the worksheet as they view **Salmon on the Backs of Buffalo** video.
2. Correct the video questions as a whole group.
3. Continue discussion with students about contemporary land issues. You may need to explain that *contemporary* describes something that exists or is happening in modern times. List those that they call out on the board. Possible answers: preservation of sacred sites, dam removal, mining litigation, cultural burning, endangered and threatened species, climate change, traditional gathering sights on non-tribal lands, restoration of habitats for indigenous species, removal of invasive species, illegal marijuana grown on tribal lands, etc..
4. As the discussion progresses, develop the brainstorming list into a “Land Issues” bank that records their specific resource or land concerns.
5. Use **Government-to-Government Guide** to lead discussion about how tribes interact within the federal government. A **Master** is included to facilitate instruction, but distribute copies of the student guide and help them complete.
6. Distribute **Government Contacts** and refer to the student’s completed guide. These positions are elected, which supports authority, and/or are appointed by the elected officials. Thus, the names of the officials often change. Explain the importance of making sure this list is updated, especially after an election year.
7. Distribute **Vocabulary Worksheet** and have students work in pairs to connect word with their definition. Upon completion, have students volunteer their chosen definitions to the words and read aloud to class.
8. Hand out **Sample Letter** and explain that this is a writing template. Guide the class through using template to write the letter, e.g. about cultural burning for basket materials.
9. Ask students to use template and **Government Contacts** to write another letter to a government agency. For basic-level writers, this letter can be organized in the same **Sample Letter** template. This time, however, students should write their own letter addressing a different issue. Challenge advanced students to develop their own letters addressing a fresh issue. Refer to the “Land Issues” bank developed earlier or the issues addressed in the session text to remind students of topics they could write about.
10. Provide students time to “Think, Pair and Share” their ideas prior to writing letter. Allow some to work in pairs if writing about the same issue. Explain that this letter will have at least two drafts.
11. After completion of the letter, ask students to do a “Peer Review” (change letters and help one another edit and improve each other’s letters).
12. Incorporate suggestions from peer review and write a final draft.
13. All final drafts of letters should be mailed so students feel empowered that their voice makes a difference.

Name: \_\_\_\_\_

### Comprehension Worksheet: Salmon On The Backs of Buffalo

1. Who owns the dams? \_\_\_\_\_
2. Why did “they” get rid of buffalo? \_\_\_\_\_
3. The Klamath River is one of the \_\_\_\_\_ largest rivers in the United States.
4. What are the 3 largest tribes in California? \_\_\_\_\_
5. What is grown in the upper Klamath (high desert area)? \_\_\_\_\_
6. What is the name of the first dam? \_\_\_\_\_
7. Whose culture evolves with the fish? \_\_\_\_\_
8. Why were local tribes so wealthy? \_\_\_\_\_
9. Who was the Secretary of the Interior at the time of this video? \_\_\_\_\_
10. What did the salmon die from? \_\_\_\_\_
11. When do Spring Chinook enter the rivers? \_\_\_\_\_
12. What salmon is listed as “threatened” on the endangered species list? \_\_\_\_\_
13. Did it seem like the Scottish people had much contact with Native people? \_\_\_\_\_
14. What kind of wood is used to cook salmon? \_\_\_\_\_
15. What rights are being violated by not allowing Native People to have salmon?  
\_\_\_\_\_

## Comprehension Worksheet: Salmon On The Backs of Buffalo

### Answer Key

1. Scottish Power
2. To get rid of Indians
3. 3
4. Yurok, Karuk, Hupa
5. Alfalfa
6. Iron gate
7. Local Native
8. Had a lot of fish
9. Gale Norton
10. Warm water temperatures, which caused disease
11. Spring – early summer
12. Coho
13. No
14. Redwood
15. Human Rights and Constitutional Rights

Name: \_\_\_\_\_

## Vocabulary Worksheet

*In pairs, connect the vocabulary words with the correct definitions.*

- |   |  |
|---|--|
| 1. <b>heritage (n.)</b>                   | to devote (money or resources) to a special purpose  |
| 2. <b>contemporary (adj.)</b>             | to distribute (resources or duties) for a particular purpose   |
| 3. <b>government-to-government (adj.)</b> | to make (a bill or other proposal) law   |
| 4. <b>enact (v.)</b>                      | to publicly recommend or support   |
| 5. <b>appropriate (v.)</b>                | belonging to or occurring in the present   |
| 6. <b>exploitation (n.)</b>               | describing an equal level of authority in the relationship between two separate decision-making bodies                                 |
| 7. <b>reclamation (n.)</b>                | attempt to make land suitable for building or farming  |
| 8. <b>regulatory authority (n.)</b>       | features belonging to society's culture, such as traditions, languages, or buildings, which come from the past and are still important |
| 9. <b>allocate (v.)</b>                   | act of using someone or something unfairly for an advantage  |
| 10. <b>advocate for (v.)</b>              | public or government agency that controls an area of human activity  |

GOVERNMENT-TO-GOVERNMENT GUIDE MASTER

**ELECTED FEDERAL GOVERNMENT OFFICIALS:**

PRESIDENT, SENATE, AND CONGRESS

**ACTIONS TAKEN THAT AFFECT TRIBES:**

ENACT LAWS AND APPROPRIATE FUNDING

(Most Tribal interest/concern in law making and funding is directly associated with land issues – exploitation of resources, conservation of resources, etc.)



