

Project G.L.A.D.
Forest Grove School District
Northwest Natives
Prepared by: Brooke Qunell and Janice Storey

Idea Pages

I. UNIT THEME

Students will learn about the culture of the Northwest Native Americans prior to the first explorers and how their lives were impacted as a result of the United States government and the westward movement.

II. FOCUS/MOTIVATION/CUE SET

- Cooperative Groups by tribe-groups choose name of tribe
- Inquiry Chart
- Observation chart
- Big Book –Coastal Indians

III. CLOSURE

- Role Play Situations
- Potlatch/Pow Wow
- Letter to Parent
- Letter to a Chief

IV. CONCEPTS/UNDERSTANDINGS/CRITICAL LEARNINGS

- Students will know the timeline of people living in the Americas prior to the coming of Europeans.
- Students will know how Northwest tribes used natural resources for food, clothing, and shelter.
- Students will know how the Northwest tribes changed following the coming of the European people.

V. VOCABULARY

Native Americans
legends
Kwakiutl
Bella Coola
Makah
salmon
canoes
bentwood box
dipnets
raven
weaving

Coastal Indians
plank house
chief
weir
totem pole
harpoon
raven
masks
family crest
cradleboard
shamans

nations
tribes
Nootka
Chinook
Chilkat blanket
leather
Tlingit
potlatch
hunting
fur
shellfish

fishing
expedition
Puget Sound
Tsimshian
Moccasins
spirits
shield

gathering
cedar
Neah Bay
reservation
dentalium
dance
village

whale hunting
shells
Captain Cook
spruce
Haida
feathers

VI. ORAL LANGUAGE/READING/WRITING SKILLS

- Structure information in clear sequence making connections and transitions among ideas, sentences and paragraphs.
- Demonstrate knowledge of paragraphing.
- Demonstrate knowledge of grammar.
- Develop flow and rhythm of sentences.
- Demonstrate knowledge of documentation.
- Identify and write in the imaginative mode.
- Demonstrate knowledge of writing process.
- Demonstrate knowledge of conventions.
- Read and identify non-fiction from a variety of cultural and time periods.
- Demonstrate evaluative comprehension of a variety of printed materials.
- Identify relationships, images, patterns or symbols and draw conclusion about their meaning.

VII. MATH/SCIENCE/SOCIAL STUDIES SKILLS

- Interpret data and chronological relationships presented in timelines and narratives.
- Analyze cause and effect relationships, including multiple causation.
- Recognize and interpret change and continuity over time.
- Understand and interpret events, issues, and development in history in one's family, local community and culture.
- Understand and interpret the history of the state of Oregon.
- Describe personal, political, and economic rights of citizens in the United States (How this ties to the relocation onto reservations)
- Use maps to organize information about people, places and environments in spatial context.
- Compare physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions.
- Understand the social, cultural, and economic processes that change the characteristics of places and regions over time (e.g., development, accessibility migration, resource use, belief systems, transportation and communication systems, major technological changes, environment, wars)
- Understand why places and regions are important to human identity and serve as symbols to unify or fragment society.

- Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society.
- Gather, use and evaluate researched information to support analysis and conclusions.
- Explain various perspectives on an event or issue and the reasoning behind them. Understand an event, issue, problem, or phenomenon from multiple perspectives.
- Explain various perspectives on an event or issue and the reasoning behind them.
- Identify and analyze characteristics, causes and consequences of an event, issue, problem or phenomenon.
- Identify, compare, and evaluate outcomes, responses, solution, and then research-supported conclusion.

VIII. RESOURCES AND MATERIALS

Web sites

- www.netgate.net/~jsd/firstnations.html
- web.maxwell.syr.edu/nativeweb/index.html
- lark.asc.csulb.edu/gc/libarts/am-indian/index.html
- www.si.edu/nmai/nav.html
- <http://www.croker.com/~rebotis/subjects/nativeamericans.html>
- <http://www.ucalgary.ca/%7edkbrown/>
- <http://www.si.edu/nmai/nav.htm> (Smithsonian Institute)
- <http://indy4fdl.cc.mn.us/~isk/art/art.html> (Art)
- <http://hanksville.phast.umass.edu/misc/Namusic.html> (Music)
- <http://indy4.fdl.cc.mn.us/~isk/stories/stories.html> (legends)
- <http://indy4.fdl.cc.mn.us/~isk/scholls/schools.html> (pen pals)
- <http://www.libsci.sc.edu.native.htm>
- <http://library.hilton.kzn.school.za/history/earlynat.html>
- <http://www.proteacher.com/090034.shtml>
- <http://members.aol.com/egyptkids/american.html#native>
- <http://kn.pacbell.com/wired/fil/pages/listinterneti.html>
- <http://falcon.jmu.edu/~ramseyil/native.htm>

