



First Nations Awareness: Putting It All Together



Lesson #3 Salmon Legend

Time: 1-2 weeks

Materials:

Paper, pens, pencils, scissors, crayons, paint, cloth, thread or string, blank index cards, Bristol board, blank story grammar web, First People's legend "The Salmon People" told by Butch Dick (see copy pg. 69) and "Paddle Welcome Song" sheet

Main Idea: First Nations Legends were used to teach values and respect for Nature's gifts.

Objectives:

Students will be able to:

- listen to a First People's legend
- retell the legend in their own words
- make a story grammar web that tells the major events of the legend
- make cue cards to help them retell the story
- brainstorm and list audience listening skills
- make a public speaking skills evaluation check list
- practise public speaking skills
- retell the legend for an audience
- list some of the values illustrated in the legend
- draw and/or colour First Nations designs: salmon, salmon-trout head, thunderbird, and sun
- make a three-dimensional model of a drum
- sing a First Nations song - "The Paddle Welcome Song."

Legend: The Salmon People

Read this legend to the students the same way that Butch Dick, our Salish story teller and artist, told it. The repetitions, drums, singing and drama make the story especially appealing to children.

Introduction

You know that Native people never used to have cars. It wasn't like today when I could just run outside and jump into my van because there weren't any roads a long time ago. We used to have to travel some way; the way that we used to travel is by canoe.

So the Gorge, the big waterway out here (by Craigflower school) used to be the road for people to travel on. Native people used to travel by canoe all the time. But since they used to travel from village to village all the time they used to sing that paddle welcome song to let the people know in the other villages that they were coming in peace, so if you sang that song from your canoe, they knew you were coming in peace.

That was a really important song a long time ago. It's a song that's been around for hundreds of years; people have been singing it and now you're singing it. It is important that you remember and are aware that it is also important to Native people.

It's really important that you are sitting comfortably and that you use your imagination while I am telling you the story. I'm going to be using my drum as I'm telling the story. And I used it to make different sounds. And also it makes me feel good to have my drum around when I'm telling a story. It gives me more confidence. So you'll be hearing my drum during the story.

I was telling you about a long time ago, a long time ago when Native people lived in a land that didn't have any roads and everybody travelled by canoe. There are a lot of things around here now that they didn't have a long time ago. This big school wasn't here and all the houses around wouldn't be here; it would all be forest.

The Legend



Now my story's about a tribe or group of Native people that used to live beside the ocean. And it wasn't only beside the ocean because there was a river that came into the ocean and they made their village right there.

Now every year at that village they used to go fishing at a certain time of the year because the salmon came back to that river every year. So they really depended on the food from that river. It was like a grocery store to them. So they got all the fish and prepared them for the winter and they were able to eat their fish during the winter months.

So one year in that village, there was no more fish. They didn't come back. No one knows where the fish went. And the chief from the village, he was probably the wisest man in the village, he was really worried about his people because they had a lot of older people and they had a lot of children, like yourself, who without food were going to get sick and they wouldn't be able to live.

So the chief was very worried and every time he worried he used to go over by the woods, he used to walk, back and forth, so he could find some answers to his problems.

So he was out in the forest and he was walking back and forth, very worried. While he was walking, he could hear the wind going through the trees and he could also hear birds in the background. But as he was walking he heard some other noises, sounded like people talking a way far away. He could hear voices and the voices kept on getting closer and closer. And he realized that some people were coming through the woods.

As he walked to where the voices were coming from, and they got closer and closer, he realized there were three people coming towards him on the trail. He was glad for some company in the

forest, but he didn't realize that the three brothers who were walking towards him were brothers who liked to travel around and help people.

They were natural helpers. They liked to go around doing good and they just happened to come to his village, they didn't know why there were there.

They looked at the chief and they realized that he was having problems because he has a big frown on his face so the brothers asked him what was the matter.

They said, "What's wrong? You got problems?" So the chief told them that the fish didn't come back to the river and he was very worried about his people and especially about the older people and the children because without food they would soon be very sick.

Now the brothers like to help, so they automatically said, "We'll help you. We'll be glad to help you." But having said that they realized, too, that that's a big job. "Maybe we promised something that we can't do. We promised the chief that we would help him, now what are we going to do?"

