



UNIT 10

Raven and the King Salmon



KEY VOCABULARY

Culturally Responsive & Place-Based Introduction of Science Vocabulary

FLOCK

Place-Based Perspective

Show the students pictures of flocks of birds. Have the students explain the meaning of the saying “Birds of a feather, flock together.” Lead them to understand that this refers to the idea that people who share similar interests tend to bond together.

Heritage Cultural Perspective

Flocks of birds have always been a common sight in Southeast Alaska. Native people have always known of the migration cycles of birds. These cycles were seasonal indicators and provided a fresh source of meat.

PIT

Place-Based Perspective

Place a tray of soil in front of the students. As they watch, create a pit in the soil. Have the students suggest uses for the pit. Lead them to understand that a pit was often used by Native people to cook meats. If a sample of skunk cabbage is available, spread some in the pit. Place a sample of meat on the cabbage. Cover the meat. Use sticks to create a fire on top.

Heritage Cultural Perspective

Pits had a variety of uses for Native people in Southeast Alaska. They were used to cook fish and meats. Pits were also used to age fish heads, a delicacy to the Native people of Southeast Alaska. Pits were placed in the center of a clan house to allow for ventilation through the smoke hole in the roof. The fire pit provided warmth and heat for cooking.

BASE

Place-Based Perspective

Use the tray of soil mentioned above, and create a mountain in the center of the tray. Direct the students’ attention to the summit of the mountain and then to its base. Show the students a trophy—direct their attention to its base. Have the students name other items that have bases.

Heritage Cultural Perspective

When constructing totem poles, clan houses, and smoke houses, the bases of the structures had to be designed in such a way that they could withstand strong winds. The bases of totem poles were engineered to bear the weight of the pole. When hunting in the mountains, items were left at the base of the mountains to guarantee a safe return home. The hunter would stand at the base of the mountain and thank it for allowing him to begin his trek up the mountain.

Culturally Responsive & Place-Based Introduction of Science Vocabulary

BATCH

Place-Based Perspective

Lay cookies on a cookie sheet. Introduce them as a batch of cookies. Remove the cookies and replace them with another batch. Cite examples of other batches, such as fish, and bread.

Heritage Cultural Perspective

Traditionally, the skins and hides of hunted and trapped animals were bound together and stored in batches. In addition, the different types of salmon would be dried and stored in batches for future use.

ASHORE

Place-Based Perspective

Use the tray of soil mentioned above to create a river or lake. Clear a portion of the soil and add water to it. Use a small toy boat to demonstrate coming ashore.

Heritage Cultural Perspective

Traditionally, when people went ashore, they would acknowledge the people who owned the land. They would explain the intent of their visit. They would gain permission to go ashore and to use the land for the purpose of their visit.

SKELETON

Place-Based Perspective

Place a bone in the tray of soil mentioned above. Cover the bone completely. As the students watch, pretend to discover the bone. Have the students identify it (e.g., a chicken bone, fish bone, etc.). Place the bone on paper and use a felt marker to draw the remainder of the skeleton.

Heritage Cultural Perspective

The Salmon People have a story about how they were put together from the skeleton of a salmon, bone by bone.

Culturally Responsive & Place-Based Introduction of Science Vocabulary

STUMP

Place-Based Perspective

Before the lesson begins, cut out the shape of a tree from construction paper. As the students watch, cut down the tree by cutting it close to its base with a pair of scissors. Use the remaining base to introduce the word “stump” to the students.

Heritage Cultural Perspective

Traditionally, Native people used large stumps as shelters during storms. Stumps with large holes in their bases were particularly popular for temporary shelters.

SCORCH

Place-Based Perspective

Show the students a match. Have them discuss the uses of the match to create fire. Also, have them suggest the dangers associated with fire. Use this to lead them to fire scorching the earth or items. If a scorched item is available, show it to the students.

Heritage Cultural Perspective

The Native people of Southeast Alaska were familiar with a variety of scorched items. This would have included scorches caused by lightning and fire. Burns were treated with a combination of tree sap and Devil's Club. Often, meats were scorched in a pit fire before being consumed.



LESSONS

Science Language for Success—Lesson 1

Introduce the key science vocabulary, using concrete materials and/or pictures.

LISTENING

Use the Mini Pictures activity page from the Student Support Materials. Have the students cut out the pictures. Say the key words and the students show the pictures.



