

# Developing Place and Culture-Based Curriculum

Grand Ronde Basketry

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# Developing Place and Culture-Based Curriculum

**Culture and Place-Based *Goal*:** Foster community connections to traditional lifeways

***Objectives*** (outcome hopes):

- Introduce basketry to children and adults to foster respect for traditional lifeways and to carry them into the present and future.
- Children and adults will be given the opportunity of gathering, processing, and weaving with traditional materials.

# What is a Thematic Unit?

According to [www.funderstanding.com](http://www.funderstanding.com) -  
“Thematic instruction is the organization of a curriculum around macro “themes”. Thematic instruction integrates basic disciplines like reading, math, and science with the exploration of a broad subject, such as communities, rain forests, river basins, the use of energy, and so on.

Sample Themes: Vessels, Journeys, Sustenance, Water, Ceremony, Oral tradition, Governance, Land, Animal life

# Thematic Unit Continued..

## 5 Reasons to Use Thematic Units

1. Demonstrates the interdisciplinary nature of learning
2. Increases student interest in learning
3. Expands your assessment strategies
4. Utilizes collaborative and cooperative learning
5. Focuses the learner on the mastery of objectives

*This thematic unit model is based on those found in Ch. 13, "Literature and the Curriculum: A Thematic Approach," of Legacies: Using Children's Literature in the Classroom by Liz Rothlein and Anita Meyer Meinbach.*

# What is Curriculum?

## A Curriculum guides us in deciding:

- *What to teach*
- *The sequence of our lessons*
- *The timing of our lessons*
- *The activities we will use*
- *The materials (people, resources needed)*

Excerpt from Designing Curriculum Handbook 8

Awakening Our Languages: ILI Handbook Series

# What is Place and Culture-Based Curriculum?

## Definition 1

A place-based educational approach grounds curriculum and lessons in students' experiences in local events and places, and acknowledges that learning happens not only in formal educational setting but also outside of school in families and communities. This reinforces connections to one's home, family, community and world. Included components can be the cultural, historical, social, religious and/or economic relevance of specific locations or areas. (Note that the terms *place-based* and *culturally/community-based* overlap; we use place-based as a cover term here.)

# What is Place and Culture-Based Curriculum Continued..

## Definition 2

Several distinctive characteristics can be used to describe to this developing field of practice:

- (a) it emerges from the particular attributes of place,
- (b) it is inherently multidisciplinary,
- (c) it is inherently experiential,
- (d) it is reflective of an educational philosophy that is broader than “learning to earn”, and
- (e) it connects place with self and community.

Woodhouse, J., & Knapp, C. (2000) Place based curriculum and instruction. (ERIC Document Reproduction Service No. EDO-RC-00-6).

# What is Place and Culture-Based Curriculum Continued..

With the standardization of curriculum across the United States, place and culture-based curriculum is a means of incorporating local communities into school curriculum. Indigenous people risk the loss of their traditional ways of knowing and doing due to a larger non-indigenous dominant culture.

Because each community is unique, the creation of place and culture-based curriculum may take different forms.

What would culture and place-based curriculum be for you in your communities?

Here are some things to consider:

The sample basketry curriculum presented here assumes that those working with it are literate in the language (Chinuk Wawa in this case) and have access to technology – computers, cameras and video equipment.

1. What if your language is not written?



Things to consider:

2. and your access to technology is limited?
3. What if your community is decentralized making it difficult to meet as a group for classes and activities?

*Pair work: Discuss: What is your situation?*

# How to get started

Pick a team  
Brainstorm  
Pick a theme  
Establish goals  
Decide on topics  
Brainstorm!  
Brainstorm!  
Brainstorm!

# Picking a Team

Language Teachers

Elders

Master teachers from the community

Language Specialists

Education Specialists (Science, math, literature, stories, art, music, etc.)

Technology Specialists (Documentation, materials development)

Public school administrators and teachers

Parents

Excerpt from Designing Curriculum Handbook 8 Pg. 6

Awakening Our Languages: ILI Handbook Series

Pair Work – Who would be on your team?