They said, "Whenever we needed help before we went to somebody higher to find the answer."



So they decided they were going to go to the highest power in the world. That was the sun. "Let's go and ask the sun for some help." Now the sun, too, was a magic person because the sun can change himself into just about anything.

So the brothers said that they were going to try and talk to the sun. "But how can you do that because the sun is so high in the sky and if we go up there to talk to him, we are going to be burned."

So the brothers decided they were going to have to have a plan. They said, "We're going to have to trick the sun into coming down to earth so we can talk to him when he's down here."

So they set out to make a plan. Now the younger brother came up with a plan. "I'm going to change myself into a nice bright salmon and I'm going to put a stick on the beach and tie a string to myself and I'll go out to the river and I'll swim around and the sun will see me swimming out in the water because I'm nice and shiny. Because when the sun shines on a salmon it just looks like a mirror on the water so the sun will think he's looking at a nice shiny salmon."

So he did that. He got a great big stick on the beach and he put it as far down in the sand as he could, and he had a nice big string tied to him and he went out in the water and he started jumping up and down the way salmon do.

And the sun seen that jumping from his perch way up in the sky and the sun changed himself into a great big Thunderbird. And he was going to go down and get the salmon.

You could hear the wings. (*Beat on the drum.*) They call it a thunderbird because the wings sound like thunder. He started circling and circling the salmon. He got closer and closer to it. When he got right close to it his claws grabbed the back of the salmon and he pulled it up. (*Loud beat on the drum.*)

He kept on pulling, but it was a heavy salmon and as he pulled it the string broke and he took that young brother up into the sky, back up to his perch.

So the two other brothers, they realized that their plan didn't work and that they needed another plan. So they started out again with a different plan. Then the other brother said, "I'm going to change myself into a killer whale and this time I'm going to use very thick rope so that it doesn't break and rather than put it on a stick on the beach, I'm going to tie it to a tree. Then I'll go out in the water and then I'll jump around until the sun sees me."



So they set out to do that, and you know how killer whales jump in the water? They make a petty big splash. So he started doing that way out in the water. Again, the sun saw him and started circling after he changed into a thunderbird. (*Start beating drum.*) You could hear his wings again. And he came closer and closer to the killer whale. Then suddenly, he dropped down and grabbed him. (*Loud beat on the drum.*) And he had him on the back and he tried to pull up and he couldn't because he was too heavy.

So he tried really hard and his claws dug into the killer whale and stuck so the elder brother, he ran out quickly and said, "Ah ha! Now we've got you, but I just want to talk to you. I don't want to harm you." He said, "We're trying to help the people from the village because they don't have any fish and they don't know where to find the salmon people. And all they want to know is where to find the salmon people."

And so the sun agreed to help and said, "If you go down the river to the south you'll find the salmon people." He said, "I can't give you all the answers but I'll tell you where they are." He said, "But you have to travel many days. And you have to bring gifts." So they agreed that this was going to be their plan.



So the thunderbird decided that he was going to go back to his perch in the sky because he felt, he realized, that he had been tricked so he brought down the youngest brother and circled around in the sky for a while. (*Beat the drum.*)

So the three brothers they went to the villagers and they said, "This is what we have to do to find the salmon people. First of all, we've got to prepare our largest canoes and we're going to travel down to a different village. And the village is a long ways away so we're going to have to put together a lot of food and gifts.

So now we got to prepare our canoes for the trip so I want you to all get your paddles ready (children pretend to be paddling) and we're going to travel (beat drum in time for the "paddlers") and I want everyone to paddle, otherwise our canoe is going to be tippy. OK, we've started on our trip.

Oh oh, oh ho oh oh oh
ah hey ah hey yo ho

Now during our trip, we came to a great big bend in the river. And around that bend there was a lot of fog. It was a foggy day like today, with rain. But away far in the distance you could see some longhouses and there were totem poles in front of the longhouses. And there was smoke coming out of the longhouses because people were very busy inside.

