

Concept/Topic: Canoe		Week 6	
Essential Question: 1	Why is it important to perpetuate traditions?		
Guiding Questions: H	How can a student participate in his/her family tribal tradition?		
Social Studies Learning Outcomes:	Students will understand how historical conditions shape ideas and how ideas change over time.		
Literacy Development Learning Outcomes:	Students will: <ul style="list-style-type: none"> review previous teaching/learning points through, guided, shared and independent reading learn about descriptive words 	Reading Skills: retell story orally reading collected stories from home reading a map	
EALR(s):	Reading: 1.1, 1.2		Writing: 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 3.5
	Communication: 2.3, 2.4, 3.1	Social Studies: 2.1	Other:
Vocabulary/ Language Development (words, phrases):	baton, bottom, bow, burning, centerline, chiseling, dedication, dowels, laminate, launching, mast, paint, painter, patch, sail, solar eclipse, steam, tail, thickness, thinness, top, tradition. This vocabulary is a review of traditional canoe building.		
Resources:	<ul style="list-style-type: none"> Video: <i>Paddle to Seattle</i>. Video: <i>Hank Gobin Interview</i>—Tulalip Tribes. <i>Makah Days</i> photographs by Ralph Pulsifer. Photographs from Skokomish Tribe. 		
Suggested Books:	<ul style="list-style-type: none"> <i>How Big Will My Canoe Be?</i> by Nan McNutt & <i>The Building of a Canoe</i> by Tulalip Tribes. <i>Message of the Cedar Tree</i>—Chenoa Egawa. <i>The Great Canoes: Reviving a Northwest Coast Tradition</i>—David Neel. <i>Two Paths: Emmett Oliver’s Resolution in Indian Education</i>—Ben Smith p 231-250. <i>Building of a Canoe</i>—Tulalip Tribes. 		
Culminating Activity:	Share student’s work during a cultural exchange (see C6.3).		

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle				
<ul style="list-style-type: none"> • Invite elder(s) to share local tribal traditions, emphasizing oral traditions. This information could be linked to tribal calendar, e.g., local yearly event. 	<ul style="list-style-type: none"> • Tell students each tribe and family has traditions. We keep it alive by learning and celebrating. Have students bring in traditions to share from home: stories, books, canoe tools, photos, baskets, blankets, etc. 	<ul style="list-style-type: none"> • Continue classroom cultural sharing. • Discussion: “Change.” “How has history changed our ideas from our elders about the land, resources, etc. If our elders returned, how would they feel?” 	<ul style="list-style-type: none"> • Watch video - <i>Paddle To Seattle</i>, or continue classroom sharing if time is needed. 	<ul style="list-style-type: none"> • Invite family and community members for <u>cultural exchange</u> (open house): Music Food Walk-about
Shared Reading				
<ul style="list-style-type: none"> • Put photos in order in chalk tray or on wall. Have children orally create a class story using pictures. • Stress the importance of sequence. • Perhaps publish story. 	<ul style="list-style-type: none"> • Begin to plan “cultural exchange” (see C6.3). • Begin work during class time. This will take 2 days preparation. 	<ul style="list-style-type: none"> • Read <i>The Elders are Watching</i>. 	<ul style="list-style-type: none"> • Tell students, “We’ve read about Quileutes and Tulalips—why do you think it’s important for young people to keep traditions alive?” 	<ul style="list-style-type: none"> • Display all work and support activities from this unit. • Have students stand beside display to answer questions and share story. • Have student add labels and or attach writing samples to display parts. • Students should choose a favorite story or book to read to a visitor.
Individual, Paired, or Small Group Work				
<ul style="list-style-type: none"> • Have students write to elder(s), tell them one thing that you will do to keep our tribal traditions alive. • See HG9.2 for another idea for “Our Elders Say”. Replace “Our Elders” with specific tribal members. Record their wisdom. 	<ul style="list-style-type: none"> • Have students help prepare room and finalize other plans for Friday. • Ask, “Why did you choose this particular traditional item to bring, and why is it so important to you and your family?” • Have space available for “Walk-About.” Leave time for children to edit and copy reasoning behind traditional choice. • Take dictation from kindergartners or have parent write it. • Encourage parents to write any stories or background. • Have children write invitations to families for cultural exchange. Invite cooks, janitors, secretaries, principal, etc. • Have older students write story and/or explanation of item they are sharing. 	<ul style="list-style-type: none"> • Have students address this topic by illustrating, writing, or labeling: “How can I help to keep this tradition of canoeing alive?” <p>Ideas:</p> <ul style="list-style-type: none"> • cook for teams • help set up camp • fell a tree • carve or help carve • learn a blessing • learn songs • learn drumming • writing • photographing • draw canoes • study about canoe history 		
Teacher Instruction				
<ul style="list-style-type: none"> • Have students interview parent and ask, “What is the one tribal tradition that you hope I will continue?” • Integrate <u>all</u> books used in this unit into classroom collections to be used during guided, shared, and independent reading. 	<ul style="list-style-type: none"> • Use resources provided. • Enrich classroom with artifacts or pictures of tribes represented in classroom. • Ask for parents and community members about canoe expertise. 	<ul style="list-style-type: none"> • Create class canoe song. Enlist music teacher’s assistance. • Listen to Tulalip Video interview with Hank Gobin. 		

Culminating Activity: Cultural Exchange

As a culminating activity for the canoe unit, the students will have an opportunity to share the books they have read and created with their community. The many science related activities, visits from cultural leaders and their learning projects will be on display for classroom visitors during this exhibition. Besides sharing their new knowledge about canoe traditions and the steps to follow when creating a canoe, the students will also have an opportunity to share a cultural item from home.

Send a letter home explaining what the cultural exhibition will be celebrating, giving dates and times. The students can collaborate on the text and create their own invitations later on in the week for their families.

Each student will bring an item from home to show and tell. The item can be owned by a family member, borrowed from a friend, or checked out from a library or school collection. *Students should write a short description of what they have chosen to share. This should be typed or copied and displayed with the item. The students should tell where they found the object and why it is meaningful to them.*

Some ideas for items students might bring into class to share.

- Baskets, basket making materials, samples of traditional clothing made of natural fibers.
- Jam or jelly made from berries, recipes for food made from berries.
- Photos of canoe building and canoe events.
- Tapes of special songs or stories.
- A book the student loves about some cultural event, person or item.
- Examples of beading or dance regalia students might wish to share (provide a locked display area to insure safety of these items)
- Native prints or art work and drawings.

All of these ideas could be displayed in a "Walk About" exhibition. The students display what they have brought and written about: They stand next to their display and as families and friends walk by the children have an opportunity to read and share their display. Then, the families and friends could assemble in one area of the classroom for a time to share stories, read some of the books the students have created, and watch short video clips of visitors and canoe carvers to the classroom and other events included in this unit.

The cultural exhibition could end with a Food Fair. Each family could bring in a favorite traditional food that represents their family or tribe. These dishes could be set out potluck style with a name card by each dish explaining it's family origin. Then celebrate learning and share the bounty in a cultural feast! Ask each family to submit their recipe on a small card and then publish a recipe book of classroom favorites!.