

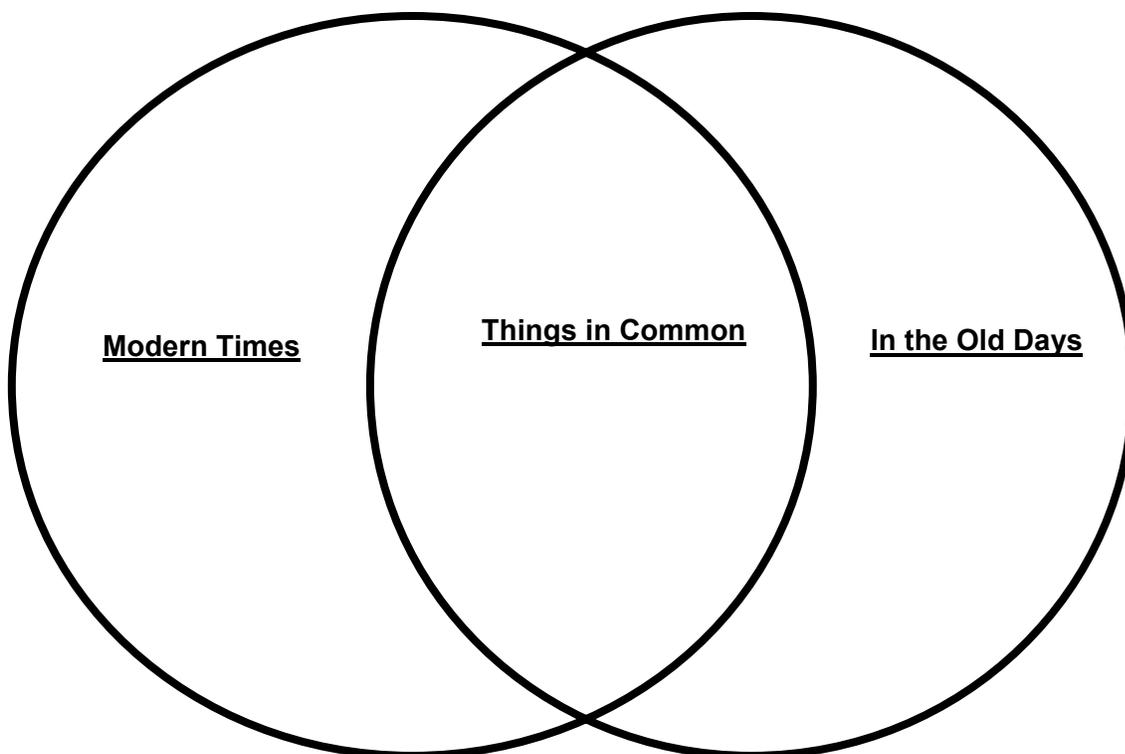
Concept/Topic: Hunting and Gathering		Week 6
Essential Question: 2	How are hunting and gathering traditions carried out and preserved?	
Guiding Question: D	Why is it important to preserve the traditions of hunting and gathering?	
Guiding Question: E	What responsibilities will hunting and gathering teach children?	
Social Studies Learning Outcomes:	Students will become familiar with tribal traditions, family relationships and a variety of jobs, the importance of cooperation and sharing.	
Literacy Development Learning Outcomes:	Students will learn about: <ul style="list-style-type: none"> • nouns and verbs • story structure • building vocabulary through reading • interviewing skills 	Reading Skills: Genre Retelling Story pattern
EALR(s):	Reading: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.3	Writing: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3
	Communication:	Social Studies: Other:
Suggested Books:	<ul style="list-style-type: none"> • <i>Haboo</i> : Native American Stories from Puget Sound–Vi Hilbert. • <i>Happy Day</i> –Linda Skinner. • <i>Nessa’s Fish</i> –Nancy Luenn. • <i>Come to Our Salmon Feast</i>—Martha Ferguson. • <i>People of Salmon and Cedar</i> —Ron Hirschi. • <i>Swimmer</i> –Shelly Gill (pictographs). • <i>Picture Writing</i> –Indian Reading Service level II, book 6. • <i>Blackfoot Children and Elders Talk Together</i> –Barrie Kavasch. 	
Vocabulary/ Language Development (words, phrases):	Family (family member names), pictograph, tradition.	
Resources:	Use <i>People of Salmon and Cedar</i> when defining tradition.	

