Language Arts, Math, Health & Physical Education

Gathering Places: Greeting Each Other in a Good Way

Overview

Students will learn about gathering places and greeting each other in a good way. There were many gathering places for the Coos, Lower Umpqua and Siuslaw people. Gathering places were used for trade, celebration, and community get-togethers. They were often easily accessible and very important to tribal life. One such gathering place is ***elk'elch***, or The Hollering Place, and is on the North Spit in Coos Bay, Oregon.

The Hollering Place is a very special place to our people. This special place is near Coos Bay, Oregon, and is named ***elk'elch***. People from the ***hanisiich*** village would holler back and forth across the narrowest portion of the bay to communicate with visitors who needed assistance crossing. This led to the development of a ferry service that connected the village to both sides of the bay.

Tribal citizen and artist, Pam Stoehsler, depicts the ***elk'elch*** village and showcases many things such as canoes, pullers, elders, kids playing shinny, and how salmon is traditionally cooked.

ESSENTIAL UNDERSTANDINGS

☒ Since Time Immemorial

☐ Sovereignty

☒ History

☐ Tribal Government

☒ Identity

☒ Lifeways

☒ Languages

☐ Treaties

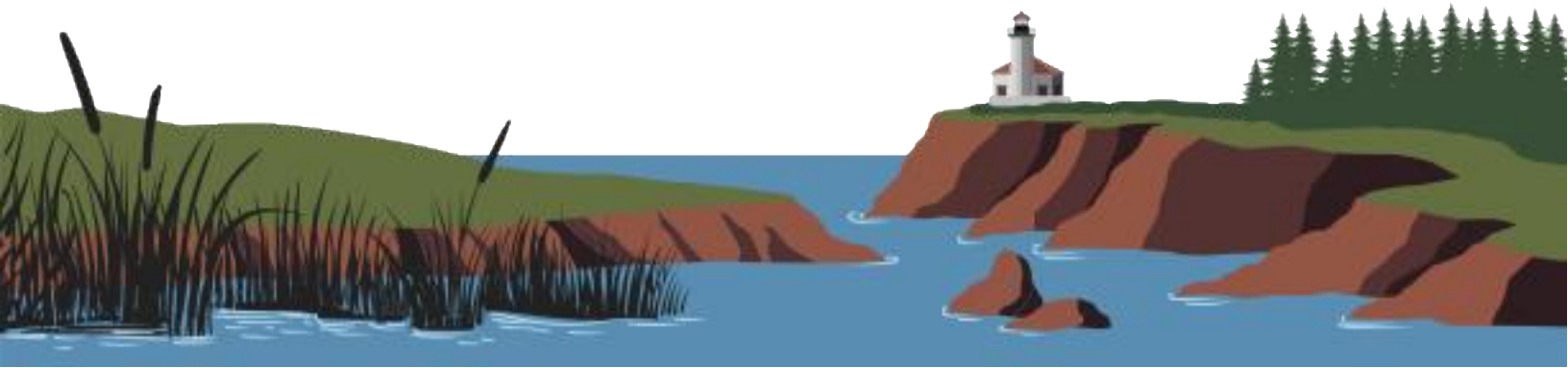
☐ Genocide, Federal Policy, and Laws

LEARNING OUTCOMES

Students should be able to:

<u>Language Arts & Communication:</u>

- Follow directions.
- Ask and answer questions about key details from the text.
- Write/draw to show what is known about community roles.
- Greet each other in a good way.



Even though our ancestors have walked on and we now live in a more contemporary society, this knowledge and these memories are still with us. Paintings such as The Hollerin' Place allow everyone to see the tribe in a historical setting and the beauty of their previous lives.

The narrative of the Hollering Place can be used as written or adapted to fit your classroom context and practices.

Background for Teachers

Throughout these lessons, you will see the use of our tribal names for ourselves alongside the English names. We do not capitalize the names for ourselves or other proper nouns in our languages.

Who are the Confederated Tribes of Coos, Lower Umpqua and Siuslaw:

The People of the Confederated Tribes of Coos (***miluk*** and ***hanis***), Lower Umpqua (***quuiich***), and Siuslaw (***sha'yuushtl'a***) have called southwestern Oregon home since time immemorial. Their lives have been, and continue to be, tied to the lands, the rivers, and the Pacific Ocean. The geography and climate of this area provide an abundance of resources. This includes cedar trees for houses, canoes, and clothing; large and small land animals for food; fish and shellfish for food; and seasonal vegetables and fruit for food.

LEARNING OUTCOMES (CONT.)

Math & Numeric Reasoning:

- Count with 1:1 correspondence in sets of up to 20.
- Compare numbers using greater than, less than, equal to.
- Add/subtract within 10 using real-world examples.

Health & Physical Education:

- Actively participate in group-based activity.

