



## LESSON 5

# The Coquille Tribe: Coastal Lifeways

### ESSENTIAL UNDERSTANDINGS

- History
- Lifeways

### LEARNING OUTCOMES

- Students will learn important information about the coastal living traditions of the Coquille Tribe (e.g., fishing weirs, canoe transportation, tools, basketry, and first foods).
- Students will explain why making predictions is an important comprehension strategy.
- Students will analyze informational text and identify key details to support predictions.
- Students will confirm and revise predictions.

### ESSENTIAL QUESTIONS

- How did the coastal environment influence the daily life of the Coquille Tribe?

### LOGISTICS

- Where does the activity take place?  
*Classroom*
- How are the students organized?  
 Whole class    Teams: 3 – 5  
 Pairs    Individually

### TIME REQUIRED

Approximately 1 to 2 hours

### Overview

The Coquille Indian Tribe flourished on Oregon's southwestern coast for thousands of years in a homeland encompassing more than a million acres. The Tribe's ancestral and modern lands of interest include significant portions of Oregon's Coos, Curry, Douglas, Jackson, Josephine, and Lane counties. The Coquille traditional lifeways are deeply tied to the coastal environment. This lesson provides students with the opportunity to gain specific knowledge about important elements of the Coquille coastal lifeways.

Students will develop their reading comprehension skills by learning to make predictions. Making predictions activates students' prior knowledge about a topic and helps them make connections between new information and what they already know. Students will work in cooperative groups to analyze informational text and visuals about the Coquille Tribe's coastal lifeways. They will also reflect on the accuracy of their predictions.



## Background for teachers

### COASTAL LIVING

Teachers should become familiar with the coastal lifeways of the Coquille Tribe. Tribal oral histories pinpoint many of the places where their ancestors lived, places where they harvested food and materials, and sites that held great significance for their people.

The Tribe made careful use of coastal resources. They gathered many kinds of food from tidal pools, estuaries, and shores. Mussels, clams, other shellfish, and lamprey were important to all coastal tribes. Seashells were used as ornaments on clothing and were widely traded. Sea otters also made their homes along the Oregon Coast, and they were hunted for their pelts—a source of warm clothing and material to waterproof the bottom of a canoe.

### Transportation

The Coquille constructed various types of canoes for different purposes. Shovelnose canoes had rounded bottoms to help them glide through river currents. Canoes with high prows were built for the ocean, where the waters were much rougher. The Coquille were both river and seafaring people.

### Fishing Weirs

The fishing weir was a fence-like construction built in tidal waters or across a river. The fishing weir would create a small passage of water to attract fish so they could be caught more easily. The Coquille used weirs to trap marine fish in tidal waters and across rivers to catch salmon as they

### STANDARDS

#### Oregon social studies standards

Ethnic Studies – 4.10

Geography – 4.7

Historical Thinking – 4.11, 4.14

Multicultural – 4.7

#### Oregon English language arts standards

Informational Text – 4.RI.2; 4.RI.7

Writing – 4.W.2

Speaking & Listening – 4.SL.1; 4.SL.5

### MATERIALS

What materials are needed for students to engage in this activity?

Projector:

- Oregon Coast Slide Deck

Student handouts (print one copy per student):

- *Coastal Lifeways Prediction Chart*
- *Helpful Prediction Sentence Starters*
- *Research Graphic Organizer*
- *Summary Questions—Coastal Lifeways*
- *Cooperative Group Role Cards* from ReadWriteThink

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attempted to swim upstream. The construction of fishing weirs was a huge undertaking. Fishing weirs needed to be repaired after each winter, but they could be used for several decades. In fact, the remains of many old weirs can be found today on the beaches of the lower Coquille River.

### Tools and Basketry

The creation and use of traditional tools was a vital aspect of everyday life for all Indian people. Coquille children began learning about toolmaking and different uses of tools at a young age. Traditional tools were crafted from a variety of materials, such as antler, bone, stone, shell, and plant materials that could be found locally or traded. Tools were used for almost everything, from scraping animal hides for clothing to grinding nuts and seeds to eat, splitting planks to make houses, keeping the sun out of one's eyes, and playing games.

One distinctly Coquille tool was the blueschist adze (see image). Blueschist is extremely hard and difficult to shape, but it yielded a very strong, durable tool. This tool was integral to the Coquille's production of cedar canoes.



*Traditional Coquille blueschist adze*

Using spruce roots in basketry was another

### MATERIALS *(Continued)*

What materials are needed for students to engage in this activity?

