



Traveling Trunk Program

The Cowlitz County Historical Museum is pleased to offer the Traveling Trunk Program to local schools. This popular program, which began in 2011, brings a combination of presentation, activities, and interaction into a school-based history and social studies program. The Traveling Trunk Program is offered free of charge to educational and civic organizations. Please contact Museum Education Coordinator Danielle Robbins to schedule a program for your class at robbinsd@co.cowlitz.wa.us or 360-577-3119.

Pacific Northwest Tribes

Teachers can choose one or more of the following interconnected but separate presentations.

- **“The Cowlitz Seasonal Round of Life”** Power Point. Activities: map making, playing Native games and listening to local legends, *Plants & Camping* coloring pages. Museum staff take students through a year in the life of a Cowlitz village, mapping out the where, when, 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: 60 min
- **“Cedar: Essential to Life”** Power Point. Activities: making paper *cedar long houses*, listening to local legends, *Clothes & Canoe* coloring pages. Students learn how the Cedar tree was part of the Pacific Northwest Tribes’ way of life from birth to death and every aspect of living in between. Approximate time: 60 min
- **“Native Pacific Northwest Fishing”** Power Point. Activities: make paper *salmon rattles*, listening to local legends, *Smelt & Salmon* coloring pages. The Pacific Northwest 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: 60 min
- **“A Brief Introduction to the Cowlitz Tribe”** self-directed learning. Teacher or student led activity: *Cowlitz Tribe* question & answer worksheet (below). Students read a three-paragraph introduction to the Cowlitz tribal way of life and answer questions about what they read. This can be done as a class, in small groups, or individually. Recommend a group discussion of answers to follow. Approximate time: 15 to 30 min



A Brief introduction to the Cowlitz Tribe: Pre-Contact

The Cowlitz Tribe were a **semi-nomadic** people who lived along the Cowlitz River and surrounding area prior to the arrival of Europeans. In the winter they lived in cedar plank long houses and during the rest of the year they traveled between many different camp sites. The Cowlitz People did not farm like tribes on the east coast, but instead used what was available in nature and moved to where different foods could be found during the different seasons. When the winter rains came, they moved back to their long houses. They were prosperous, friendly and hardworking people.

The Cowlitz 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 a bone or antler attached to the end could be used to dig up roots. The most important **resource** to the Cowlitz, though, was the cedar tree. They used cedar in every part of their lives. Before using the tree, the Cowlitz said a prayer to thank the spirit of the cedar. 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 to 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 of 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 Tribe to fish were the Chinook, Coho, and Chum salmon. The Cowlitz Tribe 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.

1. Nomadic people move from place to place and take their house with them. "Semi" means somewhat or sometimes. What does it mean to be Semi-Nomadic?
2. Look up the word "resource" in a dictionary (an online kid's dictionary is fine) and write the part of the definition that you think best explains how the word is used above:
3. Name three things the Cowlitz made from the Cedar tree and three types of fish the Cowlitz ate.

1.	1.
2.	2.
3.	3.
4. Do you think that living with only what nature gave us would make our lives better than living with technology today? Explain. (Use the back if you need more space for your answer.)

Traveling Trunk: Pacific Northwest Tribes 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.

Lyons, Grant. *Pacific Coast Indians of North America*. New York, NY: Julian Messner, 1983. 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 state requirements, these presentations and the materials from them can be used by students as a cited source:

MLA format: 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. "Cowlitz Round of Life", "Cedar" & "Native PNW Fishing" *Traveling Trunk: Pacific Northwest Tribes*. Cowlitz County Historical Museum. School Name, City, WA. Day Month Year. Oral Presentation.