

Name: \_\_\_\_\_

# *Early* Northwest Coast People



**Program Author:** Margit E. McGuire, Ph.D., Professor of Teacher Education, Seattle University

**Program Consultants:** Katherine L. Schlick Noe, Ph.D., Professor and Director of Literacy, Seattle University; H. "Sonny" Carreno, B.A. Education, Licensed Instructor, English as a Second/New Language (Texas, Wisconsin, Indiana)

**Program Management:** Morrison BookWorks LLC

**Program Design:** Herman Adler Design

© 2006, 2017 by Storypath  
All rights reserved. Printed in U.S.A.

No part of this Student Portfolio may be reproduced in any form or by any means without permission in writing from the publisher.

Published by Storypath  
10200 Jefferson Boulevard  
P.O. Box 802  
Culver City, California, 90232-0802  
1-800-421-4246  
[www.teachstorypath.com](http://www.teachstorypath.com)

**Cover Photos:**

Background: Hominid, used under the Creative Commons Attribution 2.0 Generic license

Top, Left: Taku River Tlingit First Nation, used under the Creative Commons Attribution 2.0 Generic license

# PORTFOLIO

## Early Northwest Coast People

### Episode 1

1	Map of the Northwest Coast .....	4
2	Frieze Guide.....	5
3	Writing: Sense Poem.....	6

### Episode 2

4	Basic Needs Concept Map .....	7
---	-------------------------------	---

### Episode 3

5	Making a Character.....	8
6	Extended Family Web.....	9
7	Character Introductions .....	10
8	Active Listening Guide.....	11

### Episode 4

9	Community Role Descriptions .....	12
10	Prewriting: A Report .....	13
11	Self-Assessment.....	15
12	Writing: A Report .....	16

### Episode 5

13	Creating Northwest Coast Art.....	17
14	Primary Source: A Makah Traditional Story.....	18
15	Primary Source Reading Guide.....	19
16	Primary Source: A Kwakiutl Traditional Story .....	20
17	Primary Source Reading Guide.....	21

