

Salmon Homecoming

An Activity Book for Kids



Seattle
Public
Utilities

EMP

THE
MUCKELSHOOT INDIAN
TRIBE

Northwest



Indian Fisheries
Commission

EPA



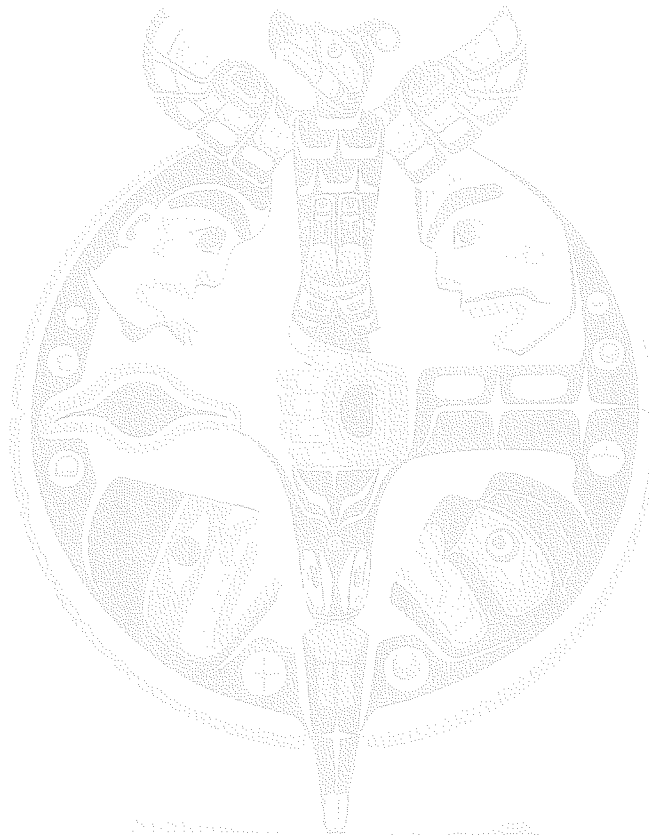
Seattle City Light

the
seattle aquarium



KING COUNTY

TULALIP TRIBES



The Salmon Homecoming Steering Committee
is proud to dedicate this year's celebration to the memory of

Jim Gilbert of Saanichton, B.C.

This versatile, creative and talented artist passed away
two years ago after committing many years of his life to
Northwest Indian art and education.

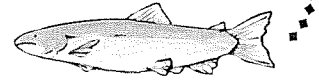
His spirit lives on through many outstanding works, such as

Communication

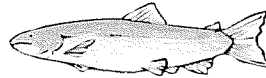
(above and cover) which he presented to
Salmon Homecoming Co-chair Steve Robinson in 1991.

Within the circle are the talking stick and
representatives of four nations, clearly coinciding with the
theme of Salmon Homecoming 2001,
Spawning Solutions Through Communication.

What is Salmon Homecoming?

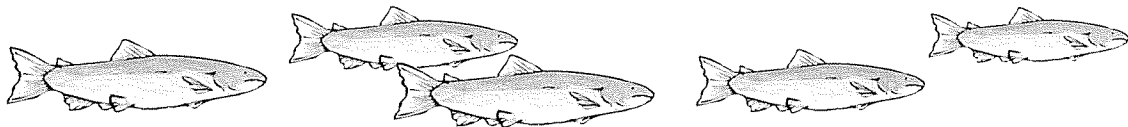


Salmon Homecoming is an annual event on the Seattle Waterfront. It celebrates the return of the salmon from the ocean to spawn, Native American traditions, and watershed health.



What is a watershed?

A watershed is an area of land over and through which water flows to the lowest point — a stream, river, wetland, or lake. A watershed is also a community of people, plants, and animals that rely on the watershed to sustain their life. Your home and school are each part of a local watershed — what you do in these places directly impacts your immediate environment. Each of these local watersheds is a part of a regional watershed, Puget Sound, which in turn is a part of the Pacific Ocean watershed. In other words, the ripple effects of your behavior impact first your neighborhood and then keep going.



