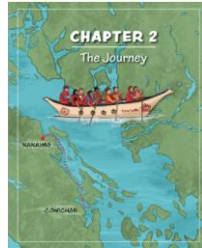


# THE BIG IDEA



## Tree Talk: Quinalt, People of the Cedar Tree

**How can people learn to care for the environment by understanding the relationship between the Quinalt Indian People and the trees where they live?**

*Students will build on their knowledge of the science of trees to include Indigenous ways of knowing for managing forests in sustainable ways that reflect traditional Native values.*

Day 1,2

Tree  
Products  
Storyboard

Tree Talk  
Matching  
Game

Day 3,4

Slides/Video  
Discussion:  
Tree  
Harvesting

Discussion:  
Andy's Tribal  
Canoe  
Journey

Day 5 +

Outdoor  
Activity:  
Tree  
Reflection

Family Tree  
Stories



## Quick Start Guide

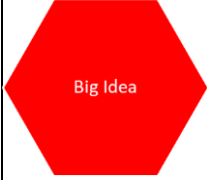
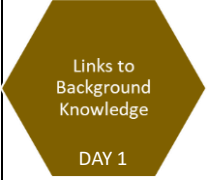

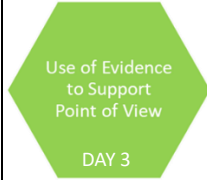

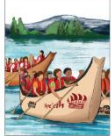
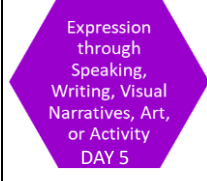
### Tree Talk: Quinalt, People of the Cedar Tree



**Time for Activity:** Five 40 minute sessions (30 min each and 10 min reading)

**Grade Level and Grouping:** Grades 5 – 7: 5 groups of 3 students

**Focus Skills:** Observes, Reflects, Engages in with Peers in Conversation

	<b>What we are teaching</b>	<b>How we are teaching it.</b>
 <p>Big Idea</p>	The Quinalt people demonstrate environmental responsibility by the way they respect and value trees.	Students will observe sustainable practices for harvesting tree products and will learn from the words of Quinalt knowledge keepers.
 <p>Links to Background Knowledge DAY 1</p>	Students will draw the parts of a tree used in various products previously learned in their science classes.	<b>Pairs Activity: Tree Products Storyboard</b> What parts of a tree can be harvested? What are they used for?
 <p>Direct Instruction to Facilitate Discussion DAY 2</p>	The Quinalt People continue to harvest tree products for traditional purposes.	<b>Activity: Tree Talk Matching Game</b> Students will play a game where teams trade traditional tree product cards to get a set showing how the Quinalt harvest trees products for traditional use.
 <p>Use of Evidence to Support Point of View DAY 3</p>	Traditional practices of the Quinalt People preserve the health of forests and trees.	<b>Slides/Video Discussion: Tree Harvesting</b> How can Quinalt practices of harvesting tree products be compared to the history of tree harvesting on their land by outside agencies?
 <p>Invitations to Extend Instruction DAY 4</p>	Students will experience the importance of trees in tribal culture of Indigenous youth their age.	 <b>Discussion: <a href="#">Andy's Tribal Canoe Journey</a></b> Students will read a graphic novel over 4 days - discussion of trees and traditional culture on last day.
 <p>Expression through Speaking, Writing, Visual Narratives, Art, or Activity DAY 5</p>	Students will learn to observe trees through a reflective art activity that will be added to their science journals.	<b>Outdoor Activity: Tree Reflection</b> Students will sketch a 4" x 4" detail of their choice from a tree in their environment during an outdoor reflective art activity for their personal use.
<b>Family Connection</b>	Students will share their understanding of trees in culture to engage their own families in stories about trees.	<b>Family Activity: Tree Stories</b> Families will walk outside to see trees in their home environment and to discuss what they know about the trees and their history.



**What we are teaching:** Students will literally “draw” links to background knowledge by showing parts of a tree used in various products previously learned in their after-school science activities. Collaboration, visual communication, as well as respect for others who are sharing verbally will help lay the groundwork for effective student discourse as the week progresses.

