

PRIMARY ELEMENTARY – PATHWAY 3

Grades K-3 Lesson 3: “Seya’s Song”

Instructional Support Materials

- [One of My Favorite Traditions Worksheet](#) (See Lesson 1)
 - **Seya’s Song**, Hirschi, Ron; Sasquatch Books, 1992 - An online version of Seya’s Song was contributed to the International Children’s Library (made available with permission from the copyright holder): http://childrenslibrary.org/library/books/h/hirseya_00640002/index.html
 - **The People of Cascadia: Pacific Northwest Native American History** (Bohan, Heidi; 2009)—Will need to purchase
 - *Harvesting Foods*, pp.38-43
 - *Fishing*, p. 49
 - *Hunting*, p. 54-59
 - *First Foods Ceremony and Feasts*, pp. 64-65
 - *The Seasonal Rounds*, pp. 36-37; p. 127 Lower Columbia; p. 155 Makah
 - [Salish Bounty: Traditional Native Foods of Puget Sound \(Burke Museum\)](#)
 - [Plants and Traditional Coast Salish Diet \(Burke Museum\)](#)
 - [Traditional Coast Salish Foods](#)
 - [Pacific Northwest Seasonal Rounds Calendar \(The People of Cascadia; Bohan, Heidi; 2009\)](#)
 - [Seasonal Rounds of the Coast Salish People of the Salish Sea \(The People of Cascadia; Bohan, Heidi; 2009\)](#)
 - [Seasonal Rounds of the Wakashan People of the West Coast \(The People of Cascadia; Bohan, Heidi; 2009\)](#)
 - [Seasonal Rounds of the Sahaptin People of the Plateau \(The People of Cascadia; Bohan, Heidi, 2009\)](#)
 - [Western Red Cedar – Tree of Life \(The People of Cascadia; Bohan, Heidi; 2009\)](#)
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Time: Approximately 30-40 minutes

Teacher Preparation/Materials:

- 1) Use “[Background Knowledge/Pre-reading for Educators](#)”, “[Essential Connections Between Food and Culture Essay](#)” by Shana Brown, and “[Supplemental Resources](#)” to build background knowledge needed to feel confident in teaching content.
- 2) If you are inviting special guests, plan ahead!
- 3) Pre-read [Seya’s Song](#), see Glossary and Afterword
- 4) Pre-read the following pages in *The People of Cascadia* for background knowledge and reference.

- a. *Harvesting Foods*, pp.38-43
 - b. *Fishing*, p. 49
 - c. *Hunting*, p. 54-59
 - d. *First Foods Ceremony and Feasts*, pp. 64-65
 - e. *The Seasonal Rounds*, pp. 36-37; p. 127 Lower Columbia; p. 155 Makah
- 5) Make copies from *The People of Cascadia, Seasonal Rounds Calendars* – Pacific NW and specific to your region (see above) for use as poster or make copies for students to color.
- 6) **Extended Learning:** Gather photographs of plants and animals and other materials native to your region during the fall season for an art project on foods.
 Burke Museum: Traditional Coast Salish Foods
<https://www.burkemuseum.org/news/reviving-traditional-coast-salish-food-knowledge> .
 Contrast and compare the mural and art projects of Lesson 2 and Lesson 3. What are students noticing?

Lesson Procedures:

Vocabulary:

- **Native people, first people, indigenous, tribe** (as used in reference to peoples/tribes): the first humans in a particular place.
- **Tribe:** a group of people with common ancestry, in this context, first people of a place. (These terms can be used somewhat interchangeably but it is always preferable to use the names of specific tribes when possible, or regional descriptors – (i.e. Columbia River/Plateau, Puget Sound, Pacific Coast tribes when referring to tribes in Washington.)
- **Seasonal Round:** Cycle/calendar of gathering and harvesting regional foods practicing cultural traditions.
- **Ancestor:** A relative who lived before you. Grandparents, and the relatives before them.
- **Descendant:** coming from one's ancestors. You are a descendent of your ancestors.
- **Thanksgiving:** (in North America) an annual national holiday marked by religious observances and a traditional meal including turkey. The holiday is supposed to commemorate a harvest festival celebrated by the Pilgrims in 1621 and is held in the US on the fourth Thursday in November.
- **Harvest:** The gathering of crops.
- **Gather:** Collect or reap (as in gathering in the harvest).
- **Tradition:** The passing down of elements of a culture from generation to generation especially by oral communication.

What do you remember from what we have been learning about how people got their food?

What foods do you imagine might have been here since the beginning of time?

Explain to students that *Seya's Song* is about a S'Klallam girl and her grandmother near the home of the S'Klallam people on the northern end of the Olympic Peninsula (share map with elders), near the ocean. Ask students to listen for the names of plants and animals, including shellfish, that

they hear in the story. Explain that the book names plants and animals in English and using the S'Klallam language.

Read *Seya's Song*. As you read, stop occasionally to ask students to raise hands or give you a thumbs up when they hear names of plants and animals they know about, have eaten, hunted or gathered.

At the end of the story ask:

What Seya and her grandmother were doing in the story?

*What plants and animals did they see (cedar, salmon, whale, cockles, eagle) and what did they **gather** (grasses), or **harvest** (salmonberries, soapberries, mussels, clams, crabs) for eating? What did Seya's father **hunt**? (elk)*

List plants and animals as students respond, on poster paper or provide poster with photos/pictures. Explain that all of these are foods native to this region, that there was used to be so much food in this region that people could hunt/gather/harvest as much as they needed to last through winter. They knew how to store food so that it would last without refrigeration.

Project image or enlarged poster of PNW and regional Seasonal Rounds graphics from Heidi Bohan's *People of Cascadia* (links included). Explain graphic and identify plants and animals from *Seya's Song*. Distribute copies of Seasonal Rounds to students to color and take home.

If you are teaching in a non-coastal region:

Which of these plants or animals can you identify in your regional Seasonal Round? What foods that you did not see in the book are foods that you or someone you know have hunted or gathered?

Extended Learning: Gather photographs of plants and animals and other materials native to your region during the fall season for an art project on foods.

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Contrast and compare the mural and art projects of Lesson 2 and Lesson 3. What are students noticing?

NOTES:

