

Concept/Topic: Hunting and Gathering

Week 11

Essential Question: 4	What natural resources are used by Native Americans in contemporary times?		
Guiding Question: L	What indigenous animals are in local areas?		
Guiding Question: M	How do Native Americans hunt and preserve indigenous animals in our region?		
Social Studies Learning Outcomes:	Students will understand the importance of taking care of natural resources.	Reading Skills: Genre—legends	
Literacy Development Learning Outcomes: EALR(s):	Students will be able to: <ul style="list-style-type: none"> • retell • write an original story • compare and contrast • comprehend important ideas and details of text • perspective 	Writing:	1.1, 1.2, 1.3, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5
	Reading: 1.1, 1.2, 1.4, 2.1, 2.2	Social Studies:	Other:
	Communication:		
Suggested Books:	<ul style="list-style-type: none"> • “Raven Steals the Sun” in <i>The Old Ones Told Me</i> – told and illustrated by Berry Keeper. • <i>The Cedar Plank Mask</i> --Nan McNutt. • <i>The Bentwood Box</i> –Nan McNutt. • “How Raven Helped the Ancient People” in <i>US Kids History: Book of the American Indian</i> –Marlene Smith-Buranzini and Howard Egger-Bovet. • <i>Why Skunk Smells Pretty Good Most of the Time</i> –Linda Skinner. • <i>ABC Northwest Coloring Book</i> –Cindy Gilman. 		
Vocabulary/ Language Development (words, phrases):	Cascade Mountains, celebrate, celebration, ceremonies, clams, climate, coast, elk, extended family, foothills, fur, gathering, hunter, hunting, Indian, indigenous, mountains, nutrition, oral tradition, plateau, Puget Sound, region, river, salmon, season, woods.		
Resources:	Consult bibliography for pertinent resources. Find a video about masks or mask making.		

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle				
<ul style="list-style-type: none"> • Define indigenous. • Display pictures of indigenous animals in your regions. • Have students write labels. 	<ul style="list-style-type: none"> • Have elders tell stories or legends of indigenous animals and how they are used by our tribal people <u>Then & Now.</u> 	<ul style="list-style-type: none"> • Have carver bring in masks and talk about masks in local region and what natural resources were used. 	<ul style="list-style-type: none"> • Have students describe their mask to others. • Redefine a legend. • Ask, "Who is your mask character? Where/what is happening to him?" 	<ul style="list-style-type: none"> • Video about masks or carving.
Shared Reading				
<ul style="list-style-type: none"> • Select an animal legend to share from suggested books or local tribal collection. 	<ul style="list-style-type: none"> • Read <i>Raven Steals the Sun</i>. • Chart out story structure using HG 3.13. 	<ul style="list-style-type: none"> • Read <i>The Cedar Plank Mask</i> p. 1-11. Use p. 12, 13, 14 as color sheets. • Make a list with the students to not local animals for mask making. • Students choose an animal to make a mask of. 	<ul style="list-style-type: none"> • Reread <i>Why Skunk Smells Pretty Good Most of the Time</i>. 	<ul style="list-style-type: none"> • Read <i>How Raven Helped the Ancient People</i>, p. 8. • Create a Venn diagram to compare and contrast with <i>Raven Steals the Sun</i>.
Individual, Paired, or Small Group Work				
<ul style="list-style-type: none"> • Rewrite legend and make a big book. (See HG 5.24) • Make a mask. (See HG 11.15). 	<ul style="list-style-type: none"> • Have students retell using finger puppets. (See HG 11.12,13,14.) 	<ul style="list-style-type: none"> • Review wisdom from carver. • Have students make their own masks. Use HG 11.15 as sample, or masks from <i>The Cedar Plank Mask</i>. 	<ul style="list-style-type: none"> • Create a book and illustrate. (See attached.) • Write story to go with mask. Edit/copy. 	<ul style="list-style-type: none"> • Complete work from Thursday.