### Episode 6

18	Writing: Short Story.....	22
----	---------------------------	----

### Episode 7

19	Writing: Short Story.....	23
----	---------------------------	----

### Episode 8

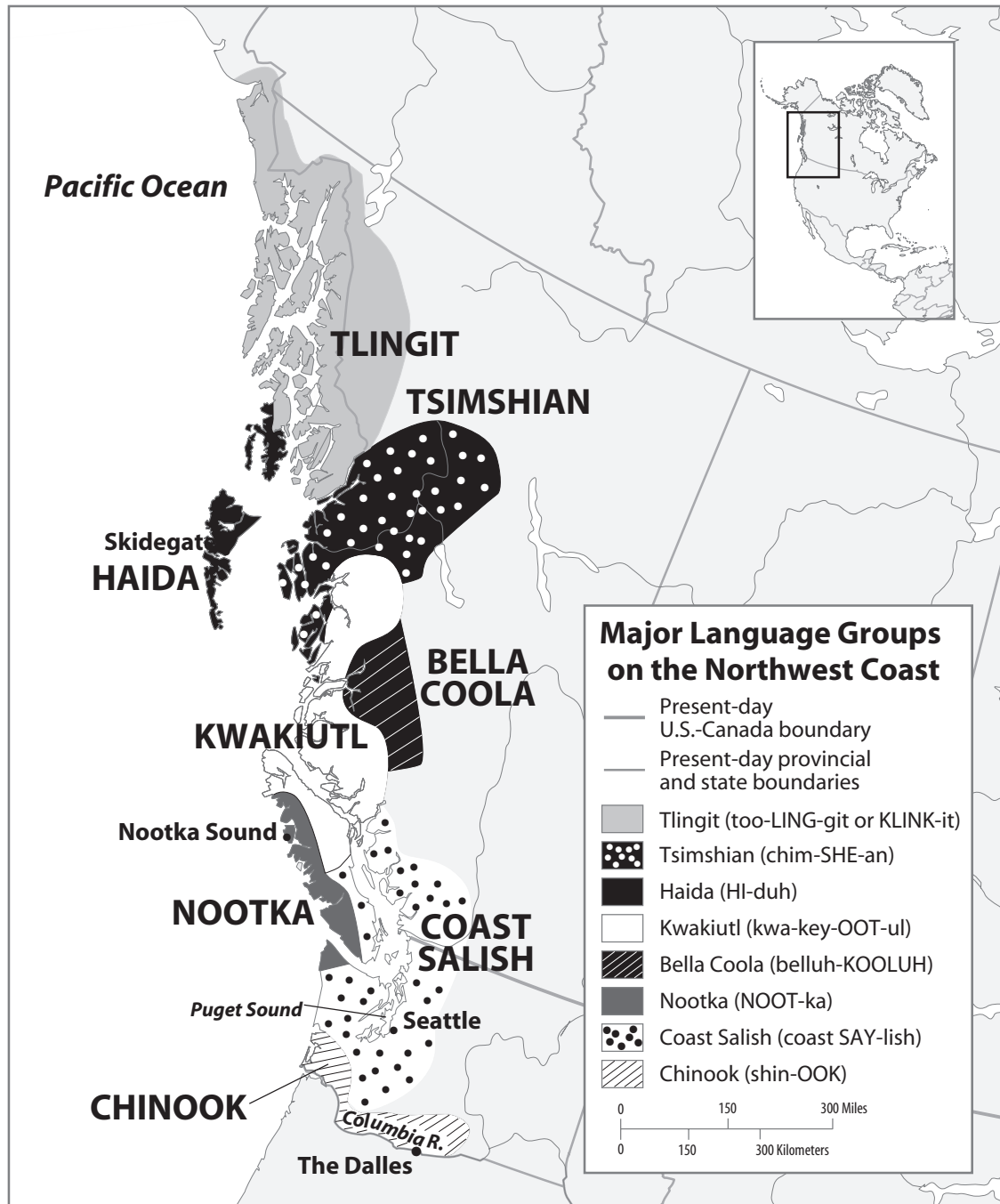
20	Writing: Short Story.....	24
----	---------------------------	----

### Episode 9

21	Writing: A Response .....	25
22	Word Bank .....	26
	Glossary .....	27



## MAP OF THE NORTHWEST COAST



There were many villages of people living up and down the Northwest Coast in the 1700s and early 1800s. At least 45 different languages were spoken in this region, but all of the villages used the sea for food and transportation and shared a similar culture.





## FRIEZE GUIDE

Work with your group to plan and make your portion of the Northwest Coast natural environment.

### 1. Brainstorm and list ideas for your setting.

---

---

---

### 2. Prioritize your ideas.

Look over your list as a group. Circle the ideas that you will use.

### 3. Assign jobs and list assignments.

---

---

### 4. Assess your work.

Put a check next to the things you did.

- ☐ I offered ideas about the frieze.
- ☐ I listened to other people's ideas.
- ☐ I disagreed in a polite way.
- ☐ I made positive comments to my group members.
- ☐ I was willing to change my ideas to help the group.

If you were to do the task again, what changes would you make in how you worked with your group?

---

---



## WRITING: SENSE POEM

Write a sense poem to describe the Northwest Coast environment. Imagine yourself somewhere in the environment shown in the frieze and think about what you would see, hear, touch, smell, and feel. Then complete the lines below with at least one describing word (adjective) and one thing (noun). Use words from the word bank or any other words that will give your readers a vivid picture of the environment.

I see \_\_\_\_\_

I hear \_\_\_\_\_

I touch \_\_\_\_\_

I smell \_\_\_\_\_

I feel \_\_\_\_\_

Rewrite the poem on a separate sheet of paper. Use only the words you wrote on the lines. Use your best handwriting and check for correct spelling. You will take the poem home to show your family.