# What is Brainstorming?

- A method of shared problem solving in which all members of a group spontaneously contribute ideas.
- A similar process undertaken by a person to solve a problem by rapidly generating a variety of possible solutions.

# Brainstorming Grand Ronde Basketry for School Curriculum

## Math

Counting weavers

Counting sticks needed for a weaving project.

Understanding concept of “every other one.”

Geometric basket designs

Estimation

Even / Odd

## Social Studies / History

Use of baskets in earlier times.

Current use of baskets.

Basket weavers past and present

Influence of outside communication on traditional basketry

# More Brainstorming

## Stories / Literature

Pictorial biography of a basket weaver- Hattie Hudson

*We Go Gather*

Story about giving back to nature when taking from it

*Basket woman* (traditional story)

## Art

Symmetry

Form and function

Traditional design

Present day design

## Music

Gathering Song

# More Brainstorming

## Science

Where to harvest

When to harvest

How to harvest

Charring sticks for bark removal

Best harvest management practices for guaranteeing future basket materials

Leaching

Boiling

Dyeing

Processing materials

Why some materials work and others don't for basketry

Experiment with materials

# What is a Unit? Topic? Activity?

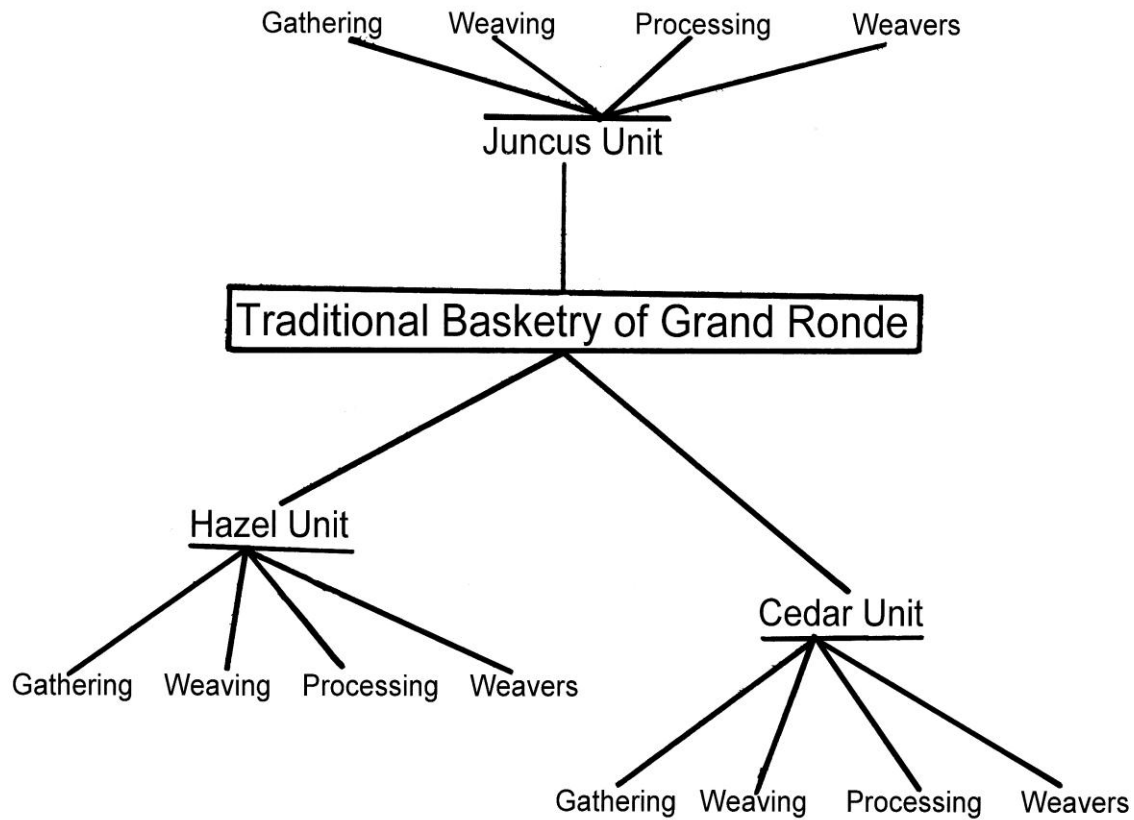
- Basketry is part of the **theme** “Vessels.”
- Hazel is a **unit** to be studied under the **theme** of basketry.
- A **unit** is a collection of **topics** related to one another.
- Gathering, processing and weaving are **topics** under the hazel **unit**.
- An **activity** is what you have your students do to learn about hazel.



