



Transportation - What's a Canoe?

ESSENTIAL UNDERSTANDINGS

- History
- Identity
- Language
- Lifeways

LEARNING OUTCOMES

- Students will be able to identify the types of transportation Native American peoples used in the Pacific Northwest.
- Students will be able to describe the different types of canoes used by Native Americans.
- Students will be able to construct a model canoe that replicates a traditional style/design.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Proximity
- Higher level thinking: creating
- Connecting to students' personal families and family members
- Preserving and honoring cultural history
- Student talk, working together and individually

ASSESSMENT

Students will be assessed on their participation in the read-aloud summarization and the sculpting activity.

Overview

The only form of transportation for the Native peoples long ago was on foot or on the water by canoe. Native Americans had to use what was around them in order to provide for their families and construct transportation out of the resources in the natural world. The canoes were hollowed out by fire, carved to create a shape that would float in the water, then steamed to help open them up. In this activity, students will be designing and constructing their own canoe.

MATERIALS

- [Transportation Read-Aloud page](#)
- [Pictures of different kinds of canoes and paddles](#)
- [Canoe book- What is in a Canoe?](#)
- Sculpting/Modeling Clay/PlayDough

LOGISTICS

- Where does this activity take place?
Classroom
- How are the students organized?

Whole Class Teams: 3-5

Pairs Individually

TIME REQUIRED

50 minutes

STANDARDS

Oregon Social Sciences Academic Content Standards

Geography 3.9 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.).

Geography 3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.

Oregon Common Core State Standards: ELA-LITERACY

3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

3.RI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

Background for Teachers

Teachers should review Canoe Read Aloud document prior to the lesson

"Pacific Northwest canoes are both a sophisticated art form and a symbol of cultural identity, reflecting local needs, sea conditions, and skills. Although there are a variety of canoe types depending on tribal formats and traditions, canoes are one of the three major forms of monumental art among Northwest Coast First Nations, along with plank houses and totem poles. However, the canoe is the single most important physical manifestation of Northwest Coast culture. They go back to the Great Flood myth, and exist at the nexus between technology and living beings. They are spiritual objects which garner great respect. The hulls are constructed of once-living trees that survived centuries and sustained the lives of innumerable birds, insects, mammals and other plants. Prior to European contact, and with painstaking precision, these trees were felled (or even occasionally harvested from the forest floor or beaches) and transformed into vessels, without drawings, calculations, or engineering as we know them today. Journeymen carvers and now-forgotten artists formed the logs into mighty sea craft."

-Simon Fraser University

5 Canoe Journey Facts from Eighth Generation:

"1. Canoe Journey began in 1989: Canoe Journey was first started in 1989 by Emmett Oliver (Quinault) with the "Paddle to Seattle" as part of the centennial celebration of Washington State. This year marks 30 years of the revival of this traditional method of transportation and the significant cultural experience for all who participate.

2. "Paddles Up" is a request to land: As canoes arrive on the beach, "paddles up" signals their request for permission to come ashore. When the canoes come ashore, they'll be greeted by a tribal leader. This year, Bill James—Tsi'li'xw, hereditary chief of Lummi Nation—will greet every canoe.

3. Canoe Journey strengthens connections: As stated on the Paddle to Lummi 2019 website, Tribal Canoe Journey "holds special significance to Coast Salish Tribes as it truly honors and nourishes the unique relationships and connections with the land, water, and one another. "

4. It's the best place to learn about Native people from Native people: Stephanie Masterman (Tlingit), Store Manager of Eighth Generation, says "it is a great place to participate in cultural exchange; it is an even better place for people who want to learn about Native people from Native people, rather than from textbooks or museums collections, and it is the best place for our friends and allies to come celebrate our cultures with us."

