

## PRIMARY ELEMENTARY – PATHWAY 1

### Grades K-1 Lesson: Stories and Histories of our Place

#### Instructional Support Materials

Sample KWL Chart (What I KNOW, What I WONDER, What I LEARNED)

Map of Washington State Tribes (GOIA Map): <https://goia.wa.gov/sites/default/files/public/tribal-gov/WAStateTribalMap.pdf>

Map Of Klallam Villages: <https://www.elwha.org/culture-history/historical-village-sites/>

*Strong People Story As told by Sam Ulmer:* <https://www.elwha.org/culture-history/stories/strong-people/Creation-of-Marymere-Falls>

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Time: Approximately 3-4 days

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#### Teacher Preparation:

- Create [KWL chart](#) in poster form. What do we know about storytelling? What do we want to learn? What have we learned?
- Preview video of Roger Fernandes introduction on oral storytelling and select excerpt for sharing with students. <https://youtu.be/O6sS1Zl8dDk>
- Listen to Creation of Marymere Falls

#### Extended Learning and Family Connections

- Contact a local storyteller through tribe or links in STI. Refer to protocols for contacting local tribes Give yourself plenty of time to research, contact, and invite family members or friends of students in your classroom or school that have tribal connections to share stories in your classroom or for an assembly.

Lower Elwha Klallam Tribe

Culture and Language Department

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- Provide families with a list of recommended books to check out from their school and/or local libraries and links to audio and video stories from resource lists on STI website.

## Vocabulary:

- Oral traditions: passing down stories and histories through telling.
  - Storytelling: spoken stories.
  - Oral/verbal: spoken.
  - Communication: how we interact with each other.
  - Native people, first people, indigenous people: the first humans in a particular place.
  - Tribe: a group of people with common ancestry, in this context, first people of a place.
  - Ancestor: a relative who lived before you. Grandparents, and the relatives before them.
  - Descendant: coming from one's ancestors. You are a descendent of your ancestors.
  - Traditional: existing in or as part of a tradition; long-established. tradition or practice accepted from the past. handed-down, having been passed along from generation to generation.
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**Day1:** Approximately 30 minutes

Feature story: *Strong People Story* <https://www.elwha.org/culture-history/stories/strong-people/>

## Lesson Procedures

1. Post KWL chart on wall or board. Ask students to share their thinking. Record ideas on chart:
  - a. What do we know about the first people of this place we live in?
  - b. What do we want to learn?
  - c. What was it like here, a long time before we were born? Before your grandparents or their grandparents? Before we had machines and electricity, phones, cars, or computers?

Over the next few days we are going to learn more about the stories of the first people of our region, the place where we live. Who are these people? What is their story and history?

2. Explain oral storytelling as a tradition that sustains a culture.
3. Introduce Roger Fernandes (Lower Elwha Klallam) as a storyteller and listen to excerpt from introduction. We are going to listen to a story today, told verbally/orally by Roger Fernandes. Mr. Fernandes is a member of the Lower Elwha Klallam tribe, a coastal tribe which is on the west side of the Cascade Mountains (show map).
4. Listen to Coyote and Bear. Coyote and bear are animals that live here in our area, probably not in your neighborhood, but in the forests and prairies around us.

-Have you ever seen a coyote or a bear in the wild? -What do you know about them?

-Have you ever heard stories about potlatches?

5. Explain and share stories about being a traditional is. Does your family have any tradition? (Christmas, Birthdays, cooking dinner together)? Turn and tell a friend about a tradition you practice.

Over the next few days we are going to learn more about the first people of this place we live in by listening to some of their stories learned from and told by some descendants (define descendants) of their tribes.

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**Day 2:** Approximately 45 minutes

### **Oral Traditions**

Communication – Chapter 7, [Long Before We Were Born](#); Regional Learning Project video (view at 28.26 minutes to 33.46 minutes on time bar).

### **Lesson Procedures**

Yesterday we read to The Strong People Story, from the Lower Elwha Klallam tribe (show on map).

- Remember the story of The Strong People Story? -Who can help retell the story?
- What did you like about it? -Why do you think people tell stories?
- Does anyone know what communication/communicate means? Explain.
- How did people communicate with each other a long time ago?
- How were stories told before humans had books, television and computers?
- How and why did they share their stories? We are going to learn a little bit about this from some Northwest tribal descendants.

1. Read *Creation of Marymere Falls*

2. Revisit KWL chart and add to the chart, gathering and clarifying student responses:

- What did we learn from the swans in the story about communication?
- Why do you think communication was important? (Entertainment, passing on information, learning, etc.)  
Stories are one kind of communication.
- Why do people tell stories?
- Why were/are they important?
- Who do you know who is a good storyteller?
- How are stories told (oral, visual, written, movies, etc.)?

Tomorrow we will listen to more stories of the first people who lived here in Washington, long before it was called Washington.

