July 21 – 25, Grades 1-6

Peoples of the Coast (PM) | From the Makah of Washington state to native Floridians like the Calusa and Timucua, coastal peoples have built their lives from the seas. Learn about whale and shark hunting, shell jewelry and art, boating in rolling ocean waters and much more! Join us on an archaeological expedition across America’s coastlines.

Learning Unit: Native Americans of the Pacific Northwest
Child should be able to...
- Understand these tribes lived off the coasts of Pacific Northwest and Alaska. [1-6]
- Describe the similarities and differences between these tribes. [3-6]
- Restate that these tribes used Giant Cedar trees to make canoes. [1-6]
- Restate how these tribes used different trees for different purposes. [3-6]
- Relate the Makah and Nootka tribe with whaling. [1-6]
- Summarize the significance of whaling to these tribes. [3-6]
- Relate the Pacific Northwest Native Americans with the totem pole. [1-6]
- Describe the purpose of the totem pole. [3-6]
- Recognize how these tribes may have migrated to the US. [5-6]

Background Information

Native Americans of the Pacific Northwest

Totem Pole People1:

Tlingit Tribe (Kling-git)
- located off the shores of Alaska and Canada
- name means “human being” to distinguish themselves from animals since they believed there was little difference

Haida Tribe (Hi-duh)
- located on Queen Charlotte island
- known for being skilled sailors and valiant soldiers

Kwakiutl Tribe (Kwag-key-tooth)
- located off the shores of Canada

Nootka Tribe (Noot-ka)
- located on the west coast of Vancouver Island
- known for their dangerous expeditions hunting whales

Makah Tribe (me ‘kai)2
- located in Washington state area: Neah Bay
- refer to themselves as "Kwih-dich-chuh-ahtx," which translates to "the people who live by the rocks and seagulls"3
- known for their dangerous expeditions hunting whales

Chinook Tribe
- located in Washington and Oregon state shore

---

1 Information collected from “The Totem Pole Indians of the Northwest” by Don E. Beyer
2 Most information gathered on Makah tribe collected from “Home of the Makah People” <http://makah.com/>
3 http://en.wikipedia.org/wiki/Makah
**Giant Western Red Cedar**
- straight grained, very soft 150 ft (46 m) tall 8 ft (2.5 m) around
- can easily be split for house planks, totem poles, tools
- bark woven into baskets, clothing, ropes, and nets
- used to make canoes:
  - main transportation of people and goods
  - used to go whaling and sealing
  - carried mats (sails), baskets, spears, harpoons, fishing hooks, lures
  - exceeded 50 feet in length

**Yew tree**
- stiff, yet bends, used for bows and harpoons

**Yellow Cedar**
- soft, used to carve out bowls and dishes

**Totem Pole**
- found ONLY in the Pacific Northwest Native American tribes
- 80 ft (24 m) tall, hollowed out, giant red cedar
- told stories of clan lineages, notable events in tribes history, legends or cultural beliefs, and/or marked graves of tribe leaders
- sign of wealth, organized potlatches would take place to celebrate and showcase a new totem pole
- made by burning base of Cedar, cutting burnt area with shells until tree collapsed

**Tradition:**

**Potlatch**
- social events: mark passages in life and maintain status of families:
  - ex: marriage, naming ceremonies, coming of age, totem, memorials and feasts
- last up to 10 days and neighboring tribes are invited

**Resources from the Ocean and Rivers**
- Halibut: available year-round, men kept track of the feeding banks and rotated among them to ensure a constant supply of food, woman filleted and dried the fish for food year-round
- Salmon: available seasonally (fall) to spawn in upstream rivers from Pacific ocean, caught by hooking, harpooning or shooting with arrows, also latticework weirs acted as obstructions, concentrating the fish and making them easier to catch

**Resources from the Forest**
- Gatherings: wild strawberries, blackberries, and raspberries to make fruit juice and lettuce, onions, and root from camas to eat
- Hunting: deer, elk, bear, mountain sheep, duck, and geese

**Migration**
- Bering Straight Theory: a land bridge connecting Asia to Alaska during a time when ocean levels were low and traveled down coast to Alaska/Washington
- Maritime Journey Theory: boat travel from Polynesian islands across the Pacific ocean and traveled up coast to Washington/Alaska
With faces painted, tribes left at sunset to arrive at fishing grounds at dawn. Paddling up behind a whale with extreme silence, steersman would throw a 20 ft harpoon with all his might just behind the fin of the whale. Men quickly moved the canoe away from thrashing whale to avoid being crushed. The whale would submerge, but floats made of seal skin attached to harpoon prevented this and tired the whale. After the struggle was over, they would tow the sometimes 40 ton whale back to bay. On their return, the village would feast and have ceremonies to honor the whale and the hunters.

http://makah.com/whalingtradition.html

**Whaling**: of migrating humpback and killer whales

- Nootka and Makah tribes were known for their heroic whaling expeditions and skilled canoe making
- Whales are subject and inspiration to Makah and Nootka songs, dances, designs, and basketry
- Whales gave oil, meat, bone, sinew and gut for storage containers for the year