Now this was the village of the salmon people. This was where they had moved. And our people in the canoes realized that we had found the salmon people. But the chief of the salmon people, he could also see the canoes coming in the distance. He could hear our singing. He could hear the paddles hitting the water. And he knew if he was going to get visitors, he had better go and prepare some food, and he also better prepare a place for them to sleep because they were very tired and hungry.



Now he was a wise chief, so in order to spare the food, he picked two of his youngest people. He said, "I want you to walk into the river." And they always listened. So they walked into the river and as soon as their feet touched the water, they turned into salmon. They started swimming around.

So then the chief picked three of his best fishermen and said, "I want you to go and catch those two salmon." And they listened also. They went out into the river and they caught them and they brought them to the shore. And they prepared them for the feast. And they roasted them over the fire and they got them ready for their visitors who were coming in the canoes.

Now the canoes landed on the beach and all the villagers went up to the Salmon people and they greeted each other with friendly greetings. And the chief said, "You must be tired. You've had a long journey. You've travelled a long distance." And he didn't even ask them why they were there. He said, "You must be tired and hungry." He said, "First we'll feast. We'll eat the fish that we've prepared. And then you can rest. And then tomorrow morning I'll find out what the problem is."

So they had a huge feast where they had baked salmon, roasted salmon and they sang and they danced all night long. Then everyone was tired so they went to sleep.

Now the next morning everyone awoke and they were rested and their tummies were full. But the three brothers, they went to the chief and they told him what the problem was with the villagers; that the salmon didn't return to their river. And the chief said, "We're going to cook some more fish today and when we finish feasting, I want you to gather the bones up. I don't want you to throw any bones away. And they did so.

The brothers gathered all the bones and the villagers gathered all the bones in the bush and they put them on a great big blanket. He said, "Once you've gathered all those bones, I want you to do down to the river, and throw them into the water again from where you got the fish. So they grabbed the blanket and went down to the water and threw all the bones into the water. Soon as the bones hit the water, the two young people from the village appeared out of the water and they walked to shore again.



So the chief of the Salmon people told them, "I want you to go back to your village by the river and I want you to tell those villagers that they have to take care of the river and they have to take care of the ocean and also, they have to bring all the bones back from the fish to the water. Otherwise, the Salmon people will never come back."

And once they agreed to that, the chief of the villagers knew that his people would never go hungry again if they took care of the salmon. And that's the story of the Salmon People.

Initial Bridging:

After listening to the story, have an initial discussion with the students like the following - add your own thoughts and questions:

Building a Bridge:

1. To life

Was there ever a time when you were hungry or needed help and someone helped you? Describe. Did you, or someone you know solve a problem in a creative way? Elaborate. How should people treat guests? How should people treat Nature? Why? Are salmon important to us today? How? Is it important that you let people know that you are "coming in peace", that you have no criticisms or complaints? Why?

2. To school

Would you like to learn lessons by having someone tell you a story or a legend? Is sharing important in school? When? When not? Is working cooperatively a good thing to do? When? When not? Name some work or sports teams at school.

3. To when you get a job

When you need help on the job, who could you go to for help? If someone on the job needed help, when could you help? When couldn't you help? (Find specific examples) Name some work where people work together as a team. What are some problems that have been creatively solved? (Medicine...penicillin, x-rays, aspirin, bionics, meditation; industry... solar power, electric cars, etc.)

4. To how you act and feel

How do you feel after you have been helped? Does it make a difference how people help? How does it feel after you have helped someone? Does it make a difference how the people accepted your help? Is it easier or harder to get jobs done with a team? When is it easier? Harder? How do you feel when someone is generous to you when you are his/her guest? How does music and art make you feel? Do you just look and listen or do you actually make art and music? Give examples.

Structural Analysis:

What do we know about the words we will be using?

Vocabulary:

Have several students define each vocabulary word in their words according to their own associations or after hearing several sentences from you in which the words are used in context. Also, explain any nonverbal cues or instructions that you use.

Native	shore	travel	waterway
First Nation(s)	canoe	confidence	forest
peace	imagination	depended	grocery
ocean	village	thunderbird	prepare
realized	automatically	perch	gathered
killer whale	harm	bones	tribe
totem pole	feast	Gorge	longhouses
thunder	background	appeared	

Add any other vocabulary from the story your students need to learn or review. See how complete your students can make the definitions. (Elaboration thinking skill)

For example, a Native or First Nations person is a person who was born in Canada and his/her ancestors were among the first nations of people in inhabit this country.

