



Cracking the History Code: Salish Stories Pre-Visit Materials

These materials are designed for use in your classroom in conjunction with your visit to MOHAI. During your field trip, students will explore True Northwest: The Seattle Journey and will be analyzing primary source materials to learn more about Coast Salish culture in the Puget Sound region. The activities and vocabulary listed here are designed to acquaint students with the analysis process that they will be using at the museum and to introduce terms that will be referenced during your visit.

Vocabulary

Analysis: The close and careful examination of something using one or more of the five senses in order to draw conclusions about the significance of observed details.

Anthropologist: Someone who studies the origin, the behavior, and the physical, social, and cultural traits of humans.

Archaeologist: A type of anthropologist who studies past humans by looking at material culture that they have left behind.

Artifact: Something made or used by people.

Canoe: In Coast Salish culture, canoes are generally a watercraft carved from a single cedar log. They are powered by paddling, poling, or by sail. They vary in size from small one-person hunting canoes to 40 foot long vessels in which a whole family could travel.

Cedar: An evergreen, coniferous tree that is native to the Pacific Northwest. Cedar is of great importance to Coast Salish people. Cedar is valuable both for carving and weaving purposes. Cedar wood, roots, bark, and withes are used to create everything from canoes to babies' diapers.

Chief Seattle (Siʔa:ɬ): A child of Suquamish and Duwamish parents, siʔa:ɬ (Renamed "Chief Seattle", by settlers) is the namesake of the city of Seattle, and was known as a great warrior, friend of the settlers, and a skilled speechmaker. siʔa:ɬ was believed to have been born around 1780 and died June 7, 1866.

Chronological: Presented or arranged in the order in which events occur or occurred.

Coast Salish: An overall term for Native American peoples inhabiting the Pacific coast from the Strait of Georgia to northwest Oregon, whose original languages belong to the Salish language family.

Culture: The behaviors and beliefs characteristic of a particular social, ethnic, or age group.

First Food Ceremonies: These ceremonies honor traditional foods — clams, duck, elk, salmon, berries — and celebrate the appearance of these foods at certain times of the year. One such ceremony is the First Salmon Ceremony, which offers thanks to the first returning salmon of the season.

Local: Relating to a specific city, neighborhood, or area.



Longhouse: Also called plank houses, these permanent winter homes along the northwest coast were built of cedar planks, and could span anywhere from 100 to 400 feet long. Several families would live in one longhouse. Today longhouses serve as meeting places for a wide variety of tribal functions.

Material Culture: The artifacts that represent meaning, history, and values for a group. These artifacts can be tools, printed or written materials, musical instruments, foods, toys, jewelry, ceremonial objects, clothes, etc.

Museum: A building or institution where objects of artistic, historical, or scientific importance and value are kept, studied, and put on display.

Native American: Also known as Indians and First Peoples, Native Americans are decedents of people who started living in North America many hundreds of years ago, long before the arrival of European Explorers.

Post-Contact: After the arrival of European explorers and settlers.

Potlatch or Giveaway: On important occasions, such as the birth of a child, a daughter having become a woman, a son's marriage, bestowing traditional names, memorials, or introducing family members into ceremonial life, wealthy Coast Salish families sponsor gatherings which are sometimes called potlatches or giveaways. Guests are given gifts, feasted, and asked to serve as witnesses that the ceremony or purpose of the gathering was done properly.

Pre-Contact: Before the arrival of European Explorers and settlers.

Salmon: The common name for several species of fish that are typically born in fresh water, migrate to the ocean, then return to fresh water to lay eggs. Salmon are of great significance to Coast Salish people as a food and energy source, a trade item, and as a mythological creature who is honored and celebrated.

Trade: Transfer of goods (things) or services from one person to another in exchange for some other goods or services.

Traditional: Used here to mean customs, behaviors and lifeways that have been passed down through multiple generations.

Weaving: Production of fabric by interlacing two sets of yarns so that they cross each other. Often accomplished with a hand or power operated loom.

Wool: Soft wavy or curly undercoat of hairy mammals such as sheep, goat, or alpaca.



Standards Alignments

Lesson Description:

After a short video introduction by Tulalip filmmaker Derek Jones, students will use a variety of natural resources, artifact, and photos to reveal centuries of Coast Salish innovation.

Grade Level:

3-5 (aligned to 4th)

Potential Common Core Standard Alignment:

Speaking and Listening:

- SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Reading Informational:

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened & why, based on specific information in the text.
- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Potential EALR/GLE Alignment:

See GLE matrix for specific grade level expectations for each component.