**Sealing**: of migrating fur seals

- Nootka and Makah tribes known for their successful sealing expeditions
- 25 foot canoes specially designed for speed with two men per canoe
- Females were hunted due to their accessibility, they were closer to shore, and they only weighed 75 – 100 lbs (males weighed up to 700 lbs)

**Additional Sources:**

Fishing: [http://makah.com/tradfishing.htm](http://makah.com/tradfishing.htm)
Nootka: [http://www.rlc.dcccd.edu/mathsci/anth/homepage/parsons/dream.htm](http://www.rlc.dcccd.edu/mathsci/anth/homepage/parsons/dream.htm)

**Suggested Activities:**

**Make a totem pole**: tell a story/legend about a whale [1-6]

For the totem pole, use a Pringles can. Cut out eyes, fins, and tail from cardboard and attach to the Pringles can. Paper mache the can and the cardboard extensions. After totem pole has dried, decorate your totem pole by painting it. Let dry.

**Have a potlatch!**: Paint faces and exchange gifts with neighboring classes [1-6]

**Make a Tlingit Hat!** [1-6]

For the base of the Tlingit chief’s hat, use a cardboard paint bucket. Cut two ears out of cardboard. Glue in place. For the brim, use a 12” paper plate, trace around the bucket. Draw in tabs to glue to bucket to secure it as the rim of the hat. If necessary, cut slits in the brim and staple together to shape properly. Glue two salt boxes to the top of the hat for a high crown. Cover with paper mache: cut 1” strips of newspaper and soak in glue water. Lay strips all around hat, inside and out. Crumple up pieces to shape the nose. Make ridges to form the top layers for a high crown. Cover the entire hat with paper mache. When dry, paint as shown on cover. Poke holes on each side and attach cords to tie under the chin. Glue some stiff grasses behind the ears as a finishing touch.

Referenced from: *Indian Crafts* by Janet and Alex D’Amato p. 52 flmnh teacher library
**Make a dugout canoe! [3-6]**

- To make a life-size canoe for the class to have fun with, use a cardboard box from a refrigerator (this can be found at Lowe’s or Home Depot, flmnh will not be able to supply). Cut box in half and make benches and oars from the remaining cardboard.
  - To make a small individual canoe, fold a 6- by 12-inch piece of cardboard in half so that the long ends match up. Draw a side view of a canoe on one side of the cardboard, using the fold for the bottom of the boat. With scissors, cut through both layers along the sides and top of the canoe, but not the bottom. Then, use the needle and string to sew together the curved ends. For seats, cut two 3 1/2- by 1 1/2-inch strips out of cardboard scraps. Fold in the sides of each strip 1 inch from the short edges and wedge the seats inside the boat. Next, paint the canoe and let it dry thoroughly.


**Learning Unit: Native Americans of Florida**

**Child should be able to...**

- Restate that the Calusa, Timucua, and Apalachee tribes lived in Florida. [1-6]
- Notice the similarities and differences between tribes in Florida with tribes in Pacific Northwest. [3-6]
- Understand fishing was the dominant food source for the Calusa tribe. [3-6]
- Define a mound. [1-6]
- Understand the archeological significance of a mound. [3-6]
- Predict the flow of events based on the layers of a mound. [5-6]
- Answer the question, “What happened to these tribes?” [1-6]

**Background Information**

http://www.native-languages.org/florida.htm

**Apalachee Tribe**
- located in central and northwest Florida
- known for being fierce warriors

**Timucua Tribe** (tee-MOO-qua)⁴
- located in central and northeast Florida
- known as peaceful farmers

**Calusa Tribe** (ka-LOO-sa)⁵
- located along the southeast coast of Florida
- known as the “shell Indians”

**Habitat**
- Longleaf Pine woodlands, Cypress swamp, estuaries, mangroves, and beaches

**Way of Life**

---

⁴ Information on Timucua and Apalachee Tribe referenced from <http://fcit.usf.edu/florida/lessons/lessons.htm>

⁵ Information on Calusa referenced from “Calusa Exhibit” at the Florida Natural History Museum
- Farming: corn, beans, squash, pumpkin, melon
  - Calusa tribe did NOT farm, relied only on fishing
- Gathering: nuts, berries, roots by women
- Hunting: bear, deer, wild turkey, alligator, small game by men
- Fishing: mullet, pinfish, pigfish, catfish, oysters, clams, conchs
- Tools:
  - Nets: made from fibers of saw palmetto and cabbage palm spun into yarn and twisted to form rope. Types:
    - dip nets: used near shore and from boats to catch fish
    - seine and gill nets: used in shallow water
    - stop nets or weir nets: attached to wood fences stretched across a stream or river to trap fish when high tide recedes
  - Spears: made from shells
  - Arrowheads and Hooks: made from fish bones
  - Bowls and Dishes: used large conch shells cut in half
  - Canoe: main source of transportation, made from cypress trees and hollowed out
    - Calusa tribe dug canals to serve as highways (30 ft wide 6 ft deep)
- Clothing: men wore deer skin loin cloth, women wore Spanish moss skirts
- Jewelry:
  - men/women wore ear pins in both ears made from bone, shell, pearls, copper
  - men/women wore necklaces made from bone, beads, shell, pearls, copper
  - men/women painted bodies (leader was most painted)
  - men wore head ornaments/necklaces, made of shell called a gorget (GOR-jet)
- Tattoos: designs made with dots and lines, made by poking skin with shark’s teeth or bone needle. The ink was made from wood ashes, berry juice, and minerals
- Ceremonies: held for planting, harvesting, and honoring dead leaders. Led by religious leader of the village, called a shaman
- Mounds: old ‘trash piles’, called middens, which eventually grew to be large mounds to support homes. Evidence of diet, customs, environment. Over time, layers formed indicate a time scale (oldest layer on bottom, earliest layer on top). Archeologists use mounds to answer questions about the peoples’ way of life, diets, habits, seasonal changes, climatic changes, and time period.
- Homes: round or long houses made with poles to hold up a palmetto leaf roof. Called a cacique (ka-SEE-kay) in Calusa tribe, leader had the largest (held up to 2,000 people)

