

Xwlemi

Lesson Plan

Komo Kwelshan



We are Lummi. We are Coast Salish people with a rich history, culture and traditions. We are fishers, hunters, gatherers, and harvesters of nature's abundance. We envision our homeland as a place where we enjoy an abundant, safe, and healthy life in mind, body, society, environment, space, time and spirituality; where all are encouraged to succeed and none are left behind.



Culture Based Curriculum Outline

2

- Subject Area
- Standards
- Goals
- Objectives:
- Cultural Concept:
- Cultural Background Information:
- Student Activities
- Time Needed
- Evaluation Activities
- Technology
- Parent Involvement
- Resource Materials Needed
- Developers

Lummi Nation Komo Kwelshan



Subject Area: **Science Theory & Cultural Values**

Goals:

1. To provide opportunity for student to learn about some components of the Lhaqtemish people cultures including the traditional story of the origin of the people
2. To provide opportunity for students to learn some words of the local Lhaqtemish people and the xwlemi'chosen language
3. To provide opportunity for students to learn some of the geographic locations on the territory of the people that are important to the Xwlemi people

Objectives:

- **Students will be able to learn and pronounce the names of the mountains and islands, animals and plants**

- **Students will be able to identify the surrounding area**



- **Students will be able to share how the river was made**

- **Students will be retell the story of the people.**

- **Student will be able to research information using print, non print and electronic sources**

- **Student will be able to hear through Story telling is an important activity many values and beliefs are inherent and expressed through traditional stories**

Cultural Concept:

The Lummi, and most of the other northwest coastal tribes included in the Point Elliott Treaty of 1855, were paid a total of \$150,000 for their lands and paid an additional \$15,000 in relocation costs and expenses. That would equate to over \$4.2 million in economic power in 2013. The reservation has a land area of 54.378 km² (20.996 sq mi), which includes the Lummi Peninsula, and uninhabited Portage Island. The Lummi nation are the original inhabitants of the Puget Sound lowlands.

In pre-colonial times, the tribe migrated seasonally among many sites including Point Roberts, Washington, Lummi Peninsula, Portage Island, as well as sites in the San Juan Islands, including Sucia Island.

Many tribal members were Christianized in the late nineteenth century by the Catholic Oblate order.

The traditional lifestyle of the Lummi, like many Northwest Coast tribes, consisted of collecting shellfish, gathering plants, such as camas and different species of berries and, most importantly, salmon fishing. The Lummi developed a fishing technique known as "reef netting." Reef netting was used for taking large quantities of fish in salt water. Lummi had reef net sets on Orcas Island, San Juan Island, Lummi Island and Fidalgo Island, Portage Island and near Point Roberts and Sandy Point.

Following steady increases in the number of individuals and firms fishing in areas traditionally fished by the Lummi nation, the nation fought for and gained limited protection under the law for the right to fish in their traditional manner.

Cultural Background Information:

A culturally-responsive school fosters the ongoing participation of tribal leaders and parents in all aspects of the schooling process. A school that meets this cultural standard:

Provides language opportunities for students who wish to learn in their heritage language

Offers courses that acquaint students with the heritage language of the local community
Makes available materials and course through which students can acquire literacy in the heritage language.

Provides opportunities for teacher to gain familiarly with the heritage language of the student the teach through exposure and experiences.

To provide an opportunity for student to learn about some components of the Lhaqtemish people cultures including the traditional story of the origins of the people.

To provide an opportunity for student to learn some words of the local people in the language

To provide an opportunity for student to learn about some of the locations on the mountains, animals and plants of the Xwlemi people

The people have a distinct view and relationships with the environment Elders have an important role in society.

Our people have place names and refer to natural resources from that area.

Our people have lifestyles, customs and traditions that make them unique to other cultures

Student Activities:

Teach the lesson—student activities

Find out what the students know-write the words on paper have student write them on their paper and say them out loud

Ask the student if they know the what the name of Mt. Baker is?

Make a chart as a class so that learned xwlemi'chosen words from the story can be added to the chart when reading the story

Have discussion with the student about how they think the place names were give to each area.

Introduce the story

Komo Kwelshan

Ask the student to listen to the information

Who was all involved in these story?

What was the purpose of passing down this story from generation to generation?

What was the reason for the clear sky to leave and move wouth

Read the story to the class. Choose the most effective method for telling the story,

Read the story from paper

Make a colored copy of the pictures and put the word on the back of the pictures

Show the pictures to the class and tell the story from reading the back of the pictures

Make a power point and share the story and the words with the student

Telling the story from memory and having the student listen to the story

Add new words to the chart of words we are learning

Discuss the questions that were introduced before the story was shared

Start a display board using the class chart of word with the title of the display board being “Komo Kwelshan”

Look at the power point quiz and see you an get the answers to the questions

Research Project

Research topics

The plats on the different islands

Foods of the Coast Salish people

The Nooksack River

Surrounding islands

Provide student with necessary class time to research their topic and present a presentation

Each student create a visual display of their research
Create a worksheet for the rest of the class to complete during the presentation

Presents the finding to the class

Reflects on their research and presentation

Add each research project to be displayed

Time Needed:

1 class period ongoing through presentation

5 minutes of settling down use the entrance tickets for keeping busy

5 minutes to transition use the exit tickets to get organized



EVALUATION ACTIVITIES:

What do I need to find out about regarding students' prior knowledge, interests or mode of learning?)

Informal Assessment (class discussion)

Use checklist to evaluate student participation in classroom discussion

Research and presentation checklist

Teacher observation

Overall Participation

Daily check in with how to be successful

Little Eagle

Challenges

Compare our story to other flood stories from around the world

Create a play based on the story and present it to the class

Create a storyboard on the flood story

Learn more other Xwlemi'chosen words and place names

Create a Alphabet book using the place names

Make a product out of the cedar (canoe, mat, paddle or bentwood boxes)

What would you have done if you had been in Kwelshan's Shoes?

Do you thin Clear Sky was justified in her actions? Why or why not?

Technology:

Computer

Webpage links

Smart board

Ipad/tablet

Parent Involvement

Home Connection: share Komo Kwelshan story/words that were learned in the classroom with the handout

Home to school speakers hand out

Hand out the Komo Kwelshan booklet
Both in English and Xwlemi'chosen

Materials:

Hand outs

Story

Word list

Links to where to visit sites

Views of Mountains

Xwlemi'chosen Sqwal (Lummi Language Words)

Vocabulary list of words to learn and practice

Vocabulary Words

Mt. Baker

Two

Children

Mother

Animals

Beavers

Cougars

Bears

Rats

Mice

Moles

Clear Sky

Fair Maiden

Komo Kwelshan

chese

ngengene

tan

tetoselnexw

Skwelaw

sxwowe

schetxwen

kwatin

kwkwatin

spilowen

Duh-hwahk

Whaht-kway

RESOURCE LIST:

Language department
Schelangen department

Komo Kwelshan booklet both in English and
Xwlemi'chosen

Language teachers

Developers:

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