

Traveling Trunk: Cowlitz Tribe

Teachers please chose one or more of the following programs.

- “A Walk Through the Gallery” power point. Activity: *Discovery Guide for CCHM – The Cowlitz Indians*. Museum staff will lead a virtual tour through the Cowlitz Indian section of the gallery using pictures and hands on objects while students fill out *Discovery Guide* worksheets.
Approximate time: 45 min
- “The Cowlitz Round of Life” power point. Activities: Maps, Native Games and Local Legends, *Plants & Animals* worksheets. Museum staff take students through a year in the life of a Cowlitz Indian village, mapping out the where, what and why of the Cowlitz’s seasonal round of life. Recommend that students have a working understanding of maps prior to presentation.
Approximate time: 45 to 60 min
- “Cedar: Essential to Life” power point. Activities: weaving mats or baskets, making paper representations of cedar items (clothes, long houses, cradle boards, etc.), *Artisans* and *Life Journeys* worksheets. Students learn how the Cedar tree was part of the Pacific Northwest Indians’ way of life from birth to death and every aspect of living in between.
Approximate time: 30 to **45** min
- “Indian Fishing” power point. Activities: make ceremonial salmon rattles, knot smelt nets, *Fishing, Cooking, and Preserving* worksheets. The Pacific Northwest Indians Tribes were said to be Cedar and Salmon rich. Students discover how local tribes relied on fish as a staple of their diets and what was involved in catching, cooking, and preserving this essential food.
Approximate time: **30** to 45 min
- “A Brief Introduction to the Cowlitz Indians” self directed learning. Teacher or Museum staff led activity: *Cowlitz Indians Q&A* worksheet. Students read a three paragraph introduction to the Cowlitz Indian way of life as a class, in small groups, or individually and answer questions about what they read. Recommend a group discussion of answers to follow.
Approximate time: 15 to 30 min

Presentations can be used to help fulfill CBA requirements by addressing required topics within CBA Rubrics. While all presentation can be made to fulfill any CBA, it is recommended that “A Walk Through the Gallery” or “Cedar: Essential to Life” be used to fulfill the Cultural Contributions CBA and “The Cowlitz Round of Life”, “Cedar: Essential to Life” or “Indian Fishing” be used to fulfill the Humans and the Environment CBA.

Traveling Trunk: Cowlitz Tribe Bibliography

Clark, Ella. *Indian Legends of the Pacific Northwest*. Berkeley & Los Angeles, CA: University of California Press, 1953. Print.

Irwin, Judith. "The Cowlitz Way: A Round of Life." *Cowlitz Historical Quarterly* Volume 21, Number 1 (1979): pages 5-24. Print.

Stewart, Hilary. *Cedar*. Vancouver, British Columbia: Douglas & McIntyer Ltd., 1984. Print.

Stewart, Hilary. *Indian Fishing: Early Methods on the Northwest Coast*. Vancouver, British Columbia: Douglas & McIntyer Ltd., 1977. Print.

Wilson, Roy. *Cheholtz and Mary Kiona of the Cowlitz*. Lima, OH: Express Press, 2001. Print.

In fulfillment of the CBA requirements, these presentations and materials from them can be used by students as a cited source:

MLA Speeches, Lectures, or Other Oral Presentations (including Conference Presentations)

Provide the speaker's name. Then, give the title of the speech (if any) in quotation marks. Follow with the name of the meeting and organization, the location of the occasion, and the date. Use the descriptor that appropriately expresses the type of presentation (e.g., Address, Lecture, Reading, Keynote Speech, Guest Lecture, Conference Presentation). Remember to use the abbreviation *n.p.* if the publisher is not known; use *n.d.* if the date is not known.

Robbins, Danielle. "Program Title" *Traveling Trunk: Cowlitz Tribe*. Cowlitz County Historical Museum. School Name, Kelso, WA. 00 October 2011. Oral Presentation.

A Brief introduction to the Cowlitz Indians

The Cowlitz Indians were a **semi-nomadic** people who lived along the Cowlitz River. In the winter they lived in wood long houses and during the rest of the year they moved around to many different camp sites. They lived with what nature gave them and moved to where different foods could be found during the different seasons. When the winter rains came they moved back home into their long houses. They were prosperous, friendly and hardworking people.

The Cowlitz Indians made what they needed from their surroundings. They used stones and carved them into tools such as arrowheads, anchors for boats and nets, and mortar and pestles to crush things like food or flowers for dyes. A sturdy stick with bone or antler attached to the end could be used to dig up roots. The most important thing to the Cowlitz, though, was the cedar tree. They used cedar in every part of their lives. The cedar tree was thought of as not just something to use but as having a spirit, and the Cowlitz said a prayer to thank the tree before taking anything from it. The cedar could be cut down to make dug-out canoes and winter long houses or the bark could be pulled off and woven into many different types of baskets for hold things such as tools, food and even water. The bark could also be used to make clothes, mats, ropes, and many other things.

The Cowlitz had to gather all their food themselves or trade with other tribes for what they needed. They ate many wild plants such as huckleberries, blackberries, camas roots, wild onions, wild carrots, crabapples, fern roots, clover roots, salmon berry shoots, cow parsnips, wild celery roots, hazelnuts, and wapato roots. Cowlitz men hunted for deer, elk, rabbit, birds, and many other animals. However, the main food for the Cowlitz was fish, especially salmon. First, oil rich smelt would swim up the Cowlitz River in spring and provide fresh food after the long winter, so they were often called salvation fish. The salmon came in late summer or fall runs. Of the many types of salmon the ones that entered the Cowlitz River for the Cowlitz Indians to fish were the Chinook, Coho, and Chum salmon. The Cowlitz Indians could also fish for steelhead trout and sturgeon in the Columbia River. With so much food, the local tribes were some of the richest people in all of North America before Europeans came.

Nomadic people move from place to place and take their house with them. What does it mean to be Semi-Nomadic?

Why was Cedar so important to the Cowlitz Indians?

Name three types of fish the Cowlitz ate.

Do you think that living with only what nature gave us would make our lives better than living with technology today? Explain.