Whisper

Mount the vocabulary pictures on the board. Group the students into two teams. Whisper a vocabulary word to the first player in each team. When you say “Go,” the first player in each team must then whisper the same word to the next player in his/her team. The players should continue whispering the vocabulary word in this way until the last player in a team hears the word. When the last player in a team hears the word, he/she must rush to the board and point to the picture for the word. The first player to do this correctly wins the round. Repeat until all players have had an opportunity to identify a vocabulary picture. When a player has identified a vocabulary picture, he/she should rejoin the front of his/her team.

The Story

Read or tell the story “Raven and the King Salmon” on page 754 to the students. You may wish to cut out props from construction paper to enhance the story’s contents.

Student Support Materials

Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.

SPEAKING



Sheet Golf

Before the activity begins, obtain an old sheet. Cut a hole (approximately two inches in diameter) in each end of the sheet. Group the students into two teams. Have the first player from each team hold opposite ends of the sheet. Place a marble or small ball in the center of the sheet. When you say “Go,” the players must then lift their ends of the sheet and attempt to cause the marble or ball to fall through the hole in the other player’s side of the sheet. When the ball or marble falls through one of the holes, the player on that side of the sheet must say the name of a vocabulary picture you show or he/she should repeat a sentence you said at the beginning of the round. Repeat with other pairs of students until all students have participated. If the sheet is large enough, all students can play—divide the students into four groups (one group for each side). Cut a hole in the sheet near each side. When the marble or ball falls through, all the players on that side must say the name of a vocabulary picture that you show. Repeat.

Science Language for Success—Lesson 2

SPEAKING (CONTINUED)



Picture Jigsaw

Cut each of the vocabulary pictures into four pieces. Mix the cut out pieces together and distribute them to the students (a student may have more than one picture section). When you say “Go,” the students should attempt to match the jigsaw sections they have to reproduce the original vocabulary pictures. When the students put the necessary pieces of a picture together, they should identify the picture by its vocabulary word. Continue until all vocabulary pictures have been put together and named in this way.

The Story

Have the students say sentences related to the story “Raven and the King Salmon” on page 754. You may wish to write the students’ sentences on strips of paper or on chart paper. Later, have individuals tell the story, in their own words.

READING

Introduce the science sight words to the students—match the sight words with the vocabulary pictures. The sight words are included in the Student Support Materials, attached to these lesson plans.



Note: After each unit, mount a set of the unit’s words on the walls around the room. Use the “word walls” for review and reinforcement activities.

Balloon Volleyball

Group the students into two teams. The two teams should stand, facing one another. Toss a round, inflated balloon to the members of Team One. The members of Team One must then bounce the balloon to the members of Team Two. The players should continue to bounce the balloon back and forth in this way until a team loses the balloon. You may wish to establish the rule that players may not move their feet during the activity. When a team loses the balloon, show them a vocabulary picture and all team members in that team must say the vocabulary word for it. Repeat until players in both teams have responded a number of times.

The Story

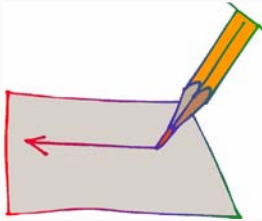
Give each student a copy of the story “Raven and the King Salmon” on page 754. Have the students read the story silently. Then, they should take turns reading portions of the story orally. Afterward, ask questions related to the story’s contents; the students must read to find the answers to the questions.

Student Support Materials

Have the students complete the sight recognition and encoding activities in the Student Support Materials. When finished, review their work.

Science Language for Success—Lesson 2

WRITING



Word Completion

Before the activity begins, prepare clozure cards for the sight words; omit letters and syllables. Provide each student with a clozure card. Call upon the students to complete their words on the clozure cards by writing in the missing parts. Afterward, review the students' responses.

Every Second Letter

Write a sight word on the board, omitting every second letter. Provide the students with writing paper and pens. The students should look at the incomplete word on the board and then write the sight word for it on their papers. Repeat using other sight words.

This activity may also be done in team form. In this case, have the incomplete words prepared on separate flash cards. Mount one of the cards on the board. When you say "Go," the first player from each team must rush to the board and write the sight word for it—adding all of the missing letters. Repeat until all players have participated.

The Story

Make a version of the story that has the key words missing. Give a copy of the story to each student. The students should then write in the missing words. Later, review their work.

Student Support Materials

Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.