Center materials:

- Coastal Lifeways Center Materials:
  - Center 1: Transportation
    - Coquille Canoes article
  - Center 2: Fishing Weirs
    - Coquille Fishing Weirs article
  - Center 3: Tools and Basketry
    - *Tah's Tools: Another Picture Book for Kids*. Coquille Indian Tribe
    - *Omashi's Baskets: A Picture Book for Kids*. Coquille Indian Tribe
  - Center 4: Coastal Communities
    - Plank House Communities article
  - Center 5: Foods
    - Coastal Foods article
  - Center 6: Media
    - Note: The media for this center has information on multiple topics (e.g. tools, foods)
    - One laptop/desktop with internet access.
    - Tale of Two Estuaries: Native People (4:57 minutes)
    - Bandon Marsh National Wildlife Refuge (4:19 minutes)

Coquille specialty. Coquille artisans wove spruce roots into watertight cooking baskets. Coquille cooks would heat water to boiling by dropping fire-heated rocks into these tough vessels.

## COASTAL COMMUNITIES

Members of the contemporary Coquille Indian Tribe trace their ancestry primarily to people who lived on the Coquille River, on South Slough and the lower reaches of Coos Bay, and on the coast north and south of Bandon, Oregon. Historic and anthropological sources suggest that there were several plank house communities located along the lower Coquille River when Euro-Americans first arrived. However, there is limited information about the number, size, and descriptions of these sites, as anthropologists have often confused names for languages, ethnic groups, or geographic place names with “village” names. In fact, the Coquille people would not be familiar with the type of political and land boundaries we use today. Instead, they would have identified themselves as members of a family that was part of a community that lived in a certain place.

Coquille family life was centered on communities of cedar plank houses, sweathouses, other buildings, and communal grounds. The inhabitants of several communities in a given area were often affiliated by common ancestry, spiritual places, and shared political interests. Plank houses were built along the tidewaters and lower reaches of streams and rivers. Canoe travel tended to be easiest there, and fish and game were abundant year-round.

## VOCABULARY

**Natural resources** – Materials (such as minerals, plant life, and waterpower) supplied by nature.

**Environment** – An area, whether it is land, water, or even space. The area could be small, like your backyard, or large, like the savanna of Africa.

**Predict** – To say that something will or might happen in the future.

## Foods

The coastal landscape provided a rich supply of foods. For the Coquille Tribe the coastal landscape was their grocery store. The Coquille were semi-nomadic. That means that they did not stay in one place. Where they lived and what they ate was determined by the time of year and the foods that were available in a given area.

One of the most common foods that the Coquille ate was salmon. Smoking and drying salmon was a common way to preserve it so that it was available all year. Salmon would be smoked over a fire and put into bundles for easy travel and storage.

Another important source of food for the Coquille was the Pacific lamprey. The Pacific lamprey is eel-like in shape (but is not related to the eel) and has smooth dark bluish-gray or dark brown skin. The Coquille dried or roasted them.

The coastal forest provided a variety of roots, fruits, and vegetables that were part of their diet. Huckleberries, thimbleberries, salmonberries, and blackberries were the most common fruits gathered. In the winter, when berries were not in season, they were still an important part of the Native diet. Berries were dried and turned into a kind of fruit leather to eat during the winter months.

## Resources

Teachers should visit the Coquille Indian Tribe website (<https://www.coquilletribe.org/>) and become familiar with the history and geography of the Tribe's ancestral and modern homeland.

### **Oregon Department of Education - Social Science**

[www.ode.state.or.us/go/SocialSciences](http://www.ode.state.or.us/go/SocialSciences)

### **The Oregon Encyclopedia**

[https://oregonencyclopedia.org/theme/environment\\_and\\_natural\\_resources/](https://oregonencyclopedia.org/theme/environment_and_natural_resources/)

### Books and Articles

- Beckham, S. D. (1977). *The Indians of Western Oregon: This land was theirs*. Coos Bay, OR: Arago Books.
- Berg, L. (2007) *The first Oregonians* (2nd ed.). Corvallis, OR: Oregon State University Press.
- Tveskov, M. A. (2000). The Bandon sandspit site: The archaeology of proto-historic Coquille Indian village. In Robert J. Losey (Ed.). *Changing landscapes: Proceedings of the 3rd annual Coquille cultural preservation conference, 1999* (pp. 43–59). North Bend, OR: Coquille Indian Tribe.