Teacher Instruction

<ul style="list-style-type: none">• Collect pictures of local animals.• Find books on masks to display.• Contact elders & carver.• Copy mask/puppets. (See attached.)	<ul style="list-style-type: none">• Record story on paper and cassette tape.	<ul style="list-style-type: none">• Have students describe their mask.• Make paper for students – remember the carver.	<ul style="list-style-type: none">• Display masks and writing.• Create skunk mask to use as model telling story <i>Why Skunk Smells</i>.• Suggested culminating activities: publish books; have students use skunk stationery to write letters focusing on perspective.	<ul style="list-style-type: none">• Use <i>An ABC Northwest Coloring Book</i>, for vocabulary for story.
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	Day 4
	Morning Circle
	Story Sack

Story Sack

1. After students have created their own storybooks of this legend, provide each student with photocopies of the wildlife drawings (see Hunting and Gathering, Week 5) and a paper lunch sack for a story sack (see Hunting and Gathering, Week 3). Also have each student measure a 12-inch piece of string or yarn to keep in the “story sack”.
2. Use watercolors, markers, colored pencils, or crayons to accurately color in the wildlife pictures. Label each bird or animal on the back. Be sure to copy the name correctly. Laminate these if you wish.
3. Have students cut out wildlife characters as carefully as possible.
4. Put all the characters plus string in the bag. This might be a good place to keep the storybook, too! (You might also want a small tree branch for the birds to “sit” on in each bag.)
5. Let children practice retelling the skunk story to a partner or a small group, using the props.
6. Invite “buddies” from another classroom in to enjoy a retelling of this story. Buddies could take turns, and share in the responsibilities of this partner effort.
7. Take “story sack” home. Retell to anyone and everyone. Encourage children and families to create another “story sack” to send back to school to share with classmates. Encourage the use of local wildlife and personal events for these stories.
8. A variation of this activity would be to affix small magnets to the backside of each laminated character in the story, and use as refrigerator magnets to retell the story. Imagine the fun!

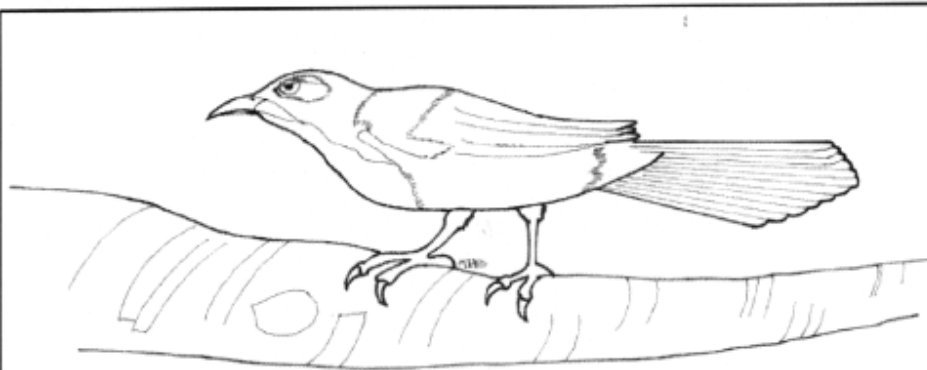
Story sack

Why Skunk Smells Pretty Good

(Most of the Time)