VOCABULARY PICTURES





ASHORE





BASE





BATCH





FLOCK





PIT





SKELETON





STUMP





SCORCH

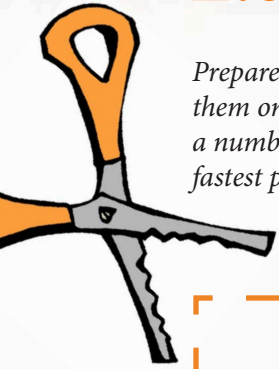


STUDENT SUPPORT MATERIALS

Listening • Mini Pictures

Listening: Mini Pictures

Prepare a copy of these pages for each student. The students should cut out the pictures and lay them on the floor or desk. Say the key words and the students should show you the pictures. Repeat a number of times. This activity can also be done with pairs of students to determine who is the fastest player.



Listening: Mini Pictures







STUDENT SUPPORT MATERIALS

Listening Comprehension

Listening Comprehension



Read the following sentences to the students. The students should circle “true” or “false” for each of the sentences. Review the students’ work.

- ① When a boat is driven ashore, it moves away from the shore. True
False
- ② Two birds make up a flock. True
False
- ③ Traditionally, Native peoples of Southeast Alaska sometimes used pits to cook meat. True
False
- ④ When he reached the base of the mountain, he was on top of it. True
False
- ⑤ Cookies can be baked in batches. True
False
- ⑥ The skeleton of a fish is an external part. True
False
- ⑦ The stump of a tree is a branch near the base of the tree. True
False
- ⑧ Scorched earth is earth that has been burned or dried by the sun. True
False



STUDENT SUPPORT MATERIALS

Sight Words



pit

flock

ashore






stump

skeleton

base



batch

scorch



STUDENT SUPPORT MATERIALS

Basic Reading • Sight Recognition

Sight Words Activity Page

Have the students highlight or circle the words in this word find. Words appear horizontally.



skeleton
scorch

batch
pit

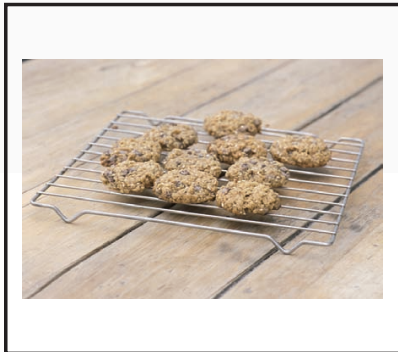
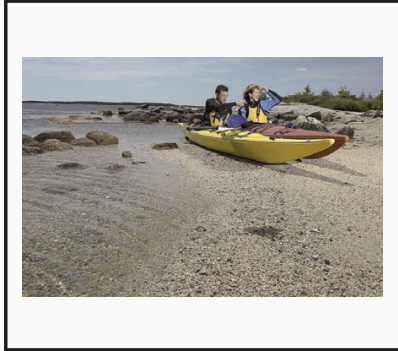
base
stump

flock
ashore

b s s e p e r h h r o t o t s b h b
m c t k s o o h h h t h s t u m p r
l c m o h u h s k e l e e s r r l h
p c b o n k a p n o s c o r c h c o
s o b e i c e o c s a p c i c c o r
c o l c b b n a h t e c t o a m n u
c k o s t p h i r e u o o l h h k a
k e a s k o a s h o r e s m k c a c
a r l r c r t b o e s e c b p c b c
o o k t a t s o k m t b e c t p r s
k a n k o l p s a s k e l e t o n u
k n t n e s t h t e s c k e t t e b
c b h h s c t k t u a k e o i c t a
p s f l o c k p h t r o c h p s o e
t f l o c m s c o r e s f b a s e h
a t c c c i a c b a t c h c b p p c
s e u c s h c b a t s s c a s h o s
r n s h l p s s c f e p i t k s a f
l u m t c h k p s o r e c p k s k c
r t o s k s b p r f n i e m t c o m

Sight Words Activity Page

Have the students cut out the key words and glue them at the bottom of their pictures.



ashore	flock	pit	base
batch	skeleton	stump	scorch



Sight Words Activity Page



Have the students print the key words from this unit horizontally in the boxes (each word may be written more than once). They should then fill in all other boxes with any letters. Have the students exchange pages. The students should then circle the words on the page.



