

“Remembering Celilo”

Fall > Fishing > Social Studies (06.SS.02)

Season and Location:

Fall; Classroom. Possible visit to the Columbia River Gorge/Warm Springs Reservation.

Partnerships/Community Connections:

There are many experts out there on Celilo; any one or more of them as a guest speaker would be great. Visitors/guests from the Warm Springs Reservation – Ideally, class could establish an intertribal correspondence with other students there in order to ask clarifying questions.

Standards Focus:

Social Studies:

CIVICS AND GOVERNMENT: Understand and apply knowledge about government and political systems, and the *rights and responsibilities* of citizens.

CONTENT STANDARD: Understand how individuals, groups, and international organizations influence government.

BENCHMARK STANDARD: Identify and give examples of how groups and organizations can influence the actions of government

ECONOMICS: Understand economic concepts and principles and how available resources are allocated in a market economy. **COMMON CURRICULUM GOAL:** Understand economic trade-offs and how choices result in both costs and benefits to individuals and society.

CONTENT STANDARD: Understand how trade-offs and opportunity costs are decisions that can be measured in terms of costs and benefits.

BENCHMARK STANDARD: Understand how trade-offs and opportunity costs can be identified and measured.

GEOGRAPHY: Understand and use geographic skills and concepts to interpret contemporary and historical issues.

COMMON CURRICULUM GOAL: : Use maps and other geographic tools and technologies to acquire, process, and report information from a special perspective.

CONTENT STANDARD: Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations

COMMON CURRICULUM GOAL: Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions.

CONTENT STANDARD: Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them, and their geographic significance.

BENCHMARK STANDARD: Identify and compare physical and human characteristics of major regions and significant places in the world.

Other Standards Addressed:

Science

Interaction and Change:

6.2L.2: Explain how individual organisms and populations in an ecosystem interact and how changes in populations are related to resources.

Cultural Competency:

Belief/World View, Food, Government, History, Science, Transportation, Tools and Technology

Vocabulary:

Dam*	'Vsh-chu'
Reservoir (pool/lake)	Taa-ghar'sh-na
Waterfall	Naa-taa tr'ee-ghin-li~-dvn
Rapids	Xan' tr'ee-ghin-li`
River	Nii~-li~
Flood	Taa-ghar'sh-naa-chu
Drown	Tee-nin-lat
Sturgeon	Lhus-chu'
Salmon	Luu-k'e
Eel	Dvsh-xan'
Dipnet Fishing	Ch'aa-xash
Spear Fishing	Luu-k'e yvlh-k'wvt
Fishing Platform	Ch'aa-xash k'wvt-naa-dvtlh-nvsh
Fisherman	Ch'aa-win-luu-ne

Phrases:

Who are you?	Dayn-xuu?
What do you want?	Day-la 'vmlh-te?
I am a _____ (fisherman).	Ch'aa-win-luu-ne nvs-li~
I want _____ (fish/to fish).	Ch'aa-win-lu 'ushlh-te

Grammar/Concepts:

Exercise explores the concept of Dee Ni as a “descriptive” language;

Prior/Concurrent Lesson Plan Materials:

“Salmon Cycle” skit. (Number?)

Run to the Rogue (05.HC.03) (Focus on the homelands and ancestral tribes and bands of CTSI component.)

“New wee-ya” exercise (05.LA.10)

Interrogatives (05.LE.03)

After completion, students/instructors will be able to:

Use Dee Ni vocabulary to describe a modern phenomenon; specifically, a dam built for flood control and energy generation;

Understand the vital role that salmon have played through the history of Northwest Indians;

Recognize the impact of dams and dam building on the health of salmon runs on affected rivers;

Recognize Celilo Falls as a center of trade and social gathering for Northwest Indians since creation; and as the oldest continually inhabited community in North America until 1957.

Identify the homelands of the various bands and tribes that make up the current Confederated Tribes of Siletz Indians, and include information on trade routes and major village sites.

Identify the location of Celilo Falls on a map of Oregon, and in relation to regional tribes, including Siletz Indians;

Understand that the Dalles Dam was finished in 1957, and that when the floodgates were closed, Celilo Falls was submerged;

Understand that different people have different ideas of what a river is for, and different approaches to what relationship people should have with a river;

Understand the costs and benefits of dams and dam building.

Description:

Students study “Homelands” map, using it to locate the Columbia River and the location of Celilo Village, the falls, and The Dalles Dam.

Students study interrogatives, as well as reviewing Dee Ni’s “descriptive” qualities; then review the Salmon Cycle through viewing or acting the play.

Students watch “Celilo” videos and do associated exercises, including class discussion and quiz;

Students study readily-available learning materials covering issues of declining salmon runs and the role of dams in this phenomenon;

Students conduct Role Playing exercise, using Dee Ni phrases and vocabulary where appropriate. In this exercise, students are assigned/choose a role character and discuss that character’s view on the matter of building dams on the Columbia – either in favor of, or against, with supportive arguments. Each character should have a Dee Ni name, and be able to answer the question, “What do you do?”

Lesson concludes with a class discussion, and could easily be extended with a persuasive writing sample, speech, or other presentation.

Materials and Supplies:

“Run to the Rogue”, “Interrogatives”, and “Salmon Cycle” lesson plan materials;

“Remembering Celilo Falls” Lesson Plan materials, including “Celilo Revisited” video and “Echo of Water Upon Rocks” Video;

Role-playing set, including “Scenario” and “Character” cards;

Large map of western Oregon.