

Grades 3–5

History &
Cultural Studies

Early Northwest Coast People



Early Northwest Coast People

by **Margit E. McGuire, PhD**

Professor of Teacher Education, Seattle University

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ACKNOWLEDGMENTS

Class Test Sites

I am so grateful to Jibral Rashid, Seattle School District, Seattle, Washington, who allowed me to pilot this unit in his classroom. His flexibility, enthusiasm, and support are greatly appreciated. Additionally, I extend my thanks and appreciation to Su Hickenbottom, Snohomish School District, Snohomish, Washington, who piloted *Early Northwest Coast People* in her classroom. Her suggestions and comments contributed greatly to the development of this unit.

Planning Consultant

My thanks also to Katherine Schlick Noe, Associate Professor of Education, Seattle University, who provided help in outlining the unit and advice on how to approach various topics.

Native American Advisor

I thank Dr. Willard Eugene Bill, Ph.D., who served as the Native American Advisor for this unit. I appreciate his candid and thorough suggestions.

—Margit E. McGuire

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The Advisory Panel for the Storypath program reviewed and responded to every stage of this project's development. We sincerely thank the following Storypath advisors for their comments and recommendations:

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Program Design: Herman Adler Design Group

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Published by Storypath
10200 Jefferson Boulevard
P.O. Box 802
Culver City, California, 90232-0802
1-800-421-4246
www.teachstorypath.com

ISBN: 978-1-56004-602-8
e-book ISBN: 978-1-57596-454-6
Product Code: STP540 v1.21

Cover Photos:

Background: Homini, used under the Creative Commons Attribution 2.0 Generic license

Top, Left: Taku River Tlingit First Nation, used under the Creative Commons Attribution 2.0 Generic license

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ABOUT STORYPATH

THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that children learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, Storypath draws support from decades of experience with teachers and students. The approach has its roots in these beliefs about children and learning:

- The world is complex and presents many layers of information. Children know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When children build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because children construct their own knowledge and understanding of their world, their learning is more meaningful and memorable.
- Problem solving is a natural and powerful human endeavor. When children are engaged in problem-solving, they take ownership for their learning.
- The story form integrates content and skills from many disciplines and provides a context for children to gain a deeper, more complex understanding of major concepts.

AN INQUIRY APPROACH

Questioning, by both teacher and students, is a key component of Storypath. Through the story structure and the discourse it creates, the teacher guides students in their search for meaning and understanding as they acquire new knowledge and skills. Your questions, and the discussions they engender, cause students to:

- ask their own questions and think critically about what they know;
- use their prior knowledge to make sense of new information;
- connect personally to important social studies concepts.

The story structure and inquiry guided by unit goals provide the framework for students to integrate skills and complex content through problems they encounter. As they do so, their understanding of important concepts is extended and key connections are made.

THE STORY STRUCTURE

For thousands of years, stories have helped us create order and make connections between events. Storypath's narrative structure helps students understand concepts that they often find difficult to comprehend in the traditional social studies curriculum.

Each Storypath unit centers on a unique and engaging story that provides a concrete context for understanding the social science content. This story may be based on actual historical events, as developed in *Struggle for Independence*. Or the story might instead be based on typical community or business structures, as developed in *Families in Their Neighborhoods* or in *The Toy Company*. From all of these structures, students develop a meaningful context for developing understanding of the topic.

Typical structure of a Storypath unit

CREATING THE SETTING

Students create the setting by completing a frieze or mural of the place.

CREATING THE CHARACTERS

Students create characters for the story whose roles they will play during subsequent episodes.

BUILDING CONTEXT

Students are involved in activities such as reading, writing, and research to stimulate them to think more deeply about the people and the place they have created.

CRITICAL INCIDENTS

Characters confront problems typical of those faced by people of that time and place.

CONCLUDING EVENT

Students plan and participate in an activity that brings closure to the story.

USING THE COMPONENTS

TEACHER'S HANDBOOK

Each Storypath unit includes a Teacher's Handbook, which is designed to be flexible and easy to use.

Episode Planning Guides

Each episode opens with an overview of the instructional plan and materials needed.

Teaching Notes

Each Handbook contains detailed support for instruction.

1

CREATING THE SETTING THE NORTHWEST COAST

INTRODUCING THE NATURAL ENVIRONMENT page 15

Students listen to and discuss a description of the Northwest Coast environment.

Materials
Teaching Master 1, *The Land along the Coast*, TH1, p. 53
Portfolio 1, *Map of the Northwest Coast*, p. 4
Content Slide Set 1

Grouping
Whole class

Schedule
Approximately 20 minutes

CREATING THE NATURAL ENVIRONMENT page 16

Students create a scene of the Northwest Coast's natural environment.

Materials
Portfolio 2, *Prime Guide*, p. 5
For the frames:
• one bulletin board or wall space, approximately 6 feet long and 4 feet high, covered with white butcher paper (Make sure a table can be placed against this space. In Episode 4 students will make a three-dimensional village that sits in front of the frames.)
• construction and tissue paper—many shades of green and brown
• glue, colored markers, crayons, chalk, fabric, foil, cotton balls, yarn
• optional: tempera paint, brushes, water cans

Grouping
Divide the class into three groups. Each group will make a different part of the scene.

Schedule
1–2 hours

CONCLUDING EPISODE 1 page 17

Students reflect on the experience, make a word bank, and write a poem.

Materials
Portfolio 2, *Word Bank*, p. 26
Portfolio 1, *Writing: Some Poems*, p. 6
For the word banks: thick black markers and index cards or strips of paper
Pocket folders or sturdy paper to make folders (one per student) for the Portfolio

Grouping
Three groups for the word banks; individuals for the poetry activity

Schedule
Approximately 1½ hours, including time for writing the poems

EPISODE OBJECTIVES

- Reading** Students listen to and discuss a description of the Northwest Coast environment.
- Writing** Students create a scene of the Northwest Coast's natural environment.
- Speaking and Listening** Students share their work and participate effectively in conversation and collaboration to create the setting.
- Thinking** Students use their knowledge of words and phrases to describe the environment.
- Language** Students use their knowledge of words and phrases to describe the environment.

TH1 = Teacher's Handbook

1

INTRODUCING THE NATURAL ENVIRONMENT

Launch the unit

Tell students that they will be creating a story about a village of people who lived a long time ago on the Pacific Northwest Coast of North America. You might want to show students where the Pacific Northwest Coast of North America is located on a map. Also refer students to the map on Portfolio page 4.

Discuss with students the elements of story setting (when and where the story takes place), characters (the people in the story), and plot (critical incidents). In this episode, students will create the setting for the story—the Northwest Coast.

ELL Build an understanding of the setting

Students will create a scene using the description of the Northwest Coast environment provided on Teaching Master 1, page 15. Read the description to the class. Afterward, lead a discussion using the key questions below. Make a list of students' responses on the board or a large sheet of paper.

What do you remember about this setting? (Students should be able to recall some of the specific details from the description, and probing questions to prompt their recall.)

What is the climate in this setting? (Review the concept of a temperate climate as defined below. Refer students to Content Slide Set 1 for more information on a temperate climate.)

How might the climate affect the environment? (Students should be able to recall some of the specific details from the description, and probing questions to prompt their recall.)

What are the important geographical features of this setting? (Students should be able to recall some of the specific details from the description, and probing questions to prompt their recall.)

What kinds of animals would live in this kind of environment? (Students should be able to recall some of the specific details from the description, and probing questions to prompt their recall.)

What kinds of plants would grow in this kind of environment? (Students should be able to recall some of the specific details from the description, and probing questions to prompt their recall.)

What colors would you find in this setting? (Students should be able to recall some of the specific details from the description, and probing questions to prompt their recall.)

What kinds of people would live in this setting? (Students should be able to recall some of the specific details from the description, and probing questions to prompt their recall.)

Portfolio 1

Map of the Northwest Coast

Teaching Master 1

Prime Guide

Word Bank

Writing: Some Poems

Teaching Masters

Masters provide nonfiction content, writing models, or other information specific to the unit's content. These Masters can be copied for students or displayed in the classroom, depending on your teaching needs.

Assessment

Each Handbook contains strategies for assessing learning throughout the unit, as well as unit questions for review and synthesis activities.

TEACHING MASTER
T10

Name _____ Date _____

SELF-ASSESSMENT: SOCIAL SKILLS

Social skills are an important part of working with others. Use the chart below to rate your group skills.

EPISODE: _____

Describe the group situation or event: _____

Group Skills	I need to work on this.	I did this some of the time.	I did this most of the time.
I was positive and respectful.			
I was a good listener.			
I encouraged others to participate.			
I did my fair share of the work.			
I worked to solve conflicts in the group.			

One thing our group did well together: _____

One thing our group needs to work on: _____

One thing I did well: _____

One thing I could do better: _____

TEACHING MASTER
T11

Name _____ Date _____

SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also a powerful assessment tool for you because they're multimodal. They allow for variation in students' abilities as learners. They also allow you to assess students on a variety of subjects on a number of different levels.

1. PORTFOLIO RESPONSE

Activity

Have students review their Portfolio and identify at least four items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- List three important ideas from your Portfolio. Why are these ideas important?
- What do the Portfolio items tell you about how the early Northwest Coast people lived and their culture?
- What problems did your character and the early Northwest Coast people face? How did they respond to these problems?
- What skills do you believe improved as a result of this unit? Explain.

Criteria for Assessment

Learning objectives were demonstrated if:

- an explanation is provided stating why each item was selected and its importance for learning;
- the Portfolio demonstrates an understanding of early Northwest Coast culture;
- the student identifies at least one problem encountered and tells how that problem was responded to;
- reflections are thoughtful, well organized, and clearly communicated and correct writing conventions are used.

2. CREATE A TOTEM POLE

Activity

Working with a partner or individually, students can create a totem pole that tells the story of their Northwest Coast family and village. Students can draw, paint, sculpt, or build the totem pole out of materials of their choice. They should include information about the early Northwest Coast way of life and at least five events important to their family and/or village. At least two traditional symbols should be included in the totem pole. Item poles should be logically sequenced, carefully prepared, and accompanied by a written explanation.

STUDENT PORTFOLIO

Students use the Portfolio to read, write, conduct research, and complete other activities crucial to the specific Storypath unit. The Portfolio helps students manage their work throughout the unit. And when completed, the Portfolio becomes an authentic assessment tool.

EPISODE 1
PORTFOLIO

2

DATE _____

FRIEZE GUIDE

Work with your group to plan and make your portion of the Northwest Coast natural environment.

1. Brainstorm and list ideas for your setting.

2. Prioritize your ideas.

Look over your list as a group. Circle the ideas that you will use.

3. Assign jobs and list assignments.

4. Assess your work.

Put a check next to the things you did.

☐ I offered ideas about the frieze.

☐ I listened to other people's ideas.

☐ I disagreed in a polite way.

☐ I made positive comments to my group members.

☐ I was willing to change my ideas to help the group.

If you were to do the task again, what changes would you make to your work with your group?

EPISODE 1
PORTFOLIO

3

DATE _____

WRITING: SENSE POEM

Write a sense poem to describe the Northwest Coast environment. Imagine yourself somewhere in the environment shown in the frieze and think about what you would see, hear, touch, smell, and feel. Then complete the lines below with at least one describing word (adjective) and one thing (noun). Use words from the word bank or any other words that will give your readers a vivid picture of the environment.

I see _____

I hear _____

I touch _____

I smell _____

I feel _____

Rewrite the poem on a separate sheet of paper. Use only the words you wrote on the lines. Use your best handwriting and check for correct spelling. You will take the poem home to show your family.

Your finished poem might look something like this:

Green cedar trees
Rustling branches
Craggy, veined bark
Pungent evergreen
Showered by gusty trees

Assessment: The poem writer has used concrete words to create an accurate picture of the place. The poem uses different words and nouns to create a highly detailed picture for each sense, and interesting adjectives describe the scene. There is evidence of skill in choosing words and in constructing correct spelling is used.

CONTENT SLIDE SETS

Each unit includes sets of Content Slides that offer flexibility in how they are used to support student learning. The number of sets varies from unit to unit. The slides in each set provide focused non-fiction content and can be used for independent, paired, or small group reading.

Students use the slides to build context and deepen their understanding of the unit's content. You can use the slides as most appropriate to your situation. For those with laptops, display the appropriate slides for student reading and discussion or reproduce the slides as needed for each episode for individuals, pairs, or small groups.

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is for the slide to be available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slide.

A "reading tips" chart in PDF format (located on the CD) provides quick reminders of key reading strategies. Reproduce "reading tips" for each student or group.

Note that the slides are conveniently available in a printable format on the CD.

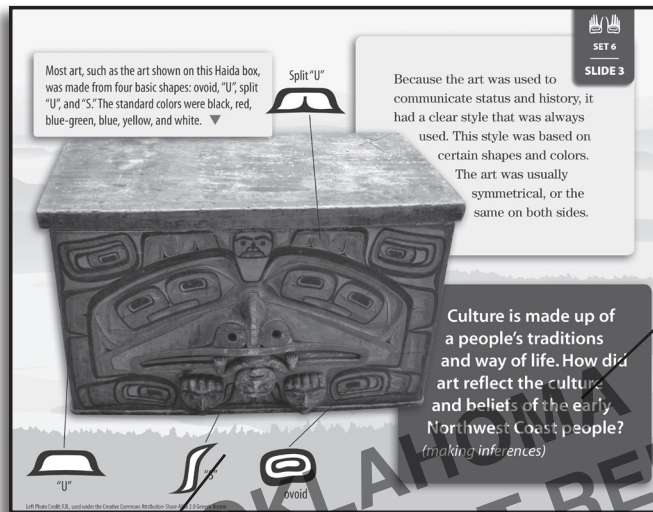


LITERACY AND STORYPATH

With the Storypath strategy, students deepen their understanding of major social studies concepts. Storypath provides literacy support to help students access and make sense of the social studies content. Students apply literacy skills such as reading comprehension, prewriting and writing skills, speaking and listening skills, and vocabulary development.

Reading

Content Slide Sets present opportunities for students to engage in focused content reading. Students can read the slides independently or with a partner and listen as the partner reads.



Comprehension

Questions in each Content Slide Set help students focus on important content. Questions are labeled with suggested reading strategies.

Visual Literacy

Each unit offers numerous opportunities to evaluate and respond to visuals such as photographs, maps, diagrams, and illustrations.

Reading Tips

For easy reference, Reading Tips for using the reading strategies are included on the CD.

Early Northwest Coast People		
Reading Tips		
Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/supporting details	Use it to find the big idea, and then identify the facts and details that support it.	1. Think about what you want to know and what you already know. 2. Read the text and think: What is the "big idea" here? 3. Look for information that is important to the big idea. Some facts are interesting but not important. 4. The details you find may cause you to change your big idea.
Comparing and contrasting	Use it to find information that tells you how two or more ideas are alike and different.	1. Think about what you want to know. 2. Choose two events or ideas to compare and contrast. 3. List important information about one event or idea. 4. For each item on the list, look for information about how the other idea is the same or different. 5. Look for clue words such as "similarly," "also," and "however."
Making inferences	Use it to understand information not stated directly in the text, or to "read between the lines."	1. Think about what you want to know and what you already know. 2. Look for clues in the text that give you new information. 3. Compare this new information with what you already know to figure out what the author is saying.
Connecting	Use it to understand new information by connecting it with what you already know.	1. Think about what new information you want to remember. 2. Think about what you already know. 3. Look for connections between the new information and what you already know from experience or reading. 4. These connections will help you remember the new information.
Scanning	Use it to quickly find the specific information you need.	1. Think about what information you need to find. 2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas. 3. When you find what you're looking for, slow down and read carefully.
Understanding visuals	Use it to find information presented in visual form, such as maps, graphs, photographs, diagrams, and timelines.	1. Think about what you want to know and what you already know. 2. Look for information that explains the visual. For example, look at labels, captions, arrows, or map keys. 3. Search for the specific information you want. 4. Put the information into words to help you understand the visual.

Writing

Throughout each unit, students complete writing activities to prompt thinking as well as to demonstrate what they have learned.

EPISODE 4
PORTFOLIO
10

DATE _____

PREWRITING: A REPORT
Daily Life in an Early Northwest Coast Village

A report is a type of writing that relates important information about a topic. The information in a report should be accurate and organized in a logical order. The report should include interesting details and vivid descriptions. A report includes an inviting introduction and a satisfying conclusion.

As your character, you will write about a day in the life of your village. First you need to organize your ideas.

- Make a list of activities your character would do from the time he or she wakes up until bedtime. Be sure to include the jobs your character does in the village.

- Circle three activities on your list that are most interesting. Write one activity at the top of each column. Under each activity write some interesting details. For example, what tools would you use in this activity? What natural resources would you need? Who might help you with the task? Where would you do it?

Activity:	Activity:	Activity:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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Speaking and Listening

Students refine these skills by presenting ideas to the class and resolving issues through discussion and collaboration.

EPISODE 3
PORTFOLIO
7

DATE _____

CHARACTER INTRODUCTIONS

Prepare an introduction for your character using the guidelines below. You are going to introduce your character as though you were that person. In your family group decide how you want to introduce yourselves. Use the following guidelines:

- Get into role. Remember you live a long time ago in a village in the Pacific Northwest.
- Underline important information in your character biography. Be sure to include your name, your position in the family, and any special skills you have.
- Decide what else you will tell about yourself.
- Keep your introduction short and to the point.

Practice your introduction in your family group. Give feedback to each group member. Explain your comments. Use the chart to record feedback you receive. Make improvements as necessary.

Introduction Skills	Great	Needs some work	Needs lots of work
I was in character.			
I included important information and interesting details.			
I included skills that help meet basic needs.			
I spoke clearly and confidently.			
I made eye contact with the audience.			

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Vocabulary Development

In each unit, students are exposed to specialized vocabulary for speaking and writing. Students create word banks in their Portfolio by recording content words.

PORTFOLIO
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DATE _____

WORD BANK

Keep track of the words you learn or words that interest you. Words in your word bank may come from class discussion, research, or any other source during the unit.

The Northwest Coast Environment

Look at the Northwest Coast environment that you have created and make a word bank. In the first column, write things that you see in the environment (nouns). In the second column, write words that describe those things (adjectives). Make your descriptive words as vivid as possible.

Things in the environment (nouns)	Describing words (adjectives)
_____	_____
_____	_____
_____	_____
_____	_____

Other Nouns and Adjectives

Nouns	Adjectives
_____	_____
_____	_____
_____	_____
_____	_____

Other Words

Assessment: The word bank includes nouns that relate to the setting and vivid and appropriate adjectives.

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Reading Mini-Lessons

Use the Reading Mini-Lesson Framework on p. 77 of the Teacher's Handbook to conduct reading mini-lessons.

HOW TO CONDUCT READING MINI-LESSONS

The Reading Tip chart on the CD provides a quick reminder for students to use as they work with the slides. These Reading Tips cover strategies that are especially effective for reading and understanding nonfiction text:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Scanning for specific information
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lessons is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content Slide Sets suggest applicable strategies that the students will need to use on their own.

READING MINI-LESSON FRAMEWORK

- Describe the strategy, explaining when and why readers use it. Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tip chart for information on explaining the strategy and helping students understand when and why readers use it.
- Model the steps as you "think aloud" with a sample text. Demonstrate how you would use each strategy, using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading process become more visible and concrete for developing readers. Language that will help you includes the following:
 - "I think about what I already know..."
 - "When I look for the main idea, I..."
 - "Here is a clue that will help me..."
 - "That makes me think..."
- Guide students to apply these steps as they read during the unit. Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try out the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.
- Assess students' progress. Students' independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

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ENGLISH LANGUAGE LEARNERS AND STORYPATH

English Language Learners, or ELL, is a term that applies to students whose primary language is not English. These students are in the process of acquiring English as a way to communicate ideas and gain content knowledge. They don't yet have the tools at their fingertips that native English speakers have that allow them to easily navigate classroom activities and contribute to classroom experiences. ELL students don't lack ability; they just don't know the language.

As ELL students gain experience in an English-speaking classroom, their abilities and comfort level increase. But remember that regardless of the progress made by ELL students, new material will revert them back to beginner status simply because they do not have the same background knowledge that a student who was born here does.

There are some very basic things the teacher can do to make the classroom a place of learning for ELL students. For example, text-rich activities, without visuals, should be avoided. Visually rich activities should be commonly used, and the senses should be engaged whenever possible. Music and kinesthetic activities, such as role-playing, are excellent tools for ELL students.

Activate prior knowledge. English language learners are similar to native English speakers in the most fundamental ways: they possess a great deal of prior knowledge, and are excited about sharing that knowledge. To provide scaffolding, preteach new vocabulary and introduce concepts with visuals that relate to the subject matter. When studying another time period, it is important to connect concepts to both the present and the past.

Allow extra time for small group work. ELL students will benefit from working with partners and small groups. These situations allow students more opportunities to contribute to conversations and complete tasks. In small groups, assign ELL students a specific task to complete, and allow them extra time to complete this task if needed. When you do have whole class discussions, you might have ELL students follow this discussion by working with a partner to recap the important ideas or the assignment.

Model tasks and thought processes. Modeling makes tasks and thinking processes more concrete. For example, if students are expected to write a short poem, model the process of writing a poem. Then have them refer to the model poem as they write their own.

Develop vocabulary. Vocabulary development is key to comprehension, so pre-teach vocabulary whenever possible. Use illustrated word banks and vocabulary exercises that encourage interaction with words. For example, students can write the word and draw an illustration of each word in the word bank and then verbally explain how the word relates to the big ideas in the unit.

Allow use of the native language. For students who possess few English words, allow them to complete writing activities in their native language. As they learn more English, they will begin to incorporate English into their written and oral language. This validates the students' native language and their prior knowledge, and also helps bridge the gap on their way to learning—and using—their new language.

Encourage involvement in class discussions. English language learners will likely be reluctant to contribute to whole group discussions, so encourage them to contribute in a way that is comfortable for them—words, phrases, simple sentences. Make sure the classroom is a safe and supportive environment.

Modify assignments and assessments. Students can use many different modes to communicate their understanding of unit concepts. Illustrating, cutting and pasting vocabulary activities, using graphic organizers such as timelines, and completing sentence stems are all excellent and valid methods for responding to content. ELL students should also work on and present material with a partner or in small groups whenever possible. In these situations, you will gain a more valid assessment of what ELL students have learned.

Additionally, at the beginning of the school year and anytime new material is introduced, limit the number and complexity of the activities you assign. Allow students to use methods other than writing to respond to information.



Look for this icon throughout this Teacher's Handbook. This icon indicates that an activity is particularly appropriate for English Language Learners.

