

## **NEWS BREAK**

Article: **SHAPED BY GENERATIONS**

Section: **MAIN, A1**

Sunday's News Break selects an article from **Sunday, November 12, 2023**, of The Seattle Times print replica for an in-depth reading of the news. Read the selected article and answer the attached study questions.

You are encouraged to modify this lesson to fit the needs of your students. For example, some teachers might use this as a take-home assignment and others might read and answer the questions in a small group or larger, class discussion.

***\*Please be sure to preview all NIE content before using it in your classroom to ensure it is appropriate for your students.***

### **Standards:**

#### **CCSS.ELA-Literacy.RI.4.1**

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### **CCSS.ELA-Literacy.RI.4.2**

- Determine the main idea of a text and explain how it is supported by key details; summarize the text.

### **Objectives:**

Students will learn the Indigenous way the coastal tribes took care of their lands, across generations. They will learn about “tree markers” and how they were used to manage and steward their lands-and the time, intention and skills that went into this practice. Students will discuss how they would leave trees up, for thousands of years, creating systems for bark removal-so that the trees could continue to heal, grow and provide.

## Pre-Reading Discussion:



- What do you think the article will be about, using these pictures?
- Are there any clues? What can you infer?

## Vocabulary Building:

Read this sentence, what do you think the highlighted words mean using *context clues*? A **context clue** is a word or words that are hints and refers to the sources of information outside of words that readers may use to predict the identities and meanings of unknown words.

“Careful **stewardship** allows harvests from the same trees over many generations.”

**Stewardship Guess:**

**Stewardship Definition:**

### Comprehension Questions:

1. Gail White Eagle, a Muckleshoot master weaver, peeled bark from this western redcedar last spring, but only \_\_\_\_\_ width.
2. As this tree continues to grow, its remaining bark will close in and eventually \_\_\_\_\_ the scar.
3. A Douglas fir with arms bent at right angles stands above a quiet cove, where shellfish would have been gathered, long before this place was settled by newcomers. This tree was deliberately shaped by generations of hands into its current form. What did this “bend” signify to the coastal tribes?
4. \_\_\_\_\_ are a connection interweaving generations of the region’s first people tightly as a cedar basket. “It is the sacred fingerprint of the ancestors that shaped this place,” said Sam Barr, a Samish tribal citizen and tribal historic preservation office supervisor for the Stillaguamish Tribe.
5. The forest is in part of the territory ceded by the tribe in its treaty with the U.S. in 1855. Taking the forest back into tribal ownership was an act of \_\_\_\_\_, White Eagle said. Every tribal member can request a key to the gate, unlike at other forests that used to be theirs, now owned by other governments, corporations and individuals.
6. A soft misty rain was falling as she walked into the forest, looking for trees from which she had harvested bark the previous spring. Eventually the cedar she was looking for stood out for the scar in its bark. She explained the harvesting process, which always begins with what? In addition, what are the other ceremonies she does before and after taking a strip of bark?
7. A tree can be harvested multiple times over many generations of users, if the harvest is done correctly. What is the process of sustainable harvesting?
8. As long as a tree is not \_\_\_\_\_— cut entirely around its circumference, severing all the vascular tissue — it will continue to live.
9. Sometimes modified trees are recorded by tribes and government land managers as \_\_\_\_\_ sites.

### Discussion Questions (small/large groups), Journal Prompts or Essay Questions:

- ***What surprised (or stood out to) you in the article?***
- ***At first, I thought \_\_\_\_\_, but now I think \_\_\_\_\_?***
- ***What things did you already know from prior experience?***
- ***Have you heard of Indigenous “tree markers” before? What do you think about this way of managing and stewarding their lands? Think about the time, intention and skills that went into this practice-taking multi-generations to curate one.***

***With the exception of those cut down for canoes, trees were repeatedly harvested for bark, planks and other uses. “For thousands of years, that was our method: Leave a tree standing, it will still contribute and provide.***

- What do you know about how Indigenous people cared and respected their land and waters. Think about the sustainable practices.
- “Leave a tree standing, it will still contribute and provide.” What are your thoughts on this quote. Do you agree or disagree? Why?

News Break is posted to the Web on Tuesday. Please share this NIE News Break program with other teachers. To sign-up for the print replica for your class, please [register online](#) or call 206/652-6290 or toll-free 1-888/775-2655.  
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