**DEPARTMENT OF AGRICULTURE:**

Food and Nutrition Service, Natural Resources Conservation Service, National Institute of Food and Agriculture, Rural Development, AND  
**Forest Service**

(Tribes are often described as “wards”)

**DEPARTMENT OF THE INTERIOR:**

Bureau of Land Management, Bureau of Ocean Energy Management, Bureau of Safety and Environmental Enforcement, Bureau of Reclamation, National Park Service, Office of Surface Mining, U.S. Fish and Wildlife, U.S. Geological Survey, AND  
**Bureau of Indian Affairs**

(Tribes are considered a “natural resource”)

**ACTIONS TAKEN THAT AFFECT TRIBES:**

Distribute funding to tribes, write regulations that address the SOVERNIEGNTY of Tribal Governments (25 Code of Federal Regulations – Title 25 – Indians), manage projects and resources that affect Tribes (e.g. Dams – Bureau of Reclamation, Fish – USFWS, Sacred Sites – National Park Service)



**HOOPA**



**KARUK**



**YUROK**

\* STATE AGENCIES/GOVERNMENTS HAVE NO REGULATORY AUTHORITY OVER TRIBES,  
YET OFTEN FAIL TO RECOGNIZE TRIBAL SOVEREIGNTY.

Name:

\_\_\_\_\_

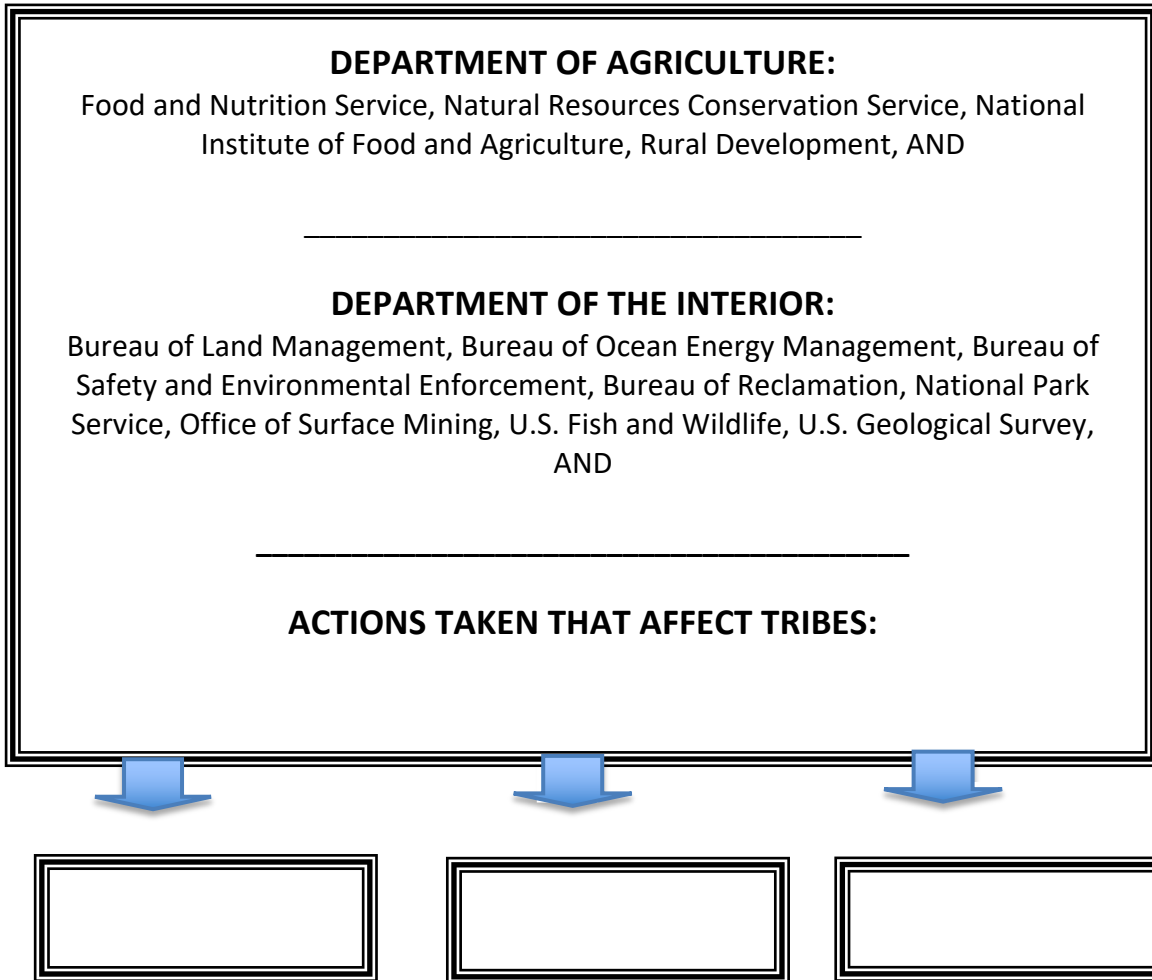
GOVERNMENT-TO-GOVERNMENT GUIDE



<p><b>ELECTED FEDERAL GOVERNMENT OFFICIALS:</b></p> <p>_____</p> <p><b>ACTIONS TAKEN THAT AFFECT TRIBES:</b></p> <p>_____</p>
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\*STATE AGENCIES/GOVERNMENTS HAVE NO REGULATORY AUTHORITY OVER TRIBES, YET OFTEN FAIL TO RECOGNIZE TRIBAL SOVEREIGNTY.

**GOVERNMENT CONTACTS**

**President Barack Obama**

The White House 1600 Pennsylvania Avenue NW Washington, DC 20500

**Senators:**

Boxer, Barbara

112 HART SENATE OFFICE BUILDING WASHINGTON DC 20510

(202) 224-3553

\*Committee Assignments:

Senate Committee on Environment and Public Works (pollution, fish and wildlife, dams, environmental policy)

Feinstein, Diane

331 HART SENATE OFFICE BUILDING WASHINGTON DC 20510  
202) 224-3841

\*Committee Assignments:

Senate Committee on Appropriations (where \$ comes from)  
Interior, Environment and Related Agencies (Land and Resources)

**Congressional Representatives:**

Herger, Wally (Karuk)

242 Cannon HOB Washington, DC 20515  
(202) 225-3076

Thompson, Mike (Hoopa, Yurok)

2. 231 Cannon Office Building Washington, DC 20515  
(202) 225-3311