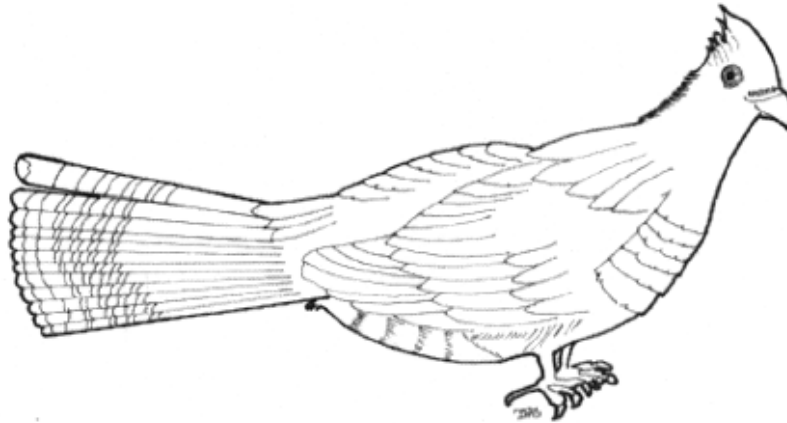
Retold by: _____

Illustrated by: Tyrone Stewart



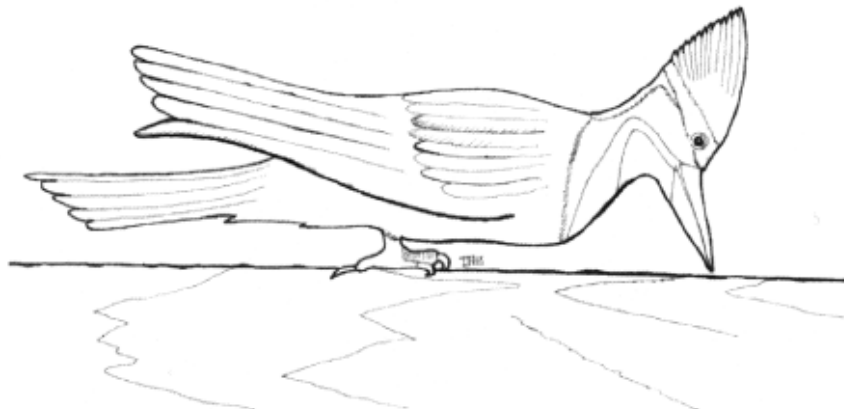
Western Blue Jay (Scrub Jay)

11"-13", wings and tail dull blue, back gray with dusky mask, and white throat set off by a "necklace" of dull blue marks on the breast



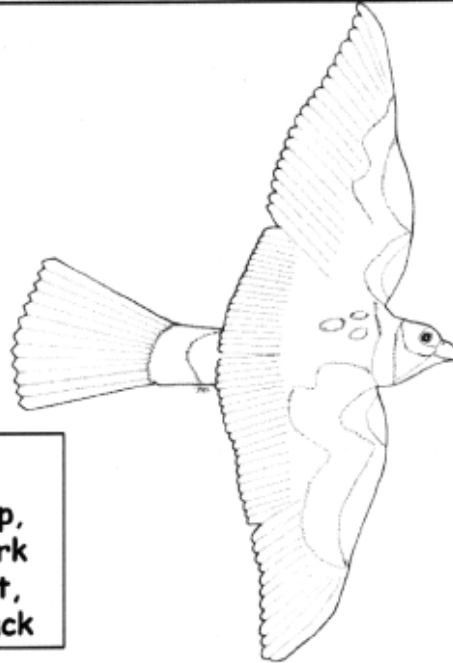
Ruffed Grouse

17", brown or gray tail with dark band at end of tail, sides of neck (the ruff) black, belly and chin light, crest on head goes erect when alarmed



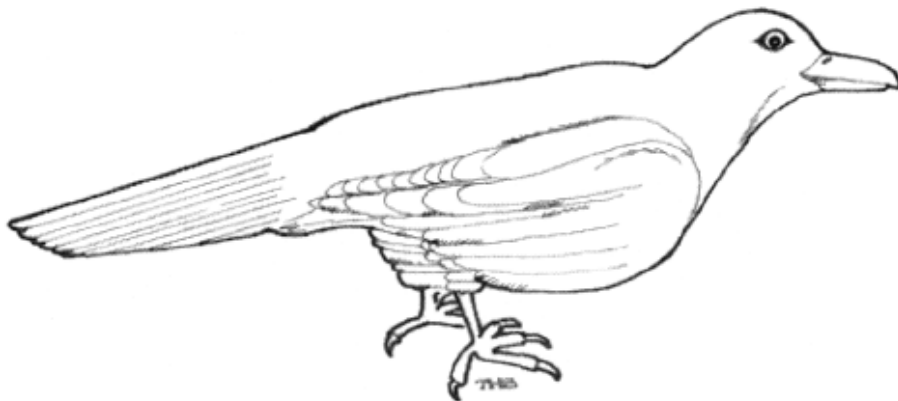
Pileated Woodpecker

18", mostly black with a bright red crest, white markings
Male: has red patch on black line off base of bill
Female: all black line off base of bill