ASSESSMENT

Each Storypath unit offers a range of options for assessing student learning.

Portfolio Assessment

The Student Portfolio provides ongoing assessment of student understanding of unit objectives through writing and other response activities.

During Each Episode

Assessment suggestions are included throughout the Teacher's Handbook and align with the Student Portfolio. Complex thinking and problem-solving abilities are assessed as students role-play and respond to critical events throughout the unit.

EPISODE 4
PORTFOLIO
11

DATE _____

SELF-ASSESSMENT

A Report on Daily Life

Use the rubric below to evaluate your report. The first column describes expectations for the assignment.

Rate yourself by putting a number in the second column.

1 = missed the mark; needs lots of work
2 = on target; met the basic requirements of the assignment
3 = outstanding work; went beyond expectations

In the last column explain why you assigned that number for that criterion.

Ideas and Content

Criteria for assessment	Rating	Explanation for rating
The content is accurate and related directly to your character's role in the village.		
The description of daily life is focused and includes relevant details.		
Descriptions are included about tools, resources, environment, and work.		
Relationships among people are clearly described including how people depend on each other.		
The writing is insightful. The reader can picture daily life because of the vivid descriptions.		

Organization

Criteria for assessment	Rating	Explanation for rating
The introduction is inviting and a satisfying conclusion is provided.		
The sequence is logical and effective.		

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CHOOSING A VILLAGE LEADER

AUTHOR NOTE
Managing Group Selections
Students tend to select the most popular member of their class to be the chief. Having students list qualifications for chief and then compare their characters' characteristics to the list helps students focus on characters, not students. Gender roles may also surface in this discussion.

LITERACY
Speaking and Listening
Participate effectively building on others' ideas and expressing one's own clearly and persuasively.

Discuss leadership
Explain to students that they now need to choose a leader for their village. Lead students to understand that early Northwest Coast chiefs were not like kings. Generally, chiefs were men who had wealth and were respected and well liked by their people. Use questions such as the following to start a discussion about leadership. Make a list of students' ideas during the discussion.

❶ Chiefs in some early Northwest Coast villages did not have authority over people. How might they have gotten people to follow them? (by listening carefully to both sides of an issue to resolve a conflict, by being respectful of others, and by using persuasion)

❷ What characteristics and skills would be important in a leader who couldn't command people? (Such a leader would need to be respected and skilled at persuading people.)

❸ How might a new chief be chosen after a chief died? (Students might suggest that the oldest son of the late chief should be the new leader. Lead students to realize that this would only happen if the oldest son was respected by the people in the village.)

After the discussion, have students devise a way to choose a leader for their village. Remind them to consider only characters with the appropriate characteristics. If students have trouble narrowing down a list of possible leaders, you might suggest that each family choose one possible leader, and then those students get together to decide which of their characters would be the best chief.

AUTHOR NOTE
Students' Input
Students may have additional ideas about leadership based on their own experiences or background knowledge. It is appropriate for these ideas to be included as well, as long as they make sense within the context of the Storypath students have created.

AUTHOR NOTE
Background Information
The authority level of chiefs varied from village to village on the Northwest Coast. Some chiefs enjoyed nearly absolute power, whereas others used persuasion to govern and had little authority outside their own family group. For the purpose of this Storypath, I suggest students choose a chief for the village based on the character's attributes.

LITERACY
Writing
Write a narrative to develop imagined experiences based on accurate information about the Northwest people's way of life. Draw evidence from informational texts and classroom to write about daily life. Include well-chosen details and a logical sequence.

TEACHING MASTER
T3

CONCLUDING EPISODE 4

Reflect on the episode
Have students write about daily life in their village. This writing activity will help students think more deeply about the village and their character's role in the village.

Give students guidelines such as these for the writing:

- Write about a typical day in the life of your character. Write as though you were your character telling about what you do.
- Include information about your job in the village.
- Write about at least one other character in the village.

To help students get started, you can display and discuss Teaching Master 3, "Daily Life," which contains a model that students can use to get ideas and examine how the report was organized.

Explain how the writer:

- provides accurate information;
- uses a logical order;

EPISODE 4
Early Northwest Coast People 33

Students have opportunities to assess their own work, such as writing and oral presentations. There are also opportunities for student reflection at the end of each episode.

A social skills master is provided to support student self-assessment and can be used at the teacher's discretion whenever students need to reflect and build on such skills.

At the conclusion of the unit, synthesizing questions reinforce unit objectives. Optional synthesis activities are included to guide students to apply what they've learned. Each synthesis activity includes criteria for assessment—you decide how best to use these options.

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also a powerful assessment tool for you because they're multimodal. They allow for variances in students' abilities as learners. They also allow you to assess students on a variety of subjects on a number of different levels.

1. PORTFOLIO RESPONSE

Activity

Have students review their Portfolios and identify at least four items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- ❶ List three important ideas from your Portfolio. Why are these ideas important?
- ❷ What do the Portfolio items tell us about how the early Northwest Coast people lived and their culture?
- ❸ What problems did your character and the early Northwest Coast people face? How did they respond to these problems?
- ❹ What skills do you believe improved as a result of this unit? Explain.

Criteria for Assessment

Learning objectives were demonstrated if

- an explanation is provided stating why each item was selected and its importance for learning;
- the Portfolio demonstrates an understanding of early Northwest Coast culture;
- the student identifies at least one problem encountered and tells how that problem was responded to;
- reflections are thoughtful, well organized, and clearly communicated and correct writing conventions are used.

2. CREATE A TOTEM POLE

Activity

Working with a partner or individually, students can create a totem pole that tells the story of their Northwest Coast family and village. Students can draw, paint, sculpt, or build the totem poles out of materials of their choice. They should include information about the early Northwest Coast way of life and at least five events important to their family and/or village. At least two traditional symbols should be included in the totem poles. Totem poles should be logically sequenced, carefully prepared, and accompanied by a written explanation.

PLANNING THE UNIT

EARLY NORTHWEST COAST PEOPLE

MAKE KEY DECISIONS

Make Space for the Storypath. You will need enough wall space for students to make the Northwest Coast frieze and to display their characters and various other materials they complete during the unit. Since students will also be making three-dimensional longhouses and other artifacts representative of the culture, a table or counter set in front of the frieze is necessary, thereby connecting the natural setting to the elements that depict the people's way of life.

Organize Students. Beginning in Episode 3, students are organized into groups representative of extended families—each student will create one character. You may want to consider how large you want your groups to be and how you will facilitate the work of the groups. If students seem resistant to playing husband and wife, allow them to create their own role (a husband, for example) and acknowledge that their character has a spouse even though this spouse is not developed by another student. In extended families there are lots of roles, so it generally isn't a problem. These family groups will work together at various points throughout the Storypath.

Prepare for Role-Plays. Students will role-play the early Northwest Coast people throughout this unit. Adults can be invited to role-play other characters in this unit. In Episodes 6, 7, and 8, it is suggested that adults play the roles of a trader, new settler, and Territorial Governor Isaac Stevens, respectively. Props for the roles add drama and adults can quickly learn their roles to participate effectively in the critical incidents. The teacher can play these roles as well.

Weave in Historical Information. As you introduce students to this unit, it will be important to allow students to “figure out” how these early people lived in their environment. This approach is guided by key questions that you will ask as the Storypath develops. At times—when students have a need to know—you will provide historical information to move the story forward. It may be tempting at times to simply tell students what they need to know before they begin an episode. However, if you follow this path, problem solving and critical thinking are greatly reduced and the power of this approach is jeopardized.

Create a Learning Community. An open and supportive atmosphere is essential for students to engage in the discourse that is basic to the learning process of the Storypath approach. Students should understand the value of reflective discussions and the importance of collaborative work to deepen their understanding of complex ideas. Consequently, students should be expected to listen carefully and respond thoughtfully and respectfully to one another's ideas.

DEVELOP UNDERSTANDING

Commonalities Across Cultures. The early people of the Northwest Coast had a very different way of life from that of people living in modern North American society. Your students will probably be unable to fully understand early Northwest

Coast culture. Nevertheless, they will be able to identify some common human needs—the need for food and shelter—emotions such as love, joy, fear, and sadness; and concern and caring for others. This Storypath creates a context to help children understand our common human needs while opening a door to give students a glimpse of Northwest Coast culture in times past.

CUSTOMIZE THE UNIT

Adapt the Unit. There will be times in this unit when you will want to modify the curriculum to suit the needs of your class and follow the logical progression of the story. Alternative activities or special arrangements are suggested at various points to assist in adapting the unit to meet your unique needs.

Frequently, students will provide an unanticipated twist to the Storypath, or important learning opportunities will arise. The Storypath allows for the accommodation of those special circumstances.

Accommodate Your Needs. As you review this Storypath, you will see that it's easy to adapt this unit to another group of native people. If your curriculum requires that you focus on another group of people, use this format and substitute the particulars for that group of people.

Connect to *The Oregon Trail Storypath*. *The Oregon Trail* Storypath can be taught before or after teaching this Storypath and will provide students with a different perspective relating to the same time period. Students can then compare and contrast the two groups of people studied, their ways of life, and the historical events of the time.

Research the Early Northwest Coast People. Providing students with the opportunity to research the people of the Northwest Coast as they move through the Storypath is essential to deepen their understanding and provide a meaningful context for learning more about the people and their culture. Additionally, students can focus on specific tribal groups for research at the conclusion of the unit.

INVOLVE OTHERS

Involve Families and Community Members. Family and community members can serve as excellent resources for you and your students. Some families may be from this cultural group or have special knowledge about the early Northwest Coast people. Invite them to share what they know. Guest speakers and field trips to museums can enrich students' understanding of this culture. Museums often have artifact boxes that they will ship to schools. Be sure that you are getting artifacts that are representative of early Northwest Coast people, however, as they are distinctly different from other tribal groups. Guest speakers from a local college, university, or tribal association are helpful, provided they clearly understand who their audience is and what kind of experiences students have had prior to their visit. Guest speakers and field trips should occur at the end of the unit when students can knowledgeably compare and contrast their own experience to the new information they are receiving. This makes for a more powerful and memorable learning experience.

CREATING THE SETTING

THE NORTHWEST COAST

INTRODUCING THE NATURAL ENVIRONMENT

page 15

Students listen to and discuss a description of the Northwest Coast environment.

Materials Teaching Master 1, *The Land Along the Coast*, TH* p. 53
Portfolio 1, *Map of the Northwest Coast*, p. 4
Content Slide Set 1

Grouping Whole class

Schedule Approximately 20 minutes

CREATING THE NATURAL ENVIRONMENT

page 16

Students create a frieze of the Northwest Coast's natural environment.

Materials Portfolio 2, *Frieze Guide*, p. 5

For the frieze:

- one bulletin board or wall space, approximately 6 feet long and 4 feet high, covered with white butcher paper (Make sure a table can be placed against this space. In Episode 4 students will make a three-dimensional village that sits in front of the frieze.)
- construction and tissue paper—many shades of green and brown
- glue, colored markers, crayons, chalk, fabric, foil, cotton balls, yarn
- optional: tempera paint, brushes, water cans

Grouping Divide the class into three groups. Each group will make a different part of the frieze.

Schedule 1–2 hours.

CONCLUDING EPISODE 1

page 17

Students reflect on the experience, make a word bank, and write a poem.

Materials Portfolio 22, *Word Bank*, p. 26
Portfolio 3, *Writing: Sense Poem*, p. 6
For the word banks: thick black markers and index cards or strips of paper
Pocket folders or sturdy paper to make folders (one per student) for the Portfolio

Grouping Three groups for the word banks; individuals for the poetry activity

Schedule Approximately 1 1/2 hours, including time for writing the poems

EPISODE OBJECTIVES



- **Social Skills** *Organize, plan, and make decisions while creating a frieze with group members.*
- **Social Skills** *Determine an appropriate course of action to complete the frieze within a group.*
- **Critical Thinking** *Organize ideas from class discussion in new ways and apply those ideas to the frieze.*
- **Literacy: Speaking and Listening** *Prepare for and participate effectively in conversations and collaborations to create the setting.*
- **Literacy: Vocabulary** *Clarify the meaning of words and phrases in context; use figurative language to describe the environment; and use academic language to describe the environment.*
- **Literacy: Writing** *Write a poem to convey ideas and information about the setting.*

*TH = Teacher's Handbook

INTRODUCING THE NATURAL ENVIRONMENT

CONNECT

Map Skills

The map on Portfolio page 4 shows students the location of the Northwest Coast region. As an optional activity, students can draw their own map of the Northwest Coast region, to which they can add details throughout the unit.

Launch the unit

Tell students that they will be creating a story about a village of people who lived a long time ago on the Pacific Northwest Coast of North America. You might want to show students where the Pacific Northwest Coast of North America is located on a map. Also refer students to the map on Portfolio page 4.

Discuss with students the elements of story: setting (when and where the story takes place), characters (the people in the story), and plot (critical incidents). In this episode, students will create the setting for the story—the Northwest Coast.

ELL Build an understanding of the setting

Students will create a frieze using the description of the Northwest Coast environment provided on Teaching Master 1, page 53. Read the description to the class. Afterward, lead a discussion using the key questions below. Make a list of students' responses on the board or a large sheet of paper.

❶ What do you remember about this setting? (*Students should be able to recall some of the specifics from the description; if necessary, ask probing questions to prompt their recall.*)

❷ What is the climate in this setting? (*Review the concept of a temperate climate as defined below. Refer students to Content Slide Set 1 for more information on a temperate climate.*)

temperate warm in summer and cool in winter; describes a climate that has a moderate range of temperatures

❸ How might the climate affect the environment? (*Lead students to consider how the abundant rain would affect the plant life.*)

❹ What are the important geographical features in this setting? (*Inlets, fjords, temperate rain forest, continent, coastal mountain range—clarify terms as needed.*)

❺ What kinds of animals would live in this kind of environment? (*Encourage students to name any animals they think might live here. Students might mention birds, deer, bears, fish, beavers, insects, and squirrels.*)

❻ What other kinds of plants and trees might be found here that weren't mentioned? (*The Northwest Coast environment is dominated by large evergreen trees; however, there are also smaller plants such as bushes and grass, deciduous trees such as Northwest Coast maple, and wildflowers such as fireweed.*)

❼ What colors would you find in this setting? (*Lead students to consider how mist and rain might have a graying effect on the greens, browns, and blues of trees, rotting vegetation, sky, and water.*)

❽ What else might be here that wasn't in the description? (*If students mention people, acknowledge their response and tell them that they will focus on the people later in the Storypath. For now, keep students focused on the natural environment.*)

PORTFOLIO

1

TEACHING MASTER

T1

CUSTOMIZE

ELL In whole class discussions such as this one, encourage ELL students to

- contribute words, phrases, or simple sentences;
- share first in pairs, then with the whole group;
- use visuals to make concepts more concrete;
- share their prior knowledge related to the topic;
- draw or write their ideas.

LITERACY

Speaking and Listening

Prepare for and participate effectively in conversations and collaborations to create the setting.

LITERACY

Vocabulary

- rain forest
- temperate

AUTHOR NOTE

Learning Process

You may be tempted to show students a picture of a Northwest scene to help them make their frieze. If you do this, students will simply replicate what they see instead of constructing their own understanding of the place.



CONTENT SLIDE SET

1

AUTHOR NOTE

Learning Process

If students suggest something out of context, ask them to explain their ideas. They often have plausible responses that provide new insights. But even implausible responses help students build ownership for the place they create. You can correct any misconceptions after students learn more about the topic.

CREATING THE NATURAL ENVIRONMENT

AUTHOR NOTE

Learning Process

Starting with a frieze of the natural environment provides students with a common concrete point of reference. The frieze will become a dynamic backdrop in Episode 4 when students create a three-dimensional village.

CUSTOMIZE

ELL Drawing and art activities allow children with limited English an opportunity to express what they know.

AUTHOR NOTE

Artistic Principles

Generally it works best for students to start on the frieze first before stopping to think about some basic art principles. This allows students to get invested in the process and creates purpose and meaning for applying the principles to their frieze. However, you may not want to interrupt students, so discuss the art concepts before they begin.

Start the frieze

Divide the class into three groups and assign one group to each of the following: foreground, middle, and background. Divide a bulletin board or wall space horizontally into three equal sections. Make sure there is space in front of the wall to fit a table on which students will make a three-dimensional village in Episode 4. The foreground group will fill the bottom section with detailed close-up views of the environment. The middle group will fill the middle section with less-detailed features, such as trees. The background group will fill the top section with the sky and faraway mountains.

Guide the groups to decide

- what to include in their section of the frieze;
- the size of trees, mountains, and other features;
- where to place the various features;
- who is responsible for each feature they're including.

Portfolio page 5, "Frieze Guide," gives students a good starting point for organizing their part of the frieze. This worksheet also contains tips for constructively working together in groups.

Organize the work

There are a number of ways students can accomplish their work on the frieze. Here's one method for organizing students' work:

Step 1 Have each group meet to form an overall plan for their section of the frieze. Be sure students understand that the frieze is made from the perspective of the viewer looking from the ocean toward land.

Step 2 Students use chalk or pencil to outline the major sections of the frieze so that it will be easier to talk about them as they plan.

Step 3 When the overall plan is done, students in the background group can work at the frieze while students in the other groups work at their desks on the more detailed features of the middle and foreground.

Step 4 Students in the middle and foreground groups take turns adding their features to the frieze while students in the background group work at their desks on details for the background, such as clouds and birds.

Step 5 As groups finish, have students make more trees. This setting had dense forests so lots of trees can be added to create that effect.

Consider art concepts

Use questions to help students incorporate basic art elements and principles as they plan and work on their frieze.

- ❓ What do you think are the most dominant colors in the Northwest Coast environment? (*Students should identify green and blue as the dominant colors.*)

AUTHOR NOTE

Pacing

Set a time limit for creating the frieze; otherwise students will want to continue working on it for a long time. They can add to their settings when extra time permits.

PORTFOLIO

2



AUTHOR NOTE

Learning Process

As students work on the frieze, some may want to look on the internet or through books or magazines that provide specific information about the Northwest Coast environment. It's fine if students choose this path because they will be investigating the environment on a need-to-know basis. To prepare for this opportunity, arrange some books on the topic in a designated place in the classroom, or refer students to Content Slide Set 1.

CONNECT

Creative Arts

As students work on the frieze, discuss

- the three properties of color: hue, value, and intensity;
- how the sizes of objects appear smaller as they recede into the distance;
- how to add texture to the frieze. (Torn paper and layered tissue paper work well for making mountains. Trees can be folded down the middle to appear more three-dimensional. Crushed bits of colored tissue paper can be glued on for flowers.)

- ❓ How can different values of green (lightness or darkness of color) be used to make the frieze more interesting? (*Different values of green would make individual trees and other plants easier to see.*)
- ❓ How can the intensity of color (brightness or dullness) be used to make the frieze more interesting? (*Bright colors in the foreground and dull colors in the background can be used to show perspective.*)

If possible, have students look at a tree or building far away.

- ❓ What colors do you see? What colors might you see if you were standing next to the object? (*Students should notice that grays, browns, or purples are often the colors that are seen in the distance. An object's colors appear brighter at close proximity.*)
- ❓ What other colors could you add to the frieze besides green to make an interesting setting? (*red and yellow for flowers, blue for streams*)

Guide student work

As students work on the frieze, try to restrict your role to asking questions about the various tasks they are engaged in. Students need to develop ownership of their setting and make their own decisions about the features. To help students monitor their own work, have them discuss what went well and what they would do differently. If some students finish their tasks before others, ask them to make additional trees of various shapes and sizes. The frieze needs to convey a feeling of a dense forest, so the more trees that are added, the richer the environment will be.

AUTHOR NOTE

Group Learning

As students work on the frieze, be prepared for disagreements as to where certain details should go. Use such disagreements as a chance to bring the group together and discuss the problem. Negotiating and compromising are important skills that are developed in every Storypath. Tackling the problems in ways that build group interaction skills is an important benefit of this approach.

CONCLUDING EPISODE 1

Discuss the frieze

Once the frieze is completed, initiate a discussion about it. Encourage students to record their opinions and observations. Writing will give them a chance to reflect on their knowledge of the Northwest Coast environment. The discussion is a good opportunity for you to assess students' progress. Here are some questions to use to initiate the discussion:

- How might it feel to walk through this environment?
- What geographical features can you identify?
- In what ways did you use proportion and scale in the frieze?
- How did you use color to make the setting more interesting?
- What did you do that helped the group work efficiently?
- What can you do differently to help your group work together better?

You might want to have students look at Content Slide Set 1 to compare and contrast their frieze with the photographs of the Northwest Coast.



ASSESSMENT



CONTENT SLIDE SET

1

CUSTOMIZE

ELL The Content Slide Sets provide visuals that put concepts about the Northwest Coast and its early people in context.

PORTFOLIO

22



LITERACY

- Clarify the meaning of words and phrases in context;
- Use figurative language to describe the environment; and
- Use academic language to describe the environment.

ELL

Encourage students to add words in their native language to the word bank and illustrate the words or cut and paste magazine pictures that illustrate them.

PORTFOLIO

3



CUSTOMIZE

ELL

- Model the process of writing a sense poem, and then refer students to the model in the Portfolio.
- Encourage students to draw a picture that illustrates an aspect of their sense poem.



ASSESSMENT

ELL Create a word bank

Assign one student from each group to be the recorder, and have the groups brainstorm a list of words that describe the entire frieze. (Students shouldn't feel confined to describing only the section their group made.) Using a thick black marker, the recorder can write the words on index cards—one word on each card. Post the words next to the frieze. Have students add words to their own word banks on Portfolio page 26.

Write a sense poem

Students will write a sense poem that describes the place they have created to introduce the Storypath unit to their families. By writing a sense poem, students further develop a sense of connection to the Northwest Coast environment. Students can use words from the word bank—and any other words they can think of related to the Northwest Coast environment—to write the poems. Portfolio page 6, "Writing: Sense Poem," will guide students' work. Before students begin writing, discuss possible words that might be used to complete each sentence. Once the lines are completed, students should delete the stem of each sentence—a very descriptive poem will emerge!

I see green cedar trees

I hear branches rustling

I touch craggy, veined bark

I smell pungent evergreens

I feel sheltered by the giant trees

Green cedar trees

Branches rustling

Craggy, veined bark

Pungent evergreens

Sheltered by the giant trees

When students have created their sense poems, have them write the final copy on a separate sheet of paper. Students can use their best handwriting or a computer to write the poem. Allow time for students to read the poems aloud and discuss them. Then students can take their poems home to share with their families.

ASSESS: The poem

- uses words from the word bank;
- includes objects appropriate to the environment;
- uses adjectives that add to depth of understanding and create "color;"
- shows evidence that care was taken in choosing words to create a feeling for the place;
- follows the format of a sense poem.

LITERACY

Vocabulary

As an optional activity for using the word bank, students can

- define and discuss words on the list;
- use the words to create phrases or ask questions about the place;
- write descriptive paragraphs about the place.

LITERACY

Writing

Write a poem to convey ideas and information about the setting.

AUTHOR NOTE

Using Writing

Students should do language activities that help them gain ownership of the setting and develop a rich vocabulary for talking about the place. Typically student writing related to the frieze is very rich, because students have been intimately involved in creating the place they are writing about.

Create portfolio folders

When students have completed the final drafts of their poems, have each of them make a folder with a pocket or distribute ready-made pocket folders to each student. At the end of the Storypath, the pocket folders can be used to hold students' characters and other products that demonstrate their learning.

OFFICIAL OKLAHOMA ADOPTION REVIEW
DO NOT REPRODUCE

BUILDING CONTEXT

MEETING BASIC NEEDS

EPISODE 2

INTRODUCING BASIC NEEDS

page 21

Students brainstorm the basic needs of a Northwest Coast village that existed in the 1800s.

Materials	None
Grouping	Whole class
Schedule	Approximately 15 minutes

UNDERSTANDING RESOURCES

page 21

Students brainstorm how the basic needs of the village can be met using the resources available in the Northwest Coast environment.

Materials	Portfolio 4, <i>Basic Needs Concept Map</i> , p. 7 Content Slide Sets 2 and 3 Flip chart paper and thick marker for listing resources
Grouping	Whole class for discussion; individuals or pairs for completing the concept map
Schedule	Approximately 1 hour

CONCLUDING EPISODE 2

page 23

Students use what they know about the environment's natural resources to imagine the way of life in the village.

Materials	Content Slide Set 2
Grouping	Whole class
Schedule	Approximately 20 minutes

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify how the early people of the Northwest Coast lived and worked in their environment.*
- **Critical Thinking** *Organize ideas from class discussion in new ways to develop understanding about the Northwest Coast environment.*
- **Literacy: Reading** *Read closely to acquire information and make logical inferences.*
- **Literacy: Vocabulary** *Acquire and use a range of academic language related to the early Northwest Coast people.*

INTRODUCING BASIC NEEDS

Launch the episode

Explain to students that the Northwest Coast environment they created will be home to a group of people who lived in the 1800s. Tell them that they need to figure out what people would need to live in such an environment. Students should focus on the three basic needs for survival: food, shelter, and clothing.

ELL Activate prior knowledge about basic needs

Use questions like the following to stimulate discussion about the needs of people living in the Northwest Coast environment during the years before the spread of modern technology, railroads, or industry.

Students are not creating people for this environment during this discussion; rather, they are building common knowledge for later use.

- ❓ What would people need to survive in the environment you made? *(Lead students to suggest food, shelter, and clothing. They may also suggest other needs, such as modes of transportation and medicine. For now, list all their ideas. Later, the class can follow up on the ideas that help move the Storypath forward.)*
- ❓ How would people in this environment get what they need to survive in this period before there were stores? *(People would need to find food and make clothing and shelter from materials in the natural environment. Students might also discuss trading and barter systems among villages. Guide the conversation so that the focus is on the materials these necessities are made from, but record all suggestions. Bartering and trading will be addressed in Episode 6.)*

AUTHOR NOTE

Learning Process

If students don't provide the answers needed to move the Storypath forward, ask prompting questions such as, "Do you think people might need clothing in a temperate climate?" Then you can add clothing to the list.

UNDERSTANDING RESOURCES

Use resources to meet basic needs

Use the questions on pages 22 and 23 to help students think about resources in the Northwest Coast environment. Record students' responses on large sheets of paper for display. As the discussion proceeds, you can make a separate list for each of the basic needs: food, clothing, and shelter.

Northwest Coast Indians generally identify living in community as a "basic need," as well. The culture of the community is possibly the most critical for their survival. The sharing of resources, decision making, and responsibility impacts all other basic needs. Lead the discussion so that students recognize the connection between community membership and other resources, such as distribution of food. As the class identifies a resource to meet one of the basic needs, add the resource to that list.

Your lists might look like the following:



PORTFOLIO

4



CONTENT SLIDE SET

2

Make additional lists as the class discusses additional topics, such as transportation and community responsibilities (or any other topics you've decided to add). Have students work individually or in pairs to complete the "Basic Needs Concept Map" on Portfolio page 7, adding examples from the environment. Refer them to Content Slide Set 2 to prompt their thinking.

After students have completed the concept map, bring the class together for a discussion. Discuss the concept of *natural resources* as defined below.

natural resources materials that are found in nature and are useful to people

Have students add to their concept maps as you discuss the following questions:

- ❗ What natural resources are plentiful in this environment? (*trees, water, and marine life*)
- ❗ If there are plenty of trees, how might this affect the way people meet their basic needs? (*Guide the discussion so that students understand that trees were probably used for a variety of purposes, such as to build shelters and canoes. Some students may know that Northwest Coast people built totem poles from wood and that clothing was made from cedar bark.*)

LITERACY

Reading

Read closely to acquire information and make logical inferences.

AUTHOR NOTE

Learning Process

It may be tempting to have students conduct their own research before engaging in this discussion. It's generally more effective, however, to let students' interest direct their research. When they discover limits in their ability to discuss subjects they are invested in, their desire to learn is more powerful. In this way, students create ownership and motivation for this learning experience.

- ❓ What natural resources would be used for food? (*Students will probably suggest fish and other marine life, deer, bear, and other wild game. Students may also suggest that people could grow crops. Since early Northwest Coast people did not cultivate crops, you could tell students that the forest environment is not suitable for agriculture. The most common foods for early Northwest people were salmon, halibut, cod, and shellfish. Berries, wild game, and roots were also common foods. But it's not necessary at this point for students to know exactly what foods these people ate. Guide the discussion so that students understand that these people were hunters and gatherers.*)
- ❓ What natural resources would be used to build shelters? (*Students should think about the climate as they consider the appropriate resources. For example, if students suggest a teepee, ask them what might happen to animal hides in a damp, wet climate. Students might suggest using trees and rocks to build shelters. Northwest Coast people built wooden longhouses for shelters during the winter. In the summer, when they moved to different areas to fish, hunt game, and pick berries, they lived in temporary homes made of rushes or cedar bark. If students demonstrate a need to learn more about shelters, refer them to Content Slide Set 3.*)
- ❓ What natural resources would likely be used for clothing? (*Remind students that the climate is cool and damp. Lead them to conclude that water-resistant clothing was very important in this climate. If students don't know that cedar bark or cattails were used as a source of clothing, provide this information. Cedar bark was stripped from the tree and shredded, dried, and softened to be woven into fabric. If students are interested in finding out more about bark clothing, refer them to Content Slide Set 2.*)
- ❓ How might a community meet people's basic needs? (*Lead students to suggest that the community as a whole can determine how resources are gathered and distributed.*)

ASSESS: The concept map

- identifies resources found in the Pacific Northwest environment;
- includes resources appropriate to each category;
- demonstrates understanding that a resource in the environment can be used to meet more than one need.

LITERACY

Vocabulary

Acquire and use a range of academic language related to the early Northwest Coast people.

- gatherer
- hunter
- longhouse
- natural resources



CONTENT
SLIDE SETS

2

3



ASSESSMENT

CONCLUDING EPISODE 2

Reflect on the discussion

To help students reflect on what they've learned about natural resources and meeting basic needs, ask some or all of the following questions:

- ❓ What would life be like for people living in the Northwest Coast environment? (*Have students speculate on the way of life based on basic needs and the resources available in the environment.*)



- ❓ What skills might be needed for living in this environment? (*Students should be able to identify skills such as cooking and preserving food, house-keeping, child care, sewing, basket and mat weaving, food gathering, net making, hunting, fishing, canoe making, toolmaking, woodworking, and house building. Students might also suggest roles in the community such as shaman, or medicine person, midwife, totem pole maker, and artist. Accept all responses for now. Students will be able to revise their responses when they research community roles and responsibilities needed for people in early Northwest Coast villages in the next episode.*)
- ❓ What materials might people use to make tools? (*Guide the discussion so that students understand that tools were made from wood, stone, shells, bone, or horn. Tools such as steel axes, saws, and so forth were not used by the early people living in this environment. Students can read Content Slide Set 2 for more information on tools and tool-making.*)
- ❓ How would people cut down a tree without steel saws or axes? (*Students might suggest using stone axes. This is incorrect, but not far from the truth. People used stone mauls and wedges to cut the wood they needed. If students are interested in this topic, refer them to Content Slide Set 2 for more information.*)

AUTHOR NOTE

Learning Process

A basic assumption of the Storypath approach is that students know more than we think. I have been surprised at the wealth of knowledge some students have about the Northwest Coast. Students may have lived or traveled in the Northwest, read books about early Northwest Coast people, or seen films on the topic.

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CREATING THE CHARACTERS THE FAMILIES

3

EPISODE

INTRODUCING CHARACTERS TO THE STORY

page 26

Students discuss the kinds of families that would live in their Northwest Coast setting.

Materials	Content Slide Sets 3 and 4
Grouping	Whole class
Schedule	Approximately 30 minutes

CREATING THE FAMILIES

page 27

Students create the families and write biographies for each family member.

Materials	Teaching Master 2, <i>Character Biography</i> , TH p. 54 Portfolio 5, <i>Making a Character</i> , p. 8 Portfolio 6, <i>Extended Family Web</i> , p. 9 Content Slide Sets 3 and 4 For the characters: <ul style="list-style-type: none">■ various colors of construction and tissue paper; brown paper bags to simulate cedar bark■ yarn/fabric scraps such as felt or burlap/cotton balls■ colored markers, crayons, colored chalk, glue, tape, scissors■ optional: wool fiber for hair and cedar bark fiber■ large sheet of butcher paper or poster board
Grouping	Groups (to create families); individuals (to create individual characters)
Schedule	3 hours

CONCLUDING EPISODE 3

page 29

Students reflect on their progress and introduce their families to the class.

Materials	Portfolio 7, <i>Character Introductions</i> , p. 10 Portfolio 8, <i>Active Listening Guide</i> , p. 11
Grouping	Family groups to practice introductions; whole class for introductions
Schedule	Approximately 1 1/2 hours spread over several days

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Create a community of families based on the physical environment and social conditions.*
- **History** *Understand the importance of the extended family to early people of the Northwest Coast.*
- **Social Skills** *Organize, plan, and make decisions while creating characters.*
- **Critical Thinking** *Organize ideas from class discussion in new ways to create realistic characters.*
- **Literacy: Reading** *Read closely to acquire information and make logical inferences. Read and comprehend informational text to create a character.*
- **Literacy: Writing** *Write a biography of an imagined character that is believable including well-chosen details.*
- **Literacy: Speaking and Listening** *Prepare for and participate effectively with classmates to learn about the characters in Storypath. Present information so that listeners can follow.*
- **Literacy: Vocabulary** *Acquire and use a range of academic language related to the early Northwest Coast people.*

INTRODUCING CHARACTERS TO THE STORY

Launch the episode

Explain to students that now that they've made their Northwest Coast setting, their story needs characters to live there. In this episode, students will work in groups to create families of characters. Tell students that early Northwest Coast people lived in groups called extended families, in which two or more generations of related people lived together. For example, a mother, father, and their three children may have lived together with the father's parents and aunt.

ELL Activate students' prior knowledge about families

Use questions like the following to get students thinking about extended families. During the brainstorming, create a list of students' ideas.

- ❶ Who can be a member of a family? (*Work with students to brainstorm a list that includes a wide range of possibilities, such as mother, father, sister, brother, aunt, grandmother, and stepsister.*)
- ❷ Why do you think that early Northwest Coast people lived in extended families? (*Students may suggest that family members could help one another with jobs. For many reasons, extended families were an important aspect of early Northwest Coast culture.*)
- ❸ What are the advantages to having grandparents live with younger family members? (*Grandparents could help care for children when the parents are fishing, hunting, or gathering food. The extended family system makes it easier to care for older people who cannot live alone. Also, stories and important knowledge can easily pass from one generation to the next in extended families.*)
- ❹ How would the extended family system affect the way homes are built? (*Homes would need to be fairly large to accommodate many people. Also, for the early Northwest Coast people, winter homes (longhouses) were a sign of wealth and difficult to build. Students can learn more about longhouses in Content Slide Set 3.*)



LITERACY

Reading

Read closely to acquire information and make logical inferences.

ELL Activate students' prior knowledge about names

To help students choose names for their characters, begin a discussion about people's names by asking, "How do people get their names?"

Write students' ideas on the board. If necessary ask probing questions like these:

- ❶ Why do some children share a first name with an older relative? (*probably because they were named after that family member, as a way to honor the older relative*)
- ❷ What are some last names that are also skills or job titles? (*Discuss with students how some family names—such as Smith, Carpenter, and Butler—stem from jobs held by ancestors. Students may know that the same is true of names in other languages—for example, "Metzgar" is German for "butcher."*)

LITERACY

Vocabulary

Acquire and use a range of academic language related to the early Northwest Coast people.

AUTHOR NOTE

Stereotyping

Often when people have limited knowledge about a topic, they resort to stereotypes. Spending time discussing with students how people are named allows students to explore this topic thoughtfully and provides you with the opportunity to discuss names that are not stereotypical. As a result of this discussion, students should be more thoughtful when selecting a name.

AUTHOR NOTE

Background Information

In most early Northwest Coast cultures, names were considered valuable family property, either in the father's or mother's family. Only one living family member could use a particular name at a time, because it was believed this person's spirit might be jeopardized. When a person died, his or her name was not used for a number of years as a sign of respect.

❓ What are other ways to choose names? (*People can be named after a famous person, special friend, or religious figure. In some cultures, people are named after animals, the ability to perform special tasks, a feat they performed, or their personality.*)

After the discussion, explain that the naming traditions of early Northwest Coast people differed from tribe to tribe, but generally a person had a number of names throughout his or her lifetime. Some examples of early Northwest Coast names are Kwa'tsagwil (Middle of the Canoe), and Na'ametux (Close to the Clouds). For purposes of this Storypath, let students decide what tradition they want to follow for their village. Students can learn more about the naming practices of the Northwest Coast people in Content Slide Set 4.

Explain to students that extended families, or *clans*, had their own *clan crest* that represented the family. The clan crest usually was an image of the ancestor of the clan. This ancestor was often an animal. Clans were often referred to by their clan crest or animal spirit, so a clan might be called the Raven clan or the Bear clan.

CREATING THE FAMILIES

CUSTOMIZE

Grouping Options

Organize students in pairs if working cooperatively in large groups is too challenging for your students. Student pairs can make a list of several family members in an extended family, but only develop two of the characters to participate actively in the Storypath.

PORTFOLIO

5



AUTHOR NOTE

Creating Characters

You may find a predominance of one role such as that of the hunter. Let that stand for now; later in the Storypath, students may decide to add other jobs and skills to their character as certain needs arise.

Write biographies for the characters

Once students have created their characters, distribute Teaching Master 2, "Character Biography." Eventually, students can post these forms next to their characters.

To generate ideas for the biographies, brainstorm possibilities for the categories of information on the form. Students can complete the biographies after they've listed ideas from the following discussion. Here are some questions to get the discussion under way:

❓ What is your character's family position? (*mother, uncle, sister, father, great-grandmother*)

AUTHOR NOTE

Respect

Naming traditions are considered sacred, so make sure your students remain respectful throughout this process. You may want to provide a list of local tribe names from which clan names may be chosen. Or, see page 71, "Social Organization," for clan name suggestions.



CONTENT
SLIDE SET

4

LITERACY

Vocabulary

- clan
- clan crest
- extended family

LITERACY

Reading

Read and comprehend informational text to create a character.



CONTENT
SLIDE SET

2

TEACHING
MASTER

T2

LITERACY

Writing

Write a biography of an imagined character that is believable including well-chosen details.

LITERACY

Vocabulary

- kinship



CONTENT
SLIDE SETS

4
5

LITERACY

Vocabulary

- chief
- interdependence
- shaman
- specialized roles

TEACHING
MASTER

T2

PORTFOLIO

6



ASSESSMENT

- ❓ Who are the members of your extended family (also called *kinship*)? *(Students should list their family members. This will reinforce the concept of an extended family. Refer students to Content Slide Set 4 for more information about extended family.)*
- ❓ What responsibilities might people have in the village? *(Focus students' attention on the discussions from Episode 2 to help them think about tasks necessary to meet a community's needs. The list could include hunting, fishing, cooking, wood carving, making special medicines, or storytelling. Lead students to recognize that explicit roles and responsibilities within the family and community created a bond, or interdependence, between members. Refer students to Content Slide Sets 4 and 5 for more information about the specialized roles and responsibilities in the village such as chief and shaman.)*
- ❓ What special skills are needed for these tasks and responsibilities? *(Focus on how certain tasks require special skills. For example, a hunter needs to make arrows, run fast, and be a good shot. A storyteller needs a good memory and the ability to tell stories in an interesting way.)*
- ❓ What words describe personality? *(Discuss with students both positive and negative character traits that they might choose to make their characters' personalities more realistic; for example, a person might be hardworking but quick-tempered.)*
- ❓ What leisure activities might people be involved in? *(Students should consider the extended family system and the natural setting to guide their discussion; responses such as storytelling, wood carving, and games would be appropriate.)*
- ❓ What might an interesting past experience be? *(This question will help students create a past and connect with their characters. Discuss some possible past experiences, such as a successful fishing trip, a new baby being born into a family, or someone seeing a mother bear with her cubs. Some of their own family stories will often help them think of a past experience for their character.)*

Following the discussion, ask students to get together in their groups to re-evaluate the family members' relationships and roles. Students should make sure that each character in the family has a different job, and that all the needs of the family will be met. Then have students complete their characters' biographies on Teaching Master 2. Have students also complete "Extended Family Web," Portfolio page 9, to reinforce the concept of extended families. Encourage them to use ideas from the class discussion.

ASSESS: Character biography

- is realistic to the age, gender, and role in the family;
- includes an interesting past experience that makes sense and reflects an understanding of early life in the Pacific Northwest.

AUTHOR NOTE

Gender Roles

These questions often lead to a discussion of gender roles. You may find that a girl will want to be a hunter, even though she knows that this would be unusual for this time and place. She will likely create a story to explain this unusual situation that will be consistent with the Storypath.

AUTHOR NOTE

Group Learning

Some student groups work very well together creating families, while others have difficulty. Use Teaching Master 10, "Self-Assessment: Social Skills," to guide students and foster their skills in group work.



ASSESSMENT

ASSESS: The extended family web

- reflects group decisions about family members;
- identifies family relationships;
- identifies appropriate work roles based on family roles and the life of early Northwest Coast people.

Students will need their biographies as they prepare to introduce their characters to the class. To make sure students are on track, you may want to preview biographies as you circulate around the room.

CONCLUDING EPISODE 3

AUTHOR NOTE

Developing Ownership

As students give their introduction, listen for information that you can weave in as the story develops. If a character is a skilled wood-carver, you might later incorporate a discussion on using wood carving to decorate canoes or longhouses. Using information that students have contributed reinforces their ownership of the story and their motivation for learning.



ASSESSMENT

LITERACY

Speaking and Listening

- Prepare for and participate effectively with classmates to learn about the characters in Storypath.
- Present information so that listeners can follow.

Meet the characters

Encourage students to use their biographies to help them prepare their introductions. Have students take on the identities of their characters as they use Portfolio page 10, “Character Introductions,” to practice presenting their introductions to their group.

After students have practiced in their family groups—and incorporated any improvements they’ve thought of—have each family group introduce its characters to the whole class. Be sure that students display the visual representation of their family during the introductions. After each group’s introductions, allow time for students’ questions about characters. Ask questions yourself to stimulate students’ thinking. For example, “Do the two brothers like to fish together?”

As the introductions occur, have students fill in the web on Portfolio page 11, “Active Listening Guide.” On this page, students write the clan’s name, the number of people in the extended family, and special skills or roles they have that contribute to meeting the needs of the family or the village.

ASSESS: The character introduction

- is done in character;
- provides important information and interesting details;
- is presented clearly and confidently;
- is done making eye contact with audience.

PORTFOLIO

7



CUSTOMIZE

Managing the introduction

Spread the introductions over a number of days. This will allow enough time for all students to introduce their characters to the whole class. In addition to letting students get to know the individual characters as the story unfolds, this time frame will maintain students’ interest.

PORTFOLIO

8



AUTHOR NOTE

Making Sense of the Story

Many questions will require students to think of an answer on the spot. Students will want their answers to make sense in the context of the family they have created, and they will realize that there is no right or wrong answer from the teacher’s point of view.

CUSTOMIZE

ELL Students can write words or sketch pictures to convey the big ideas.

BUILDING CONTEXT

CONSTRUCTING THE VILLAGE

DEVELOPING COMMUNITY ROLES

page 31

Students research and develop job roles for their characters.

Materials Portfolio 9, *Community Role Descriptions*, p. 12
Portfolio 22, *Word Bank*, p. 26
Content Slide Sets 5 and 6

Grouping Individuals

Schedule Approximately 1 hour

CONSTRUCTING THE VILLAGE

page 31

Students create a three-dimensional village where their characters live.

Materials Content Slide Set 4
For the village: table below the frieze, construction and tissue paper, pipe cleaners, tongue depressors or shoe boxes, string, yarn, felt
Optional: tempera paints and brushes
For the tools: construction paper, tape, glue, pipe cleaners, colored markers, tongue depressors, yarn, felt

Grouping Small groups or individuals to create the family's longhouse; whole class to decide on the layout of the village

Schedule Approximately 2 hours

CHOOSING A VILLAGE LEADER

page 33

Students choose a chief for their village.

Materials None

Grouping Students work in family groups and as a whole class.

Schedule Approximately 30 minutes

CONCLUDING EPISODE 4

page 33

Students reflect on their experiences and write a report about daily life in the village.

Materials Teaching Master 3, *Daily Life*, TH p. 55
Portfolio 10, *Prewriting: A Report*, p. 13
Portfolio 11, *Self-Assessment*, p. 15
Portfolio 12, *Writing: A Report*, p. 16

Grouping Students work independently.

