

Columbia River Stories: THE PROJECT!



Hil On behalf of
the River, Ona and her
tribe, the Story Totem &
Spanish Sailor, the Clatsop
tribe, Lewis and Clark and
Seaman, the Nez Perce Braves,
Beaver and Sacagawea, the
Chinook tribe, The Jones and
O-Shaunessy pioneer families, Mike
the Slave, all the kids at Chemawa,
Tree, Bear, Owl, Raven - let's see,
did I forget anybody.....?



AAOOUU
Young
Warrior-

You forgot me .. Coyote!
Tell the people to look inside here
& find out how we made stories
about the great Columbia River,
and a play and even a
Book - OK?

drawing by MAX

EARTH ARTS NW, www.earthandspirit.org

CONFLUENCE PROJECT

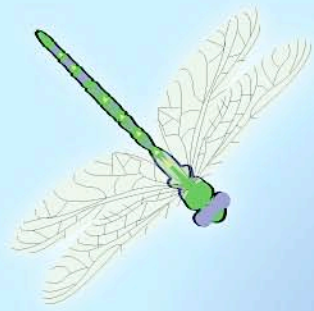
REPORT - 2006

Columbia
River
Storybook

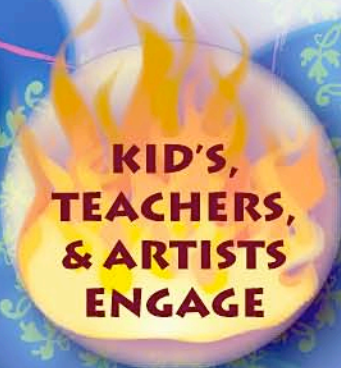


A COLLABORATION BETWEEN
HARVEY SCOTT SCHOOL STUDENTS & TEACHERS
AND EARTH ARTS NW

AN EDUCATION PROGRAM OF THE EARTH & SPIRIT COUNCIL



Columbia River Storybook



KID'S, TEACHERS, & ARTISTS ENGAGE

Jan-Feb. 2006 **CONFLUENCE WOW!**

Students learn about Confluence.
Kids make project journals.
Artist team introduces the art of storytelling.

Feb. - March 2006 **CULTURAL PERSPECTIVE**

Victor Mandan (Mandan-Hidatsa) and Elizabeth Woody (Warm Springs) share Native American perspectives with students.

Jan. - April 2006 **SUPPORT FOR CREATING HISTORICAL FICTION**

Art of Storytelling continues. Teachers & students research emerging topics; LOTS of discussion in class. Earth Arts team create topical curriculum.

Fall 2005: **LEARNING JOURNEY BEGINS...**

... as Teachers & students begin work with topics, visit Ft. Vancouver & the Dalles.

Aug. 2006- Feb. 2007 **A BOOK IS BORN**

Earth Arts team Proof, layout & Publish Book

March 2006 **STORY WARM-UP**

A story-map is created and revised by each class. Discussions about specific who, what, when & where. Students begin to invent characters as writers & illustrators.

Fall 2005: **TEAM GOALS**

Story topics, learning goals, working style & rough project timeline set by teacher/artist team.

May-June 2006 **GOIN' PUBLIC**

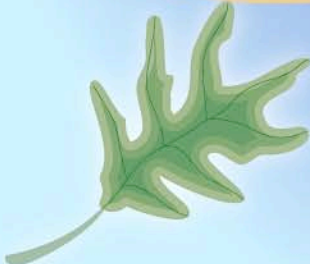
"What Kids Can Do Forum"
Students perform story highlights. With Teacher consultation, Artists integrate story substance, student writing & Illustrations into book form.

April-May 2006 **STORY SHAPING**

Stories take shape; students fill in specific detail through group discussion and individual writing. Songs are created & scored.

HARVEY SCOTT & EARTH ARTS NW

PROCESS





Enhance Student's awareness about the natural and cultural history of the Columbia River Region, to help them understand the deep value of the environmental legacy that is ours to protect.

