

Concept/Topic: Canoe			Week 1
Essential Question: 1	Why is it important to perpetuate traditions?		
Guiding Question: A	What are some of the important traditions surrounding the canoe?		
Social Studies Learning Outcomes:	Students will become familiar with canoe traditions through exposure to visuals, canoe vocabulary terms, books, etc.		
Literacy Development Learning Outcomes:	Students will learn to: • categorize vocabulary • write thank-you notes • identify different story structures • predict	Reading Skills: rereading for predicting reading non-fiction rereading for information	
EALR(s):	Reading: 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 3.3	Writing: 2.1, 2.2	
	Communication: 1.2	Social Studies: 2.1	Other:
Vocabulary/ Language Development (words, phrases):	Adze, basil, box, canoe, drill, elder, float, gunnel, hat, journey, keel, lash, mat, navigate, ocean, paddle, quick, river, sail, size, travel, voyage, welcome, wood, yew. th-thwart, ch-chair, sh-shovelnose, wh-whale		
Resources:	• Video: <i>Hank Gobin Interview</i>—Tulalip Tribe.		
Suggested Books:	• <i>Ocean-Going “Fishing” Canoe</i> –Maria Parker Pascua. • <i>Sand Flea in the Side of A Canoe</i> –Maria Parker Pascua • <i>Uncle Jerry’s Canoe</i> –Nan McNutt. • <i>Canoes</i> –Zalmai Zahir.		
Culminating Activity:			

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle				
• Post canoe pictures to create environment to encourage questions. • Make KWL chart. Use attached (see C1.5) or local canoe shape. • Add 3 or 4 sentences about canoes. Tie to visuals—use sentence strips (see C1.6).	• Place Canoe ABC's around room or on bulletin board. Use pictures where possible (see C1.8). • For vocabulary development reinforce alphabet with repetition. Use pointer, clap, etc. Link pictures to vocabulary.	• Tell students there are many names for each canoe. • Familiarize yourself with canoe types and names. • Point out diagraphs "th", "ch", "sh", "wh" in vocabulary. • Review ABC chart (vocabulary) and use pictures. • Do "Rhyme and Chime" activity (see C1.7).	• Discuss and use map of Washington of long ago, show canoe transportation routes. • Review shapes, sizes, and uses of canoes. • Ask, "In Jerry's story, what were they using the canoe for?" • Ask, "What are other traditional uses of a canoe?"	• If elder is not available, re-visit the interview with Hank Gobin for sections on respect and traditions. • Prepare for elder: "What else would we like to know about canoes or carvers?" "How can we show respect to our elders?" • Re-read Zahir's <i>Respect</i>.
Shared Reading				
• Define a tradition. • Talk about other traditions and links to canoes. • Watch <i>Hank Gobin Interview</i> for information—have students discuss.	• Read <i>Uncle Jerry's Canoe</i>. • Do a picture walk. • Re-visit the definition of tradition. • Ask, "What do you predict for this story?" • Guide discussion of story to structure; record beginning, middle, and end on language experience chart.	• Post different canoe shapes for different purposes and regions. • Post definitions of canoes from <i>Canoes</i>. • Categorize vocab: Canoe Parts, Tools, Water Words, Other.	• Post pictures of canoes. • Read <i>Ocean-Going Fishing Canoe</i>. • Say, "Today's story is about a different kind of journey; to the ocean." • Discuss vocabulary: bow, steersman. • Link prior knowledge. • Talk through story.	• Share <i>Honor The Canoe</i> (see C1.12).
Individual, Paired, or Small Group Work				
• Assemble whole group-add to KWL chart. • Individuals: Ask, "What new information did you learn?" • Have students draw, write, and label on paper.	• Have students re-visit their predictions of <i>Uncle Jerry's Canoe</i>. • Have student pairs discuss, write about and illustrate these questions: What rule or traditions did you hear or see in the story?" • Have student pairs share work by reading and posting in room.	• With a partner, re-read <i>Uncle Jerry's Canoe</i> from student copy. • Try to figure out what kind of canoe it is. • As a whole group, go outside and use chalk to render the size and shape of a canoe.	• Fill out Kind and Use chart (see C1.10). • Ask, "How do you know characters in story respect elders? Canoe? Nature?" • Draw, label, or write sentences to answer above questions. Use individual charts or whole group.	• Through guided writing, compose thank you notes to elder. • As a group, re-visit KWL chart and add to it. Ask, "What did we learn about respect?" • Re-read books for vocabulary and diagraphs. • Do vocabulary extension (see C1.8).

