



Community Action to Remove the Klamath Dams

People Impact Environments



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Grade Level:

5

Subjects:

English Language Arts

Science

Time Frame:

Two 40-55 minute lessons

Lesson Slides:

 **Slides: People Impact Environments**

Lesson Script (for teacher):


 **Slides with Notes People Impact Environments.pdf**

Printables:

Part 1:

 **B&W Printable Text Echo_ A River Dog Story Text.pdf**

Part 2:

 **People impact Environments Worksheets.pdf**

 **Opinion Flyer (One format to make an opinion flyer)**

Digital version of story (For independent study):

Part 1:  **Echo: A River Dog Story Text**

Assessment:

Formative-

Discussion, KWL chart, student note taking (worksheet)



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Summative-

Part 1: Students will identify a theme- Teacher may decide on format from provided materials (oral, digital, paper).

Part 2: Students will write a paragraph to express their opinion (teacher may choose worksheet with scaffolding needed from the provided materials).

Materials Needed:

- Computer and Projector or whole class media presenter
- Pencils, printed worksheets or digital assignment of slides, student laptops, chart paper (for KWL chart)
- Optional: art supplies (markers, colored pencils)

Curriculum Themes

- ☒ History
- ☒ Cultural Strengths
- ☒ Law/Government
- ☒ Relationship to Place
- ☒ Cross Curricular Integration

Unit Overview

This lesson introduces students to environmental protection and social issues related to the removal of dams. The lesson supports student reading skills as they pertain to understanding and identifying a theme and writing skills related to forming and communicating an opinion based on evidence.

Essential questions:

- How can we uncover and explore themes from a story?
- How do people impact the environment?

The teacher must:

- Understand that watersheds can be impacted by people, which can lead to positive or negative change for the plants, animals and people who rely on resources in the environment to survive.
- Be prepared to actively engage students to respect the natural environment and indigenous people who are culturally connected to natural resources.
- Actively engage students to respectfully state their opinions and discuss topics through academic argument based on strong research.



Learning Goals

Students will:

- Identify and engage with a theme
- Draw on information from multiple sources on the same topic in order to write or speak on the topic
- Form and express an opinion using text based evidence
- Obtain and combine information about ways individual communities use science ideas to protect Earth's resources and environment

Background for Educators

For the Hoopa, Yurok and Karuk people of Northern California (Humboldt and Trinity counties), as well as other indigenous peoples along the Klamath river, the health of the river is essential for the health of the people and is an essential element of their culture. Through colonization, the river has been exploited for its power and resources by non-indigenous people. The rights to this water have been limited at times by the US government and the people have had to fight for the right to access and protect this fundamental cultural resource. Through protest, participation in politics, scientific study and community support, the indigenous people have won their case in court and the dams have been taken down (as of Summer 2024). The fight to protect the land and river from environmental exploitation continues as the people continue to maintain a resilient culture that is inherently connected to the lands and rivers they have lived on since time immemorial.

Curriculum Standards

Science:

5-ESS3-1 Earth and Human Activity: Obtain and combine information about ways individual communities use science ideas to protect the Earth's Resources and Environment

5-ESS3.C Disciplinary Core Ideas: Human Impacts on Earth Systems- Human activities in agriculture, industry and everyday life had major effects on the land, vegetation, streams, ocean, air and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

This unit could be adapted to other grade levels meeting the following standards:

Reading

3.4 Narrative Analysis of Grade-Level-Appropriate Text- Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works



Writing Applications

2.2 Write responses to literature: c Develop interpretations that exhibit careful reading and understanding

2.4 Write persuasive letters or compositions

Scaffolding

These lessons could be adapted for other grade levels meeting the following standards:

3rd Grade: Reading 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.6 Extract appropriate and significant information from the text, including problems and solutions.

4th Grade: Reading 2.6 Distinguish between cause and effect and between fact and opinion in expository text. Writing 1.2 Create multiple-paragraph compositions

6-12 Grade college and career standards Key Ideas and Details 2 RL 6.2,7.2,8.2,

Digital Slides available for independent study.

Scaffolded worksheets for English learner students and students on IEP (see worksheets).

Audio Read Aloud included for students with visual impairments (embedded in presentation).

Written text included for students with hearing impairments.