TEAM GOALS

TEACHING TEAMS

Brian Gilroy and David Missetich, 4th grade
Lois Read & Bonnie Jones, 5th grade

ARTIST TEAM

Robin Chilstrom & Judith Yeckel

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EARTH ARTS NW

FALL 2005



Using benchmark curriculum as a springboard, weave a set of stories in the genre of historical fiction, that reflect a multi-cultural world from the pages of history - as told by young multi-cultural storytellers of today.



Illuminate the history of NW Tribal cultures to understand how their loss of sovereignty dramatically affected the Columbia River region & include this story in our book.



Explore storytelling as a multi-faceted art form that is already part of children's daily lives, available to them from moment-to-moment as a means of communication and self-expression.

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FALL, 2005



Teachers guided their students through 4th & 5th grade curriculum - History of Tribal Nations, Lewis and Clark and the Pioneers.



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THE LEARNING JOURNEY BEGINS



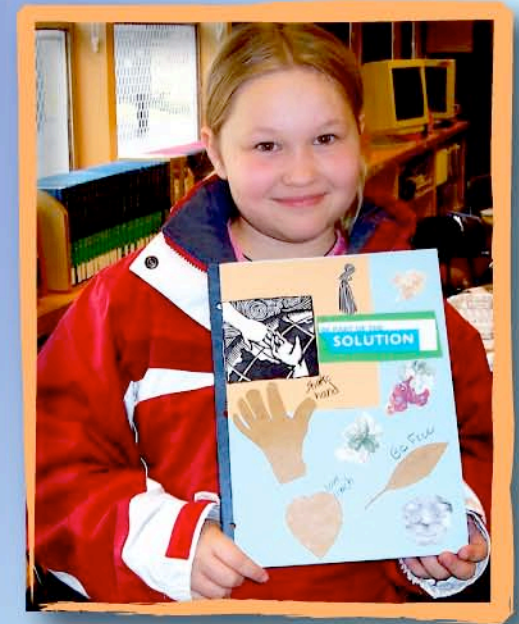
Teacher and Artist teams introduced students to the greater Confluence project and our school-based plan. Students created individual journals from found and recycled materials, in which to keep ideas and drawings during the unfolding process.

CONFLUENCE - WOW!