### Videos

- Tale of Two Estuaries: Native People (4:57 minutes)  
<https://www.youtube.com/watch?v=CVll1q9qPOs>
- Bandon Marsh National Wildlife Refuge (4:19 minutes)  
<https://www.youtube.com/watch?v=Dgyta4TDaEc>

## Considerations for teachers

### Assessment

- The formative assessment will be teacher observation of student participation in discussion.
- The summative assessment will be students' written responses to summative questions about key content identified while rotating through multiple research centers in which students can examine informational text, visuals, and video.

### Practices

- The teacher must have a good understanding of the natural environment and physical geography of coastal Oregon.
- The teacher should have a strong understanding of how to teach prediction as a comprehension strategy.
- The teacher must be prepared to create classroom centers and assign group roles to encourage independent learning.

## Learning targets

- I can analyze informational text and video to identify key information about the coastal living traditions of the Coquille Tribe.
- I can explain why making predictions is an important comprehension strategy.
- I can reflect on my learning by confirming and revising predictions.

## Options/extensions

- Have students research early maps of the Oregon coastline and compare. How has the coastline changed over time? Why might these changes have occurred? How might these changes influence traditional Native lifeways?

## Reflection/closure

- Review the learning targets.
- Discuss with students what they believe they learned.
- Have students think-pair-share about questions they might have based on their learning and how they might explore those questions as part of their culminating project. Prompt for two or more examples each, and then let a few groups share their ideas out loud with the class.

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## Activity 1

# Prediction Activity

Time: 45 minutes

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### Step 1:

Ask students if they have ever seen the coast/beach before (in real life, in a picture, or a movie).

### Step 2:

Show **slides 1-3** with visuals of the Oregon coast; especially for students who may not have been to the coast and cannot visualize it.

### Step 3:

Ask students: What are the benefits of living on coastal lands? Facilitate a classroom brainstorm. Encourage students to think about how people move (transportation), what people eat, and what the weather and climate are like.

### Step 4:

Point to the visuals on **slide 3** and think aloud for students.

### Say:

*This picture shows me that the coastal environment has both ocean and forest. People who live by the coast can gather important natural resources from both the land and sea (for example, fish and timber). Why else might living on the coast be beneficial?*

### Step 5:

Record student thoughts about coastal living on the whiteboard or large Post-It paper.

### Step 6:

Distribute a copy of the *Coastal Lifeways Prediction Chart* to students.

### Step 7:

Show **slide 4** of Coquille ancestral homeland

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## Activity 1 (Continued)

### Say:

*The Coquille Indian Tribe flourished on the southwestern coast of Oregon for thousands of years. In our next activity, we're going to make predictions about how coastal living influenced the traditional lifeways of the Coquille Tribe.*

*Remember that a prediction is a guess based on the best information you have. You'll use the graphic organizer Coastal Lifeways Prediction Chart to record predictions and your justification for each prediction. (For example: Why do you think that?).*

### Step 8:

Organize students in groups of four or five. You can preselect the groupings or allow students to choose, depending on the makeup of your class and students' experience working with others.

### Step 9:

Assign the following group roles by distributing Cooperative Group Role Cards from ReadWriteThink<sup>1</sup> and explain each role with the whole class.

**Leader:** Makes sure that every voice is heard and that group members are focused on the learning task.

**Timekeeper:** Encourages the group to stay on task.

**Presenter:** Presents the group's finished work to the class.

**Monitor:** May briefly leave the group to get supplies or to request help from the teacher.

### Step 10:

Share with students the handout Helpful Prediction Sentence Starters and ask them to make predictions using this academic language.

<sup>1</sup> ReadWriteThink materials may be reproduced for educational purposes.

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## Activity 1 (Continued)

### Step 11:

Provide students with a sample prediction:

#### Say:

*Based on my knowledge of the coast, I predict that the Coquille Tribe used the ocean to get from one place to another.*

#### OR

#### Say:

*Based on the pictures of coastal forest, I think that the Coquille Tribe used trees from the coastal forest to build shelter.*

### Step 12:

Next, give groups about 15 to 20 minutes to discuss and record possible correlations between the physical environment of the coast (based on current knowledge and slide pictures) and the Coquille Tribe's way of life. Encourage groups that are having trouble making predictions to use their monitor to get support from either the teacher or another group.

### Step 13:

Facilitate a classroom share-out. Go around the room and ask each presenter to share one of their predictions/justifications.

### Step 14:

Record these on an overhead copy of the Coastal Lifeways Prediction Chart.

### Step 15:

Wrap-up. Let students know that next they are going to examine text, visuals, and video in research centers to learn about coastal living and the Coquille Tribe. They will have the opportunity to reflect on their predictions and make revisions if needed.