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle				
<ul style="list-style-type: none"> • Say, "What is a tradition? Our story today has a tradition." • Use the Then & Now chart to recall traditions from other stories. 	<ul style="list-style-type: none"> • Retell <i>Happy Day</i> using overhead pictograph story. • Use #4, HG 6.3 to create and complete Venn diagram on large piece of paper. 	<ul style="list-style-type: none"> • "Do you know what an interview is? Have you ever seen someone ask questions of another person? If you could have Grandma Maggie here, what questions would you ask about her traditions?" 	<ul style="list-style-type: none"> • Share Wed. homework on traditions and stories they heard at home. • Discuss and decide what the classroom will look and sound like when elders visit for sharing traditions. 	<ul style="list-style-type: none"> • Do a group language experience activity to create a thank you card to the elders.
Shared Reading				
<ul style="list-style-type: none"> • Follow lesson plan on HG 6.3. Read and discuss together <i>Happy Day</i> #1, 2 and 3. • Emphasize story structure. • As a group, fill in Then & Now chart: Places, Tools, People who come along, What is gathered? 	<ul style="list-style-type: none"> • Discuss <i>Happy Day</i> and create a wall chart of possible foods, experiences and scenery in their lives. Follow HG 6.4 #7 and 8. This is a student guide for writing. 	<ul style="list-style-type: none"> • p. 7 of <i>Blackfoot Children and Elders Talk Together</i>. • Say, "What other questions could we ask to get even more information?" • Say, "Let's listen to an elder speak on p. 13 and think of other questions we want to ask to know more." 	<ul style="list-style-type: none"> • Generate questions for visiting elders. • Practice our interview techniques. 	<ul style="list-style-type: none"> • Have students sit in a circle and share the traditions from their interview. • Lead children to make connections between Then & Now. • Why is this important? Let's help to preserve our traditions.
Individual, Paired, or Small Group Work				
<ul style="list-style-type: none"> • In small groups, use # 5 on HG 6.3-4. • Homework: students take home 8 ½ X 11 example of <i>Happy Day</i> for home reading. 	<ul style="list-style-type: none"> • Move to HG 6.4 # 9, 10, 11 to complete activity. 	<ul style="list-style-type: none"> • Individually have students draw, label or write about whom they want to interview and what they will ask to learn more about our tribal traditions. 	<ul style="list-style-type: none"> • Place one visitor at each group where students ask questions from the group generated interview list. 	<ul style="list-style-type: none"> • Have students work individually to write, color, illustrate and share the story from their interview.
Teacher Instruction				
<ul style="list-style-type: none"> • Copy HG 6.5 for student homework. • Assemble examples of pictograph books, eg. <i>Pictograph Writing</i>. • Teacher instruction for Tues. are on HG 6.4, #6. Parent or student help. • Collect items on HG 6.4 #9 for Tues. • Secure digital camera. 	<ul style="list-style-type: none"> • Preview HG 6.9 for interview. • Contact cook, janitor, secretary or elder for interviewing on Thursday. 	<ul style="list-style-type: none"> • Using the student's questions and the format from HG 6.9, create a simple interview form focusing on traditions. • Send home interview question for home/school connection. 	<ul style="list-style-type: none"> • Take pictures to be included in thank-yous, used in class book, and pasted in class or entrance to school. 	<ul style="list-style-type: none"> • Send out individual thank-yous. • Could send pictures and card to newspaper.

A Happy Day

Lesson Outline

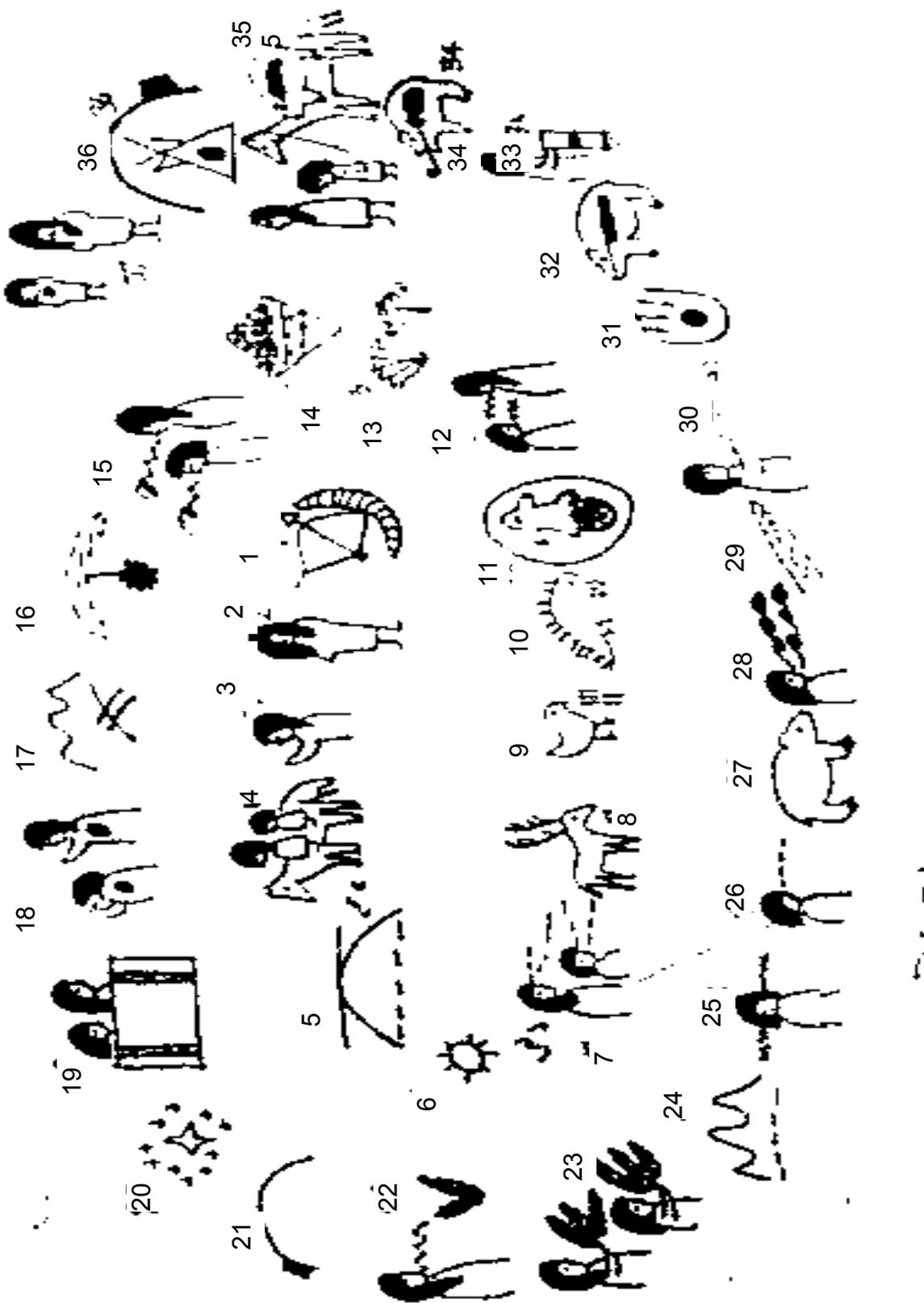
1. Make an audio-visual transparency of this pictograph story to project on the wall. See attached.
2. Darken the room and tell the story, with children seated close to you. Encourage them to decipher the pictograph.
3. Discuss the story together. Talk about feelings and how the perspectives differ. What are the emotions in the story? Do the children identify with characters or setting? How is life today different than in the time of this story?
4. Create a Venn Diagram together using modern day vs. Four or Five generations ago when this story took place. What things are the same or similar? What things are different?