MATERIALS NEEDED

Language Arts:

- Painting – The Hollerin' Place on the North Spit – ***elk'elch*** by Pam Stoehsler
- Narrative – The Hollering Place on the North Spit – ***elk'elch***
- Welcome Journal Worksheet
- Village Life Worksheet
- Know, Wonder, Learning (KWL) Welcome and Respect Worksheet

Math:

- Addition and Subtraction Worksheet
- Greater/ Lesser Than Worksheet

Health:

- ***hanisiich*** Village Worksheet
- All About My Culture Worksheet
- Food for Fun and Health Worksheet

Physical Education:

- Good Way/Bad Way Cards
- Ferrying Activity Quick Cards



Rain, lakes, rivers, and streams provide plenty of fresh water.

The lands of the Coos, Lower Umpqua and Siuslaw Indians were historically identified by geographic boundaries. Our ancestral homelands extend from the forested slopes of Oregon's coastal mountain range in the east to the sand dunes and rocky shorelines of the Pacific Ocean in the west, encompassing almost two million acres. It includes the Siuslaw watershed, the western Umpqua watershed, and the Coos watershed.

Cultural Notes:

hanis is the place-based language spoken at The Hollering Place village. This is the language used in this module. Our Tribes have 4 distinct languages: Coos (***miluk*** and ***hanis***), Lower Umpqua (***quuiich***), and Siuslaw (***sha'yuushtl'a***). In our languages we do not use capital letters.

Language Arts – We traveled by foot or canoe and waterways were important "roads". Community gatherings and celebrations were, and continue to be, important activities. Gatherings provided community and a time to share news of events within the Tribes and with surrounding Tribes.

LOGISTICS

Where does the activity take place?
Classroom Setting

How are the students organized?
☒ Whole Class ☒ Teams: 2-3

TIME REQUIRED

4 sessions:

Math, Language Arts/Writing, PE, Health – 45 min each

VOCABULARY

- **Canoe:** A narrow, floating vessel with carved ends, propelled by a paddle or paddles.
- **Ferry:** A boat or canoe used to move people or things across a short distance of water.
- **Paddle:** A tool used to propel a canoe or other watercraft.
- **Puller:** Someone who paddles in the canoe.
- **Salmon:** A fish that swims between the rivers and the ocean and is a primary food source.



Math – Our people start counting with their thumb.

1	(one)	thumb
2	(two)	thumb & index
3	(three)	thumb, index & middle
4	(four)	ring
5	(five)	all

Language Exposure:

See attached document for full language exposure.

Options/Extensions

Field Trips: The teacher can research any local information:

- a village site, museum, library, art presentations, and more in a drivable area to visit and tie it back to the story.

Food: Because villagers would often prepare a feast to share with visitors, this lesson and activity could be tied in with a communal snack time or classroom party.

Appendix

The following activities are applicable across the entire grade spectrum. Available for use as needed.

- Dot to Dot
- Coloring Sheet – Lottie Canoe
- Maze

SUPPLIES

Language Arts

- Pencils
- Coloring pencils/crayons

Health & PE:

- Safety cones or tape
- Scooter boards/or alternative
- Two pool noodles (optional)

ESSENTIAL QUESTIONS

1. How did people greet each other at The Hollering Place?
2. Why were gathering place locations easily accessible?
3. How do we welcome visitors in our own communities today?



Lesson 1- Language Arts: Gathering Places | 45 minutes

Activity 1: The Hollering Place Narrative and KWL Chart
Activity 2: Village Life Worksheet
Activity 3: Greet and Welcome Journal Worksheet

Summary:

The Hollerin' Place Narrative on the North Spit: ***elk'elch*** should be read at the beginning of the lesson. The Hollerin' Place on the North Spit: ***elk'elch*** painting should be shared on the screen during the reading of the narrative. Students will explore how people welcomed one another, and how gathering places support community relationships.

Standards	• Primary: K.RL.1, K.RL.4, K.RL.6, K.W.2 • Secondary: K.C.IR.2
Materials	• Narrative – The Hollerin' Place on the North Spit: ***elk'elch*** • Painting – The Hollerin' Place on the North Spit: ***elk'elch*** • Know Wonder Learn (KWL) Worksheet • Village Life Worksheet • Welcome Journal Worksheet
Vocabulary	• **Canoe:** A narrow, floating vessel with carved ends, propelled by a paddle or paddles. • ***dai sla:*** pronounced [DYE-SLAH] meaning "Hello, friend/cousin". • **Ferry:** A boat or canoe used to move people or things across a short distance of water. • **Paddle:** A tool used to propel a canoe or other watercraft. • **Puller:** Someone who paddles in the canoe. • **Salmon:** A fish that swims between the rivers and the ocean and is a primary food source.



Lesson 2- Math: Counting, Addition, and Subtraction | 45 minutes

Lesson 1: Counting Activity
Lesson 2: Addition and Subtraction Worksheet
Lesson 3: Greater Than/Lesser Than Worksheet

Summary:

Students learn and practice counting, adding, and subtracting. Culturally significant objects of the Coos, Lower Umpqua and Siuslaw Indians will be used in the lesson. The Hollerin' Place on the North Spit: ***elk'elch*** painting can be shown on the screen to support student visualization.

