

Montana Small Schools Alliance  
**HONORING MONTANA'S FIRST PEOPLES**

**UNIT:** Salish Stories

**AUTHOR:** Jamie Kubichek, Linda Hugulet, Maxine McCoy

**SCHOOL AND COUNTY:** Ovando Elementary School in Powell County

**GRADE LEVEL:** K-8

**INDIAN RESERVATION REFERENCED:** Flathead

**SUBJECT AREAS:** Social Studies, Literature, Speaking and Listening

This lesson was developed to be taught for 2-3 hours a day for one-two weeks.

**CONTENT STANDARDS ADDRESSED:**

Social Studies Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions.) Benchmark 3 and 4.

Social Studies Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. Benchmark 1 and 3

Social Studies Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. Benchmark 1, 2, 3, and 4

Literature Standard 4: Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders. Benchmark 2

Speaking and Listening Standard 1: Students demonstrate knowledge and understanding of the communication process.

Speaking and Listening Standard 3: Students apply a range of skills and strategies to speaking and listening.

Speaking and Listening Standard 4: Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.

## **ESSENTIAL UNDERSTANDINGS ABOUT MONTANA INDIANS:**

Essential Understanding 2: There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity, ranging from assimilated to traditional, that is unique to each individual. There is no generic American Indian.

Essential Understanding 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

Additionally, each tribe has its own oral history beginning with their origins that are as valid as written histories. These histories pre-date the “discovery” of North America.

***Important Additional Information: The Salish only tell their stories when the snow is on the ground. Out of respect for their culture, please only use this lesson in the winter when there is snow.***

### **OBJECTIVES:**

Familiarize students with geographic location of the contemporary Flathead Indian Reservation, which is shared by the Salish, Kootenai and Pend d'Oreille Indians. Students will learn about the Salish and demonstrate their understanding of the Salish cultural diversity using multiple media sources.

### **MATERIALS:**

- Books

Montana's Indians: Yesterday and Today  
ISBN: 1-56037-064-5

A Brief History of the Salish and Pend d'Oreille Tribes  
By the Salish-Pend d'Oreille Culture Committee  
Confederated Salish & Kootenai Tribes

### **Salish**

Coyote Stories of the Montana Salish Indians  
ISBN: 0-917298-61-6

“I Will Be Meat for My Salish”  
ISBN: 0-917298-84-5

Coyote and the Mean Mountain Sheep

Beaver Steals Fire  
ISBN: 0-8032-4323-5

The Little Girl and The Chipmunk

The Story of a Mean Little Old Lady (Mali Npnaqs)  
Book and CD

### **Kootenai**

How Marten Got His Spots and Other Kootenai Indian Stories  
ISBN: 0-917293-92-6

Owl’s Eyes and Seeking a Spirit: Kootenai Indian Stories  
ISBN: 0-917298-66-7

Ktunaxa Legends  
ISBN: 0-295-97660-8

### **Pend D’Oreille**

Mary Quequesah’s Love Story: A Pend D’Oreille Indian Tale  
ISBN: 0-917298-71-3

Elk Thirst  
Poetry by Heather Cahoon

### **RESOURCES:**

<http://www.angelfire.com/realm/shades/nativeamericans/flathead.htm>

<http://www.factmonster.com/ce6/society/A0843236.html>

<http://www.nps.gov/jeff/LewisClark2/TheJourney/NativeAmericans/Salish.htm>

[www.pentatonika.com/salish.html](http://www.pentatonika.com/salish.html)

<http://www.missoulain.com/articles/2005/07/07/news/local/news02.txt>

<http://www.nwrel.org/indianed/indianreading/index.html>

### **Addresses:**

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**Kootenai Culture Committee**  
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**Pablo, Montana 59855**  
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**Fax:** (406) 849-5888  
**Email:** [Kootenai@centurytel.net](mailto:Kootenai@centurytel.net)

CD (*see reference list*)  
Chart paper  
Markers  
Activity Rubric (*see attached*)  
Montana Map (*see attached*)  
Sample worksheets and tests attached  
Camera for video recording

### **Day 1**

1. Give the students an overview of the objectives for the unit.
2. Review KWL charts and discuss the appropriate information for each column.
3. Place students into their previously decided groups.
4. Allow small groups time to complete the K and W columns of the KWL (approximately 20-25 minutes).
5. Bring the class back together for a whole class discussion on K and W. List students' facts and questions on the board.