**How we are teaching it:** **Pairs Activity: Tree Products Storyboard**

Students use visual communication to show what parts of a tree can be harvested and how they are used in everyday objects they might encounter.

**Materials Needed:** White board space. Dry erase markers.

**Grouping Activity (5 min):** Students organize themselves in a line from tallest to smallest. Students fold the line in half, so the lines are side by side. These are the Storyboard pairs! (Teachers give students instructions then allow them to work together to do this.)

**Lesson (10 min):** Tell students they have been studying how trees are used to make a variety of products they use every day. The challenge of each team is to use pictures and/or words to communicate what parts of a tree are harvested and what common products come from trees.

Each team will work together to come up with a visual representation of their ideas and will then communicate them to the group.

**Student Voice (15 min – 3 min per group):**

Small groups are intended to directly engage more students. Allowing students the freedom to express their ideas through pictures and words will include students of varying strengths and highlight individual creativity. Sharing with the group gives students the opportunity to practice conversational norms – one person talking – acknowledging contributions – respecting the group’s time - participating with the speaker by making eye contact – allowing everyone a chance to speak.

**Connecting to the Big Idea:**

Students will build on their knowledge of the science of trees to include Indigenous ways of knowing for managing forests in sustainable ways that reflect traditional Native values.

**Washington State Lesson Standards:** Environment and Sustainability Standard 2: The Natural and Built Environment; Social Emotional Learning Standard 5: Social Management;



**What we are teaching:** The Quinalt People have found unique ways to harvest tree products that care for the forest and continue to use these practices for traditional purposes. This activity will help build background knowledge for students to engage more deeply with future lessons about Quinalt tree harvesting practices.

**How we are teaching it:** **Activity: Tree Talk Matching Game**

Students will play a game where teams trade traditional tree product cards to get a set showing how the Quinalt harvest trees products for traditional use.

**Materials Needed:** Color coded tree cards, harvesting cards, and products cards. Directions table-top posters. One set for each game group. You may wish to play the game outside near some trees! (Or a table will work.)

**Grouping Activity (5 min):**

Place 5 cards of each of 3 colors in a basket. As students walk in have them choose a card. Students with the same color will be a group for playing the game. (There should be 3 groups.)

**Lesson (15 min):**

Each student in the group will receive three cards. They will be trying to get 3 cards of the same color but different types – tree type, harvesting method, traditional tree product in a “go-fish” type game. Traditional Quinalt tree names and pronunciation will be used on the cards.

*Note: This lesson resource is still in development in cooperation with the Quinalt tribe.*

**Student Voice (10 min):**

Because this game will be a new resource, student feedback on the lesson will be solicited. Students will help evaluate what they learned, the age appropriateness of the game, and recommendations for future development.

**Connecting to the Big Idea:**

Students will learn Indigenous ways of knowing for managing forests in sustainable ways.

**Washington State Lesson Standards:** Environmental Sustainability Standard 1: Ecological, Social, and Economic Systems; Social Emotional Learning Standard 4 – Social Awareness;



**What we are teaching:** Traditional practices of the Quinalt People preserve forest health.

**How we are teaching it:** Slides/Video Discussion: Tree Harvesting

How can Quinalt practices of harvesting tree products be compared to the history of tree harvesting on their land by outside agencies?

**Materials Needed:**

PowerPoint Slides – Quinalt Tree Harvesting Practices; Video – Forestry History Quinalt Discussion Guide to project for all to see and Discussion Prompts for the facilitator.

**Grouping Activity:**

This lesson does not require grouping. Students will be discussing teacher led prompts in a sitting circle formation. (Please note this is to increase engagement and is not to mirror the “talking circles” of Pacific Northwest Tribes. Please do not use a “talking stick” or refer to the circle formation as a “talking circle”.)

