

## NEW WORDS:

assistance  
decayed  
gills  
cedar  
injure  
retell  
spawning  
handsomely  
arrayed  
yew  
embarrassed  
Puget Sound

## A FISHING EXCURSION

Developed by the Muckleshoot Curriculum Committee

**GEOGRAPHICAL AREA:** Coastal Region

**STORY TYPE(S):** Indian Values/Natural Phenomena

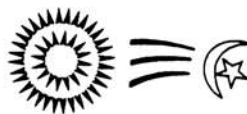
### Summary:

Two boys asked their father to tell stories about the different types of salmon. The first story their father told described how Steelhead got such tough skin. Steelhead and Spring Salmon got into a fight in which Spring Salmon took all of Steelhead's possessions including his bones. Because he was embarrassed, Steelhead replaced his possessions using the wood of the yew tree.

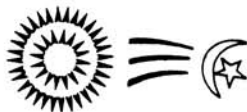
Humpback Salmon was portrayed as a proud fish with songs to sing to the Muckleshoot people. The final story related how the soul of the King Salmon never dies, rather, it returns to the distant ocean. For this reason King Salmon is respected and is never shot with bow and arrow.

The different types of salmon are portrayed as people with their own unique characteristics. The Coastal Indians look at the fish as if they were brothers and sisters, realizing how important they are to their way of life. As fishermen, Indian people have a strong sense of responsibility for the welfare of the fish. Conservation is essential to the economic and social well-being of each tribe because they depend to a large extent on fishing for their livelihood.

### Teacher Guided Activities:



1. Assign each student a different type of fish on which to report. As part of their report each should draw a fish (drawn to scale). On a large bulletin board place all the fish with appropriate labels (King, Humpback, Spring, Steelhead, etc.).



2. Take a field trip to a fish hatchery to observe the salmon mentioned in the story. If you are living in the Northwest, make an effort to observe the salmon runs in your area or at least determine when and where they exist. Write a description of what a salmon run is like.



3. Bring in samples of different kinds of fish and shellfish and have students taste them. Let students prepare fish in the different ways described by the young boys; dried, baked, roasted, boiled or fried.



4. Ask students to reread the sentence, *By the way he walked they knew he was ready to go home.* Discuss how he might be walking and then let students practice giving an interpretation of how the boy's father may have looked. Make up other sentences which students may act out.

**Student Activity Card(s):**  
**See A Fishing Excursion Activity Card (11A-11B).**