Schedule Approximately 2 hours

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify how early Northwest Coast people lived and worked in their environment.*
- **History** *Understand how leaders were chosen by the early people of the Northwest Coast.*
- **Social Skills** *Organize, plan, and make decisions while creating a village with group members.*
- **Critical Thinking** *Organize ideas from class discussion in new ways to create a village.*
- **Literacy: Speaking and Listening** *Participate effectively building on others' ideas and expressing one's own clearly and persuasively.*
- **Literacy: Reading** *Read closely to acquire information and make logical inferences. Read and comprehend complex informational texts about Northwest Coast peoples' way of life.*
- **Literacy: Writing** *Write a narrative to develop imagined experiences based on accurate information about the Northwest people's way of life. Draw evidence from informational texts and classwork to write about daily life. Include well-chosen details and a logical sequence.*
- **Literacy: Vocabulary** *Acquire and use a range of academic language related to the early Northwest Coast people.*

DEVELOPING COMMUNITY ROLES

AUTHOR NOTE

Complexity of Cultures

With young children, it is difficult to fully study a complex society because of time and concept level. In fact, anthropologists spend years studying cultures. Therefore, the focus for this unit is not to learn specifics for every tribe, but to develop big ideas about the people of this region.

PORTFOLIO

9



CONTENT SLIDE SETS

5
6



ASSESSMENT

Introduce the episode

Explain to students that now that they have created the setting and the families, they need to create the village where their characters live. Before creating the village, however, students should learn more about the skills each of the characters can contribute to the community. In this way, students can understand more clearly their role within the village community.

Organize the work

Students will need to find information about the characters' skills and the tools they need to work within the community. There are many ways to organize students as they research this information. Here's one method for organizing students' research:

Step 1 Review Portfolio page 12, "Community Role Descriptions," with students. If necessary, discuss the Portfolio page with the whole class so that students understand what information they need to find in order to respond to each of the items.

Step 2 Determine a strategy for students to access the resources they need for their research. For example, students might use Content Slide Sets 5 and 6 and then expand their research to other reference materials on the Internet or in the school library. As students encounter new vocabulary related to the culture, have them add the words to their word bank, Portfolio page 26. If some students' characters have the same work responsibilities, you might have them collaborate to complete the role description.

Step 3 When students having finished researching their roles, they can question two other characters in the village about their roles. Have students fill in the other characters' information on the Portfolio page.

ASSESS: The community role description

- includes accurate information about the early Northwest Coast people;
- includes authentic examples of the character's role in the community;
- makes logical connections between community members reflecting interdependence.

CONSTRUCTING THE VILLAGE

ELL Activate students' prior knowledge about villages

Students were introduced to early Northwest Coast shelters when the class discussed natural resources in Episode 2. Start a discussion about villages by asking questions such as the following:

- ❓ What resource for building shelters is abundant in this environment? (*trees*)
- ❓ What kind of shelter is needed in a cold, wet climate? (*Students should realize that a shelter in this climate needs to protect people from rain and cold.*)

AUTHOR NOTE

Slavery

Early Northwest Coast people had a stratified society based on wealth. The wealthiest families sometimes had slaves captured from other tribes. As they research, students may discover this fact and want to have slaves. Use this as a "teachable moment." An out-of-role discussion about slavery and why that might have been part of this culture in the past would probably be the best solution to this situation.

CUSTOMIZE



ELL Students can write in their native language, write words, or sketch pictures to convey their ideas.

LITERACY

Reading

Read closely to acquire information and make logical inferences.

AUTHOR NOTE

Learning Process

When you have students construct their village, they deepen their understanding of this time and place by creating concrete artifacts.



CONTENT
SLIDE SET

3

AUTHOR NOTE

Adapting Characters

As students learn more about this place and the people, they may want to change information about their characters. To do so students should create a story to explain the change. For example, a student can change his or her character from a hunter to a wood-carver by creating a story about an injury inflicted in a bear attack that prevents the character from hunting any longer.

TEACHING
MASTER

T10

- ❓ What could be used to heat a shelter from the inside? (*fire*)
- ❓ Since it rains a lot, what would be a good shape for a shelter's roof? (*slanted so that water runs off to the ground*)
- ❓ Why do shelters need to be big? (*because people live in extended families*)
- ❓ What might the shelters of early Northwest Coast people have looked like? (*Some students may know about Northwest Coast longhouses. If they don't, have students read about longhouses in Content Slide Set 3.*)
- ❓ What would be in a village besides longhouses? (*Encourage students to brainstorm specific objects—such as canoes or drying racks for fish—that they could build for their village.*)

Make the village

Place a table—on top of which students will make their village—against the frieze. Organize students to make the various features of the village. One way to organize the class follows:

Step 1 Have students reassemble into their family groups. Each group should concentrate on providing for its own basic needs. Two group members can work on creating the family's longhouse, while others can work on the landscape. Students can also make miniature artifacts based on their research earlier in this episode on the work their characters do (basket weaving, hunting, or carving, for example). Students may suggest making totem poles. You can have them add these features now or wait until the next episode when students will focus on Northwest Coast art.

Step 2 Many students will probably want to find out more information to make their village authentic. If this is the case, refer students to Content Slide Sets 1–5 and other references.

Step 3 Before students start constructing the village, you might discuss the scale of the longhouses related to other features of the village. As students work, different family groups will need to negotiate the placement of the longhouses and other items. Use this situation to develop social skills using the “Self-Assessment: Social Skills,” TH page 63.

LITERACY

Reading

Read and comprehend complex informational texts about Northwest Coast peoples' way of life.

LITERACY

Vocabulary

Acquire and use a range of academic language related to the early Northwest Coast people.



CONTENT
SLIDE SETS

1–5

CHOOSING A VILLAGE LEADER

AUTHOR NOTE

Managing Group Selections

Students tend to select the most popular member of their class to be the chief. Having students list qualifications for chief and then compare their characters' characteristics to the list helps students focus on characters, not students. Gender roles may also surface in this discussion.

LITERACY

Speaking and Listening

Participate effectively building on others' ideas and expressing one's own clearly and persuasively.

Discuss leadership

Explain to students that they now need to choose a leader for their village. Lead students to understand that early Northwest Coast chiefs were not like kings. Generally, chiefs were men who had wealth and were respected and well liked by their people. Use questions such as the following to start a discussion about leadership. Make a list of students' ideas during the discussion.

- ❓ Chiefs in some early Northwest Coast villages did not have authority over people. How might they have gotten people to follow them? (*by listening carefully to both sides of an issue to resolve a conflict, by being respectful of others, and by using persuasion*)
- ❓ What characteristics and skills would be important in a leader who couldn't command people? (*Such a leader would need to be respected and skilled at persuading people.*)
- ❓ How might a new chief be chosen after a chief died? (*Students might suggest that the oldest son of the late chief should be the new leader. Lead students to realize that this would only happen if the oldest son was respected by the people in the village.*)

After the discussion, have students devise a way to choose a leader for their village. Remind them to consider only characters with the appropriate characteristics. If students have trouble narrowing down a list of possible leaders, you might suggest that each family choose one possible leader, and then those students get together to decide which of their characters would be the best chief.

AUTHOR NOTE

Students' Input

Students may have additional ideas about leadership based on their own experiences or background knowledge. It is appropriate for these ideas to be included as well, as long as they make sense within the context of the Storypath students have created.

AUTHOR NOTE

Background Information

The authority level of chiefs varied from village to village on the Northwest Coast. Some chiefs enjoyed nearly absolute power, whereas others used persuasion to govern and had little authority outside their own family group. For the purpose of this Storypath, I suggest students choose a chief for the village based on the character's attributes.

CONCLUDING EPISODE 4

Reflect on the episode

Have students write about daily life in their village. This writing activity will help students think more deeply about the village and their character's role in the village.

Give students guidelines such as these for the writing:

- Write about a typical day in the life of your character. Write as though you were your character telling about what you do.
- Include information about your job in the village.
- Write about at least one other character in the village.

To help students get started, you can display and discuss Teaching Master 3, "Daily Life," which contains a model that students can use to get ideas and examine how the report was organized.

Explain how the writer:

- provides accurate information;
- uses a logical order;

TEACHING
MASTER

T3

LITERACY

Writing

Write a narrative to develop imagined experiences based on accurate information about the Northwest people's way of life.

Draw evidence from informational texts and classwork to write about daily life.

Include well-chosen details and a logical sequence.

PORTFOLIO**10****ASSESSMENT**

- includes interesting details and vivid descriptions;
- has an interesting introduction and satisfying conclusion.

Have students complete Portfolio pages 13 and 14, “Prewriting: A Report,” to organize their ideas for writing.

ASSESS: The prewriting guide

- describes shared tasks among the characters authentic to the place;
- includes accurate job and tools;
- recognizes interdependence logical to the job roles and relationships;
- identifies personal characteristics and logically uses them to explain character relationships.

Once students have completed a first draft of the report, have them use the self-assessment on Portfolio page 15 to revise it. They can then write their final draft on Portfolio page 16.

Once the daily life reports are done, students can share what they’ve written in small or large groups.

ASSESS: The daily life report**Ideas and Content**

- contains accurate information directly related to the character’s role in the village;
- is focused and includes relevant details;
- includes descriptions about tools, resources, environment, and work;
- includes relationships among people and how people depend on each other;
- is insightful and includes vivid descriptions.

Organization

- provides an inviting introduction and a satisfying conclusion;
- includes a logical and effective sequence.

CUSTOMIZE

ELL Students can write words or sketch pictures instead of writing sentences. Encourage them to label their pictures in English or in their native language. If they use labels in their native language, you can provide them with the English labels as well. Sentence starters are also helpful.

PORTFOLIO**11,12****ASSESSMENT**

BUILDING CONTEXT

NORTHWEST COAST CULTURE

5

EPISODE

INTRODUCING NORTHWEST COAST ART

page 36

Students discuss and read about art and its role in Northwest Coast cultures.

Materials	Content Slide Set 6
Grouping	Whole class
Schedule	Approximately 30 minutes

CREATING NORTHWEST COAST ART

page 37

Students create art in the Northwest Coast style.

Materials	Portfolio 13, <i>Creating Northwest Coast Art</i> , p. 17 Content Slide Set 6 For the art objects: <ul style="list-style-type: none">■ construction paper, poster board, tape, glue, markers, tempera paints (colors: black, blue-green, blue, yellow, red, and white), brushes, cardboard tubes from wrapping paper or paper towels for totem poles
Grouping	Family groups to plan artwork, individuals or pairs to create the art
Schedule	1–2 hours

NORTHWEST COAST STORIES

page 38

Students discuss the role stories play in cultures, read or hear stories of the early Northwest Coast people, and respond to the stories.

Materials	Portfolio 14, <i>Primary Source: A Makah Traditional Story</i> , p. 18 Portfolio 15, <i>Primary Source Reading Guide</i> , p. 19 Portfolio 16, <i>Primary Source: A Kwakiutl Traditional Story</i> , p. 20 Portfolio 17, <i>Primary Source Reading Guide</i> , p. 21
Grouping	Whole class, individuals, or pairs to complete the Reading Guides
Schedule	Approximately 1 hour spread over several days

CONCLUDING EPISODE 5

page 39

Students reflect on their experiences related to Northwest Coast art and stories.

Materials	None
Grouping	Whole class
Schedule	About 20 minutes

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Respond to and recreate the stories and artwork of early Northwest Coast people. Cite examples of how early Northwest Coast people viewed the world as shown through their art and stories.*
- **Social Skills** *Work with group members to develop family art symbols.*
- **Critical Thinking** *Organize ideas to create artwork using the conventions of early Northwest Coast people.*
- **Literacy: Reading** *Read closely to determine what the text says and make logical inferences from it; and interpret words and phrases including figurative meanings. Read aloud to communicate about a traditional Northwest people's story.*
- **Literacy: Writing** *Express information through visuals.*
- **Literacy: Vocabulary** *Acquire and use a range of academic language related to the early Northwest Coast people.*

INTRODUCING NORTHWEST COAST ART

AUTHOR NOTE

Learning About a Culture

It's important that students model their characters' artwork on actual Northwest Coast traditions. Artwork was used as a mode of communication in these cultures. And, in order for an art object to function properly, it needed to conform to a known system of symbols. Because the artwork is a defining element for the early Northwest Coast people, it's valuable to have students relate to the culture in this way. For students, learning and following this art system is analogous to studying actual Northwest Coast stories later in the episode.

Incorporate traditional art and stories

In this episode, students will learn more about the culture and methods of communication of early Northwest Coast people. Students will create art that incorporates the Northwest Coast style and conventions, and then read actual stories from the early Northwest Coast oral tradition.

Generate ideas about art

Introduce this episode to students by explaining that art is one way communities of people define and express themselves to others and to one another. By imitating the art of the Northwest Coast people, students strengthen their character and community identities, as well as their understanding of the Northwest Coast culture. Explain to students that the characters of their village should now create art in the tradition of the Northwest Coast people. Later in this episode, students can refer to the Content Slide Sets for more information about Northwest Coast art styles. At this point, allow students time to generate their own ideas.

Use the questions below to initiate discussion.

- ❓ The Northwest Coast people had a lot of art in their culture. Why do you think that was so? *(Lead students to realize that the temperate environment where Northwest Coast people lived provided them with plenty of food that was relatively easy to obtain. Having enough food meant there was time to create art. They had specialized roles within the village: hunter, gatherer, as well as artist and craftsman.)*
- ❓ Why do you think wood was an important resource for art? *(As students discussed in previous episodes, wood was plentiful in the environment.)*
- ❓ What animals do you think might be depicted in Northwest Coast art? *(Students might suggest that animals common in the Northwest Coast environment were depicted. They might name bears, salmon, or birds.)*

Read about Northwest Coast art

In order for students to create art in the tradition of the early Northwest Coast people, they will need to see pictures of actual art pieces and learn about the basic conventions of the tradition. Have students read Content Slide Set 6 and then discuss Northwest Coast artistic conventions as a whole class. You can ask students the questions below to start the discussion.

- ❓ What animals were depicted in Northwest Coast artwork? Why? *(The thunderbird, raven, and bear were important animals in the artwork. This stems from the belief that everything in this world is connected, including thunder and lightning. Animals were recognized for their power to contribute to the well-being of creation. Lead students to recognize that showing animals in art is and was a way to show respect for them.)*
- ❓ How are the right and left halves of the art similar? *(Students should see that Northwest Coast art is generally symmetrical.)*

LITERACY

Vocabulary

Acquire and use a range of academic language related to the early Northwest Coast people.

As students encounter unfamiliar words related to art and stories, have them add the words to their word banks.



CONTENT
SLIDE SET

6

LITERACY

Reading

Read closely to determine what the text says and make logical inferences from it.

LITERACY

Vocabulary

- ovoid
- symmetrical

- ❓ What shapes and colors were common in the art? (**shapes:** ovoid, U-shape, S-shape, and the split U-shape; **colors:** black, red, blue-green, blue, yellow, and white)
- ❓ What were some of the items on which people carved their designs? (totem poles, longhouses, oars, boxes, and everyday tools such as spoons)
- ❓ Men and women made artistic designs on different items; what were the differences? (Men made artistic designs by carving wood objects, and women wove artistic designs into baskets, mats, and clothing.)
- ❓ What were totem poles used for? (Review with students the six main types of totem poles: house pillar, funeral, memorial, doorway, welcoming, and shame. See Content Slide Set 6.)
- ❓ Where were totem poles placed in villages? (both outside and inside longhouses)
- ❓ Why did early Northwest Coast people make all their art using a certain style? (because art served as a form of communication—if the symbols on artwork could not be recognized, the art would be less meaningful)

CREATING NORTHWEST COAST ART

Organize the work

Now that students know some of the basic conventions of Northwest Coast art, they can recreate art for their characters' families. Here's one method for organizing students' work:

Step 1 Have family groups reassemble to decide on art objects to make for their family. Some possible items are totem poles, decorations for the front of the family longhouse, and examples of designs on capes or baskets. Suggest to students that they choose an animal that has particular importance to their family, such as their clan crest, and then depict that animal on several different objects. Have students use Portfolio page 17, "Creating Northwest Coast Art," to guide their planning process.

Step 2 Students work individually or in pairs to create their art. Students could make large items (such as longhouse decorations and totem poles) to scale for inclusion in their village and smaller items (such as spoons and basket designs) at full size for display elsewhere in the classroom.

Step 3 Students can present their creations to the class, explaining their purposes and the meaning of the symbols. You might have a different family group present its artwork to the class each day.

As students make their art objects, encourage them to use the elements of early Northwest Coast art. These include shape, color, and symmetry. Students can use the four basic shapes to create animal features. Refer students to Content Slide Set 6 to review the traditional art conventions they should use. Encourage them also to think of what stories the art on their objects might tell.

AUTHOR NOTE

Artwork

The artwork will be used for trading in Episode 6.

PORTFOLIO

13



CONTENT
SLIDE SET

6



ASSESSMENT

ASSESS: The art objects

- use the four basic shapes;
- include at least one animal that would be found in the Northwest Coast setting;
- use the common colors of red, black, blue, blue-green, yellow, and white; use symmetry;
- tell a story;
- show care in construction.

LITERACY

Writing

Express information through visuals.

LITERACY

Reading

- Read closely to determine what the text says explicitly and make logical inferences; and
- Interpret words and phrases including figurative meanings.

PORTFOLIO

14-17

CUSTOMIZE

ELL

Students could think of legends or traditional stories from their own or other cultures. Then they could compare and contrast those stories to the ones of the early Northwest Coast people.

ELL Activate prior knowledge about stories

People of the Northwest Coast had an oral tradition: they passed ideas and their history from generation to generation through the art of storytelling. Stories helped explain how the world and its creatures came to be the way they are. Stories were also an important vehicle for clan legends, family histories, and life lessons.

Begin a discussion about stories by asking, “Why do people tell stories?” If necessary, ask probing questions like these:

- 1 Why do you read stories? *(Students will probably say that they read stories for entertainment or for learning about others.)*
- 2 What can stories teach people? *(Lead students to realize that stories can teach a moral or lesson about human behavior. Stories can also be used to explain natural phenomena, such as why there are different seasons during the year.)*

Read traditional stories

There are traditional Northwest Coast stories on Portfolio pages 18 and 20. Rather than having students read both stories at once, you may want to have them study the stories one at a time as they complete the remaining episodes. After reading each story, students should complete the reading guide for that story on Portfolio pages 19 and 21. Also, you may want to give students the option to illustrate the stories using the Northwest Coast art style.

Here are a few different ways to have students study these stories:

- Have one or more of the characters in the Storypath who are storytellers read the stories aloud to the class. Encourage storytellers to read the stories expressively and use gestures as they read. An even better way for a storyteller to present a story would be to memorize part or all of the story. The most accurate retellings receive the most praise in native communities.
- Read the stories to the class. Afterward, students can discuss what the stories tell them about the cultures of the Northwest Coast.
- Have students read and then discuss the stories in small groups or as a class.

AUTHOR NOTE

Role of Stories

Traditional stories are powerful examples of the early Northwest Coast cultures. In these cultures, stories were considered sacred. Stories were not told casually, but taken very seriously for the important lessons that they taught. Before students begin learning about the stories, you might explain the seriousness of the storytelling tradition.

LITERACY

Reading

Read aloud to communicate about a traditional Northwest people's story.

Traditional stories are primary sources from early cultures. When students read traditional stories they

- hear the voices of people from another time and culture;
- infer the values of those people;
- learn the symbols of a culture.

CONCLUDING EPISODE 5

Discuss students' experiences

Give students time to reflect on their work. Encourage them to record their ideas and opinions as they respond to questions like these:

- ❓ What does the art of the early Northwest Coast people tell us about the values of this culture? What do the stories tell us? *(Students should draw on specific examples from the art or stories to arrive at conclusions about this culture's values. For example, students might infer that people in the culture revered certain animals based on their repeated depiction in art objects.)*
- ❓ How is the natural environment reflected in the art and stories? What might this tell us about this culture? *(Students should realize that the natural environment plays a large role in the art and stories. They might infer from this that people in this culture felt a deep connection to the environment in which they lived.)*

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DO NOT REPRODUCE

CRITICAL INCIDENT

DEALING WITH A TRADER

EPISODE 6

A VESSEL ARRIVES AT THE VILLAGE

page 41

Students hear about the arrival of a strange sailing vessel.

Materials Teaching Master 4, *Sailing Ship*, TH p. 56
Teaching Master 5, *A Strange Bird Is Seen on the Ocean*, TH p. 57

Grouping Whole class

Schedule Approximately 15 minutes

DEALING WITH THE TRADER

page 41

Students decide what to do about the trader.

Materials Teaching Master 6, *Trading Goods*, TH p. 58
Optional: beads and buttons for the sea captain to trade

Grouping Students first discuss the situation with their families, and then hold a community meeting.

Schedule Approximately 40 minutes, depending on how long it takes students to work through the situation

CONCLUDING EPISODE 6

page 42

Students reflect on how the trading experience will affect the villagers and write a short story about the event.

Materials Portfolio 18, *Writing: Short Story*, p. 22

Grouping Whole class (to discuss the incident) and individually (to write the stories)

Schedule Approximately 1 1/2 hours

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Respond to the changes faced by the early people of the Northwest Coast.*
- **History** *Explain how early Northwest Coast people might have interacted with people from a different society.*
- **Social Skills** *Make decisions and take action in the characters' family and village settings.*
- **Critical Thinking** *Define issues or problems that might arise from dealing with the trader.*
- **Civic Competence** *Practice civic discussion and participation to deal with the trader.*
- **Literacy: Speaking and Listening** *Integrate and evaluate information orally. Participate effectively building on others' ideas and expressing one's own clearly and persuasively.*
- **Literacy: Writing** *Write a narrative to reflect on the experience using well-chosen details and a logical sequence.*
- **Literacy: Vocabulary** *Acquire and use a range of academic language related to the early Northwest Coast people.*

A VESSEL ARRIVES AT THE VILLAGE

TEACHING MASTER

T4
T5

LITERACY

Listening

Integrate and evaluate information orally.

Introduce the episode

When European traders reach the shores of the village, each family group will decide how to respond to the situation. To start the episode, attach the paper cutout ship (Teaching Master 4) to the ocean part of the frieze when students are out of the room. Students should notice the ship during the course of the day; however, if no one comments on the ship, bring it to students' attention by asking, "Does anyone notice anything different about our Northwest Coast setting?"

After students comment on the approaching ship, read Teaching Master 5, "A Strange Bird Is Seen on the Ocean," TH page 57, to the class.

CUSTOMIZE

Management Tip

Before you begin this episode, you may want to invite an adult to play the role of the captain of the ship. Guests who play this role will make the episode more authentic and interesting.

DEALING WITH THE TRADER

AUTHOR NOTE

Role-Playing

You may want to model role-playing with a student for the class if students aren't familiar with the process. You can speak with the student in and out of role to help students become comfortable with this activity. Sometimes, concepts are understood in role while other times students need to be out of role to personally respond to a situation.

