

## Concept/Topic: Canoe

**Week 5**

<b>Essential Question: 1</b>	Why is it important to perpetuate traditions?		
<b>Guiding Question: A, G</b>	What are some of the important traditions surrounding the canoe? What might be the effects of losing canoe traditions?		
<b>Social Studies Learning Outcomes:</b>	Students will be able to understand and explain the importance of caring for tradition.		
<b>Literacy Development Learning Outcomes:</b>	Students will: <ul style="list-style-type: none"> <li>• build vocabulary through reading</li> <li>• link text to text</li> <li>• link text to self</li> <li>• write letters</li> </ul>	<b>Reading Skills:</b> making a text to text connection making a text to self connection reading maps	
<b>EALR(s):</b>	<b>Reading:</b> 1.1, 1.2, 2.2	<b>Writing:</b> 2.1, 2.3	
	<b>Communication:</b>	<b>Social Studies:</b>	<b>Other:</b>
<b>Vocabulary/ Language Development (words, phrases):</b>	beach, blue heron, canoe, cedar, classroom, darted, eagle, embarrass, Milky Way, peninsula, riptide, seagull, skittered, slim, spirit.		
<b>Resources:</b>	"Our Elders Say"—Sally Brownfield.		
<b>Suggested Books:</b>	<i>Message of the Cedar Tree</i> –Chenoa Egawa. <i>Herbie and Slim Nellie’s First Journey</i> –Keith Egawa. <i>Happy Day</i> —Linda Skinner.		
<b>Culminating Activity:</b>			

Monday	Tuesday	Wednesday	Thursday	Friday				
<b>Morning Circle</b>								
<ul style="list-style-type: none"> <li>• Post map of Washington. Point out Sklallam Bay.</li> <li>• Say, "Imagine a place far from the city."</li> <li>• List describing words for the city and far away from the city.</li> <li>• Read "Our Elders Say."</li> </ul>	<ul style="list-style-type: none"> <li>• Say, "We learn from other people and places."</li> <li>• Ask, "Who have you learned from?"</li> <li>• Parents, teachers, just like Emma.</li> <li>• Ask, "Were you nervous when you started school?"</li> </ul>	<ul style="list-style-type: none"> <li>• Say, "We have learned about two different kinds of learning, traditions and our families, school and our teachers. Grandma thought both were important. Do you? Why?"</li> </ul>	<ul style="list-style-type: none"> <li>• Display map. Find Lummi tribe.</li> <li>• Ask, "What animals do you think will be in the story?"</li> <li>• Read title of story and ask, "What is the setting?"</li> </ul>	<ul style="list-style-type: none"> <li>• Share work from Thursday and display.</li> <li>• Read <i>Herbie and Slim Nellie</i> again.</li> <li>• Have students pick out canoe traditions that the elders taught.</li> <li>• Ask, "How have the children changed?"</li> </ul>				
<b>Shared Reading</b>								
<ul style="list-style-type: none"> <li>• Read <i>The Message of the Cedar Tree</i> through the top of p. 3.</li> <li>• Chart out story.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Message</i> p. 3 and 4 (to * * *).</li> <li>• Ask, "How are people different? Why are they treated badly?"</li> </ul>	<ul style="list-style-type: none"> <li>• Finish reading <i>Message</i>.</li> <li>• Make a text to text connection between <i>Message</i> and <i>Happy Day</i> (Grandma &amp; child).</li> </ul>	<ul style="list-style-type: none"> <li>• Say, "Listen for all that the cedar canoe can do for Herbie and Nellie."</li> <li>• Read <i>Herbie and Slim Nellie</i>.</li> <li>• Stress learning traditions from elders, as in <i>Happy Day</i> (see C5.3) and <i>Message</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Reread <i>Herbie</i>.</li> <li>• Have students compare: Herbie used to be _____, but now he is _____. Nellie used to _____, but now, _____.</li> </ul>				
<table border="1"> <thead> <tr> <th>Places</th> <th>Lessons learned</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Places	Lessons learned						
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<b>Individual, Paired, or Small Group Work</b>								
<ul style="list-style-type: none"> <li>• Have students draw and/or write to complete the chart in pairs.</li> <li>• Share charts at table and display.</li> <li>• In pairs, read "Our Elders Say."</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write a letter to Emma, inviting her to your classroom. Explain how your class is different than the class in the story.</li> <li>• What does Emma teach about traditions?</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a picture of the canoe Emma saw on p. 5 &amp; 6.</li> <li>• List with students all the canoe traditions from the story.</li> <li>• Put on sentence strips or illustrate.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write and illustrate something they learned from an elder.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write individual pages for a classmade book using frame.</li> <li>• Illustrate.</li> <li>• Read "Our Elders Say" and do rewrite.</li> </ul>				
<b>Teacher Instruction</b>								
<ul style="list-style-type: none"> <li>• Title the display board: "We don't just learn at school" or "We learn from nature."</li> <li>• Make multiple copies of "Our Elders Say."</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a map of the story, including the bay, peninsula, berry picking, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Find picture of coastal Salish canoe.</li> </ul>		<ul style="list-style-type: none"> <li>• Prepare frame sentence: I used to be _____, but now I'm _____.</li> <li>• Begin the book with the quote from p. 3, "Do you see how far you have come...?"</li> </ul>				