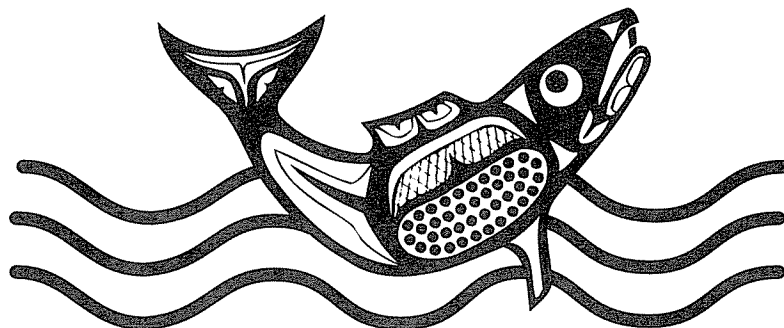
What do Native Americans, Non-Native Americans, and Salmon all have in common?

They are all part of the watersheds of the Northwest. It is important to all of them that the watersheds stay healthy. For over 1,000 years, salmon have been an important part of the culture of Northwest Native Americans. Salmon are also very important to Non-Native people in the Northwest. They know that the health of Northwest salmon tells us a lot about the health of people and other living things in our watersheds. Non-Native people in the Northwest value the salmon and recognize that the salmon species play a critical role in Northwest health, livelihood, and environment.



What Salmon Mean to Native Americans

- Salmon are part of our spiritual and cultural identity.
- Over a dozen longhouses and churches on the reservations and ceded areas rely on salmon for their religious services.
- The annual salmon return and its celebration by our people assure the renewal and continuation of human and all other life.
- Historically, we were wealthy people because of a flourishing trade economy based on salmon.
- Salmon and the rivers they use are part of our sense of place. The Creator put us here where the salmon return.
- We are obliged to remain and protect this place.
- Salmon are indicator species: as water becomes degraded and fish populations decline, so too will the elk, deer, roots, berries, and medicines that will sustain us.
- As our primary food source for thousands of years, salmon continue to be an essential aspect of our nutritional health.
- The annual return of the salmon allows the transfer of traditional values from generation to generation.
- Without salmon returning to our rivers and streams, we would cease to be Indian people.



Guardian Spirits *A Word Scramble*



The guardian spirit tradition is important to many Northwest Native Americans. Guardian spirits take the form of various animals, each represented by symbols. Guardian spirits give people certain benefits. Symbols of guardian spirits are used as crests to represent a person's social position.

Directions: Unscramble the name of the animal that goes with each symbol and description.



Scrambled Name:

E R A B

Unscrambled Name:

— — — —

Main Benefit:

Strength



V A E B R E

— — — — — — — —

Medicine power



I G O H S F D

(Hint: another name for a chum salmon)

— — — — — — — —

Singing and dancing skills



G A L E E

— — — — — — — —

Hunting ability



T A O G

— — — —

Running speed



V A R N E

— — — — — — — —

Hunting ability



H A R S K

— — — — — — — —

Medicine power

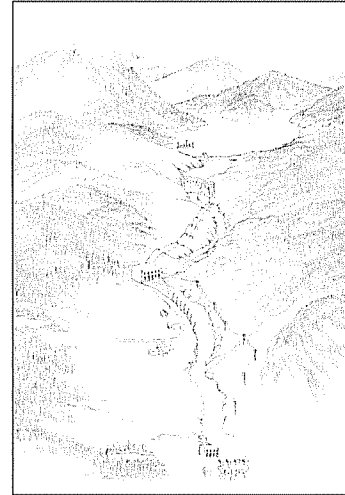
Caring for Our Water and Watersheds

1. What is a watershed?

- a) A building
- b) The land that drains into a particular body of water
- c) A dry area beneath a forest
- d) A type of salt water
- e) All of the above.

2. What is in a watershed?

- a) People
- b) Land, buildings, and roads
- c) Plants and animals
- d) All of the above
- e) Mostly water

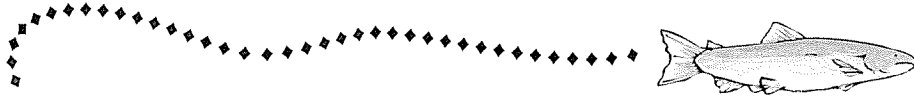


3. When rain falls in a watershed, what happens to it?

- a) It becomes polluted if it comes in contact with harmful chemicals
- b) It soaks into groundwater supplies
- c) It carries bacteria from pet waste
- d) It drains into creeks, rivers, lakes and oceans
- e) All of the above

4. In the past, watersheds were covered with more plants. Why are plants important?

- a) Plants breathe in carbon dioxide and release oxygen
- b) Plants filter water so that it is cleaner
- c) Plants soak up and slow water as it flows towards streams
- d) Plants help provide animal habitat
- e) All of the above