Role-play in family groups

Have students reassemble in their family groups to discuss the approaching ship in character. As students role-play the family conversation, listen for comments or questions you can ask to extend their thinking about the situation. For example, you can ask, "What might the people of the ship want?" Afterwards, students might want to hold a village meeting to discuss the situation and present any decisions their family made to the rest of the class.

Dramatize the event

To add drama to the situation, have the "trader" come to the classroom and ask to speak to the chief. The trader should announce that he is the captain of a ship from far away and would like the villagers to trade their artwork and furs for beads, buttons, hammers, and axes (the emphasis of the trade should be on the artwork, for the sake of the Storypath). Depending on how the event unfolds, the trader may negotiate through the chief or with the villagers.

Teaching Master 6, "Trading Goods," contains pictures of the trader's goods. Make several copies of this Teaching Master and cut out pictures to create cards which the trader can give students in return for their artwork. Or, you might want to bring in real goods if they're available.

When the trader is through negotiating and making trades, have him leave the classroom, taking with him any artwork he obtained. Then remove the ship from the frieze.

CONNECT

Map Skills

You might show students a map of the world, and ask them to speculate as to where the trader has come from. During this discussion, you can tell students about the Russian traders and Catherine the Great. Background on this story can be found on page 72 of this Handbook.

TEACHING MASTER

T6

AUTHOR NOTE

Preparing for the Unexpected

Students become very excited about this role play. They sometimes ask the trader if he has plans to return and draw up a trading agreement with him. You may find that students will play out this event in ways you have not anticipated but within the context of the story. They may decide not to trade with the sea captain.

CUSTOMIZE

ELL

The use of role-play here and throughout is an excellent way for all students to understand what is happening in the Storypath.

CONCLUDING EPISODE 6

AUTHOR NOTE

Student Insights

I've found that students discuss how the introduction of new resources to some families but not all will change the culture of their village. They also experience buyers' remorse when they realize that they have traded their artwork and won't get it back.

Discuss students' experiences

Have students think about their experience with the trader. Use questions like these to begin students' reflection:

- How did the village respond to the event?
- How will the village change as a result of the trading?
- Why do you think the trader brought the goods that he did to trade?
- Do you think the members of the village made good trades? Why or why or not?
- If the trader were to return, what would you do differently?
- Did all the families respond to the trader in the same way? Why were there differences?

Write a short story about the experience

Students will write a short story—in character—about the experience with the trader. Display and reread Teaching Master 5, “A Strange Bird Is Seen on the Ocean” and use this story as a “think aloud” experience demonstrating how the writer

- focused the story on one small but important event—the arrival of the explorers. Explain that good storytellers find a focus for their story; they don't tell everything that happened. Instead they focus on one aspect and then provide lots of details.
- wrote a lead sentence to entice the reader into the story. Have students listen to the lead sentence. Then ask: What strategies did the writer use to entice you into the story? What did the writer do so that you would want to find out more? (*The writer created a vivid picture of the place and created a sense of suspense.*)
- used words to create vivid pictures and interesting details. Ask students to locate vivid words and details from the reading. Discuss how the writer used lots of details to describe the event—seeing the first explorers.

Have students write their story about the event on Portfolio page 22. Their stories should use these three elements of good story writing. (They will practice story writing in the next three episodes so they can build on these writing attributes as they proceed through the Storypath.)

ASSESS: The short story

- focuses on a logical sequence of events and provides accurate information.
- has a lead sentence that entices the reader into the story.
- uses words to create vivid pictures and interesting details about the event.

LITERACY

Vocabulary

Acquire and use a range of academic language related to the early Northwest Coast people.

LITERACY

Speaking and Listening

Participate effectively building on others' ideas and expressing one's own clearly and persuasively.

TEACHING
MASTER

T5

AUTHOR NOTE

Learning Process

Early people of the Northwest Coast had an oral tradition. They recorded events through stories they passed down from generation to generation. Even though early Northwest Coast people had no written language, I have my students write in character throughout this Storypath. Writing helps students connect with their characters and creates a record of students' learning.

LITERACY

Writing

Write a narrative to reflect on the experience using well-chosen details and a logical sequence.



ASSESSMENT

PORTFOLIO

18



CRITICAL INCIDENT

NEW SETTLERS ARRIVE

7

EPISODE

INTRODUCING THE ARRIVAL OF NEW SETTLERS

page 44

Students learn that people from far away are moving into their region.

Materials Teaching Master 7, *Log Cabins for the Frieze*, TH p. 59

Grouping Whole class

Schedule Approximately 15 minutes

RESPONDING TO THE SETTLERS

page 44

Students participate in a village meeting and respond to the situation.

Materials Teaching Master 8, *The Settlers' Position*, TH pp. 60–61
Content Slide Sets 7 and 8

Grouping Whole class

Schedule Approximately 40 minutes, depending on how students respond to the critical incident

CONCLUDING EPISODE 7

page 45

Students reflect on their response to the critical incident.

Materials Portfolio 19, *Writing: Short Story*, p. 23

Grouping Students work individually to write short stories and as a whole class to discuss the incident.

Schedule Approximately one hour

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify ways people in the village and the new settlement address similar human needs and concerns.*
- **Culture/Social Interaction** *Respond to the changes faced by the early people of the Northwest Coast.*
- **History** *Explain how early Northwest Coast people might have interacted with people from a different culture.*
- **Social Skills** *Persuade, compromise, debate, and negotiate to resolve problems with new settlers.*
- **Social Skills** *Make group decisions and take action to respond to critical problems facing the characters' village.*
- **Critical Thinking** *Define issues or problems that might arise from interacting with the new settlers.*
- **Civic Competence** *Practice civic discussion and participation to deal with the new settlers.*
- **Literacy: Writing** *Write a narrative to reflect on the experience using well-chosen details and a logical sequence.*
- **Literacy: Speaking and Listening** *Participate effectively building on others' ideas and expressing one's own clearly and persuasively.*
- **Literacy: Vocabulary** *Acquire and use a range of academic language related to the early Northwest Coast people.*

INTRODUCING THE ARRIVAL OF NEW SETTLERS

TEACHING MASTER

T7

LITERACY

Vocabulary

Acquire and use a range of academic language related to the early Northwest Coast people.

Speaking and Listening

Participate effectively building on others' ideas and expressing one's own clearly and persuasively.

Introduce the episode

During the middle to late 1800s, new settlers from the United States traveled to the Northwest Coast, which was part of the Northwest Territories, and started establishing communities and laying claim to the land. In this episode, a settlement will appear near the students' village. To start the episode, attach the paper cutout log cabins (Teaching Master 7, TH page 59) to the forest area on the frieze when students are out of the room. Students should notice the cabins during the course of the day; however, if no one comments on the cabins, bring them to students' attention. Use questions like the following to start a discussion about the cabins. Have students remain in character throughout the discussion.

- ❓ Who do you think these people are? (*Students will probably know that the settlers are people of European descent; however, remind students to stay in role. Their characters would probably not know anything about these new settlers.*)
- ❓ How might this new settlement affect our way of life? (*Encourage students to consider how an additional village might use the natural resources—such as fish and timber—in the area.*)

CUSTOMIZE

Management Tip

If possible, find another adult to play the role of the representative of the new settlement. You'll need to brief him or her about the Storypath. Suggestions for how the representative should behave toward the students' characters are provided throughout this episode.

RESPONDING TO THE SETTLERS

Create a critical incident

At this point, introduce an event that will lead to interaction between the new settlers and students' characters. This encounter will help students understand the conflicts that can result when two different groups of people come together. You may want another adult to play the role of the settler's representative. If so, Teaching Master 8 provides useful information to help the adult prepare for the role.

Two possible scenarios for this critical incident are offered below. You can use one or both of these incidents during this episode.

Scenario 1: Land dispute

An adult plays the role of one of the new settlers. The settler comes to the village, asks to speak to the chief, and tells him that the people of the settlement are going to cut down the trees in the forest for lumber and that the native people must stay out of the forest. The students should understand that the new settlers are simply taking the land for their own use.

Scenario 2: Disease

There is a measles outbreak in the new settlement and the people are short on supplies. A representative from the settlement comes to ask for food. The native people know of the measles outbreak and are concerned for their own safety because measles outbreaks have killed native people in other villages. The village must decide what to do.

CUSTOMIZE

Activity Options

You can replace these possible scenarios with a different event that will be more appropriate to your own Storypath. Events should

- cause people from the two communities to interact;
- require students to make an informed decision that will affect the welfare of their village.

TEACHING MASTER

T8

AUTHOR NOTE

Death of Characters

Students become very attached to their characters. When I told students that many native people died of measles as a result of contact with new settlers, I used the example of the neighboring village. In this way, we discussed the issue, but had no deaths occur among the students' characters.

AUTHOR NOTE

Your Role

At this point in the Storypath, your role can be that of a narrator. Let students work through the problem without your help. If you think students need to consider other ideas, you may want to interject information as the narrator. You also might want to coach the chief about how to run the meeting in an orderly way.



CONTENT
SLIDE SETS

7
8

Call a community meeting

After the representative for the new settlement delivers the message and leaves the room, students will probably want to hold a village meeting to decide how they will respond to the critical incident. Remind students they should role-play their character in the meeting.

If students decide to discuss the matter further with the representative of the settlement, you will need to arrange this meeting. Have the adult playing this role return to the classroom. Encourage the adult to read through Teaching Master 8 again to prepare for the meeting.

In reality, most disputes between settlers and native people were not resolved in a way that was fair to the early Northwest Coast people. Early Northwest Coast people were to lose land regardless of their actions because the settlers were too numerous and had powerful weapons, and because native populations were decimated by disease. However, if students resolve this problem in a way favorable to the Northwest Coast people, allow the story to proceed. For example, students may convince the new settlers not to cut down the forest near their village, but rather in some other location. Content Slide Sets 7 and 8 provide more information about encounters between traders, settlers, and native people of the Northwest Coast.

AUTHOR NOTE

Addressing Sensitive Issues

This is the point in the Storypath where difficult questions can be raised and sensitive issues can be addressed. Issues of prejudice and cultural misunderstanding are important topics, and this Storypath sets them in a meaningful context. Helping students understand issues from multiple perspectives and develop empathy for people of another time and place makes this a powerful learning experience.

CUSTOMIZE

Developing Other Writing Attributes

Alternatively, you can refocus the story writing to build on other writing attributes, depending on your goals or the needs of your class.



ASSESSMENT

LITERACY

Writing

Write a narrative to reflect on the experience using well-chosen details and a logical sequence.

CONCLUDING EPISODE 7

Write about the experience

Have students—in character—write a short story about the critical incident faced by the village on Portfolio page 23. First, review the three attributes for writing a short story discussed in Episode 6: focus, a lead sentence, and words that create vivid pictures.

Then brainstorm, with students, vivid words that can be added to their word bank and used to write their stories based on the interaction with the settlers.

Once the stories are completed, students can share what they've written in small or large groups.

ASSESS: The short story

- focuses on a logical sequence of events and provides accurate information;
- uses a lead sentence to entice the reader into the story;
- uses words to create vivid pictures and interesting details about the event.

PORTFOLIO

19



CUSTOMIZE

Storytelling

To reinforce storytelling skills, have students tell their stories to their families. Have them copy the following checklist for families to complete when they listen to their stories. The story

- was told with a sense of suspense;
- had a logical sequence;
- created a vivid picture.

Discuss the critical incident

Have the class hold an out-of-role discussion about the critical incident.

Use questions like these to stimulate student reflection:

- What problem did our village face?
- How did people in the village work together to solve the problem?
- Why do you think there was misunderstanding between the two communities?
- Why were the two groups fearful of each other?
- Are there situations like this today in which there are misunderstandings between different groups of people?
- What do we need to remember when two different cultures come together?
- What can we learn from the encounters of new settlers and native people of long ago?

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CRITICAL INCIDENT RELOCATION

8

EPISODE

INTRODUCING THE TREATY

page 48

Students learn about a plan to relocate the people of their village onto a reservation.

Materials Teaching Master 9, *Medicine Creek Treaty*, TH p. 62

Grouping Whole class

Schedule Approximately 15 minutes

RESPONDING TO THE TREATY

page 48

Students participate in a village meeting to plan their response to the treaty.

Materials None

Grouping Whole class

Schedule Approximately 30 minutes, depending on how students decide to respond to the treaty.

CONCLUDING EPISODE 8

page 49

Students write short stories and reflect on their response to the critical incident.

Materials Portfolio 20, *Writing: Short Story*, p. 24

Grouping Students work individually to write short stories and as a whole class to discuss the incident.

Schedule Approximately 1 hour

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Respond to the changes faced by the early people of the Northwest Coast.*
- **History** *Explain how early Northwest Coast people might have responded to the reservation system.*
- **Social Skills** *Make group decisions and take action to respond to critical problems facing the characters' village.*
- **Critical Thinking** *Define issues or problems that might arise from the treaty with the United States government.*
- **Civic Competence** *Identify examples of the freedoms, rights, and responsibilities of both the early Northwest Coast people and the new settlers.*
- **Civic Competence** *Practice civic discussion and participation to deal with the treaty.*
- **Literacy: Speaking and Listening** *Participate effectively building on others' ideas and expressing one's own clearly and persuasively.*
- **Literacy: Reading** *Read closely to determine what the treaty says explicitly and make logical inferences.*
- **Literacy: Writing** *Write a narrative to reflect on the experience using well-chosen details and a logical sequence.*
- **Literacy: Vocabulary** *Acquire and use a range of academic language related to the early Northwest Coast people.*

INTRODUCING THE TREATY

LITERACY

Vocabulary

- reservation
- treaty

TEACHING MASTER

T9

CUSTOMIZE

Management Tip

Before you begin this episode, you may want to invite an adult to play the role of the Territorial Governor Isaac Stevens who will negotiate a treaty with the village to move the tribe onto the reservation.

Introduce the role play

Review the concept of *treaty* as defined below.

treaty an agreement between two countries or nations

Then inform students that in 1854, the United States government decided to make treaties with the Northwest Coast native people to legally extinguish the native people's right to the land and to set up *reservations* where the native people were forced to live.

To introduce this episode, have an adult playing the role of Territorial Governor Isaac Stevens come into the classroom and ask to speak to the chief. Stevens should read the treaty (Teaching Master 9) to the villagers and then demand that the chief sign it.

You can slip into the role of narrator and ask the villagers if they should talk about the treaty before the chief signs it. If necessary, remind students that, according to their tribe's system of government, the chief does not have the authority to sign the treaty. Have Isaac Stevens leave the room, promising that he will return soon to be present during the signing of the treaty.

LITERACY

Reading

Read closely to determine what the treaty says explicitly and make logical inferences.

LITERACY

Vocabulary

Acquire and use a range of academic language related to the early Northwest Coast people.

The Treaty

The treaty on Teaching Master 9 is not as detailed as the original 1854 treaty.

RESPONDING TO THE TREATY

AUTHOR NOTE

Signing the Treaty

Warfare may have been an alternative to the treaties for native Northwest Coast people. However, since treaties were signed by the chiefs of several Indian nations in Washington State, I like to move the Storypath forward by guiding students to sign the treaty.

LITERACY

Speaking and Listening

Participate effectively building on others' ideas and expressing one's own clearly and persuasively.

Call a village meeting

Guide students to call a village meeting to discuss the treaty. As the narrator, help students understand that they really have no option but to agree to sign the treaty. However, students might want to change the language of the treaty to make it more favorable to the early Northwest Coast people. Ask students the following questions to start the discussion:

- ❶ Why do you think they will only let you erect temporary houses where you fish? (*Lead students to consider how permanent housing implies ownership of land to Americans.*)
- ❷ Why does the president of the United States want the authority to move you to other places whenever he wants? (*Students could suggest that Americans might want the land where the reservations are in the future.*)
- ❸ Why does the treaty demand that you be friendly to all citizens? (*to prevent native people from asserting their rights over the new settlers*)
- ❹ Why is the government providing education in agriculture and other skills? (*The government wanted to change the native people's way of life by teaching them new skills.*)
- ❺ You have always traded with your neighbors to the north. Why is that now being restricted? (*Students should understand that all of these provisions were designed to gain control of the land and restrict the native people's way of life.*)

AUTHOR NOTE

Background Information

The Medicine Creek Treaty was drawn up in English and translated into Chinook Jargon, a trading language used during the 1800s on the Northwest Coast. Problems in the translation and other communication difficulties may have contributed to misunderstandings between the parties.

Sign the treaty

Have Governor Isaac Stevens return for the signing of the treaty. He may have to negotiate with the villagers if they want changes made in the treaty. Stevens should reassure the villagers that signing this treaty is a wise decision.

Be prepared for the unexpected as students may take charge of the story, decide not to sign the treaty, and take Stevens captive. You will need to move the story along by responding logically to the decisions that students make.

AUTHOR NOTE

Possible Responses

In my class, students have considered going to war, fleeing, and resisting relocation. When I explained they had no choice but to sign the treaty, they were outraged at the injustice and questioned how the United States government could do this. This incident led to a rich discussion about how policies are adopted in a democracy and the role we play as citizens.

PORTFOLIO

20



Write about the experience

On Portfolio page 24, have students write—in character—a short story that builds on earlier writing activities. Discuss with students how they feel about being relocated. For example, they might describe how they will feel about leaving the longhouse where they grew up. Have students brainstorm “feeling words” and add those to the word bank.

Once the short stories are completed, students can share what they have written in small or large groups.



ASSESSMENT

ASSESS: The short story

- focuses on a logical sequence of events and provides accurate information;
- has a lead sentence that entices the reader into the story;
- uses words to create vivid pictures and interesting details about the event;
- includes feelings about the event.

Discuss the critical incident

Have students think about the events during this episode. Use questions like these to relate students’ experiences to the historical events of that time:

- Why might governments use treaties when negotiating with other people?
- What freedoms and rights did the native people have based on the treaty?
- The native people were not treated as if they had rights to the land—why do you think this happened?
- How would you feel today if someone came into your home and told you that you had to move?
- Do you think the native people of that time felt as you did in our Storypath?
- Why do you think the United States forced treaties on native Northwest Coast people?
- Do you think this kind of situation could happen today?
- Why is it important for people to stand up and speak for what they think is right?

CUSTOMIZE

ELL Connect concepts such as leaving home and relocating to students’ own experiences.

LITERACY

Writing

Write a narrative to reflect on the experience using well-chosen details and a logical sequence.

AUTHOR NOTE

Storytelling

Students may discover that the same event can be retold in a variety of ways. This reinforces the concept of multiple perspectives.

CONCLUDING EVENT

THE FIRST SALMON CEREMONY

INTRODUCING THE CONCLUDING EVENT

page 51

Students read about the First Salmon ceremony and think about what makes their village special.

Materials Portfolio 21, *Writing: A Response*, p. 25

Grouping Whole class

Schedule Approximately 20 minutes

HOLDING THE CEREMONY

page 51

Students plan and hold a First Salmon ceremony for their village.

Materials Depending on students' specific plans, the following materials may be needed:

- art supplies
- food
- shells and sticks for traditional games

Grouping Small groups or individuals for the preparations; whole class for the celebration

Schedule Approximately 2 hours, spread over several days to plan and hold the ceremony

CONCLUDING EPISODE 9

page 52

Students reflect on their ceremony, write, and discuss the role of ceremonies and celebrations in human societies.

Materials Portfolio 21, *Writing: A Response*, p. 25
Content Slide Set 9

Grouping Individuals for writing; whole class for discussion

Schedule Approximately 1 1/2 hours

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Understand how the First Salmon ceremony reflected the beliefs, values, and social systems of early Northwest Coast people.*
- **Social Skills** *Work with others to plan and organize the First Salmon ceremony.*
- **Critical Thinking** *Organize ideas from the Content Slide Sets and class discussion in new ways to plan the ceremony.*
- **Literacy: Reading** *Read closely to determine what the text says explicitly and to make logical inferences.*
- **Literacy: Writing** *Write a narrative to reflect on the experience using well-chosen details and a logical sequence.*
- **Literacy: Vocabulary** *Acquire and use a range of academic language related to the early Northwest Coast people.*

INTRODUCING THE CONCLUDING EVENT

LITERACY

Vocabulary

Acquire and use a range of academic language related to the early Northwest Coast people.

LITERACY

Reading

Read closely to determine what the text says explicitly and to make logical inferences.

Introduce the First Salmon ceremony

In this episode, students will conclude their Storypath by holding a ceremony. Explain to students that since their community has faced so many changes, it is important for them to come together and celebrate their culture. This celebration is particularly important now that students' characters will leave the village and move to the reservation.

At this point, students are usually very attached to their characters and the Northwest Coast culture. The First Salmon Ceremony is a ritual that ties the culture to its environment and group beliefs.

You can ask students, "What animals or fish seem most important to these people? Why do you think this is?" (*Lead the discussion so students identify salmon, although students will probably be able to confidently discuss salmon after all they've learned during the unit. Review that salmon was a main source of food for these people and was also the subject of many legends.*)

Have students read "First Salmon Ceremony," on Portfolio page 25. Use questions like these to start a discussion about the ceremony:

- ❓ How did people celebrate the First Salmon ceremony? (*The first salmon that was caught at the beginning of the salmon season played a central role in a ceremony before its bones were returned to the river.*)
- ❓ What did the people think would happen if they didn't return the fish bones to the water? (*The spirit of fish would be angry and might never swim upstream again.*)
- ❓ Why was this ceremony so important to the people? (*Their livelihood and culture depended on the continued good will of the salmon spirits.*)

CUSTOMIZE

Other Celebrations

If students feel strongly about celebrating in another way, encourage them to do so. As long as the celebration is consistent with their story, let students move forward with their plans.

PORTFOLIO

21



HOLDING THE CEREMONY

AUTHOR NOTE

Student Ownership

Letting students plan and prepare the ceremony is important to maintaining their ownership for the concluding event. Students will learn about this culture from the experience and have the opportunity to find out more about specific ceremonies during the synthesis activities.

Plan the event

Ask students what other activities might take place in their village along with the salmon ceremony. Suggest to students that the chief might give a speech about the importance of the community and how people need to support one another in times of trouble. Encourage students to think about activities that relate to their village life. Students may suggest

- a feast of traditional foods
- storytelling sessions (students can read their own stories from their Portfolio)
- traditional games.

Conduct the ceremony

Before students conduct the ceremony, you may want to discuss appropriate behavior. Stress that this ceremony is a very serious and important event.

CONCLUDING EPISODE 9

PORTFOLIO

21



ASSESSMENT

LITERACY

Writing

Write a narrative to reflect on the experience using well-chosen details and a logical sequence.