STUDENT SUPPORT MATERIALS

Basic Reading • Encoding

Encoding Activity Page

Have the students cut out the word halves and glue them together to create the key words for this unit.



ash

it

fl

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p

tch

ba

ore

ba

orch

skele

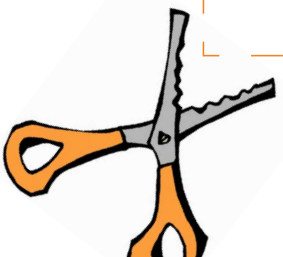
ump

st

ton

sc

ock





STUDENT SUPPORT MATERIALS

Reading Comprehension

Reading Comprehension Activity Page

Have the students read the text and then select the correct answer for it. They should fill in the appropriate bullet beside the answer of their choice.



- ① When people are ashore, where are they?
 - on the water
 - on the ocean
 - on land
 - in the air

- ② What is a flock of birds?
 - a group that shows photosynthesis
 - a group of birds that are together
 - a bird that lands in its own environment
 - two birds that land ashore

- ③ A pit is
 - the external part of a fish.
 - the base of a hill.
 - a hole in the earth.
 - a hill on the earth.

- ④ Where is the base of a mountain?
 - on the top
 - in the middle
 - inside of it
 - at the bottom

- ⑤ What is a batch?
 - a flock
 - a pit
 - a group
 - a skeleton

Reading Comprehension Activity Page



- ⑥ The skeleton of a raven is
- internal.
 - external.
 - at the base.
 - in a pit.
- ⑦ The stump of a tree is
- at the top of the tree.
 - at the base of the tree.
 - in the pit of a tree.
 - in the center of the tree.
- ⑧ When something is scorched, it is
- wet.
 - ashore.
 - a gas.
 - burned.

Reading Comprehension Activity Page

Have the students write the letters for sentence halves that match.



① We took the

Ⓐ in the pit.

② The flock

Ⓑ to the base of the mountain.

③ He cooked the meat

Ⓒ people ashore.

④ Rocks fell

Ⓓ internal.

⑤ She made a second

Ⓔ of birds flew away.

⑥ The skeleton of a fish is

Ⓕ has been burned.

⑦ The stump of a tree

Ⓖ batch of cookies.

⑧ Scorched earth

Ⓗ is the base of it.

1 → _____ 2 → _____ 3 → _____ 4 → _____

5 → _____ 6 → _____ 7 → _____ 8 → _____

Reading Comprehension Activity Page

Have the students cut out the words and glue them under their definitions.



on land

burn

the bottom

bones

a group

one set

part of a tree

a hole



ashore	flock	pit	base
batch	skeleton	stump	scorch

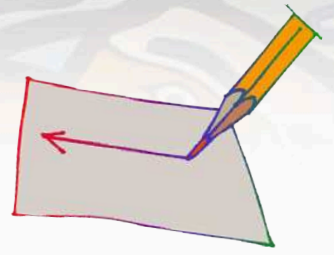


STUDENT SUPPORT MATERIALS

Basic Writing

Basic Writing Activity Page

Have the students write in the missing letters.