Your finished poem might look something like this:

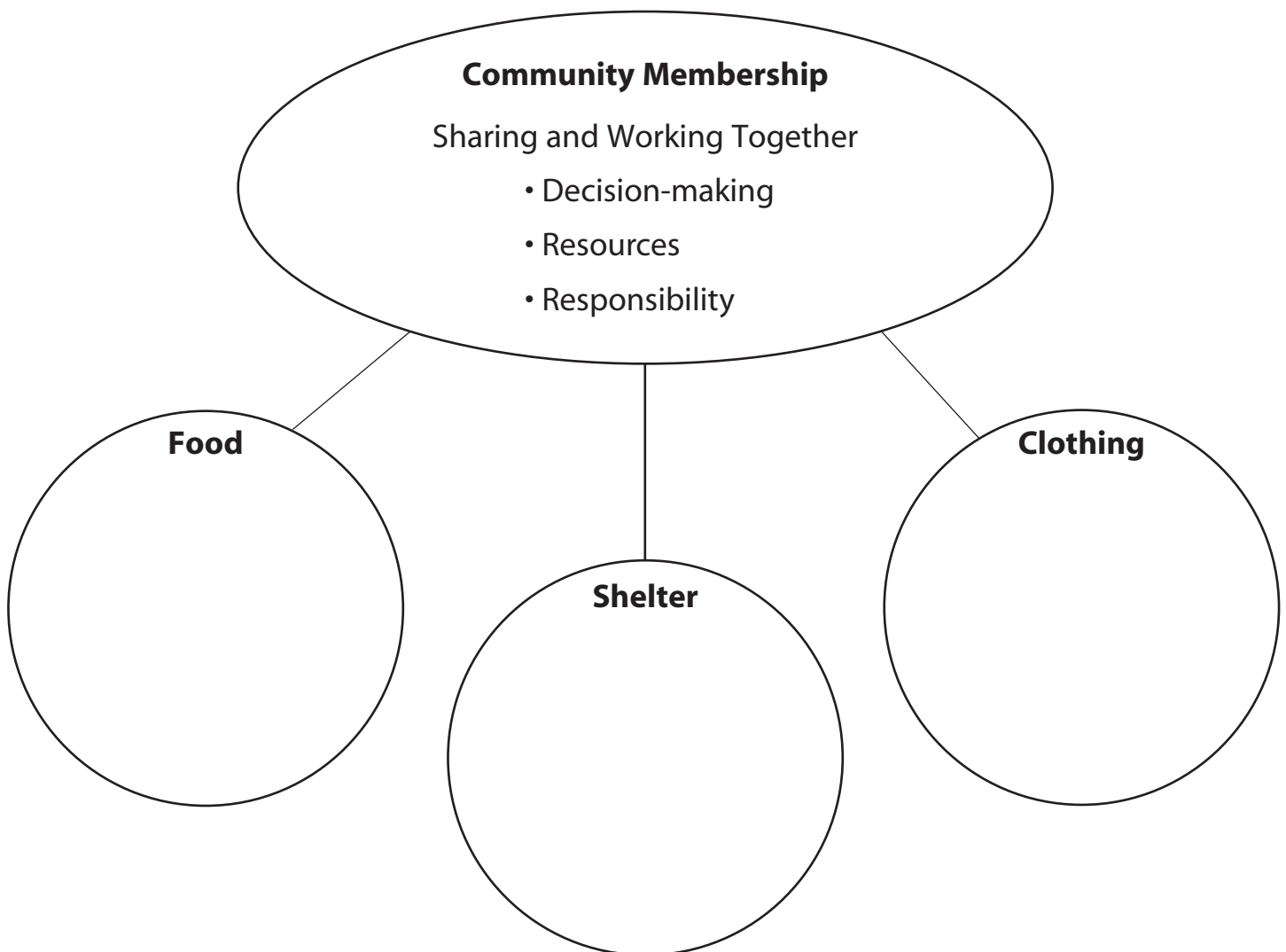
Green cedar trees  
Rustling branches  
Craggy, veined bark  
Pungent evergreens  
Sheltered by giant trees