CONTENT
SLIDE SET

10

Write about the ceremony

Have students—in character—write a response to the ceremony and its significance to their character and the village on Portfolio page 25.

ASSESS: The written response

- describes what happened at the ceremony;
- explains why this ceremony was an important tradition;
- explains why this ceremony is important given events in the Storypath.

Discuss the ceremony

Have students reflect on the ceremony. Use the following questions to stimulate discussion about the role of ceremonies and celebrations in human societies.

- Why are ceremonies and celebrations important to communities?
- Why was it important for early Northwest Coast people to continue celebrating the First Salmon ceremony?
- What ceremonies do you know about?
- Why are these ceremonies important to us today?

Northwest Coast Indians today

If students express curiosity about Northwest Coast Indians today or exhibit confusion about their lifestyles today versus long ago, refer them to Content Slide Set 10. A common misunderstanding that children have is that North American Indians no longer exist or live only in traditional ways. It is important to counter this bias by showing students images of modern North American Indians.

Prepare for the synthesis of students' learning

Students have investigated the culture of early people of the Northwest Coast. They have built an understanding of this place and time in history and learned about the forces that threatened this culture during the nineteenth century. Even though the village students created was a simulation, they were genuinely invested in the village's welfare.

The next step in student learning is the synthesis of their experiences. Synthesis activities allow students the opportunity to demonstrate the level of their understanding and help you assess what they have learned from the unit.

You will find a selection of synthesis activities on pages 65–66 of this Handbook.

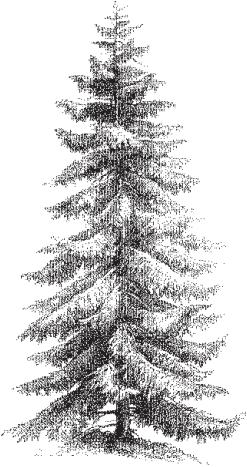
CUSTOMIZE

Short Story

Instead of writing a response to the ceremony, students could write a final short story.



Students can draw a picture and label it instead of writing sentences.



THE LAND ALONG THE COAST

This is a long, long time ago ...

[This] is a region of mystery and magic. Dense mists and high rainfall disguise the shapes of the giant cedars, turning them into vague forms with a ghostly presence. It is an area of rocky inlets and fjords in which water, land, and sky blend as one continuous form; where the distinction between solids and liquids can never be fully comprehended. High humidity rots fallen trees and then carpets them densely with moss to create the illusion of solid ground, but it is ground that is treacherous and bears no weight. This narrow, rugged strip of temperate rain forest, often little more than 50 miles wide, extends ... along the shores. ... It is [a land] permanently isolated from the rest of the continent by the great peaks of the [coastal mountain range].*

* Adapted from Norman Bancroft-Hunt, *North American Indians*. Philadelphia: Courage Books, 1994, p.61.

Name _____ Date _____

CHARACTER BIOGRAPHY

1. Clan name: _____

2. Character's name: _____ Age: _____

3. Family position: _____

4. Family members: _____

5. Personality characteristics: _____

6. Job: _____

7. Special skills needed for job: _____

8. Leisure activities: _____

9. Interesting past experience: _____

Assessment: The biography is realistic to the age, gender, and role in the family. The interesting past experience makes sense and reflects an understanding of early life in the Pacific Northwest.

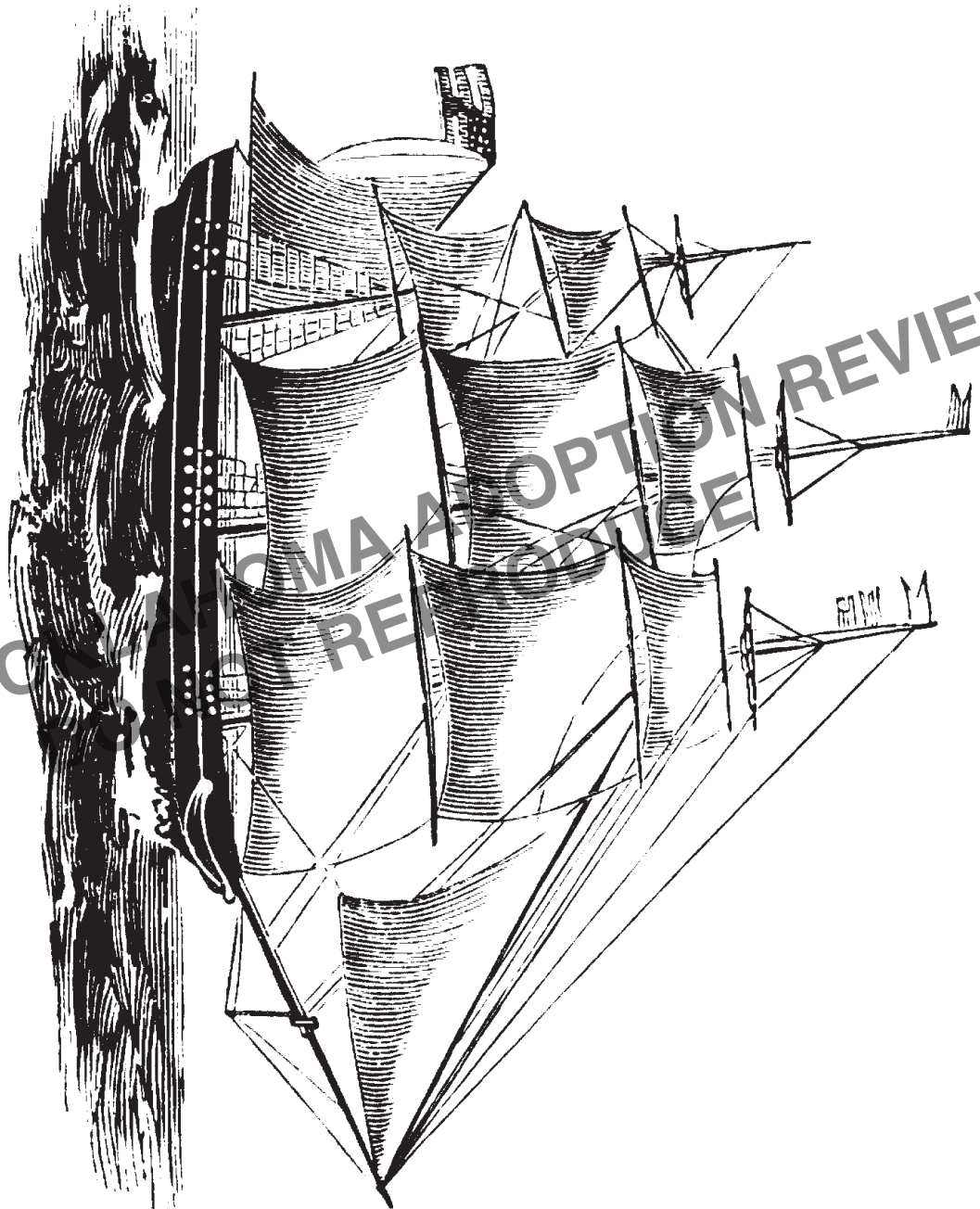
DAILY LIFE

My day begins early as the baby wakes and needs to be fed. I stir up the fire and prepare the first meal of the day for my family. Today I am going berry picking. I will leave my young children with my mother-in-law as they are too young to go berry picking. My ten-year-old daughter will come to help me.

Plenty of blackberries grow near our village, and they are very ripe in late summer. We will take baskets to carry the berries. After we pick the berries, we will take them back to the village and lay them in the sun to dry. When the berries are dried, we will store them in baskets and save them for eating in the winter and spring.



SAILING SHIP



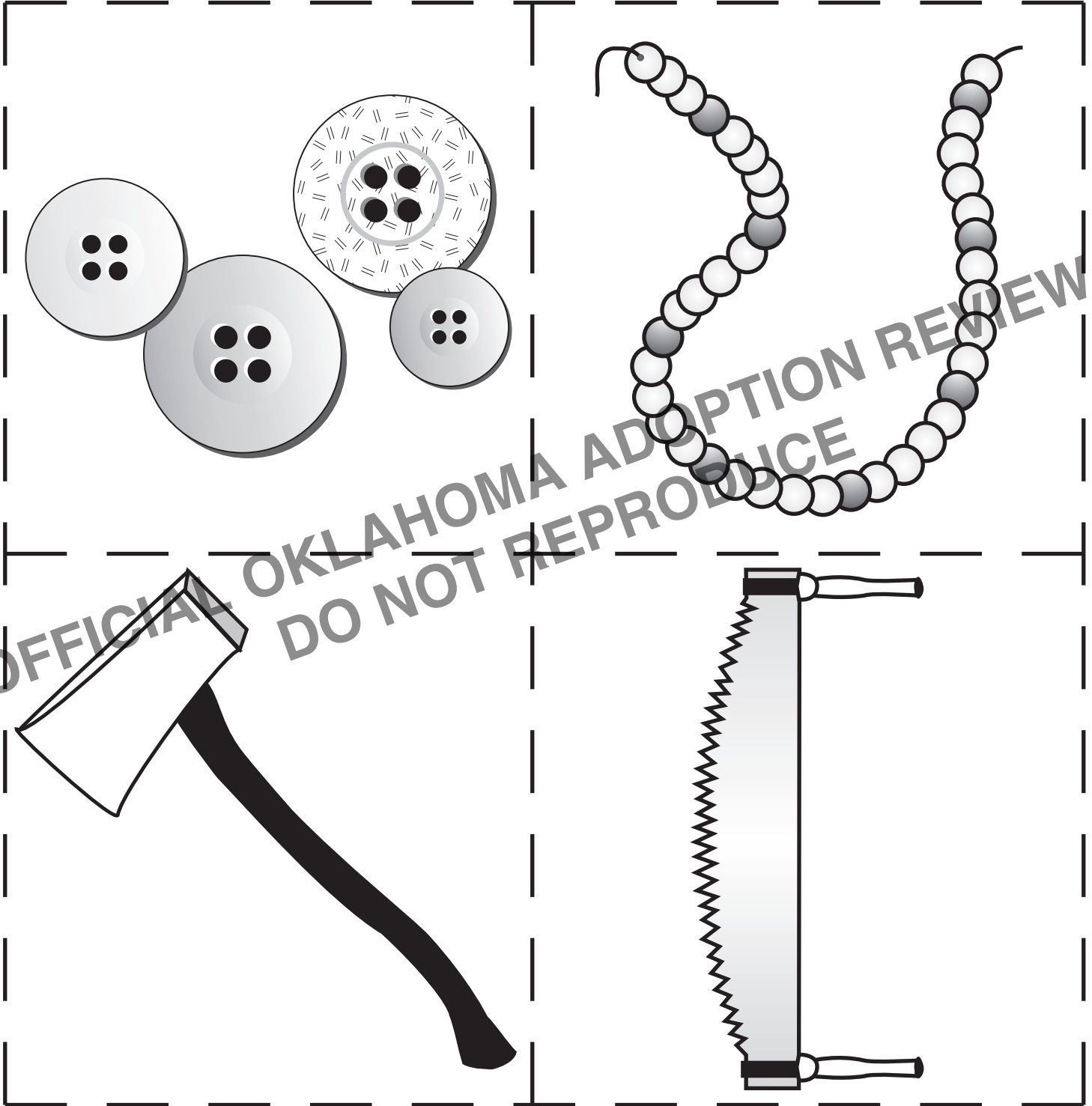
A STRANGE BIRD IS SEEN ON THE OCEAN

One day some men were paddling their canoes across a bay en route to the sources of Copper, a river to the north of their village. Suddenly, they saw what they believed to be two great birds with white wings at the mouth of the bay. Frightened, they landed and ran for cover, fearing that one of these birds was Raven, a potent spirit that could ... turn those who looked at him to stone. To avoid looking at the birds directly, the men rolled up the large leaves of skunk cabbage and used the tubes as telescopes to observe the "birds." One very old man, not fully convinced that confronting Raven would necessarily cause petrification (turn him to stone), paddled out to the middle of the bay for a close look at these creatures. Instead of turning into stone, this man met his first [explorers].*

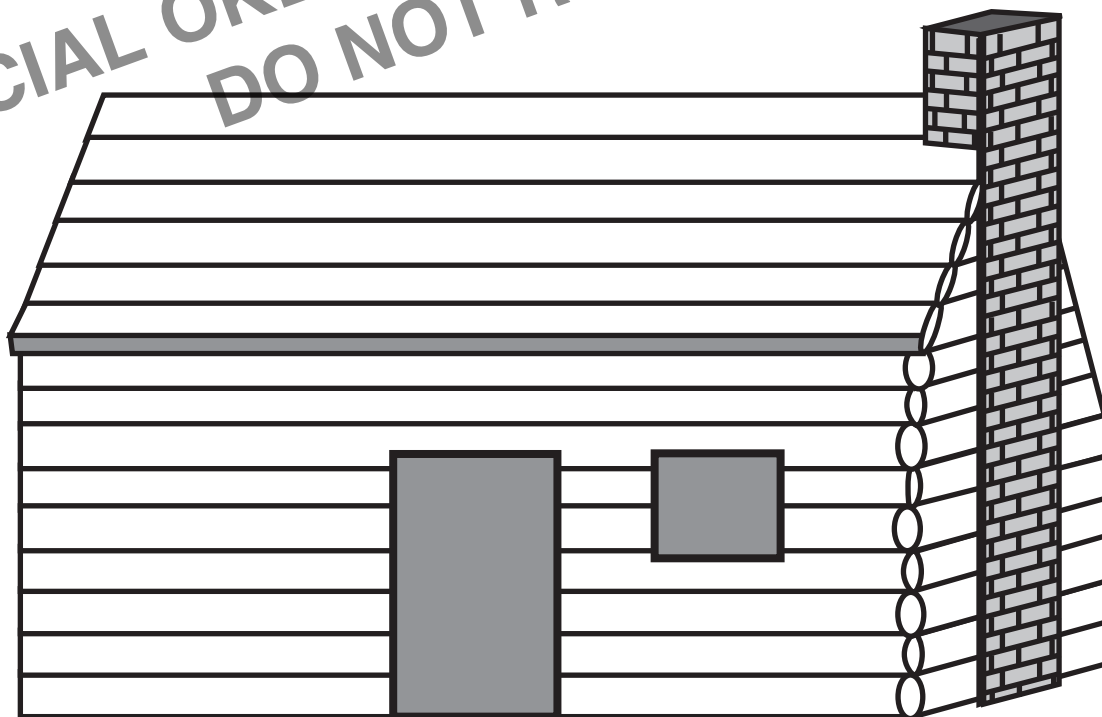
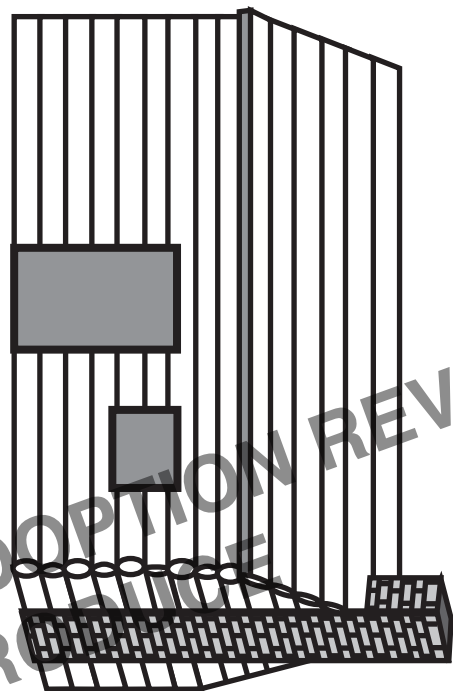
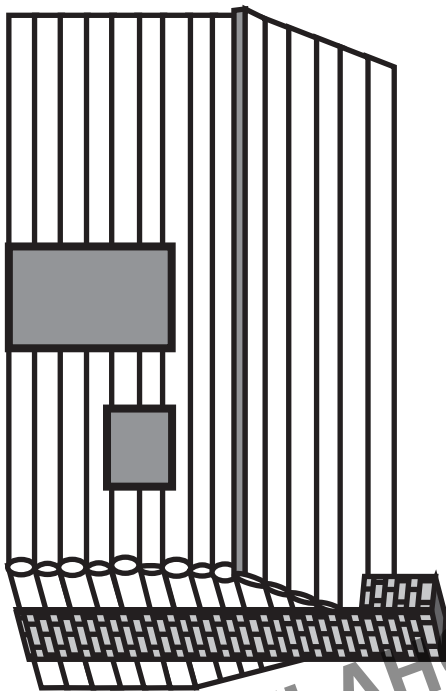


*Aldona Jonaitis, *From the Land of the Totem Poles*. Seattle, Washington: University of Washington Press, 1991, p. 18.

TRADING GOODS



LOG CABINS FOR THE FRIEZE



THE SETTLERS' POSITION

BACKGROUND INFORMATION

Using a strategy called Storypath, students have been involved in creating a story based on an imaginary community living on the Pacific Northwest Coast. This story takes place in the 1800s.

Students began their study of the people of the Northwest Coast by creating a frieze (a large mural) of the natural environment, which helped set the scene for the story. Next, students created the families who live in this natural setting along the coast. Students then built models of longhouses for their families and learned more about early Northwest Coast culture. The plot of the story now centers on the arrival of American settlers in the region. As the representative of the American settlers, you will be presenting the native people with one of the following scenarios:

Scenario 1: Land Dispute

You play the role of one of the new settlers. You come to the village and ask to speak to the chief. Tell the chief that the people of the settlement are going to cut down the trees in the forest for lumber and that the native people must stay out of the forest. You should make it clear to the students that the new settlers are forcibly taking the land for their own use.

Scenario 2: Disease

There is a measles outbreak in the new settlement and the people are short on supplies. You, as the settler's representative, come to the village to ask for food. The native people know of the measles outbreak and are concerned for their own safety because measles outbreaks have killed native people in other villages. The native village must decide what to do.

ROLE PLAYING

To help students understand the ethnocentric attitude of the settlers who moved to the Pacific Northwest, use the following information to model your behavior during your visit to the class.

- The American settlers during the nineteenth century generally believed that the native people were inferior and not very smart.
- The settlers typically misunderstood the role of the natives' chief. Settlers believed the chief could make his people obey him as though he were a king. Chiefs, however, typically did not have that kind of authority. Instead, chiefs normally led through their status and persuasive skills.
- Most often, disputes between the natives and settlers were resolved in the settlers' favor.

APPROACHES YOU CAN TAKE

- You should treat the students' characters with little respect.
- You should purposefully misunderstand the students' characters.
- You can negotiate with the students' characters if students want to take the story in that direction. Continue to consider your communication, attitude, and cultural barriers throughout, however.

MEDICINE CREEK TREATY

United States Government and Indians of Puget Sound

Articles of Agreement with Isaac Stevens, governor of the Territory of Washington, and the chiefs of the Indians of Puget Sound this twenty-sixth day of December, in the year one thousand eight hundred and fifty-four.

The tribes of Puget Sound will give up all rights to the land occupied by them and will be given four tracts of land on Puget Sound. This land will be reservations for the Indians.

The tribes must agree to move to this land within one year.

The tribes will be allowed to fish in their usual places, but can only erect temporary houses at those places.

The United States will pay \$32,000 for all of the land given up to the United States.

In the future, the President of the United States can move the Indians from these reservations to other reservations if he chooses.

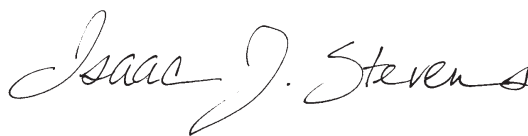
The tribes promise to be friendly with all citizens.

The United States government will provide a school for twenty years to teach agriculture and other skills so the Indians can become carpenters, blacksmiths, and farmers.

The tribes will agree not to trade with tribes outside of the United States.

The undersigned Isaac I. Stevens, governor of the Territory, and the chiefs of Puget Sound set forth their hands and seals at this place and on the date of this treaty.

Isaac I. Stevens



Sign here: _____

Name _____ Date _____

SELF-ASSESSMENT: SOCIAL SKILLS

Social skills are an important part of working with others. Use the chart below to rate your group skills.

EPISODE: _____

Describe the group situation or event: _____

Group Skills	I need to work on this.	I did this some of the time.	I did this most of the time.
I was positive and respectful.			
I was a good listener.			
I encouraged others to participate.			
I did my fair share of the work.			
I worked to solve conflicts in the group.			

One thing our group did well together:

One thing our group needs to work on:

One thing I did well:

One thing I could do better:



UNIT QUESTIONS FOR REVIEW

DISCUSSING THE CULTURE OF THE EARLY NORTHWEST COAST PEOPLE

Lead a discussion that reinforces the concepts and generalizations taught throughout the unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.

- ❓ How did early Northwest Coast people live and work in their environment?
- ❓ What are some family roles and jobs of early Northwest Coast people?
- ❓ How do stories and artistic creations reflect the beliefs of people in a culture?
- ❓ What major changes happened to early Northwest Coast people during the 1800s?
- ❓ How did early Northwest Coast people respond to traders, new settlers in their region, and the reservation system?
- ❓ What roles do treaties play in resolving disputes?
- ❓ How can people work together to solve problems?
- ❓ Why is it important to respect the culture and way of life of all people?

REFLECTING ON THE EVENTS OF THE STORYPATH

Students need time to reflect on their experiences and progress through this unit. Have students write answers to questions like these:

- What have I learned about the early people of the Northwest Coast?
- What is the best work I did? Why was it good?
- What work could I have done better? How could I have done it better?
- What did I like best about working with others? What did I like least?



SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also a powerful assessment tool for you because they're multimodal. They allow for variances in students' abilities as learners. They also allow you to assess students on a variety of subjects on a number of different levels.

1. PORTFOLIO RESPONSE

Activity

Have students review their Portfolios and identify at least four items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- ❓ List three important ideas from your Portfolio. Why are these ideas important?
- ❓ What do the Portfolio items tell us about how the early Northwest Coast people lived and their culture?
- ❓ What problems did your character and the early Northwest Coast people face? How did they respond to these problems?
- ❓ What skills do you believe improved as a result of this unit? Explain.

Criteria for Assessment

Learning objectives were demonstrated if

- an explanation is provided stating why each item was selected and its importance for learning;
- the Portfolio demonstrates an understanding of early Northwest Coast culture;
- the student identifies at least one problem encountered and tells how that problem was responded to;
- reflections are thoughtful, well organized, and clearly communicated and correct writing conventions are used.

2. CREATE A TOTEM POLE

Activity

Working with a partner or individually, students can create a totem pole that tells the story of their Northwest Coast family and village. Students can draw, paint, sculpt, or build the totem poles out of materials of their choice. They should include information about the early Northwest Coast way of life and at least five events important to their family and/or village. At least two traditional symbols should be included in the totem poles. Totem poles should be logically sequenced, carefully prepared, and accompanied by a written explanation.