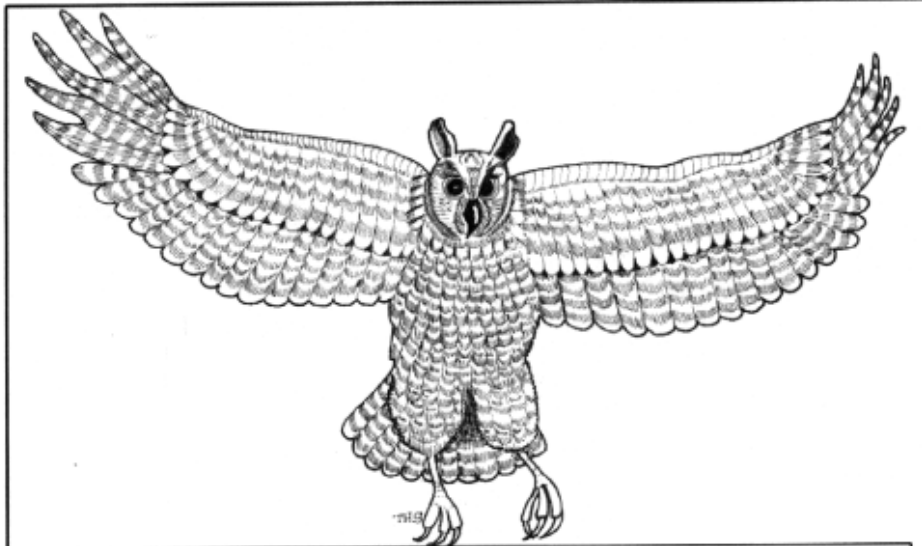
Cliff Swallow

6", buff colored rump,
whitish forehead, dark
reddish-brown throat,
white streaking on back



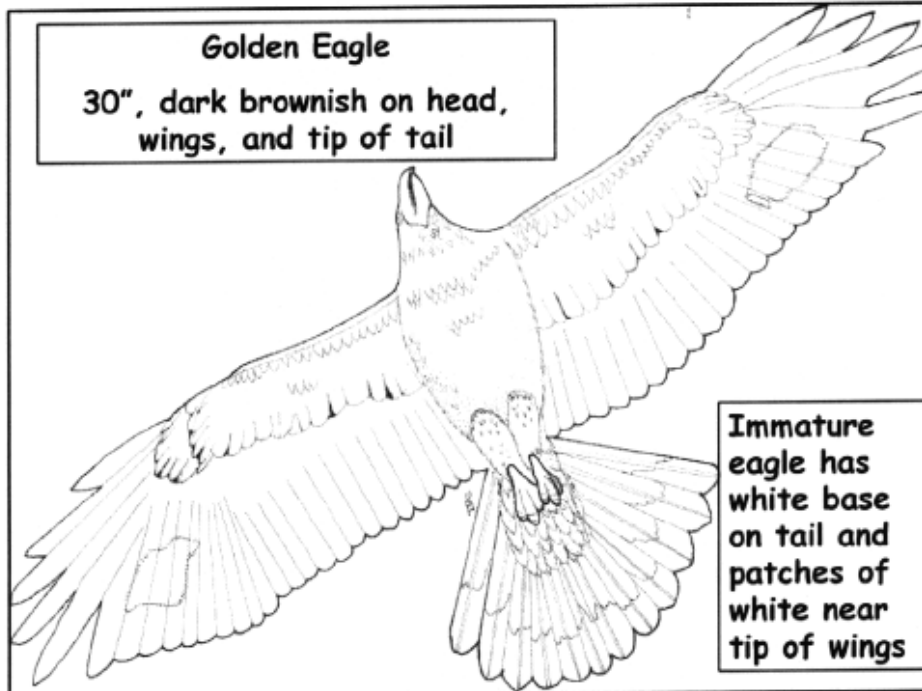
American Crow

18", all black



Long-Eared Owl

15", grayish dappled on wings, tail light rust and gray alternating bars, ears dark gray and rust, eyes yellow



