

**NEW WORDS:**

**grips**  
**garter**  
**vest**  
**bollmers**  
**venison**  
**possessions**  
**guardian**  
**swells**  
**queasy**  
**oysters**  
**converse**  
**ceiling**  
**frequently**  
**curious**  
**potlatch**  
**obviously**  
**tide**  
**Quinalt**  
**Chinook**  
**sea cookies**  
**flotsam**  
**sweet grass**  
**inlaid**  
**mother of pearl**  
**wampum**  
**descendents**

## **A VISIT TO TAHOLAH**

### **A Visit To Taholah and Joseph's Long Journey**

Developed by members of the Shoalwater Bay Curriculum Committee

**GEOGRAPHICAL AREA:** Coastal Region

**STORY TYPE(S):** Description of Culture

**Summary:**

A young girl named Annie and her mother took a trip by steamboat and stagecoach from Bay Center to Taholah in 1916. The journey includes vivid descriptions of sights and sounds along the route as experienced by this small girl. Before leaving Taholah Annie's mother was honored with a potlatch, a feast and gift giving celebration.

This story provides a good first hand account of life in the early 1900's on the coast of Washington. This story is a description of culture as seen in the reservation period between 1860 and 1930. It is of the type labeled **description of culture**.

**Teacher Guided Activities:**



1. Read the first half of *A Visit to Taholah* student activity card and discuss the reservation period in terms of its impact on changing the lives of Indian people. You may want to reread the introductory article entitled **A Historical Perspective**.

As the story indicates, Annie was unfamiliar with the environment beyond her Indian community. Ask students to identify specific incidences in the story which show this (i.e., Annie saw a light bulb for the first time).



2. Annie had never seen an electric light bulb before. Ask students to describe in writing how they would feel being the light bulb seeing Annie and her mother for the first time. Have them describe themselves as a light bulb. What would they hear, see, feel, smell and think about?

To help students get the idea do a class writing exercise together. Choose an object in the room (an eraser, chair, chalk board, etc.) and ask students to offer ideas about what things they would see as that object. What might they hear, smell, feel or think about? You may want to start each line with the words, "If I were a \_\_\_\_\_."



3. Annie described well the different sounds as she rode along the beach. Have students choose a spot they like and describe all the sounds or smells at that spot.



4. The potlatch ceremony was an integral part of Coastal Indian culture. It was an honoring ceremony. Read accounts of potlatch ceremonies like descriptions in **When the Owl Calls My Name**. Have students discuss why potlatches were held and why they are no longer a common practice.

Have students research the meaning of the potlatch and make a report. You may want to compare this ceremony to other Indian honoring ceremonies in or near your community.

Try preparing an honoring ceremony for someone in your class or school. Have students make gifts and prepare the feast. Include parents or community members.



5. Northwest Coast art projects would help create an appreciation of the Coastal culture and the potlatch ceremony. Weaving, carving and basketry are the main crafts developed in this region. There are many good films and filmstrips available on Northwest Coast art.

Have students examine examples of Northwest Coastal art and try coloring them and interpreting what they represent. There are some good coloring books with these designs.



6. Have students plan a make-believe trip or choose a trip they may have taken. Provide maps and have students route their trip. After deciding what the best means of transportation would be to take, have students estimate costs and items needed while traveling, including types of clothing, food and special equipment.

Each student could then prepare a travel log or write a diary of what could happen on their trip. You may want to combine this activity with the study of different states having students research interesting sites to visit.

**Student Activity Card(s):**  
**See A Visit To Taholah Activity Card (3A-3B).**