**Assessment:** The poem follows the given format and creates an accurate picture of the place. The poem uses adjectives and nouns to create a logical sequence for each sense; vivid and interesting adjectives describe the nouns. There is evidence of care in choosing words and in construction; correct spelling is used.



## BASIC NEEDS CONCEPT MAP

Think about the people who lived in this environment long ago. Then look at the frieze and think about the class discussion. What *natural resources* would the people use to meet their basic needs? In the circles shown below, write the natural resources used for food, shelter, and clothing. Draw additional circles if you think of other needs that you want to include.



**Assessment:** The resources identified are found in the Pacific Northwest environment. There are appropriate resources for each category. There is evidence of understanding that a resource can be used to meet more than one need.



## MAKING A CHARACTER

Follow the steps below to make your character. Decide what your character will look like, including clothes that were worn by the early Northwest people, hair, and facial expression.

### 1. Make the head.

- ☐ Draw a circle about 2 inches in diameter.
- ☐ Cut out the circle.

### 2. Make the body.

- ☐ Draw a rectangle approximately  $2\frac{1}{2}$  inches by 4 inches.
- ☐ Cut out the rectangle.

### 3. Make the arms and legs.

- ☐ For the arms, draw two rectangles about  $\frac{3}{4}$  inch wide by 4 inches long.
- ☐ Draw two more rectangles approximately 1 inch longer for the legs.
- ☐ Cut out the rectangles.

### 4. Put the body together.

- ☐ Position the head, arms, and legs on the body.
- ☐ Glue the body together.

### 5. Make clothing authentic to the time and place. You may need to do more research to make your clothing authentic.

- ☐ Place the body on the materials you will use for clothing.
- ☐ Trace around the shape to make clothing.

### 6. Mount the figure and add details.

- ☐ Glue the figure on construction paper.
- ☐ Glue the clothing onto the figure.
- ☐ Add details such as hair, feet, hands, facial features, jewelry, or a hat.

**Assessment:** Directions are followed for making a realistic character. The size is appropriate, clothing is appropriate for the time and people of the early Pacific Northwest Coast, and details are included. The character is carefully completed.





## EXTENDED FAMILY WEB

Use the web below to show how your character is related to other members of your extended family. On the first line of each circle, write the family member's name. On the second line, write the relationship that person has to you, such as mother or uncle. On the third line, write the work that person does to help the family meet its basic needs. Draw additional circles if necessary.

The diagram consists of a central circle with a thick black border, connected by lines to four surrounding circles with thin black borders. Each circle contains three horizontal lines for text entry.

**Central Circle:**

- My name \_\_\_\_\_
- Work I do to help my family \_\_\_\_\_

**Top-Left Circle:**

- Name \_\_\_\_\_
- Relationship \_\_\_\_\_
- Work family member does \_\_\_\_\_

**Top-Right Circle:**

- Name \_\_\_\_\_
- Relationship \_\_\_\_\_
- Work family member does \_\_\_\_\_

**Bottom-Left Circle:**

- Name \_\_\_\_\_
- Relationship \_\_\_\_\_
- Work family member does \_\_\_\_\_

**Bottom-Right Circle:**

- Name \_\_\_\_\_
- Relationship \_\_\_\_\_
- Work family member does \_\_\_\_\_

**Assessment:** Family relationships are identified and reflect the group's decisions about the family members. Appropriate work is identified based on family roles and the life of the early Northwest Coast people.