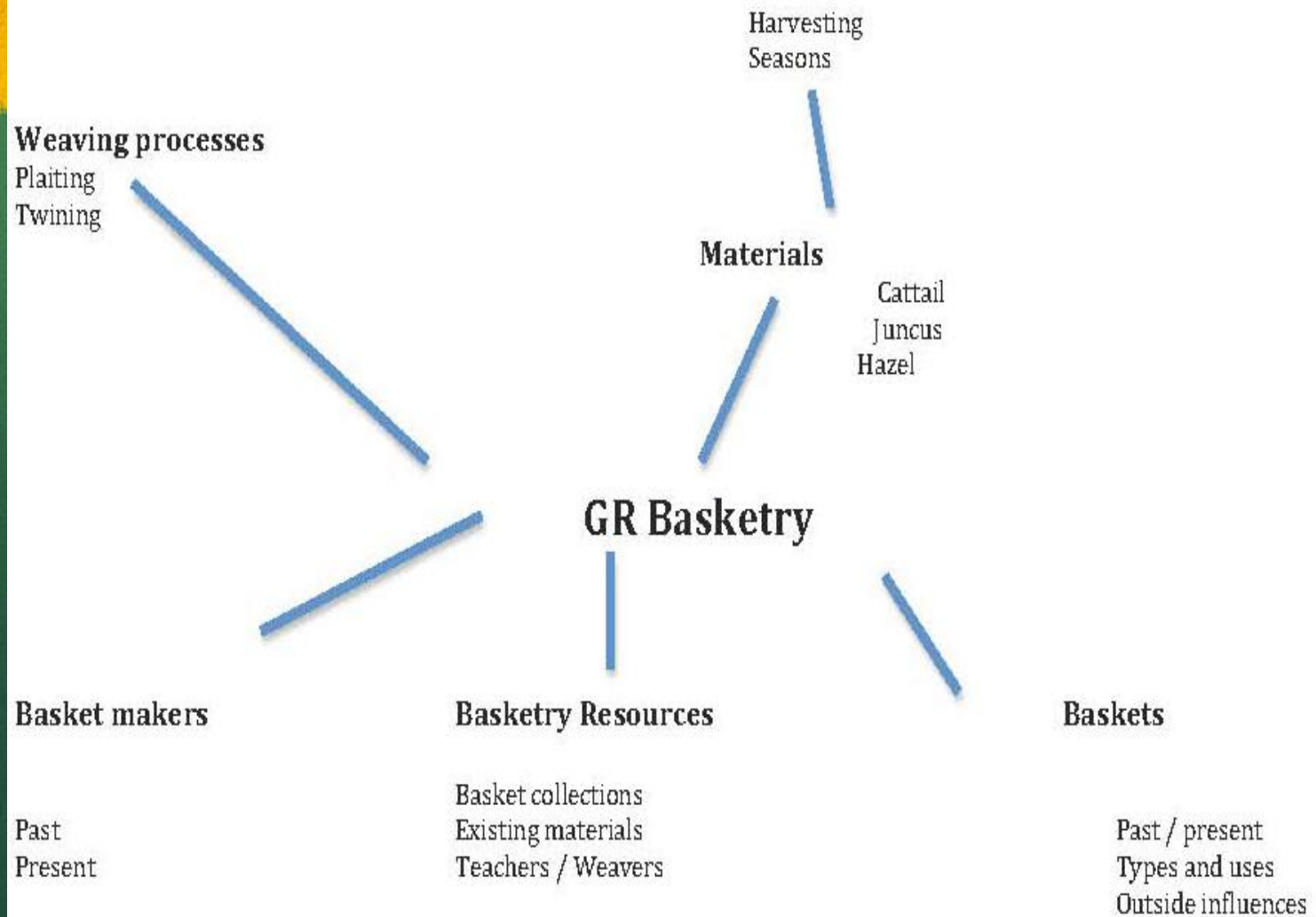
# Brainstorming

- Brainstorm a theme.
- Brainstorm the theme goals.
- Brainstorm the topics that support the theme.
- Brainstorm the activities that support the topics.

