

Concept/Topic: Hunting and Gathering**Week 10**

Essential Question: 4	What natural resources are used by Native Americans in contemporary times?		
Guiding Question: K	How do you and your family make use of the natural resources of the region?		
Social Studies Learning Outcomes:	Students will recognize the importance of community knowledge, such as identification and usage of plants, reeds, bark and trees.		
Literacy Development Learning Outcomes:	Students will learn to: <ul style="list-style-type: none"> synthesize prior knowledge with new information 	Reading Skills: Vocabulary Poem	
EALR(s):	Reading: 1.1, 1.2	Writing: 1.1, 1.2	
	Communication:	Social Studies:	Other:
Suggested Books:	<ul style="list-style-type: none"> <i>The Last American Rainforest</i> --Shelley Gill. "Prayer for Gathering Cedar Roots" in <i>The Circle of Thanks</i> – Joseph Bruchac. 		
Vocabulary/ Language Development (words, phrases):	bear grass, blue camas, bulb, cattail, cedar bough, cherry bark, digging stick, gather, natural plant, seeds, stinging nettle, sweetgrass.		
Resources:	<ul style="list-style-type: none"> <i>Respecting the Knowledge in Ethnobotany of Western Washington</i> –Angel Lombardi. <i>Ethnobotany of Western Washington: The Knowledge and Use of Indigenous Plants by Native Americans</i> – University of Washington Press. Gathering of Indigenous Visual Artists, The Evergreen State College 2001 (video). <i>Traditional Materials for Skokomish Baskets</i>—Northwest Native American Basketweavers Association (video). <i>Usual and Accustomed Places</i>—Upstream Productions (video). 		

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle				
<ul style="list-style-type: none"> • Display samples of basketry materials: cattail, cedar bough, beargrass, stinging nettle. • Create a KWL chart on baskets. 	<ul style="list-style-type: none"> • Invite elder (tribal expert) to talk about one of the materials and demonstrate how it is used in basketry. • Or, watch <i>Traditional Materials</i> video. 	<ul style="list-style-type: none"> • Have students bring pictures of their family (neighbors, friends, community members) involved with gathering basketry materials or other natural resources being used. Share, discuss and display. 	<ul style="list-style-type: none"> • Display edible bulbs, onions, radishes, camas. • Create a KWL chart on bulbs. 	<ul style="list-style-type: none"> • Revisit KWL chart on bulbs. • Have visiting elder cook camas root and talk about gathering. • Share poem from Thursday.
Shared Reading				
<ul style="list-style-type: none"> • Read one-third of <i>The Last American Rainforest</i>. • Discuss. 	<ul style="list-style-type: none"> • Read next one-third of <i>The Last American Rainforest</i>. • Discuss. • Revisit KWL. 	<ul style="list-style-type: none"> • Finish <i>The Last American Rainforest</i>. • Discuss. • Revisit KWL. 	<ul style="list-style-type: none"> • Watch video on basket making. • Write acoustic poem about baskets or bulbs. 	<ul style="list-style-type: none"> • Write a story about going to gather camas (perhaps with the guest).
Individual, Paired, or Small Group Work				
<ul style="list-style-type: none"> • Use markers, crayons, pencils, paint with paintbrushes and fingerprint or mixed media to create drawings about cattail, cedar bough, beargrass, stinging nettle. 	<ul style="list-style-type: none"> • Shape book basket – cattail, cedar bough, beargrass, stinging nettle (using basket shape of local tribe). • Have students label each picture. • Have students read to a partner. 	<ul style="list-style-type: none"> • Set-up stations: weaving paper; cattail thumb print; illustrate your family use of local natural resources. 	<ul style="list-style-type: none"> • <i>I Can Read</i> folders – have a list of food words to match to pictures of bulbs and berries. • Students work in small groups to show basketry. 	<ul style="list-style-type: none"> • Fill out what was learned on KWL. • Ask, “What was the favorite thing that you did this week?” • Scribe or have students write their responses.
Teacher Instruction				
<ul style="list-style-type: none"> • Set up elder visit. • Prior to unit, have families take a picture of a basket and write history and display. • Take photos of basket materials and bulbs. • Post vocabulary and pictures up for shape book. • Make a basket-shaped book that represents your tribal tradition. 	<ul style="list-style-type: none"> • Make a basket-shaped book that represents your tribal tradition. 	<ul style="list-style-type: none"> • Create individual student folders with sentence starter, I can read.... Make a list of possible words needed by students. 	<ul style="list-style-type: none"> • Type poem, if done. 	