Teacher Resources

- *Native American Stories*, by Joseph Bruchac, Fulcrum Publishing, Golden Colorado \$12.95
- *Native American Wisdom*, by Kristen Maree Cleary, Barnes and Noble Books, New York 1996 \$4.98
- *Banners Teaching with Themes Native Americans*, Scholastic Books 0-590-26520-2
- *Cut and Make North American Indian Masks*, by A.G. Smith and Josie Hazen, Dover Publications, INC., New York \$6.95
- *Indian Legends and Coloring Book*, by Hunting Horse, Ebmy Originals 1973.
- *American Indian Tales and Legends*, By Vladimir Hulpach, Paul Hamlyn Press, London 1965

- *Looking at Indian Art of the Northwest Coast*, by Hilary Stewart, University of Washington Press, Seattle 1997
- *Indians of the Northwest Coast*, by Maximilien Bruggmann and Peter R Gerber, Facts on File, New York 1989.
- *The Coastal Indians-Ready to Use Reproducible Activities*, The Center for Applied Research in Education, 1996
- *Northwest Coast Indians Coloring Book*, by Tom Smith, Price Stern Sloan, Inc. 1993
- *Thematic Unit Native Americans*, by Leigh Hoven, Teacher Created Materials, INC. 1990
- *Northwest Coast Indians Coloring Book*, by David Rickman, Dover Publications, Inc., New York 1984
- *Haida: Their Art and Culture*, Leslie Drew, Hancock House, 1982
- *Monuments in Cedar*, Edward L. Keithahn, Bonanza Books
- *Indian Portraits of the Pacific Northwest*, George M. Cochran, Binford and Mort, 1991

Children's Books

FICTION

- *Children of the Wind and Water*, by Stephen Krensky, Scholastic Books 0-590-46963-0 \$4.95
- *In a Circle Long Ago: A treasury of Native American Lore from North America*, by Nancy Van Laan, Scholastic Books 0-590-16383-3
- *Raven*, By Gerald McDermott, Scholastic Books 0-590-48250-5
- *The Earth Under Sky Bear's Feet: Native American Poems of the Land.*
- By Joseph Bruchac and Thomas Locker Trumpet books 0-590-13153-2
- *Echoes of the Elders: The Stories and Paintings of Chief LeLooska* by
- Christine Normandin, DK Inc. Books, Barnes and Noble \$24.95
- *Spirit of the Cedar People: More Stories and Paintings of Chief Lelooska*, DK Inc. Books, Barnes and Noble \$24.95
- *The Last American Rainforest*, Shelley Gill, 1997, ISBN 0-934007-33-0, no publisher listed
- *She Who Watches*, Willa Holmes, Binford and Mort, 1997
- *Clamshell Boy*, Terri Cohlene, Watermill Press, 1990
- *A River Lost*, Lynn Bragg, Hancock House
- *Seya's Song*, Ron Hirschi, Sasquatch Books, 1992
- *Storm Boy*, Paul Owen Lewis, Tricycle Press, 1999
- *The Boy Who Lived with the Seals*, Rafe Martin, Putnam and Grosset, 1996
- *The Wave of the Sea-Wolf*, David Wisniewski, Clarion Books, 1994

NONFICTION

- *Totem Pole*, Diane Hoyt-Goldsmith, Holiday House, 1990
- *Northwest Coast Indians*, Mira Bartok and Christine Ronan, GoodYear Books, 1992

- *Northwest Coast Indian Graphics*, Edwin S. Hall et al., University of Washington Press, 1981
- *People of Salmon and Cedar*, Ron Hirschi, Cobblehill Books, 1996
- *The Nez Perce*, Virginia Driving Hawk Sneve, Holiday House, 1994
- *The Totem Pole Indians of the Northwest*, by Don E. Beyer, Franklin Watts, 1991 \$5.95
- *The Discovery of the Americas*, by Betsy and Giulio Maestro, Scholastic 0-590-46515-5
- *Native American: A First Discovery Book*, Scholastic Books \$12.95
- *Indians of the Northwest*, by Bertha Dutton and Caroline Olin, Bellerophon Books, Barnes and Noble \$4.95
- *Native Americans*, by David Hurst Thomas, The Nature Co. Discovery Time Life Books, Barnes and Noble \$16.00
- *Hunters of the Whale*, Ruth Kirk with Richard Daugherty, William Morrow and Co., 1974
- *Sea and Cedar: How the Northwest Coast Indians Lived*, Lois Mc Conkey, Douglas and McIntyre, 1992
- *They Put On Masks*, Byrd Baylor, Charles Scribner's sons, 1974
- *North American Indian*, Alfred A. Knopf, 1995
- *Houses of Wood*, Bonnie Shemie, Tundra Books, 1992
- *Potlatch: A Tsimshian Celebration*, by Diane Hoyt-Goldsmith, Holiday House 1997, \$16.95
- *Encyclopedia of the North American Indian*, James Cilment, Scholastic 0-590-22790-4 \$18.95
- *Indians of the Northwest*, Gareth Stevens Publishing, 2000

SPANISH RESOURCES

- *Algunas tribus de América*, Robert Coupe, Shortland Publications, 2000

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Forest Grove School District
Native Americans

Prepared by: Brooke Qunell and Janice Storey

Unit Planning Pages

I. FOCUS/MOTIVATION

- Cooperative Groups by tribe
- Inquiry Chart
- Observation chart
- Big Book- Coastal Tribes