Criteria for Assessment

Learning objectives are demonstrated if the description and totem pole

- include five events from family or village history;
- express the people's way of life;
- reflect the appropriate symbols of the people;
- are carefully prepared and logically sequenced;
- demonstrate the ability to synthesize symbols, events, and a people's way of life.

3. WRITE A BOOK OR CREATE A DIGITAL MEDIA PRESENTATION ABOUT THE EARLY PEOPLE OF THE NORTHWEST COAST

Activity

Students can write and illustrate a book or prepare a digital media presentation about the early people of the Northwest Coast. The book should be at least ten pages long, including the front and back covers. Like the book, the digital media presentation should address the following:

- Students should think about three or four important ideas they want to communicate about the early Northwest Coast people. They can include information about shelters, way of life, art, and the challenges that the people faced. Students will need to decide how to organize the information and what to write.
- Students should decide what kinds of visuals will best communicate these ideas. They can draw, select pictures, or take photos. For each visual, a caption should be written.
- Students need to think about the title and introduction. They should ask themselves: What will the title be? How will I make my project interesting and appropriate to my intended audience?

Criteria for Assessment

Learning objectives are demonstrated if the book or presentation

- includes drawings/pictures/photos and accompanying sentences that clearly and accurately depict important information about early Northwest Coast people;
- is well organized and carefully prepared;
- includes an introduction that is appropriate to the audience;
- demonstrates appropriate writing conventions.

EXTENDING STUDENTS' EXPERIENCES

RESEARCHING EARLY NORTHWEST COAST CULTURES

Students can research aspects of Northwest Coast communities that they'd like to learn more about, or you can direct the topics students investigate. You might want students to use primary documents, traditional stories, and firsthand accounts so that they can compare and contrast actual historical documents with their own understanding of the events.

The Storypath unit provides a context to examine primary documents and learn more about the communities along the Northwest Coast. This examination can be accomplished in a number of ways.

Possible research topics

Explain to students that they can research one facet of early Northwest Coast culture. Students can choose from one of the topics listed below, or they can suggest their own topic if they are interested in a different aspect of early Northwest Coast culture.

- Food and cooking
- Clothing
- Shelters
- Art and totem poles
- Tools
- Baskets
- Transportation
- Stories
- Fishing and whaling
- Potlatch

Organizing the work

Decide whether students will work with a partner or individually on the project. You might want to provide students with a time line for completing each step of their research (gathering resources, compiling data, organizing data, presenting).

Encourage students to limit their research to the culture of one of the major language groups—Chinook, Coast Salish, Nootka, Kwakiutl, Bella Coola, Haida, Tsimshian, or Tlingit. For example, a student researching whaling and fishing would probably concentrate on the Nootka, who were renowned for their seagoing whaling vessels. However, if students have a difficult time finding enough information about only one language group, suggest that they include and identify information about other groups as well.

One way to help students structure their research is to have them write questions they'd like to find answers to. You can provide questions like the following to help students get started. Questions are provided for each topic suggested above. These questions can develop into other or more detailed topics.

AUTHOR NOTE

I use a structured format with my students because they need a lot of guidance for conducting their research. You may have another strategy for doing research that works better for you and your class.

Research Questions

Food and Cooking

1. What did early Northwest Coast people eat?
2. Where did they get the food?
3. What were some ways they cooked food?
4. What were some of the special tools they used for cooking?

Clothing

1. What did early Northwest Coast people wear?
2. What materials and special tools did they use to make clothing?
3. How did the climate affect what they wore?
4. Did people have special clothes to wear on special occasions?
If so, what did the clothing look like?
5. What kind of hats did people wear? Why were hats important to these people?
6. Was clothing decorated? If so, what was used for decoration?

Shelters

1. What kinds of shelters did early Northwest Coast people build?
2. What materials and special tools did they use to make the shelters?
3. Were certain kinds of shelters used at certain times of the year?
Explain.
4. Who in the community built the shelters?
5. How was art used in the building of the shelters?

Art and Totem Poles

1. Why was art so important to the early people of the Northwest Coast?
2. What are the main shapes and colors used in the art?
3. What is a totem pole?
4. Where were totem poles found in the village?
5. Why were totem poles important to the people?
6. What kinds of animals were often carved onto totem poles?

Tools

1. What were the most important tools used by early Northwest Coast people? How were they used?
2. Why were these tools so important?
3. What materials did they use to make tools?
4. Who made the tools in the village?
5. How did people learn to make the tools?

Baskets

1. How did the early Northwest Coast people use baskets?
2. Who in the village made baskets?

3. What materials did they use to make baskets?
4. How did they decorate the baskets?
5. What trees were important for making baskets?
6. How were trees used in making baskets?

Transportation

1. Why was the canoe so important to early Northwest Coast people?
2. What materials and tools did they use to make canoes? How were the canoes made?
3. What different kinds of canoes were there? Why were there different kinds of canoes?
4. How was art used in the building of the canoes?
5. What other forms of transportation did people use?
6. How did the environment of the Northwest Coast affect transportation?

Stories

1. What special role did stories play in the culture of early Northwest Coast people?
2. What animals are common in these stories? Why do you think these animals were important characters in the stories?
3. How are these stories like other stories you know?
4. What are some of the lessons taught by these stories?
5. What are some of the story topics?

Fishing and Whaling

1. What types of seafood did early people of the Northwest Coast eat?
2. What special tools did they use for fishing and whaling?
3. What methods did people use to catch fish and whales?
4. How did people preserve seafood to eat later?
5. What jobs did people have on a whale hunt?
6. How did people prepare for a whale hunt?
7. How long did a whale hunt last?
8. What did people do when a whale was brought to shore?

Potlatch

1. What is a potlatch?
2. Why were potlatches important to early Northwest Coast people?
3. What kinds of gifts did people give at a potlatch?
4. Were there certain times of the year that potlatches occurred? Explain.
5. What other interesting information can you find about potlatches?

Research themes

You can have students consider the topics as they relate to one or more of the themes below. These themes can help students stay focused as they compile and analyze information.

- The quality of human life is inextricably tied to the natural environment.
- People organize themselves into communities and develop social systems encompassing roles, values, and rules to guide their behavior.
- Cultures sometimes clash for a variety of reasons, and at the expense of one or the other culture.
- People record their histories and communicate information in a variety of ways.

Presenting the research

You may want students to present what they've learned through one or a combination of the following methods:

- written report
- oral report
- visual display: poster, story boards, time line, maps
- diorama
- illustrated book
- multimedia project

Assessing the research projects You may want to tailor this list to students' individual projects. Overall, the projects should

- clearly identify the sources.
- present ideas in a logical order.
- present accurate facts.
- present information clearly.
- use vocabulary appropriate to the subject and time period.
- address one or more of the themes as they apply to the topic and presentation.
- be well-organized and carefully prepared.
- use correct writing conventions.
- include an appropriate title.

BACKGROUND INFORMATION

SOCIAL ORGANIZATION

Early Northwest Coast societies were among the most stratified in America. There were three basic social classes. The highest class was made up of what might be called nobles, people in the middle class were commoners, and the lowest class was made up of slaves, who were generally captured from other villages during times of war. Nobles inherited their rank and bolstered their social standing by marriage with members of other high-ranking families and by holding successful potlatches. The benefits of nobility were both economic and ceremonial. Nobles controlled who could use particular fishing and berry-picking areas, and automatically owned a certain portion of a whale that washed up on the beach. Nobles owned the right to use family names, and to sing certain songs and dance certain dances at ceremonies. Commoners—generally the younger siblings of the nobles—and slaves lived in the same longhouse as the noble heads of the family.

Different societies up and down the Northwest Coast had different kinship systems, but generally people belonged to clans (also called *numaymas*). A clan is a group of people who are descended from a common ancestor. Clan members have the right to tell stories about, and to carve and paint the image of, a certain animal spirit, such as the raven, wolf, or killer whale.

AUTHOR NOTE

Northwest Coast people were divided into family clans, in which clans inherited such names as Raven Clan, Eagle Clan, Wolf Clan, Eagle Clan, and Killer Whale Clan.

THE POTLATCH

The term *potlatch* is used to describe Northwest Coast ceremonies that involve prestige and inheritance. Wealth and prestige is measured not by hoarding material goods, but by giving them away during a potlatch ceremony. The origin of the potlatch is unknown. Some scholars believe that the potlatch started as a relatively modest ceremony designed to distribute food among people in a village during times of hardship. Others believe that the potlatch originated during the trading era, when early Northwest Coast villages moved closer to trading posts. Instead of going to war, rival villages competed with one another by holding larger and larger potlatches.

A potlatch is a feast that commemorates an important event, such as a wedding, the building of a new longhouse, the raising of a new totem pole, or the taking of a new name. The potlatch host—sometimes several families that pool their resources—invites many guests to witness speeches, songs, and dances that celebrate the host's clan lineage. During the potlatch, an abundance of food is eaten from large decorated bowls. Toward the end of the potlatch, gifts are distributed to guests in order of their importance. The highest-ranking noble of the highest-ranking

clan receives the first and most valuable gift. Then the highest-ranking noble of the second-ranked clan receives the next, slightly less valuable gift. The giving continues until the lowest-ranking noble of the lowest-ranking clan receives the final gift. Then, usually on the final day, the central purpose for the potlatch is realized. If the potlatch was given to raise a new totem pole, the host proudly explains the meaning behind each figure on the pole. If the potlatch was given to take a new name, the name is announced.

TRADERS

Mountain ranges along the Northwest Coast restricted trade for the people living there to the Indian nations living nearby. Early Northwest Coast culture developed in near isolation for centuries. It wasn't until the eighteenth century, when European and American trade ships started plying the waters of the North Pacific, that the Northwest Coast people made significant contact with outsiders. The traders were mostly interested in acquiring furs—particularly from the sea otter—which could be traded in China for a small fortune. Traders also acquired baskets, masks, cedar-bark capes, and other Northwest Coast art objects as souvenirs and curiosities to take back to their countries. Russian traders under the direction of Empress Catherine the Great collected Northwest Coast art. As a result, Russia has one of the finest collections of early Northwest Coast art.

In the late nineteenth century, museums took a sudden interest in early Northwest Coast artifacts because they realized that the people who made them were, by that time, nearly assimilated into American and Canadian society. Museum curators rushed to the region to collect as many artifacts as they could find. Unfortunately, people of that time were mostly interested in the artifacts themselves, not the cultures behind them. Many curators collected the artifacts without bothering to find out anything about their cultural significance.

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9	Synthesis 1	Synthesis 2	Synthesis 3
Culture/Social Interaction													
Identify ways different groups, societies, and cultures address similar human needs and concerns.	Identify ways people in the village and the new settlement address similar human needs and concerns.												
Cite ways in which language, stories, music, and artistic creations express culture and influence behavior.	Respond to and recreate the stories and artwork of early Northwest Coast people.												
	Cite examples of how early Northwest Coast people viewed the world as shown through their art and stories.												
	Understand how the First Salmon ceremony reflected the beliefs, values, and social systems of early Northwest Coast people.												
Demonstrate an understanding of how people interact with their physical environment and social conditions.	Identify how the early people of the Northwest Coast lived and worked in their environment.												
	Create a community of families based on the physical environment and social conditions.												
	Respond to the changes faced by the early people of the Northwest Coast.												
History													
Identify examples of change and of cause-and-effect relationships.	Explain how early Northwest Coast people might have interacted with people from a different society.												
	Explain how early Northwest Coast people might have responded to the reservation system.												
Cite examples of how people in different times and places view the world.	Understand the importance of the extended family to early people of the Northwest Coast.												
	Understand how leaders were chosen by the early people of the Northwest Coast..												

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9	Synthesis 1	Synthesis 2	Synthesis 3
Social Skills													
Participate in organizing, planning, making decisions, and taking action in group settings.	Organize, plan, and make decisions while creating a frieze with group members.	•											
	Organize, plan, and make decisions while creating characters.			•									
	Organize, plan, and make decisions while creating a village with group members.				•								
	Work with group members to develop family art symbols.					•							
	Work with others to plan and organize the First Salmon ceremony									•			
Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and problems.	Persuade, compromise, debate, and negotiate to resolve problems with new settlers.							•					
Work with others to decide on an appropriate course of action.	Determine an appropriate course of action to complete the frieze within a group.	•											
	Make decisions and take action in the characters' family and village settings.					•							
	Make group decisions and take action to respond to critical problems facing the characters' village.							•	•				
Civic Competence													
Identify examples of freedoms, rights, and responsibilities of citizens.	Identify examples of the freedoms, rights, and responsibilities of both the early Northwest Coast people and the new settlers.								•			•	•
Identify and practice selected forms of civic discussion and participation.	Practice civic discussion and participation to deal with the trader.						•						
	Practice civic discussion and participation to deal with the new settlers.							•					
	Practice civic discussion and participation to deal with the treaty.								•				

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9	Synthesis 1	Synthesis 2	Synthesis 3
Critical Thinking													
Organize ideas in new ways.	Organize ideas from class discussion in new ways and apply those ideas to the frieze.	•											•
	Organize ideas from class discussion in new ways to develop an understanding about the Northwest Coast environment.		•										•
	Organize ideas from class discussion in new ways to create unique characters.			•									•
	Organize ideas from class discussion in new ways to create a village.				•								•
	Organize ideas to create artwork using the conventions of early Northwest Coast people.					•					•	•	•
	Organize ideas from Content Slide Sets and class discussion in new ways to plan the ceremony.									•			
Define issues or problems and consider alternatives; then make a decision based on evaluation of alternatives.	Define issues or problems that might arise from dealing with the trader.						•					•	•
	Define issues or problems that might arise from interacting with the new settlers.							•				•	•
	Define issues or problems that might arise from the treaty with the United States government.								•			•	•
Reading Processes													
Key Ideas and Details	Read closely to acquire information and make logical inferences.		•	•		•			•	•			
Range of Reading and Level of Text Complexity	Read and comprehend informational text to create a character.			•									
	Read and comprehend complex information texts about Northwest Coast people's way of life.				•								
Craft and Structure	Interpret words and phrases including figurative meanings				•								

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9	Synthesis 1	Synthesis 2	Synthesis 3
Writing Processes													
Text Types and Purposes	Write a poem to convey ideas and information about the setting.	•											
	Write a biography of an imagined character that is believable including well-chosen details.			•									
	Write a narrative to develop imagined experiences based on accurate information about the Northwest people's way of life				•								
	Draw evidence from informational texts and classwork to write about daily life. Include well-chosen details and a logical sequence.				•								
	Express information through visuals.					•						•	•
	Write a narrative to reflect on the experience using well-chosen details and a logical sequence.						•	•	•	•			
Production and Distribution of Writing	Produce clear and coherent writing to reflect on one's learning.										•		•
Speaking and Listening Processes													
Comprehension and Collaboration	Prepare for and participate effectively in conversations and collaborations to create the setting.	•											
	Prepare for and participate effectively with classmates to learn about the characters in Storypath.			•									
	Participate effectively building on others' ideas and expressing one's own clearly and persuasively.				•		•	•	•				
Presentation of Knowledge and Ideas	Present information such that listeners can follow.			•									
	Read aloud to communicate about a traditional Northwest people's story.				•								
	Integrate and evaluate information orally.						•						
Vocabulary Acquisition and Use	Clarify the meaning of words and phrases in context; use figurative language to describe the environment; and use academic language to describe the environment.	•											
	Acquire and use a range of academic language related to the early Northwest Coast people.		•	•	•	•	•	•	•	•	•	•	•

HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the CD provides a quick reminder for students to use as they work with the slides. These Reading Tips cover strategies that are especially effective for reading and understanding nonfiction text:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Scanning for specific information
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content Slide Sets suggest applicable strategies that the students will need to use on their own.

READING MINI-LESSON FRAMEWORK

1. Describe the strategy, explaining when and why readers use it. Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.

2. Model the steps as you “think aloud” with a sample text. Demonstrate how you would use each strategy, using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete for developing readers. Language that will help you includes the following:

- “I think about what I already know...”
- “When I look for the main idea, I ...”
- “Here is a clue that will help me ...”
- “That makes me think ...”

3. Guide students to apply these steps as they read during the unit. Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try out the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.

4. Assess students’ progress. Students’ independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

ADDITIONAL RESOURCES

LITERATURE

Easy

Levy, Janey. *Native Peoples of the Northwest Coast*. New York, NY: Gareth Stevens, 2017.

A straightforward, easy-to-read text that aligns with the Storypath episodes. Nonfiction.

Lewis, Paul O. *Storm Boy*. Berkeley, CA: Ten Speed Press, 2001.

A story drawn from Haida Indian literary tradition in which a boy falls from his canoe into a world of eighteen-foot tall masks and totem poles come to life who welcome him and eventually return him to his village. Fiction.

McConkey, Lois. *Sea and Cedar: How the Northwest Coast Indians Lived*. Vancouver, British Columbia: Douglas & McIntyre Publishing, 1994.

A carefully researched book about the early Northwest Coast people, containing precise information about their tools and way of life, along with well-drawn illustrations. Nonfiction.

Osinski, Alice. *The Tlingit*. Markham, Ontario: Scholastic Library, 1990.

A lively and accessible book with many color photos about the Tlingit people past and present. Nonfiction.

Staub, Frank J. *Children of the Tlingit*. Minneapolis, MN: Lerner Publishing, 2001.

Introduces the history, geography, and culture of the Tlingit people in Southeast Alaska through the daily lives of children who live there. Nonfiction.

Average

Beyer, Don E. *The Totem Pole Indians of the Northwest*. Markham, Ontario: Scholastic Library, 1991.

An exploration of early Northwest Coast culture containing historical photographs. Nonfiction.

Harris, Christie. *Mouse Woman and the Mischief-Makers*. Vancouver, British Columbia: Raincoast Book, 2006.

Carefully researched and respectfully told Haida legends feature a narnauk, a supernatural shape-shifter, who takes the form of both a mouse and a grandmother to keep order between other narnauks and humans. Fiction.

Kalman, Bobbie, and Kathryn Smithyman. *Nations of the Northwest Coast*. New York, NY: Crabtree, 2004.

A helpful nonfiction resource for learning about the Northwest Coast people's way of life. Nonfiction.

Prentzas, G.S. *The Kwakiutl Indians*. New York: Chelsea House, 1994.

An informative book about the Kwakiutl people. Nonfiction.

Ryan, Marla Felkins, and Linda Schmittroth, eds. *Tribes of Native America: Chinook*. Farmington Hills, MI: Blackbirch, 2004.

Focuses on the Chinook people; the Northwest Coast people who live along the Columbia River in Southwest Washington. Follows the topics of the Storypath to support the Content Set. Nonfiction.

Sonneborn, Liz. *Northwest Coast Indians*. Chicago, IL: Heinemann Library, 2012.

Nonfiction text that aligns with the Storypath with topics arranged around key questions. Nonfiction.

Yasuda, Anita. *Native Nations of the Northwest Coast*. Mankato, MN: The Child's World, 2015.

Each nonfiction chapter briefly focuses on a particular Northwest Coast nation. Nations are defined as groups or bands of native people that share a common culture and tradition. Nonfiction.

Advanced

Griffin-Pierce, Trudy. *The Encyclopedia of Native America*. New York: Viking, 1995.

A comprehensive reference book about Native American cultures throughout North America. This book contains an informative section on the early people of the Northwest Coast. Nonfiction.

Walens, Stanley. *The Kwakiutl*. New York: Chelsea House, 1993.

A detailed look at the history of the Kwakiutl people. Nonfiction.

Name: _____

Early Northwest Coast People



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Program Management: Morrison BookWorks LLC

Program Design: Herman Adler Design

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Published by Storypath
10200 Jefferson Boulevard
P.O. Box 802
Culver City, California, 90232-0802
1-800-421-4246
www.teachstorypath.com

Cover Photos:

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PORTFOLIO

Early Northwest Coast People

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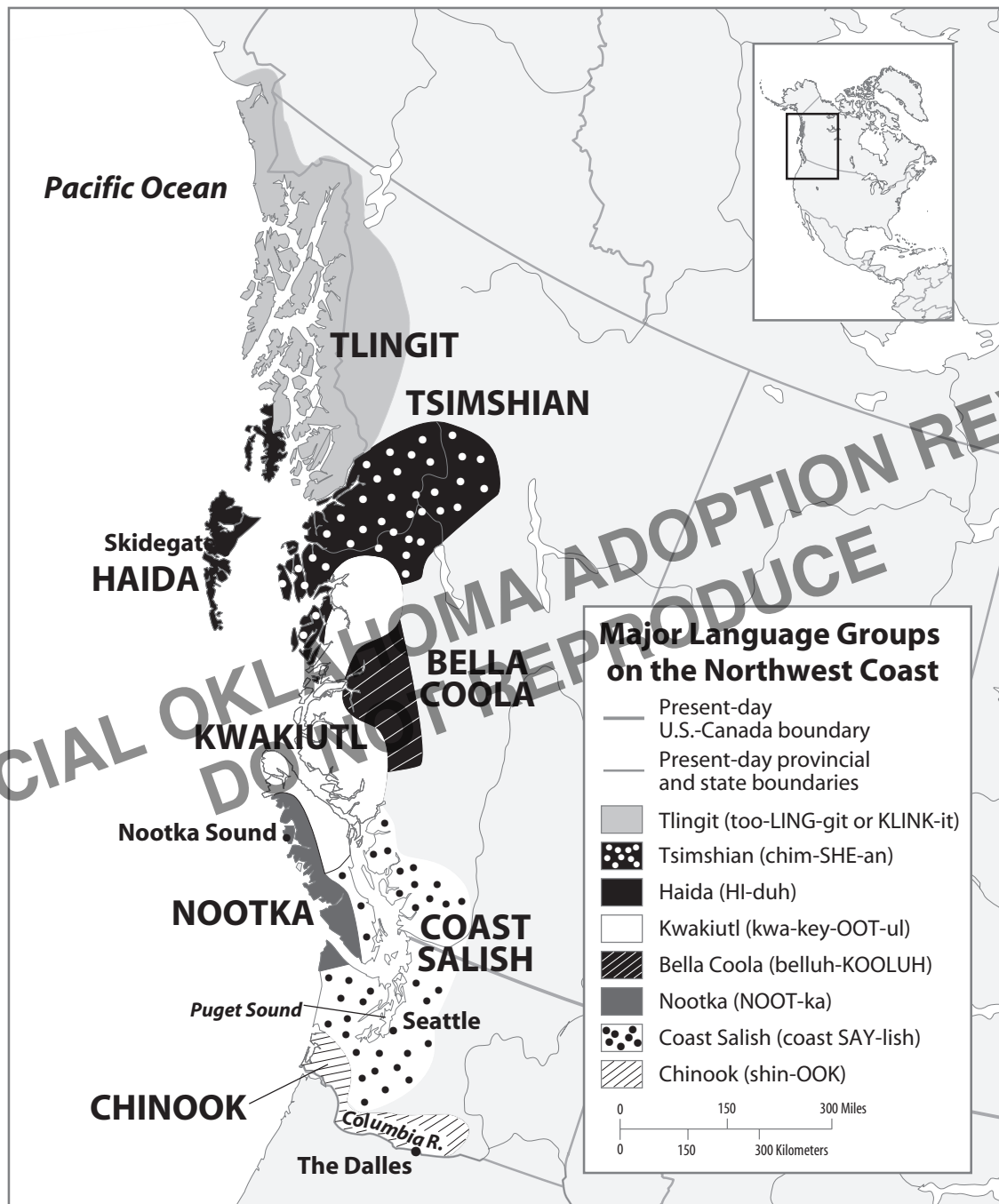
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MAP OF THE NORTHWEST COAST



There were many villages of people living up and down the Northwest Coast in the 1700s and early 1800s. At least 45 different languages were spoken in this region, but all of the villages used the sea for food and transportation and shared a similar culture.