5. Everyone is invited to attend: From July 24th - 28th, everyone — from tribes to the general public — is invited to participate in the Sqweshenet Tse Schelangen "Honoring Our Way of Life" at Lummi Nation, where all will share in a Potlatch Protocol Celebration that includes sharing of meals provided by the host tribe, singing, dancing, and storytelling."

Websites:

<https://www.willametteheritage.org/the-grand-rondes-canoe-journey/>

<https://www.smokesignals.org/articles/2019/08/14/teamwork-is-a-constant-during-annual-canoe-journey/>

https://www.sfu.ca/brc/art_architecture/canoes.html

<https://eighthgeneration.com/blogs/blog/tribal-canoe-journey>

VOCABULARY

- **bailer** - a tool used for getting water out of the canoe if water came in over the sides - they were carved from wood or bark
- **canoe** - A narrow wooden structure similar to a boat with pointed ends, propelled by paddles – the only form of transportation Native people long ago had besides on foot. They were the most efficient method of travel. There are several styles of canoes, from Chinookan western style with a nose to shallow river canoes. The Chinookan canoes are meant for deeper and swifter water and the river canoes are meant for shallower and slower waters.
- **mats** - woven from cattail or tule - would be used inside the canoe to either sit or kneel on – they were also used to cover the canoe once it was on land. They would line the inside of plankhouses, to separate quarters for families or for sleeping or sitting on.
- **transportation** - a way of moving people or carrying goods

Opening

Begin by passing out a piece of scratch paper to each student. Ask students to draw a quick sketch of the transportation that they currently use. Now ask them to draw a quick sketch of what they think Native American people had to use before there were cars, trains, airplanes, etc.

(Teachers - be prepared for the possibility that students may draw images that could be considered stereotypical and/or offensive to other students in the classroom. Explain to students that this lesson will be a learning opportunity and will educate the class against potential misunderstanding and stereotypes)

Prior to starting the lesson, review the lesson vocabulary with students.

Activity

1. Pass out a copy of the Transportation Read-Aloud page to each student.
2. Read the Transportation Read-Aloud as a class, asking for volunteers throughout the reading process or have students with a partner or in assigned reading groups. As students read the document, have them highlight any information that they think is important.
3. Once finished, ask the students to summarize the reading by stating the main idea to a partner and then reporting back to the class (think, pair, share).
4. Show pictures of different kinds of canoes and paddles. Explain that students will get a chance to mold their own canoe and paddle.
5. Pass out clay to each student.
6. Continue to display the canoe and paddle examples for the students to refer to.

Closure

Once students have completed their canoe mold, allow them to share the type of canoe and/or paddle with a partner.

Differentiation

- Transportation Read-Aloud
 - Teacher can read to class while class participates in active listening
 - Teacher can read to class while class follows along with their own copies
 - Class can read in small groups/partners
 - Students can read individually
- Students can take turns reading each page of the What's in a Canoe book within each group.
- Students can also draw a canoe of their choice on blank paper if the Crayola Model Magic or similar is not available.

Extension

- Students can write or draw in their journal about what it would be like to travel via canoe.
- Students who finish early can watch Canoe Family Song & Dance videos on the Grand Ronde Cultural Education Page:
<https://www.youtube.com/channel/UCDYgwWYv7lwDTg-3iFp1Ryg/videos>
- Willamette Heritage Center video of the Grand Ronde Canoe Journey exhibit
<https://www.youtube.com/watch?v=2xP0FetCbzM>

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

- Transportation Read-Aloud page:
https://drive.google.com/file/d/1jgx_Ym4tyyvSlxwqz762_R7mwG2hUjY7/view?usp=sharing
- Pictures of different kinds of canoes and paddles:
https://drive.google.com/drive/folders/1FWKvm3KkfcefE_jYIRA85L-k5U9nZS44?usp=sharing
- Canoe book- What is in a Canoe?:
<https://drive.google.com/file/d/1iWIDkahhmN4xKSeVS2O5BgRDNQnLveqa/view?usp=sharing>