a _____ **e**

fl _____

p _____

ba _____

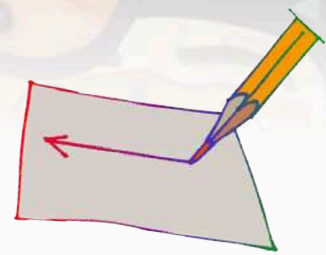
b _____ **h**

sk _____ **n**

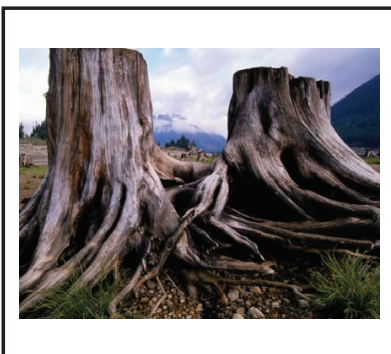
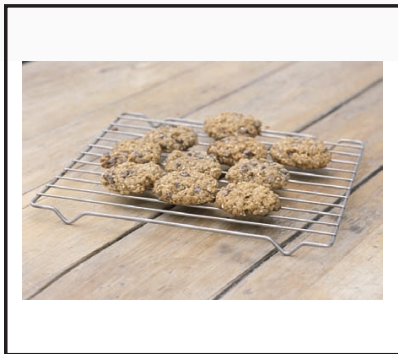
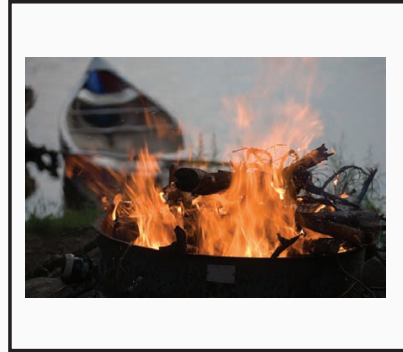
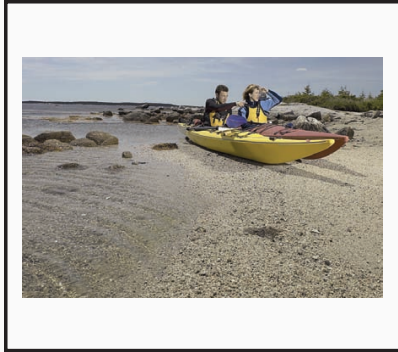
st _____ **p**

sc _____ **h**

Basic Writing Activity Page



Have the students write the word for each picture.

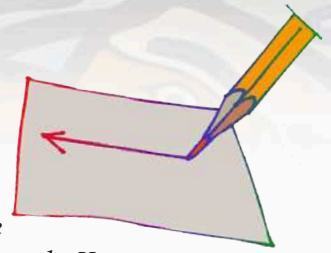




STUDENT SUPPORT MATERIALS

Creative Writing

Creative Writing Activity Page



Have the students write sentences of their own, using the key words from this unit. When the students' sentences are finished, have them take turns reading their sentences orally. The students should say "Blank" for the key words; the other students must name the "missing" words. You may wish to have the students write the "definitions" for the key words.

ASHORE

FLOCK

PIT

BASE

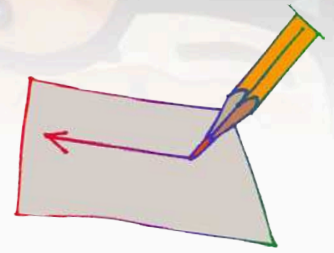
BATCH

SKELETON

STUMP

SCORCH

Creative Writing Activity Page



Have the students write sentences of their own, based on the picture below. When finished, have each student read his/her sentences to the others.






Raven and the King Salmon

Told by Katherine Mills. Translated and edited by Nora Marks Dauenhauer and Richard Dauenhauer.

Raven was going along the beach.
While he was going along there, he saw the King Salmon.
It was jumping out there in the bay.
He was thinking
about it then,
“What can I do to that King Salmon
to trick him into coming ashore?”
How far had he gone
when he found the greenstone?
Maybe he placed it on top of a rock.
That’s when
he puts down around it.
That’s when he said to the salmon,
“Hey, Salmon,
listen here!
This little greenstone is saying this about you,
‘You dirty-gilled person!’”
But the King Salmon didn’t listen to him.
Then he was jumping out there again.
That’s when he’d say to him again, “Hey, King Salmon,
this greenstone is insulting you.
Listen to what he’s saying! Swim on in here!
But King Salmon was just swimming out there.
He didn’t listen to him.
At what point was it he hollered out,
“Hey, King Saaaaaaaalmon!
Swim in heeeeeeeere
so you can really hear what the little greenstone is saying about you!”
That’s when he finally started swimming toward him.
While he couldn’t believe it, King Salmon swam up on the beach.
That’s when [Raven] said to him,



“Oh, no!

Oh, no!

It occurred to me that I really have to go [to the bathroom]!

I’ll run up in the woods first.”

Then he ran up.

Here he ran to get a club from up there.

Then he ran down with the club and hit that salmon on the head with it.

But the salmon was too heavy for him.

The birds that fly in flocks

are [Raven’s] grandchildren.

That’s when he said to them,

to these grandchildren of his, “Help me.

Let’s pull it up here.

We’ll bake this salmon in a pit.”

Then, with the help of his grandchildren,

he digs a pit.

“Run up in the woods!

Bring down some skunk cabbage.

We’ll put them on the bottom of the pit.

We’ll wrap it. And finally

we’ll put a tiny fire over it.”

Then the small birds started flying.

Then they brought down

the skunk cabbage.

Then he asked them,

“Where did you get the skunk cabbage from?” “In back of here,
at the base of the hill.”

This is when Raven said,

“From just back here?” “Yes.

