COURSE TITLE: EARTH AS FIRST TEACHER: Salish Songs, Stories, & Environmental Education

NO. OF CREDITS: 2 QTR CREDITS    CONTACT HRS: 20

INSTRUCTORS:
PRIMARY CONTACT: REBECCA CHAMBERLAIN, MA    PAULINE HILLAIRE, BA
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COURSE DESCRIPTION:
What does it mean when the elders say, “The earth is our first teacher?” How do traditional stories and songs pass on lessons for sustainable living? This course will introduce educators to native language, music, and storytelling traditions along with the flora and fauna of Puget Sound. Participants will hear stories and songs in the native language, and will learn to perform traditional stories, songs, dances, and games. Workshops include activities for passing stories and songs, as well as ways to connect to the diversity of life in the mountains, forests, and saltwater of the Pacific Northwest. Hands-on activities—such as making rope with cedar bark, painting with salmon-eggs, ethno-botany and a native foods celebration—are included. Participants will learn ways to integrate theory with practice, as they explore issues in multi-cultural and environmental education, music, language arts, natural history, and Washington State history.

Few teaching materials are available on Northwest Coast Native American storytelling and musical traditions, particularly as they relate to natural history and environmental education. Participants will explore a variety of hands-on activities, classroom resources, innovative curriculum guides, and other multi-ethnic and interdisciplinary materials suitable for K-12 educators. There is a $20 fee for curriculum guide, reading packet, and workshop supplies due at class. This course replaces SS409b: Circle of Life: Salish Songs & Stories.

LEARNING OUTCOMES:
As a result of taking this course, participants will:
1. Learn to appreciate the storytelling and music traditions of Puget Sound in relationship to Washington State History, and the natural history of the Northwest Coast.
2. Be introduced to the natural history, language, culture, storytelling, music, and performance traditions of Puget Sound and learn stories, songs, dances, games and cultural teachings.
3. Discuss issues in multi-cultural, environmental, history, language arts, and music education.
4. Learn ways of passing on stories and songs, as well as appropriate use of story and song traditions.
5. Find ways to exchange resources and knowledge with Native cultures and tribes.

COURSE REQUIREMENTS:
Following are general course requirements weighted for determining the granting of university credit. Antioch requires 75% or better to issue credit at the 400 level and 85% or better for credit at the 500 level.
1. Attendance and active participation in all class sessions  40%
2. Reading of Articles, handouts, books or texts  30%
3. Satisfactory completion of all outside assignments  30%
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 you link these concepts or activities into your classroom, your school district, or your community?

   OR

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.
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BIBLIOGRAPHY


______, “Snake and Beaver: Paralinguistic Dynamics of Northwest Coast Narrative,” Narrative Poetics: Issues in the Study of Folklore, Ohio State University, 1996.


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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.