**Teacher Collaboration:** After the students have left for the day, go over the facts and questions generated from the students. Decide which facts and questions each student should verify to separate the factual knowledge from the misconceptions. Assign 1 fact and 1 to 2 questions per student to be verified/answered as homework at the end of day 2.

### **MATERIALS:**

KWL Worksheet (see attached)

<b>K</b>	<b>W</b>	<b>L</b>
What I Know	What I Want to Know	What I Learned

## Day 2

1. Introduce the background vocabulary needed to proceed with the lesson.  
The words to introduce are as follows:

-Tribe

-Reservation

-Diversity

2. Introduce oral story telling.
  - a. Ask, "How do you think Indians passed on their heritage/knowledge?"
  - b. Use the students' own history of passing down stories in their families to link the idea of oral tales into their lives.
  - c. Ask, "Why do you think Indians told stories (and when)?"

### 1.) **Teacher Information-**

"Our stories teach us that we must always work for a time when there will be no evil, no racial prejudice, no pollution, when once again everything will be clean and beautiful for the eye to behold – a time when spiritual, physical, mental and social values are inter-connected to form a complete circle."  
- Salish Culture Comm.

2.) Stories were traditionally told in the winter months when the activities were completed; harvesting of crops, storage of foods, etc. It is a time that families were "quiet", a time to gather which generated conversation. A time when stories were told of how the world today came to be.

3.) Winter activities included the following making hunting and gathering tools, ceremonies, storytelling, ice fishing, trapping, and construction of winter clothing, eating utensils, weapons, tools, and toys.

- d. Oral story telling is *traditional*, all histories originally passed on through oral story telling, both Native American and other World Cultures. Most early settlers in the west could not read; they relied on oral story to pass on history.

3. Assign the facts/questions worksheet for homework.

**MATERIALS:** Fact/question worksheet

Name \_\_\_\_\_

### Salish Stories

Directions: The following fact and question(s) need to be verified about the Salish Indians. Please provide the answer with documentation, to be returned to school on Thursday, March 9<sup>th</sup>.

Fact:

Question:

Name \_\_\_\_\_

1. Why do the Salish Indians only tell stories in winter?

2. List any questions you have below:

## **Facts from Ovando School students:**

- Met Lewis and Clark
- Worship the Great Spirit
- Friendly
- Reservation-near Polson
- Used animal skins for clothes
- Friends with Shoshone
- Hunted buffalo
- Lived in teepees
- Wore beautiful clothes like moccasins and beaded clothes
- Had/have powwows
- Farmers
- Used every part of the animals they hunted

## **Questions from Ovando School students:**

- Do the Salish make crafts?
- Did the Salish use horses?
- What was the Salish social class like?
- Did the Salish make their own clothing out of cotton?
- Did the Salish paint their horses?
- How did the Salish hunt?
- What were the Salish spiritual beliefs?
- What were the neighboring tribes?
- Do the Salish still play traditional games?
- What foods did the Salish eat?
- Where did the Salish get their main food resources?
- Do the Salish still have a chief?
- How big was their tribe?
- What kind of shelters did the Salish live in?
- What kind of trees did the Salish use for teepee poles?
- Do they celebrate holidays?
- Did the Salish go to school?
- Did the Salish count coup?
- How did the Salish get their name?
- What did the Salish use for transportation?
- When did the tribe see the first white man?
- Do they still wear traditional Indian costumes?
- Do the Salish move a lot?

### **Day 3**

1. Begin day three with your students as “specialist”. Allow time for each student to come to the front of the room and share their answers to the fact/questions worksheet as well as their sources.
2. Pass out the worksheet with the question about why Salish Indians only tell stories in the winter. Allow students time to answer the question and list any further questions that may have been generated by the class discussion.
3. Bring the group back together and discuss students’ answers and questions.
4. Read Beaver Steals Fire to the class.
5. Assignment: Come up with a premise for your own oral tale. For examples use the student’s skills or attributes. How a student got his/her red hair, how a student got their sports ability, etc.

