

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

Lesson plan written by Esther Stutzman.

SUBJECT AREAS

Language arts
Drama
History

Writing
Art
Speech

SKILLS

Analysis
Research
Writing

Oral skills
Interpretation
Drawing conclusions

LEARNING OBJECTIVES

Upon completion of the activities and lessons, students will:

- Understand importance of storytelling
- Learn about the oral traditions of the Warm Springs
- Learn about a selection of Warm Springs histories

INTRODUCTION

The people of the Warm Springs nation were fishermen and traders. A rich culture developed along the Columbia River, centering on the economy of salmon and other trade items. When people gathered together, friendships were renewed and stories were told. Just as with other tribes across America, the Warm Springs told stories of the ancestors and of great adventures.

Overview

The following five lessons will include activities to enhance the standards of literature, writing, speaking, listening and reading.

- Lesson 1: What is storytelling and how it is used to remember traditions
- Lesson 2: Stories of the Land (and how it shapes people's lives)
- Lesson 3: European Contact and the Stories of that Era
- Lesson 4: Individuals Who Had an Impact on the Tribal Way of Life
- Lesson 5: Contemporary stories and why they are important

GUIDING QUESTIONS

- Who tells stories?
- Why are stories important?

- Why are stories told?
- Why should stories be preserved?
- What is the difference between family stories and tribal stories?

PREPARING TO TEACH THIS LESSON

- Have on hand supplies to make paper masks to act out a story (paper, glue, string, hole punch, paints, decorations)
- Go to <http://www.nwrel.org/indianed/indianreading/1/book01.pdf> to download the Warm Springs story, *Coyote and the Stars*
- **ASK THE WARM SPRINGS REVIEW GROUP TO SUGGEST RESOURCES OTHER THAN NWREL IF NEEDED**
- Make available pictures of Warm Springs baskets
- **OBTAIN PICTURES FROM THE WARM SPRINGS REVIEW GROUP**
- Listen to the *Turtle Island Storytellers* segment of Wisdom of the Elders Series 3, Program 6

SUGGESTED ACTIVITIES

Lesson 1: Remembering by Storytelling

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.SL.02—Match the purpose, message, occasion, and delivery to the audience.
- EL.06.SL.08—Use effective rate, volume, pitch, and tone, and align non-verbal elements, including eye contact, to sustain audience interest and attention.

CD Segments to Play

Background

Many Indian tribes tell stories of what is known as “the time before.” This was a time when the world was different; a time when animals could talk and also a time when things were different. Tribal stories tell of how the landscape changed through an action of an animal or a person in the time before. Other stories relate why animals look like they do or have certain characteristic markings.

Coyote is a prominent figure in many stories across America. Sometimes he’s a wise man, sometimes he has powerful medicine and often he is a trickster and fool who causes things to happen by accident.

It is believed that the animals taught many lessons to people and even today, tribal people point to examples of old stories to teach children the proper way to behave.

Suggested Strategies

Activities

1. Read

Read the story of *Coyote and the Stars*.

2. Discuss

Ask the following questions:

- Why did Coyote think he could dance like the girl-stars?
- Why did he get tired and the girl-stars didn't?
- What lesson is taught in the story?
- Why is the story told?

3. Put on a play

Select or vote for male students to play the part of Coyote, Spider and Redwood Tree. The rest of the girls in the class can be the stars. The rest of the boys can take turns narrating the story.

Set aside time each day to practice the story.

USE ANOTHER APPROVED STORY AFTER TALKING TO THE WARM SPRINGS REVIEW GROUP.

4. Play a game

The following is a game to illustrate how a story might be remembered:

- Line up at least ten students in the front of the room.
- Select one person to start the game by saying "This is my story" and at the same time, clapping hands once.
- The second person says the same thing, clapping hands once and then adding another motion such as crossing their arms.
- The next person says the same thing and repeats the two previous motions... clapping, crossing the arms and then adds another simple motion.
- See how far the students progress before someone forgets all the previous motions.

This is a good example of how much effort it takes to remember a story. It must be repetition and concentration to make a good storyteller.

4. Vocabulary

landscape
elder

lesson
characteristic

Lesson 2: Stories of the Land

Standards

ENGLISH LANGUAGE ARTS

- 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.SL.03—Organize information using supporting details, reasons, descriptions, and examples.
- 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

Besides the stories of the time before, in which people, animals or landscapes were changed, many stories exist about landmarks and resources.

ASK ABOUT APPROPRIATENESS OF USING ELIZABETH WOODY'S RECOLLECTIONS, *Recalling Celilo* AT THIS WEBSITE http://www.ecotrust.org/community/recalling_celilo.html

Adeline Miller learned about feasts from her relatives. Each happens at a certain time of year when certain foods are ready to harvest. The Celery Feast is first, then the Root Feast and then Salmon Feast. In late summer, there is a Huckleberry Feast. These feasts are part of cultural traditions that have been carried on for thousands of years. In performing these feasts today, the people of Warm Springs remember the ancestors. With each feast, thanks is given for the abundance of that certain food.

Suggested Strategies

Activities

1. Writing exercise

Ask each student to write down their favorite landmark such as Grand Canyon, Yosemite, Mt. Hood or any other place, even a place that's not "famous."

On the basis of this, ask each student to write why they think that certain landmark looks like it does. Encourage the students to use imagination in a way that they use animals to make the land change.

Choose a representative number of responses and have the students read them in front of the class.

Ask the following questions:

- Why did you choose that certain landmark?
- Does writing a story about it make it more special? Why?

2. Discuss

Discuss the concepts of feasts. Relate to the class that for the Warm Springs people, it is important to drink water before each feast and meal. It symbolizes the thanks given to the Creator for providing water to the people.

Ask the class what “feasts” are important to them and why? Is the feast simply a celebration of food or is there a meaning behind the occasion?

3. Put on a play

Set aside some time for the class to practice the story of *Coyote and the Stars*.

4. Vocabulary

feast	celebration
abundance	resources

Lesson 3: European Contact and the Stories of that Era

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.RE.26—Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.

THE ARTS

- AR.05.CP.0—Create, present and/or perform a work of art and explain how the use of essential elements and organizational principles shapes an idea, mood or feeling found in the work.

CD Segments to Play

Background

Lewis and Clark were amazed by the power of the Columbia River. In October of 1805, they came down the Columbia River toward Celilo Falls. The local Indian tribes observed them and told stories of what they saw. Later, as the pioneers came, the people told stories of observations and encounters.

“And so they watched the people from the wagon train lower their wagons. And it wasn’t until one of them broke away and tumbled and fell and a woman and child were killed, that the men grabbed their horsehair ropes and they went up and they helped lower the wagons down. And then they helped float them across the Deschutes River there in that area known as Shears Bridge. And they had a bridge that they would put across the river and take down, kind of like a drawbridge for their own protection..... Anyway it took a day and a half to get all of the pioneers from one side to the other because that bridge could only hold one adult and one child.

“And then our people, our ancestors, fed the pioneers because they felt so sorry for them because a lot of them had rags on their feet, tied to their feet. And a lot of the women had torn and tattered dresses on. And they had hardly any food. A lot of their provisions that were left were like the coffee beans and the macaroni and I think, some flour. But anyway, our ancestors rolled out their tule mats, miles and miles of tule mat. And they fed these pioneers the salmon and the eels and the roots and the berries. And they, in turn, the pioneers, gave our people the coffee beans and the macaroni.”

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

Many tribal families had stories of the first time they saw the Europeans. Many of these stories have been passed down for generations to become a part of the oral traditions of the people.

Suggested Strategies

Activities

1. Read

Read and discuss Darlene Foster’s story about helping the pioneers. Ask the following questions:

- Why were the Indian people watching the pioneers?
- Do you think they wanted to stay hidden? Why?
- Why did the Indians help the pioneers?
- Why did they feed the pioneers?
- Why is this a story that has been told through the generations?
- Why is it an important story to the Indian people?
- Do you think the story has been changed from the time it happened to the present?

2. Play a game

To illustrate how stories could change, play the game we know as “Telephone,” in which students are placed in a circle. One person whispers a phrase into the ear of the next person, and so on. Start the story with a phrase such as:

- “The settlers came in covered wagons”
- “They tried to cross the river”
- “The wagon broke down”

Since we know the story will change at the end of the game, ask the class how it would be possible to preserve a story so that it is accurate.

3. Art project

Gather the materials to make masks for the story of *Coyote and the Stars*. Each mask should be each student's representation of how they interpret stars, Coyote, Spider or a tree.

4. Put on a play

Take time to practice the story.

5. Vocabulary

tattered

compassion

malnutrition

encounter

Lesson 4: Individuals Who Had an Impact on the Tribal Way of Life

Standards

ENGLISH LANGUAGE ARTS

- 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.SL.02—Match the purpose, message, occasion, and delivery to the audience.
- 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

Within each tribal group there are stories of people who were heroes or otherwise important to the tribe. Sometimes individuals were remembered because of good deeds or good examples. Often, these people were pointed out as examples or inspiration of how people should live their lives.

Among the people of the Warm Springs, this is one of the stories that is told:

ASK THE WARM SPRINGS REVIEW GROUP FOR AN ACCEPTABLE STORY ABOUT A PERSON WHO IS REMEMBERED.

Suggested Strategies

Activities

1.

THIS ACTIVITY WILL BE BASED ON THE STORY FROM WARM SPRINGS

2. Reflect

Ask the class to think about a person in their family who is “famous” for something. The person does not have to be world-renowned, but can be someone who has done something that is talked about over and over. For example, “Uncle Joe hiked the Grand Canyon.”

3. Writing exercise

Each student will ask parents, grandparents or other relatives to tell a “story” about someone in the family. The student will write down the story and be prepared to tell the story to the class the next day. Encourage students to make the story as short as possible with as much pertinent information as possible.

4. Put on a play

Set up an area where the class can perform the story, *Coyote and the Stars*. This can be done in an area where there is a stage or a larger area such as a cafeteria or gym. Be sure to use the masks that the students have made. Invite other classes to be the “audience.”

5. Vocabulary

performance
theatrical

critic
renowned

Lesson 5: Stories of Today

Standards

ENGLISH LANGUAGE ARTS

- EL.06.RE.01—Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression.
- EL.06.SL.02—Match the purpose, message, occasion, and delivery to the audience.
- EL.06.SL.03—Organize information using supporting details, reasons, descriptions, and examples.
- EL.06.SL.08—Use effective rate, volume, pitch, and tone, and align non-verbal elements, including eye contact, to sustain audience interest and attention.

CD Segments to Play

Background

Although many stories exist about times long ago, contemporary stories of today also are a part of oral traditions. Sometimes these stories use themes and lessons from the past to emphasize what is important today.

The people of Warm Springs recognize that the huckleberries and other berries have always been an important part of a healthy diet. The huckleberries are considered to be one of the most important spiritual and cultural resources on the reservation. Drawing from this knowledge of the past, the people of Warm Springs still tell stories about the huckleberry as a way to remember and to encourage restoration of traditional huckleberry fields.

Songs are also stories. Traditional Warm Springs singers and drummers still remember songs they were taught by their ancestors. These songs and the traditions surrounding the songs tell of respect, honor, responsibility and pride. These are important lessons that have been carried from a time long ago into the present.

ASK THE WARM SPRINGS REVIEW GROUP ABOUT A MODERN DAY STORY

Suggested Strategies

Activities

1. Share

Devote a class period to listening to the family stories the students have researched. Ask the following questions:

- What family member tells the story most often?
- Why is that particular story important to the family?
- Is there a lesson to be learned from the story?
- Will you tell this story to other people?

2. Reflect

Ask the class if they have a story about some adventure they've had and would that story be something they would tell to other people? Why?

Select a few representative responses from the class and have them tell that story to the class.

3.

THIS ACTIVITY WILL BE BASED ON A MODERN-DAY WARM SPRINGS STORY.

4. Vocabulary

ancestor
cultural

tradition
contemporary

EXTENDING THE LESSON/REFERENCES

1. On library day, have the students check out a book about Indian tribal stories. If book reports are required, this would be a good time for class members to practice storytelling by summarizing the book to the class.

2. Arrange a field trip to a local museum that has displays of Indian tribal history. Have the class write a report about what they see.
3. Check with the local ESD to see if there are films about American Indians, and especially films that are stories of the tribes.
4. Invite a member of the Warm Springs to visit the class.

Websites

Information about Celilo Falls

<http://www.historycooperative.org/journals/ohq/105.2/fisher.html>

ASK WARM SPRINGS REVIEW GROUP IF THIS IS ACCEPTABLE

Indian Reading Series

<http://www.nwrel.org/indianed/indianreading/1/book01.pdf>

ASK WARM SPRINGS REVIEW GROUP TO SUGGEST OTHER APPROPRIATE SITES