

People of the Sea & Cedar Workshop

Subject	Grade Level	Time
Social Studies	3rd (Adjustable 2-5)	90 minutes

Overview

Students experience elements of the art, history, and culture of Northwest Coast tribes by examining artifacts firsthand and then gain hands-on experience during a studio session. This program is meant to inspire curiosity and stimulate engaging discussions, while also increasing student skills in science, technology, engineering, art, and math. While the accompanying exhibit focuses on Coast Salish speaking peoples broadly, special emphasis is accorded to the traditional and contemporary cultures of the Lummi and Nooksack peoples.

Objectives/Standards

Social Studies (grade 3)

- 1.1 Understands the key ideals of unity and diversity.
- 3.2.2 Understands the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.
- 5.3.1 Engages in discussions that attempt to answer questions about cultural similarities and differences.

Since Time Immemorial K-3 Pathway 1

Vocabulary

Indigenous: Originating in a particular place.

Native American: A member of any of the indigenous peoples of the Americas.

Coast Salish Peoples: A group of linguistically related peoples living in the Pacific Northwest coast.

Materials and Resources

The People of the Sea & Cedar exhibit at the Whatcom Museum's Lightcatcher Building.

Additional touch objects to complement exhibit, including bentwood box, cedar bark basket, and halibut hook.

Story pole and Totem pole located in Lightcatcher Building lobby.

People of the Sea & Cedar Educator's Guide.

Various supplies for the studio stations. All stations include laminated instructions and images for chaperones to use while facilitating.

- Bark Processing: Example pieces of processed cedar bark, shredding frame and bark shredders, bark pounders and stone, bark pieces for demoing shredding, moistened bark pieces for demoing pounding.
- Twining: Thin, long, moistened strips of cedar bark.
- Carving: Various adzes and carving implements, prepared log for demoing adze usage, blocks of cedar to demo use of wedges and mauls.
- Weaving: Mountain goat hide, examples of wool in various states of processing, decorated whorl, training loom.
- Toys & Games: Various replica toys to draw analogies to modern toys, supplies for dart making activity (coffee stirrers, feathers, tape, markers).

Tsonoqua Transformation Mask

Lesson Body

1. Greet chaperones 30 minutes before student arrival. Introduce them to the different workshop elements they will assist in facilitating.
2. Greet students at Museum entrance. Direct them to coat room if necessary, then review Museum Manners (no running, shouting, pushing, etc.)
3. Talk to students about Totem pole and Story pole in Lightcatcher lobby. To emphasize STI Pathway 1, present *Twin Bear Pole* story of Raven bringing people to the world. Show students Totem pole carved by Morrie Alexander and Dale James for the Whatcom Museum.
4. Start gallery tour with students. Tour can be approached in different ways for different groups (and by different educators), but some points of emphasis include: communities (their size, scale, and how they interact), how Native culture is ongoing and vibrant today, the importance of the natural world and how Native Peoples respected and interacted with it. If feasible, provide students with a few minutes to explore gallery at their own pace.
5. Bring students to studio space for workshop. Introduce mythical creatures ending with the example of Thunderbird featured on drum. Split students into 5 groups, with each beginning at a different workshop station. Have students rotate clockwise to different stations every 5-7 minutes (depending on group size).
 - a. After all groups have visited all stations, gather students in center of studio and present the myth of Tsonoqua, the basket ogress.
 - b. After Tsonoqua, lead students in thanking chaperones for their participation. To thank chaperones, teach students the Lummi language word for thank you (phonetically *hai-sh-ka*, delivered while holding hands up with thumbs pointed behind, along with small bow).
6. For larger groups, split group in half, delivering steps 4 and 5 at the same time.

Assessment

On-site assessment gauged informally, via questions and interactions during gallery talk and studio workshop. During studio workshop, educator floats between stations, providing an opportunity to informally assess. Formal assessment of student learning left for classroom teachers, who can utilize Educator's Guide for activities to measure student learning.

Additional Resources

More activities related to the *People of the Sea & Cedar* workshop can be found in the Whatcom Museum's Educator's Guide