Standards	• Primary: K.NCC.A.3, K.NCC.B.5, K.NCC.C.6, K.NCC.C.7 • Secondary: K.O.A.A.2
Materials	• Painting The Hollerin' Place on the North Spit: **elk'elch** • Access to Audio files: Counting Activity • Addition and Subtraction Worksheet • Greater Than, Lesser Than Worksheet
Vocabulary	• **Count:** To say numbers in order while matching them to objects. • **Total:** The whole amount when groups are combined. • **Add:** To join groups together. • **Subtract:** To take away from a group. • **Greater:** A bigger amount. • **Lesser:** A smaller amount.



Lesson 3 – Health: Food and Family | 40 minutes

Activity 1: ***hanisiich*** Village Life & Values Worksheet
All About My Culture Worksheet
Activity 2: Food For Fun and Health Worksheet

Summary:

The Confederated Tribes of Coos, Lower Umpqua and Siuslaw have many traditions and cultures that they still practice today. These activities are handed down from generation to generation and help support the Tribe today. These traditions include celebrating the seasons, ceremony around food gathering, and celebrations of birth and death. Food is always incorporated into ceremonies, celebrations, and community gatherings. Sharing food is always a way to engage and care for others in your school, community, and home.

Standards	• Primary: K.WHP.1, K.FNP.4, K.FNP.5, K.SEM.1, K.HRVP.3, 2.WHP.1, 2.SEM.2 (TSE1.1C)
Materials	• Narrative – The Hollerin' Place on the North Spit: ***elk'elch*** • Painting – The Hollerin' Place on the North Spit: ***elk'elch*** • ***hanisich*** Village Worksheet • All About My Culture Worksheet • Food For Fun and Health Worksheet
Vocabulary	• **Generation:** Groups of people who are born or living at about the same time. • **Tradition:** Customs or beliefs that are passed from generation to generation. • **Culture:** Beliefs that particular groups share. • **Celebration:** An activity or event that brings people together.



Lesson 4- Physical Education: Ferrying and Protocols | 45 minutes

Activity 1: Ferrying to ***hanisiich,*** A Movement Activity

Summary:

Students will deepen their understanding of ***elk'elch***, or The Hollering Place, through an engaging physical activity that encourages interaction with one another. Using this activity at the start of the year can support students and serve as a great introduction to a year-long cultural appreciation curriculum (combining two classrooms to help students get acquainted with each other can also work). This is not a relay in terms of winning; it is a physical and respectful behavior activity.

Standards	• Primary: PE.3.K.2, PE.4.K.1, PE.4.K.4
Materials	• Removable tape, cones, rope, or chalk to mark off either side of the "bay" • Good Way and Bad Way cards (as many as needed) • Activity Quick card • Scooters (optional to assist in ferrying or pretend rowing) • 2 pool noodles per team (optional) • Vocabulary Cards (optional) • The Hollering Place Narrative (optional)
Vocabulary	• **Canoe:** A narrow, floating vessel with carved ends, propelled by a paddle or paddles. • **Ferry:** A boat or canoe used to move people or things across a short distance of water. • **Paddle:** A tool used to propel a canoe or other watercraft. • **Puller:** Someone who paddles in the canoe. • **Salmon:** A fish that swims between the rivers and the ocean and is a primary food source.



Standards

Language Arts	• Primary:
	  • K.RL.1 – With prompting and support, ask and answer questions about key details in a text.
	  • K.RL.4 – With prompting and support, ask and answer questions about unknown words in a text.
	  • K.RL.6 – With promoting and support, identify the author or illustrator of the story, and define their role in telling the story.
	  • K.W.2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	• Secondary:
	  • K.C.IR.2 (K-17) – Make connections (similarities and differences) between self and others.

Health	• Primary:
	  • K.WHP.1 – Define a value that different people and families care about
	  • K.FNP.4 – Analyze how people eat and prepare food differently based on culture
	  • K.FNP.5 – Identify food practices that make mealtime enjoyable
	  • K.SEM.1 – Demonstrate empathy and affirm others' perspectives
	  • K.HRVP.3 – Recognize different interests and expressions of identity
	• Secondary:
	  • 2.WHP.1 – Discuss how many of our personal values come from families, culture and communities
	  • 2.SEM.2 (TSE1.1C) – Reflect and evaluate how one's own emotions, thoughts, and perspectives can influence behavior



Math	• Primary:
	  • K.NCC.A.3 – Identify number names, write numbers, and the count sequence from 0-20. Represent a number of objects with a written number 0-20.
	  • K.NCC.B.5 – Count to answer "how many?" questions using up to 20 objects arranged in a variety of configurations or as 10 objects in a scattered configuration. Given a number from 1 to 20, count out that many objects.
	  • K.NCC.C.6 – Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
	  • K.NCC.C.7 – Compare two numbers between 1 and 10 presented as written numerals.
	• Secondary:
	  • K.OA.A.2 – Represent addition as putting together and adding to, and subtraction as taking apart and taking from, using objects, drawings, physical expressions, numbers, or equations.

Physical Education	• Primary:
	  • PE.3.K. Actively participates in physical education class.
	  • PE.4.K. Recognizes that food provides energy for physical activity.
	  • PE.2.K.4 Travels in general space with different speeds.

**The contents of this curriculum were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.*