Operational Analysis:

How do we plan and complete what we are going to do?

To get your students in the habit of planning, completing tasks and solving problems, demonstrate your way of analysing and completing a task. Then get students to tell your full strategy back to you. After students can retell your strategy before they begin several tasks and use it to complete the task, they can begin to modify and create their own strategies with your help and later alone. This teaches your students to anticipate and avoid problems they might encounter. You want your students to be flexible enough to solve problems on-the-spot as well as to be able to think divergently and plan for the longer term solutions.

For example: Teacher modelling

Activity #1

The assignment for your class might be:

Make a story grammar web that tells the major events of the legend, “Salmon People.”

Say: “When I get an assignment or task like this, I start to plan what I need to do to finish it.”

1. I need to know what a story grammar web looks like and what it does. (Show them the model and explore what they see.)

2. I need to draw a blank story grammar web that I can change as I go along. So, probably the first web will be a “rough or first draft” on the chalkboard that I can erase from or add to as I go along.
3. I need to make a list of about ten things that happened in the legend and put them in order.
4. I can put these right into the circles on the web or I can make a “rough or first” list and then put numbers in front of the events as they happened.
5. Now I make a “good or final” copy of the story grammar web with the events printed in the circles in the order of my numbers in a clockwise direction from the top. The title for the story goes in the centre circle.

Do this strategy with your class, first as an overview, than one step at a time. Ask the class to rehearse this strategy out loud. (Later they can do it silently when you no longer need to hear and correct it.) Ask several students to repeat the strategy to you from memory until it seems that most of the class knows what will be happening.

Activities

Activity #1

Make a story grammar web that tells the major events of the legend, “Salmon People.”

Ask questions like:

1. look at the blank story grammar web. What does it look like? (circles that are joined to a centre circle with lines)
2. Does the outside rim of the web seem to be going in a certain direction? (clockwise or counter-clockwise)
3. Can the web be used to show the order of how things happen in a story? Where could the first thing that happened go? Can the web be used to show connections between events? How?

Fill in a rough and final story grammar web.

Activity #2

Make cue cards:

1. Make cue cards that tell the major events of the legend, one event per card, printed in extra-large printing.
2. For younger children, the cues can be in the form of simple pictures or symbols.

3. Do this activity with your whole class to begin with.
4. Model every step, including how to choose a symbol or sentence.

Activity #3

Brainstorm and list audience listening skills like for following:

