

**Concept/Topic: Canoe**

**Week 4**

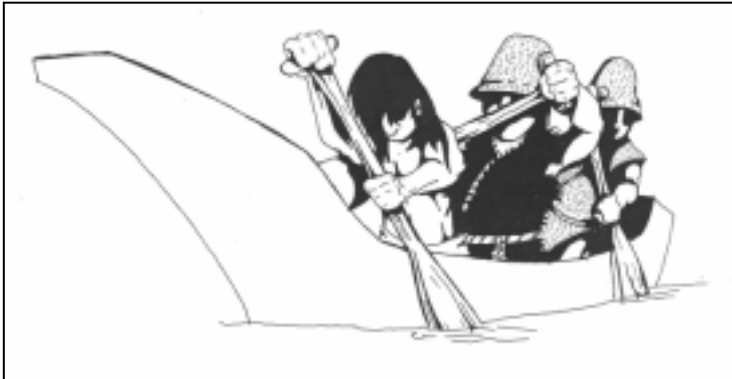
<b>Essential Question: 1</b>	Why is it important to perpetuate traditions?		
<b>Guiding Questions: F, G</b>	What are some of the traditions surrounding the canoe? What might be the effects of losing canoe traditions?		
<b>Social Studies Learning Outcomes:</b>	Students will be able to: <ul style="list-style-type: none"> <li>• understand how ideas and technological development influence people, resources, and culture</li> <li>• explain why it is important to “take care” of traditions.</li> </ul>		
<b>Literacy Development Learning Outcomes:</b>	Students will learn to: <ul style="list-style-type: none"> <li>• write procedural text</li> <li>• develop language experience</li> <li>• cooperate</li> <li>• identify story elements</li> </ul>	<b>Reading Skills:</b>	verbs sequence procedure questioning the text—active reading (think aloud)
<b>EALR(s):</b>	<b>Reading:</b> 1.1, 1.5, 2.2, 3.2, 3.4		<b>Writing:</b> 2.2, 2.3
	<b>Communication:</b> 1.1, 1.2, 1.3	<b>Social Studies:</b> 2.1, 2.3	
<b>Vocabulary/ Language Development (words, phrases):</b>	ancestors, bow, canoe carver, canoe maker, challenge, coast, coastal, crew, etiquette, journey, paddler, relative, respect, rules, skipper, stroke, tradition, tribal, vessel.		
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Video: <i>Hank Gobin Interview</i> –Tulalip Tribes.</li> <li>• Video: <i>Paddle to Seattle</i>—Tulalip Tribes.</li> <li>• Video: <i>Waterborne: Gift of the Indian Canoe</i>—The Suquamish Tribe.</li> <li>• <i>Tulalip Tribes: From Our Ancestors</i> –Hank Gobin.</li> </ul>		
<b>Suggested Books:</b>	<ul style="list-style-type: none"> <li>• <i>The Challenge of The Paddle to Seattle</i> –Patrick Finley Bragg Marich and Lynn Bragg.</li> </ul>		
<b>Culminating Activity:</b>	<ul style="list-style-type: none"> <li>• Friday’s culminating activity, a play about tribal traditions, could be shared with another class.</li> </ul>		

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Circle</b>				
<ul style="list-style-type: none"> <li>• Create chart of your tribal traditions and etiquette.</li> <li>• Talk about canoe traditions.</li> <li>• Refer to map of Washington State; label where you live and put in other tribes (see C4.8).</li> </ul>	<ul style="list-style-type: none"> <li>• Review what tradition means to you.</li> <li>• Ask, “What do you remember about canoe traditions from other books, videos or speakers we’ve shared?”</li> </ul>	<ul style="list-style-type: none"> <li>• Watch <i>Waterborne: The Gift of the Indian Canoe</i>.</li> <li>• Watch the Hank Gobin video.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite elder or canoe team member to discuss traditions and questions from the readings. Make a list—someone gives the blessing, someone gives a gift, etc.</li> <li>• Call on your tribal experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Divide the students into 2 groups—canoe travelers and greeters.</li> <li>• Have students practice their roles.</li> </ul>
<b>Shared Reading</b>				
<ul style="list-style-type: none"> <li>• Discuss background knowledge of <i>The Challenge of the Paddle to Seattle</i>.</li> <li>• Record questions students hope text will answer.</li> <li>• Read <i>Paddle</i>, p. 1-4 (see C4.3-5).</li> <li>• Discuss why we do not often use canoes now; e.g., logging—different modes of transportation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>The Challenge of the Paddle to Seattle</i>, p. 5-7.</li> <li>• Have students look for connections between texts and also to their own life.</li> <li>• Revisit student generated questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Finish <i>The Challenge of the Paddle to Seattle</i>.</li> <li>• Have students refer to traditions chart and write about their own traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Do a Venn diagram differing Quileute and your tribal traditions (see C4.7).</li> <li>• Tell students “Tomorrow we will act out a journey and meeting between our tribe and the Quileute tribe.”</li> </ul>	<ul style="list-style-type: none"> <li>• Enact the visiting of one tribe to another as when the Quileutes visited the Duwamish in the book.</li> <li>• Discuss how to make visitors feel comfortable.</li> <li>• Sing songs and enact canoe traditions and feast with families.</li> </ul>
<b>Individual, Paired, or Small Group Work</b>				
<ul style="list-style-type: none"> <li>• Using overheads and “think aloud” strategies, have students reread with you while discussing the story.</li> <li>• Refer back to questions. Were they answered/are there more?</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a picture of traditions and teamwork taken from the story.</li> <li>• Have students write a paragraph, sentence, labels or record student-dictated story.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write sentences or a short story about Quileute traditions.</li> <li>• Students should illustrate their own story.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask, “What must we do to get ready?” Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage family and guest participation.</li> <li>• Videotape event in order to sequence events later.</li> </ul>
<b>Teacher Instruction</b>				
<ul style="list-style-type: none"> <li>• Make overheads of <i>The Challenge of the Paddle to Seattle</i> so that children can read along with you.</li> <li>• Tell children about plans for Friday’s play.</li> <li>• Plan for room preparations and send notes making parents aware.</li> <li>• Review KWL strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Send home letter for parents to bring traditional foods for Friday’s reenactment.</li> <li>• Invite families and tribal council for Friday’s celebration.</li> <li>• Parent help needed for Thursday, assisting students in team planning.</li> </ul>		<ul style="list-style-type: none"> <li>• Review planning sheet outline. (See C4.6.)</li> </ul>	