II. INPUT

- Expert Groups – Differences between Northwest Tribes
- Legends/stories about Northwest Tribes
- Graphic organizer on uses of cedar
- Comparative input on village life of coastal and inland tribes

III. GUIDED ORAL PRACTICE

- Farmer in the Dell
- Home/School Connection (native tools/tools of today)
- Poetry and Chants
- T-Graph
- Personal Interactions-10/2
- Expert Groups- share/jigsaw
- Picture files
- Process Grid

IV. READING/WRITING ACTIVITIES

Whole Class

- Poetry
- Independent Research Projects (Use Process Grid)
- Narrative
- Primary language group frame

Cooperative Choices

- Strip paragraph-expository
- Reading the walls
- Ear to ear reading

Individual Choices/Writers Workshop

- Poetry booklet
- DEAR time
- Strip book
- Writing Journals (rubber band journals)
- Learning Logs

V. EXTENSION ACTIVITIES FOR INTEGRATION

- Cloth dying from natural ingredients
- Basket weaving with pine needles
- Pottery
- Weaving
- Bent Wood boxes for Potlatch
- Making Fry Bread
- Family Shield
- Totem Pole
- Northwest Relief Map showing geographical locations of tribes
- Vision Quest
- Individual Home Projects

VI. CLOSURE/EVALUATION

- Potlatch/Pow Wow
- Mural (Create a mural of a Northwest village)
- Web Site (visit Northwest Native American Web sites)
- Letter to parents
- Letter to Chief
- Writing Assessment Prompt
- Math Assessment

GLAD UNIT #30446
NW NATIVE AMERICANS

Unit Inventory

IDEA & UNIT PLANNING PAGES

TEACHER -MADE BIG BOOK

BIG BOOK TEXT

NARRATIVE INPUT BACKGROUND & 8 PIECES &text

PICTORIAL INPUT AND GRAPHIC ORGANIZER ON CEDAR TREE

PROCESS GRID

7 CHANTS

TOTEM POLE

DRUM

WOODEN MASK PLAQUE

86 PICTURE FILE CARDS

INFORMATION SHEETS ON COASTAL TRIBES

BOOK TITLES:

The Nez Perce

The Last American Rainforest: Tongass

Houses Of Wood

A River Lost

Clamshell Boy

Echoes Of The Elders (Hardcover) W/Cd

Spirit Of The Cedar People (Hardcover) W/Cd

The Nez Perce (Hardcover)

Children Of The Wind And Water

Sea-Wolf

The Boy Who Lived With The Seals

The Tlingit

Northwest Coast Indians

She Who Watches

Indian Portraits Of The Pacific Northwest

Seya's Song (Hardcover)

People Of Salmon And Cedar (Hardcover)

Hunters Of The Whale (Hardcover)

Totem Pole (Hardcover)

Storm Boy (Hardcover)

Raven (Hardcover)

Haida Their Art And Culture

Northwest Coast Indian Graphics (Hardcover)

Monuments In Cedar (Hardcover)

Big Book text: English

The Northwest Coast Indians lived along the shores of the Pacific Ocean. They lived in “long houses” with 40 to 60 people in them.

The Makah were the only true whale hunters of the Northwest Coast. They would go out in 10 canoes to hunt. The village would use the whale meat and oil.

The Klallam were great weavers. They would use plant fibers and wool from mountain goats. They would weave beautiful robes and blankets.

The Chinook would trade furs with visiting sea captains and were the “Flatheads” who met with the Lewis and Clark expedition.

The Haida made canoes out of one single log. The Chief’s “war” canoe could be up to 50 feet long and 7 feet wide. It could hold 60 people.

The Bella Coola carved wonderful masks. They believed the masks could bring religious spirits to life.

The Skynomish hunted in the mountains near Puget Sound. Hunters distinguished themselves by wearing the upper part of a mountain goat’s head on their own head.

The Puyallup-Nisqually tribes traded with inland tribes for horses, but most used the waterways for travel. Hunters wore a cougar skin over their shoulders.

All Northwest Coast Indians fished for salmon, hunted, gathered roots and berries, and wore clothing made from cedar bark when the weather was cold.

Narrative Input Chart: English

The Raven

adapted from the book, Raven by Gerald McDermott

All the world was in darkness.

The sky was in darkness.

The waters below were in darkness.

Men and women lived in the dark and cold.

Raven was sad for them.

He said, "I will search for light."

The Raven flew until he saw a bit of light far away.

He flew and flew and came closer to the light.

The light was at the edge of the water.

The light came from the house of the Sky Chief,
and it was shining. Raven perched high in a pine
tree on the shore. Raven watched.

He saw a beautiful young girl emerge from the shining house
and go to the edge of the water.

She was the Sky Chief's daughter.

She knelt and drank some water from a woven basket.

Raven changed himself into a pine needle.

He fell down from the tree and floated on the water.

When the girl drank again, she swallowed the pine needle.

After a time, the girl gave birth to a child.

The child was small and dark with shiny black
hair and tiny black eyes.

Who do you think the child was?

It was Raven.

Raven had been reborn as a boy child.

Everyone loved the Raven-child.