A Quiz

5. What can you do to help care for your watershed?

- a) Walk or bike instead of riding in a car
- b) Avoid using products that contain harmful chemicals
- c) Clean up after your pet
- d) Keep litter out of the streams
- e) All of the above

6. Which of the following help conserve water?

- a) Flushing the toilet fewer times a day
- b) Taking shorter showers (about 5 minutes)
- c) Watering several inches a week
- d) Washing a small load of clothes in the washing machine
- e) Answers a and b

7. Which room in the house uses the most water?

- a) The basement
- b) The kitchen
- c) The bathroom
- d) The laundry room
- e) All of the above

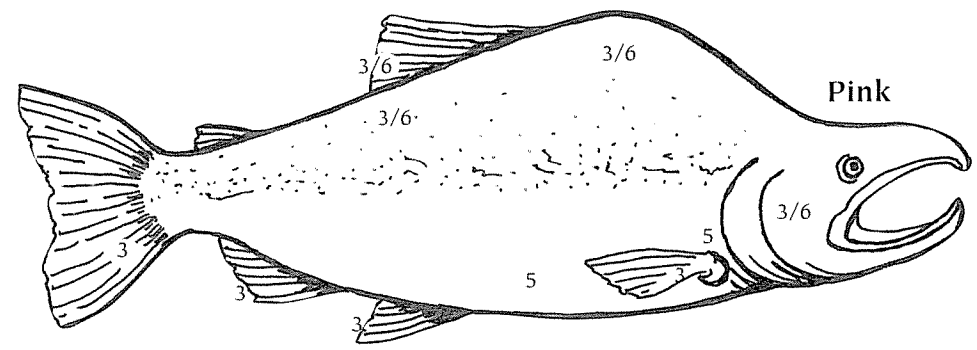
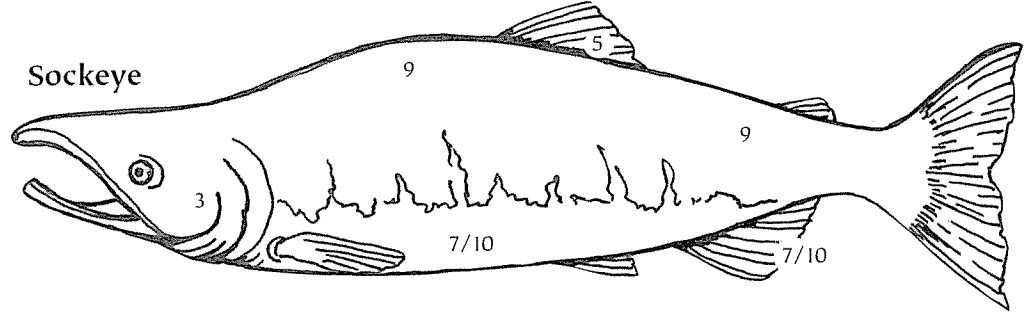
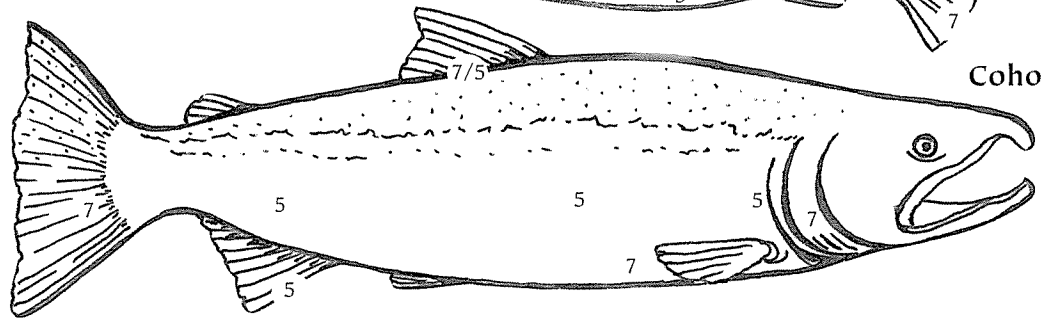
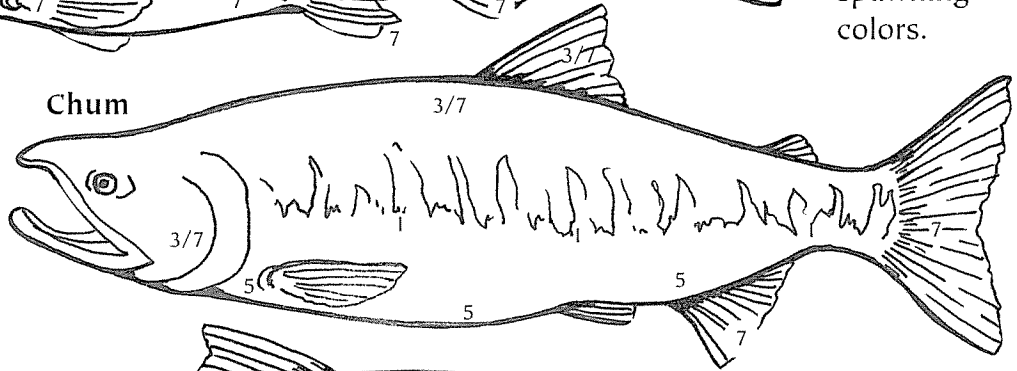
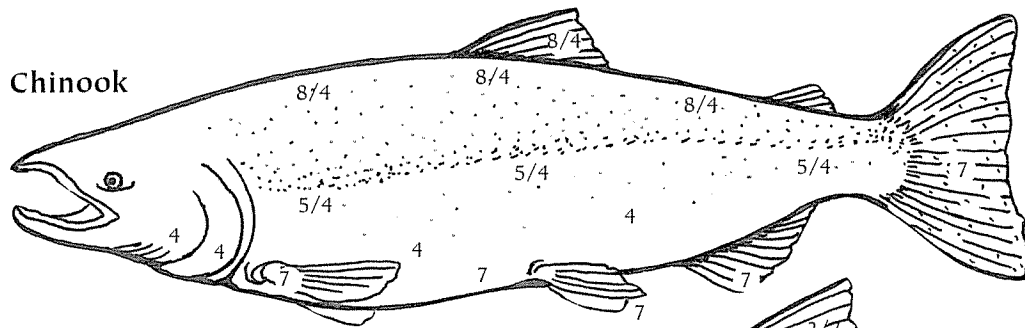
8. What is the most important reason to conserve water?