## The Challenge of the Paddle to Seattle

### Think Aloud:

It is important for teachers to model think-aloud strategies for children during oral reading/shared reading time. Good readers connect familiar stories with new text, as well as finding links between their own lives and the story.



The people of the Quileute Tribe had a dream. That dream was to revive the tribe's ancient art of carving and paddling canoes.

For thousands of years, the Quileutes and their neighboring coastal tribes had paddled canoes up and down Washington's coastline. The canoes took people places and helped them find food such as salmon and whale meat.

Sometimes war canoes took the people to fight their enemies. More often canoes brought communities together to sing, dance and share stories.

### Teacher Script

I wonder where the Quileute tribe lives? (Refer to a map)

We read another book about canoes and traveling. The name was

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(Link text to text)

I remember when the canoe teams (in person or in the video) went places in their canoe. (Link to their life)

The word COAST is used twice in this sentence. I wonder where the coast of Washington is? (Refer to the map, link to life)

## The Challenge of the Paddle to Seattle



The canoe was regarded as a sacred vessel, a gift from above. In those days, every family had at least one canoe, carved and painted with that family's crests. A family's canoes were both works of art and symbols of wealth and power. The ocean was the people's life source. Life surrounding the canoe was rich with culture and tradition.

### Teacher Script

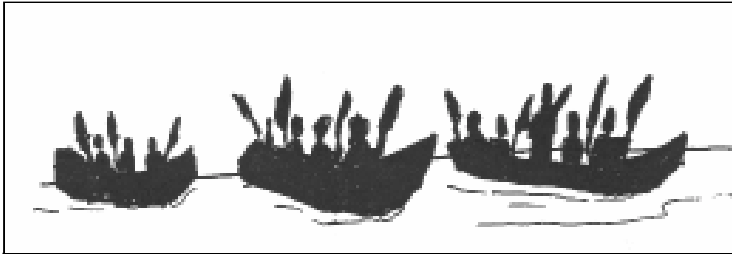
I have seen pictures of old canoes painted and decorated.

I remember in the book

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I learned about canoe traditions.

“Think Aloud”: Is anyone making other connections to canoe stories or canoes in their own life?



Early European explorers told of being greeted by hundreds of canoes when they arrived in Northwest ports. The tribes used canoes to trade with the settlers. Canoes piled high with furs were paddled to trading posts to barter for goods.

The first missionaries among the Northwest tribes discouraged the use of traditional tribal ways. Before long, the people became less dependent on the sea for food and trade. Whale hunting and salmon fishing were no longer needed for the tribes to survive. Fewer people learned how to hunt and fish. Though they had once been great canoe-going sea hunters, tribal fishermen began to use boats with motors.

**Teacher Script**

I wonder what it was like to be in a canoe paddling; out to greet the explorers"

I wonder what the word barter means" (Explain and link to trading post on page 4)

My family (does or does not) depend on fishing to survive. (Link to your life)

We own a boat with a motor. (Link to your life)

**CLASSROOM CANOE TRIP****Planning Sheet for Culminating Activity**

Divide the classroom into two teams, a visiting group and a group to welcome or receive the canoe travelers. Much discussion and planning should go into this travel time. It should be equally exciting and interesting to be on either team.

Please add to the following planning lists.

**TRAVELING CANOE TEAM**

- Who will give the blessing?
- Who will be the captain?
- Who are the members of the canoe team?
- What will you put in your canoe?
- Who is the bailer?
- Who will bring the gift?
- Who is the steersman?
- Who are the oarsmen?
- What is our song?

**WELCOMING TEAM**

- Who will say, "You can come ashore?"
- Who are the drummers?
- What food will we have for the feast?
- How will we arrange our greeting place?
- What gifts will we give?
- What song will we sing?
- Will we have other festivities?
- Will we dance?
- Who is our leader?
- What will our leader say to our visitors?

Venn Diagram-Tribal Traditions