He pretended to be playing.

All the time, he was trying to find where the light was hidden.

He saw a box in the corner of the lodge.

The box was large.

It was carved and painted with many colors.

The box was bright. It glowed.

Raven-child said, "Ga! Ga!"

"My grandchild wants the box," said the Sky Chief.

The young woman placed the box in front of the Raven-child.

She took the lid off the box. Inside was a smaller box.

She took the lid off that box. Inside was a smaller box.

His mother took the lid off that box, and light

poured out of it. Light flooded the room.

Inside the box was a shining ball, blazing with light.

What do you think the ball was?

It was the sun.

"Give him the ball," said the Sky Chief.

His mother gave the Raven-child the ball and he changed into a bird.

"Ha! Ha!" He became Raven once again. "Caw! Caw!"

Raven picked up the ball of light in his beak and flew through the smoke hole in the lodge. He disappeared into the dark sky.

Raven threw the sun high in the sky, and it stayed there.

This is how Raven stole the sun and gave it to all the people.

Chants, raps, and poems

Anthropology Bugaloo

By Brooke Qunell and Laura Curry

I'm an anthropologist and I'm here to say,
"I study native cultures every day.
Sometimes I do interviews, or hear an elder's song,
Capturing history all day long."

Language, traditions, environment too,
Doing the Anthropology Bugaloo!

I study about people and what they use
For hunting, fishing and cooking food.
I study about shelter that people live in,
Made of cedar planks, or deer or bearskin.

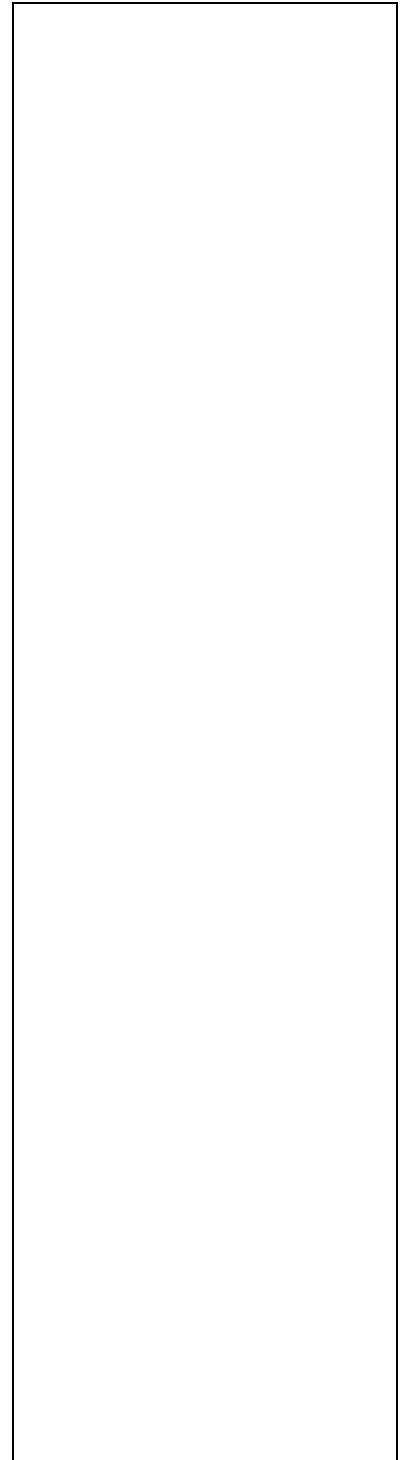
Language, traditions, environment too,
Doing the Anthropology Bugaloo!

The coastal natives traveled in dugout canoes,
For fishing, whaling and ceremonies too.
They fished for salmon and dug for clams,
With spears and nets that were made by hand.

Language, traditions, environment too,
Doing the Anthropology Bugaloo!

A Potlatch was a time for celebration,
For sharing of gifts and ancient traditions.
Dancing through the day and feasting all night,
Singing and storytelling by the moon's light.

Language, traditions, environment too,
Doing the Anthropology Bugaloo!