Teacher Instruction				
• Post photos. • Create bulletin board. • Make KWL canoe chart. • Find WA State map. • Find visuals of canoes. • Contact elder for Friday. • Make poster of Maria Parker Pascua's quote (see C1.11).	• Bring in actual objects where possible (e.g. an adze). • Make copies of <i>Uncle Jerry's Canoe</i>. • Post Maria Pascua's quote about traditions.	• Photo section attached. • Get local builders of canoes to donate canoe pictures.	• Look up "bow" and "steersman". • Scribe for younger students. • Integrate with math to determine size, etc., of canoe.	• Tell elder to focus on canoe traditions, uses and respect. • Post form for writing a "thank you" note.

Teacher Background Information

Canoes have an honored place in coastal native societies. Canoes were spoken to as a person would be in certain situations, i.e., "Take me safely to (*specified destination*)". A Chief's canoe or canoes were sometimes referred to by the purpose of the canoe voyage: "potlatching to another tribe canoe" or "marriage canoe", and "war canoe."

Canoes are respected for the service and care they provided for the people. Canoes command respect from their users, from the selection of the appropriate tree, the building process, the numerous journeys, until the last voyage.

In times past, canoes were essential to the people. They were the main source of transportation for the Coastal Tribes and others. Plateau Tribes also had river canoes, and the trade networks extended inland. Even the tribes of the Great Plains acquired Dentalium shells from the west coast via trade by canoe.

Socially, canoes provided connections with other Tribes for various events, games, and ceremonial gatherings, i.e. potlatches. When warfare occurred, the canoes were used to mobilize warriors to defend land, waterways, and other hereditary rights.

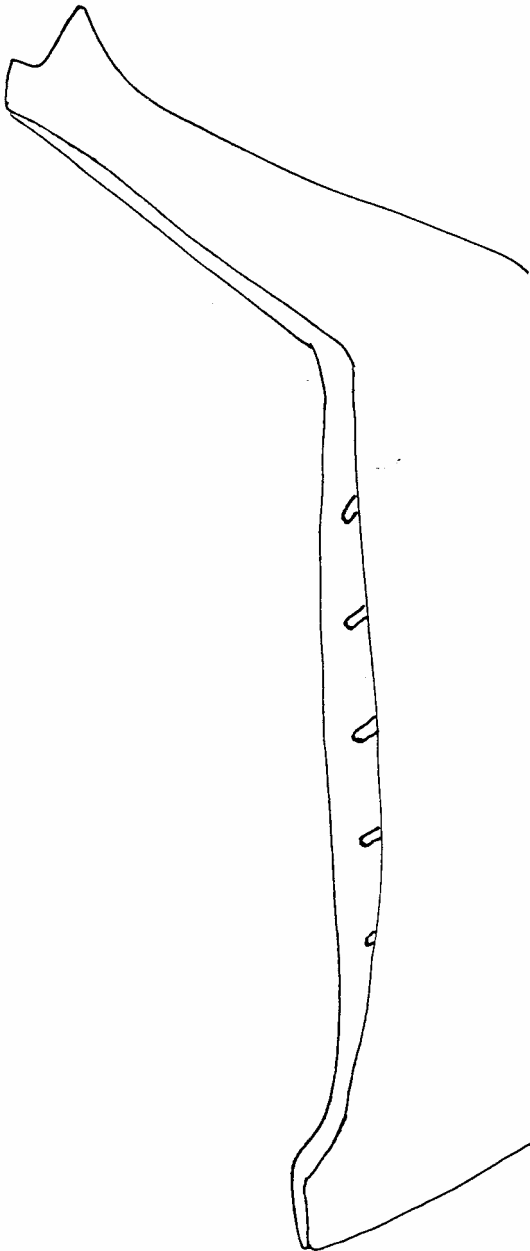
Canoes made it possible to gather a great variety of food and raw materials. You can research what your local tribe collected in a canoe.

In order to instruct and lead discussions; teachers should read from the attached bibliography to familiarize themselves with the extensive information about canoe traditions, types of canoes, steps to building a canoe and the resurgence of canoe traditions in Puget Sound.

Maria Pascua Parker, Makah

**Nootka Style Canoe
Ocean Going**

Canoe shape for KWL Chart.
Teachers: the canoe template can be used for a KWL Chart.
Please feel free to change it to the type of canoe appropriate to
your particular areas.



What do we know?	What do we want to know	What have we learned?

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As your children notice more and know more about canoes, write down their observations to create sentence strips and add to the visual display in your room.

Canoes come in all shapes and sizes.

Canoes can carry different numbers of people.

Canoes are made from cedar.

Cedar bends easily and splits easily.

Traditional tools were made from rocks and elk horn.

Prows and sterns are sometimes carved separately.

Teacher Preparation:

- Make copies of the ABC chart (1 for each student)
- Make poster size ABC chart at a commercial copy center, or
- Make either a bulletin board teaching display or a linear ABC wall chart

Activities:

Teacher models *Rhyme and Chime* for students using rhythm (drumming on leg or table)
 (* = drum beat)

*	*
Capital	A
small	a
*	*
a	
*	
*	
adze	

Canoe ABC book/bulletin board/or chart

This chart provides ways to practice the alphabet with students using the canoe unit vocabulary, and to provide students with a visual aid to picture these words.

Activities:

- Name the upper and lower case letter, say the sound of the letter, then say the canoe vocabulary word for that letter. *Example:* say or chant with rhythm 'Big [A], little [a]. "a" (i.e. say the short [a] sound). <pause> adze!'
- Sort vocabulary by: parts of canoe, tools used to create canoe, water words, things made of wood.

A a	adze (Cedar p. 34)	P p	paddle (Cedar, p 58)
B b	bail (Book 1, Zahir, p. 26)	Q q	quick (picture of racing canoe)
C c	canoe	S s	sail (Lincoln. p. 31)
D d	drill	T t	travel
E e	elder	U u	paddles `up' (Lincoln, p. 42)
F f	float	V v	voyage
G g	gunnel	W w	welcome (Lincoln, p. 40)
H h	hat	X x	box
I i	`in' the canoe/ 'in' the water	Y y	yew wood
J j	journey	Z z	size (illustration of different race canoe sizes)
K k	keel (Lincoln p. 18)	Other Sounds:	
L l	lash (Lincoln, p. 30)	sh	shovel-nose
M m	mat	th	thwart
N n	navigate (picture of the north star and an ocean-going canoe)	ch	char
O o	ocean	wh	whale

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Word Wall/ABC Chart

Another idea for using the word wall is to change the placement of the words. The words can be sorted into categories.

Encourage the children come up with new categories for sorting the words.

Some suggestions:

- Carving Tool: creating the canoe : (adze, drill, thwart, char)
- Canoe types: shovel-nose
- Canoe parts: (canoe, gunnel, keel)
- Canoe tools: (bail, bailer, mat, paddle, sail, box)
- Water words: (float, navigate, ocean, whale)
- Other: (elder, hat, in, journey, lash, quick, travel, up, voyage, welcome, yew, size)

Your Name _____



Title of the Book	Kind of Canoe	How the Canoe was Used	Traditions We Noticed

Quote from Maria Pascua

When something precious is nearly lost, those of us who value it cling intensely to that precious entity and strive to elevate it to its rightful status. Tribal canoe traditions were ebbing away. It is important to assure that those traditions are not lost and that we will continue to see future generations of canoe people living, caring for, and passing on the cultural traditions and teachings.

Taken from her introduction in
Native American Canoes in Washington State

Canoe Traditions

These prayers and reflections by Elders on Puget Salish canoe culture can be used to illustrate canoe traditions. The book in its entirety is included in the Teacher Resource Guide. From *Canoes* by Zalmay Zahir.

hig^wəd tiit' qil'bid Honor the Canoe

1) cutəx^w tiit' sləluʔtədčəʔ
hig^wəd čəx^w ti qil'bid. 2) huycut
čəx^w ʔəsdəčuʔ ʔəsquʔ ʔə tə
qil'bid. 3) ʔəsquʔuʔg^was čəʔ ʔə tə
qil'bid ʔal tiit' səsqu'čəʔ. 4) x^wiʔ
g^w(ə)adsqəlaʔəb. 5) x^wiʔ
g^w(ə)adqik'wid. 6) ʔəbil čəx^w
ʔəsdəʔaʔəb tiit' adxəč g^wəl
tug^walil tiit' qil'bid. 7)
wələx^wildx^w čəx^w tiit' adxəč. 8)
ʔub čəx^w g^wək^wədicut dʔix^wbid
ʔə tiit' adsuqilag^wil. 9)
ʔabəʔxəčbid čəx^w ʔə k^wi haʔt.
10) ʔub x^wiʔ g^w(ə)adsbadaʔ ʔal tə
qil'bid.

11) ʔub čəx^w g^wəx^wəčsaadəb
dʔix^wbid ʔə k^wi adsuqilag^wil. 12)
ʔub čəx^w g^wəg^wəcil čəx^wə
čək^wsaadəb čəx^wə qilag^wil. 13)
ʔal basʔistəʔ ʔal t(i)
adsq^wibag^wil. 14) ʔub čəx^w
g^wəg^wəcil čəx^wə čək^wsaadəb
čəx^wə ʔəq^t. 15) ʔəʔaʔ tiit'
sqəlalitut g^wəʔ tiit' qil'bid. 16)
ʔal bəsʔəʔaʔ tiit' sqəlalitut g^wəʔ
tiit' swatix^wtəd. 17) x^wiʔ
g^w(ə)adsbaluq^wəd tiit' sqəlalitut
g^wəʔ ti swatix^wtəd dx^wʔal tiit'
sqəlalitut g^wəʔ ti qil'bid.

18) k^wədiidəx^w čəx^w tiit' qil'bid.
19) hay čəx^w tuʔiʔabil.

1) Our beloved elders say to
respect the canoe. 2) You make
yourself one with the canoe. 3)
We are with the canoe when we
get in the canoe. 4) You don't talk
bad/curse. 5) You don't put bad
thoughts into it. 6) If you make
your mind negative the canoe will
become tippy. 7) You make your
mind/thoughts strong. 8) It is fine
for you to pray before you get into
the canoe. 9) You give good
thoughts. 10) It is fine for you not
to smoke at the canoe.

11) It is fine for you to take your
shoes off before you get into the
canoe. 12) It is fine for you to
wade into the water and wash your
feet and then get into the canoe.
13) The same is the situation for
when you get out of the canoe. 14)
It is fine for you to wade in the
water and wash your feet and then
come to land. 15) The spirit power
of the canoe is sacred. 16) The
spirit power of the land is also
sacred. 17) You do not mix the
spirit power of the land with the
spirit power of the canoe.

18) Give thanks/praise the canoe.
19) Then you will be successful.

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Sand Flea In The Side Of A Canoe

Written By Maria Pascua

The focus of this book could be as a read-aloud for K-2 students.

The following are some lesson ideas or focus skills to use in teaching the concept of story setting.

- When - in the past
- Where - the coastal area of Washington state.
- How - pose the question "how do you know"?
- What - what clues in the text helped you the reader to figure this out?
- Students can make a story map of all the places visited by the sand flea in this story. Color and label.
- Use the student chart Essential Question 2; C1.9. Students could add this book to their on-going chart recording canoe uses and traditions.