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## Activity 2

# Coastal Lifeways Centers

*Time: 60 – 80 minutes*

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### Helpful Hints for Setting Up Centers

- Create physical research centers by grouping student desks or by using large round/square tables (see figure 1).
- Use a timer that is visible and audible to students.
- Ensure students can see the whiteboard/projector for whole-classroom instruction and check-in.
- Create clear and visible labels for each center.
  - **Center 1: Transportation**
  - **Center 2: Fishing Weirs**
  - **Center 3: Tools & Basketry**
  - **Center 4: Coastal Communities**
  - **Center 5: Foods**
  - **Center 6: Media Center**
- Distribute articles/materials to each center
- Make sure that the Media Center computer has internet access and that the video(s) to be viewed are queued to play.

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**Activity 2** (Continued)

*Figure 1. Setting up a research center*



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## Activity 2 *(Continued)*

### Step 1:

Assign the following group roles by distributing Cooperative Group Role Cards from ReadWriteThink<sup>2</sup> and explain each role with the whole class.

**Leader:** Makes sure that every voice is heard and that group members are focused on the learning task.

**Timekeeper:** Encourages the group to stay on task.

**Presenter:** Presents the group's finished work to the class.

**Monitor:** May briefly leave the group to get supplies or to request help from the teacher.

### Step 2:

Explain to students that they will have the opportunity to learn more about the Coquille Tribe by visiting different research centers that are set up around the classroom. Further explain that at each center there are materials with text, visuals, and/or video that describe a specific coastal way of living. Tell students that they will visit each center for about 10 to 15 minutes.

Explain to students that the expectations for each center are the same:

- Use quiet voices
- Take turns
- Work as a team

### Step 3:

Model for students how to complete the center work. Distribute copies of the Research Graphic Organizer and display an overhead copy. Bring the whole class together (e.g., in a reading center/rug at the front of the room) and distribute copies of the one-page article "Coquille Tribe Fishing Weirs."

<sup>2</sup> ReadWriteThink materials may be reproduced for educational purposes.

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## Activity 2 (Continued)

### Say:

*We're going to work in groups to read informational text about the coastal living traditions of the Coquille Tribe. We will be recording this information in our own words using the first column of the Research Graphic Organizer. Let's look at one resource together, "Coquille Tribe Fishing Weirs."*

*The pictures remind me of a dam. I'm going to predict that the Coquille used these structures to trap fish, like a dam traps water.*

### Step 4:

Read the first paragraph aloud to students.

### Say:

*This first paragraph tells me that fishing is important to the Coquille people. I'm going to add information from this article to the row on my graphic organizer titled, "Fishing Weirs." The first paragraph also says the Coquille used fish traps and fishing weirs to gather fish. I'm now thinking that fish traps and fishing weirs are two different ways to catch fish. I will keep reading to learn about these strategies for fishing.*

### Step 5:

Record important information on a projector copy of the Research Graphic Organizer. Continue to "think aloud" to model this activity for students. Have students copy this information on their own graphic organizer.

## Activity 2 (Continued)

### Teacher Example

	Important Information	How close was your prediction?
<b>Fishing Weirs</b>	<p>Fishing weirs and fish traps were used to catch fish</p> <p>Fishing was important to the Coquille tribe</p> <p>Fishing weirs look like a dam</p>	<p>Somewhat close. My background knowledge included that fish were an important resource to people living on the coast.</p>

### Step 6:

Give students 10 to 15 minutes to complete their first research center. Remind students that they should put the information in their own words. If they copy directly, the information should be in quotation marks.

### Step 7:

Continue to have students visit each research center. If groups are having difficulty, you can continue to work as a class and scaffold the conversation about what is important to write down.

### Step 8:

Students should also return to their prediction chart and compare their predictions to the information learned from the centers. Students should circle or highlight whether their prediction was right on, close, not close, or not found in the research.



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### Activity 3

## Reflection and Check for Understanding

Time: 15 minutes

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#### Say:

*We are now going to reflect as a class about the predictions we made about coastal lifeways of the Coquille Tribe.*

#### Step 1:

Ask each group presenter to share the important information their group recorded about coastal lifeways of the Coquille Tribe. Use the overhead copy of the Research Graphic Organizer to record what each group shares. Go around the room until each group has had a chance to share something new and important from their research.

#### Step 2:

Finally, ask student to independently complete the following summary questions and turn them in along with their Coastal Lifeways Prediction Chart and Research Graphic Organizer for a more formative assessment of understanding.

1. What predictions were right on? Why?
2. What predictions were not close? Why do you think this was hard to predict?
3. What things were the hardest to predict and why?