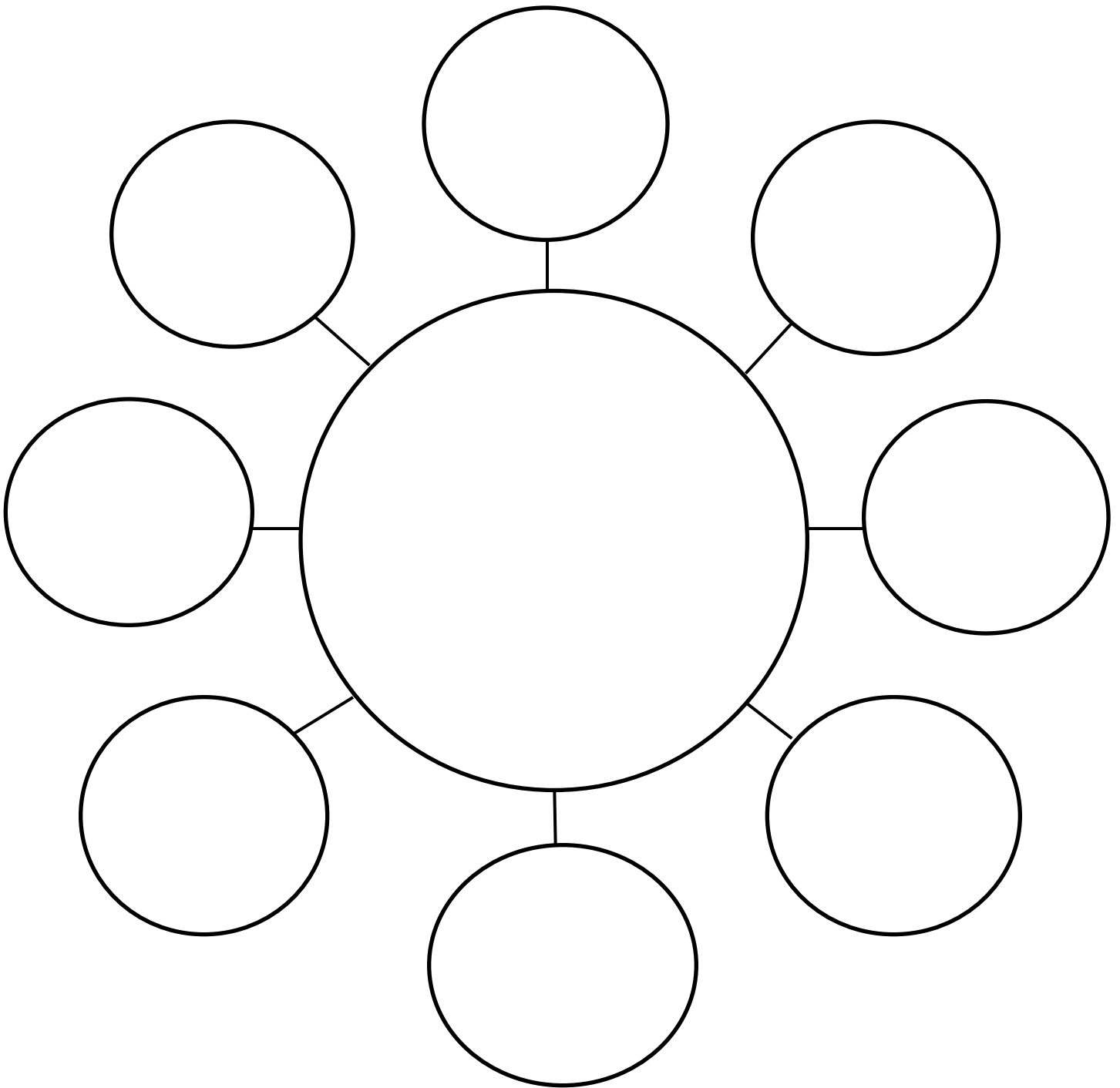
1. Hearing or observing the speaker:
 - Listen with a positive attitude to the speaker and the subject.
2. Gathering and storing the facts: what does the message mean?
 - Listen in spite of distracters.
 - Take notes.
 - Use a check list.
 - Think: what point will be speaker make next?
3. Reacting: what do I think? How do I feel about the message?
 - Silently ask: did the speaker prove his point?
 - Silently ask: what are the main ideas so far?
 - Silently ask: did the speaker's body language match her message
 - *(Discuss "body language" and show examples of nervous, angry, sad, interested, happy body language.)*
 - Silently ask: what conclusion will the speaker probably reach?
4. Responding: giving a message back to the speaker
 - be interested and show it
 - look at the speaker
 - smile, nod, frown, use your face
 - clap
 - ask questions
 - tell the speaker what you heard
 - tell the speaker what you thought of the speech
 - tell the speaker what you thought about how the speech was delivered

Listening is a concentrated mental activity. The mind is working, not resting.



Name: _____ Date: _____

Web



Activity #4

Make a public speaking skills evaluation checklist like the following:

	Yes	No	Comment
Interesting subject			
Attention grabbing introduction			
Looked comfortable			
Used matching body language			
Used hands and arms well			
Stood straight and relaxed			
Had good voice control			
clear enunciation			
loud enough			
good pacing			
good use of pauses			
good expression			
enthusiasm			
conviction			
projection			
Good breath control			
Eye contact			
*looked at several members of the audience			
Used facial expressions to match talk			
Kept within time limits			
Used good timing in the speech			
Was creative			
Good speech construction			
*opening			
*body			
*conclusion			
Good use of pictures or diagrams			
Good use of notes or cue cards			
Used humour, sparkle and spice			
Good audience response			

Have your class develop a chart that only contains the 5 or 10 most important areas for them.