There are lots there.


Very fine.



Raven and the King Salmon CONTINUED

Told by Katherine Mills. Translated and edited by Nora Marks Dauenhauer and Richard Dauenhauer.

This is why they looked good to us.
What's wrong?"
is what they said to Raven.
But then Raven said,
"Yuck!
That's where my wife goes [to the bathroom]!
Go get a different batch!
You will go over two mountains.
That's when they'll be good."
So then they started flying, and they left the skunk cabbage there for him.
That's when he layered it in the bottom of the pit.
Then he also lifted the King Salmon.
That's when he made a fire around it.
Before long
the huge salmon was cooked.
Then he ate it.
But he saved the salmon tail.
What did he save that salmon tail for?
Only the skeleton is left there.
Then
he buried it.
Then he also rolled a tree stump over it.
Then before long
they flew back with new skunk cabbage.
Then he said to them, "Something awful has happened to us,
my little Grandchildren.
This tree stump rolled over on our salmon. It's gone, all gone."
Then
some of the little birds
are crying.
When they're wiping the white around their eyes [it turns black].



But Robin sat close to the fire,
then scorched her belly
and it's the color of fire.
But Magpie's trying to fly away from them. They're holding her back.
He'd grab her.
That's why he said to Magpie,
"While there are still salmon in the creeks,
don't come down here.
Only when there are no more salmon in the creek, that's when
you will fly down [to the coast].
Then here also
he said to the wren,
"You will always hop through holes.
Wherever you fly,
you'll hop through holes."
He also gave instructions
to the ones he named Chickadees.
And as for Bluejay,
[Raven] is really combing
the feathers on his head,
combing up each side differently.
It's really fun the way Raven fixed his feathers.
That's when
Raven stayed there for a little while,
then [the small birds] ran away from him.
That's how it happened.
His grandchildren
were the ones who worked for him. But then,
he didn't treat them right.
He also instructed them in many ways.
That's how
this story ends.



UNIT ASSESSMENT

Raven and the King Salmon



SCIENCE PROGRAM

Unit Assessment Teacher's Notes
Grade 6 • Unit 10
Theme: Raven and the King Salmon

Date: _____



Unit Assessment

Provide each student with a copy of the students' pages. Read the following instructions aloud. The students should answer the questions on their copies of the assessment.

BASIC LISTENING

Turn to pages 1–2 in your test. Look at the pictures in the boxes.

1. Write the number 1 on top of the picture for **FLOCK**.
2. Write the number 2 on top of the picture for **PIT**.
3. Write the number 3 on top of the picture for **BASE**.
4. Write the number 4 on top of the picture for **BATCH**.
5. Write the number 5 on top of the picture for **ASHORE**.
6. Write the number 6 on top of the picture for **SKELETON**.
7. Write the number 7 on top of the picture for **STUMP**.
8. Write the number 8 on top of the picture for **SCORCH**.

LISTENING COMPREHENSION

Turn to page 3 in your test. Listen to the sentences I say. Circle “T” for true and “F” for false sentences.”

1. A flock of birds refers to individual birds that are flying.
2. A fire pit can provide both heat and light.
3. The base of a totem pole is the part at the top that holds it together.
4. Fish can be dried in batches.
5. He came ashore when he sailed out to sea.
6. A skeleton consists of muscles and fat.
7. A stump is the part of a tree found underground among the roots.
8. Lightning can scorch the land.



Unit Assessment

Provide each student with a copy of the students' pages. Read the following instructions aloud. The students should answer the questions on their copies of the assessment.

SIGHT RECOGNITION

Turn to page 4 in your test. Look at the pictures in the boxes. Circle the word for each picture.

DECODING/ENCODING

Turn to page 5 in your test. Look at the word parts in the boxes. Circle the other half or part of each word.

READING COMPREHENSION

Turn to page 6 in your test. Read the sentence part and fill in the bullet for the correct sentence ending.

BASIC WRITING

Turn to page 7 in your test. Look at the pictures in the boxes. Write the word for each picture.

CREATIVE WRITING

Turn to page 8 in your test. Write a sentence of your own, using each word.

Teacher: To get a percentage for this student's assessment, divide the total number of questions correct by the total number of questions, then multiply this answer by 100 to determine the percentage of questions answered correctly.