**Lesson (10 min + 5 min):**

Students will watch a slide show from primary sources about the ways in which the Quinalt harvest trees. They will then see a video using primary source images that shows the way forests on Quinalt land were harvested by the Bureau of Land Management. Students will sit in a circle on eye level with the teacher/facilitator. After going over the “Discussion Guide” code of conduct, students will choose discussion prompts from a basket for the facilitator to present.

**Student Voice (15 min):**

The teacher/facilitator will guide discussion and conduct. Students will respond to discussion prompts and actively draw in two other people when they speak.

**Connecting to the Big Idea:**

How can we learn to care for the environment by understanding the relationship between the Quinalt Indian Nation and the trees where they live?

**Washington State Lesson Standards:** Environmental Sustainability Standard 1: Ecological, Social, and Economic Systems; Social Emotional Learning Standard 4 & 5 – Social Awareness & Social Management.



**What we are teaching:** Students will experience the importance of trees as canoes in tribal culture of Indigenous youth their age. They will learn to read a graphic novel, follow a map, and understand the sense of community built through an inter-tribal canoe journey.

**How we are teaching it:** [Graphic Novel Discussion: Andy's Tribal Canoe Journey](#)

Each day, students will read 10 minutes of the book. Students will watch a video “Revitalizing the Tradition of the Muckleshoot Canoe” about making canoes from cedar trees and will have gamified discussion using choice boards to talk about the graphic novel in small groups.

**Materials Needed:**

Andy's Canoe Journey - one book for each person. Choice boards for each discussion group. Visual of “Canoe Styles” to show how ocean canoes look. Discussion Guide table-top posters. Removable sticky tabs for page marking. Video set up.

**Grouping Activity:**

Each student book has a tree symbol in the back – Red Cedar, Sitka Spruce and Cottonwood – three types of wood used by Native Tribes for canoes in the Pacific Northwest. Students will group according to the symbol in the back of their book.

**Lesson:**

Together, the group will watch the video. Teacher should then remind students of the discussion norms. Groups will take turns using the choice board to discuss the book.

**Student Voice:**

Students will take responsibility for leading discussions in a small group based on their experience with the book and their engagement with the choice board.

**Connecting to the Big Idea:**

The video will help students understand the connection between one Pacific Northwest tribe (Muckleshoot) and the importance of canoe building that is shared with the Quinalt Tribe.

**Washington State Lesson Standards:**

Environmental Sustainability Standard 1: Ecological, Social, and Economic Systems; Social Emotional Learning Standard 4 & 5 – Social Awareness & Social Management.



Expression  
through  
Speaking,  
Writing, Visual  
Narratives, Art,  
or Activity

**What we are teaching:** Students will learn to observe trees through a reflective art activity that will be added to their science journals.

**How we are teaching it:** **Outdoor Activity: Tree Reflection**

Students will sketch a 4" x 4" detail of their choice from a tree in their environment during an outdoor reflective art activity. If the weather does not permit time spent outdoors, an outdoor visit to take pictures of tree detail may be substituted and the project continued inside.

**Materials Needed:** One 4 x 4 piece of sketchbook paper, a sketching pencil, a clipboard.

**Grouping Activity:** This is an individual activity. No grouping is needed.

**Lesson:** Students will be given paper, a clipboard and a sketching pencil. They will be looking at tree detail and sketching them as they want. They will be looking at a 4 x 4 inch area of the tree – any part – branch, leaves, roots – they can pick what to focus on. The sketches may be artistically embellished with color as students wish and are to be put in students' science notebooks.

If weather does not permit outdoor sketching, outdoor pictures may be taken by the students of their chosen 4 inches then sketched indoors while wordless video of trees is streamed from <https://www.savetheredwoods.org/redwoods/redwood-videos/>.

**Student Voice:**

Each sketch will be different and allow students to project their personality, their artistic interpretation, and their choice of what to sketch from the tree.

**Connecting to the Big Idea:**

Students gain "STEMpathy" by looking at trees aside from their utility. By slowing down a little to look at details students encounter trees as living things – an attitude that approaches the way the Quinalt regard trees as kindred spirits.