FRIEZE GUIDE

Work with your group to plan and make your portion of the Northwest Coast natural environment.

1. Brainstorm and list ideas for your setting.

2. Prioritize your ideas.

Look over your list as a group. Circle the ideas that you will use.

3. Assign jobs and list assignments.

4. Assess your work.

Put a check next to the things you did.

- ☐ I offered ideas about the frieze.
- ☐ I listened to other people's ideas.
- ☐ I disagreed in a polite way.
- ☐ I made positive comments to my group members.
- ☐ I was willing to change my ideas to help the group.

If you were to do the task again, what changes would you make in how you worked with your group?



WRITING: SENSE POEM

Write a sense poem to describe the Northwest Coast environment. Imagine yourself somewhere in the environment shown in the frieze and think about what you would see, hear, touch, smell, and feel. Then complete the lines below with at least one describing word (adjective) and one thing (noun). Use words from the word bank or any other words that will give your readers a vivid picture of the environment.

I see _____

I hear _____

I touch _____

I smell _____

I feel _____

Rewrite the poem on a separate sheet of paper. Use only the words you wrote on the lines. Use your best handwriting and check for correct spelling. You will take the poem home to show your family.

Your finished poem might look something like this:

Green cedar trees
Rustling branches
Craggy, veined bark
Pungent evergreens
Sheltered by giant trees

Assessment: The poem follows the given format and creates an accurate picture of the place. The poem uses adjectives and nouns to create a logical sequence for each sense; vivid and interesting adjectives describe the nouns. There is evidence of care in choosing words and in construction; correct spelling is used.



BASIC NEEDS CONCEPT MAP

Think about the people who lived in this environment long ago. Then look at the frieze and think about the class discussion. What *natural resources* would the people use to meet their basic needs? In the circles shown below, write the natural resources used for food, shelter, and clothing. Draw additional circles if you think of other needs that you want to include.

Community Membership

Sharing and Working Together

- Decision-making
- Resources
- Responsibility

Food

Clothing

Shelter

Assessment: The resources identified are found in the Pacific Northwest environment. There are appropriate resources for each category. There is evidence of understanding that a resource can be used to meet more than one need.



MAKING A CHARACTER

Follow the steps below to make your character. Decide what your character will look like, including clothes that were worn by the early Northwest people, hair, and facial expression.

1. Make the head.

- ☐ Draw a circle about 2 inches in diameter.
- ☐ Cut out the circle.

2. Make the body.

- ☐ Draw a rectangle approximately $2\frac{1}{2}$ inches by 4 inches.
- ☐ Cut out the rectangle.

3. Make the arms and legs.

- ☐ For the arms, draw two rectangles about $\frac{3}{4}$ inch wide by 4 inches long.
- ☐ Draw two more rectangles approximately 1 inch longer for the legs.
- ☐ Cut out the rectangles.

4. Put the body together.

- ☐ Position the head, arms, and legs on the body.
- ☐ Glue the body together.

5. Make clothing authentic to the time and place. You may need to do more research to make your clothing authentic.

- ☐ Place the body on the materials you will use for clothing.
- ☐ Trace around the shape to make clothing.

6. Mount the figure and add details.

- ☐ Glue the figure on construction paper.
- ☐ Glue the clothing onto the figure.
- ☐ Add details such as hair, feet, hands, facial features, jewelry, or a hat.

Assessment: Directions are followed for making a realistic character. The size is appropriate, clothing is appropriate for the time and people of the early Pacific Northwest Coast, and details are included. The character is carefully completed.



EXTENDED FAMILY WEB

Use the web below to show how your character is related to other members of your extended family. On the first line of each circle, write the family member's name. On the second line, write the relationship that person has to you, such as mother or uncle. On the third line, write the work that person does to help the family meet its basic needs. Draw additional circles if necessary.

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The diagram consists of a central circle with a thick black border, connected by thin lines to four surrounding circles. Each circle contains three horizontal lines for text entry.

Central Circle:

- My name _____
- Work I do to help my family _____

Top-Left Circle:

- Name _____
- Relationship _____
- Work family member does _____

Top-Right Circle:

- Name _____
- Relationship _____
- Work family member does _____

Bottom-Left Circle:

- Name _____
- Relationship _____
- Work family member does _____

Bottom-Right Circle:

- Name _____
- Relationship _____
- Work family member does _____

Assessment: Family relationships are identified and reflect the group's decisions about the family members. Appropriate work is identified based on family roles and the life of the early Northwest Coast people.



CHARACTER INTRODUCTIONS

Prepare an introduction for your character using the guidelines below. You are going to introduce your character as though you were that person. In your family group decide how you want to introduce yourselves. Use the following guidelines:

- Get into role. Remember you live a long time ago in a village in the Pacific Northwest.
- Underline important information in your character biography. Be sure to include your name, your position in the family, and any special skills you have.
- Decide what else you will tell about yourself.
- Keep your introduction short and to the point.

Practice your introduction in your family group. Give feedback to each group member. Explain your comments. Use the chart to record feedback you receive. Make improvements as necessary.

Introduction Skills	Met Expectations	Needs some work	Needs lots of work
I was in character.			
I included important information and interesting details.			
I included skills that help meet basic needs.			
I spoke clearly and confidently.			
I made eye contact with the audience.			



ACTIVE LISTENING GUIDE

Family Introductions

Use the web below to organize information about your family and the other families in your village. For each family introduced, write the name of the family's clan and the number of family members. Also write any special skills or roles in each family.

Family clan

Special skills or roles

Number of family members

Family clan

Special skills or roles

Number of family members

My family clan

Special skills or roles

Number of family members

Family clan

Special skills or roles

Number of family members

Family clan

Special skills or roles

Number of family members



COMMUNITY ROLE DESCRIPTIONS

You have discussed natural resources and basic needs and you have met the families in your village. Now you can think about what your character does to contribute to the community.

Your character's name: _____

What work do you contribute to the community? _____

How did you learn to do this work? _____

What natural resources do you use in your work? _____

What tools do you need for your work? _____

Now find two other people in the village with whom you might spend time. You might work together or you might share resources.

First character's name: _____

What work does this person do in the village? _____

Explain how you and this character depend on each other.

Second character's name: _____

What work does this person do in the village? _____

Explain how your character and this character depend on each other.

Assessment: Information is accurate based on the early Northwest Coast people. Tasks are authentic to the place and roles. Logical connections are made among community members reflecting interdependence.



PREWRITING: A REPORT

Daily Life in an Early Northwest Coast Village

A report is a type of writing that relates important information about a topic. The information in a report should be accurate and organized in a logical order. The report should include interesting details and vivid descriptions. A report includes an inviting introduction and a satisfying conclusion.

As your character, you will write about a day in the life of your village. First you need to organize your ideas.

1. Make a list of activities your character would do from the time he or she wakes up until bedtime. Be sure to include the jobs your character does in the village.

2. Circle three activities on your list that are most interesting. Write one activity at the top of each column. Under each activity write some interesting details. For example, what tools would you use in this activity? What natural resources would you need? Who might help you with the task? Where would you do it?

Activity:

Activity:

Activity:

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>



PREWRITING: A REPORT (CONT.)

3. Think about how to make your report interesting. Use words that will vividly describe the people and activities in the village.

What do you see when you look around the village?

Picture in your mind what the day is like. Describe the weather and the mood in the village.

Describe any special events or activities that are going on.

4. Write a draft of your daily life report on a separate sheet of paper.
5. Edit and revise your draft. Use the "Self-Assessment" on the following page to decide how to edit and revise your draft.
6. Write your final copy on Portfolio page 16.

Assessment: The prewriting describes shared tasks. It includes accurate jobs and tools, recognizes interdependence logical to the job roles, and incorporates personal characteristics in descriptions of relationships.



SELF-ASSESSMENT

A Report on Daily Life

Use the rubric below to evaluate your report. The first column describes expectations for the assignment.

Rate yourself by putting a number in the second column.

1 = missed the mark; needs lots of work

2 = on target; met the basic requirements of the assignment

3 = outstanding work; went beyond expectations

In the last column explain why you assigned that number for that criterion.

Ideas and Content

Criteria for assessment	Rating	Explanation for rating
The content is accurate and related directly to your character's role in the village.		
The description of daily life is focused and includes relevant details.		
Descriptions are included about tools, resources, environment, and work.		
Relationships among people are clearly described including how people depend on each other.		
The writing is insightful. The reader can picture daily life because of the vivid descriptions.		

Organization

Criteria for assessment	Rating	Explanation for rating
The introduction is inviting and a satisfying conclusion is provided.		
The sequence is logical and effective.		

DATE _____

WRITING: A REPORT

Daily Life in a Northwest Coast Village

Write the final draft of your daily life report.

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Assessment: The report is accurate. It includes information about tools, resources, environment, and work. It discusses how people depend on each other. It has a logical sequence, an inviting introduction and a satisfying conclusion.



CREATING NORTHWEST COAST ART

Work with your family group to plan your art objects. Use the space below to help you plan and organize your ideas.

1. Decide on art objects your family will create.

2. What animal is important to your family?

3. Look at Content Card 6 and other resources to get ideas.

4. Plan your art object.

- Circle the colors below that you will use.

black

red

blue-green

blue

yellow

white

- How will you use the traditional shapes? Sketch your art object below using these shapes. Remember to make your design symmetrical.



"S"



ovoid



"U"



Split "U"



PRIMARY SOURCE: A MAKAH TRADITIONAL STORY

Why the Crow Says “Caw-Caw”

by Helen Peterson, Makah

Mother Crow and her babies were very hungry. Mother Crow said, “I will take my basket and go to the beach and look for something to eat.”

She put her basket on her back and went to the beach. As she walked along she sang, “I am looking for a seal to feed my babies.” She saw a bullhead (*worthless fish*). She kicked it and said, “I don’t want you.”

After a long search she found and caught a seal. She put it into the basket on her back and started home, singing loudly, “I caught a seal, I caught a seal, I caught a seal.”

On the way home she met a raven (*Cluk-shewed*).

“Cousin,” said the raven (*in old legends the crow and the raven are related*), “You are singing a beautiful song, but your basket is about to fall off your back. Let me help you straighten it.”

The raven pretended to straighten her basket, but instead he took out the seal and put in a big rock.

The Mother Crow (*Chaw-caw-do-oo*) thanked him and went on home thinking what a charming cousin she had. When she got home and emptied the basket onto a platter, the rock broke the platter into many little pieces and all her babies began to cry.

“Don’t cry. The old raven has my seal. I should have been wary of his flattery. Go to the raven and tell him you are hungry. He will give you something to eat.”

The baby crows went to the raven’s house. He was steaming the seal in a rock pit. It smelled very good. They said, “Mother Crow said you would give us something to eat.”

The raven said, “Of course, dear cousins, but first we will have a party. I will teach you a new dance. Take these long poles and hold them toward the sky. Watch the top of them while you dance around the fire. Be sure to keep your eyes on the tiptop of the pole.”

They danced and danced until they were so tired they could no longer hold up the poles. Surely the seal was cooked by now. They stopped dancing and looked around. The raven was gone. They looked into the rock pit. There was nothing left but bones.

They started home to tell their mother. They wanted to sing like she always did. They wanted to sing, “The seal is all gone and we didn’t get any,” but they were so hungry and tired they could only cry, “Caw-caw-caw.”

Mother Crow had to teach them to talk all over again. Even today, unless a crow is taught to say words, he can only cry, “Caw-caw-caw.”

“Why the Crow Says ‘Caw-Caw’” by Helen Peterson, *Makah: The History and Culture of the Indians of Washington State—A Curriculum Guide*, edited by Dr. Leighanne Harris and Dr. Willard E. Bill, 1974.



PRIMARY SOURCE READING GUIDE

Why the Crow Says “Caw-Caw”

The story “Why the Crow Says ‘Caw-Caw’” is a primary source. It was written by Helen Peterson, a Native American Indian of the Makah tribe. Historians can use this story to learn about the culture and beliefs of early Northwest Coast people.

Effective readers first think about the author’s purpose for writing and then about what they already know about the topic. Then they often read and reread to make sure they understand the text. Read this traditional story at least two times. Read it aloud to a partner at least one time. Look for the most important ideas. Then use the questions below to help you better understand the story.

1. Who are the characters in this story?

2. Readers often form their own opinions about the characters in a traditional story. Think about your opinion of Raven. Then use your own words to describe Raven.

3. Underline the words or phrases that helped you decide what you think about Raven.

4. What does this story explain about crows?

5. What lessons can people learn from this story?



PRIMARY SOURCE: A KWAKIUTL TRADITIONAL STORY

Story of the Kwakiutl Thunderbird Totem Pole

Long ago the Kwakiutl people did not know how to build longhouses or make tools to fish and hunt. Thunderbird, the giant bird who makes thunder, looked down on the people and decided to help them.

Thunderbird took the shape of a man and built a strong longhouse near where the people lived. He decorated the longhouse with beautiful designs. He made hunting and fishing tools, wove cedar bark baskets and mats, and boiled eulachon (*eels*) to make fish oil. Then he caught a grizzly bear to keep watch over his house.

One day, some people drifted by in a canoe. When they saw the house, they were amazed. Thunderbird invited the people in, showed them his belongings, and fed them the best food they had ever eaten. After the meal, Thunderbird told the people to go and make their own longhouses, tools, and baskets. But as the people left, they stole Thunderbird's belongings. When Thunderbird tried to explain the laws of private property, they wouldn't listen and took him as a prisoner.

As they paddled away in their canoe, a great thunderstorm came. In panic, the people threw Thunderbird's belongings overboard. Then someone noticed that when the thunder flashed, Thunderbird's eyes lit up. The people realized that the man was Thunderbird, and they promised to follow his teachings if he would spare their lives.

The storm suddenly stopped, and Thunderbird forgave the people. Afterwards, Thunderbird decided to stay and marry the daughter of a chief, becoming the ancestor of all the Kwakiutl people of the Thunderbird clan.



PRIMARY SOURCE READING GUIDE

Story of the Kwakiutl Thunderbird Totem Pole

The story of the Kwakiutl Thunderbird Totem Pole is a primary source. Historians can use this story to learn about the culture and beliefs of early Northwest Coast people.

Effective readers first think about the author's purpose for writing and then about what they already know about the topic. Then they often read and reread to make sure they understand the text. Read this traditional story at least two times. Read it aloud to a partner at least one time. Look for the most important ideas. Then use the questions below to help you better understand the story.

1. Who are the characters in this story?

2. What does the story explain about the Kwakiutl people?

3. What lessons about community life might you learn from this story?

4. How is this story like the story "Why the Crow Says 'Caw-Caw'"?

5. How is it different?



WRITING: SHORT STORY

Episode event: _____

Write a short story about what has happened in your village. As you write your story, remember to:

- Focus on the event that you have decided is important.
- Provide accurate information about the event.
- Make sure it is a logical sequence of what happened.
- Include a lead sentence that pulls the reader into the story.
- Use words that create vivid pictures and interesting details about the event.

Story Title:



Episode event: _____

- Focus on the event that you have decided is important.
- Provide accurate information about the event.
- Make sure it is a logical sequence of what happened.
- Include a lead sentence that pulls the reader into the story.
- Use words that create vivid pictures and interesting details about the event.

Story Title:

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WRITING: SHORT STORY

Episode event: _____

Write a short story about what has happened in your village. As you write your story, remember to:

- Focus on the event that you have decided is important.
- Provide accurate information about the event.
- Make sure it is a logical sequence of what happened.
- Include a lead sentence that pulls the reader into the story.
- Use words that create vivid pictures and interesting details about the event.

Story Title: _____



WRITING: A RESPONSE

First Salmon Ceremony

Early Northwest Coast people believed that the animals they hunted were really animal spirits that let themselves be caught to help people. An animal's spirit went to live in a special house after it was killed. Prayers were said before and after each hunt. If the spirits became angry, it was feared that they would not return as animals, and people would go hungry. The most important of these prayers was the First Salmon Ceremony. After the first salmon of the fishing season was caught, it was carefully cooked during a special ceremony. Each person in the village ate a small piece of it. Then its bones were returned to the water. People thought that if the bones of a salmon were not put back in the water, its spirit would become angry and salmon might never swim up the river again.

Reflect on your learning.

In character, describe what happened at your First Salmon Ceremony. Explain why this ceremony is an important tradition in your village. Also, explain how the ceremony is related to the events in your village from the last two episodes.

Assessment: The response describes events from the ceremony, explains why this ceremony is an important tradition, and explains why the ceremony is important in the context of the Storypath.



WORD BANK

Keep track of the words you learn or words that interest you. Words in your word bank may come from class discussion, research, or any other source during the unit.

The Northwest Coast Environment

Look at the Northwest Coast environment that you have created and make a word bank. In the first column, write things that you see in the environment (nouns). In the second column, write words that describe those things (adjectives). Make your descriptive words as vivid as possible.

Things in the environment (nouns)	Describing words (adjectives)

Other Nouns and Adjectives

Nouns	Adjectives

Other Words

Assessment: The word bank includes nouns that relate to the setting and vivid and appropriate adjectives.

GLOSSARY

cedar *noun* an evergreen tree with soft, fragrant wood; early Northwest Coast people used cedar bark to make clothing, baskets, and other items

chief *noun* the leader of an early Northwest community; the chief ruled by persuading his people

clan *noun* a group of people who believe they have a common ancestor; Northwest clans are often associated with animal spirits

clan crest *noun* the images on totem poles and other items that represent a particular clan

commoner *noun* a low-ranked person in early Northwest Coast society

extended family *noun* a family grouping that consists of many near relatives—such as grandparents, uncles, aunts, and cousins—living in one household

First Salmon Ceremony *noun* a ceremony early Northwest Coast people used to mark the start of each salmon fishing season

longhouse *noun* a long building with one room; early Northwest Coast people lived in longhouses during the winter months

rank *noun* a social position in a society; in early Northwest Coast society, the village chief was the highest-ranking person

reservation *noun* an area of land set aside for Indian people to live on; in Canada, these areas are called reserves

salmon *noun* a fish that spends most of its life in the ocean before swimming up rivers and streams to lay eggs; salmon was the most important part of the early Northwest Coast diet

salmonberry *noun* a sweet juicy berry that grows near rivers and streams on the Northwest Coast

shaman *noun* in early Northwest Coast society, an expert on curing sick people using animal spirits

symmetrical *adjective* able to be split in two similar halves by one dividing line; early Northwest Coast art was often symmetrical

totem pole *noun* a wooden pole carved and painted with clan crest designs

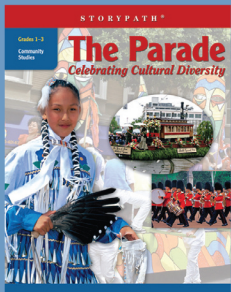
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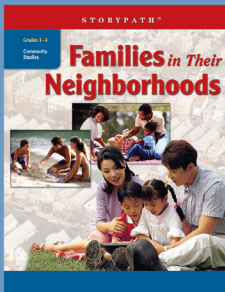
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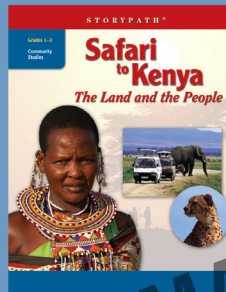
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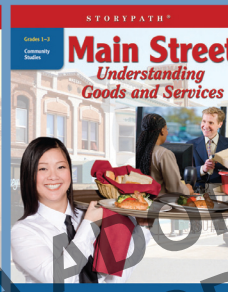
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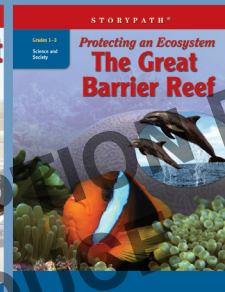
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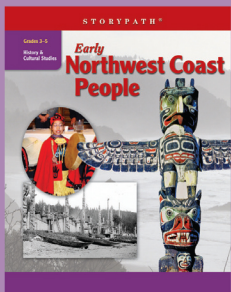


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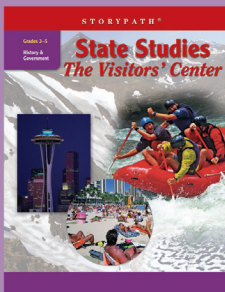


The First Thanksgiving:
The Wampanoags
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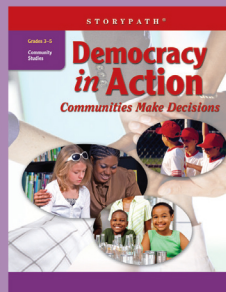
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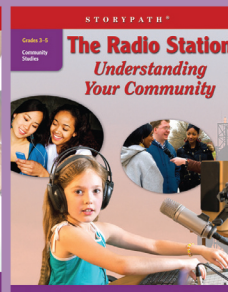
Early Northwest Coast People
STP540



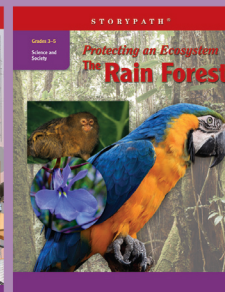
State Studies:
The Visitors' Center
STP550



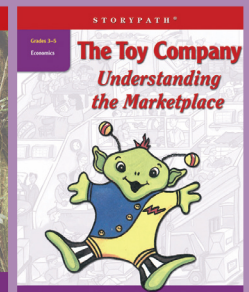
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