Communication:

- 1.1. Uses listening and observation skills and strategies to focus attention and interpret information.
- 1.2. Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
- 2.2. Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
- 3.1. Uses knowledge of topic/theme, audience, and purpose to plan presentations.
- 3.2. Uses media and other resources to support presentations.

Social Studies:

- 3.1 Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.
- 3.2 Understands human interaction with the environment.
- 4.1 Understands historical chronology.
- 4.3 Understands that there are multiple perspectives and interpretations of historical events.
- 5.2 Uses inquiry-based research.
- 5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.



Potential 21st Century Skills Alignment:

- 1.A.1 Use a wide range of idea creation techniques.
- 1.A.2 Creates new and worthwhile ideas using both incremental and radical concepts.
- 1.B.1 Develop, implement, and communicate new ideas to others effectively.
- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims, and beliefs.
- 2.C.4 Effectively interpret information and draw conclusions based on the best analysis.
- 2.D.2 Effectively identify and ask significant questions that clarify various points of view and lead to better solutions.
- 3.A.1 Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- 3.A.3 Use communication for a range of purposes.
- 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams.
- 4.B.2 Manage the flow of information from a wide variety of sources.
- 6.A.1 Use technology as a tool to research, organize, and evaluate communicate information.
- 7.A.2 Adapt to varied roles, job responsibilities, schedules, and contexts.
- 9.A.2 Know when it is appropriate to listen and when to speak.
- 10.B.1.f Collaborate and cooperate effectively within teams.
- 11.A.1 Uses interpersonal and problem solving skills to influence and guide others toward a goal.



Pre-Visit Activities: Learning to Look at Objects

We can learn a lot about people by looking closely at their stuff! Once students are familiar with the terms museum, anthropologist, material culture, artifact, and analysis, choose one (or more) of the following activities to demonstrate the analysis process. You may want to have students pretend that they are anthropologists from another planet or from the future studying Puget Sound culture in the year 2016.

Activity 1: Collect four or five Coca-Cola containers in various styles. Break students into small groups and hand out the Object Analysis Worksheet and a drink container to each group. Give students 20 minutes to fill out their worksheets. Have each group present their findings to the class. Between presentations, prompt students to compare their object to ones described by other groups. Ask what differences and similarities they notice (mouth of can, design, lettering, stamps, shape, materials, etc.) and discuss what these objects tell us about our culture. Show online images of how the Coca-Cola bottle and advertising has changed over time and have students create their own advertisement for an item today and in the past. *NOTE: Though Coca-Cola works well for this activity because of its popularity and well documented history, this activity can be carried out with any item.*

Activity 2: Collect four or five McDonalds French fry boxes. Break students into small groups and hand out the boxes and the “Fifty Ways to Look at a McDonalds French Fry Box” questions. Give groups 15 minutes to answer as many questions as possible. Have groups share some of their answers with the rest of the class and discuss what other questions students can think of and how similar questions could be applied to other objects.

Activity 3: Have students bring in an item from home. Hand out the “Reading an Artifact” worksheet and have students get out their objects. Break students into teams of two. Give students fifteen minutes to fill out their worksheets without asking their partner any questions about the object. After ten minutes have passed, let teams go over their objects together to see what they came up with. Discuss what information students were able to figure out by looking at the objects, and why museums would prefer to collect artifacts that include information from the people who made or used them.

Activity 4: Choose an object and place it behind a box at the front of your classroom. Have one student come up and look at the item. Give the student 30 seconds to describe the item out loud while you and the rest of the class try to draw it. Have students show their drawings. Have another student come up and continue the process until you/your students have a complete sketch. Reveal the object and compare it to your student drawings, then discuss:

- What description techniques (comparing it to other items, giving specific measurements, colors, shapes, etc.) worked best?
- Is looking closely only useful for archaeologists? When else might the ability to look closely be helpful?
- When else might we need to be able to describe things in an accurate/detailed way?

Activity 5: Once you have completed one of the activities listed above, have students look at other objects in your classroom (student clothing, food, tools, photos, the building, etc.) to create a more complete understanding of Puget Sound Culture in the year 2016. Have groups select 3-5 objects that they feel best exemplify Puget Sound Culture in the year 2016, and then ask them to create a mini exhibit to share with the class. Explain that students will be using these same skills at the museum to find out what life was like in in Puget Sound region in the late 1700’s through the mid to late 1800’s, using objects made and used by people in our region during that time period.



Post-Visit Activity Ideas:

Bring the visit back with you into the classroom!