JAN. - FEB. 2006



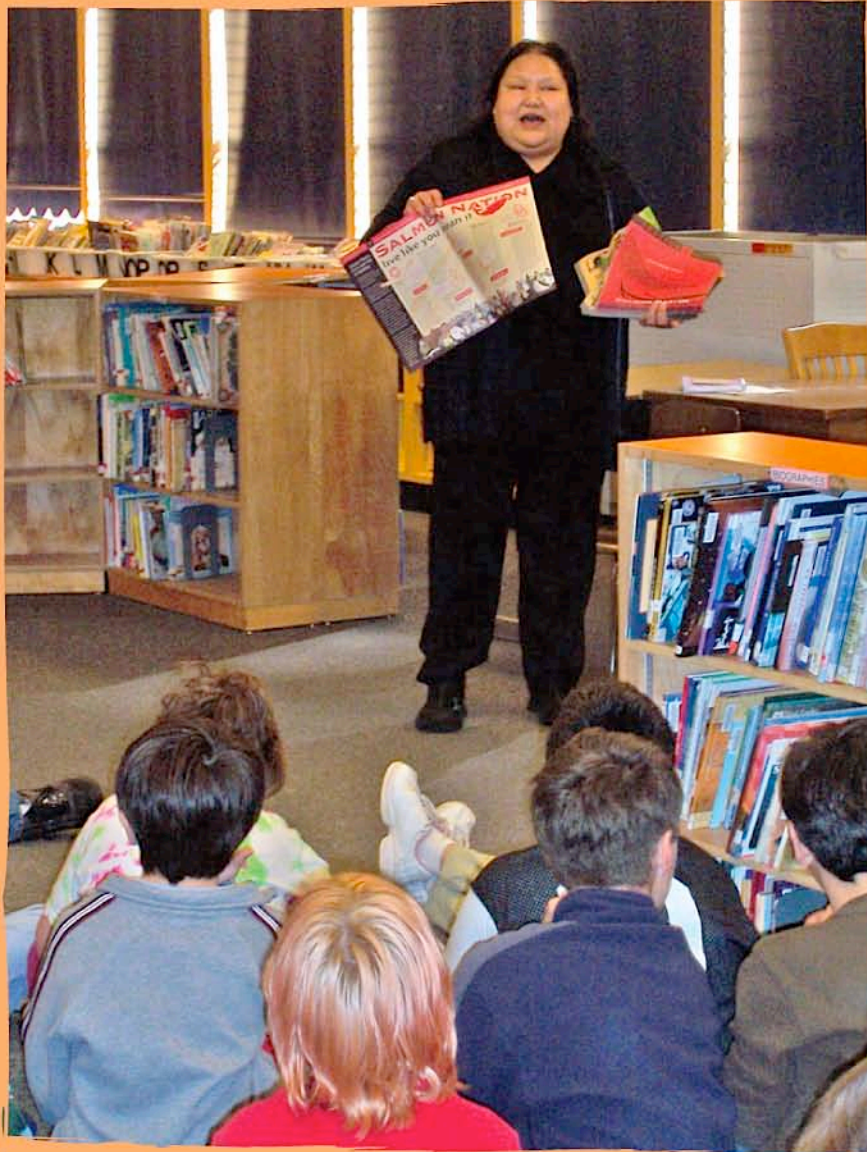
The Artist team built on work Students and Teachers had done in the fall, by exploring the art of storytelling in styles specific to Native American cultures. Plot, character, point-of-view & cultural context were discussed as we explored stories from NW Tribes.



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Elizabeth Woody shared cultural history about Celilo, tribal life and customs, and news of Salmon Nation.

FEB.-MARCH, 2006

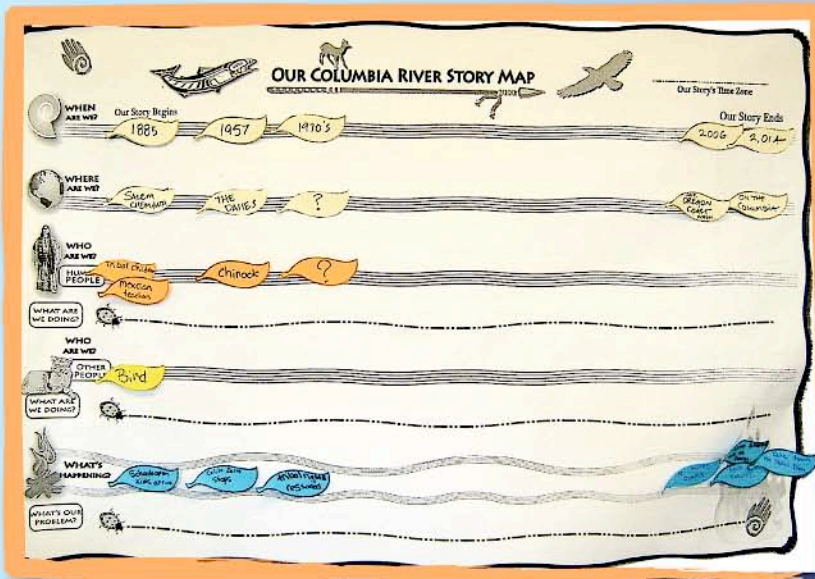


Students were fascinated by this root collecting basket.

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CULTURAL PERSPECTIVE



Story-Maps, like the first draft above, were created through spontaneous conversation, critical discussion and group decision making. Moveable "story-fragments" were used in this first stage, so we could try out different place, character and action combinations.