CEDAR HERE, CEDAR THERE

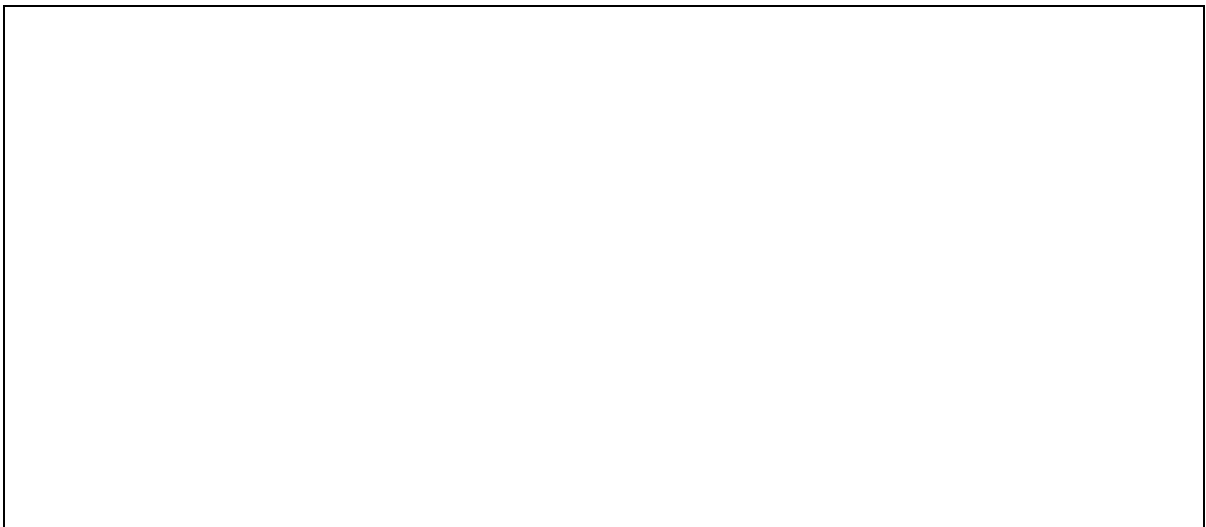
By Laura Curry

Cedar here, cedar there,
Cedar was useful everywhere!

Cedar logs being hollowed,
Cedar bark being shredded,
Cedar roots being woven,
And cedar planks being split.

Tall cedar for totem poles,
Masks of wolf and raven, too.
Bent cedar for cooking bowls,
And a cedar whaling canoe.

Cedar here, cedar there,
Cedar was useful everywhere!
Cedar! Cedar! Cedar!



I Can Spell

By Brooke Qunell

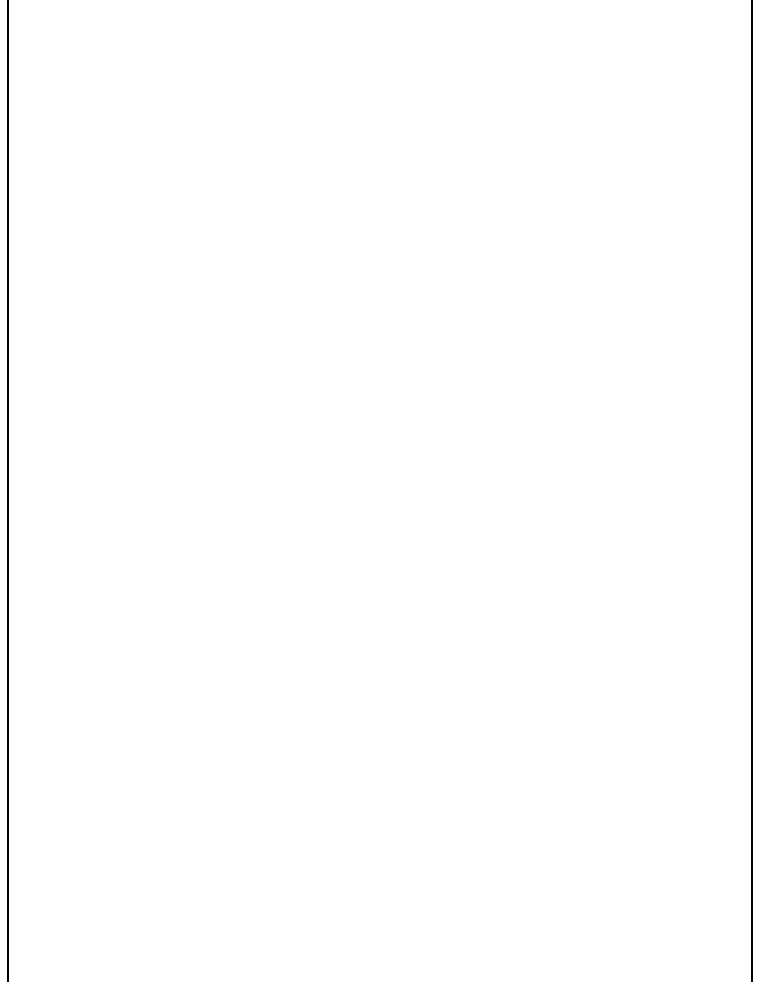
I can spell bark, b-a-r-k.
I can spell mask, m-a-s-k.
I can spell hunt, h-u-n-t.
But I can't spell ancestors.

I can spell deer, d-e-e-r.
I can spell fish, f-i-s-h.
I can spell tool, t-o-o-l.
But I can't spell ancestors.

I can spell carve, c-a-r-v-e.
I can spell weave, w-e-a-v-e.
I can spell tribe, t-r-i-b-e.
But I can't spell ancestors.

I can spell roots, r-o-o-t-s.
I can spell shell, s-h-e-l-l.
I can spell berry, b-e-r-r-y.
But I can't spell ancestors.

Yes I can! Yes I can!
A-N-C-E-S-T-O-R-S, ANCESTORS!



Coastal Tribes? Yes, Ma'am!

By Brooke Qunell

Is this the Makah Tribe?
Is this the Makah Tribe?
Well, how do you know?
Well, how do you know?
What else did they need?
Well, what did they want?

Yes, ma'am!
Yes, ma'am!
Live in Neah Bay!
Hunted with seal skin floats.
Canoes and paddles.
Great gray whales.

