

# Lesson Plan

*EUP ISD Workshop June 27-29, 2011*

## Native People of the Pacific Northwest

### Lesson Overview:

*This lesson is the first of a four part series (Part 1: Northwest people; Part 2: Southwest people; Part 3: Great Plains people; Part 4: Eastern Woodland people).*

### Objectives:

Students will be able to:

- Use maps to locate people of the Pacific Northwest
- Identify how Native people in the Pacific Northwest adapted to or modified their environment.
- Use informational texts, graphic sources, and narrative novels to create a deeper understanding of the people of the Pacific Northwest.

### Standards:

**5-U1.1.1**—Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples of the Mississippi River (Eastern Woodland)

**5-U1.1.2**—Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.

**R.CM.05.03**—Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

**R.CM.05.04**—Apply significant knowledge from grade-level science, social studies, and mathematics texts.

**R.IT.05.01**—Analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments editorials, and atlases.

**R.IT.05.03**—Explain how authors use text features including timelines, graphs, diagrams, table of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.

**5.RL.7 (Common Core)**—Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (eg., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**Time Required: 5 class periods**

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**Recommended Grade Level(s): 5th**

**Topic(s): People of the Northwest**

**Era: Pre-European Exploration-Present**

### **Preparation:**

#### **Materials:**

Images from loc.gov.

Primary Source Analysis Tool

([http://www.loc.gov/teachers/usingprimarysources/resources/Primary\\_Source\\_Analysis\\_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf) )

"Salmon: The Life-giving Gift" by Jay Miller (available at <http://content.lib.washington.edu/aipnw/miller2.html> )

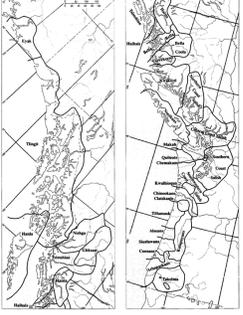
"Totem Poles: Heraldic Columns of the Northwest Coast" by Robin K. Wright (available at <http://content.lib.washington.edu/aipnw/wright.html> )

*Trickster: Native American Tales: A Graphic Collection* by Matt Dembicki

#### **Resources:**

<b>Image</b>	<b>Description</b>	<b>Citation</b>	<b>URL</b>
	Interior of a longhouse	Digital ID: wauaipn.image 47	<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/aipn:@field(DO CID+@lit(aipn000048))">http://memory.loc.gov/cgi-bin/query/r?ammem/aipn:@field(DO CID+@lit(aipn000048))</a>
	The man in this photograph wears a woven Chilkat blanket and a wooden headdress carved with the image of a bear.	Digital ID: wauaipn.image 119	<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/aipn:@field(DO CID+@lit(aipn000119))">http://memory.loc.gov/cgi-bin/query/r?ammem/aipn:@field(DO CID+@lit(aipn000119))</a>
	Makahs in canoe get ready to harpoon a whale off the coast of Washington	Digital ID: wauaipn.image 2107	<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/aipn:@field(DO CID+@lit(aipn000147))">http://memory.loc.gov/cgi-bin/query/r?ammem/aipn:@field(DO CID+@lit(aipn000147))</a>

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	<p>Map of tribes of the Pacific Northwest</p>	<p>Southern Coast Salish Territories <i>Handbook of North American Indians. V.7: Northwest Coast</i> Edited by Wayne Suttles. Washington: Smithsonian Institution, 1990</p>	<p><a href="http://content.lib.washington.edu/aipnw/hna17.html">http://content.lib.washington.edu/aipnw/hna17.html</a></p>
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## Procedure:

### Activities (described as steps)

**Day 1:** Review primary source images and discuss what the students notice about adaptations the Pacific Northwestern people made in regards to clothing, housing, and lifestyle. Record initial observations on the LOC Primary Source Analysis Tool.

**Day 2:** Read the essay "Salmon: The Life-giving Gift" by Jay Miller located at <http://content.lib.washington.edu/aipnw/miller2.html> and answer the questions at the bottom of the page. Revisit the analysis tool.

**Day 3:** Read the essay "Totem Poles: Heraldic Columns of the Northwest Coast" by Robin K. Wright. located at <http://content.lib.washington.edu/aipnw/wright.html> and answer the questions at the bottom of the page. Revisit analysis tool.

**Day 4:** Read a selection from *Trickster: Native American Tales of a Pacific Northwest tale*.

**Day 5:** Students will post discussion points to a classroom wiki regarding common themes, making personal connections, posing questions and answering the questions of others, as well as discussing how the format of the text contributes to the meaning, tone, and beauty of a text.

### Extension Activities:

Creation of graphic story based on a traditional Anishnabe story. Students have the option of using the graphic novel creation tool [www.comicmaster.org](http://www.comicmaster.org) , [www.toondoo.com](http://www.toondoo.com) , or [www.pixton.com](http://www.pixton.com) .

## Evaluation:

*Rubric of discussion to wiki.*

4	3	2	1
The student accurately identifies common themes and is able to provide specific details and examples from the story that support the theme(s).	The student accurately identifies common themes but does not provide enough specific details and examples from the story to support the theme.	The student accurately identifies common themes, but does not provide any details or examples from the story to support the theme.	The student does not accurately identify common themes.
The student is able to make authentic personal connections to the text that clearly shows a deeper understanding of the events and/or characters in the story.	The student makes personal connections to the text that are related to the story and provide additional insight into the events and/or characters in the story.	The student attempts to make personal connections to the text, but they do not relate to the story in a meaningful way.	The student does not make any personal connections to the text.
The student discusses clearly and thoughtfully how the format of the text contributes to the meaning, tone, and beauty of the text.	The student is able to make several observations of how the format of the text contributes to the meaning, tone, and beauty of the text, but some of the discussion points are unclear.	The student is able to make limited observations of how the format of the text contributes to the meaning, tone, and beauty of the text.	The student does not demonstrate any understanding of how the format of the text contributes to the meaning, tone and beauty of the text.
The student poses questions that lead to further discussion and a deeper understanding of the story.	The student poses questions that lead to further discussion but may not lead to a deeper understanding of the story.	The student poses questions that are easily answered with brief responses and do not lead to further discussion or a deeper understanding of the story.	The student poses questions that are very simple, can possibly be answered with "yes/no", and does not lead to discussion.
The student answers the questions of more than two others thoroughly and thoughtfully.	The student answers the questions of at least two others thoroughly and thoughtfully.	The student answers the questions of at least two others, but the answers provided are vague.	The student does not answer the questions of at least two others.

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