STORY WARM-UP

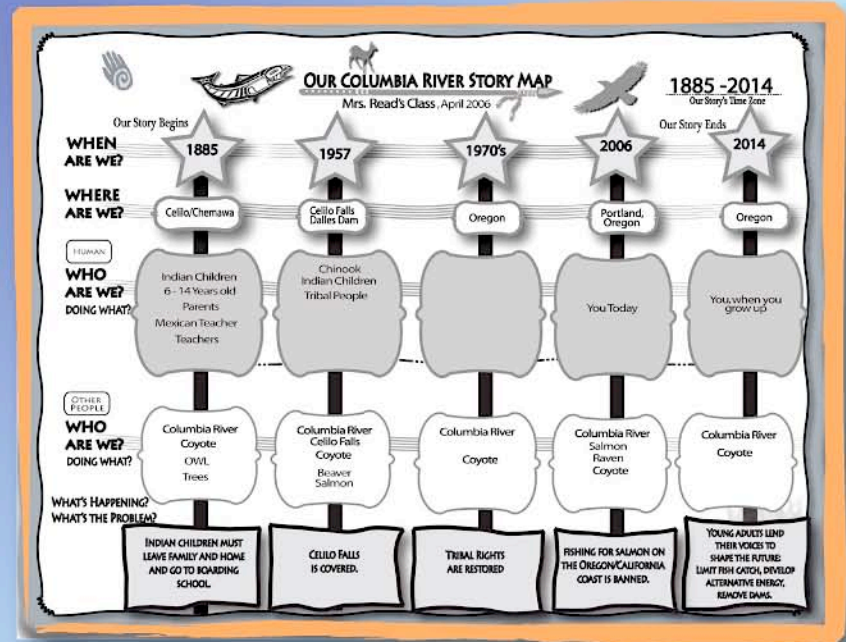
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Second drafts were used to shape the stories, but not all our decisions were made at that stage.

Characters were added or eliminated, timelines shifted & new events occurred as we opened to group synergy and the voice of the River.



LEWIS
BY
MELISSA
CARSON



a 4th grader's drawing of Lewis

Four unique stories take shape. We begin at the coast in a Tillamook village, travel with the Corps of Discovery, meet Pioneer Families as they raft down the Columbia, join Native American Children at Chemawa Indian Boarding School, watch the drowning of Celilo Falls, and envision new stories for the future Children of the River.



Students discuss and make choices about story details.

'Twas December of 1804

Mr. Mlotich's Class 2006

Verse

All: *Twas* De- cember bar of eight teen O' Year in a win- der straggle cold

1 *twas* a ba- by name of Pres- ter born to Sa- crams-ent

21 *Chorus*
A friend ship grew be- tween the Corps and the Man dan Yel lo- he beam
the two

Verse 1
Twas December of eighteen O-four, in a Mandan village could
rears a baby, name of Presler, born to Sacagawea.

Chorus:
Friendships grew along the way,
to help the Corps find their way,
to find their way.

Verse 2
Squanto looked out a lodge, there he saw Sacagawea-ju.
Come in, she said. Come share my fire.

Chorus:
Friendships grew along the way,
to help the Corps find their way,
to find their way.

Verse 3
Squanto was a great dog, but he almost lost him.
He was bitten by a bear, trying to take the man's leg.

Chorus:
A friendship grew along the way,
to help the Corps find their way,
to find their way.

Verse 4
The Corps was hungry, so Squanto went to catch a big brown otter.
In the river he chased him down, spotted head and arrow showed.

Chorus:
Friendships grew along the way,
to help the Corps find their way,
to find their way.

Created for Columbia River Storybook, a part of the Confluence Project.

A song about the Corps

STORY SHAPING
APRIL - MAY 2006



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**HARVEY SCOTT &
EARTH ARTS NW**

Willow Springs, Nebraska, June 12

Today Zachariah did something amazing. He was out walking and saw some some Indians who must have been starved, because he could see their ribs.