Is this the Klallam Tribe?
Is this the Klallam Tribe?
Well, how do you know?
Well, how do you know?
What else did they need?
Well, what did they make?

Yes, ma'am!
Yes, ma'am!
They were great weavers.
Used wool from mountain goats.
Spindles and looms.
Blankets and robes.

Is this the Chinook Tribe?
Is this the Chinook Tribe?
Well, how do you know?
Well, how do you know?
Well, who did they meet?
And how did they live?

Yes, ma'am!
Yes, ma'am!
They were merchant lords.
Lived on the Columbia.
Lewis and Clark.
Fishing and trading.

Is this the Haida Tribe?
Is this the Haida Tribe?
Well, how do you know?
What was their size?
What else did they make?
What else did they make?

Yes, ma'am!
Yes, ma'am!
Large war canoes.
Held 60 people!
Crests and totem poles.
Bentwood boxes and rattles.

Are these all Coastal Tribes?
Are these all Coastal Tribes?
Well, how do you know?
Well, how do you know?

Yes, ma'am!
Yes, ma'am!
Depended on forest and sea.
Depended on forest and sea.

NORTHWEST NATIVES BUGALOO

by Lori Klaus

I'm an anthropologist and I'm here to say,
"I study American cultures everyday.
Sometimes I do an interview, sometimes I read a book.
Sometimes I dig in the earth and take a look"

Tillamook, Atfalati, Nez Perce too,
Doing the Northwest Natives bugaloo!

People live in the environment and it forms their life,
Whether it's cold or hot, easy or full of strife.
Sometimes their homes were wooden,
Sometimes their homes were brush,
Sometimes they ate salmon and sometimes acorn mush.

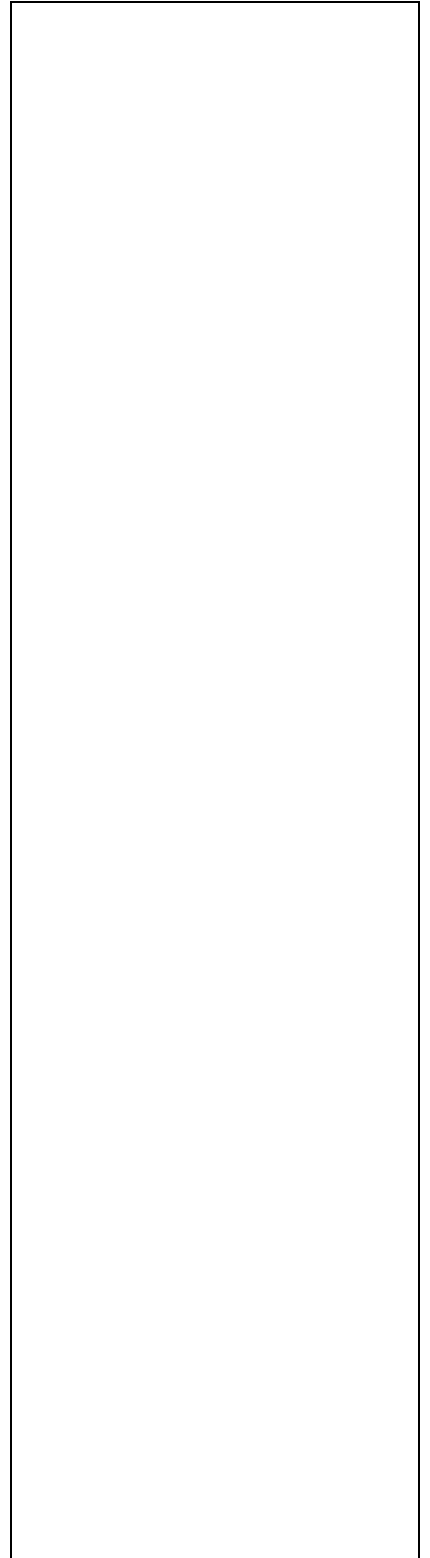
Klickitat, Chinook, Modoc too,
Doing the Northwest Natives bugaloo!

The people on the high plateau had to struggle to live.
The desert environment didn't have a lot to give.
Sometimes they had to move along,
Sometimes they had enough,
Sometimes they lived a life that was really rough.

Paiute, Walla Walla, Cayuse too,
Doing the Northwest Natives bugaloo!

The tribes on the coast had a life of ease,
Their homes, art and clothing came from cedar trees.
Sometimes they wore fur clothing,
Sometimes they ate shellfish,
Sometimes they had a party and ate from a big dish.

Tillamook, Siuslaw, Clatsop too,
Doing the Northwest Natives bugaloo!