In the field of education, brainstorming may be organized in a graphic web.



## Random Brainstorm Web



# Getting Support Grants/Funds

- What resources do you need to make it happen (people) (materials)?
- Where will the funds come from?
- Who will benefit from the curriculum?
- What will the final products be?
- Who? What? When? Where? Why? How?
- What learning outcomes are desired? Short and long term

# What is a Unit? Topic? Activity?

- Basketry is part of the **theme** “Vessels.”
- Hazel is a **unit** to be studied under the **theme** of basketry.
- A **unit** is a collection of **topics** related to one another.
- Gathering, processing and weaving are **topics** under the hazel **unit**.
- An **activity** is what you have your students do to learn about hazel.

# Sample Activities for the Hazel Unit

## Topic- Gathering hazel

- Recognize hazel in the winter without its leaves.
- Identify branches that are ready to be harvested.

## Topic- Processing hazel

- Soak branches in the river.
- Scorch the branches.
- Peel hazel branches

# What is a Scope and Sequence?

It is a plan that includes the content of what will be taught, when it will be taught and the activities used for the teaching.

# Scope and Sequence

## Hazel and Juncus Scope and Sequence

Year 1 - Gather/Process

### Gathering Activities

#### *February*

- Read the storybook about gathering different materials (K-5)
- Invite tribal elder to tell the story of the first cedar basket (K-5)
  - Read story about giving something back, illustrated by kindergarteners (K-5)
- Gather hazel with children
- Read the gathering hazel storybook after having gathered
- Gather hazel with adults



# Scope and Sequence Cont.

## *September*

- Gather juncus with children
- Gather juncus with adults
- “Trial and Error Materials” lesson K-5
- “Fading Grass” lesson K-5

## **Processing Activities**

## *February*

- Peel hazel with children
- “Singe and soak hazel” with adults
- “Dyeing Pipe cleaners” lesson

# Scope and Sequence Cont.

## Year 2 - Weave

### Weaving activities

#### *November December January February*

- Moisture causes flexibility lesson K-5
  - Construction paper weaving with the children
  - Paper cup weaving with children (plaiting)
  - Pot holder plaiting
  - Make pipe cleaner baskets with children (twining)
  - Weave cattail coasters with children (plaiting)
  - Practice plaiting on large spoke weaving board with rope
  - Make pipe cleaner baskets with children (twining)
  - Weave cell phone juncus pouches with Canoe Family (twining)
- \* If there are materials on hand, a 2 year sequence would not be required

# Lesson Plans

Level:  
Unit:  
Lesson Topic:  
Benchmarks:

## Simple Lesson Plan Form

**Objectives:** What do you want students to do/learn by the end of this lesson?

**Outline:** What are you and the students going to do for each part of the lesson?

**Cultural Component:**

**Assessment:** How can students show what they're learning?

**Materials/Preparation:** What advance arrangements need to be made?

**Necessary Vocabulary:** What vocabulary will you have to teach or review?

# Lesson Plan Objectives:

**Objectives:** What do you want students to do/learn by the end of this lesson?

- Understand that baskets are an important part of Grand Ronde culture.
- Know what materials are used in creating a traditional basket.
- Be able to identify a few different weaving materials.
- Understand that non-indigenous materials are used in making baskets too.
- Be able to recite the little mnemonic about materials

sedges have

grasses grow round

hazel sticks are zig-zaggy whips

# Lesson Plan Outline

**Outline:** What are you and the students going to do for each part of the lesson?

1. Show traditional Grand Ronde baskets of both juncus and hazel.
2. Show a coastal basket made from sweetgrass sedge
3. Show a Grand Ronde basket made with rattan.
4. Introduce the concept that different materials have different merits.

Hazel is strong but lots of work to gather

Juncus is not as strong but easy to weave and easy to gather

Rattan is purchased, foregoes gathering, and very uniform.

