



#### **400 & 500 LEVEL OUTSIDE ASSIGNMENT:**

Depending on your preferences and professional situation, complete **one** of the following activities.

- 1) Write a 3-5 page research paper on a topic of your choice that integrates and analyzes ideas or themes related to the workshop.

To deepen your understanding,

- 1) cite at least three additional resources or research sources that explore your topic and list these sources in a bibliography;
- 2) state how you plan to use your learning experience in the classroom;
- 3) list topics you would like to explore in the future,
- 4) prepare a personal synthesis statement of some of the teachings or ideas from the class.

**OR**

- 2) Write a 3-5 page curriculum activity on a topic of your choice that explores ideas or themes related to the workshop. (i.e.: K-12 classroom activities that explores Native American, or another culture's storytelling tradition, storytelling and environmental education, specific dance or musical traditions, or other topic).

Your paper should include

- a. thorough description of your lesson plan(s),
- b. statement of the concepts and objectives of the project,
- c. list of materials
- d. bibliography of research, readings, or resources that you found valuable in developing your project.

**OR**

- 3) An assignment of your own design pre-approved by the instructor.

#### **500 LEVEL OUTSIDE ASSIGNMENT:**

In addition to the 400 level assignment, complete **one** of the following:

- A. Read at least one recommended book from the bibliography (or book approved by the instructor), and review two additional texts from the bibliography or other sources. Select texts that explore the literature and curriculum materials on multi-cultural or arts education, storytelling, music and song, Native cultural traditions, or other topic. Write a 3-5 page reflective paper, in response to the readings, that explores your evolving concept of the theory and practice of innovative multi-cultural or arts education. How might you link these ideas into your classroom, your school district, or your community?

**OR**

- B. Read at least one recommended book from the bibliography, then conduct a survey of curriculum materials and literature on innovative multi-cultural or arts education, or on another topic related to the class. Create an annotated bibliography of at least 7-10 relevant sources. Then in 2-3 pages, synthesize your ideas, and describe how you might link these concepts or activities into your classroom, your school district, or your community?

- C. Complete one of the assignments above, or create an assignment of your own, to be approved by the instructor.

#### **ASSIGNMENT DUE DATE:**

Assignments are due to the instructor three weeks after the class end.

Mail to Rebecca Chamberlain. PO Box 11958, Olympia, WA 98508-1958.

#### **ASSIGNMENT FORMAT:**

Papers should be typed or word-processed, double-spaced, and single sided. Papers will not be returned unless requested, so please send a photocopy, and keep your original work. Any work to be returned must be accompanied by a stamped, self-addressed envelope.

**INSTRUCTOR EVALUATION OF WORK:**

Students wishing comments on their assignments should send a self-addressed, stamped envelope with their work.

**REQUIRED READINGS:**

Students will be required to read and discuss assignments from the class reader. Students taking the class at the 500 level will be required to do additional readings from the bibliography.

**MATERIALS FEE:**

\$20 cash or check for workbook and supplies, payable to the instructor at class.

**WHAT TO BRING:**

Be sure to bring a notebook, pens and pencils, felt pens and drawing paper, and a sack lunch. Bring blankets and cushions for seating, and layers of clothing to assure your comfort.

**NOTE: Potluck Lunch:** Bring natural foods for an Indian Foods potluck on Wednesday.

**QUALIFICATIONS FOR TEACHING THE COURSE:**

**Rebecca Chamberlain** is a Northwest writer, storyteller, and educator. Rebecca holds a Master of Arts Degree in English Literature from the University of Washington. In 1985 she was made an honorary member of the Upper Skagit Tribe for her work in preserving the Puget Sound Salish (Lushootseed) language, stories, and cultural traditions. She has over 25 years of experience working with teachers and students, developing educational programs and curriculum materials in collaboration with Native American cultural leaders, educators, folklorists, arts and environmental organizations. She presently teaches programs at the Evergreen State College in storytelling, writing, literature, mythology, cultural and environmental education. She also teaches graduate courses in storytelling, Native musical traditions, cultural and environmental education for Seattle Pacific University and Western Washington University, and graduate courses in Creative Arts in Learning and storytelling for Lesley College.

**Pauline Hillaire, B.A. (Skalla)**, a Native American musician, storyteller, and cultural historian, comes from a prominent Lummi Family. Her Father, Joe Hillaire, was recorded by Willard Rhodes for the Smithsonian and Library of Congress collection of music of Puget Sound. Her parents taught her traditional songs and games in the Lummi Language and Chinook Jargon. She has taught traditional songs to children and members of the Lummi tribe and has traveled throughout the United States to share songs of Puget Sound. Pauline is currently teaches classes in genealogy at the Northwest Indian College. She has worked on numerous educational grants, Title III education projects, and symposiums on Native American music. She was a featured teacher/artist for programs at the Evergreen State College, Northwest Folklife, Seattle Public Schools, Shoreline School District, and other organizations. As the head of the "Setting Sun Dance Group" she frequently gives performances at major venues throughout the Northwest.

**EARTH AS FIRST TEACHER: Salish Songs,  
Stories, & Environmental Education  
BIBLIOGRAPHY**

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**EARTH AS FIRST TEACHER: Salish Songs,  
Stories, & Environmental Education  
COURSE SCHEDULE  
(Schedule is subject to change.)**

**DAY ONE: 8am to 6:00pm**

**Introductions:**

- Handout Syllabus and Overview of the Class
- Welcome Song-- What is your name?

**Entering the Forest:**

- Voices of the earth: the history of the drum, musical traditions, and links to environmental education.
- Stories & Songs
- Review "Circle of Life" history, resources, and curriculum materials.

**Lunch Break**

- The Earth is our first Teacher: Storytelling and Environmental Education:
- Slugs Eyes and Eagles Eyes: Seeing the world from a new point of view
- Eagle Songs and Stories: Pauline & Rebecca

**Break**

- Words of the Ancestors; Chief Seattle's Speech, Rebecca
- Song of Tomorrow/Song of Hope, Paulline
- Shaker Song
- Review songs, stories, dances, and games.
- Develop or retell stories.

**DAY TWO: 8am TO 6pm**

- Songs, stories, and dances of the Saltwater and inter-tidal life
- Salmon egg painting
- Video: Mink and Tachika
- Ethnobotany & Native Foods:

**Break: Indian Foods Ceremony (Potluck)**

- Pauline Hillaire, slide presentation on 100 years of family life in Puget Sound.
- Seminar: Group discussion on class and readings.

**Break**

- Review songs, stories, and games.
- Participant presentations of stories and songs.
- Wrap up session: discuss topics for final papers and projects and fill out evaluations.