

## PRIMARY ELEMENTARY – PATHWAY 1

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

#### Instructional Support Materials

[Sample KWL Chart \(What I KNOW, What I WONDER, What I LEARNED\)](#)

[Sample KWL Chart \(Spanish Language Version\)](#)

[Map of Washington State Tribes \(GOIA Map\)](#)

[Roger Fernandes Storytelling Project](#)

[Roger Fernandes Stories with support materials and curriculum connections \(link to FOSS Science Kit Connections\)](#)

[Long Before We Were Born](#), Chapter 7 (@ 28.26 minutes to 33.46 minutes on time bar)

[Next Generation Science Standards](#)

*Tops and Bottoms\**, Janet Stevens, Harcourt Brace, 1995 (ISBN 978-0-15-292851-3)

\*This resource, used in the final lesson, is not included on the STI site but can be found in school and/or local libraries.

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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://www.wastatelaser.org/environmental-sustainability-enhanced-lessons/>
- Read background information on Roger Fernandes stories with support materials and curriculum connections: [Native American Story Connections](#)  
[https://www.wastatelaser.org/wp-content/uploads/Native\\_American\\_Story\\_Connections.pdf](https://www.wastatelaser.org/wp-content/uploads/Native_American_Story_Connections.pdf)
- Listen to storytelling by Roger Fernandez:  
[Coyote and Bear, Huckleberry Medicine, I-i-esh](#)

#### **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.
- 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.

- Share a variety of other stories legends and folk stories from other cultural groups with your students. May be helpful to review Oyate’s screening resources. [“How to Tell the Difference: A Guide to Evaluating Children’s Books for Anti Indian Bias,”](#) and/or [“Oyate’s Additional Criteria.”](#)
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### 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.
  - **Trickster:** a character known for fooling or tricking another, usually well-intended and/or light-hearted. Sometimes cheating or deceiving.
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**Day:** Approximately 30 minutes

**Feature story:** [Coyote and Bear](#)

### 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). But this story comes from the east side

of the mountains, from the Plateau tribes. There are no pictures, but you can make pictures in your mind or draw a picture after we listen.

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 Coyote?*

*In many stories from Native tribes, Coyote is a trickster.*

*-What is a trickster?*

5. Explain and share stories about being a trickster. When were you a trickster (April Fool's Day)? Turn and tell a friend about a time when you or someone you know was as trickster.

*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.*

## **Day 2: Approximately 45 minutes**

### **Oral Traditions**

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

### **Lesson Procedures**

*Yesterday we listened to a story told by Roger Fernandes, from the Lower Elwha Klallam tribe (show on map).*

*-Remember the story of Coyote and Bear?*

*-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. Watch Chapter 7, [Long Before We Were Born](#), Regional Learning Project (**note that Chapter 7 is at 28.26 minutes to 33.46 minutes on time bar**)
2. Revisit KWL chart and add to the chart, gathering and clarifying student responses:
  - What did we learn from the people in the video about communication?*

- How did the first people in this region communicate a long time ago?
- 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.

### **Day 3: Approximately 40 minutes**

#### **Oral Traditions/Storytelling**

**Feature Stories:**     [I-i-esh](#) –Yakama  
                              [Huckleberry Medicine](#) Western Washington

#### **Lesson Procedures**

Does anyone remember the names of any of the first people, the Native tribes that live around here?

We have mentioned a couple of them (name regional tribes and show map). Roger Fernandes is a member of the Lower Elwha Klallam Tribe. We talked about Coastal, Puget Sound, and Plateau tribes. These tribes have been on this land since long before most/many of our ancestors, unless you are a tribal **descendant** (define descendant). And many great, great, great, great grandchildren of these first people still live here. Maybe you! Or some of your classmates.

Who do you know who might be a descendant of a Native American tribe? Someone in your own family? A friend?

Let's listen to two more stories from Roger Fernandes:

- [I-i-esh](#) –Yakama
- [Huckleberry Medicine](#) Western Washington

The first peoples told stories about what they were familiar with: animals, plants, place, etc. They didn't know about some animals that you might learn about in books or see in the zoo or movies because there were no planes or boats to travel that far.

What plants and animals were in this story?

- Raise your hand if you have seen any of these here in your community or in the woods or parks. Have you ever gone huckleberry picking?