What Happened to These Tribes?
- Introduction of European settlers: Some were captured as slaves or displaced to missionary sites in order to convert them from ‘savages’ to ‘civilized humans.’ Some were pushed to leave Florida to Cuba. Most were killed due to war and disease.

Additional Sources:

---
6 There is a dugout canoe in the discovery room of flmnh that was found in FL with little known about its origins or tribe it belonged
Timucua: [http://www.flmnh.ufl.edu/natsci/vertpaleo/aucilla10_1/missions.htm](http://www.flmnh.ufl.edu/natsci/vertpaleo/aucilla10_1/missions.htm)
Calusa Exhibit (flmnh): [http://www.flmnh.ufl.edu/sflahall/walkthrough.htm](http://www.flmnh.ufl.edu/sflahall/walkthrough.htm)

**Suggested Activities:**

- **Make shell necklaces** (flmnh cannot supply shells)
- **Paint faces:** like the great warriors or leaders of the Calusa tribe
- **Visit the exhibit:** Calusa mound, village, and leader’s house
- **Learn to speak Timucua! [3-6] 7**

**Language Rules:**

1. To say “the” add “-ma” to the end of the word. Ex: *Rabbit = quelo (Ke-LO). The rabbit = quelo-ma (ke-loh-ma)*
2. To say ‘his’ or ‘her,’ add ‘-si’ to the end of the word. *Hut (or house) = paha (PA-ha). Her hut = paha-si (pa-ha-see)*

**Vocabulary List**

<table>
<thead>
<tr>
<th>English</th>
<th>Timucua</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrow</td>
<td><em>atulu</em> (ah-TOO-loo)</td>
<td>(1) son</td>
</tr>
<tr>
<td>Canoe</td>
<td><em>tico</em> (TEE-ko)</td>
<td>(2) deer</td>
</tr>
<tr>
<td>Clan</td>
<td><em>hasomi</em> (ha-so-me)</td>
<td>(3) the deer</td>
</tr>
<tr>
<td>Corn</td>
<td><em>tapola</em> (ta-po-la)</td>
<td>(4) the corn</td>
</tr>
<tr>
<td>Deer</td>
<td><em>honoso</em> (ho-NO-so)</td>
<td>(5) the canoe</td>
</tr>
<tr>
<td>His or Her</td>
<td><em>-si</em></td>
<td>(6) her canoe</td>
</tr>
<tr>
<td>I am</td>
<td><em>hontala</em> (HONE-ta-la)</td>
<td>(7) his clan</td>
</tr>
<tr>
<td>Son</td>
<td><em>chiri</em> (chee-REE)</td>
<td>(8) his arrow</td>
</tr>
<tr>
<td>Tall</td>
<td><em>ihiriba</em> (ee-hee-REE-ba)</td>
<td>(9) I am tall.</td>
</tr>
<tr>
<td>The</td>
<td><em>-ma</em></td>
<td>(10) I am his son.</td>
</tr>
</tbody>
</table>

**Make a Basket just like the Calusa!**

[1-3] Cut along the dotted lines of the large template piece. (this will allow you to weave). Cut 6 strips of construction the size of the bottom template piece. Weave the construction paper strips and glue in place. Fold the basket along the solid lines. Use the small tabs to glue the basket together. Add a construction paper handle if you are so inclined. Print out template here:

[3-6] Use a long piece of clothesline (less than ¼” diameter) as your basis. Soak raffia and thread into a large blunt needle. Make a tight coil of the rope for the center point. Wind the raffia around and through, to hold the coil in place. This will form a circular, flat bottom to the basket. To form the walls of the basket, the basic weave is a figure-eight shape. Loop up and around new row, then down around the previous row, crossing between each row each time. Keep going around the rope until you have finished a basket. Trim off any raffia sticking out after you are finished. If you want a design, use colored raffia and sew over existing stitches. Referenced from: Indian Crafts by Janet and Alex D’Amato p. 36 flmnh teacher library

---

7 Activity referenced from *The Timucua Indians: A Native American Detective Story* by Kelley Weitzel p. 17 flmnh teacher library