

Salmon: Unit Summary

Salmon was presented to me and my family through our religion as our brother. The same with the deer. And our sisters are the roots and the berries. And you would treat them as such. Their life to you is just as important as other person would be.

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Background:

The salmon is a part of the Muckleshoot Community's spiritual and cultural identity. The annual salmon return and its celebration by native people assures the renewal of life. This unit would integrate the celebration of the salmon and involve the children with classroom activities that reflect the communities. The tribe also owns and operates a salmon hatchery.

The month of September is Salmon Homecoming. The Muckleshoot Tribal hosted the annual canoe-in from the other tribes around Puget Sound (fall 1999). Following the canoe-in was a salmon bake and a pow wow with intertribal dancing. Lessons and activities based around the salmon would start in September and continue throughout the year.

This unit is designed for kindergarten students that have had previous experience with many art modalities. The lessons are designed to develop imagination, self-expression, and individual creativeness. Communication and problem-solving skills will be enhanced by engaging the spirit, mind and body through these activities. Storytelling and Native American legends, that begin each lesson, will familiarize the students with tradition stories that involve salmon and other animals. They will enjoy creative movement and drama activities, as a way to become familiar with the life-cycle of a salmon. The use of paints, scissors, modeling clay, and construction paper will be used to explore salmon themes. Music and creative movement, will provide opportunities for the children to create songs and dances about the experiences of the salmon. The students will become familiar with technology and its many uses while working with a peer tutor. Technology will be used to make a permanent record of their experiences, by completing a Kid Pix slide show.

Time Frame:

Most of the activities in this unit would be completed during the month of February. The winter is storytelling time by the elders in the Indian community and the lessons in this unit are based around or have a story as

an opener or hook. Many more extension activities would continue throughout the year involving students in learning about the salmon and cultural identity themes.

Unit Objectives:

To explore problem solving through different modalities of art

To develop and expand self-expression and communication, especially orally and physically

To develop and expand concentration and multi-sensory perception and learning

To increase self-esteem and self-confidence

To discover the joy of learning through the emotions, the physical, and the intellect

Closing Activity:

On the last Thursday night of every month the Muckleshoot Tribal School hosts Family Night for the tribal community. The school does not have a PTA, so this is the school's way of involving the parents and the community with school. The teachers are always responsible for the program and the activities. A salmon bake for the community would be followed by a short program with each of the grade levels participating. The kindergarten would recite poetry and share songs they have learned and created. They would present their Salmon Dance, a dramatization of the life-cycle of a salmon. In collaboration with the upper grades, the Kid Pix slide show would be presented to show the parents and the community the learning that is being done in the classroom. The slide show would be presented as a work-in-progress.

The Wee-awtz Song (Welcome Song) would be sung out of respect for the Elders that were present. They would understand that traditions were being handed down. The White River Singers would be invited. (Pow wow singers w/drum)

References: Native American Stories

Bruchac, J. (1992). Native American Animal Stories. CA: Fulcrum Publishing Co.

Bruchac, J. (1996). Four Ancestors: Stories, Songs and Poems from Native North America. US: Bridgewater Books.

Challenger, R. (1996). Eagle's Reflection and Other Northwest Coast Stories. Canada: Heritage House Publishing, Co.

Cohlene, T. (1990). Clamshell Boy: A Makah Legend. FL: The Rourke Corp., Inc.

Murphy, C. The Prince and the Salmon People. NY: Rizzoli.

Rudolph, N. (1996). Paper Animal Masks from Northwest Tribal Tales. NY: Sterling Publishing Co.

Life-Cycle of a Salmon/Slide Show Lesson Plan

This lesson plan is a slide show presentation using Hyper Studio. The kindergarten students are familiar with the paint box tools. Each student will be given one portion of the life-cycle in which he or she will be required to draw a picture using Hyper Studio. Upon completion of the picture, the peer-tutor will type in the kindergarten student's caption telling about his slide. The student's slide will be combined with classmate's slide to present a slide show about the life-cycle of the salmon. The students have been learning about the salmon in the classroom through different modalities of art. This will be one of their final projects.

This lesson plan should be completed in 2 to 3 half-hour classes in the computer lab.

Materials:

Hyper Studio software

Objectives:

The students will work cooperatively with a peer-tutor

The students will develop hardware and software computer skills

The students will demonstrate knowledge of Hyper Studio software

The students will make connections with learning in the classroom and computer technology

The students will develop problem-solving skills and enhance their abstract thinking

The students will develop self-discipline

The students will develop communications skills

The students will make decisions that best suit their own learning styles.

Procedures:

1. Each student will be given one part of the salmon life-cycle in which he or she will create a slide.
2. The class will review and discuss the life-cycle of the salmon before starting.
3. The students will review the paint box tools with the aid of their peer tutor.
4. The students will work independently on their slide using the paint box tools.
5. Upon completion of their slide the peer tutor will type in caption which is agreed upon by the kindergarten student, the peer tutor, and the teacher.
6. The teacher will combine the slides in sequential order and present the show to the class.

Evaluation:

The teacher will observe the participation in the discussion of the life-cycle of the salmon for comprehension of the subject. He will also observe the kindergarten's understanding of the paint box tools and how they work. Students must also work cooperatively with each other.

Extension:

Each student could use the slide that he or she created to be part of a their own personal slide show about salmon.

The slide show will be part of a slide show that will be presented to the parents and the community on Family Night.

The Welcome Song maybe added to enhance the production.