

Required Classroom Lessons Before “Beach Exploration”

Lesson 1: Introduction to the Salish Sea

Subject

The Salish Sea

Materials/ Teacher Preparation

- 8 light colored posters for Poster Discussion (before class, teacher should write titles on posters and hang around room. Prompts listed on Step 2 of Procedure.) Make duplicates of some prompts, the point is there shouldn't be more than four kids at a poster at a time.
- Students all need dark color markers.
- Print/cut/tape color version of the Salish Sea map and the Northwestern U.S map to the poster entitled “What Waters are Included in the Salish Sea?”
- Large laminated Salish Sea Input map- tape onto Poster A before class (GSSC will provide)
- Set up large kitchen tray with various intertidal organisms (kelp, shells; GSSC will provide)
- Printed class set of Home Connections #1
- GoogleEarth or Googlemaps ready on projector

Size/setting/duration

Entire class/Indoors/30-40 min

Background

The Salish Sea stretches from southwestern British Columbia to the northwestern portion of the U.S. state of Washington. Its major bodies of water are the Strait of Georgia, the Strait of Juan de Fuca, and Puget Sound.

The first known use of the term Salish Sea was in 1988, when marine biologist Bert Webber from Bellingham, Washington, created the name for the combined waters in the region with the intention to raise consciousness about taking care of the region's waters and ecosystems.

The Coast Salish is a group of ethnically and linguistically related Indigenous peoples of the Pacific Northwest Coast, living in British Columbia, Canada and Washington and Oregon in the U.S. The Coast Salish are a grouping of many tribes with numerous distinct



cultures and languages. The waterways of the Salish Sea were important trade routes for the Coast Salish People, and they remain a source of food and other resources for the indigenous peoples.

Overview

Target:

- I can define what the Salish Sea is and describe my connections to it.

Success

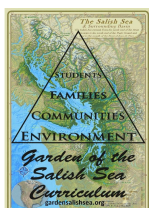
Criteria

- students identify the major waterways that make up the Salish Sea, and land that make its watershed by labeling the seas and land that makes up the Salish Sea watershed, and by sharing personal connections to the sea.
- students participate in a discussion about their connections to the Salish Sea (Poster Discussion)

Procedure

Activate/Connect:

1. Explain: (1 min) This unit is called the Garden of the Salish Sea. During this unit you'll learn lessons about the Salish Sea, the Intertidal Biome, our watershed, creatures who live in the intertidal zones, some challenges the Salish Sea faces and what we as community members are doing to help. The Salish Sea is a food source for many living creatures including humans. Today's target is...
2. Have students do a "Poster Discussion." (15-20 minutes) Students walk around the room each with a marker, answering the prompts on the various posters in writing. Make sure students read other students' answers and respond to their ideas in writing. Model this behavior. Poster titles include:
 - a. What waters are included in the Salish Sea? (map included);
 - b. What are some plants/animals that live in the Salish Sea? (kitchen tray near poster with a bunch of shells/kelps);
 - c. What do YOU or your family love about the ocean?
 - d. Areas for shellfish harvest. What do you notice? What do you wonder?
 - e. What does a "Salish Sea Steward" do/think/say?
 - f. Why do you think the Salish Sea is important?
 - g. Olympia Oyster population map. What do you notice? What do you wonder?
3. Input: (10 min) Use an atlas/Googlemaps/GoogleEarth to show students the greater context of where the Salish Sea is in comparison to the U.S (could project on whiteboard and draw a dotted line to represent the U.S/Canadian border.) The Salish Sea Watershed includes all



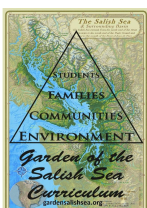
the rivers and streams that drain into the Salish Sea. The waters of the Strait of Georgia, Strait of Juan de Fuca, Puget Sound, and all the connected bays and inlets, and the greater Pacific Ocean. The land that borders the Salish Sea are the shorelines of U.S and Canada, including Victoria Island and 418 other islands (colored green on map).

