Lesson Title: The Makah Family - A Native American Tale

Lesson Subject/Focus: Since Time Immemorial, Social Studies

Grade: 1st Grade

Time for Lesson: 60 min

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I. Materials, Resources, and Technology

Materials:

- Made up Native American Tale "The Makah Family" (see below for the story)
- Puppets, Lego figures, or cut-out pictures for each character of the story with specific details or costumes for each one:
    - Child puppet/Lego figure/picture (child is listening to the story)
    - Father puppet/Lego figure/picture with a harpoon
    - Mother puppet/Lego figure/picture with a basket
    - Sister puppet/Lego figure/picture with hiking gear
    - Brother puppet/Lego figure/picture with a carved piece of wood
    - Grandmother puppet with a traditional story book with a cover picture of two carved statues (the picture can be found here: https://makahmuseum.com/). These statues *may* represent the Brothers of the Sun and Moon from the Makah creation story (whether or not the carved figures in front of the Makah Cultural Museum are the two brothers is not clear): http://www.flickerdoodle.com/virtualfieldtrips/firstamericans/makah/Legend.htm
    - A puppet show stand

Resources:

- PuzzleMap Point clues about the Makah Tribe. Note: Each character in the story was created based on information in one of the clues:
    - Child (no corresponding clue because child is listening to the story)
    - Father: "Circle of Life"
    - Mother: "Gardening for the Future"
    - Sister: "The Beauty of Exercise"
    - Brother: "Carved Tradition"
    - Grandmother: "Preserving Culture"

Technology:

- Computer
- Projector

II. Central Focus of Learning Segment

Lesson Overview:

Students will be able to retell the story about “The Makah Family” and identify ways that this Native American tribe in Washington uses natural resources for everything they do.

State Learning Standards:

1. ELA.RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. https://learning.ccsso.org/wp-content/uploads/2022/11/ADA-Compliant-ELA-Standards.pdf
2. ESS3.A: Natural Resources - Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. https://www.nextgenscience.org/pe/k-ess3-1-earth-and-human-activity

Learning Targets (Objectives) and Assessments

Learning Target	Language Opportunities	Assessments
1. Retell the story of “The Makah Family” including characters.	**Academic Vocabulary:** Listen to read aloud of “The Makah Family” and how every member of the family contributes to their community (using vocabulary specific to nature) **Language Function:** Students will be able to retell the story using *first, then, next* vocabulary to describe the story. **Discourse:** Students can have structured discussions, or turn and talks, where they talk about their favorite character, why, and if they have anything in common with that character. **Syntax:** Students can describe what happened alongside the teacher using a projector and a visual web of the family to	Students will be able to take turns becoming one of the characters of the story and acting out the scene that the teacher is reading aloud. Students will be able to fill out a family web chart that shows the members of the Makah Family by drawing or writing the characters and the natural resources they use to describe the key events, such as: *Child - (tells the story) *Mama - Huckleberry *Papa -Harpoon *Sister - Hiking *Brother - Wood carvings *Grandma - A book with a picture of wood carving figures on the front

	identify the Who, What, When, Where, Why of the story during the process (teacher led).	
2. Know what natural resources Native Americans use/d.	**<u>Academic Vocabulary</u>**: During the read aloud of "The Makah Family" the teacher will talk about different natural resources that the family used and the students will be able to identify said resources. **<u>Language Functioning:</u>** Students will be able to describe of ways that the Native Americans used their natural resources (whale hunting for food, etc) **Discourse:** Students can turn and talk about the characters, what they did, and identify any natural resources used. **<u>Syntax:</u>** Students can describe what natural resource they like, when this resource was mentioned in the story, and say why they like it while the teacher guides them through making a visual web of the characters.	Students will be able to act out scenes during the read aloud and show ways that the Native Americans have used natural resources. Students will be able to fill out a family web chart with pictures of natural resources associated with the characters: *Brother using trees/lumber for carving and building *Father hunting whales and seals for food *Mother using huckleberries and making baskets out of cedar bark etc. Or, students can write-in the key vocabulary: *Trees, *Whales, *Seals, *Cedar bark, *Forest, etc. Students will be able to share their family web charts with the class and say what their favorite natural resource is (whether it be from the story or one that they use now).

III. Students' prior knowledge or experiences with the content of this lesson:

Students are familiar with listening to stories and participating in group discussions at the carpet. Students are familiar with creating a picture based-off of a story.

IV. Sequence of Learning Activities

Estimated Minutes	Teacher Actions	Student Actions
10 minutes	Teacher will read “The Makah Family” aloud taking out little manipulatives at certain points in the story (harpoon, basket, hiking gear, woodwork, little book with a cover of two wood statues)	Students will sit at the carpet, listen, and watch the teacher show the manipulatives as they read the story.
20 minutes	Ask students what they liked about the story, guiding them to retell. Ask questions like: “What character left the house first? Who left after? What happened next? What natural resource did they use? Do you know what natural resources are? (Explain as needed). Create a visual board (picture on a white page) as a class, with the characters and specific details and key words (e.g., a picture of a harpoon, with “harpoon” written over it) while the students share their ideas. Ask students to go up and draw details if they would like to, or write words, or if they would prefer the teacher to do it.	Students will raise their hands and volunteer their answers. Students will say their answer and choose to have the teacher draw/write their idea or they may go up and draw/write. The whole class will work on the visual board as they retell story together.
5 minutes	Ask students to turn and talk to their neighbor and tell their neighbor who their favorite character was and why before heading back to their desks. Encourage students to use the vocabulary words written on the visual board.	Students will turn and talk with their classmates about their favorite character and why.
3 minutes	The teacher will use key vocabulary when retelling the story to the students and introducing them to the second part of the lesson: the play.	Students will sit and listen to the teacher retell the story (the third time), and will listen to the teacher tell instructions about the play.