5. Show strength difference

gather bundles of juncus and hazel, 12 sticks ~16 inches long

grasp the bundles firmly with both hands ~2 inches apart

demonstrate how much stronger the hazel is than the juncus

let students try for themselves.

# Lesson Plan Outline Cont.

## 6. Introduce the mnemonic:

sedges have edges

grasses grow round

hazel sticks are zig-zaggy whips

## 7. Identifying materials

Take 1 stick of Sweetgrass, Juncus (grass), and unpeeled Hazel and put in a bag.

Reach into the bag without looking and grasp 1 stick.

Say the mnemonic, feel the stick, and announce which stick you have.

Pull stick out of bag to show if you were right.

Have students do the same.

# Cultural Component and Assessment

## **Cultural Component:**

Talk about baskets being made for sale to tourists.  
Explain why rattan was often used because it is cheap and doesn't require gathering.

**Assessment:** How can students show what they're learning?

Have students recite the materials mnemonic.

# Materials and Vocabulary

**Materials/Preparation:** What advance arrangements need to be made?

Hazel sticks, Juncus, Sweetgrass, and Rattan samples.

Bags for concealing the sticks.

**Chinuk-wawa vocabulary:**

upqwəna

taqwəla-stik

upqwəna-tipsu

munk-upqwəna

skukum

munk-upt'liki



# Sample Storybooks

- Gathering Hazel Shoots
- ntsayka ɫatwa ɣuq<sup>h</sup>ən
- Gathering Hazel

# Basketry Storybooks

- Storybooks, created by students and elders, enhance classroom materials and place-based curriculum. The following 3 examples show 2 books illustrated by an elder and one with photographs of actual plants and places on the reservation.

# Gathering Hazel Shoots

Jeanne Johnson

Funding for this book was provided by a grant from  
the Spirit Mountain Community Fund  
2009



k<sup>h</sup>apa chxi-wam-ili?i  
hayash win chaku. uk  
win mash nayka tipsu-  
pulali k<sup>h</sup>anawi-q<sup>h</sup>a. alta  
hayu tēnas ʔaska ʔap  
nayka. ixt munk-  
kəmtəks-tilixam yaka  
munk-nanich ʔaska  
nayka chxi stik-lima.  
yuʔqat pi dret ʔaska.