Activity #5

Rehearsing strategies:

Students rehearse, out loud, in groups or as a whole class, the description of and the strategies for:

1. Brainstorming;
2. Public speaking;
3. Audience listening;
4. Making and using cue cards;
5. Making a story grammar web.

Please do not leave out this activity because it is hard for the students to do at first. This is the major skill they need to do work independently.

Activity #6

Retell the legend:

1. With your class, make a decision about how you want to practise retelling the legend with the accompanying public speaking skills.
2. Small groups may want to practise together, use their cue cards, and give each other feedback. Students may want to practise alone or at home.
3. The final activity should be telling the legend using the cue cards to the whole class and practising positive feedback with the whole class.
4. Evaluate the speakers and the audience listening skills. Several children can be given opportunities to speak in front of smaller or larger groups.

If there are some outstanding story tellers, perhaps another younger (or older) class would like to be an audience. The ability to speak in public is a crucial skill.

Activity #7

Make a values list:

1. Brainstorm and list the values illustrated in the Legend of the Salmon People.
2. Include things like:
 - respect for the environment
 - gratitude for Nature's abundance, salmon in particular
 - respect for ceremony
 - respect for tradition

- announcing peaceful intentions before arriving (paddle welcome song)
- Guests are welcomed with a feast, singing, dancing, and drama
- guests are treated politely, generously, and with ceremony
- sharing is important
- giving is important
- spirituality is important (Salmon people spirit, Thunderbird spirit, killer whale spirit)
- creative problem solving is important (gaining the sun's cooperation)
- working cooperatively is important (three brothers, the chiefs, the village people)

Activity #8

Colour the given First Nations art designs:

You may want to give the traditional colour for each section or let the students choose their own colours. The larger designs can be painted. ‘

Activity #9

Use the given First Nations art designs as models to draw designs.

Activity #10

Make a three dimensional model of a drum.

The drum model has three parts:

- Bristol board cylinder
 - Cloth to imitate animal hide
 - String or thread to imitate thongs that stretch the hide over the drum.
1. Cut tracers for the drum cylinder. The students can use these tracers for their own drums.
 2. Students trace, then cut out a strip of rectangular Bristol board.
 3. Students glue the ends of the strip together to form a cylinder.
 4. Students cut out enough cloth to cover the top of the cylinder plus a 3-4 cm overlap. (They can trace around their cylinder to make a circle on paper. This circle can be pinned to the cloth and the students can cut a 3-4 cm margin around the circle.)
 5. Students may want to put a design on the cloth using fabric paint.

6. Students centre the cloth over the drum. They can sew the outside edge of the circle together on the underside of the drum, the thread stretching from side to side like the spokes on a wheel. Holes could also be punched in the cloth and heavier string used instead of thread.

Activity #11

Sing a First Nations Song, “The Paddle Welcome Song.”

Use the paddle models to paddle in time to the chant on page 4. This can be done with the students in a listening circle or more actively with them walking in time to the music.

Summary:

What things did we do and learn today?

Brainstorm the answer to this question with students and put the results on the chalkboard or on a chart. Ask other questions such as: What things did you learn about this subject today? What activities did we do? What happened first, second, etc.? What things did you learn about yourself? How did you learn best?

What things did you learn about First Peoples legends? What things did you learn about how the First Nations 200 years ago taught lessons? How do First Nations children learn lessons today? What things did you learn about brainstorming, public speaking, audience listening skills, judging public speaking, making cue cards, or making a story grammar web? What things did you learn about making models? What things did you learn about yourself as you learned and performed a First Peoples song?

Summative Bridging:

What things did we do and learn today that will be important to us in our lives?

Have a discussion with your students and ask questions like:

How can we use what we learned today to help us in our lives?

Did we learn anything that might help us in school? What?

