

**WISDOM OF THE ELDERS RADIO: SERIES 3, PROGRAM 6
HONORING WARM SPRINGS
GRADES 4-6 * LANGUAGE ARTS**

Lesson plan written by Esther Stutzman.

SUBJECT AREAS

Reading	Speaking
Listening	Writing
Research	Technology
Literature (both oral and written)	

SKILLS

Communication	Research
Analysis	Problem solving
Grammar	Speech
Spelling	Word identification and interpretation
Mapping	

LEARNING OBJECTIVES

Students who complete the lessons will:

- Have a basis of knowledge about the Confederated Tribes of the Warm Springs
- Learn more about writing reports and research papers
- Be able to pronounce a variety of tribal names in a selected Indian language
- Gain knowledge of geography of the area.

INTRODUCTION

The Confederated Tribes of Warm Springs is comprised of the Wasco, the Walla Walla (later called the Warm Springs) and the Paiute. Although these tribes are now grouped into a confederation, they each have a distinct culture and heritage.

HERE WILL BE A GEOGRAPHICAL DESCRIPTION OF ORIGINAL HOMELANDS. OBTAIN MAP FROM WARM SPRINGS REVIEW GROUP.

Over thousands of years, these tribes developed an extensive trade and economic network that revolved around many resources, especially the salmon from the Columbia River.

After the Lewis and Clark expedition of 1805, the way of life of these tribes changed. Trappers, traders, explorers and pioneers infiltrated the Columbia River area, ultimately leading to the Treaty of 1855 which set aside about 1/20th of the Wasco's and Warm Springs' original homeland as a "reservation." In the late 1870s, 38 Paiute people were moved to the Warm Springs Reservation.

In 1937 these three tribes organized into a confederation.

Overview

This lesson plan is comprised of five lessons which include activities to enhance the standards of literature, writing, speaking, listening and reading.

Lesson 1: The Importance of the Land

Lesson 2: Trade among the Columbia River People

Lesson 3: European Contact and the Impact on Tribal Life

Lesson 4: Retaining Traditions

Lesson 5: Remembering the Ancestors

GUIDING QUESTIONS

- Why was trade an important factor in the lives of the Warm Springs people?
- What information can be incorporated into social studies sessions?
- What information is new (and amazing) about Oregon Indians?
- Why is research important instead of using information that is available?

PREPARING TO TEACH THIS LESSON

- Visit the suggested websites in the "References" section of this lesson plan.
- A visit to a local museum that has an Indian section will also be a good background.
- If possible, arrange a visit to the Warm Springs museum.
- If you know someone who is a Warm Springs tribal member, invite that person to speak to the class.

SUGGESTED ACTIVITIES

Lesson 1: The Importance of the Land

Standards

ENGLISH LANGUAGE ARTS

- EL.06.RE.06—Listen to, read, and understand a wide variety of informational and narrative text.

CD Segments to Play

Background

Because trade was an important aspect of Columbia River tribes, the people understood how to gather resources from the land. Besides the salmon and other fish resources, the land provided a bounty of food and trade items. Agriculture was not necessary because of the wealth of naturally growing plants that were used for food.

Huckleberries were harvested in the late summer and early fall and dried for future use. Roots, at various times of the year provided a food source and medicines for the people.

Food resources were a big trade item, particularly berries and fish. People came from other tribes hundreds of miles away to take advantage of the bounty of the Columbia Rivers traders.

Suggested Strategies

Activities

1.

ASK THE WARM SPRINGS REVIEW GROUP TO SUGGEST AN APPROPRIATE TRADITIONAL STORY ABOUT HUCKLEBERRY GATHERING, OR PERHAPS ROOT DIGGING.

ACTIVITIES FOR LESSON 1 WILL BE BASED ON THESE STORIES. ACTIVITIES WILL INCLUDE WRITING, ANALYSIS AND INTERPRETATION

Lesson 2: Trade among the Columbia River People

Standards

ENGLISH LANGUAGE ARTS

- EL.06.RE.05—Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.
- EL.06.WR.02—Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

THE ARTS

- AR.05.HC.03—Describe how works of art from various historic periods reflect the artist’s environment, society, and culture.

CD Segments to Play

Background

Before Lewis and Clark came to the Columbia River in 1805, the Wasco and Warm Springs tribes had been using the river for commerce and trade for thousands of years. Celilo Falls was the upper part of a series of several falls and canyons that stretched along the Columbia River to The Dalles and provided a fishing resource for the people.

The Wasco and Warm Springs built elaborate scaffolding and platform structures over the falls and used long-handled dip nets to catch the fish as they migrated.

Between May and October, This area was used by thousands of tribal people who fished for their own use and also for trade. The trading centers of the Wishram and Wasco attracted tribes from the northwest coast as well as visiting tribes from the areas of the Rocky Mountains.

Berries, dried meat, horses, buffalo items and salmon were traded among the people. Although each spoke a different language, tribes were able to communicate, often using the Chinuk Wawa, a type of jargon that was understood by most people of the Northwest.

OBTAIN APPROVED SKETCHES AND PICTURES OF CELILO AREA AND THE FISHING ACTIVITY FROM THE WARM SPRINGS REVIEW GROUP

Suggested Strategies

Activities

1. Discuss

Display the pictures of Celilo and the fishing activities. Discuss the content of each picture.

- What is the most prominent figure in each picture?
- How do you think a fish could be caught using a dip net?
- Do you think the type of fishing technique looks dangerous?

2. Reflect

Discuss the importance of trade.

- On the blackboard, make two lists side by side. On the left side, write the heading, “Trade items of yesterday.” On the other side write “Trade items of Today.”
- In a class activity, make a list on the left side of items that Columbia River tribes might have been traded before the coming of the Europeans.
- On the right side of the paper, make a list of what might be traded today.
- As a result of this activity, point out to the class that “trading” is not the same as it was hundreds of years ago. Today we “buy” rather than “trade.”
- Ask the class what kind of trades they have made with friends or family and ask if the trades were something that helped them to survive or were the trades for something they wanted for entertainment.

3. Research

Divide the class into three groups. Assign each group one of the following tribes to research:

- Warm Springs
- Wasco
- Paiute

This research should be completed by the day of Lesson 5.

Lesson 3: European Contact and the Impact on Tribal Life

Standards

ENGLISH LANGUAGE ARTS

- EL.06.RE.05—Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.
- EL.06.RE.06—Listen to, read, and understand a wide variety of informational and narrative text.
- EL.06.RE.09—Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.
- EL.06.WR.02—Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.
- EL.06.WR.10—Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

CD Segments to Play

Background

With Lewis and Clark and the Corps of Discovery, there began a change in the way of life of the tribes of the Columbia. Fur trappers, traders and immigrants from the east began to come into the area, lured by tales of richness and bounty.

“On October 23rd, the sound of the falls beckoned to Lewis and Clark’s Corps of Discovery as they rowed down the quickening current of the Columbia toward what is today called Celilo Falls.”

From Wisdom of the Elders Radio Series 3, Program 6

In 1821, the Hudson’s Bay Company built Fort Vancouver, not far from the Wasco and Warm Springs homeland. A Methodist Mission was built in 1838 at The Dalles and by 1852 as many as 12,000 settlers crossed through the land of the Warm Springs.

In a treaty in 1855, a reservation was established for the Warm Springs, but in doing so, the tribes lost approximately ten million acres. The reservation itself was isolated and located south of the Columbia River in an area considered unusable by settlers. On this land, the people of Warm Springs attempted to sustain themselves, but the land did not provide the wealth that was possible along the Columbia River. The trading system was no longer workable and federal policies and laws forced the Warm Springs people to abandon the former lifestyles in favor of “modern” technologies such as the logging industry, schools and cities.

In 1937, the Warm Springs, Wasco and Paiute formed the Confederated Tribes of Warm Springs which began a long period of self-government that still exists today. The confederation has since gone on to begin operation of Kah-Nee-Ta High Desert Resort and Casino and many other Indian owned enterprises. (Kah-Nee-Ta Village was completed in 1964 and named for the Indian woman Xnitla, "Root Digger" who had owned the property. Xnitla was a scout and spiritual leader who used the natural hot springs and indigenous plants and roots for medicinal purposes and religious ceremonies.)

Suggested Strategies

Activities

1. Discuss

Discuss the coming of the trappers, traders and settlers. For the most part, these people were well received by the Columbia River tribes until they saw that the immigrants were taking control of the land. Ask the following questions:

- Why did the Columbia River tribes greet the newcomers with friendliness?

- What might have happened to make things change?
- How did change affect the tribes?

2. Writing exercise

Each student will think of how it might have been for the tribes to observe the newcomers from the east. In at least one page length, have the students write:

- What might have been the first impression of the visitors?
- How did the tribes feel about the visitors?

Discuss some of the responses.

3. Research

Allow time for the three student groups to research their project.

4. Vocabulary

Kah-Nee-Ta

Lesson 4: Retaining Traditions

Standards

ENGLISH LANGUAGE ARTS

- EL.06.RE.05—Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.
- EL.06.WR.02—Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.
- EL.06.WR.10—Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

THE ARTS

- AR.05.HC.03—Describe how works of art from various historic periods reflect the artist's environment, society, and culture.

CD Segments to Play

Background

Among the people of Warm Springs, there are many elders who remember the old ways as told by their families. Adeline Miller is a tribal elder who was “born up in the mountains during huckleberry time.” She talks of a rustic childhood in the pine forests and sage covered hills between the Cascades and Deschutes River Valley.

“One I lived with was my mother’s aunt. She was one of the corn husk weavers. She’d make these great big root bags like you see in the museum. It’s the only place you see them now. But to them it was nothing to give it away to Indian trade, especially if they were having wedding trade. And she used to make her own dye. She wove her own twine out of that hemp.”

In addition, many tribal people are researching and learning more about traditions. Because so many techniques were lost or forgotten during the reservation experience, tribal members feel the importance of bringing back some of the old ways.

Pat Courtney Gold is a basket weaver who has revived the art of basket making through a long process of research. Now, she is an active and internationally recognized basket weaver and has encouraged the art as a means to remember the ancestors.

But it’s not just the arts that have been remembered. An important aspect of tribal and community life among the people of Warm Springs is remembering the respect for each other. Adeline Miller says:

[My mother’s aunt] “taught us to dig roots, to make sure we dug a lot because we had a lot of people we had to think about. She stressed very much, ‘Remember your elders that cannot get out and they’re shut in. They can’t go anywhere and they can’t get their own food anywhere. Remember them and you share.’”

ASK WARM SPRINGS REVIEW GROUP ABOUT THE APPROPRIATENESS OF INCLUDING INFORMATION ABOUT HUCKLEBERRY GATHERING

Suggested Strategies

Activities

OBTAIN PICTURES OF WARM SPRINGS BASKETS WITH DESIGNS FROM THE WARM SPRINGS REVIEW GROUP. THESE WILL BE COPIED AND INCLUDED IN THIS LESSON

1. Discuss

Display the pictures of the baskets. Discuss the following:

- What do you think the basket is used for?
- How long do you think it took to make the basket?
- What designs are there?
- What do you think the designs mean?

2. Draw

On the basis of the basketry discussion, have the students draw a basket with designs and write a short paragraph about why they chose that design. Discuss that the basket weavers usually have a “story” that goes with the basket. The story could be of a commemoration, an event or about a certain person’s life.

3. Writing exercise

On a piece of paper, have each student list the important behaviors (values) their parents, grandparents or other family members have told them. These could be: respect, honesty, courtesy, etc. Then have the students read them out loud as a list is made on the board.

4. Discuss

Discuss how these values of today might be the same as for the Indian people before the coming of the European settlements. How might the values be different?

**HERE WILL BE ACTIVITIES THAT REFLECT THE INFORMATION
HUCKLEBERRY GATHERING, IF APPROPRIATE**

Lesson 5: Remembering the Ancestors

Standards

ENGLISH LANGUAGE ARTS

- EL.06.RE.05—Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.
- EL.06.RE.06—Listen to, read, and understand a wide variety of informational and narrative text.
- EL.06.RE.26—Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.
- EL.06.SL.02—Match the purpose, message, occasion, and delivery to the audience.

CD Segments to Play

Background

As with many tribes in the Pacific Northwest, the people of the Warm Springs told stories of long ago. These were stories that had been passed down for hundreds of generations and the lessons and morals within each story were learned by the young people.

ASK THE WARM SPRINGS REVIEW GROUP ABOUT INCLUDING A TRADITIONAL STORY OF “THE TIME BEFORE.”

Long before the coming of Lewis and Clark, the trappers, the traders and the pioneers, the people of the Warm Springs were singing songs and telling stories of how they would be visited by newcomers.

Warm Springs tribal member, Darlene Foster tells the story she heard from her mother, who learned it from her grandmother:

“It was foretold that the pioneers would come, that they would have eyes that were the color of the sky and they would twinkle like the stars.....And that they would flow like the river. And that they were to sing a song to them when they came. And when they sang this song to them, they were to kneel and sing this song so as not to frighten them .And they would bring with them the knowledge that we could stand up to a tree and knock it over. That they would bring a snake that would carry people and a big bird that would carry the people to see the Great White Chief. And the metal fire.

And when you think about how the pioneers arrived in a long wagon train that it looked like a river flowing if you had seen it from above.

And then, of course, the snake that carries the people would be the train.

And the plane would be the bird that would carry the people back to see the Great White Chief.

And then the metal fire is the electricity.”

Darlene Foster, Wisdom of the Elders Radio Series 3, Program 6

Recollections such as these are an important part of remembering the ancestors. Whether it’s a story of a “time before” when animals and people could talk together or a more recent story of first contact, these stories are the memories of the ancestors.

Suggested Strategies

Activities

1.

HERE WILL BE AN ACTIVITY BASED ON A WARM SPRINGS STORY IF APPROVED.

2. Read

Have the class read the story by Darlene Foster. Ask the following questions:

- What did it mean that the people would have "...eyes like the color of the sky....." ?
- What did it mean that their eyes would "...twinkle like the stars...." ?
- Why did the people call electricity a "...metal fire..." ?
- How do you think the Warm Springs people knew that things like this would happen?

2. Discuss

In class discussion, ask the following questions:

- Did you know about the Warm Springs tribe before starting this unit?
- What was the most amazing fact you learned about the people of Warm Springs?

EXTENDING THE LESSON/REFERENCES

1. If you know someone from the Warm Springs, invite them to talk to the class.
2. During computer lab, have students search the web for sites that have information about Warm Springs

ASK THE WARM SPRINGS REVIEW GROUP TO SUGGEST AN AGE-APPROPRIATE TRADITIONAL GAME THAT CAN BE PLAYED IN THE CLASSROOM

ASK WARM SPRINGS REVIEW GROUP TO SUGGEST ACCURATE AND APPROPRIATE WEBSITES AND ALSO BOOKS AND FILMS