

Grade Level: First Grade

Subject Area(s): Science, Culture, Math, Art

Goal(s): Students will review animals and learn how to sew tules.

Objective(s): Students will:

1. Sew a tule mat.
2. Measure using a ruler.
3. Learn traditional way of measuring.
4. Understand that a different pattern is created depending upon which ends of the tules are laid together.
5. Prepare to build large teepee.
6. Count to 15

Cultural Concept:

The first tule mat should be given to an elder. (Parents, grandparents, aunts, uncles, etc.) They can give the mat for Christmas.

Spokane Tribal Values:

Respect, Land-Environment, Relationships

Cultural Information:

Spokane Tribal words

sq ^w astqin - tule	x ^w ix ^w ey'uł - birds/animals	Eagle
sq ^w astqin - cattail	pištp - Cattail leaves -	Hawk
čtq'li? - lake	sčk ^w Ik ^w Itetk ^w - Benjamin Lake	Swan
sčk ^w Ik ^w Itasq't - Isaac Benjamin - Red Sky		Duck
sy'qsetx ^w - tule tipi	pištp -Cattail leaves	Goose
yał' - gathering	sy'ay'qs- tule mat	Turtle
łamaye? - Frog	p'rq'q'ew' -Yellow headed Blackbird	Snake
pišt- Trout	čtq'y'e ł'č'ł'ač' - red-winged Black	

Lesson Teaching Plan: Group 1

The teacher will:

Review animals that students saw at Benjamin Lake.

Ask students what tules were used for a long time ago and what they are used for today. Teacher will show the students a tule mat and demonstrate how the tule mat is used as a traditional "table" on the floor for root feasts and special dinners. The teacher will also show children a photo of a tule lodge (teepee) and explain that they are going to make one in the winter. Today they are going to learn how to sew the tules by making a mat.

A small tule lodge model will be available for the children to see. (Available at Language Program)

Activity: Tule Mat

Students will make small tule mats in a brief art project. Each student will receive one piece of 8.5" x 11.0" construction paper and 10 tules. Students will measure and cut tules to fit the width of the Felt material. Students will

Materials Needed:

- Tules 15 each student
- Ruler
- Fine Magic Marker for marking tule to cut
- Scissors for cutting tules
- Wood needle - get from Language Department
- Hemp twine

Brief Description:

Pre-cut tules to fit the width of the felt. Have students glue each tule and place one right below the other. (See Tule Diagram)

glue each tule to Felt material horizontally one below the other.
(See Tule Mat Diagram)

Assessment: *Pre-Test/Post-Test Instrument*

Pretest: Ask the students to identify a tule. Ask them what the tule was used for by their ancestors and what they are used for today. Ask students what would happen if the tules got wet.

Posttest: Students will complete a sewn tule mat and identify which elder they will give it to and when.

Sewing instructions

Finished mat diagram

Enrichment:

After the mats are sewn, you can let the students wet them to see what happens and to review the lesson from Kindergarten. Have them look through the tules when dry and then experience the water-tightness that comes after the tules expand when wet. Make sure you let the mats dry again before gifting.

LESSON ALIGNED TO:

OFFICE OF INDIAN EDUCATION PROGRAMS (OIEP)

Goal(s): Knowledge of Language, History and Culture

SPOKANE TRIBAL STANDARDS FOR CULTURALLY-RESPONSIVE SCHOOLS:

- A.1 - Assume responsibility for their role in relation to the wellbeing of the cultural community and their life-long obligations as a community member;
- A.3 - Acquire and pass on the traditions of their community through oral and written history;
- A.6 - Live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior;
- B.4 - Identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community;
- C.1 - Perform subsistence activities in ways that are appropriate to local cultural traditions;
- C.4 - Enter into and function effectively in a variety of cultural settings;
- D.1 - Acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
- D.2 - Participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
- D.5 - Identify and utilize appropriate sources of cultural knowledge to find solution to everyday problems;
- E.3 - Demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
- E.8 - Identify who they are and their place in the world.

COMMON CORE STANDARDS:

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

Prepare for and participate effectively in a range of conversations and collaborations with diverse

partners, building on others; ideas and expressing their own clearly and persuasively.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

Adapt speech to a variety of contexts and communicative tasks.

FIRST GRADE SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Follow agreed-upon rules for discussions.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Produce complete sentences when appropriate to task and situation.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

Vocabulary Acquisition and Use

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

Vocabulary Acquisition and Use

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level.

LANGUAGE STANDARDS FIRST GRADE

Conventions of Standard English

Use singular and plural nouns with matching verbs in basic sentences;

Use frequently occurring adjectives;

Use frequently occurring conjunctions;

Use frequently occurring prepositions;

Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.

Vocabulary Acquisition and Use

Identify real life connections between words and their use;

Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

MATHEMATICS

Operations and Algebraic Thinking

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Relate counting to addition and subtraction.