- **Best of MOHAI** – While at the museum, have students choose a favorite artifact and record notes and observations about it. Back at school, draw or create a model of this artifact and make a class display or special guide to MOHAI.
- **Seattle Timeline** – Brainstorm significant moments from Seattle’s history that you saw mentioned in the exhibits at MOHAI or have discussed in class. Have students draw representations of these events and place them together in a giant timeline.
- **Settling the Sound** – Many different communities have chosen to live and work in the Seattle region. Some reasons include climate, food sources, safety, good land, proximity to friends & family, and business opportunities. Use time in the museum as research to identify why each of the following groups decided to live or work in this area prior to 1900: Native Americans, explorers, traders, settlers traveling on the Oregon Trail, laborers, immigrants, and single women. Share your findings with the rest of the class and discuss: what did these different groups have in common? Why might people choose to move here today? **Extension:** Have students design a travel poster/postcard advertising Seattle.
- **Customs and Traditions** – What are some customs and traditions that you practice in your home or school community? Have students pick a tradition from their own lives, research and/or record its origins, and bring in an artifact that represents what they chose.

Fifty Ways to Look at A McDonalds French Fry box¹

1. What does it smell like?
2. How does it feel?
3. Does it feel the same all over?
4. Does it make a noise?
5. What are its dimensions (height, weight, and diameter)?
6. Describe its shape, color, and any decoration.
7. What is the function of the decoration?
8. What does the writing on the box tell you?
9. What do the other symbols on the box tell you?
10. Which are the most important symbols/why?
11. Which symbols do you see first?
12. What does this tell you?
13. Why are symbols, logos, and trademarks so important in our society?
14. Is this “art”?
15. Why isn’t the box plain white? Or grey? Or Purple?
16. What material was used to make the box?
17. What raw materials were needed to produce this material?
18. What does this say about attitudes towards the environment in our society?
19. Is this a renewable resource?
20. How much has the box’s shape been determined; by the material used, the methods of construction, and the box’s function?
21. What are the advantages of using this material?
22. What are the disadvantages of using this material?
23. How might the box have been different if it was made of a different material (for example, ceramic, wood, metal, plastic)?
24. Why is the box the size it is?
25. Are all McDonald’s boxes the same size/shape?
26. Does this box work well?
27. How might the current design be improved?
28. If somebody 50, 100 or 200 years ago had designed a box for French fries, how might it have been different?
29. How could you use this box for a new purpose?
30. Are French fry boxes the same all over the world?
31. Have the sizes of McDonald’s boxes changed over the years?
32. How might French fry boxes look in the future?
33. Will people eat fries 100 years from now?
34. Will the name French Fries still be used in 100 years’ time?
35. Why not just serve the fries on a plate? What does this tell us about our society?
36. How did this object become part of our culture?

¹ Modified from “Big Mac Questions.” Durbin, G., Morris, S. & Wilkinson, S. (1990) A Teachers Guide to Learning from Objects, English Heritage, pp. 24-25.



37. What outside events might have influenced the use of this object?
38. How many of these boxes are used in America every day?
39. Which country uses the most of these boxes each year?
40. Which country buys the most McDonalds French fries per person?
41. How many of these boxes get recycled?
42. For how long is each box actually used?
43. What is done with them after they have been used?
44. Show the box to as many people as you can within a 10 minute period. How many people didn't recognize it? What does this tell you?
45. Would you get the same response in London, Paris, Tokyo, Berlin, Cairo, and Shanghai?
46. Have you seen advertisements for McDonalds French Fries before?
47. Are you lovin' it?
48. What do you think is the single most significant thing about a French Fry box?
49. Have events from your own life influenced how you interpret this object?
50. What other questions does this object make you think of?



Reading an Artifact

Artifacts are items that have been made or were changed in some way to be used by humans. Anything from pieces of trash to a priceless painting can be considered an artifact. By looking closely at the materials people used, we can learn all sorts of information about their lives such as where they lived, what they ate, what types of clothes they wore, and what technologies they used.

Suggestions for Analyzing Artifacts:

1. When describing an artifact on paper or out loud, start with the general and become more and more specific.
2. Look for clues (words) that will help you do additional research on this topic.
3. If you have difficulty describing something using words, use drawings and diagrams to help document what you see.

Describe your Artifact:

1. What material(s) is it made out of?
2. What color is it?
3. What is its shape/size?
4. Describe any moving parts.
5. Describe any words, symbols, or other markings.
6. Is there anything else you notice?

Draw Conclusions

1. How might this artifact have been created?
2. Why was this artifact created? What was it designed to do?
3. Who might have used this artifact?
4. When and where might this artifact have been used?
5. Is this artifact still used today? If not, what has replaced it?
6. What does the artifact tell us about life in Washington at the time it was created?