And My Heart Soars

-Chief Dan George

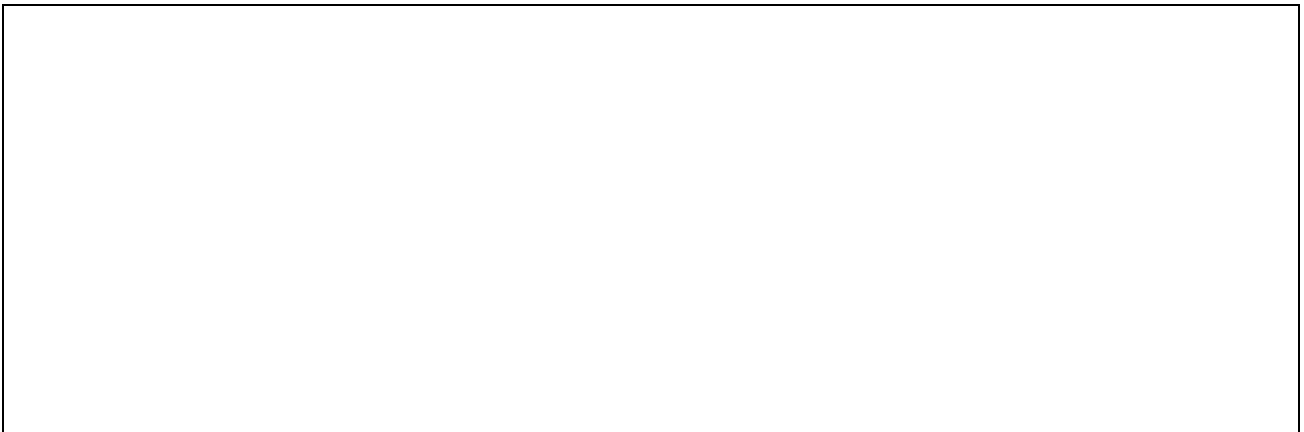
The beauty of the trees,
The softness of the air,
The fragrance of the grass,
Speaks to me.

The summit of the mountains,
The thunder of the sky,
The rhythm of the sea,
Speaks to me.

The faintness of the stars,
The freshness of the morning,
The dew drop on the flower,
Speaks to me.

The strength of fire,
The taste of salmon,
The trail of the sun,
And the life that never goes away,
They speak to me.

And my heart soars.



Northwest Coast Native People

By Rebecca LaBarge

We are the native people who discovered this abundant land.

Many thousands of years ago.

We are strong. We are proud.

We live on the Pacific Northwest Coast from Alaska to California.

Tlingit, Haida, Kwakiutl, Nootka, and Chinook.

We are strong. We are Proud.

We live off the land and fish from her waters. Salmon, deer, rabbit, and
trout

Provide us with our food and clothing.

We are strong. We are proud.

The great forest filled with tall, red cedar trees provides us with the gifts of

Totem pole, canoes as means of travel, and homes to rest our heads.

We are strong. We are proud.

The spirits surrounds us and can be summoned to the earth by the shaman.

The sun, moon, rivers, mountains, and animals are our protectors.

We are strong. We are proud.

To share our wealth and to celebrate a birth, death, or wedding, we hold
A special feast, potlatch, where there is gift-giving, dancing and storytelling.

We are strong. We are proud.

We are the native people who live on the Pacific Northwest Coast.

We are strong. We are proud.



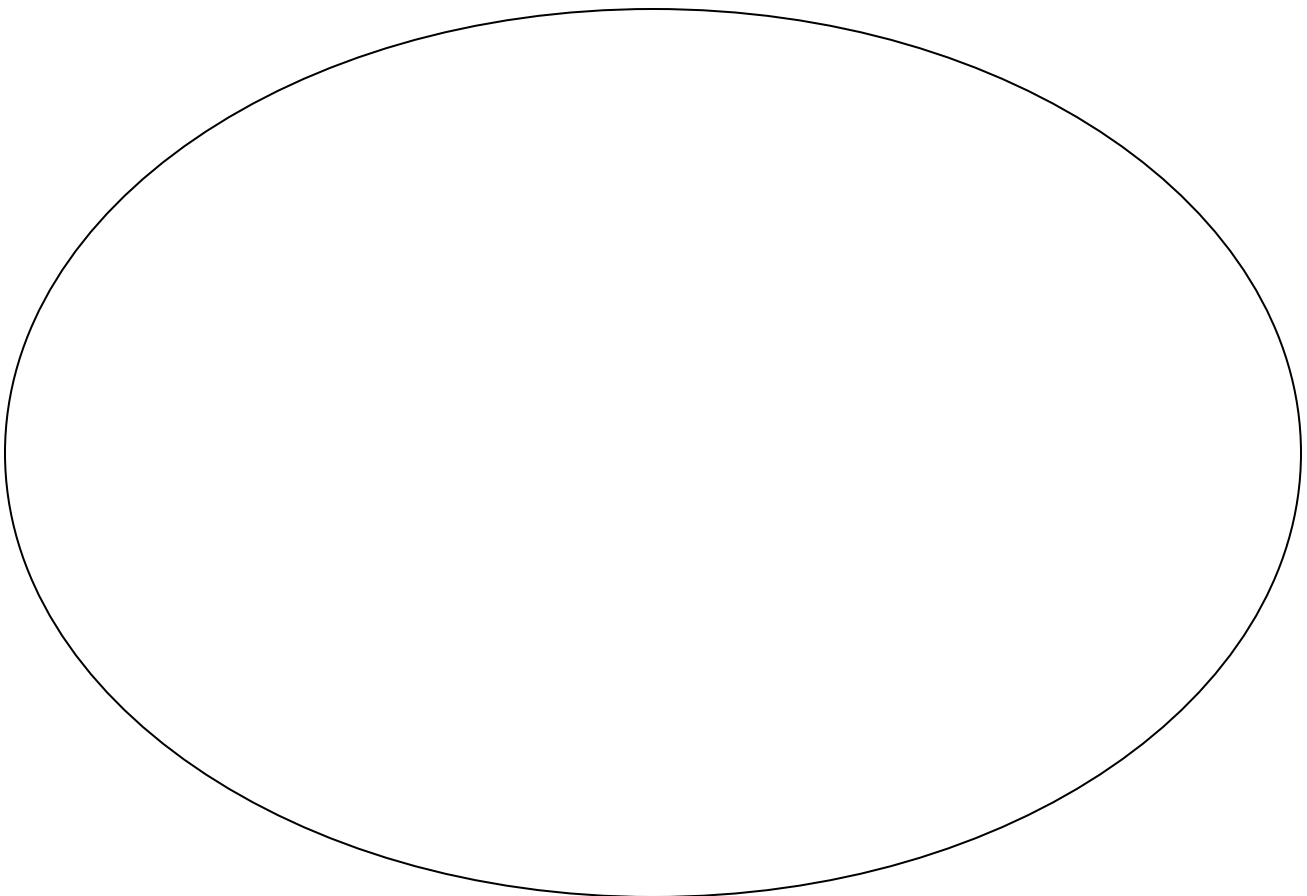
Northwest Coast Natives

By Elaine Cleary

Clothed by the forest, fed by the sea,
Sheltered with wood from the cedar tree.
Houses of cedar, tall totem poles,
Cedar wood carved into boxes and bowls.

Dugout canoes gigantic in size,
Carried hunters pursuing the whale, a great prize.

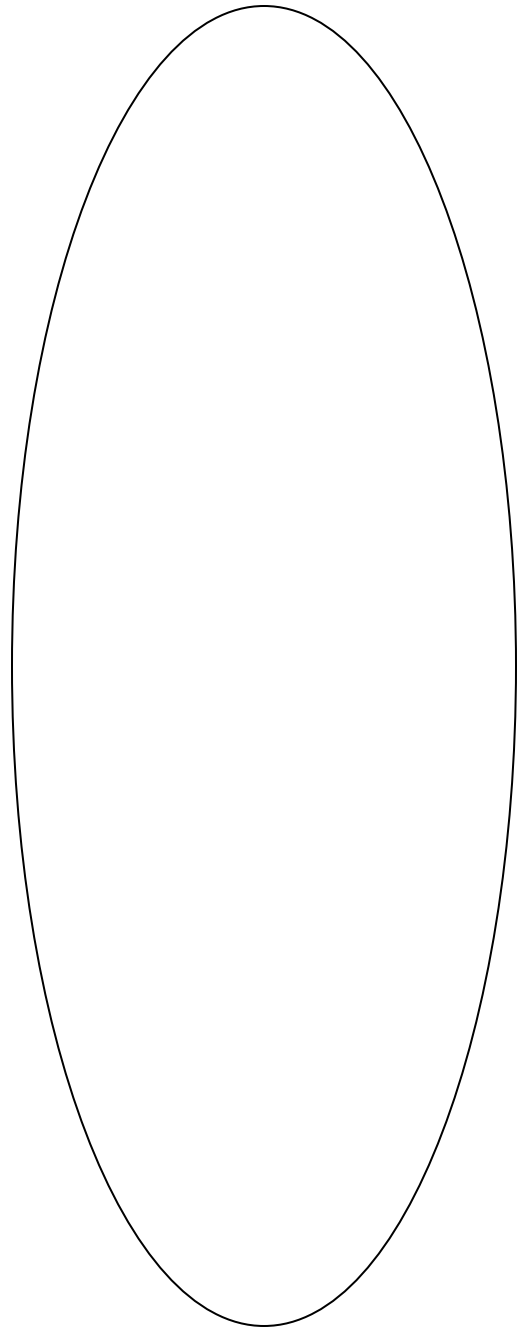
Lavish Potlatches last all day...
Stories of one's riches given away.
Chiefs and nobles, workers and slaves...
Backs to the mountains, facing the waves.



The Wind Song

-Duwamish

As wind comes along,
 All the pines sing.
The wind comes slowly, slowly
 and the pines sing softly, softly
 and wind sings with them
 so softly, the wind song.
You can hear it, softly, softly,
 as the pines dance, back and forth,
 back and forth,
 swinging their long arms,
 swaying with the song,
 singing, singing,
 in the language of the pines,
 wild and mournful.
The wind calls to the rain:
 come out of the clouds,
 sing with us!
The rain dances madly with the wind,
 riding down, resting on the pines.
The pines bending, bending,
 their needles brush the grass.
Shhh...listen!
 Can you hear them?



Process Grid

TRIBE	FOOD	CLOTHING	SHELTER	TRANSPORTATION
Coastal Tribes				
High Desert Tribes				