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

Number and Operations in Base 10

Understand that the two digits of a two-digit number represent amounts of tens and ones.

- 10 can be thought of as a bundle of 10 ones.
- The numbers from 11 - 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and data

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps;

Geometry

Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.

Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.

WASHINGTON STATE ESSENTIAL ACADEMIC LEARNING REQUIREMENTS - EALR'S

K-12 INTEGRATED ENVIRONMENTAL AND SUSTAINABILITY EDUCATION LEARNING STANDARDS

Standard 1: Ecological, Social, and Economic Systems

Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels.

Standard 2: The Natural and Built Environment

Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.

SOCIAL STUDIES

3.2.1 Understands that the way families live is shaped by the environment.

SCIENCE

K-1 APPB Different materials are more suitable for some purposes than for other purposes.

K-1 APPD Counting, classifying, and measuring can sometimes be helpful in solving a problem.

K-1 PS1A The position of an object can be *described* by locating it relative to another object or to the object's surroundings.

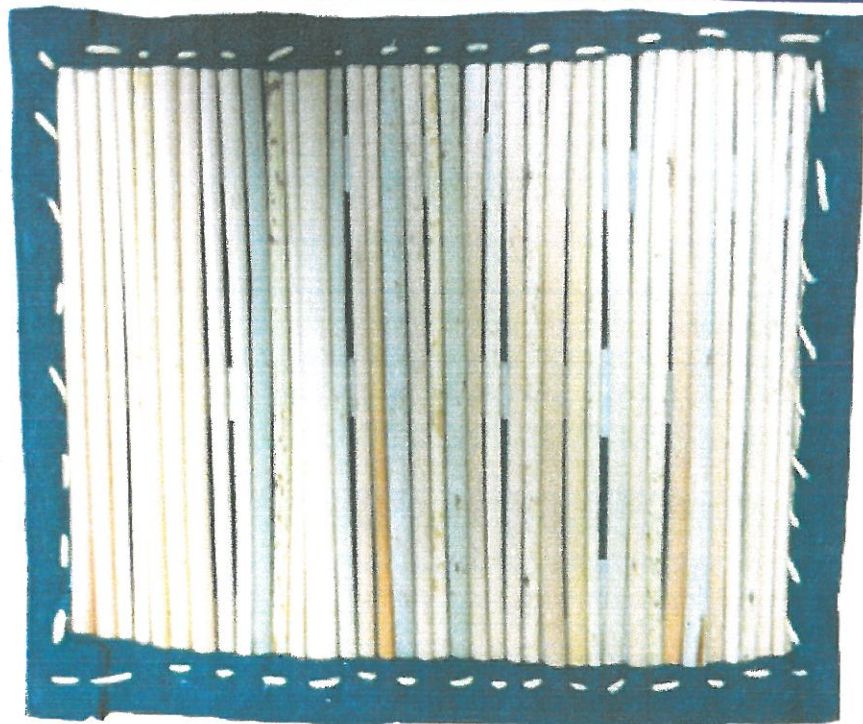
K-1 ES2A Some objects occur in nature; others have been *designed* and processed by people.

ARTS

Students begin to develop an understanding of the elements of art and principles of design by exploring a variety of materials and techniques. They continue to develop their skills, including observational skills, fine motor skills, and sensory connections, by using step-by-step processes to create artwork. They create and respond to visual arts experiences that are meaningful in their lives. Through their experiences with the visual arts, they develop an awareness of their own community and environment.



Flip Tules wide to narrow ends







Tules



Gathering tules at Benjamin Lake.

Spokane Tribal Territory

The state of Washington has many different environmental regions: you will find dry basins, cooler coastal ranges, mountain areas, and also wet forests. The environment has a big influence on people's lives and their ways of living, for example, on housing, food, clothes, traditions and customs. You can see the differences in lifestyles in some of the Washington tribal cultures such as that of the Spokane Tribe.

Tule: *Scirpus acutus* Bulrush

Tule stems, after they turn brown in November, are gathered from swamps and the edges of lakes, dried, cut into lengths, laid on the ground, alternating top and bottom, and sewed into large mats with Indian hemp twine. These were used in the past to make "teepees", for temporary shelters, for doors and window-flaps, for drying berries on, and for cutting and drying meat and fish. For teepee coverings they were woven very closely; one could see air spaces between them in dry weather, but when it rained they expanded and the matting became waterproof. They were also woven into storage bags and used to make headdresses for Indian doctors. For bags they were often woven with some other fiber, such as willow bark, or Indian hemp. These bags were used to store dried foods including meat, fish, and berries. (NT, RB, and DK: British Columbia Provincial Museum)



Special uses for tules reeds

- Tule Lodges
- Tables for feasts
- Mat for drying berries
- Tule Canoes

"Tules had many different uses and were very important to our way of life"

Benjamin Lake