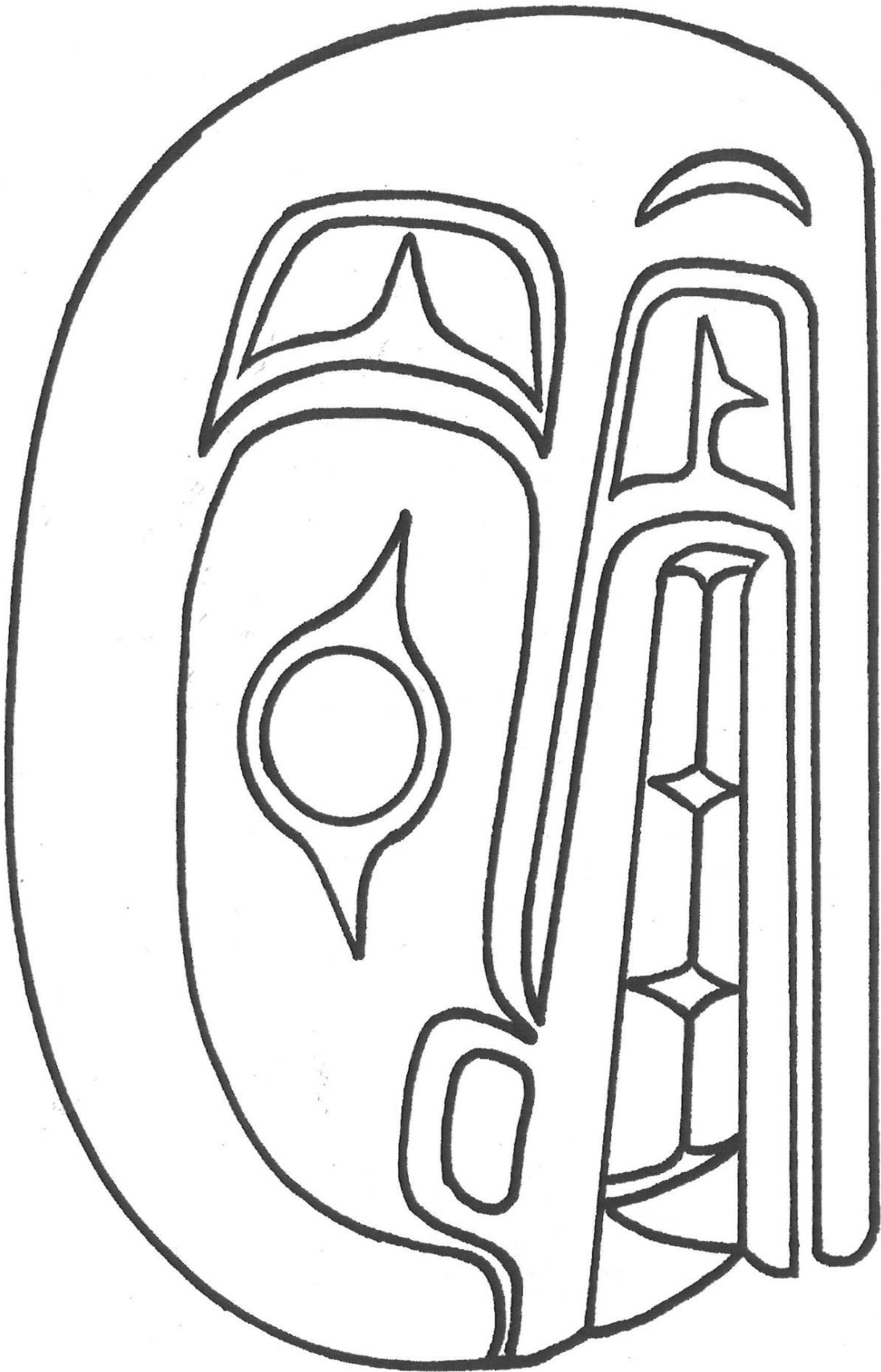
Did we learn anything that might help us later when we get jobs? Why is it important to have models? Why is it important to learn and rehearse strategies? How can brainstorming, public speaking, judging public speaking, learning how to listen, making cue cards, making grammar webs help us (take one subject at a time) in life? In school? With our feelings?

Why is it important to learn about First Nation legends, and how First Nations people use their environment (past and present)? How can that help all of us today? How is salmon important to us all? Why is art important? How is music important to us today? How are the First Nations traditional values we brainstormed important to everyone of any culture?