Golden Eagle

30", dark brownish on head, wings, and tip of tail

Immature eagle has white base on tail and patches of white near tip of wings

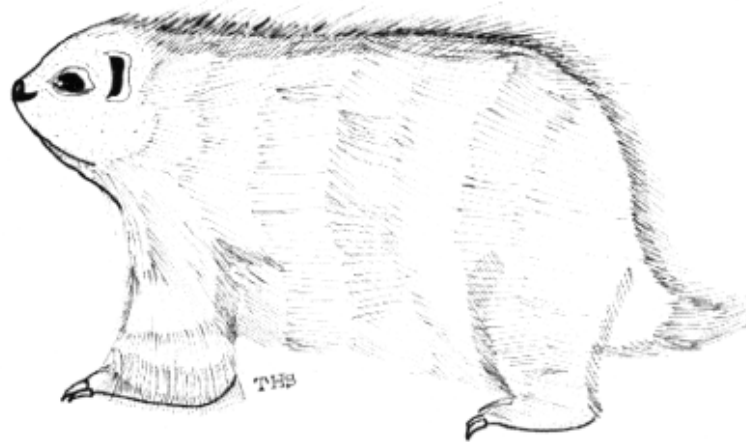
Striped Skunk

13"-14", nose and back of head white, split white stripe on back, white stripe on center of tail, the rest black



