



BURKE FROM HOME

STORYTELLING



GRADES: ALL AGES! BEST FOR GRADES 1–5

WHAT'S INCLUDED:

- Learn about storytelling and oral traditions in Native American cultures. Listen to traditional stories from many different Washington Tribes and reflect on their teachings.
- Enjoy an original story from Tulalip artist and storyteller, Ty Juvinel. [Watch a video of Ty telling his story!](#)
- Interview an elder in your family to learn more about your family history, then create your own story. Draw and color some storytelling puppets to bring your stories to life!

Storytelling is an ancient tradition that spans over generations and many different cultures and peoples. It is a common and important practice amongst Native Tribes and Indigenous communities in the Pacific Northwest. The power of storytelling has been practiced since time immemorial for local Tribes and is used to teach tribal history, life lessons, creation stories and morals. These stories provide insight into ancestral Indigenous life and are reminders of the responsibilities everyone has to their community. Storytelling keeps communities and families strong and ensures cultural teachings and knowledge continue into the future as stories are passed down from one generation to the next.

VOCABULARY USED IN THIS PACKET

- Oral traditions:** Passing down stories and histories through speaking.
- Native, Indigenous:** Original to a place (as used in reference to peoples/tribes, plants, and animals); existing since time immemorial.
- Since Time Immemorial:** Time beyond memory or record.
- Elder:** An older member of a tribe or community, specifically someone who has lived in a much earlier time period than you. An elder could be a parent, grandparent, aunt, uncle or a teacher.
- Culture:** Defines a group of people based on learned behavior, language, values, customs, technologies and art. Culture is also a collection of customs and beliefs that distinguish one group from another.

Why tell stories?

Stories are a way to teach people about social and cultural values that relate to aspects of tribal life and survival. They also explain creation stories for plants, animals and all life. There is no written history for local Tribes, it is entirely passed down through this oral tradition. Stories are also for remembering. There was a period in time when Native stories and speaking Native languages was forbidden in the United States. In the 1850s, unfair treaties pushed Tribes out of their homes and off their traditional lands. Over the span of 100 years, laws silenced and forbade all Native cultural practices, and Native children were removed from their communities and sent to boarding schools. However, many stories and languages were preserved in secret. They were written down or recorded later, and are now shared with pride. Today, Native communities tell their stories to preserve, to remember, to continue languages, and to thrive.

Who tells the stories & to whom?

Traditionally, elders, leaders and gifted storytellers were the ones to share stories with the children of the Tribe, or amongst families. Today, tribal educators and language teachers, scholars and youth are stepping into this role. Elders are still sharing their stories, but how they tell them has changed.

In oral traditions, stories are told over and over again so the learner can remember the story and its teaching. Today, stories can be shared with modern day resources, including interactive websites, audio recordings, and videos. Many Tribes today have language departments that offer classes, resources, and materials to learn stories and language. Traditionally, stories were only told aloud, but today many stories have been written down and can be read in books.

How are stories shared?

When are stories told?

Winter provides time for stories, ceremonies, and teachings. Telling stories is a way to both entertain and teach children during the cold and dark evenings of winter. Traditionally, stories were told indoors in traditional homes called longhouses.



Stories are often told around the fire—a metaphor for keeping the cultural fires burning.

Photo: Mary Jane Topash (Tulalip)

Stories are an example of living traditions! Traditional stories come from ancestors who lived long ago and were passed down from one generation to the next through time. Some stories are owned by particular families and are handed down within their family. For a storyteller to tell a story, it is necessary to request permission from the family, to respect and acknowledge the person and Tribe that the stories come from. Today, grandparents, aunties, uncles and other community members continue to tell these stories. Some people even create original stories!

Where do the stories come from?

