

# Tribal History Unit and Lesson Plan

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## **Unit 1: Inherent Rights**

**Unit Objectives** - At the end of this lesson, students will be able to:

- Identify inherent rights in connection to traditional Coast Salish society.
- Name the traditional Coast Salish values in connection to inherent rights.
- Examine their own family lineage as it relates to inherent rights.

**Duration** – 3 to 4 weeks

### **Lesson 1** – Creation

*Nilh tu o...* This describes a time in our history, when everything was dark; the creator, or *x'als* came around and gave life to this place. *X'als* created the animals, then humans. *X'als* then gave the animals and people tools they needed to live in this place. These “tools” included language, ceremonies, education, family structures, and the teachings we need to subsist. These “tools” became our inheritance, or *nehimet*, to be protected.

**Lesson Outcomes** – At the end of this lesson, students will be able to:

1. Recite the Lummi Creation story and recall the importance of oral histories to Lummi identity.
2. Identify at least 5 inherent rights present in the Lummi Creation story and describe the qualities that make their example an inherent right.

### **Resources**

- Video: Tom Sampson – Inherent Rights
- The Story of the Great Flood – As told by Bill James
- Sxeloqst – As told by Al Charles

### **Activities**

Discussion:

- Students will participate in a discussion board. They will address the following questions:
  - What is your initial reaction to reading these oral histories?
  - Have you heard an elder or storyteller tell these oral histories before? Please explain your experience.
  - How were oral histories used in Indigenous societies long ago.

### Writing Assignment:

- Students will write a reflection based on the weekly readings. They will address the following questions:
  - What can these oral histories tell you about traditional Coast Salish culture?
  - Identify at least 5 inherent rights present in these oral histories and describe how you have come to identify them as inherent rights.

## **Lesson 2** – Original Territory

The original territory of the Lummi people included, what we now call, the San Juan Islands, Point Roberts, Semiahmoo, and Cherry Point. The Lummi people gave names to specific places. These names either describe the geographical landscape or they tell what that place was known for in pre-colonial times. It is important to remember that our ancestors lived in these places, they lived there, fished there, raised their families there, and where the people lived, they buried their loved ones. We will always have a connection to these places, though today we live in a world of borders and boundary lines. In traditional Coast Salish society, these modern boundaries did not exist.

**Lesson Outcomes** – At the end of this lesson, students will be able to:

1. Name traditional Lummi names on a map of the original territory of the Lummi people.
2. Describe the meaning of these Lummi names.
3. Describe the significance of the location of the traditional village sites.

### **Resources**

- Video: Traditional Lummi Villages – Lucas Washington
- Presentation: Interactive Lummi territory Prezi presentation
- Presentation: Lummi Language Voicethread

### **Activities**

#### Discussion:

- Students will participate in a discussion board. They will address the following questions:
  - Why do you think the Lummi people chose these particular villages long ago?
  - What resources are available in these places?
  - Is homeland considered an inherent right? Why or why not?

### Writing Assignment:

- Students will submit a map of the original territory of the Lummi people. This map will include the following:
  - The traditional Lummi name for each of the villages.
  - The meaning behind the Lummi name.

### **Lesson 3 – Traditional Foods**

Traditional Lummi society followed a yearly cycle for subsistence based on the 12 moons. The moons were also a gift from *x'als*. The moons signaled to the environment of the changing seasons. They signaled when it was time to hunt and when it was time to fish. All year the people prepared for the salmon moons. One family's annual catch of salmon could feed them all year if they prepared properly.

**Lesson Outcomes** – At the end of this lesson, students will be able to:

1. Identify 5 traditional plants that contributed to the seasonal subsistence lifestyle of traditional Coast Salish society and explain their uses.
2. Describe 3 traditional fishing methods and describe the seasonal process that contributed to the success of that fishing method.

### **Resources**

- Reading:
  - Lummi Elders Speak – *Hunting and Food Gathering* chapter
  - To Fish in Common – *Prereservation Lummis* chapter
- Video: Lummi Commodity Department – Traditional Food Series

### **Activities**

Discussion:

- Students will read the Lummi Elders Speak Reading and address the following questions on the discussion board:
  - What types of traditional foods do you know how to cook and/or prepare? Who taught you?
  - Do you think traditional foods are important to our diet today?
- Students will read the To Fish in Common chapter and address the following questions on the discussion board:
  - Have you heard elders talk about reef-net fishing or river fishing?
  - Do you feel that fishing has changed over time? Why or why not?

Writing Assignment:

- Students will reflect on the seasonal cycle and describe how it is reflected in both readings. The writing assignment will be a description of the seasonal cycle combining the information presented in the entire lesson. This writing

assignment will also include a reflection on inherent rights and how these are present in this lesson.

Hands-On Activity:

- Students will attend a community-cooking workshop either provided by the NWIC Cooperative Extension or LIBC Commodity Foods department.

## **Unit Assessment**

**Unit Objectives** - At the end of this lesson, students will be able to:

- Identify inherent rights in connection to traditional Coast Salish society.
- Name the traditional Coast Salish values in connection to inherent rights.
- Examine their own family lineage as it relates to inherent rights.

**Deliverable** – At the end of this lesson, students will prepare a presentation about traditional Coast Salish society and inherent rights. This will include:

- Student-led research on their family history.
- Description of inherent rights from the student's perspective.
- Inherent rights present in traditional Coast Salish society.
- A connection to the student's history and inherent rights.

The students will present their findings at a community event. This community event could be a regularly scheduled elders meeting or a time prepared by the students.

The instructor will record what they heard during the presentation and prepare narrative feedback for the student. This feedback will include strengths and areas of improvement.