

PRIMARY ELEMENTARY – PATHWAY 2

Lesson 3

Grades K-3 – Salmon Summer

Instructional Support Materials

[Getting Started! – READ ME FIRST.](#)

Salmon Summer, McMillan, Bruce; Houghton Mifflin Company; 1998 (**PLEASE NOTE: This book is not included within this lesson but may be purchased or acquired through your local library**)

- *Celilo Falls footage*: [Columbia River Intertribal Fish Commission/Celilo Falls \(“Rebuilding Indian Country”\)](#) (start at .59 seconds)
 - Celilo Falls Silent Footage, 1932 (Optional longer silent film about life at Celilo Falls)
<https://www.bing.com/videos/search?q=celilo%2bfalls%2bsilent%2bfilm%2bfootage&adlt=STRICT&view=detail&mid=CF70AB6C7DF12B718Fo8CF70AB6C7DF12B718Fo8&&FORM=VDRVRV>
 - Video projector for viewing Celilo Falls footage

Time: Approximately 40 minutes

Teacher Preparation:

Vocabulary:

- Native peoples, first peoples, indigenous, tribe (as used in reference to peoples/tribes) – having origins in a particular place
- Tribe: a group of people with common ancestry, in this context, first people of a place. (These terms can be used somewhat interchangeably but it is always preferable to use the names of specific tribes when possible, or regional descriptors – Columbia River/Plateau, Puget Sound, or Pacific Coastal tribes when referring to tribes in Washington.)
- Tradition, ritual, practices, culture
- Watershed, erosion, spawning, estuary

Preparation:

- Prepare projector for video viewing
- Fish Stories: If you choose to have a student write/share their own stories about fish, you will need to plan for this.

Lesson Procedures:

The First Peoples of this land lived off the foods that they could find as close by as possible. They didn't have cars or bicycles or stores way back then, but they did sometimes have to travel long distances by foot or by canoe to hunt and gather food. Way back then, people would say that there were so many salmon in the rivers at times that you could walk across their backs to cross a river. Really! Many of the tribes chose to live close to rivers, streams, bays, and the ocean because they could find fish there. Lots of salmon; and in many places, it wasn't too hard to catch them. Celilo Falls was a favorite place for Native tribal people to live near or travel to fish for salmon.

- Show [Celilo Falls footage](#) (“Rebuilding Indian Country”—**start at .59 seconds on video**)
 - What did you notice about the salmon?
 - What do you notice about how people fished in the videos?
 - How is it different from what you know about how people fish today? What is the same? What is different?

Sixty years ago, a dam (The Dalles Dam) was built that covered Celilo Falls and Celilo village destroying fishing traditions dating back to since time immemorial. The people who had thrived on the salmon there had to find new homes and fishing grounds many of which were already claimed by other tribes, bands, or families.

We have been talking a lot about what it was like a long, long time ago, but salmon was and **still is** a really important food to many of us and to the same tribes that were here a long, long time ago. And there are still places where the rivers are packed with salmon in the fall. Here's a story about the importance of salmon to one Alaskan Aleut boy who has a lot in common with many Native and non-Native children.

Read “Salmon Summer.” **PLEASE NOTE: This book is not included within this lesson but may be purchased or acquired through your local library.**

Acknowledge that not all people fish or like to eat fish but that most people can think of a fish story. Depending on age and time limits, students can pair-share, draw a picture, or write a story of their own about anything having to do with fish, fishing, seafood, aquariums, etc.

NOTES: _____
