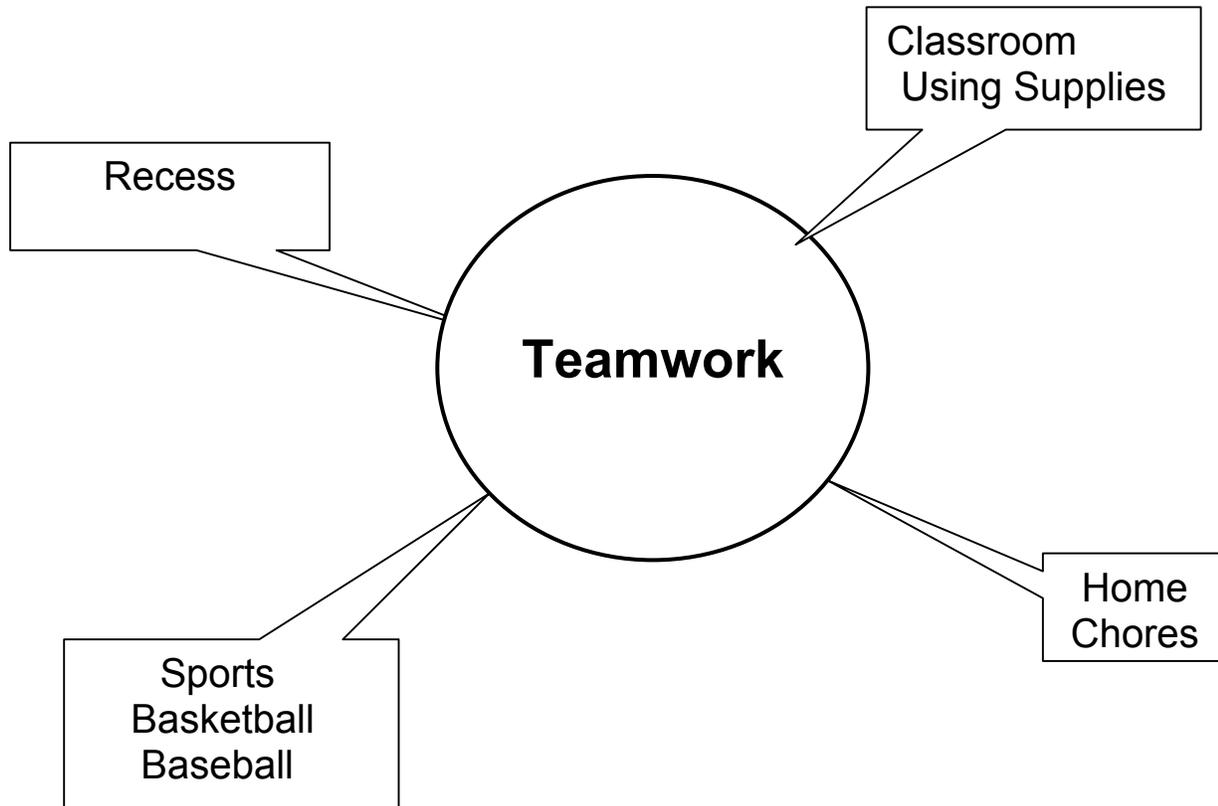


Concept/Topic: Canoe		Week 3
Essential Question: 2	How is teamwork an important part of team building and maneuvering a canoe?	
Guiding Questions: D, E	Why is teamwork essential to maneuvering a canoe? How is canoe teamwork similar to other teamwork?	
Social Studies Learning Outcomes:	Students will associate other teamwork experiences to help them understand canoe teamwork.	
Literacy Development Learning Outcomes:	Students will: <ul style="list-style-type: none"> • build vocabulary • write a poem • develop an effective interview 	Reading Skills: guided reading research generate questions based on reading
EALR(s):	Reading: 1.1, 1.5, 2.2, 3.2, 3.4	Writing: 1.1, 1.2, 1.3, 2.2, 2.3
	Communication: 1.1, 1.2, 3.1, 3.2, 3.3	Social Studies:
Vocabulary/ Language Development (words, phrases):	bail, between, chanting, cooperation, dip, goals, groups, lift, paddle, patience, portage, pull, ready, regalia, rhythm, souls, teamwork, time.	
Resources:	<ul style="list-style-type: none"> • Various teamwork pictures. • Shovel-nose canoe as described in <i>Canoes</i> by Zalmi Zahir • Video: <i>Hank Gobin Interview</i> –Tulalip Tribes. • Video: <i>Paddle to Seattle</i>. • <i>Tulalip Tribes: From Our Ancestors</i> –Hank Gobin (see C3.6). 	
Suggested Books:	<ul style="list-style-type: none"> • <i>Canoes</i> –Zalmi Zahir. • <i>Coast Salish Canoes and Canoes and Paddles</i> –Leslie Lincoln. • <i>Traditions and Change and the NW Coast</i> –Ruth Kirk. • <i>Canoe, Canoe! What Can You Do?</i> –Jerome Jainga. • <i>In Our Canoe</i> –Jerome Jainga. • <i>Look What I Found</i> –Jerome Jainga. • <i>Shovel-nose Canoe</i> –Maria Parker Pascua. 	
Culminating Activity:	(or Extension Activity): Have students act as team members to “put in “ the paper cut-out canoe they made last week. Display the canoes in room or hallway.	