**Lesson Standards:**

## Links to Washington State Standards

Since Time Immemorial

<https://ospi.k12.wa.us/student-success/resources-subject-area/time-immemorial-tribal-sovereignty-washington-state/middle-school-curriculum>

Environmental and Sustainability Standards [https://ospi.k12.wa.us/sites/default/files/2023-08/selstandardsbenchmarksindicatorslongform\\_0.pdf](https://ospi.k12.wa.us/sites/default/files/2023-08/selstandardsbenchmarksindicatorslongform_0.pdf)

Social Emotional Learning Standards <https://ospi.k12.wa.us/sites/default/files/2023-08/esestandards.pdf>

## Accessed Resource Citations and Authenticity Narrative

### Day 2:

Deur D. (2022). *Gifted earth : the ethnobotany of the Quinault and neighboring tribes*. Oregon State University Press.

Written over the course of 25 years in cooperation with Quinalt Knowledge Holders, this guide to plants in the Pacific Northwest focuses on uses by Native People with quoted stories told by Quinalt Tribal Members in the margins. This book was approved for use in developing this curriculum by the Quinalt Indian Nation Education Department.

### Day 3:

Deur D. (2022). *Gifted earth : the ethnobotany of the Quinault and neighboring tribes*. Oregon State University Press.

(see above for authenticity and accuracy)

Forest History Society. (2021). *Division and Restoration: A Brief History of Forestry on the Quinalt Indian Reservation*. <https://foresthistor.org/digital-collections/forestry-and-quinault-indian-nation/>

Part of the Quinalt Archives are held by the Forest History Society and were used to assemble the history of forests in the region from a Native perspective. The video used from this web site is taken from Larry Workman, a non-Native photographer who has spent the last 30 years documenting the landscape of the Quinalt. Fawn Sharp, President of the Quinalt Indian Nation, endorses his work as an important contribution to the Tribe.

Washington (State). (1978). *"Are you listening neighbor?" and The people speak will you listen?: Report of the Indian Affairs Task Force* (1st rev). Task Force.

This source is quoted in a document written for the Washington State Office of the Superintendent of Public Instruction. Primary sources important to Quinalt history are quoted. The author is Dr Willard E. Bill (Muckleshoot). Dr. Bill served on the



faculty of the University of Washington's School of Education and Office of Minority Affairs and Diversity. He co-founded the United Indians of All Tribes Foundation and the Washington State Native American Higher Education Consortium. He also taught at Skagit Valley Community College and North Seattle Community College. The Muckleshoot are an inland tribe in Western Washington not far from Quinalt lands. They both participate in inter-tribal cultural celebrations in the area.

**Day 4:**

Beaton S. Johnson J. Manson C. & Laurin N. (2022). *Andy's tribal canoe journey*. Strong Nations Publishing.

This is one of very few graphic novels which highlights contemporary culture of the Pacific Northwest Tribes. It was written and published by the Indigenous community in Canada, and tells the story of an Indigenous teen who participates in the Tribal Canoe Journey hosted by a different tribal nation each year in the Pacific Northwest. The Quinalt Tribe participates in this event each year and share many of the same cultural values and inter-tribal customs practiced during this time.

We are Muckleshoot. (2021 July 9). *Revitalizing the Tradition of the Muckleshoot Canoe*. [Video]. YouTube. <https://www.youtube.com/watch?v=gRhrU9aJcr4>

This 10 minute video produced by the Muckleshoot tribe shows the process of carving a canoe and the spiritual relationship between canoe makers and the trees they carve. The video is all primary source visual and spoken narrative by members of the Muckleshoot Tribe. The Muckleshoot are nearby neighbors to the Quinalt Indian Nation in the Pacific Northwest. They share a reverence for the cedar tree and canoe journey.

National Oceanic and Atmospheric Administration. (2009 Oct 19). *Canoe Styles*. [https://oceanexplorer.noaa.gov/projects/02tribal/canoe\\_tech/media/canoestyles.html](https://oceanexplorer.noaa.gov/projects/02tribal/canoe_tech/media/canoestyles.html)