- a) To save money
- b) To keep the dams we have in place
- c) To be able to take 20-minute showers
- d) So there will be enough clean water for people and fish today and in the future
- e) All of the above

**A Coloring
Activity**

SPAWNING COLORS OF THE PACIFIC SALMON

Using the color key provided, color the five Pacific Salmon. After you are done, the salmon will be wearing their bright spawning colors.



- Color Key:
1. Purple
 2. Yellow
 3. Olive green
 4. Brown
 5. Salmon pink
 6. Turquoise blue
 7. Silver/grey
 8. Black
 9. Red
 10. White

Games Pieces and Directions
for
The Great Salmon Life Cycle Race

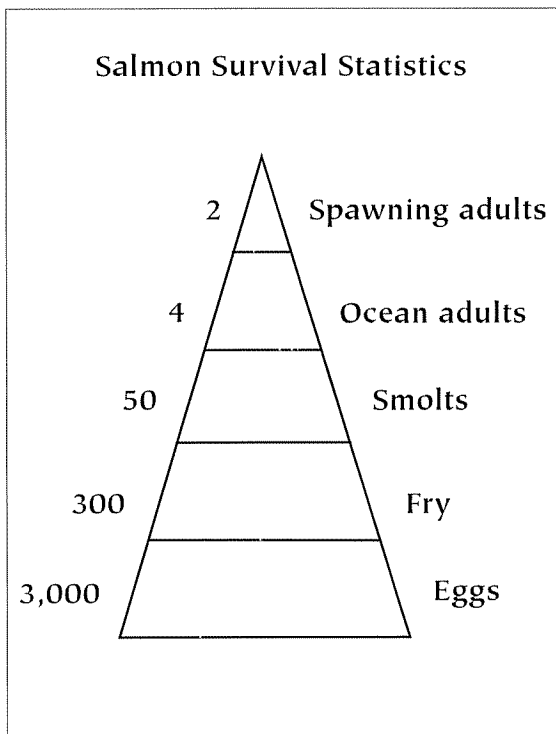
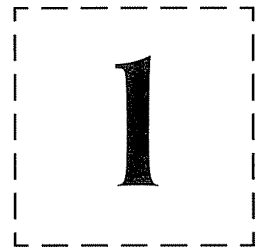
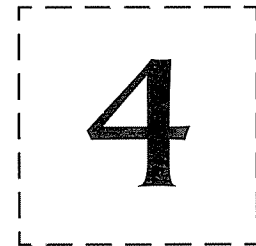
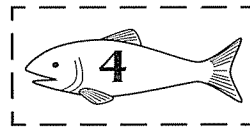
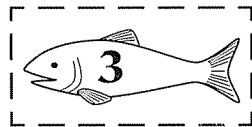
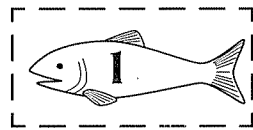
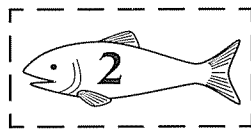
A game for 2-4 players



