

Kwakiutl Indians Unit—Lesson 3
The People of Cedar

Date: Day 3

Subject/Grade: Social Studies, Grade 3
Length: 1 period (30 min.)

I. Objectives / Pennsylvania Standards:

1. Students will explore the importance of cedar wood to the Kwakiutl by looking at different types of tree bark and recording their observations.
2. PA Standards: 8.3.3.A (History), 3.2.4.B (Science), 1.4.3.B and 1.6.3.D (Language Arts)

II. Materials:

- 1 or 2 pieces of chart paper (optional)
- Samples of 3 kinds of bark mulch—pine bark, hardwood bark, and cedar bark
- Tree Bark data sheet
- Paper cups

III. Anticipatory set:

1. The teacher will put review the main ideas of the chapter reading the previous day and put student responses on the board and discuss them with the class. The teacher will ask the students to think about how the Kwakiutl could make clothing out of the bark of the cedar tree, and what might be unique about it.

IV. Procedure:

1. The teacher will start by showing the class pictures of the cedar tree, asking them to pay close attention to the bark of the tree. They will also look at pictures of a white oak tree and white pine tree, and will be asked to examine the bark in those pictures as well.
2. The teacher will divide the class into groups of 4 or 5, and give each group 3 cups, each containing a different type of bark mulch. The class will be instructed not to touch the cups until permitted by the teacher. The Tree Bark data sheet will also be distributed at this time.
3. The teacher will ask the students to look in cup 1 (pine bark). They will be asked to handle it and think about its properties. Once they have finished their observations, the teacher will ask them to record those observations on their data sheet. Some sample observations might be “hard, stiff, breaks easily.”
4. The students will then be instructed to look in cup 2 (hardwood bark), and once again their observations will be recorded on their sheets. Some sample observations: “softer, not as stiff, bendable.”
5. The students will then be instructed to do the same with cup 3, and once again their observations will be recorded on their sheets. Some sample observations: “softest, most bendable, not stiff at all.”
6. The students will then use their observations in order to answer the final questions on the sheet (“What characteristics of the cedar bark allowed the Kwakiutl to use it for clothing?” and “Do you think the other types of bark could be used? Why?”) Students will be asked to answer in the form of complete sentences.

V. Closure:

The teacher will review with the students the difference between other kinds of bark and cedar bark (The cedar is softer and more pliable than other kinds of tree bark), which would allow the Kwakiutl to pound the fibers and spin them into threads to make fabric.

Name _____

THE KWAKIUTL – THE IMPORTANCE OF CEDAR

The Kwakiutl were able to use cedar bark to make clothing – but what makes cedar bark different from bark from other trees? Let's look at the bark of three different trees to try to find out.

Cup 1 – Pine bark mulch

What do you notice about the bark in this cup? _____

Cup 2 – Hardwood bark mulch

What do you notice about the bark in this cup? _____

Cup 3 – Cedar bark mulch

What do you notice about the bark in this cup? _____

What characteristics of the cedar bark allowed the Kwakiutl to use it for clothing? _____

Do you think the other types of bark could be used? Why? _____