SCIENCE PROGRAM

Unit Assessment Student Pages

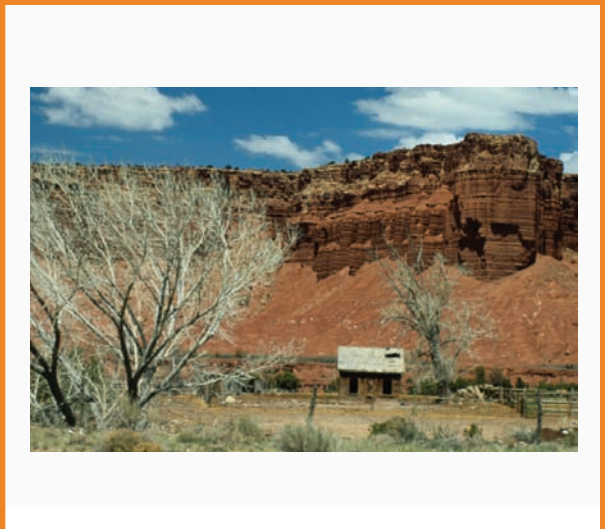
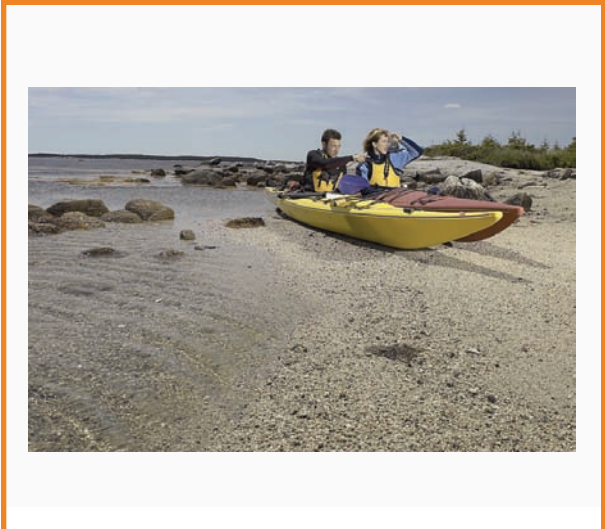
Grade 6 • Unit 10

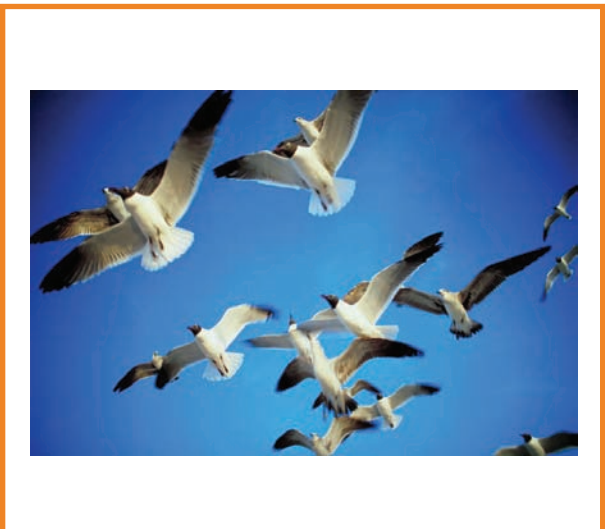
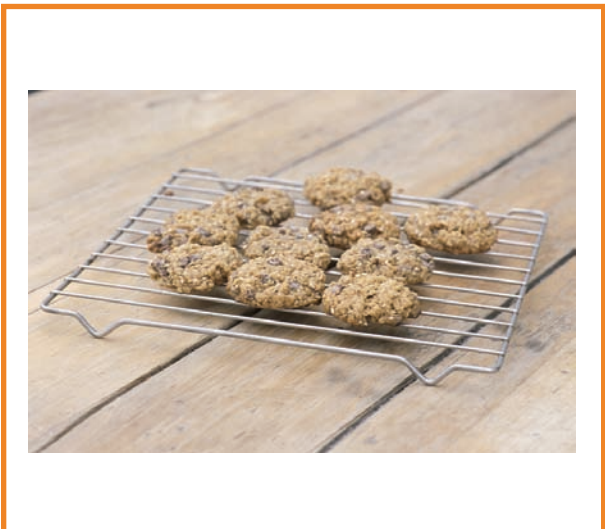
Theme: Raven and the King Salmon

