

PRIMARY ELEMENTARY – PATHWAY 3

Grades K-3 Lesson 4: First Salmon Ceremony

(Note: A slightly different version of this lesson is in the Honoring Salmon-Pathway 2)

Instructional Support Materials

- [One of My Favorite Traditions Worksheet](#) (See Lesson 1)
 - *P'esk'a and the First Salmon Ceremony* by Scott Ritchie – Will need to purchase
 - *The People of Cascadia: Pacific Northwest Native American History* (Bohan, Heidi; 2009)—Will need to purchase
 - *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
 - Posters or space for listing:
 - [Tribes in Our Region](#)
 - Plants and Animals in Our Region
 - *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
 - [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)
 - [Salish Bounty: Traditional Native Foods of Puget Sound](#) (Burke Museum)
 - [Plants and Traditional Coast Salish Diet](#) (Burke Museum)
 - [Traditional Coast Salish Foods](#)
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- Document camera or overhead projector (optional*)

Time: Approximately 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 and preview comments at the end of *P’esk’a: More About the Sts’ailes People, Glossary, and Letter from Chief William Charlie of the Sts’ailes People*. Teachers may choose to integrate some of this information into the reading or share with students afterwards.

*NOTE: This book might best be shared with a document camera or overhead projector. The pictures are detailed and enlargement for student groups could be helpful.
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. Read through students’ *One of My Favorite Traditions* worksheet to inform your lesson plan.
6. Posters or space for listing:
 - Tribes in Our Region
 - Plants and Animals in Our Region
 - Seasonal Rounds graphics from *The People of Cascadia* by Heidi Bohan

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.

We have been learning about each other’s family food traditions. Yesterday we learned about the history of the national holiday we call Thanksgiving. Now we are going to learn about a tradition of the first people who live in this area where we also live. Today we will learn some information about how the people of our region (Washington State, once known as (regional name,city), home to the (name regional) tribes, and one of their traditions of giving thanks.

Have you ever been to a First Salmon Ceremony?

If so, allow students to share.

This story comes from the Sts’ailes Tribe, which is located right across the border in Canada. It tells a story of a tradition that has been practiced in a similar way by Native people all over the state and in other parts of the Pacific Northwest. This story takes place a long time ago, but the tradition is still practiced by many Native tribes today. As you listen to the story, think about how the ways in which the First Salmon Ceremony is similar to or different from popular “Thanksgiving” traditions.

Read: P’esk’a and the First Salmon Ceremony

How is the First Salmon Ceremony similar to and different from your Thanksgiving celebrations?

Because salmon are so important to the Native peoples of this region, they celebrate and express their thanks for the return of the salmon. The salmon have returned; their life cycle is continuing. Tribal members celebrate this event by having a big feast. The First Salmon Ceremony is still celebrated annually by Native tribes all over.

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