## CHARACTER INTRODUCTIONS

Prepare an introduction for your character using the guidelines below. You are going to introduce your character as though you were that person. In your family group decide how you want to introduce yourselves. Use the following guidelines:

- Get into role. Remember you live a long time ago in a village in the Pacific Northwest.
- Underline important information in your character biography. Be sure to include your name, your position in the family, and any special skills you have.
- Decide what else you will tell about yourself.
- Keep your introduction short and to the point.

Practice your introduction in your family group. Give feedback to each group member. Explain your comments. Use the chart to record feedback you receive. Make improvements as necessary.

Introduction Skills	Met Expectations	Needs some work	Needs lots of work
I was in character.			
I included important information and interesting details.			
I included skills that help meet basic needs.			
I spoke clearly and confidently.			
I made eye contact with the audience.			



## ACTIVE LISTENING GUIDE

### Family Introductions

Use the web below to organize information about your family and the other families in your village. For each family introduced, write the name of the family's clan and the number of family members. Also write any special skills or roles in each family.

The diagram consists of a central circle and four surrounding circles, each containing lines for family information.

**Central Circle:**

- \_\_\_\_\_
- My family clan**
- \_\_\_\_\_
- Special skills or roles**
- \_\_\_\_\_
- \_\_\_\_\_
- Number of family members**

**Top Left Circle:**

- \_\_\_\_\_
- Family clan
- \_\_\_\_\_
- Special skills or roles
- \_\_\_\_\_
- \_\_\_\_\_
- Number of family members

**Top Right Circle:**

- \_\_\_\_\_
- Family clan
- \_\_\_\_\_
- Special skills or roles
- \_\_\_\_\_
- \_\_\_\_\_
- Number of family members

**Bottom Left Circle:**

- \_\_\_\_\_
- Family clan
- \_\_\_\_\_
- Special skills or roles
- \_\_\_\_\_
- \_\_\_\_\_
- Number of family members

**Bottom Right Circle:**

- \_\_\_\_\_
- Family clan
- \_\_\_\_\_
- Special skills or roles
- \_\_\_\_\_
- \_\_\_\_\_
- Number of family members



## COMMUNITY ROLE DESCRIPTIONS

You have discussed natural resources and basic needs and you have met the families in your village. Now you can think about what your character does to contribute to the community.

**Your character's name:** \_\_\_\_\_

What work do you contribute to the community? \_\_\_\_\_

How did you learn to do this work? \_\_\_\_\_

\_\_\_\_\_

What natural resources do you use in your work? \_\_\_\_\_

What tools do you need for your work? \_\_\_\_\_

Now find two other people in the village with whom you might spend time. You might work together or you might share resources.

**First character's name:** \_\_\_\_\_

What work does this person do in the village? \_\_\_\_\_

Explain how you and this character depend on each other.

\_\_\_\_\_

**Second character's name:** \_\_\_\_\_

What work does this person do in the village? \_\_\_\_\_

Explain how your character and this character depend on each other.

\_\_\_\_\_

\_\_\_\_\_

**Assessment:** Information is accurate based on the early Northwest Coast people. Tasks are authentic to the place and roles. Logical connections are made among community members reflecting interdependence.



## PREWRITING: A REPORT

### Daily Life in an Early Northwest Coast Village

A report is a type of writing that relates important information about a topic. The information in a report should be accurate and organized in a logical order. The report should include interesting details and vivid descriptions. A report includes an inviting introduction and a satisfying conclusion.

As your character, you will write about a day in the life of your village. First you need to organize your ideas.

1. Make a list of activities your character would do from the time he or she wakes up until bedtime. Be sure to include the jobs your character does in the village.

---



---



---

2. Circle three activities on your list that are most interesting. Write one activity at the top of each column. Under each activity write some interesting details. For example, what tools would you use in this activity? What natural resources would you need? Who might help you with the task? Where would you do it?

Activity:

Activity:

Activity:

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>



## PREWRITING: A REPORT (CONT.)

3. Think about how to make your report interesting. Use words that will vividly describe the people and activities in the village.