Date: _____ Student's Name: _____

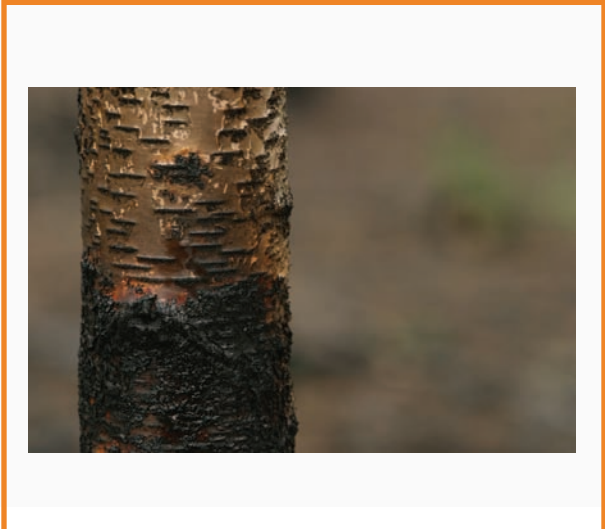
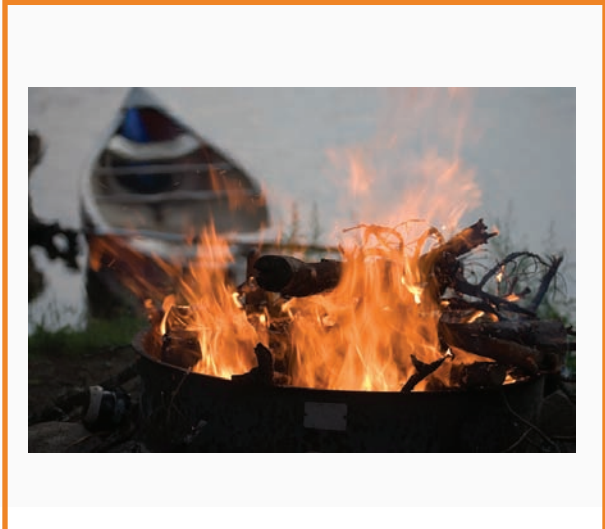
Number Correct: _____ Percent Correct: _____















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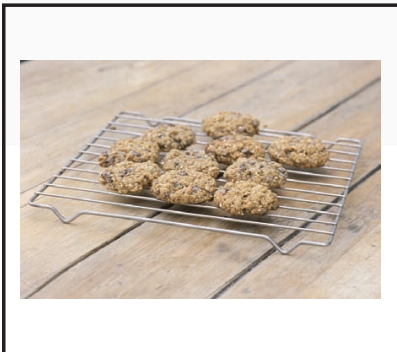
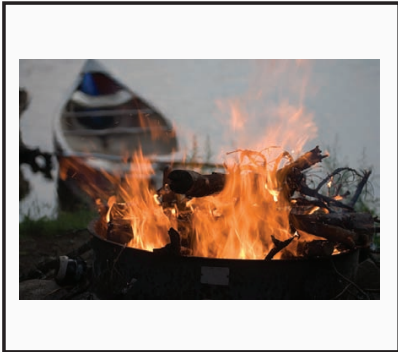
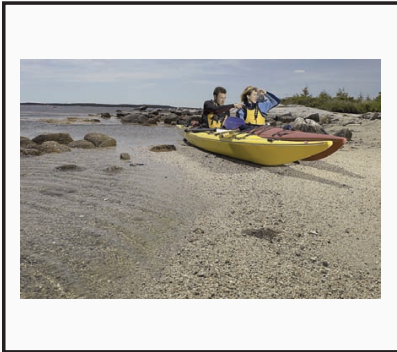
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- 1 Which of these may travel in flocks?
 salmon.
 geese.
 caribou.
- 2 A pit is
 part of a flock.
 in the air.
 in the ground.
- 3 The base of a hill is
 on the peak.
 in the middle of the hill.
 at the bottom.
- 4 Which of these can be made in batches?
 salmon
 bread
 water

- 5 When a ship moves ashore, it is
 heading to shore.
 heading from shore.
 not moving.

- 6 Which of these is internal?
 finger nails
 human hair
 skeleton

- 7 A stump is
 the tip of a tree.
 the base of a tree.
 the roots of a tree.

- 8 When something is scorched, it is
 burned.
 drowned.
 evaporated.





FLOCK

PIT

BASE

BATCH

ASHORE

SKELETON

STUMP

SCORCH