## A Happy Day Retold by Linda Skinner

(This is a true story, which was given to me many years ago by a wonderful old storyteller in Albuquerque, New Mexico. Dr. Leroy Condie became a life-long friend to my family and me. He told this story using a pictograph to share a special time in the childhood of his friend, Ada. She was Shoshone and Ute. The gestures and verbal clues are included here, to enhance understanding for children.)

Introduction to story:

Boys and girls, this is an Indian story. It is written in “picture writing”, called a pictograph. You might not think you can read it, but you can . . . after I show you how. First I’ll tell you how it came to be:

A long time ago, a white fur trader came to the Shoshone country of Wyoming and there he fell in love with an Indian girl and married her. I don’t know what her Indian name was, but he called her Margaret. Margaret soon learned many of the ways of her white neighbors. All her children and grandchildren say she was a wonderful housekeeper and mother and grandmother. But there was something especially wonderful about her. She never forgot her Indian ways. She remembered the Indian medicines, the things to make people well. And all the Indian women and all the white women liked for Grandma Maggie to be there when their children were born. So Grandma Maggie brought many Indian children and many white children into the world.

But Grandma Maggie never forgot her Indian ways. She valued them. In the spring and summer and fall she would saddle up a horse, and invite one of her little grandchildren to go with her on a trip to the mountains. The story we are going to “read” was told to my friend, Dr. Condie, by one of those little grandchildren – a granddaughter named Ada. She was remembering back to the time when she was a little girl and it was her turn to go with her grandma to the mountains.

Now, let’s look at the story . . .

1. This is the date. You know how we put dates at the top of the letters we write? Well, this is the date. This is the month this story happened. The moon means “month”. What month is it, boys and girls? Yes, it was the hunting month. It was in the hunting moon.
2. This is Grandmother. I think she’s going to say something . . .
3. What’s Grandmother saying? Yes, she’s saying, “Come here, Ada. Come with me. You can go to the mountains with me.”
4. So what do they do? Yes, Grandmother rode in the saddle; Ada rode behind the saddle and the little tracks here tell us something. What do they tell us? Yes, they began the journey! (Pat hands on knees to resemble horse trotting sounds)
5. Boys and girls, you probably don’t know what this symbol means. It means, “It was a beautiful day”. Can you see the arch in the sky up there? Under the dome of the sky, it was a beautiful day!
6. You can read this one. Up in the sky, the \_\_\_\_\_ yes, the sun was shining!