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle				
<ul style="list-style-type: none"> Post the Word of the week, "Teamwork" Revisit last week's chart and activities. Discuss teamwork experience in school, sports, home, etc. Web the word. (See C3.3.) 	<ul style="list-style-type: none"> Ask, "What does it take to be a good team member?" List qualities discussed on Language Experience Chart. 	<ul style="list-style-type: none"> Do "Ready/Lift" activity (see C3.4). Invite a local coach as a guest. Direct their talk by showing the Venn diagram, "How is a canoe team like a sports team? (see C3.5). 	<ul style="list-style-type: none"> Do "Ready/Go" activity (see C3.4). Discuss the verbs learned this week: dip, pull, paddle, bail, etc. Ask, "Why is teamwork important in these activities?" Refer back to Tuesday's Language Experience Chart. 	<ul style="list-style-type: none"> Invite in a canoe team or member, or view <i>Hank Gobin Interview</i>. Have students prepare and ask questions for guests. Have guests discuss your vocabulary words. Have students write a class canoe song.
Shared Reading				
<ul style="list-style-type: none"> Go over all vocabulary, noting all "p" words: patience, pull, etc. Read <i>In Our Canoe</i>. Ask students to define the words team canoe members must know. 	<ul style="list-style-type: none"> Read <i>Shovel-nose Canoe</i> and have students listen for places where you must work as a team. Pair teams for the following group work activity. 	<ul style="list-style-type: none"> Read <i>Tulalip Tribes: From Our Ancestors</i>. Have students get own tribe's code of conduct, if possible, and read. Watch sections on teamwork in the <i>Hank Gobin Interview</i>. 	<ul style="list-style-type: none"> View the video <i>Paddle to Seattle</i>. Ask, "Did you see examples of teamwork? Was anyone pulling?...showing respect?" 	<ul style="list-style-type: none"> Write an acrostic poem using the word "teamwork," <p>T-trusting E-energized A- M- W- O- R- K-</p> <p>(use student language & ideas)</p>
Individual, Paired, or Small Group Work				
<ul style="list-style-type: none"> Have students act out action vocabulary words. Put words in alphabetical order. Use <i>Look What I Found</i> for guided/shared/paired reading. 	<ul style="list-style-type: none"> Do buddy reading <i>In Our Canoe</i>; individual, paired, etc. With their partners, have students prepare oral Reader's Theater presentations. 	<ul style="list-style-type: none"> As a whole group, prepare a Venn diagram to compare a school team to a canoe team; tell what is alike/different. Display and discuss. Address good manners/etiquette for canoe behavior. 	<ul style="list-style-type: none"> Read <i>Canoe, Canoe! What Can You Do?</i> Using vocabulary words, expand on story; e.g.: "We can bail, we can pull..." etc. Have students work in pairs. Do a re-write using <i>Canoe, Canoe!</i> Refer to word wall. 	<ul style="list-style-type: none"> Send a copy of acrostic poem home with students and as a gift to canoe team guests. Have students write "thank-you" notes to guests, telling one thing that they learned.
Teacher Instruction				
<ul style="list-style-type: none"> Draw attention to verbs this week. Could make a "verb wall." Make large team-work letters or poster. Post canoe pictures of teamwork. Invite high school or junior high coach as guest speaker. Invite canoe team/member in for Friday. Secure own tribe's canoe code of conduct. 	<ul style="list-style-type: none"> Add all "P" words to word wall. Make copies of a large group Venn diagram as well as smaller ones for individuals or pairs. 	<ul style="list-style-type: none"> Have students interview their parents for homework. Tell them to ask, "When in your life was being a team player important?" 	<ul style="list-style-type: none"> For homework, have students bring a question for Friday's guest. Find a tape recorder for canoe team song on Friday. 	<ul style="list-style-type: none"> Record canoe song sung by canoe team.

WEBBING

Clarify the meanings of words with students. Students should define the word as they know it, as it applies to them. When taking student dictation use student language. In this case the discussion centers around the word *teamwork*.