Additional Resources for Teachers

This lesson was created from the following:

Personal interviews, elder language support, storyboarding and narrative development with tribal youth, artistic critique from tribal members, news articles related to the removal of the dams and personal experience on the river.

Pronunciation Guide for Read Aloud:

T'sing (*ts-sing*) stars

No:k'ine:yot (*noy-kin-ney-yot*) "it barks a lot", dog

Hun' (*Hut-in*) river

K'ida:y (*kit-tie*) flower

Q'o:so:s (*co-sos*) hummingbird

To learn more, Teachers can explore:

<https://www.californiasalmon.org/>

<https://www.americanrivers.org/dam-removal-on-the-klamath-river/>



References

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AmericanRivers. Nov 17, 2022. Guardians of the River.
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William Groper. Construction of a Dam 1939.
<https://picryl.com/media/william-gropper-construction-of-a-dam-1939-dd3871>

California Department of Fish and Wildlife. 08/30/2016. Image 5892.
<https://www.flickr.com/photos/californiadfg/29347692165>

Dams Damage River Life: Environmentalists push to have defunct structures removed. Shapley & Morris. Poughkeepsie Journal. July 3, 2005. Graphic by Sten Millet, Journal Research.
https://frobbsi.org/watershed/media/PoJo_07_03_05.htm

Klamath tribes dam removal demo. Patrick McCully. Aug 6, 2006
<https://www.flickr.com/photos/patrickmccully/208450261>

Save California Salmon. <https://www.californiasalmon.org/>.

California Native American Studies Model Curriculum

The California Native American Studies Model Curriculum (NASMC) will support the design and development of open-source lesson plans, primary source documents, planning resources, teaching strategies, and professional development activities to assist California K-12 educators in teaching about California Native American Studies. Per AB 167, the NASMC is defined as lesson plans, primary source documents, planning resources, teaching strategies, and professional development activities to assist educators in teaching about Native American Studies. The traditional cultural knowledge within lessons, including Native language, art, media and stories, are owned by the respective Tribal nations, Native knowledge keepers, artists, producers and authors of the curriculum as indicated in each lesson.

Unit Lessons

1. Part One, Identifying and Understanding Theme
2. Part Two, Opinion Writing


People Impact Environments: Part One, Identifying and Understanding Theme

Time Required:

40-55 minutes

Materials:

 **Slides: People Impact Environments**

 **B&W Printable Text Echo_ A River Dog Story Text.pdf**

Teacher Directions:

Step 1 Theme (Slides 1-5)

(15 minutes)

1. Introduce the topic by reading the first Theme slide, explaining what the theme is. (It is optional to have students take notes on this section. If notes are used, add 10 more minutes to deliver).
2. Discuss the cupcake (cream filling) tool to understand a theme.
3. Discuss the optical illusion presented on the slides and relate it to the theme using the instructions on the slide.

Step 2 Read Aloud-Echo: A River Dog Story (Slides 6-8)

(40 minutes)

1. Read the Story Echo: A River Dog Story. Teachers may choose the format to use (Digital Read aloud, teacher read aloud, student read along digitally, student read along & coloring with printout of story). *For newcomers or students with IEPs, the teacher may choose to conduct a 5-10 min picture walk in a small group before reading the full text with the class. To do a picture walk, browse through the story using simple vocabulary to retell the story using just the images.
2. Discuss comprehension questions with the class and ask students to identify a theme from the story. Teachers may choose to use digital or print resources for summative or formative assessment or may choose whole group oral discussion only.
3. Students will complete an artistic poster that demonstrates a theme from the story.








People Impact Environments: Part Two, Opinion Writing

Time Required:

35-40 minutes

Materials:

-  Slides: People Impact Environments
-  People impact Environments Worksheets.pdf
-  Opinion Flyer

Teacher Directions:

Step 1 Opinion Writing (Slides 10-18)

1. KWL chart- complete Know and Wonder sections as a class. Use the slide and discussion warm up questions to help as needed.
2. Note taking and Research- Use the jot box to think of solutions to the problem before researching. Then, use the videos provided to get information and possible solutions related to the topic. Start the whole group and work towards independence as the lesson progresses. Use student notes to add to the KWL chart under the learned section.
3. Students will use a worksheet provided to write their opinion about the dams along the Klamath River. Materials include scaffolded worksheets to meet students where they are at, as well as an extension activity for a final draft and summative response project. Additional time is needed for extension activities.