What do you see when you look around the village?

---

---

---

Picture in your mind what the day is like. Describe the weather and the mood in the village.

---

---

---

Describe any special events or activities that are going on.

---

---

---

4. Write a draft of your daily life report on a separate sheet of paper.
5. Edit and revise your draft. Use the "Self-Assessment" on the following page to decide how to edit and revise your draft.
6. Write your final copy on Portfolio page 16.

**Assessment:** The prewriting describes shared tasks. It includes accurate jobs and tools, recognizes interdependence logical to the job roles, and incorporates personal characteristics in descriptions of relationships.





## SELF-ASSESSMENT

### A Report on Daily Life

Use the rubric below to evaluate your report. The first column describes expectations for the assignment.

Rate yourself by putting a number in the second column.

1 = missed the mark; needs lots of work

2 = on target; met the basic requirements of the assignment

3 = outstanding work; went beyond expectations

In the last column explain why you assigned that number for that criterion.

### Ideas and Content

Criteria for assessment	Rating	Explanation for rating
The content is accurate and related directly to your character's role in the village.		
The description of daily life is focused and includes relevant details.		
Descriptions are included about tools, resources, environment, and work.		
Relationships among people are clearly described including how people depend on each other.		
The writing is insightful. The reader can picture daily life because of the vivid descriptions.		

### Organization

Criteria for assessment	Rating	Explanation for rating
The introduction is inviting and a satisfying conclusion is provided.		
The sequence is logical and effective.		



DATE \_\_\_\_\_

## WRITING: A REPORT

## Daily Life in a Northwest Coast Village

Write the final draft of your daily life report.

[illegible]

**Assessment:** The report is accurate. It includes information about tools, resources, environment, and work. It discusses how people depend on each other. It has a logical sequence, an inviting introduction and a satisfying conclusion.



## CREATING NORTHWEST COAST ART

Work with your family group to plan your art objects. Use the space below to help you plan and organize your ideas.

1. Decide on art objects your family will create.

---

---

---

---

2. What animal is important to your family?

---

3. Look at Content Card 6 and other resources to get ideas.

4. Plan your art object.

- Circle the colors below that you will use.

black      red      blue-green      blue      yellow      white

- How will you use the traditional shapes? Sketch your art object below using these shapes. Remember to make your design symmetrical.





## PRIMARY SOURCE: A MAKAH TRADITIONAL STORY

### Why the Crow Says “Caw-Caw”

by Helen Peterson, Makah

Mother Crow and her babies were very hungry. Mother Crow said, “I will take my basket and go to the beach and look for something to eat.”

She put her basket on her back and went to the beach. As she walked along she sang, “I am looking for a seal to feed my babies.” She saw a bullhead (*worthless fish*). She kicked it and said, “I don’t want you.”

After a long search she found and caught a seal. She put it into the basket on her back and started home, singing loudly, “I caught a seal, I caught a seal, I caught a seal.”

On the way home she met a raven (*Cluk-shewed*).

“Cousin,” said the raven (*in old legends the crow and the raven are related*), “You are singing a beautiful song, but your basket is about to fall off your back. Let me help you straighten it.”

The raven pretended to straighten her basket, but instead he took out the seal and put in a big rock.

The Mother Crow (*Chaw-caw-do-oo*) thanked him and went on home thinking what a charming cousin she had. When she got home and emptied the basket onto a platter, the rock broke the platter into many little pieces and all her babies began to cry.

“Don’t cry. The old raven has my seal. I should have been wary of his flattery. Go to the raven and tell him you are hungry. He will give you something to eat.”

The baby crows went to the raven’s house. He was steaming the seal in a rock pit. It smelled very good. They said, “Mother Crow said you would give us something to eat.”