“When you think about the history of Native people in this country, and the founding of this country—which this country being the United States of America—that the real history has not been told in history books...in our institutions. So we have to begin to tell our own story. And that’s emerging now through our language, which is being rediscovered through our children; children actually stepping forward and practicing our way of life at a young age rather than later in life.” Darrell Hillaire, Lummi Nation (quote from: [KUOW's The Wild](#))

WHO PAINTED THE FLOWERS? BY TY JUVINEL

Stories can help us to look carefully at the world around us. Have you ever wondered why flowers are so many different colors? Let's listen to (or read!) an original story by Ty Juvinel that explores this question. First, let's meet the artist!

MEET THE STORYTELLER



"...there [is] a pride in seeing our culture displayed as Tulalip or Coast Salish people. My goal is to create something that I'm proud of, so the community is proud of it, too, because all the work I do represents Tulalip." - Ty Juvinel

Ty Juvinel is a Tulalip tribal member and resides on the Tulalip reservation. He is an artist, carver, storyteller and father. His artwork has been displayed all over the Puget Sound and Washington state. Ty has partnered with a number of organizations in the Seattle area, including the Seattle Public Libraries, Seattle Children's Museum and Edmonds Community College. The Burke Museum Education Department was honored to have Ty contribute his gift of storytelling and artwork to our Storytellers program, offered both onsite at the museum as a field trip and at schools through our outreach program, BurkeMobile.

Photo courtesy of Ty Juvinel



ʔal tʉdiʔ tuhʉʔkʉ

A loooooong time ago...

Back when people and animals spoke the same language; it was so long ago that all the plants, trees and flowers were all the same color—green. This was before the sky had been lifted.

One day, the village was gathering for a summer potluck and one thing everyone looked forward to was honey. *stəbtəbəl'* (brown bear) eagerly stood in line for the honey!

Unfortunately the bees didn't have enough honey to pass out, so the village became restless as everyone wanted the sweet honey.

stəbtəbəl' calmed everyone. *stəbtəbəl'* said, "Everyone must help the bees, if you all want to enjoy the bees' delicious honey."

The village began to shout ideas, but *stəbtəbəl'* had an idea! *stəbtəbəl'* said, "Because I love the delicious honey, I will wait by the flowers. Once the bees come looking for the flowers I will simply point to the flowers!" *stəbtəbəl'* walked to the bushes, and began bees to arrive. *stəbtəbəl'* waited patiently and began to feel tired. Soon bees arrived to harvest, but when the bees arrived, *stəbtəbəl'* had fallen asleep on the bushes with the flowers! *stəbtəbəl'*.... *stəbtəbəl'*... always so tired...

So the bees flew back to the village in search of another plan.

"*yəxʉələʔ* (eagle)! *yəxʉələʔ*!" everyone said. "Will you help us?! You can see all from the sky, and you fly the fastest!" *yəxʉələʔ* agreed to help. *yəxʉələʔ* told everyone he would soar above looking for flowers, once spotted *yəxʉələʔ* would swoop down and snatch the flowers for the bees.

LUSHOOTSEED VOCABULARY

Lushootseed is the regional language of the Coast Salish Tribes and has two main dialects: Northern and Southern. The Tulalip Tribes speak the Northern Dialect of Lushootseed, which is what is spoken in Ty's story.

tətiʔəd (tuh-tee-uhD) - hummingbird

yʉʔyʉʔbəç (yo-yo-buch) - butterfly

yəxʉələʔ (yuch-weh-lahh) - eagle

stəbtəbəl' (stub-tah-bel) - brown bear



Everyone watched **yaʰʰəlaʰ** fly high in the sky, soon **yaʰʰəlaʰ** swooped down to gather the flowers. **yaʰʰəlaʰ** returned to the village with the flowers that were gathered.

yaʰʰəlaʰ lay the flowers in front of the bees... The bees looked sadly at the flowers: "Thank you **yaʰʰəlaʰ**, you were very swift, but your talons shredded the flowers."

The village began to become restless, as everyone had run out of ideas...

