

Title of Lesson Plan	Cathlapotle . . . Catching Time’s Secrets
Prepared By	Suzanne Wolf
City and State	Vancouver, Washington
Grade Level(s)	3
Keywords (subjects covered)	Social Studies, Reading, Writing
Brief Description	Cathlapotle, a Chinookan village of 900 people, was surrounded by nature. The Chinook people were well aware of the natural resources around them. To make a living they not only gathered these resources, but also actively managed the landscape in an effort to sustain them.
Total Time Required	Approximately one week
Setting	Field Experience: Cathlapotle Plankhouse at the Ridgefield National Wildlife Refuge in Ridgefield, WA.
Lesson Objectives/Goals	<ol style="list-style-type: none"> 1. Students explain how the environment was sustained for hundreds of years by the Chinook people as they met their needs. 2. Students explain how house-building practices of the Chinook reflected how they viewed their environment.
Materials Needed	<p>Classroom Activities: journal, <i>Houses of Wood</i></p> <p>Field Experience: journal, pencil and clipboard</p> <p>Culminating Activities: <i>Cathlapotle . . . Catching Times’s Secrets (optional)</i></p>
Standards Addressed	Washington State Social Studies GLE’s: 2.2.1; 3.2.1; 5.3.1
Procedure	<p>Note: Prior to this week-long lesson, students experience a simulated archeological excavation in the classroom. Simulated excavation modified from a GEMS kit called, “Investigating Artifacts.” Point of Inquiry: What can archeology tell us that written history can’t?</p> <p>Activities prior to field experience:</p> <ol style="list-style-type: none"> 1. Students make a two-column chart labeled, “Needs” and “How Needs Were Met” in journal. In small groups, have them list as many ways as they can think of for each column. Share with whole group. 2. Students make a two-column chart labeled, “Questions” and “Findings” in journal. In small groups, students develop questions about how the environment sustained the Chinook people as they met their needs. Students record questions on strips of paper and share with whole group. <p>Activities during the field experience:</p> <ol style="list-style-type: none"> 1. As students explore a life-sized replica of a plank

	<p>house and artifacts contained within the plank house, have them record findings/answers to their questions in their journal.</p> <p>2. After students have had time to explore the plank house and artifacts, have them raise unanswered and/or new questions with the expert at the plank house.</p> <p>Activities after the field experience:</p> <ol style="list-style-type: none"> 1. Students share findings from field experience with whole group. 2. Students partner and read, “Houses of Wood” by Bonnie Shemie. Have them find evidence in the book of three house-building practices (laws, values and customs) that show how the Chinook actively managed cedar trees in an effort to sustain them. Share with the class. 3. Based on the evidence shared, students infer how the Chinook people viewed their environment. Use the “Think-Pair-Share” approach. <p>Culminating Experiences:</p> <ol style="list-style-type: none"> 1. Students use different resources (maps, online and books) to further research the geography, climate, vegetation and wildlife of the Pacific Northwest, especially in the Ridgefield National Wildlife Refuge area where Cathlapotle was discovered. 2. Students experience hands-on activities found in the <u>Cathlapotle Education Kit</u> constructed by Virginia Parks or <u>Educator’s Guide and Activities</u> composed by Friends of the Refuge. 3. Students tour one of the privately-owned tree farms located in Clark County area to learn how people today manage their trees/land.
Assessment	<p>In journal, students independently answer the following two questions:</p> <ol style="list-style-type: none"> 1. In your own words, explain how the environment sustained the Chinook people. Give two examples for each of the following categories: Trees, Plants, Fish and Wildlife. 2. In your own words, explain how the Chinook people viewed their environment. Give two examples of house-building practices that support your thinking.

	<u>Cathlapotle Rubric</u>				
	1	2	3	4	
Assessment Question 1	No Response	Partial Response	Logical Response	Thoughtful Response	
Assessment Question 2	No Response	Partial Response	Logical Response	Thoughtful Response	
Daily Journal Responses	Not Complete	Partially Completed Not Legible	Adequately Completed Legible	Thoroughly Completed Legible	
Participation In Discussions	Rarely Not at All	At Times	Adequately	Frequently	
Literature Cited/References	<p>Children’s Book: Shemie, Bonnie. <u>Houses of Wood</u>. Tundra Books, Montreal, Quebec. 1992. Note: Multiple copies (12) Requested on loan through district elementary school Libraries.</p> <p>Websites: 1. Cathlapotle Plankhouse website at www.plankhouse.org 2. Educator’s Guide website at www.ridgefieldfriends.org/RidgefieldEducatorGuide.html 3. Privately-owned tree farmers may be possibly contacted through Google: Clark County Farm Forestry Association</p> <p>Booklet: Daehnke, Jon. <u>Cathlapotle . . . Catching Time’s Secrets</u>. U.S. Fish & Wildlife Service Cultural Resources Team, Region 1, Sherwood, Oregon. 2005. Note: This booklet is free and may be obtained at the Cathlapotle Plankhouse.</p> <p>Teacher Resources: 1. To schedule the hands-on kit for the classroom, contact Virginia Parks at virginiaparks@fws.gov or call at 503-625-4377. 2. Bierhorst, John. <u>The Way of the Earth: Native American and the Environment</u>. Part Three: Restraint: Chapters 7-9. New York, New York. 1994. 3. Lawrence Hall of Science, GEMS: <u>Investigating Artifacts</u>. University of California, Berkeley. Find</p>				

	Teacher's Guide and literature connections at www.lawrencehallofscience.org .
Forestry Tour Attended	2008 Pacific Northwest

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