The raven said, “Of course, dear cousins, but first we will have a party. I will teach you a new dance. Take these long poles and hold them toward the sky. Watch the top of them while you dance around the fire. Be sure to keep your eyes on the tiptop of the pole.”

They danced and danced until they were so tired they could no longer hold up the poles. Surely the seal was cooked by now. They stopped dancing and looked around. The raven was gone. They looked into the rock pit. There was nothing left but bones.

They started home to tell their mother. They wanted to sing like she always did. They wanted to sing, “The seal is all gone and we didn’t get any,” but they were so hungry and tired they could only cry, “Caw-caw-caw.”

Mother Crow had to teach them to talk all over again. Even today, unless a crow is taught to say words, he can only cry, “Caw-caw-caw.”

“Why the Crow Says ‘Caw-Caw’” by Helen Peterson, *Makah: The History and Culture of the Indians of Washington State—A Curriculum Guide*, edited by Dr. Leighanne Harris and Dr. Willard E. Bill, 1974.



## PRIMARY SOURCE READING GUIDE

### Why the Crow Says “Caw-Caw”

The story “Why the Crow Says ‘Caw-Caw’” is a primary source. It was written by Helen Peterson, a Native American Indian of the Makah tribe. Historians can use this story to learn about the culture and beliefs of early Northwest Coast people.

Effective readers first think about the author’s purpose for writing and then about what they already know about the topic. Then they often read and reread to make sure they understand the text. Read this traditional story at least two times. Read it aloud to a partner at least one time. Look for the most important ideas. Then use the questions below to help you better understand the story.

1. Who are the characters in this story?

---

---

2. Readers often form their own opinions about the characters in a traditional story. Think about your opinion of Raven. Then use your own words to describe Raven.

---

---

3. Underline the words or phrases that helped you decide what you think about Raven.

4. What does this story explain about crows?

---

5. What lessons can people learn from this story?

---



## PRIMARY SOURCE: A KWAKIUTL TRADITIONAL STORY

### Story of the Kwakiutl Thunderbird Totem Pole

Long ago the Kwakiutl people did not know how to build longhouses or make tools to fish and hunt. Thunderbird, the giant bird who makes thunder, looked down on the people and decided to help them.

Thunderbird took the shape of a man and built a strong longhouse near where the people lived. He decorated the longhouse with beautiful designs. He made hunting and fishing tools, wove cedar bark baskets and mats, and boiled eulachon (*eels*) to make fish oil. Then he caught a grizzly bear to keep watch over his house.

One day, some people drifted by in a canoe. When they saw the house, they were amazed. Thunderbird invited the people in, showed them his belongings, and fed them the best food they had ever eaten. After the meal, Thunderbird told the people to go and make their own longhouses, tools, and baskets. But as the people left, they stole Thunderbird's belongings. When Thunderbird tried to explain the laws of private property, they wouldn't listen and took him as a prisoner.

As they paddled away in their canoe, a great thunderstorm came. In panic, the people threw Thunderbird's belongings overboard. Then someone noticed that when the thunder flashed, Thunderbird's eyes lit up. The people realized that the man was Thunderbird, and they promised to follow his teachings if he would spare their lives.

The storm suddenly stopped, and Thunderbird forgave the people. Afterwards, Thunderbird decided to stay and marry the daughter of a chief, becoming the ancestor of all the Kwakiutl people of the Thunderbird clan.





## PRIMARY SOURCE READING GUIDE

### Story of the Kwakiutl Thunderbird Totem Pole

The story of the Kwakiutl Thunderbird Totem Pole is a primary source. Historians can use this story to learn about the culture and beliefs of early Northwest Coast people.

Effective readers first think about the author's purpose for writing and then about what they already know about the topic. Then they often read and reread to make sure they understand the text. Read this traditional story at least two times. Read it aloud to a partner at least one time. Look for the most important ideas. Then use the questions below to help you better understand the story.