Until someone spotted **yuʰyuʰbəč** (butterfly) dancing through the air. "**yuʰyuʰbəč** has returned, and look how beautiful those wings are! You can see them from afar too!" The whole village rushed to **yuʰyuʰbəč**. "Would you be willing to paint the flowers as you did your wings, **yuʰyuʰbəč**?" they asked.

yuʰyuʰbəč agreed to paint the flowers, although **yuʰyuʰbəč** only had one pattern, and one way of painting! **yuʰyuʰbəč** began painting one bush at a time, making sure every flower petal was perfect. **yuʰyuʰbəč** worked very hard, although it wasn't fast enough. The bees needed more flowers painted to keep the village happy.

yuʰyuʰbəč saw **tətiʰəd** (hummingbird) hovering around the freshly painted flowers.

"**tətiʰəd** is very graceful and can help with the painting," thought **yuʰyuʰbəč**.

yuʰyuʰbəč asked **tətiʰəd** to help with painting the flowers. **tətiʰəd** happily agreed and said to **yuʰyuʰbəč**: "I'm not as good of a painter as yourself, but I will do my best to paint your design." Both agreed and began working!

Soon bushes of flowers were painted in no time! Next the flowers in the village were painted, finally flowers as far as the eye could see were painted! "How beautiful!" everyone thought.

That was until someone pointed at a new flower...**yuʰyuʰbəč** looked at the new design and quickly apologized, "I'm sorry everyone that was NOT what **tətiʰəd** was supposed to paint!" Once **tətiʰəd** returned to the village, **yuʰyuʰbəč** began yelling at **tətiʰəd**: "How could you! Why would you?!" While this was happening, the bees were looking at all the flowers, and they fell in love with all the variety of colors and designs!

Yellow, purple, red, pink, orange, white—the bees were happy and **yuʰyuʰbəč** didn't understand why. The bees explained that they love the variety of life, and always hoped for more. The bees said: "There is much that links us together as living beings." The bees asked **yuʰyuʰbəč** and **tətiʰəd** to draw a circle. Both began to draw. The bees stopped **yuʰyuʰbəč**. "Your drawing with the wrong hand," said the bees.

yuʰyuʰbəč looked confused. The bees explained: "We all eat, drink and sleep, but some of us are different and may draw our circles with our left hand or our right hand, but that doesn't make us wrong." **yuʰyuʰbəč** smiled, apologized to **tətiʰəd** because now **yuʰyuʰbəč** understood the variety of life is what makes life so great!

So, next time you see the butterflies or hummingbirds on the flowers, understand they are just making sure they have been painted.

STORY REFLECTION QUESTIONS

- What was Ty's story about?
- Why do you think Ty created this story?
- Is there a lesson that you notice in Ty's story?
- What do you feel or think about when you hear this story?

NOW IT'S YOUR TURN!

Now that you've learned about the tradition of storytelling and have listened to your own family histories, it's time for you to become the storyteller!

Use the following prompts as inspiration. You can decide if you would like to share your story orally, or if you'd like to find a piece of paper to write and/or draw your story. You could even make some simple puppets to help you tell your story (see "Try this!" at the bottom of this page, as well as the templates on the next page).



Tell someone in your household a story you remember from someone else. You could...

- Retell a story that someone else shared with you. (But first: don't forget - do you have permission to share this story? When you retell the story, make sure to say out loud who it was who shared it with you first.)
- Retell your favorite memory with a relative.
- Share with a family member about a time you were very excited.



Create an original story of your own. Not sure what to write a story about? You could tell a story about...