Porcupine

15", brownish gray colorings, long guard hairs have light colored tips





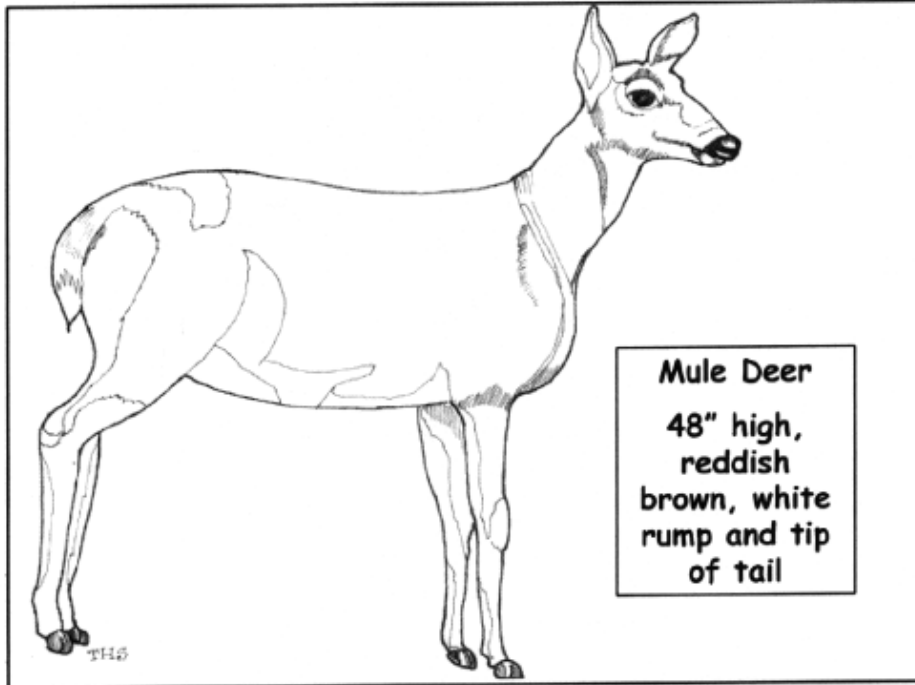
Snapping Turtle

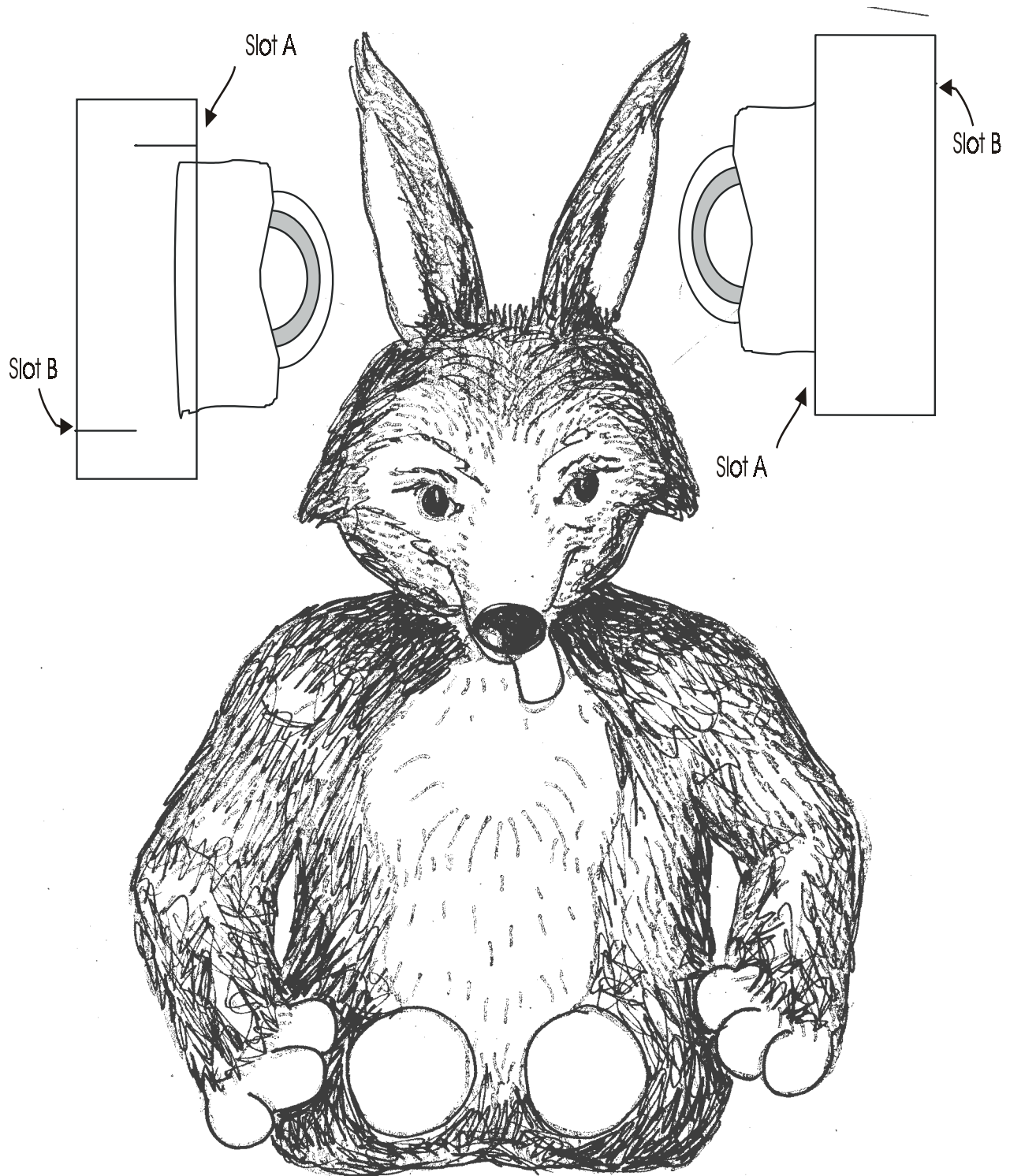
Grows to 2 feet, olive green/brown shell,
darker shade for body