The Great Salmon Life Cycle Race

Directions

- Carefully remove the game board from the staples.
- Cut out the fish game pieces on this page, one for each player. If you wish, color each one a different color. Place them at START.
- Cut out the numbers on this page. Turn these over, mix them up, and each player pick one of them. The player with the highest number starts first.
- Before each player's turn, mix up the numbers. The player then draws a number to see how many spaces he or she moves.
- The winner is the first player to reach his or her spawning grounds. An exact roll is not necessary to finish.



Glossary

- Alevin — a young salmon during the first 2 weeks after hatching, until the yolk has been absorbed.
- Fish ladder — manmade steps within a creek, to help salmon climb upstream.
- Fry — a young fish.
- Hazardous wastes — products such as cleansers, drain openers, motor oil, pesticides, and paints that contain toxic chemicals.
- Redd — a nest of salmon eggs buried underwater in gravel.
- Silt — material that settles to the bottom of liquid.
- Smolt — the stage in a salmon's development when it migrates from freshwater to saltwater.
- Spawn — the process wherein female fish lay eggs and male fish fertilize them.
- Treatment plant — a place that runs human waste water (from sinks, toilets, tubs, washing machines, etc.) through a cleaning process before dumping it into the sea.
- Run-off — water that collects and runs off a surface.

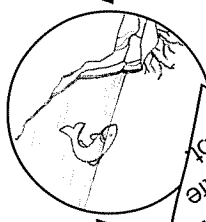
The Great Salmon Life Cycle Race

A game for 2-4 players

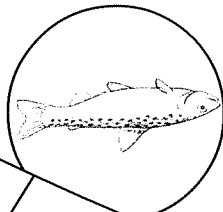


The Great Salmon Race

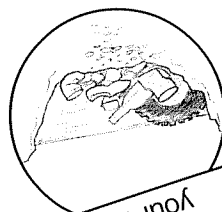
A game for



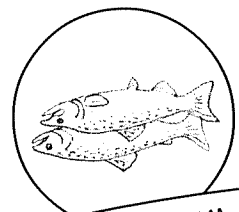
Developers have cut the bushes from the side of the stream, so there's no place to hide. Go back 2 spaces. Go to a safe spot.



Become a SMOLT and migrate to the ocean.

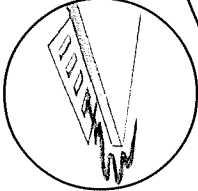


A pile of litter blocks turn your way through. Miss a your while you find.

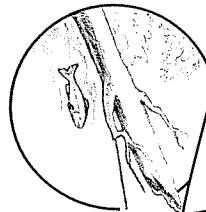


One fall after you're an ADULT, you migrate back to where you were born.

For 2-5 years, you grow in the ocean.



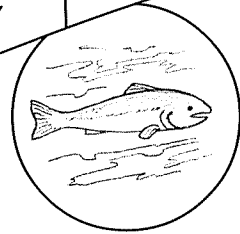
Someone dumps oil into a storm drain. The water pollution kills you. **START OVER.**



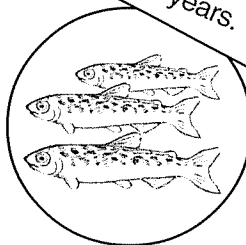
Find some fallen trees for resting and feeding places. Fall asleep and miss a turn.

Find some fish carcasses, and have a big dinner. Move ahead 3 spaces.

The stream is clear and cool. Swim ahead 2 spaces.

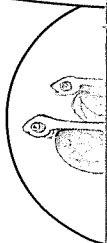
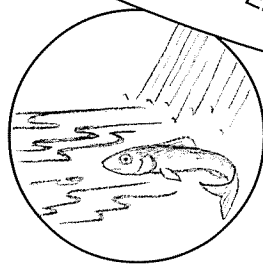


Become A FRY. Swim up out of the gravel and live in fresh water for a few months to 2 years.



