

NEW WORDS:

fending
village
inlet
jellyfish

SNAIL WOMAN AT SQ³A'LE

Developed by Suquamish Curriculum Committee at
Port Madison Reservation

GEOGRAPHICAL AREA: Coastal Region

STORY TYPES: Natural Phenomena/Indian Values

Summary:

Snail Woman took some children from the Suquamish village and because they were too frightened to move they were cooked and eaten. She captured another group of children. These children, however, pushed Snail Woman into the fire causing her to burst. The flying pieces turned into the jellyfish which may now be found at the upper end of Sinclair Inlet.

This natural-phenomena-type story, like *The Weasel and the Eagle*, offers an explanation of why an animal may be found in a certain location. The resourcefulness of the second group of children saved their lives. This story also shows the power of positive thinking.

Teacher Guided Activities:



1. Compare the children's quotes on page 5 and 6 of *Snail Woman at Sq³a'le*. How did the outcomes in each situation correspond with what each group of children predicted would happen?

Have students tell stories of similar situations in which their attitude influenced the outcome of a particular event. Upon completion of this story, students should be encouraged to say, "This is hard, but I'm working at it," rather than "I can't."



2. *Snail Woman at Sq³a'le* introduces a story from the second of the three geographical areas. The story *The Weasel and the Eagle* from the Plateau region and this story from the Coastal region are stories about why animals live in a certain location.

Discuss **habitat** (the place or type of site where a plant or animal naturally or normally lives and grows), specifically as it relates to the geographic areas represented by the first two stories. What type of geography is there which would influence kinds of animal populations in these regions? Speculate on how this would affect a tribe's lifestyle, including such things as food, clothing, weapons and dwellings.

Divide the class into three groups, one for each region represented in the *Indian Reading Series*. Assign each group the task of researching and preparing a bulletin board which will show the animals located in their region.

Following the Student Activity Cards section is a list of optional activities which you may want to reproduce for student use which give additional ideas for independent student projects. This sheet may be duplicated so students may choose one of the options.

Student Activity Card(s):
See Earth, Sky, Water Activity Card (2A-2B).

It is important to recognize that individual tribes may differ greatly. All Indians belong to a tribe or tribes. Many Indian children are raised on or near their tribal lands. This activity card acquaints students with those tribes indigenous to the Northwest. It is also intended to introduce the students to a broader land base that is shared by all living things. The bulletin board activity, along with the activity card, will help promote the idea that people not only share but are dependent upon and responsible for their environment.

Here is another idea for use of the Earth, Sky, Water card.

Northwest Newscast

You will need the activity card and the spinner. Use the Coast, Plateau and Plains side of the card. Each day for approximately ten days have a student spin the wheel. Using the area on which the arrow lands, ask several students to listen to the weather report for that same area.

Other students may pick a tribe from that same area. Their task is to find out something about their chosen tribe and report on it. Sports events, current events and special interest stories would be good ideas to help keep information more contemporary.

Take about 15-20 minutes each day for a Northwest newscast. This could be structured something like PM magazine or a regular newscast. (You may want to set up a few props or pretend there are cameramen, etc.) Students should begin to see some of the similarities and differences between the three regions.



SNAIL WOMAN AT SQ³A'LE

- 1** Make a map to show where the furbearing animals are in your state. Why are they where they are instead of somewhere else?
- 2** Some Indians are good trackers. Make drawings of the footprints of animals used for fur and put these drawings into a booklet. Try to make a plaster of paris cast of any animal track you may find.
- 3** Talk to someone in your community who does a lot of hunting, trapping or fishing. Make a list of the animals and numbers of them found in your area. How many are near your home today? Why are they in this region and not some other place? In what other places **can** you find them? Why are they no longer in the same area?
- 4** See if you can find examples of homes of different animals such as beaver, muskrat, mink and badger. Draw or make models of the homes. List what materials are used. Describe your drawings to a friend. Why do you think animals make homes where they do?

- 5 Keep a record for a month of all the wild animals (mice, rats, bats, squirrels, rabbits, skunks, gophers, mink, muskrats, beaver, deer, fox or coyotes, etc.) you see. Maybe include a note about what environment each was seen in and/or what activity it was doing.
- 6 Reread *The Weasel and the Eagle* and **think** about the two stories. Now try and write your own story about why an animal lives where it does. Make a cover and pictures to go with your story.