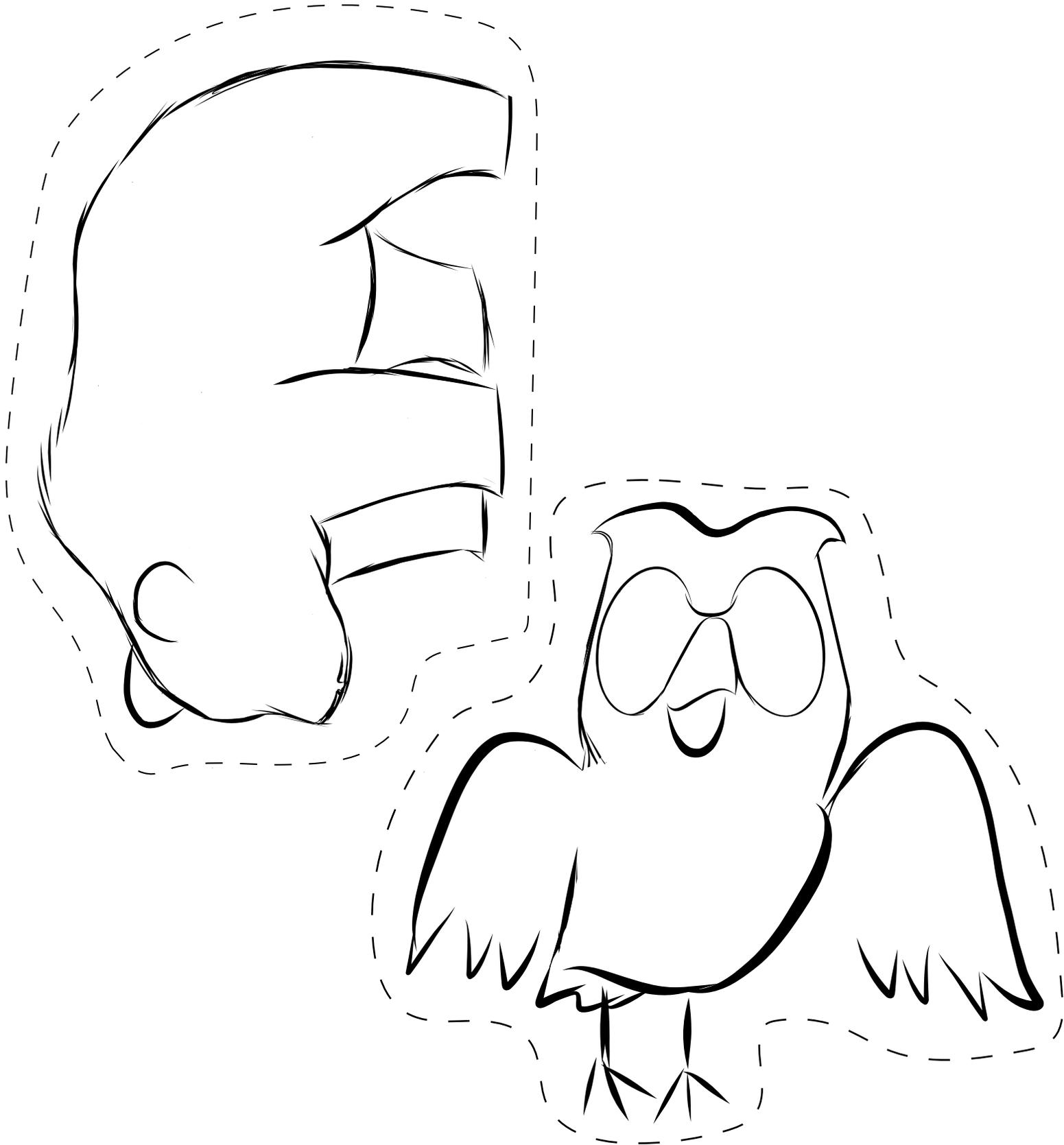
- Why is something the way it is?
- Why do some birds fly and some don't?
- Where did something come from?
- How did this river get here?
- If you could be a salmon what would you do or where would you go?



On the next page you'll find some templates for making your own storytelling puppet. Do you remember some of the animals from Ty's story, *Who Painted the Flowers*? The puppets on the next page were drawn by Ty! Print these puppets out and color them. Or, get inspired and draw your own puppets! What story could you tell with these puppets?