1. Who are the characters in this story?

---

---

2. What does the story explain about the Kwakiutl people?

---

---

3. What lessons about community life might you learn from this story?

---

4. How is this story like the story "Why the Crow Says 'Caw-Caw'"?

---

5. How is it different?

---

---



DATE \_\_\_\_\_

## WRITING: SHORT STORY

**Episode event:** \_\_\_\_\_

Write a short story about what has happened in your village. As you write your story, remember to:

- Focus on the event that you have decided is important.
- Provide accurate information about the event.
- Make sure it is a logical sequence of what happened.
- Include a lead sentence that pulls the reader into the story.
- Use words that create vivid pictures and interesting details about the event.

**Story Title:**

[illegible]

[illegible]

[illegible]



## WRITING: A RESPONSE

### First Salmon Ceremony

Early Northwest Coast people believed that the animals they hunted were really animal spirits that let themselves be caught to help people. An animal's spirit went to live in a special house after it was killed. Prayers were said before and after each hunt. If the spirits became angry, it was feared that they would not return as animals, and people would go hungry. The most important of these prayers was the First Salmon Ceremony. After the first salmon of the fishing season was caught, it was carefully cooked during a special ceremony. Each person in the village ate a small piece of it. Then its bones were returned to the water. People thought that if the bones of a salmon were not put back in the water, its spirit would become angry and salmon might never swim up the river again.

### Reflect on your learning.

In character, describe what happened at your First Salmon Ceremony. Explain why this ceremony is an important tradition in your village. Also, explain how the ceremony is related to the events in your village from the last two episodes.

---

---

---

---

---

---

---

---

**Assessment:** The response describes events from the ceremony, explains why this ceremony is an important tradition, and explains why the ceremony is important in the context of the Storypath.



## WORD BANK

Keep track of the words you learn or words that interest you. Words in your word bank may come from class discussion, research, or any other source during the unit.

### The Northwest Coast Environment

Look at the Northwest Coast environment that you have created and make a word bank. In the first column, write things that you see in the environment (nouns). In the second column, write words that describe those things (adjectives). Make your descriptive words as vivid as possible.

Things in the environment (nouns)	Describing words (adjectives)

### Other Nouns and Adjectives

Nouns	Adjectives

### Other Words

---



---

**Assessment:** The word bank includes nouns that relate to the setting and vivid and appropriate adjectives.



## GLOSSARY

**cedar** *noun* an evergreen tree with soft, fragrant wood; early Northwest Coast people used cedar bark to make clothing, baskets, and other items

**chief** *noun* the leader of an early Northwest community; the chief ruled by persuading his people

**clan** *noun* a group of people who believe they have a common ancestor; Northwest clans are often associated with animal spirits

**clan crest** *noun* the images on totem poles and other items that represent a particular clan

**commoner** *noun* a low-ranked person in early Northwest Coast society

**extended family** *noun* a family grouping that consists of many near relatives—such as grandparents, uncles, aunts, and cousins—living in one household

**First Salmon Ceremony** *noun* a ceremony early Northwest Coast people used to mark the start of each salmon fishing season

**longhouse** *noun* a long building with one room; early Northwest Coast people lived in longhouses during the winter months

**rank** *noun* a social position in a society; in early Northwest Coast society, the village chief was the highest-ranking person

**reservation** *noun* an area of land set aside for Indian people to live on; in Canada, these areas are called reserves

**salmon** *noun* a fish that spends most of its life in the ocean before swimming up rivers and streams to lay eggs; salmon was the most important part of the early Northwest Coast diet

**salmonberry** *noun* a sweet juicy berry that grows near rivers and streams on the Northwest Coast

**shaman** *noun* in early Northwest Coast society, an expert on curing sick people using animal spirits

**symmetrical** *adjective* able to be split in two similar halves by one dividing line; early Northwest Coast art was often symmetrical

**totem pole** *noun* a wooden pole carved and painted with clan crest designs