**Department of the Interior:**

Salazar, Ken – Secretary

1849 C Street, N.W. Washington, DC 20240  
(202) 208-3100

Laverdure, Donald - Acting Assistant Secretary Indian Affairs

Indian Affairs MS-4141-MIB 1849 C Street, N.W. Washington, D.C. 20240  
(202) 208-7163

Dutschke, Amy – Pacific Regional Director Bureau of Indian Affairs

Pacific Regional Office BIA 2800 Cottage Way Sacramento, CA 95825  
(916) 978-6000

**Tribal Contacts: Students to Research and Report**

Karuk:

Hoopa:

Yurok:

(Address of the Recipient)

(Return Address)

Name  
P.O. Box  
City, State Zip

(Date)

To Chairperson \_\_\_\_\_:

I am writing to express my concern about \_\_\_\_\_ (State issue. Example: the need for cultural burning for basket materials such as hazel and beargrass). In addition, I would like for the \_\_\_\_\_ (Tribe) to take action to \_\_\_\_\_ (What do you think needs to be done? Example: allocate funding for cultural burning in areas where hazel and beargrass are gathered).

I am \_\_\_\_\_ years old and attend \_\_\_\_\_ Elementary School in the \_\_\_\_\_ grade. I believe in \_\_\_\_\_ (Restate issue) because \_\_\_\_\_ (List reason(s) why the issue is important. Example: baskets are essential in preserving our culture. Describe how and where you have seen the issue you are writing about – example: baskets and what they are used for).

Many Native people in our local communities depend on \_\_\_\_\_ (Talk about the resource and related needs necessary for your issue. Example: the availability of good basket materials) to practice traditional \_\_\_\_\_ (What tradition is being preserved? Example: basket making). These resources are harvested in traditional gathering places. \_\_\_\_\_ (Action for preservation. Example: Cultural burning) is necessary because \_\_\_\_\_. Without these (Restate action and explain what the result of inaction would be) \_\_\_\_\_.

On behalf of (Name your tribe or the group of people you are advocating for) and future generations of cultural preservationists, I hereby request your assistance to \_\_\_\_\_ (Action you are requesting. Example: allocate funding for and organize efforts to annual cultural burns in your area).

I appreciate your immediate action to this request. Thank you for your time.

Respectfully,

(Signature)

(Printed name)