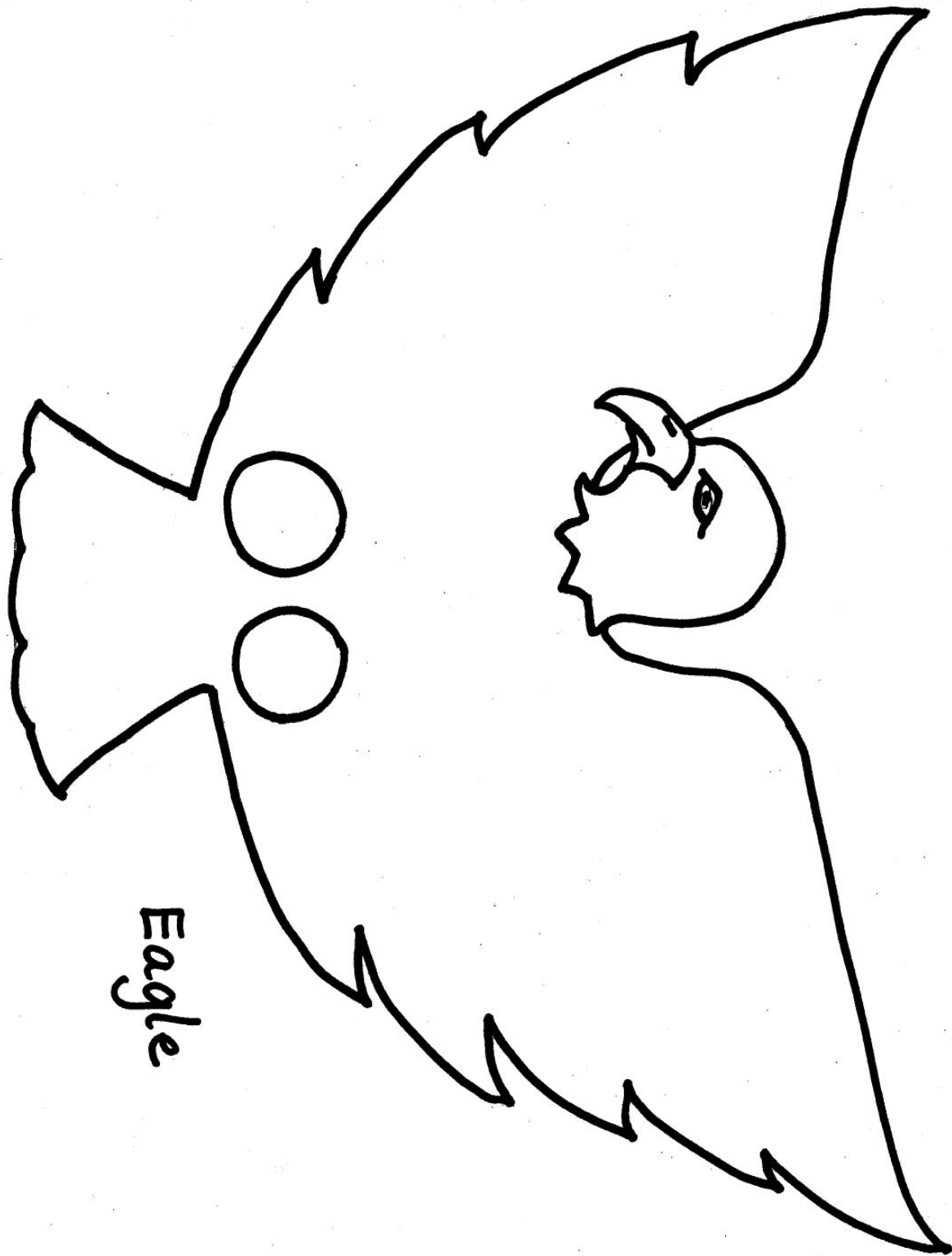
Spotted Frog

4" long, brown and reddish, light underbelly,