5. Let children trace two large pictographs on chart paper or brown wrapping paper. Children could work in small groups, each taking specific parts or numbers to divide task equally. Encourage ideas for sharing and cooperation of entire class to complete these large examples. Cut one story up, omitting the numerals. Put all the pieces of the story in a large paper sack. Shake it up. Use them as a sequencing game with a partner. Students retell out loud as they place pieces in correct order. After practicing retelling the story, let

students take home an 8 ½ x 11 example of “A Happy Day” for home reading. Students may wish to watercolor their papers to resemble “hide.”

6. While working on large class pictograph, let each student prepare a “skin” or “hide” pictograph for his/her own story. You will need a large grocery bag for each student. Cut down one side, then cut the bottom rectangle completely out. Show students how to wad and crumple sack into a ball. Then let them dip their ball of paper in a sink or bucket of water until saturated. Squeeze the water out. Smooth out and hang or spread to dry. Depending on age of child, some may wish to tear bits of paper off to resemble the shape of an actual animal hide.
7. While the “hides” are drying, students brainstorm events and create a wall chart of possible foods, experiences, scenery, etc. in their lives, or an event in the classroom, or even a favorite book, to depict in pictograph form. Insist that a “rough draft” pictograph be done on paper first to clarify ideas. Then help students elaborate and embellish. If desired, students may write story in words to go along with the pictograph.
8. Students then draw their story in picture symbols, using PENCIL, then checking in with editing partner or teacher before using marker or paints to finish pictograph. This would be a perfect opportunity to make your own paints using berries and other natural materials.
9. When all students have completed pictographs, dim the lights and have a sharing around the “campfire”. (Sit in a circle, with some flashlights in a coffee can full or crumpled red, yellow, orange, and a bit of blue tissue paper or cellophane).
10. Let children take these home to share with anyone and everyone. Ask for comments and signatures on the back. Encourage each family to create a pictograph to send back to class to share.
11. Celebrate by creating a class pictograph together!



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)

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Day 1

Shared Reading

A Happy Day

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.

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Day 1

Shared Reading

A Happy Day

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

Examples of Someone to Interview

An interview is one tool that can help students see links between school and home. Their relationships with their family and awareness of the tribal resources and experts that surround them every day will help students to feel more connected, appreciative and empowered by the collective talents and experiences of their community.

1. Find someone who has fished for salmon.
2. Find someone who has a recipe for frybread.
3. Find someone who has picked wild berries or collected plants of some kind.
4. Find someone who has lived in an Indian community outside of Washington.
5. Find someone who can play a musical instrument.
6. Find someone who has paddled some kind of boat or canoe.
7. Find someone who can bead, weave a basket, paint, or draw.
8. Find someone who has traveled to another Indian reservation for a ceremony.
9. Find someone in your family who owns a shawl or button blanket, ribbon shirt or other special pieces of clothing.
10. Find someone who knows a carver or who is learning to carve.
11. Find someone who has watched a canoe being carved.