- a. Land Acknowledgement: Let's take a moment to recognize where we are. The Coast Salish Peoples have a saying "when the tide is out, the table is set." The Coast Salish People rely on natural resources of the Salish Sea and have been stewards of this land and the traditional and customary fishing grounds for thousands of years and these resources continue to be used today.
4. Closing (5 min)
- a. Share out some responses that stood out to you from student poster discussion. Explain they'll probably have different answers and connections at the end of the unit.
 - b. Have students label the major waterways and color Salish Sea Map worksheet (optional).
 - c. Make your Salish Sea journals, or explain how students will keep any worksheets. One idea is to have kids cut and paste the Salish Sea Bingo Challenge on the front cover of their folder. Students will learn about this Bingo sheet in the next few lessons.
 - d. Review Target.
 - e. Pass out the Home Connection and encourage students to collect stories about how their family or community is connected to the Salish Sea!

Next Generation Science Standards

Performance Expectations		
5-ESS2-1: Earth Systems. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact		
Scientific and Engineering Practices	Disciplinary Core Ideas	Cross-cutting Concepts
Analyzing and Interpreting Data	ESS2.A: Earth Materials and Systems	Systems and System Models Science Addresses Questions About the Natural and Material World

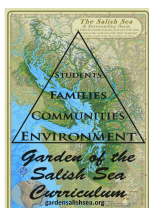
Other Standards

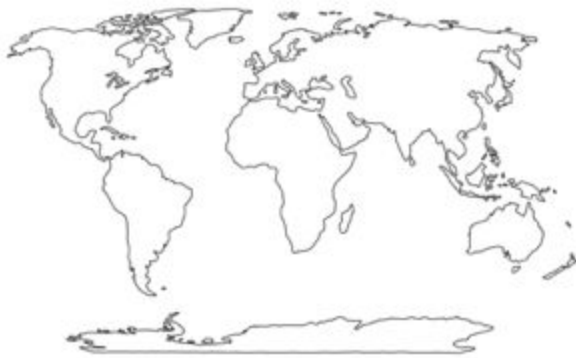


ESE3: Standard 3: Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

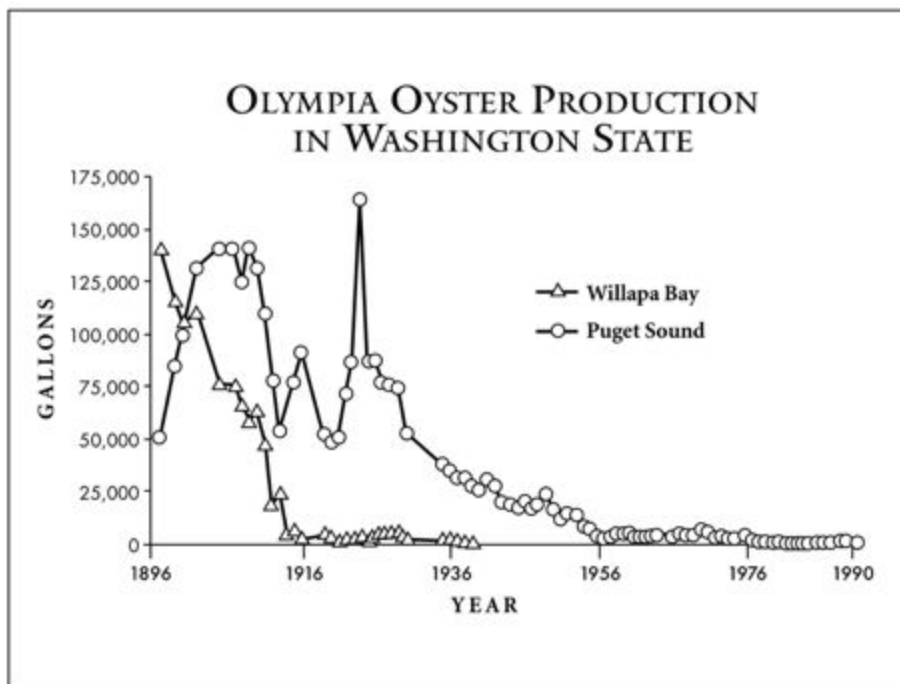
Graphics

a.



