

Salmon

spirit of the land and sea



Of the Salmon and For the Salmon

FOR MILLIONS OF YEARS the wild salmon has helped nourish the plant and animal life of the temperate rain forest. Born in the streams and rivers of the forest, the salmon travels to the ocean where it lives for up to five years before returning to the stream or river in which it was born.

There are six species of salmon that are common to the Pacific Northwest: Chinook, Chum, Coho, Pink, Sockeye and Steelhead. From the waters of the Pacific to those of the temperate forests, salmon are a crucial link in the health of both ecosystems. Sadly, many wild salmon populations have been threatened because of habitat destruction, over-fishing and other causes.

Follow One World Journeys' online photo documentary expedition, "Salmon: Spirit of the Land and Sea," at: <http://www.OneWorldJourneys.com/salmon/> and learn what the Expedition Team experienced in its quest to understand the importance of the wild salmon. Use the *Expedition Notes* page to help your students explore with the Expedition Team, and use the other worksheets and activities as tools to study the wild salmon.

MATERIALS SUITABLE FOR GRADES 9–12

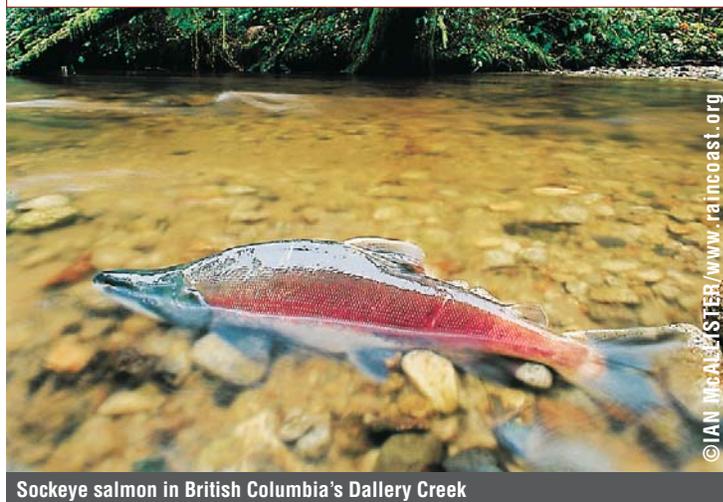
Subjects

Art, Language Arts, Math, Science, Social Studies

Objectives

Students will be able to:

- identify the interdependence between salmon and the temperate rainforest ecosystem;
- analyze and interpret the viewpoints of others on protecting salmon and their habitats;
- analyze the ecology, geography, history, and satellite images of the temperate rainforest to develop a land use policy; and
- develop and conduct a survey; analyze and summarize data.



Sockeye salmon in British Columbia's Dallery Creek

Activity 1 — Point–Counterpoint

Materials: computer with Internet access, *Point–Counterpoint* sheet

Begin the activity by discussing issues that affect the health of our waterways. Brainstorm a list of people who may have differing views about these issues. Visit the following site to identify the major issues of the Great Bear Rainforest (destruction of forests and streams).

<http://www.raincoast.org/>

<http://www.OneWorldJourneys.com/salmon/>

Divide the class into teams to represent the following groups:

- Timber Industry
- First Nations People
- Commercial Fishing Operation
- Environmentalists/Conservationists
- Salmon Farming Operation

Print and distribute copies of the *Point–Counterpoint* sheet and allow students to research the viewpoint about protecting salmon and salmon habitats. The following site is a sampling of viewpoints about salmon recovery along the Oregon Coast and Columbia River Basin:

<http://www.orednet.org/salmon/>

Hold a “Salmon Summit” where all groups present their needs and solutions and work toward a common solution to preserving salmon and their habitats.

Activity 2 — Hot Topic

Materials: computer with Internet access

Present a familiar issue and discuss the students’ viewpoints until a consensus is reached. Let them know that they are going to study the dilemma of forestry practices in the Pacific Northwest. By studying the ecology, geography, history and satellite images of the region, they will develop and submit an international policy on the use of the forests of California, Oregon, Washington, British Columbia, and southeastern Alaska. Complete the activity *Temperate Rainforest* at the Exploring the Environment™ site:

<http://www.cof.edu/ete/modules/temprain/temprain.html>

Students may also reference the following site:

<http://www.inforain.org/salmonstrategy/>



Activity 3 — Survey Says...

Materials: computer with Internet access, clipboards, survey sheets

To summarize the issues surrounding the use of the temperate rainforest, encourage students to develop a survey to determine what others feel about a topic. Brainstorm a list of issues (logging, salmon farming, hydroelectricity, commercial fishing).

Visit the following sites for more information:

<http://www.OneWorldJourneys.com/salmon/>

<http://www.salmonfarmers.org/network/industry.html>

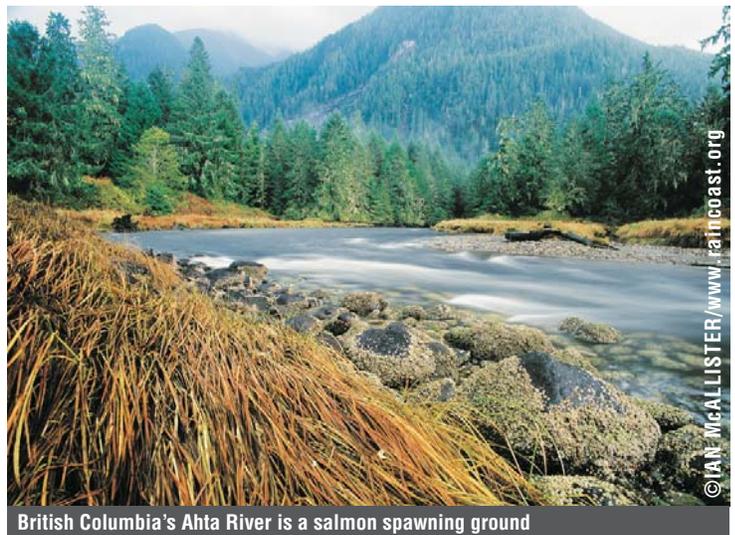
<http://www.soton.ac.uk/~engenvir/environment/alternative/hydropower/hydrenvi.htm>

<http://www.greenpeace.org/~comms/97/forest/facts.html>

<http://www.raincoast.org/greatbear/grizzly.html>

Have teams of students develop a simple questionnaire about one of the issues. Establish the sample size and the target population for the survey (classmates, students in other classes, adults in building, community members). Conduct the surveys, tabulate and analyze the results. Have students prepare a report, including background information about the issue, how the survey was conducted, results and conclusions. Present results as a graph, table or chart.

Students should present their reports and findings to the class. Compare results with predictions and ask what they would do differently the next time.



British Columbia's Ahta River is a salmon spawning ground



POINT-COUNTERPOINT

Name _____

Date _____

1. Describe each group's point of view about protecting the wild salmon and its habitat.

- Timber Industry

- First Nations People

- Commercial Fishing Operation

- Environmentalists/ Conservationists

- Salmon Farming Operation

2. Which group do you represent?

3. What are the major points about this issue as viewed by your group?

4. Develop the broad principles of a conservation plan for the Great Bear Rainforest. Be sure to identify your group's needs, reasons why the use of Great Bear Rainforest is necessary, and a solution.



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Name _____

Date _____

EXPEDITION NOTES

Summarize the expedition team's findings and observations from the Daily Dispatch or Special Report in the Live Journey section at:
<http://www.OneWorldJourneys.com/salmon/>

Day # _____

Dispatch/Report Title: _____

Summary:

My Thoughts About the Expedition: