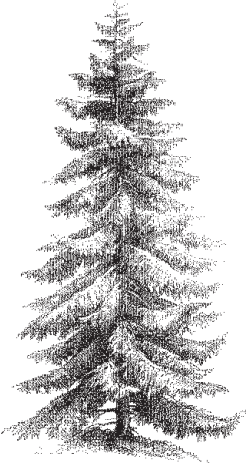


Name _____ Date _____



THE LAND ALONG THE COAST

This is a long, long time ago ...

[This] is a region of mystery and magic. Dense mists and high rainfall disguise the shapes of the giant cedars, turning them into vague forms with a ghostly presence. It is an area of rocky inlets and fjords in which water, land, and sky blend as one continuous form; where the distinction between solids and liquids can never be fully comprehended. High humidity rots fallen trees and then carpets them densely with moss to create the illusion of solid ground, but it is ground that is treacherous and bears no weight. This narrow, rugged strip of temperate rain forest, often little more than 50 miles wide, extends ... along the shores It is [a land] permanently isolated from the rest of the continent by the great peaks of the [coastal mountain range].*

* Adapted from Norman Bancroft-Hunt, *North American Indians*. Philadelphia: Courage Books, 1994, p. 61.

Name _____ Date _____

CHARACTER BIOGRAPHY

1. Clan name: _____

2. Character's name: _____ Age: _____

3. Family position: _____

4. Family members: _____

5. Personality characteristics: _____

6. Job: _____

7. Special skills needed for job: _____

8. Leisure activities: _____

9. Interesting past experience: _____

Assessment: The biography is realistic to the age, gender, and role in the family. The interesting past experience makes sense and reflects an understanding of early life in the Pacific Northwest.

Name _____ Date _____

DAILY LIFE

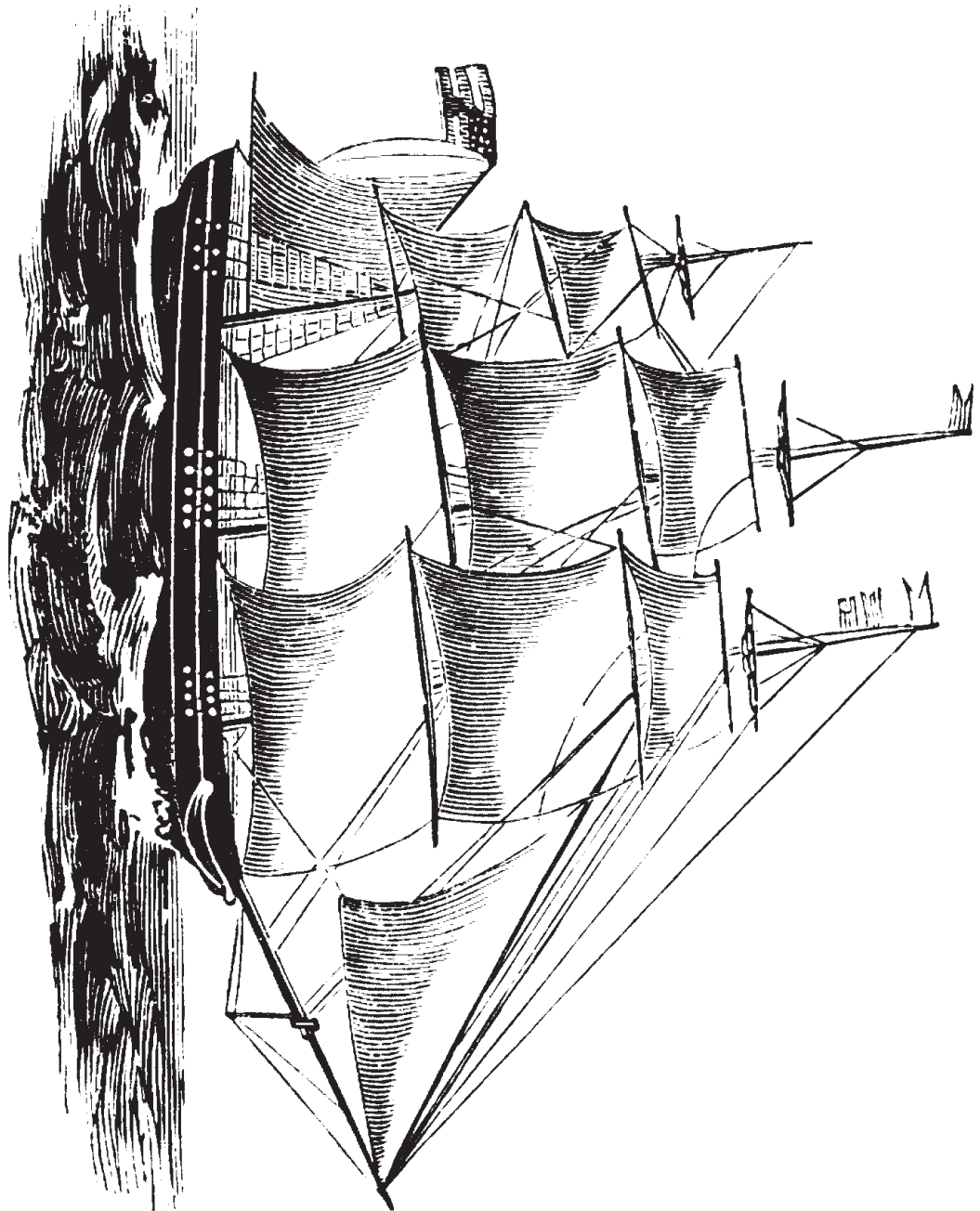
My day begins early as the baby wakes and needs to be fed. I stir up the fire and prepare the first meal of the day for my family. Today I am going berry picking. I will leave my young children with my mother-in-law as they are too young to go berry picking. My ten-year-old daughter will come to help me.

Plenty of blackberries grow near our village, and they are very ripe in late summer. We will take baskets to carry the berries. After we pick the berries, we will take them back to the village and lay them in the sun to dry. When the berries are dried, we will store them in baskets and save them for eating in the winter and spring.



Name _____ Date _____

SAILING SHIP



Name _____ Date _____

A STRANGE BIRD IS SEEN ON THE OCEAN

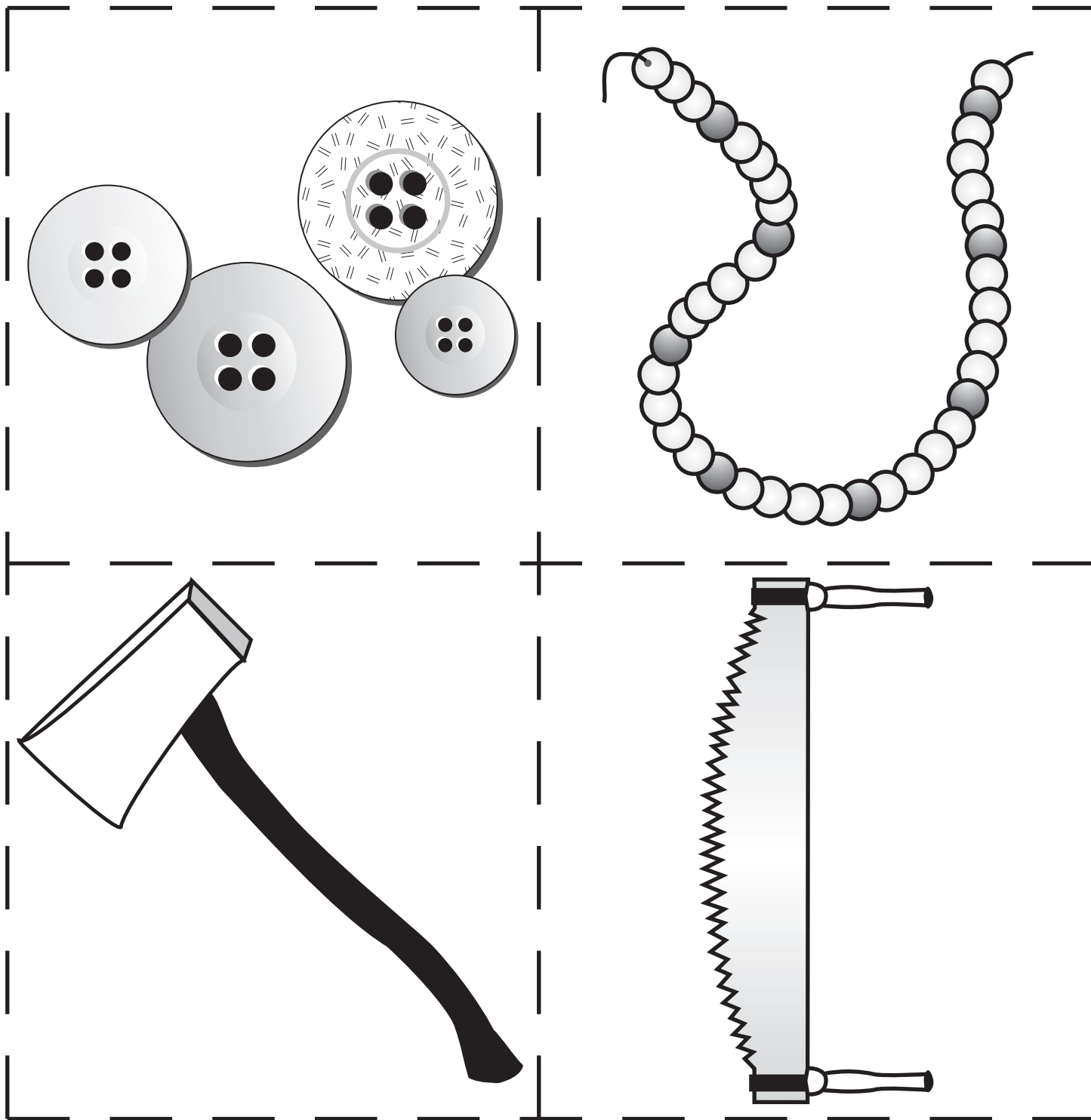
One day some men were paddling their canoes across a bay en route to the sources of Copper, a river to the north of their village. Suddenly, they saw what they believed to be two great birds with white wings at the mouth of the bay. Frightened, they landed and ran for cover, fearing that one of these birds was Raven, a potent spirit that could . . . turn those who looked at him to stone. To avoid looking at the birds directly, the men rolled up the large leaves of skunk cabbage and used the tubes as telescopes to observe the “birds.” One very old man, not fully convinced that confronting Raven would necessarily cause petrification (turn him to stone), paddled out to the middle of the bay for a close look at these creatures. Instead of turning into stone, this man met his first [explorers].*



*Aldona Jonaitis, *From the Land of the Totem Poles*. Seattle, Washington: University of Washington Press, 1991, p. 18.

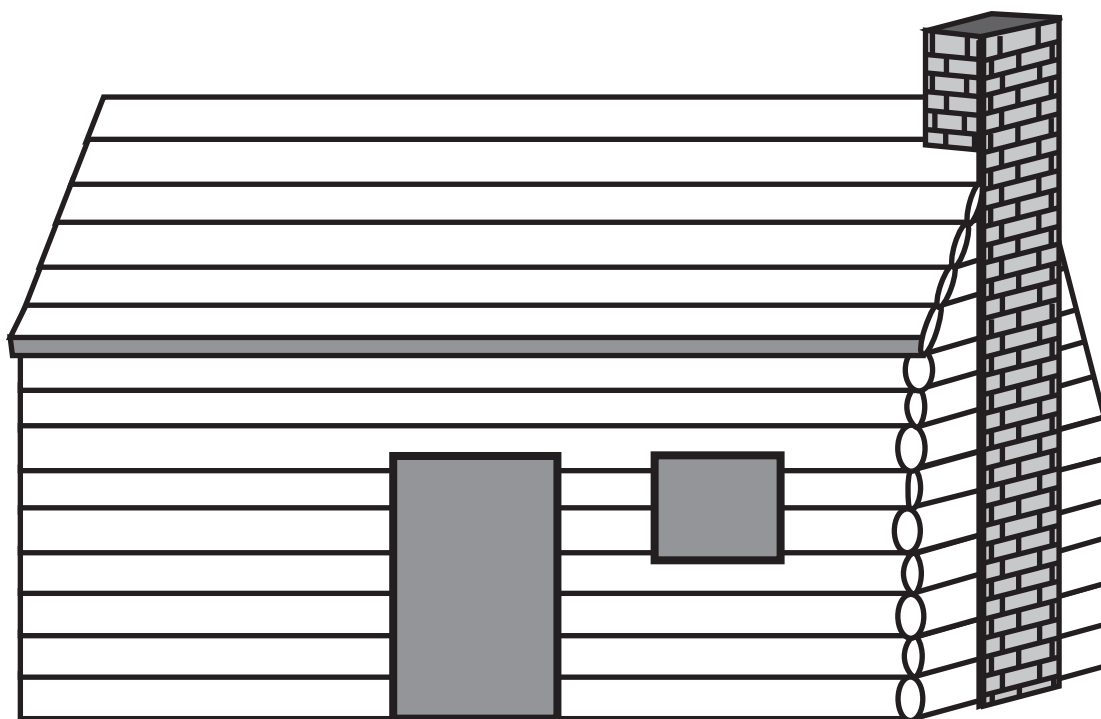
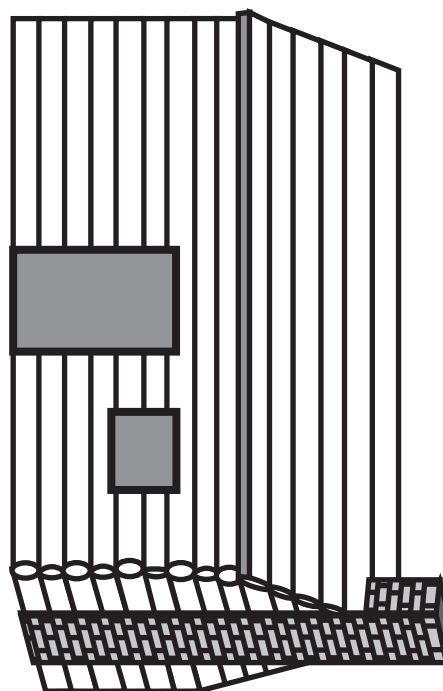
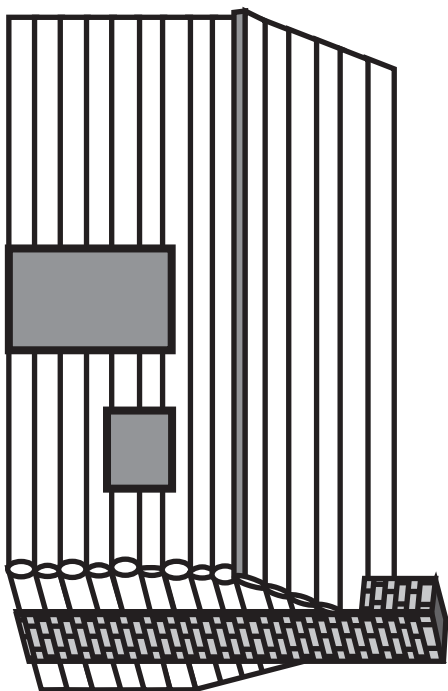
Name _____ Date _____

TRADING GOODS



Name _____ Date _____

LOG CABINS FOR THE FRIEZE



Name _____ Date _____

THE SETTLERS' POSITION

BACKGROUND INFORMATION

Using a strategy called Storypath, students have been involved in creating a story based on an imaginary community living on the Pacific Northwest Coast. This story takes place in the 1800s.

Students began their study of the people of the Northwest Coast by creating a frieze (a large mural) of the natural environment, which helped set the scene for the story. Next, students created the families who live in this natural setting along the coast. Students then built models of longhouses for their families and learned more about early Northwest Coast culture. The plot of the story now centers on the arrival of American settlers in the region. As the representative of the American settlers, you will be presenting the native people with one of the following scenarios:

Scenario 1: Land Dispute

You play the role of one of the new settlers. You come to the village and ask to speak to the chief. Tell the chief that the people of the settlement are going to cut down the trees in the forest for lumber and that the native people must stay out of the forest. You should make it clear to the students that the new settlers are forcibly taking the land for their own use.

Scenario 2: Disease

There is a measles outbreak in the new settlement and the people are short on supplies. You, as the settler's representative, come to the village to ask for food. The native people know of the measles outbreak and are concerned for their own safety because measles outbreaks have killed native people in other villages. The native village must decide what to do.

Name _____ Date _____

ROLE PLAYING

To help students understand the ethnocentric attitude of the settlers who moved to the Pacific Northwest, use the following information to model your behavior during your visit to the class.

- The American settlers during the nineteenth century generally believed that the native people were inferior and not very smart.
- The settlers typically misunderstood the role of the natives' chief. Settlers believed the chief could make his people obey him as though he were a king. Chiefs, however, typically did not have that kind of authority. Instead, chiefs normally led through their status and persuasive skills.
- Most often, disputes between the natives and settlers were resolved in the settlers' favor.

APPROACHES YOU CAN TAKE

- You should treat the students' characters with little respect.
- You should purposefully misunderstand the students' characters.
- You can negotiate with the students' characters if students want to take the story in that direction. Continue to consider your communication, attitude, and cultural barriers throughout, however.

Name _____ Date _____

MEDICINE CREEK TREATY**United States Government and Indians of Puget Sound**

Articles of Agreement with Isaac Stevens, governor of the Territory of Washington, and the chiefs of the Indians of Puget Sound this twenty-sixth day of December, in the year one thousand eight hundred and fifty-four.

The tribes of Puget Sound will give up all rights to the land occupied by them and will be given four tracts of land on Puget Sound. This land will be reservations for the Indians.

The tribes must agree to move to this land within one year.

The tribes will be allowed to fish in their usual places, but can only erect temporary houses at those places.

The United States will pay \$32,000 for all of the land given up to the United States.


In the future, the President of the United States can move the Indians from these reservations to other reservations if he chooses.

The tribes promise to be friendly with all citizens.

The United States government will provide a school for twenty years to teach agriculture and other skills so the Indians can become carpenters, blacksmiths, and farmers.

The tribes will agree not to trade with tribes outside of the United States.

The undersigned Isaac I. Stevens, governor of the Territory, and the chiefs of Puget Sound set forth their hands and seals at this place and on the date of this treaty.

Isaac I. Stevens 

Sign here: _____

Name _____ Date _____

SELF-ASSESSMENT: SOCIAL SKILLS

Social skills are an important part of working with others. Use the chart below to rate your group skills.

EPISODE: _____

Describe the group situation or event: _____

Group Skills	I need to work on this.	I did this some of the time.	I did this most of the time.
I was positive and respectful.			
I was a good listener.			
I encouraged others to participate.			
I did my fair share of the work.			
I worked to solve conflicts in the group.			

One thing our group did well together:

One thing our group needs to work on:

One thing I did well:

One thing I could do better:
