

Grade Level: First Grade

Subject Area(s): Science, Culture

Goal(s): Students will gather tules for a large teepee which they will construct during the winter. Students will participate in a small scientific study by observing and working with a small team to record the number of animals they see, where the animal was when they saw it, and what the animal was doing.

Objective(s): Students will:

1. Expand knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes by experiencing the natural habitat of Benjamin Lake.
2. Observe patterns and *relationships* in the *natural world*, and record *observations* in a table or picture graph.
3. Listen to and use *observations (evidence)* made by other students.
4. Expand knowledge of and respect for the environment.
5. Harvest tules in the fall for the tule teepee building in Winter months.

Cultural Concept:

Animals are not harmed. We take care not to harm them, touch them or play with them. We take care of them. All animals are respected. Bring middle school or high school students and Elders along on the field trip for Intergenerational teaching.

The natural material is considered alive and has to be treated with respect. Before the harvest, prayers are made to give thanks for the gift of the plant. Children are also taught about cultural conservation practices. These traditions of how to harvest tules are passed on from older to younger.

Cultural Information:

Spokane Tribal words

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|--|---|
| sq ^w astqin - tule | x ^w ix ^w ey ^w ut - birds/animals |
| sq ^w astqin - cattail | pištp - Cattail leaves |
| čtq ^w li ^w - lake | sčk ^w lk ^w ltetk ^w - Benjamin Lake |
| sčk ^w lk ^w ltasq ^w t - Isaac Benjamin - Red Sky | p ^w rq ^w q ^w ew ^w -Yellow headed Blackbird |
| mlqnups - Eagle | čtq ^w y ^w e x ^w č ^w lač ^w - red-winged Black |
| spya ^w - Hawk | titisule ^w x ^w - Snake |
| spqmi-Swan | łamaye ^w - Frog |
| sesł ^w x ^w m-Duck | pišt Trout |
| k ^w six ^w - Goose | spute ^w - Respect |
| sp ^w rk ^w aqs- Turtle | |

Spokane Tribal Values:

Respect, Land-Environment, Relationships

Lesson Teaching Plan: Group 1

The teacher will:

Work with the high school to coordinate the field trip. High school students will help harvest tules and record observations from the habitat.

Before leaving for the harvest fieldtrip, the teacher will remind the students of the importance of safety when using scissors and walking around water. The Teacher will review the importance of respecting the environment as the students prepare to harvest tules. S/he will review the importance of saying a prayer to the plants and thanking them for allowing them to harvest and make a teepee. Students will be taught to take only the amount they will need and to not waste the plants. Students can focus on harvesting tules that are about the size of a nickel at the bottom.

Materials Needed:

- Notebook and pencil for recording
- Scissors for cutting tules
- Large garbage bags to transport tules
- Old snow boots or rubber boots

The teacher will also discuss the importance of not harming or bothering the animals. She will explain that they are there to watch the animals, to see where they live and what they eat.

The natural material is considered alive and has to be treated with respect. Before the harvest, prayers are made to give thanks for the gift of the plant. Children are also taught about cultural conservation practices. These traditions of how to harvest tules are passed on from older to younger.

Activity: The animals of Benjamin Lake

When you arrive at the Lake, divide the students into small groups with a high school student as the leader of each. The groups will go around the lake, looking for animals and recording the number they see, where they see them and what they are doing. These records will be used in the next class to chart the findings.

Activity: How to Harvest

Students will participate in a tule harvesting fieldtrip to Benjamin Lake. Each student should gather as many tules as they can for the teepee project this winter. Stress the importance of not harvesting more than you need. Students should cut the tule at a 45° angle, pointing to the earth. This is so the tule will maintain its connection to mother earth. Show students the seeds. Clip off the seeds and put them in a small container. Throw the seeds back to where the tules were harvested. Leave the seeds at the site and scatter them in the place they harvested the tules.

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

- Ask students to point to the tules and the animals around the lake.
- Tules are gathered. Chart of records to be made during Tule Lesson 3.

Resources:

High School students

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.4 - Practice their traditional responsibilities to the surrounding environment;
- A.6 - Live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior;
- A.7 - Determine the place of their cultural community in the regional, state, national and international political and economic systems;
- B.2 - Make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
- B.3 - Make appropriate choices regarding the long-term consequences of their actions;
- C.1 - Perform subsistence activities in way that are appropriate to local cultural traditions;
- C.3 - Attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual wellbeing;
- C.4 - Enter into and function effectively in a variety of cultural settings;
- D.2 - Participate in and make constructive contributions to the learning activities associate with a traditional camp environment;
- D.4 - Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems;
- E.1 - Recognize and build upon the inter-relationships that exists among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
- E.2 - Understand the ecology and geography of the bioregion they inhabit;
- E.8 - Identify and appreciate 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 in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

FIRST GRADE SPEAKING AND LISTENING STANDARDS

Comprehension and collaboration

Follow agreed-upon rules for discussions;

Build on others' talk in conversations by responding to the comments of others through multiple exchanges;

Ask questions to clear up any confusion about the topics and texts under discussion.

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

Presentation of knowledge and ideas

Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly;

Produce complete sentences when appropriate to task and situation.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

Conventions of Standard English

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

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate;

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

FIRST GRADE LANGUAGE STANDARDS

Conventions of Standard English

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

Use frequently occurring adjectives;

Use frequently occurring conjunctions;

Use determiners;

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

Vocabulary Acquisition and Use

Sort words into categories to gain a sense of the concepts the categories represent;

Define words by category and by one or more key attributes;

Identify real life connections between words and their use;

Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity 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.

FIRST GRADE MATHEMATICS

Measurement and Data

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry

Distinguish between defining attributes versus non-defining attributes;

Compose two-dimensional 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-1 ENVIRONMENTAL AND SUSTAINABILITY EDUCATION**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.

Standard 3: Sustainability and Civic Responsibility

Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

SCIENCE

K-1 SYSA Living and nonliving things are made of parts. People give names to the parts that are different from the name of the whole object, plant, or animal.

K-1 INQA Question and Investigate -Scientific *investigations* involve asking and trying to answer a *question* about the *natural world* by making and recording *observations*.

K-1 INQF Intellectual Honesty -All scientific *observations* must be reported honestly and accurately.

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 LS1B All plants and animals have various external parts.

K-1 LS1D Different animals use their body parts in different ways to see, hear, grasp objects, and move from place to place.

K-1 LS1E Animals have various ways of obtaining food and water. Nearly all animals drink water or eat foods that contain water.

K-1 LS2A There are different kinds of natural areas, or *habitats*, where many different plants and animals live together.

K-1 LS2B A *habitat* supports the growth of many different plants and animals by meeting their basic needs of food, water, and shelter.

K-1 LS2C Humans can change natural *habitats* in ways that can be helpful or harmful for the plants and animals that live there.

K-1 LS3C External features of animals and plants are used to *classify* them into groups.