Estimated Minutes	Teacher Actions	Student Actions
	The teacher will let the students know that they will be able to act out specific scenes from the story and wear or hold manipulatives while doing so.	
7 minutes	The teacher will assign different students to different characters, providing them with their manipulatives (ensuring they know to handle with care and follow expectations), to take back to their desk. Make sure to let the students know to "keep it a surprise" so they are all eager to show off their character's prop/ manipulative when they are called.	Students will wait to be called on, get their manipulative/prop, and head to their seat until the teacher starts the "play".
20 minutes	The teacher will read "The Makah Family" aloud, while cueing the appropriate "characters" (students) to get up and walk around their table group to show their manipulatives. Then at the end, ask the students what they learned about the Makah Family and have them share ideas as a class to engage them in a student- led discussion about the Makah People and Native Americans more broadly.	Students will remain seated with their manipulatives/props until their character comes up in the story and the teacher cues them to walk around their table group and back to their desk. If they have manipulatives/props, they will show their classmates as they walk around. At the end, they will talk about what they learned about the Makah Family as a class and ask about any questions they may have about the Makah Family or Native Americans more broadly.

V. Learning Activity Review

- **How will you differentiate instruction and outcomes to meet specific student needs?** (Include, as needed: Universal design, grouping, ELL Strategies, IEP or 504 accommodations, student interests, culturally responsive supports, etc.)

  The teacher will go over the story with students as a class, have students turn and talk with their neighbors, create a visual board as a class, use manipulatives/props repeat the story at least 3 times, and allow for walking around (hands on activity).

- **What are your supporting theories or principles? (Why are you doing what you are doing?)**

  Students through a variety of modalities or styles. In this lesson, they will learn by auditory, visual, and kinesthetic methods. By incorporating different learning styles into the lesson,I can make the lesson universally designed for those students needing different scaffolding strategies.
- **How does this lesson connect with what students have previously learned and a progression of future learning?**

  Students will be able to retell a made up Native American Tale about “The Makah Family” and the ways that this family used natural resources to survive. They will be able to take what they learned from this lesson and apply it by also thinking about different resources we use today. It will also give students insight to Native American Tribes (specifically, the Makah People) and potentially open up the conversation of how the country of America came to be.

VI. Inclusive Design Highlights

UDL Multiple Means for Representation
Methods: Visual board, manipulatives. Students will use vocabulary during visual board, turn and talk, and showing/using manipulatives/props during the story and play portion of the lesson.
UDL Multiple Means of Engagement
Take a break between the read aloud and visual board creation and the play (30 min/30 min.). Give super secret manipulatives/props to the students that they only get to see at first and then they get to show them to others when they are called on.
UDL Multiple Means of Action/Expression
The students will show their understanding by sharing their ideas during class discussion,, by creating a visual board as a class, and by acting out a character with a super secret manipulative.
Culturally Responsive Learning Supports
Ask who the students’ favorite character is and why. Ask if any of the characters remind them of anyone they know and how. Ask students if they know anyone that is Native or Indigenous (ask for personal connections).
Explicit Anti-Oppressive/Anti-Racist Content or Skills

Native Americans use their natural resources to live and often show non-Native people what a healthy community and sustainable use of resources could look like. Students will be able to participate in a class discussion about their understanding of the Makah family's characters and contribution to their family and the community.

The Makah Family

Written by Mariana Coria

Note: This story does not currently have pictures, but teachers are encouraged to use puppets, Lego Figures, or pictures from the Internet. You can also create a "book cover" for this story by using the picture of the two wooden figures in front of the Makah Cultural and Research Center: https://makahmuseum.com/ or you can look for images related to Makah culture online.

Hello! This is my family.

(Picture of a family)

We are members of the Makah Tribe and we feel a special relationship to our land, including the plants and animals around us.

See, every day there's something to do from sunrise to sunset.

(Picture of a sun and moon.)

Papa gets up before the sunrise and takes his harpoon to the ocean.

There he goes deep into the ocean to hunt whales and seals for us to eat.

Papa is a great provider.

(Picture of Papa going out on a boat with a harpoon in hand and a whale under the water)

Brother used to go with him but now he has been working at the sawmill from dusk till dawn.

He is a great wood carver. He says our land provides everything we need.

Our forests are lined with trees that help us.

One day I will be a great wood carver.

(Picture of brother busy carving a piece of wood)

After feeding us and tending to the house, Mama puts on her boots and goes to the forest.

She gathers cedar bark to make a brand new basket since I broke the last one.

She gathers huckleberries and leaves… from more plants that I can count!

Mama says not to touch them yet. They aren't ready.

I wonder what medicines they are all for?

(Picture of Mama out in the forest making a basket next to a huckleberry bush and a stack of different type of leaves she had gathered)

Sister goes along with mama, but only to go practice.

Every year there's a Bahokus Peak challenge where people hike 3 miles up Bahokus Peak, which is 1400 feet high in elevation.

I would roll down the hill, but my sister, she is agile. She can do it!

One day I will be as fast as she is and win a challenge for our community.

(Picture of Sister hiking up a steep trail)

While they are all away, Grandma stays with me back at home.

She reads me stories and tells me folktales.

My favorite is the one about the two brothers of Sun and Moon.. It's how we all came to be.

But sometimes, I need more than just her stories.

I want to be in tune with nature, too!

So she takes me to the Makah Tribe Cultural and Research Museum.

Where I get to learn all about us.

(Grandma is reading to the child on one side of the page and the other page shows Grandma and the child walking into the museum.)

This is my family.



(Picture of the Makah Tribe symbol.)