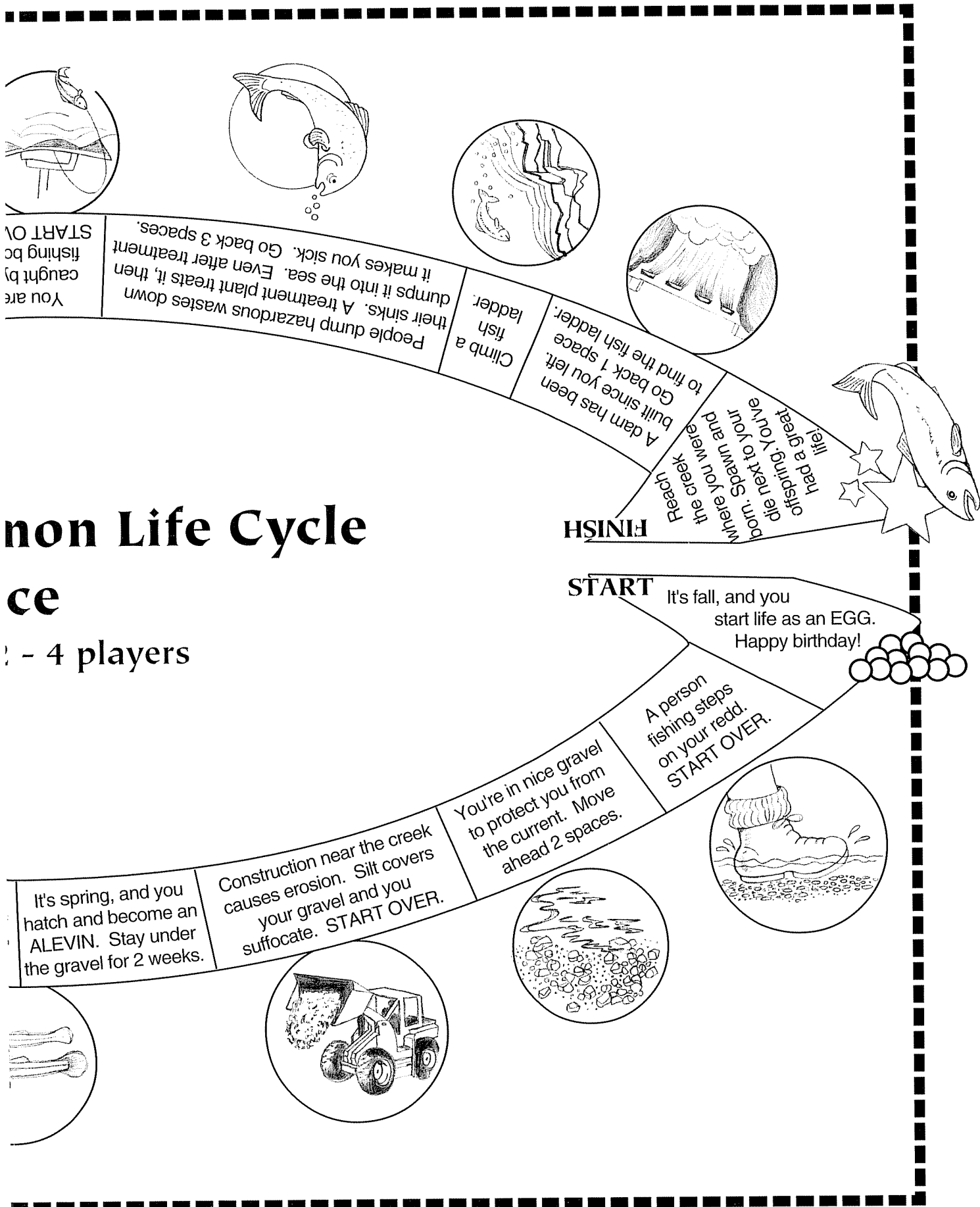
Strong current from storm run-off washes you away. **START OVER.**