7. And as Grandma and Ada rode along, (Hold fingers in front of eyes, pointing out, and wiggle fingers back and forth) they \_\_\_\_\_, Yes! They looked all around.
8. They saw a \_\_\_\_ deer!
9. They saw a \_\_\_\_ bird! Really, they saw more than one bird. Count them: 1, 2, 3, 4, 5, 6, 7, 8, 9!
10. And they saw a \_\_\_\_\_ porcupine, yes . . .
11. And they saw a \_\_\_\_\_ beaver . . . in his pond.
12. And as they rode along, (Make “talk” motions with fingers) they \_\_\_\_\_ talked together.
13. Soon they came to a place where there were \_\_\_\_\_ (Make motions of picking berries, rubbing tummy, going “Yum-yum”) berries!
14. And what did they do, boys and girls? \_\_\_\_\_ Yes, they picked a whole basketful!
15. Oh, they were so happy! They were having such a good time that they \_\_\_\_\_ sang little songs as they rode along.
16. But before they knew it, it was \_\_\_\_\_ (Bring both arms overhead overlapped in umbrella fashion), it was night. Yes, it was night. Can you see the darkness hanging down?
17. And so they went to a nearby mountain to a place where they \_\_\_\_\_ made camp. (Tell children this is the symbol of crossed sticks for a campfire that means “making camp”).
18. They \_\_\_\_\_ (Gesture motions of eating). Yes, they ate their suppers. You can see their suppers inside of them.
19. And now, Ada was so pleased because Grandmother \_\_\_\_\_, yes, Grandmother let her sleep with her, under the same warm blanket.
20. And Ada couldn't go to sleep for a while, so she looked up into the \_\_\_\_\_ sky where the \_\_\_\_\_ stars were shining.
21. Before she knew it, it was \_\_\_\_\_ morning. (Cup thumb and forefinger in an O shape and push it toward the eastern horizon and make the “sun” rise) The sun was up.
22. Grandma Maggie said something. She said, I need some \_\_\_\_\_ plants for my Indian medicine.
23. So Ada \_\_\_\_\_, yes, she helped her grandmother gather plants for Indian medicine.
24. By that time, they were near another \_\_\_\_\_ high mountain.
25. And all of a sudden, Ada \_\_\_\_\_ (Bring your fingers in, in short, jerking motions by ears to suggest hearing something). Yes, Ada heard something!
26. And then Ada \_\_\_\_\_ saw something!

27. It was a \_\_\_\_\_ bear!
28. Ada \_\_\_\_\_ (Rare back, look horrified, and do a silent scream!) Yes, Ada screamed!
29. Boys and girls, I don't know if you can read this one (Put hands out in front of you, fingers hooked, and jerk it back towards you). It's an old Indian sign meaning "afraid" or "retreat." Yes, Ada was afraid.
30. What did Grandmother do? \_\_\_\_\_ Yes, she went to her saddle, got her 30-30, and shot the bear.
31. This symbol shows she shot the bear. When the Indians drew, and wanted to show that they had killed an animal, they didn't draw the animal. They drew its track and put a hole in it to show they had shot that kind of animal.
32. But now, the bear was sad. Can you see his hearts hanging down? (Hold your hands in front of you with fingers hanging down).
33. Then Grandmother went to her saddle and got her tobacco pouch. She took a little bit of Indian tobacco and put it on Little Bear's tongue. And she said to him, "Little Brother, we are sorry to take your life, but we need your robe and we need your meat. Thank you Little Brother, for giving us your robe and your meat."
34. And now, Little Bear felt all right about things. He was happy again. Can you see that his hearts are right side up? (Move hands from down to up).
35. So now, what did they do? (Make a lifting motion). Yes, they lifted Little Bear up onto the packsaddle and they began their journey home.
36. They reached home almost at \_\_\_\_\_ (Reverse hand motion of sunrise before, to indicate sunset) sundown.

And had they had a happy time? Yes, they had. Look at their hearts. Their hearts are right side up.

This piece of writing, *Message of the Cedar Tree*, is rich with descriptive language. It could be used as a great anchor lesson on adjectives. Use the piece to illustrate the trait of Word Choice (from the Six Trait Writing Model, NWRL) and many whole-group charts and activities could be launched to focus the class' attention to the author's craft.

Adjective are words that give information about nouns and tell...  
**what kind of...**

**The blue car. (What kind of car?) A blue one.**

**The long, thin canoe. (What kind of canoe?) A long thin one.**

**Emma picked sweet, juicy Gravenstein apples. (What kind of apples?) Sweet, juicy Gravenstein apples.**

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As you reread the text, fill in a chart similar to the one below. This could be kept hanging near the oral reading area. Each time the teacher reads a text, the children could add more nouns and adjectives to their collection.

<b>Title of Book</b>	<b>Noun (Person, Place, or Thing)</b>	<b>Description (Adjective)</b>
<b><i>Message of the Cedar Tree</i></b>	<b>strawberries, huckleberries</b>	<b>miniature, wild, dark, blue</b>