Teamwork**A. Ready-Lift!**

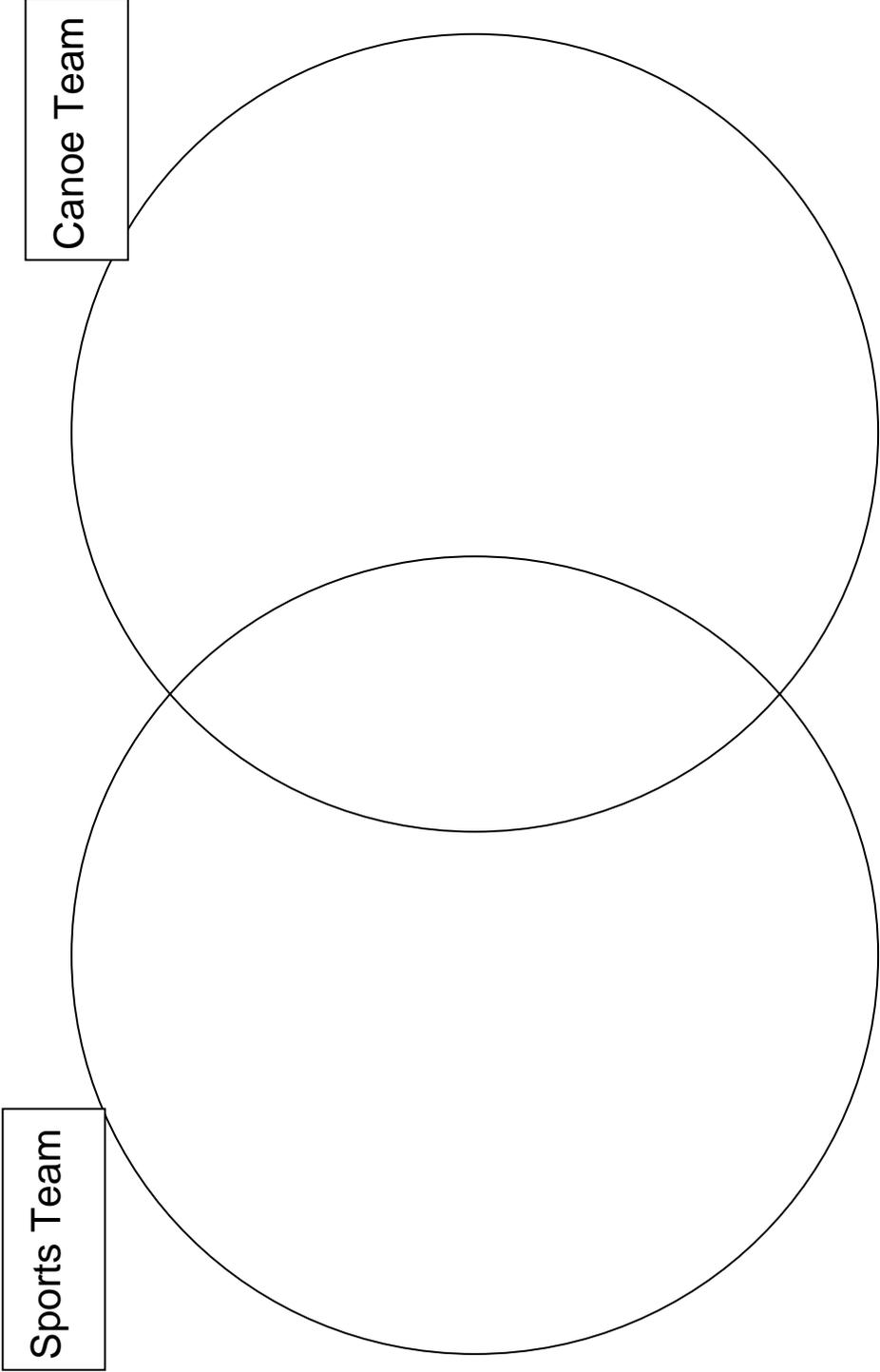
1. Class gathers around the container (laundry basket or plastic box)
2. Teacher instructs several students to find the heaviest books or objects to put into the container.
3. Teacher asks for a student volunteer to lift the basket one-handed to see how difficult it is to lift.
4. Teacher selects a short student and a tall student to take one side of the container, lifting it up and carrying it a designated distance.
5. Teacher chooses another set of students (4) and tells the students they will lift and carry the container from one place to another. They will lift when the teacher says "Ready-LIFT!"
6. Teacher continues involving different groups of students until all have participated. This will help students with sequential order if the teacher instructs the group to carry the container from point A to point B and perhaps C.

B. Ready-GO!

1. Divide students into two lines
2. Give the two line leaders a rubber recess ball.
3. Tell or demonstrate that students must pass the ball over and under style (over the head-student in the back takes the ball, passes it between his/slash legs `under' and the student behind takes it and so on.) The ball must be passed all the way back to the line end, then passes forward to the line leader.
4. Students begin the drill when the teacher says "READY-GO!." Teacher times the students.
5. After completion, briefly talk about technique and practice. For example, practice in penmanship, letter /sound recognition, riding a bike, etc.
6. Have the students pass the ball again to see if they can beat their original time.

*Once you learn to do something,
you can continue to improve your skill with practice.*

How is a Canoe Team Like a Sports Team?



The Tulalip Tribes

From Our Ancestors



1998 Canoe Rules and Etiquette

*Courtesy of Hank Gobin
Cultural Resource Manager
The Tulalip Tribe*

Words From Our Relatives, Our Ancestors

We are si?ab to our old people. Si?ab means wealth. Not wealth in terms of material wealth. Their concept of wealth includes good family teachings, skal ali tut (spirit) and being able to maintain good relations with people. It also meant a behavior that was modest, slow speech and speaking slow to anger, reluctant to take offense, and consideration of the feelings and opinions of others. If you were like this, you could be wealthy. People who could not get along with others had no chances of achieving wealth.

Now days, the meaning of si?ab is being misused. It is being used as an equivalent to “sir”. Si?ab is someone who embodies traditional manners and values. The real definition would sum up all that was most honored and valued in human character by our old people.

As we travel, let us try to represent our tribe and the spirit of our ancestors in a good way.

Let us respect the long houses of the people at every village we visit. Some villages have very strict rules of conduct for all people that go into their long houses, their homes. They do not allow children and young people to fool around, talking and horseplaying, and going in and out during their ceremonies. Let us honor and respect the homes we are visiting.

Canoe Standards

These teachings were first given by the late Tom Heidlebaugh and Phil Red Eagle. 1996 words given to them by the old people on the Puget Sound. These standards are given to the canoe paddlers to instill a sense of history and commitment.

1. No alcohol or other drugs are used while on the journey.
2. Don't allow anger on the canoe. If you are angry, go for a swim and let the water wash your anger away. The salt water is powerful. When you are on the canoe, you need to have a clear mind and be in prayer in your own way.
3. Don't incite, bate or instigate problems and confrontations between the Tulalip crew members and other participants.
4. Don't start any personal relationships. Save that for after the journey is over.
5. Listen and follow the directions given by your skipper and elders.
The Tulalip line-up:
 1. Kwi tlum kadim/Hank Gobin
 2. Ce um ton/Inez Bill

Code of Conduct

No alcohol or other drugs to be used while on the journey.

Act honorable amongst our canoe, crew and among others involved in the canoe journey by:

- Working out anger by yourself. Learn how to let it go and **not** take your anger out on other members. Learn how to talk out problems. ***Take a few deep breaths, go for a walk, come back and discuss your concerns in a positive manner, bringing along ideas on how to help solve the problem.*** Passing on, or fueling gossip will only hurt people and add to the problem. Learn to defuse gossip and refuse to listen.
- Do not start personal relationships on the journey. Save that for after the journey is over.
- Listen and follow the directions given by your skipper and elders.
- Be a team member! If you know that something has to be done, pitch in and help without having to be asked.

Bow/stroke

The bow people's paddle is a bit longer than the rest of the paddlers. The bow people need to set a slow and steady pace. Concentrate on your strokes. They need to be kept longer. This allows the whole crew to work to have long strokes. When you dig in, lean forward more and double the length of your stroke. Be aware that the whole crew is trying to keep your pace.

The bow people will work with the skipper. They will be the second pair of eyes for the skipper, helping with the direction they are going and helping to keep a steady and safe course. They will also help turn the canoe.

Canoe Pullers

- Always wear your lifejacket.
- Follow directions given by your skipper. Learn to pass on information to the skipper. The skipper will have final say in making decisions.
- Help protect and take care of our canoe, by not allowing it to be hit on the sides. When tying along the side of the dock, safety boats, or other canoes, use buoys to protect the canoe, not letting anything bang against it.
- Protect your paddle; do not bang it along the side of the canoe. It wears down the paddle and the canoe.
- Protect the bottom of the canoe when getting ready to move it up and down the beach.
- Know who is pulling around you, who is in front of you, who is behind you and along the side. If the canoe goes over, you will have to rely on

the buddy system to make sure everyone is all right. Someone could bump their heads or cramp up and need help if the canoe capsizes.

- Keep both hands on your paddle. If you need to do anything that will keep you from pulling, put your paddle inside the canoe. You are not pulling your weight when pulling the canoe with one hand. Pullers, when not pulling, are ground crew members, i.e., drivers, cooks, and helpers during camp set-up and take down.

