

Grade Level: *Kindergarten*Subject Area(s): **Science and Culture**

## Goal(s):

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. Expand knowledge of and respect for the environment.

## Objective(s): Students will:

1. Be able to recognize tule plants in their natural environment.
2. Be introduced to both cultural knowledge of and scientific concepts of conservation.
3. Be introduced to the process of traditional Spokane way of tule gathering.
4. Be able to recognize the appropriate diameter and length to harvest.
5. Be able to experience a lake habitat.
6. Apply the abilities of counting, measuring, and classifying to solving a problem

## Cultural Concept:

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.

## Spokane Tribal Values:

**Respect, Land-Environment, Relationships**

## Cultural Information:

*Spokane Tribal Words*

- |                                     |   |
|-------------------------------------|---|
| 1. sq <sup>w</sup> astqin - tule    | 7. sčk <sup>w</sup> lk <sup>w</sup> ltasq <sup>t</sup> - Isaac Benjamin - Red Sky |
| 2. sq <sup>w</sup> astqin - cattail | 8. pute <sup>?</sup> m <sup>?</sup> - Respect                                     |
| 3. čtq <sup>li</sup> ? - lake       | 9. lemlmtš - thank you  |
| 4. yaŋ <sup>?</sup> - gathering     | 10. x <sup>w</sup> ix <sup>w</sup> ey <sup>u</sup> t - birds/animals, and         |
| 5. sy <sup>ay</sup> qs - tule mat   | 11. čeč <sup>ip</sup> lš - scissors   |
| 6. nič - cut                        | 12. sčk <sup>w</sup> lk <sup>w</sup> ltetk <sup>w</sup> - Benjamin Lake           |

## Lesson Teaching Plan:

## The teacher will:

Before leaving for the harvest fieldtrip, the teacher will explain the importance of safety when using scissors and walking around water. The Teacher will discuss the lake habitat and explain how it sustains water plants like tules and cattails. The Teacher will explain the importance of respecting the environment as the students prepare to harvest tules. S/he will explain the importance of saying a prayer to the plants and thanking them for allowing them to harvest and make tule mats. In alignment with cultural conservation practices, students will be taught to take only the amount they will need and to not waste the plants. Students will also learn the importance of taking the plant tops off and leaving them on the ground for re-seeding. Students can focus on harvesting tules that are about the size of a nickel at the bottom. (When tules are this size at the bottom, they are usually 6 - 8 feet tall.)

Activity: **How to Harvest**

Stress the importance of not harvesting more than you need. Students will participate in a tule harvesting fieldtrip to Benjamin Lake. Each student should gather 7 (seven) tules each for their tule mat project. 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

## Materials Needed:

- Scissors for cutting Tules
- Large garbage bags to transport Tules
- Old snow boots or rubber boots
- Bag or small container for seeds

they harvested the tules.

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

- Ask students to point to tules and to cattails when you get to the lake.
  - Ask students what the name of the lake is.
  - Ask students why they are wearing boots and discuss again the water habitat.
- Post test is the cut tules and the strewn seeds. Review the day at the beginning of the next class to see what students remember.

**Resources:**

- Harvesting Tules Unit 2 Resource page for teachers preparing for the field trip
- Field trip permission form
- Work with language program to invite elders to participate on trip.

**HEALTH CONCERNS:** Due to possible skin irritants and pollens, store green tules outside until ready to use, about two weeks, before you begin your project.

**Enrichment:**

- Teach the students to never take more than they need and to cut the seeds off before they leave the area. Re-seed the area they harvested from.
- Talk about the animals that live around the lake. Speculate about how the plants and animals support each other.
- The early fall is the time to gather the tules. Late August - early September.

**LESSON ALIGNED TO:**

**SPOKANE CULTURAL CURRICULUM**

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

**SPOKANE TRIBAL STANDARDS FOR CULTURALLY-RESPONSIVE SCHOOLS:**

- A.3 - acquire and pass on the traditions of their community through oral and written history;
- 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;
- 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 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.3 - interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture bearers and educators in the community;
- E.2 - understand the ecology and geography of the bioregion they inhabit;
- 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:

**KINDERGARTEN SPEAKING AND LISTENING STANDARDS**

Comprehension and Collaboration

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE**

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 K-5**

Conventions of Standard English

Use frequently occurring nouns and verbs when speaking or writing;

Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition and Use

Identify real life connections between words and their use; Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**MATHEMATICS**

Measurement and data

Describe measurable attributes of objects; Describe several measurable attributes of a single object;

Geometry

Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind and next to.*

WASHINGTON STATE ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

**SCIENCE**

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

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 LS1F Most plants have roots to get water and leaves to gather sunlight.

**ENVIRONMENTAL AND SUSTAINABILITY EDUCATION K-1**

**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 environment.

**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.