gray/brown spots

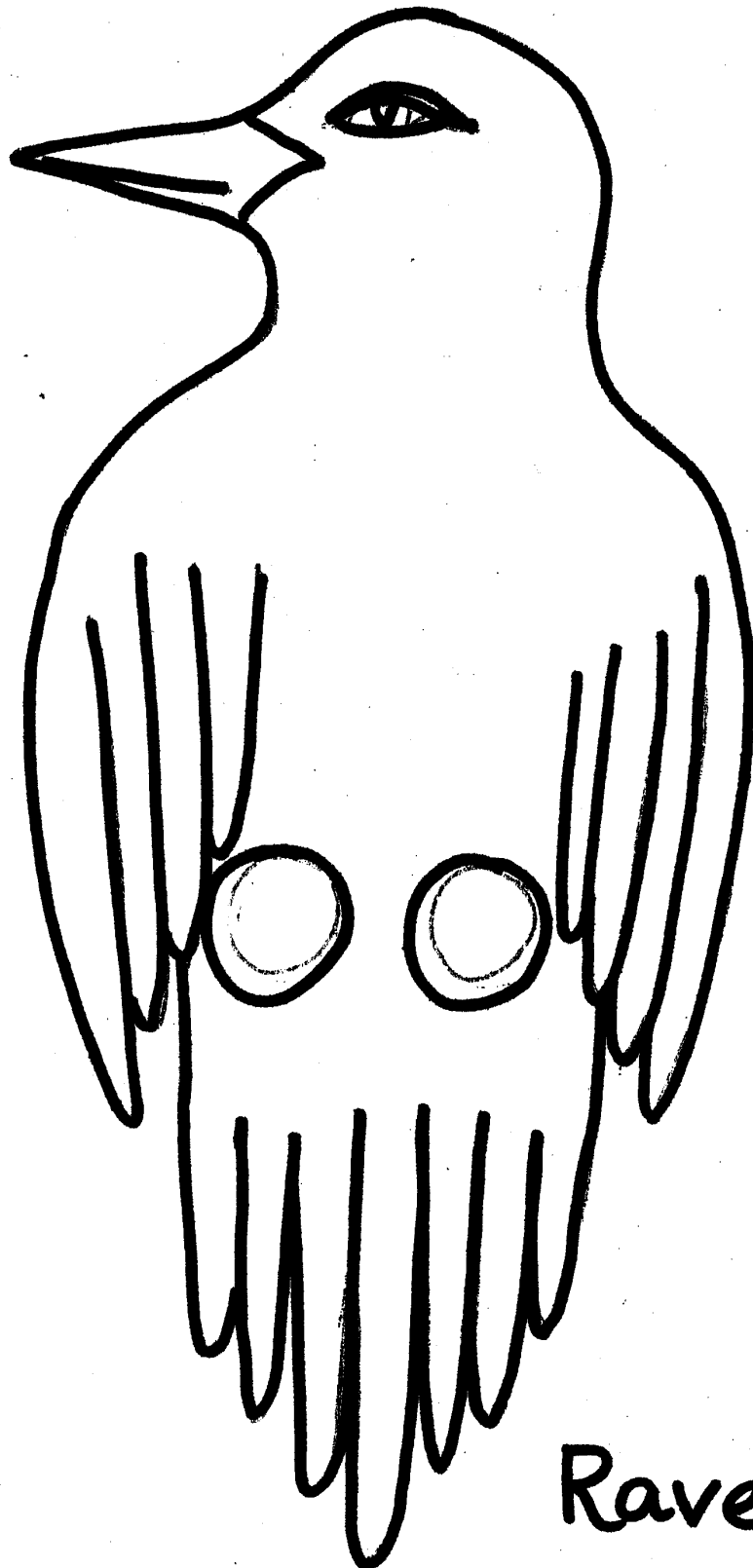




Coyote



Eagle



Raven

Mask