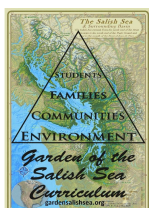


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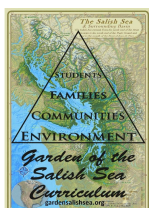
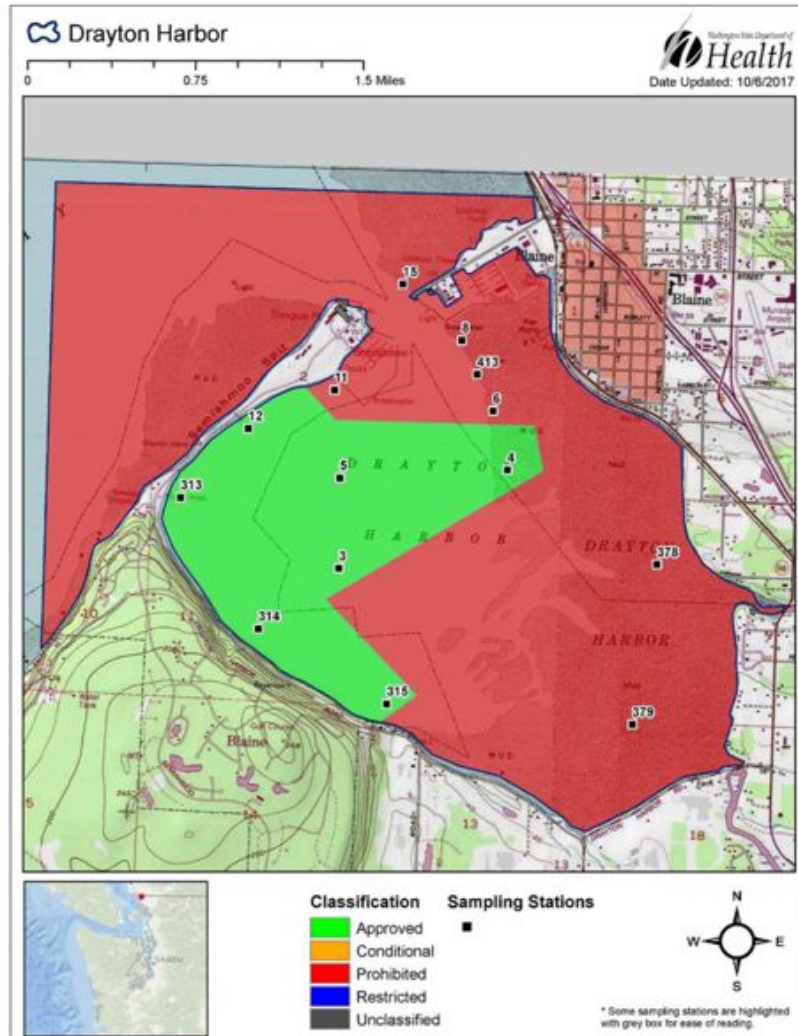


Olympia oyster harvest peaked in the 1920s and, then, dropped substantially, reaching an all-time low in the 1960s, never to fully recover.

Source: Baker, P. 1995. Review of ecology and fishery of the Olympia oyster, *Ostrea lurida*, with annotated bibliography.



D.





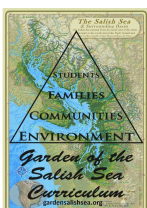
Vocabulary

- Salish Sea - the water body that stretches from southwestern British Columbia to the northwestern portion of the U.S. state of Washington. Its major bodies of water are the Strait of Georgia, the Strait of Juan de Fuca, and Puget Sound.
- Watershed - a land area that channels rainfall and snowmelt to creeks, streams, and rivers, and eventually to outflow points such as reservoirs, bays, and the ocean.

Extension

- Optional (10 min): Pass out student folders or notebooks and have students glue the Salish Sea color-prints to the outside or first page. Set up a Word Bank and Big Ideas List and update at the end of each lesson.
- Teachers could project this map below onto the whiteboard then record the names of water bodies and coastlines with Expo marker.

Worksheet



Introduction to the Salish Sea

Color the waters of the Salish Sea one color and the coastlines in another color. Label 3 water bodies and names of 3 coastlines.



Community Interviews

#1 Interviewee: Adult family or guardian member

Show this person where the Salish Sea is located.

1. Do you think the Salish Sea is important and why/why not?

Response:

2. How do they connect with the ocean? (Examples: fishing for fun, taking long walks, kayaking, food, etc.)

Response:

#2 Interviewee: Adult Non-immediate family members (grandma, neighbor, store cashier, etc.)

Show this person where the Salish Sea is located.

1. Do you think the Salish Sea is important and why/why not?

Response:

2. How do they connect with the ocean? (Examples: fishing for fun, taking long walks, kayaking, food, etc.)

Response:

