“Salmon: A Personal Journey” Personal Icon Essay

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Description
“Salmon: A Personal Journey” looks at the controversial issue of Oregon’s wild salmon. Using salmon as an icon, the writer explains her experience as a biologist and extends the meaning of that experience to Native Americans, scientific debates, and suggests how understanding salmon might help us achieve sustainability.

After reading “Salmon: A Personal Journey” students will reflect on an iconic symbol of their region. By applying concepts from the article into their own lives, students will be encouraged to reach a higher level of Bloom’s Taxonomy of Cognitive Thinking.

Time Estimate
Time is dependent on the depth desired by the instructor.

Student Outcomes and Objectives
• Students will investigate the iconic nature of salmon in the Northwest.
• Students will select a local icon and justify their selection in a personal essay.

Standards
Science
H.2L.2: How ecosystems respond to disturbances and interactions.
H.2E.4d: Evaluate human impacts on environmental quality and sustainability.
H.4D.5: Describe how new technologies lead to new scientific inquiry and are responsible for changes in the way people live and work.
H.4D.6: Evaluate how ethics, public opinion and government policy influence engineers and scientists and how their results impact human society and environment.

Language Arts
EL.HS.RE.01: Read at an independent and instructional reading level appropriate to grade level.
EL.HS.RE.02: Read and understand a wide variety of informational text.
EL.HS.RE.03: Make connections to text, within text and among texts.
EL.HS.RE.05: Match reading to purpose.
EL.HS.RE.06: Understand and use a variety of comprehension strategies as needed such as summarizing, class and group discussions and responding to questions.
EL.HS.RE.15: Read magazines and news stories.
EL.HS.RE.19: Identify and summarize sequence of events, main ideas, facts, supporting details and opinions.

Career-Related Learning Standards
CS.PM.02: Plan, organize, and complete assigned tasks on time, meeting standards of quality.
CS.HS.01: Locate, process and convey information using traditional tools.
Materials

- Copies of “Salmon: A Personal Journey” from the 2009 issue of Oregon’s Agricultural Progress magazine, a special issue on Food in Oregon
- Materials needed to write an essay or prepare for a presentation.
- Access to research materials, in order to gather more information about their personal icons.

Vocabulary

Aquaculture: the farming of aquatic organisms, it can include fish, shellfish or seaweed.

Currency: an item that is used to represent monetary value.

Sedimentation: the process in which organic materials, such as dirt, are deposited into an area, such as a river.

Sustainable: the ability to maintain an ongoing process for an indefinite amount of time.
Icon Personal Essay for “Salmon: A Personal Journey” Procedure

1. Have students read the “Salmon: A Personal Journey” article.
2. Conduct a classroom discussion about the iconic nature of Salmon.
   a. This discussion may address the following questions.
      i. Historically, who were salmon important to?
      ii. In what capacities did the Native Americans utilize salmon?
      iii. What do salmon need to survive?
3. Brainstorm with students about possible local icons. Icons can be an event, food, landscape or anything else that defines a place.
   a. The following are some brief examples
      i. Event-The Shakespeare Festival in Ashland
         1. I saw “Midsummer Night’s Dream” when I was 12.
         2. It sparked an interest in theater and gave me an alternative view of the world.
      ii. Food-Tillamook Ice Cream
         1. I had a mint chocolate chip ice cream cone on vacation.
         2. It will always be my favorite ice cream flavor.
         3. It is what I remember when I think of Tillamook, Oregon.
      iii. Landscape-Wheat Fields of Pendleton, Oregon State University
         1. Growing up I lived on the golden, rolling hills under the open, clear blue sky.
         2. Open spaces allow me think and dream freely.
4. Have students complete their personal essays.
   a. Desired length of the essay and time provided can be determined to fit your classroom needs.