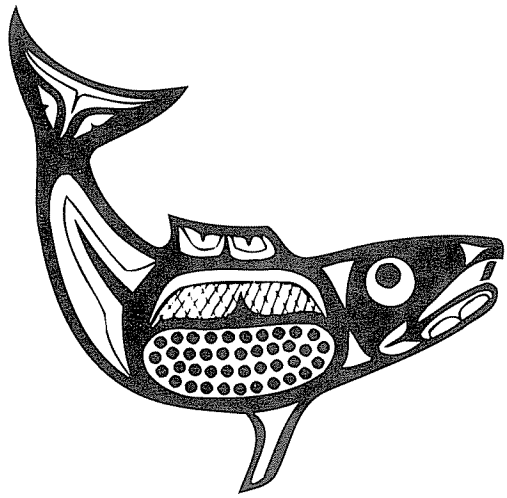
Grow strong snacking on your yolk sac. Move ahead 2 spaces.



non Life Cycle

- 4 players







My Pledge

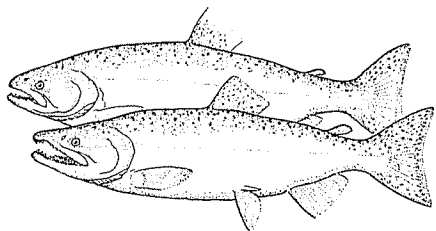
I, _____, do hereby promise to do my part to the best of my abilities to love and respect the watershed in which I live. I will:

- Conserve water every way I can.
- Avoid using products containing harmful chemicals.
- Not litter, vandalize, or create graffiti.
- Reduce the amount of waste I produce.
- Reuse products or packaging whenever possible.
- Recycle everything that can be recycled.
- Respect the environment where I live, go to school, and play.

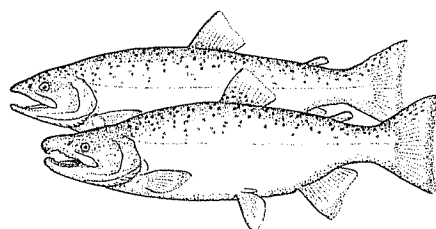
Name _____

Date _____

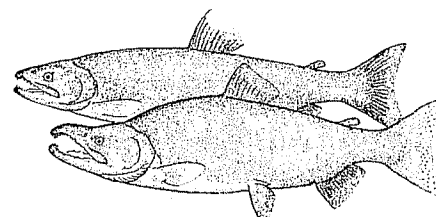
Name That Salmon



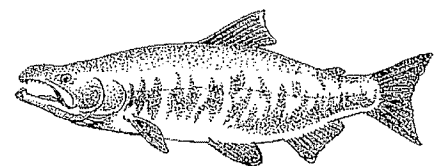
CHINOOK “King” — The largest of the Pacific salmon. Average weight is a whopping 22 pounds (some over 120 pounds). Prized by commercial, sport, and tribal anglers alike. You may find them spawning in small streams or even large rivers.



COHO “Silver” — Looking much like a “King”, but smaller. They spawn in the smaller streams and rivers of the Pacific Northwest.



SOCKEYE — A very complex Pacific salmon species. They stay in freshwater one to three years before the ocean journey, or perhaps never go to the sea. Sockeye is the only Pacific salmon that spawn in lakes.



CHUM — The lowermost reaches of rivers and streams are where you will find this species spawning. They migrate almost immediately after hatching, reaching ocean waters long before their coho, chinook, and sockeye cousins.



STEELHEAD — Long, narrow, silvery and bullet-like, Steelhead depend more on the freshwater environment than most salmon species. They penetrate farther into headwater areas and rely on rivers and streams as nurseries. They also may not die after spawning.

Salmon Boy

An Indian Legend

Many years ago there was a young Indian boy among the Haida people who had no respect for the salmon he ate. From the time he was very little, he was taught that after eating his fill, whatever was left over of the salmon, including all the remaining bones, should be returned to the river. The salmon who swam upstream had offered their bodies for food. By returning the bones to the waters, the circle of giving and receiving would continue. The salmon meant life to the people. The people showed respect for the salmon through prayer and reverence and by doing this act of obedience. Then the circle would not be broken.

But the boy didn't care. He would carelessly step on the bodies of the salmon that were caught by the stream, and after eating his fill, he wouldn't think twice about throwing the bones onto the ground and into the surrounding shrubs. Many times his parents and the villagers told him the spirits of the salmon were not pleased. He must not break the circle of taking from the river and giving back a gift in return. But the young boy did not listen, not did he care. This made the spirits of the salmon very sad.

One day, when his mother had prepared a hearty meal of salmon, the boy shoved it away in disgust. He threw it on the ground, even though the meat was good. Then he went down to the river to play with the other

village children. But as he stepped into the river, the current swept him off his feet and he felt the rapids pushing him into a deep hole. He could not swim, nor could he escape. He sank down to the bottom and drowned.