ntsayka ɫatwa  
xuq<sup>h</sup>ən




Pam Cardenas, Jeanne Johnson,  
Misty Thorsgard, Jerome Viles

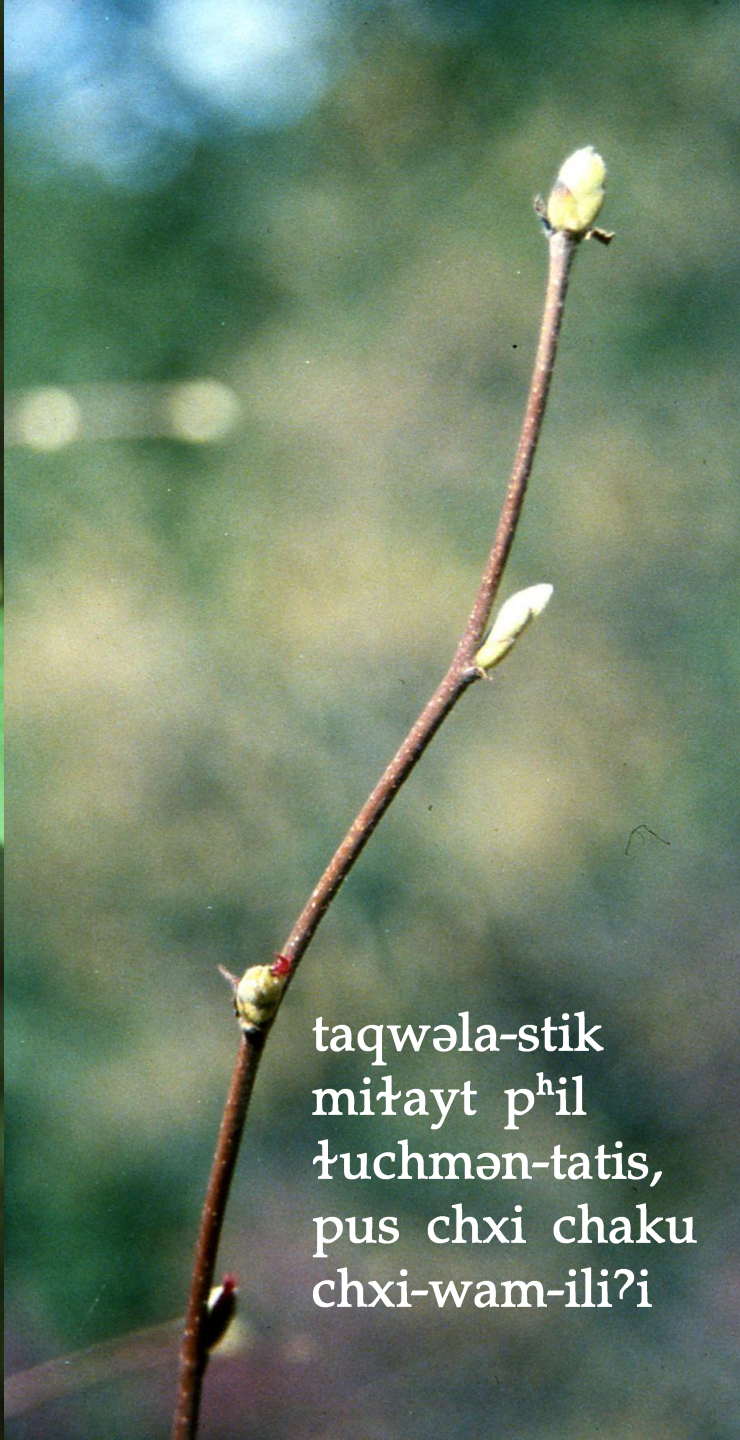


k<sup>h</sup>apa chxi-k<sup>h</sup>ul-ili?i  
ntsayka ɫatwa k<sup>h</sup>apa  
tsəqʷ pus iskam  
upqʷəna-tipsu.

# Gathering Hazel

A close-up photograph of a branch with several bright green, serrated leaves. The leaves are ovate with prominent veins and are attached to a thin, brownish stem. The background is a soft, out-of-focus green.

taqwəla-  
stik k<sup>h</sup>apa  
katsaq  
wam-iliʔi

A close-up photograph of a single, thin, brown branch extending diagonally upwards. The branch has several small, yellowish-green buds or flower clusters at the nodes. The background is a blurred green.

taqwəla-stik  
miʔayt p<sup>h</sup>il  
ʔuchmən-tatis,  
pus chxi chaku  
chxi-wam-iliʔi





makwst chxi taqwəla kikwəli  
k<sup>h</sup>apa i<sup>h</sup>wəli-skin

makwst bastən nim mi<sup>h</sup>ayt  
pus ntsayka shawash-ili<sup>h</sup>?i taqwəla-  
stik. stik-pi-tipsu takta-tilixam  
taska munk-nim "*corylus*  
*cornuta*." xluyma bastən taska  
munk-nim "*beaked hazel*." taska  
munk-nim "*beaked*," q<sup>h</sup>iwa  
taqwəla-i<sup>h</sup>wəli mi<sup>h</sup>ayt yakisi<sup>h</sup>t skin-  
nus (nanich uk nanich-t<sup>h</sup>səm  
yakwa).

tənəs xluyma uk bastən-ili<sup>h</sup>?i  
taqwəla-stik, nim "*filbert*". k<sup>h</sup>apa  
uk "*filbert*", taqwəla-i<sup>h</sup>wəli mi<sup>h</sup>ayt  
k<sup>h</sup>əpit sitkum-ipsət kikwəli k<sup>h</sup>apa  
i<sup>h</sup>wəli-skin. pus ukuk shawash  
taqwəla-stik pi ukuk bastən-ili<sup>h</sup>?i  
taqwəla-stik mi<sup>h</sup>ayt ixt-ixt, a<sup>h</sup>tqi  
k<sup>h</sup>anumakwst taska munk chxi  
"*sitkum-shawash*" taqwəla-stik.