### **Day 4**

1. Allow students to get into their groups and share their ideas and peer edit for additional story details and ideas.
2. Read the Salish version of the creation of the earth to the students.
3. Read two samples of Indian poetry to the students.
4. Have students sketch a picture to show what they heard in the poetry.
5. Assignment: Work on personal oral tale. Add details and practice for oral delivery. Have non-reading students select a picture from the Salish picture book and have them dictate their tale to an adult.

### **Day 5**

1. Allow students to get into their groups.
2. Play the CD of the Salish story The Story of a Mean Little Old Lady (Mali Npnaqs) and allow the students to hear the story in Salish. Then read the story to the students in English.
3. Have students practice their oral stories in their small groups.
4. Assignment: Be prepared to present oral stories for videotaping.

### **Day 6**

Students present their oral tales. One teacher videotapes the presentations.

### **Day 7**

Assessments:

1. K-4: Multiple-choice test (See Attached)
2. 5-8: Written assessment (short answer) (See Attached)
3. Students 5-8 watch and critique/evaluate their own performance.

Name \_\_\_\_\_

**Indian Education  
Assessment  
Grades 1-4**

1. Why is story telling so important to the Salish Indians?
  - A. Taught history
  - B. Gave them something to do
  - C. They didn't have picture books
  - D. They liked to visit
  
2. In the Salish tribe, who told the stories?
  - A. Everyone
  - B. Only women
  - C. Only men
  - D. Elders
  
3. What was the purpose of storytelling for the Salish?
  - A. Entertainment
  - B. Teach lessons
  - C. Pass on history
  - D. All of the Above
  
4. Why do the Salish only tell their stories in the winter?
  - A. They don't like to tell stories when it is light.
  - B. They are not able to work the land because of the snow.
  - C. The Salish don't listen well in the summer.
  - D. Just because
  
5. How is the Government of the Salish set up?
  - A. Everyone does what he or she wants.
  - B. They have a president like the United States.
  - C. One woman called the matriarch is in charge.
  - D. They have a chief!

6. In what part of the state is the Confederated Salish-Kootenai reservation located?

- A. Northwestern Montana
- B. Southwestern Montana
- C. Northeastern Montana
- D. Southeastern Montana

7. What were the main foods of the Salish in the past?

- A. Doughnuts and Milk
- B. Wild plants and game
- C. Beef and corn
- D. They didn't eat

8. What did the Salish live in?

- A. Teepees
- B. Igloos
- C. Houses
- D. Caves

9. When do the Salish wear their traditional dress today?

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10. What is a powwow, and why do the Salish have them?

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**Indian Education  
Assessment  
5-8**

1. Why is storytelling so important to the Salish Indians?
2. In the Salish tribe who told the stories?
3. What was the purpose of storytelling for the Salish?
4. Why do the Salish only tell their stories in the winter?
5. How is the government of the Salish set up?
6. Describe where the Confederated Salish-Kootenai reservation is located? Use directions and specific landforms:
7. What were the main foods of the Salish in the past?
8. Did the Salish live in teepees? Explain:
9. When do the Salish wear their traditional dress today?
10. What is a powwow?
11. Do the Salish have powwows?
12. Why do the Salish have powwows?

Define:

13. tribe-

14. reservation-

15. sovereign-

Name \_\_\_\_\_

## Salish Stories Activity Rubric

	<i>Date</i>	<i>Date</i>	<i>Date</i>	<i>Date</i>	<i>Date</i>
Follows Instructions					
Discusses appropriate topics					
Works as a group					
Contributed to group discussion					
Stays on task					
<b>Daily Total</b>					

### Scoring Key

**4 points** correct, complete, detailed

**3 points** partially correct, complete, detailed

**2 points** partially correct, partially complete, lacks some detail

**1 point** incorrect or incomplete, needs assistance