He asked his Pa if he could give them bread. His Pa said "NO!" but Zach was determined. He took the bread and gave it to the Indians. They were so thankful they gave him some Moccasins.

When he got back he asked me ...

Tiare writes an entry in Emily's Journal. Emily is a pioneer child.



After speakers talked briefly, students had a chance to ask questions about their work, and what kids can do to help. Some of the children's ideas will be included in our book.



Forum speakers represented environmental groups from our region: Terry Kem (Deerdance), Matthew Goslin (Eco-Trust), Betty Shelly (NWEI), Gabe Sheoshops (CRITFC) and Kelly Webb (Urban Water Works)

GOIN' PUBLIC: MAY-JUNE 2006
"WHAT KIDS CAN DO FORUM"

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After the Forum, Gabe Sheoshops answered questions about Chemawa Indian Boarding School for Lois Read's students.

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PROP MAKING



Prop Makers with Owl and Salmon

To prepare for a dramatic presentation of scenes from Columbia River Stories, students build props - a canoe, tipi, covered wagon, salmon, spirit animals, even the Columbia River.



Prop Makers model their Story Pole spirits.



Discussing Canoe detail

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JUNE 2006



Prop-builders trying out the wagon-raft

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Ona's Father is dying of white-man's disease



Pioneer Families going west



Potlatch between Clatsop and Tillamook Tribes

PLAY MAKING

A dramatic presentation of scenes from Columbia River Stories was shared with schoolmates, families & community members during the last week of school.



JUNE 2006

Thanks to the Confluence vision, our Sponsors, and many good hearts . . .



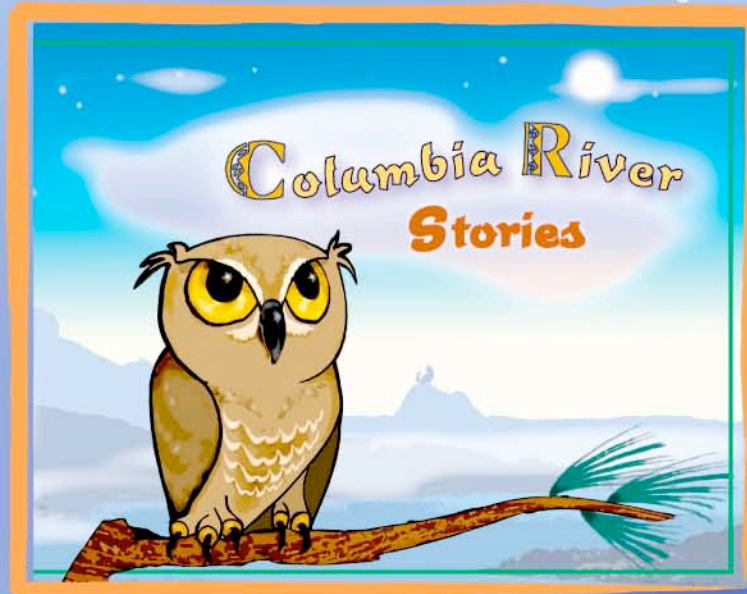
A BOOK IS BORN

The Artist team is now structuring the book - assembling stories, incorporating children's writing, and adding narrative character voices and detail, by poring over pages and pages of transcribed notes from our classroom sessions.

Drawings like this one are being adapted for use as book illustrations.

The finished book includes 4 linked stories, narrative scored songs, student drawings, a "What Kids Can Do" section - with Student's ideas for environmental action - activity pages and a bibliography, as well as credit to the co-creators, the Confluence Project and the Teacher and Artist teams.

Publish Date: February 2007



The lasting "Art" of this project is a book, of course, - but its also the time spent together in deep conversations, in the moments of creative flow - as collaborators and individuals - when our eyes sometimes opened to the larger patterns that weave us together, and, in the seeds of discovery awakened us on our journey.

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Thank You Sponsors!

Young Warrior, by Max
4th grade

