

# 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 was the reason Native people told oral histories in pre-colonial societies?
  - Some scholars debate the authenticity of oral histories that are currently told today. Some do not believe we can fully rely on memory

in order for these histories to be accurate. Others believe these histories are the same histories and haven't changed from pre-colonial times. What is your take? Please explain your reasoning.

- Living in a literate modern world, do you believe oral histories are relevant? Why or why not?

#### Writing Assignment:

- Students will write a reflection based on the weekly readings. They will address the following questions:
  - Describe an inherent right from your perspective.
  - 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.

#### Hands-On Activity:

- Students will be required to video record themselves reciting the Creation Story. This recording will be shared with the class. This video can be recorded on the student's smart phone or there is equipment available for checkout through the Lummi Library.

### **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 10 traditional Lummi names on a map of the original territory of the Lummi people.
2. Describe the meaning of the 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 do you think were available to those that lived in the villages long ago? Do you believe these resources are still widely available? Why or why not?
  - One of our traditional villages, Xwechiexen, is in the forefront of the news and local agenda. On one side, there is a large corporation that would like to develop the area. This would bring economic development and possibly a settlement for Lummi people. On the other hand this is a known village and archaeologists have classified it as culturally significant. What is your take on this argument? Please explain your reasoning.

### 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.
  - Describe the significance of the physical location of each site.

### Hands-On Activity

- Students will be required to travel to 3 of the village sites. Take a picture of yourself at this site and post the picture to the discussion board along with the name of the village and one fact that you learned about this site.

## 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 Lummi* 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:

- For this activity students will have two options. The first option is to cook a dish at home that is considered traditional to your family. If this is not an option for students, they may attend a community workshop provided by the NWIC Cooperative Extension or LIBC Commodity Foods department.
  - Students will record this activity and prepare a video to share with the class. This video can be recorded on the student's smart phone or there is equipment available for checkout through the Lummi Library.
  - During the cooking session students will ask their family members or employees of the departments named above. These questions will be focused on the importance of traditional foods and the sharing of stories related to the dish.

## 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.