

NEW WORDS:

- cedar dugout
- oyster beds
- expertly
- ordeal
- launched
- current
- trousers
- sandspits
- permission
- incoming
- tide
- companions
- fascinated
- seagulls
- channel
- cockles
- mussels
- embrace
- tideflats
- salmon
- abundant
- high tide
- ebb
- bail
- stocks
- peninsula
- clams
- exposed
- mud flats

JOSEPH'S LONG JOURNEY

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:

Joseph, a thirteen year old Shoalwater boy, was given permission to cross Shoalwater Bay alone to visit his cousin. After spending the day he started home, stopping on Pine Island to watch seagulls and explore. When he returned to his canoe, he saw that the tide had gone out, leaving him stranded on the island for the night. Joseph constructed an emergency shelter, fed himself and spent the night.

He got a late start the next morning and ran into rough water which forced him to land on a sandspit. By midafternoon the weather calmed enough for him to continue on to Oysterville. He stayed with his father's friends for the night. Late the next morning Joseph and friends started for home and were greeted and honored with a feast.

Joseph's quick thinking and calm behavior were important to his survival. He remembered the valuable things he had been taught and used the resources at hand to help sustain him in an emergency situation. For his bravery and courage, Joseph's family honored him in a traditional way.

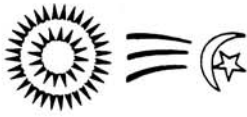
Teacher Guided Activities:



1. Discuss how Joseph's quick thinking saved his life. Have students identify the good decisions he made. Make a list of skills that students think are needed to survive in the:
 - woods
 - rivers and waterways
 - desert or hot weather
 - cold weather or snow

Ask students to tell about a time when they had to use survival skills. Who taught them about the skills?

Could they teach someone else a survival skill? Have students sign up to work in small groups to demonstrate or explain a survival skill. Students will need to be responsible for bringing whatever materials are necessary for the demonstration.



2. This story is a good introduction to coastal life. Have students report on animal and plant life in the coastal area or make a bulletin board with pictures and titles of sea life along the coast.

Have a **Coastal Day** in which students prepare and eat different types of sea food and display shells and coastal articles.

Assist students in coordinating a salmon bake. Invite parents, grandparents, etc. This could be held at a time when the class may want to honor someone. Try serving some of the other foods mentioned in the story.



3. Enlarge the outline of a portion of the coast and have students locate bays, peninsulas and islands. Have students write about a trip they may have made and draw a map which charts the route.

Student Activity Card(s):
See Honoring Activity Card (10A-10B).

Use the Honor Award activity card 10-B to recognize special behavior. They may be colored and used for book markers.