STORYTELLING PUPPETS

Print out this page, color your puppets and then cut them out along the dotted line. Tape a popsicle stick to the back to make a handle for your puppet. Try drawing some characters from your own original story and turn them into puppets as well!



TRADITIONAL TALES

There is always more to learn from stories. Follow the link below on your phone, laptop or other device to listen to a collection of traditional stories from various Tribes across Washington state.

Click on any of the story titles below to access the recordings of all twelve stories listed here. After opening the link, click on "Native American Story Connections ("how to" guide, recorded stories)." Click the play button below each story title to play the selection. Each story is told by master storyteller, Roger Fernandes (Lower Elwha Klallam). Roger was given permission by the Tribes to tell these stories. We encourage you to listen to a few or all!

A NOTE FOR PARENTS/GUARDIANS & TEACHERS

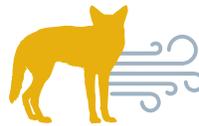
We recommend beginning with [this video from Roger Fernandes](#). He provides an overview of Native American perspective on stories and their role in Native American cultures.



Father Ocean
(All tribes, Western WA)
1:17 mins



How Fire Came to Earth
(All tribes, Eastern WA)
5:11 mins



Coyote's Deal with the Wind
(Spokane)
1:52 mins



Blue Jay & Bear
(Chehalis)
5:32 mins



Coyote and Bear
(All tribes, Eastern WA)
2:33 mins



Changer & Dog Salmon
(All tribes, Western WA)
2:27 mins



Beaver & Field Mouse
(Tulalip)
3:38 mins



i-i-esh
(Yakima)
7:15 mins



The Coming of Slahal
(All tribes, Western WA)
6:01mins



The Gossiping Clam
(Puget Sound)
3:28 mins



The Huckleberry Medicine
(Puget Sound, Western WA)
3:00 mins



Columbia River Story
(All tribes, Eastern WA)
7:48 mins

SELF-REFLECTION TIME!

At the end of each story, pause for a moment and think about these questions:

- How did it make you feel?
 - Sad
 - Happy
 - Worried
 - Laughter
 - Thoughtful
 - Surprised
- What did you learn?
 - Was there a moral or lesson?
- Draw a picture to illustrate one of the stories.

NOT QUITE THE END OF THE STORY...

There are so many more wonderful ways to connect with storytelling.
See below for some additional activity ideas and other resources for you to use at home.

BURKE RESOURCES:

- [Tips and strategies](#) for having respectful conversations when teaching and learning about Native peoples.
- [Watch another video featuring Ty Juvine!](#) In this video Ty introduces the original story, *How Mouse Moved the Mountain*, which is featured in one of our Burke Education programs.

OTHER RESOURCES:

- [Native Stories Enhanced Lesson Plan](#)
- [Washington State Map of Tribes](#)
- [Tulalip News Article](#) on the tradition of storytelling
- [Interview and podcast](#) of Lummi Nation Stories
- Learn some Southern Lushootseed names for plants and animals with this [activity book](#) from the Nisqually Tribe.
- [Storytelling](#) from the Hilibulb Cultural Center. Click through the side bar on the left to read stories that highlight different values.
- [Language and culture resources](#) from the Spokane Tribe. Click "more" to choose a traditional story from the dropdown menu.
- [Language programs](#) from the Confederated Tribes of the Colville Indian Reservation.
- [Oregon State curriculum on oral traditions](#)

PROUD OF YOUR
ORIGINAL STORY?
MAKE A COOL
PUPPET?

WE'D LOVE TO SEE
YOUR CREATIONS!

SHARE ON SOCIAL
MEDIA WITH
#BURKEFROMHOME

LOOKING FOR
MORE TO DO?
Continue to
[Burke from Home](#)
with weekly
activities