Thunderbird and Killer Whale

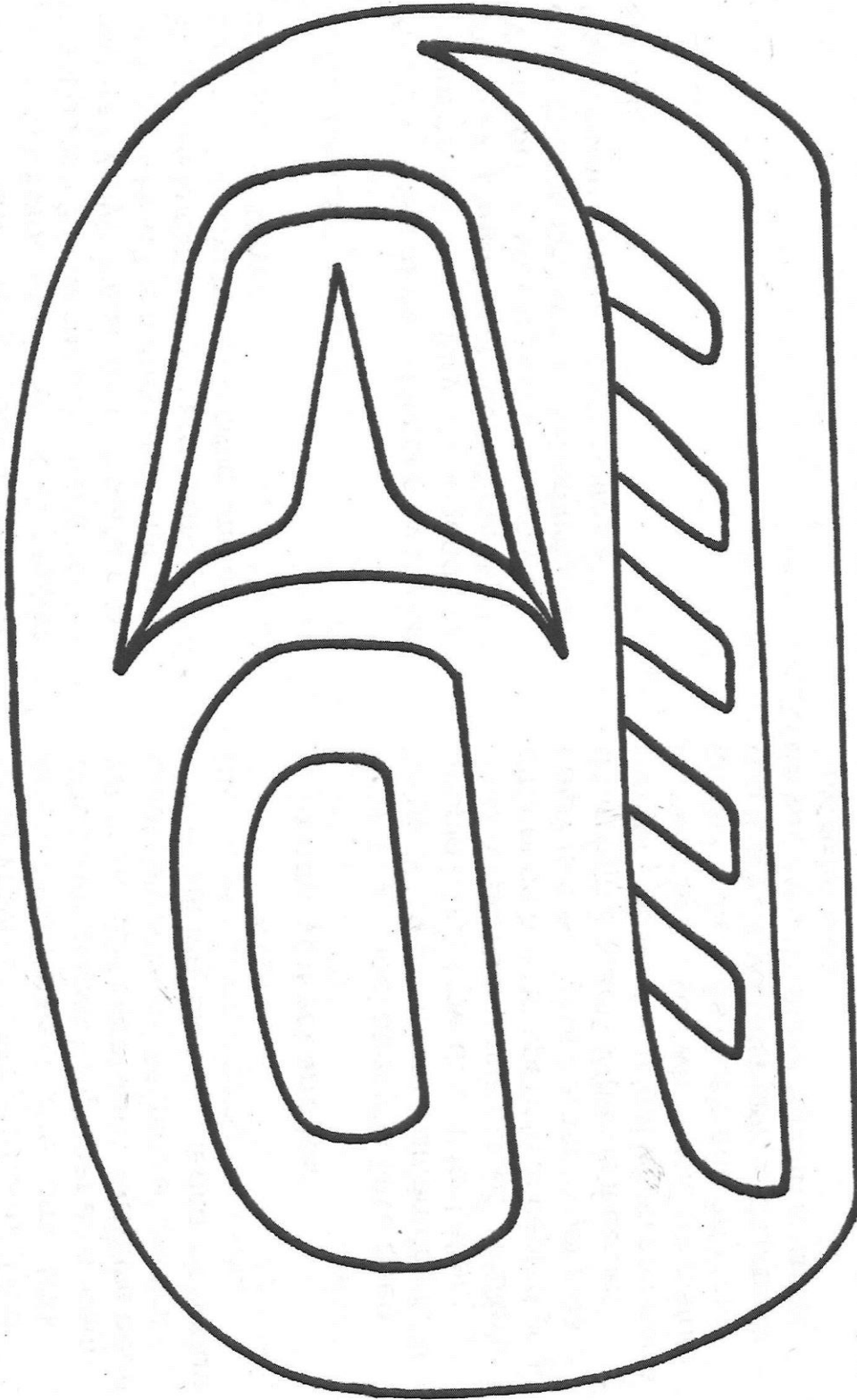


Killer Whale Head



Used with permission from Raven Publishing

Salmon-trout Head



Used with permission from Raven Publishing

Drum Design

by Butch Dick