As he sank to the bottom, the spirits of the salmon, the Salmon People, moved to his side. They had left their bodies for the animals and the people to eat, and their spirits were returning to the ocean. They were not angry with the boy for how he had treated their bodies, but they moved to his side. They would take him to the ocean, so he could more fully understand who they were and how to care and respect them. The spirit of the child went with the Salmon People, for he now belonged to the salmon.

When the Salmon People reached their home in the ocean, they appeared like humans. Their village reminded the young Indian boy of his own village. There were children playing and laughing next to a stream which flowed through the village.

The young boy began to learn many things from the Salmon People, and he was ready to listen. When he was hungry, the Salmon People told him to go to the stream and catch one of their children. You see, the children were actually salmon who were swimming in the stream. But he was also cautioned that

Salmon Boy - Continued

once he had finished his meal, he must return the bones and everything he did not eat to the river again. The Salmon people told him, if he obeyed, then their child would come back to life again.

This time, the young boy was respectful of the salmon he ate. He always remembered to return the bones to the water. And each time, a child came back to life again. One afternoon, the young boy heard a faint cry and he went to investigate. He found a small child limping in pain because one of its feet was missing. Then he realized that he had not thrown all the bones from his last meal back into the water. He had missed a fin, and that was why the child was limping. He quickly fell on the ground and began to look for the missing fin. It wasn't long before he found it. He threw it in the water, and as he did, the young child was healed.

After the winter months had passed and the spring rains were beginning, it was time for the Salmon People to return to the rivers from where they had come. The boy swam with the Salmon People, for he belonged to them. As they swam up the river and past his own village, his very own mother caught him in her net. He felt himself being tugged to the shore and he remembered what she had tried to teach him when he was still a boy. He also thought about all he had learned from the Salmon People.

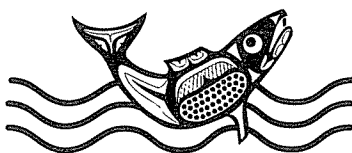
When his mother had pulled him from the net, even though he was in the shape of a salmon, she noticed a copper necklace that was around the head of the salmon. It was the same necklace he had given her son. She carried this "salmon boy" back to her wigwam. She spoke gently to him and held him close. Gradually, the boy began to shed his salmon skin.

It wasn't all at once. It was a slow and sometimes painful process. First he head emerged, and then his arms. And finally after eight days, all his outer salmon skin was shed and he was human again.

The young boy stayed at his village one season. He knew he could not stay for a long time, and he wanted to make every minute count. He taught the people everything he had learned when he lived among the Salmon People. He taught them about the great circle of life and death. And he talked to them about the spirit world. He taught them about giving and receiving and giving back again. Everyone came to listen to him. In addition to teaching the people, he was also a healer and helped the villagers when they were sick.

One afternoon, salmon boy was standing next to the stream where he had first joined the Salmon People. As he looked out over the water, he saw a huge old salmon floating down the river toward him. It was a time when the old salmon who had made the journey upstream, but were not caught by humans, came drifting back down to the ocean. As the boy looked at this one old salmon, so tired and worn by its journey, he suddenly looked right through its sides. And he knew, it was his own soul. Salmon boy took his spear and thrust it into the old salmon. And as he did so, the boy died. The people of the village, who had gathered around the salmon boy, remembered what they had been taught. They placed the boy's body into the river. It circled four times, showing the sacredness of this occasion, and then sank. Soon salmon boy's spirit joined the Salmon People, and he went back to his home in the ocean.

Adapted from *Keepers of the Animals*



What ARE HOUSEHOLD Hazardous Wastes?

Many household products contain harmful ingredients that can be hazardous to humans and animals. Usually these products have the words "Caution," "Warning," or "Danger" printed on the label. If you are unsure whether or not a product is safe to use, you can call the HAZARDS LINE at (206) 296-4692. Hazardous household products cannot go in the garbage, but can be taken to a household hazardous waste collection facility.

CAUTION

Means: slightly toxic, corrosive, flammable or reactive.

WARNING

Means: moderately toxic, corrosive flammable or reactive.

DANGER

Means: highly toxic, corrosive, flammable or reactive.

POISON

Means: highly toxic



Means: can explode when exposed to heat, air, water, or shock.



Means: Burns easily.



Means: eats through materials.



Means: poisonous

Word Scramble

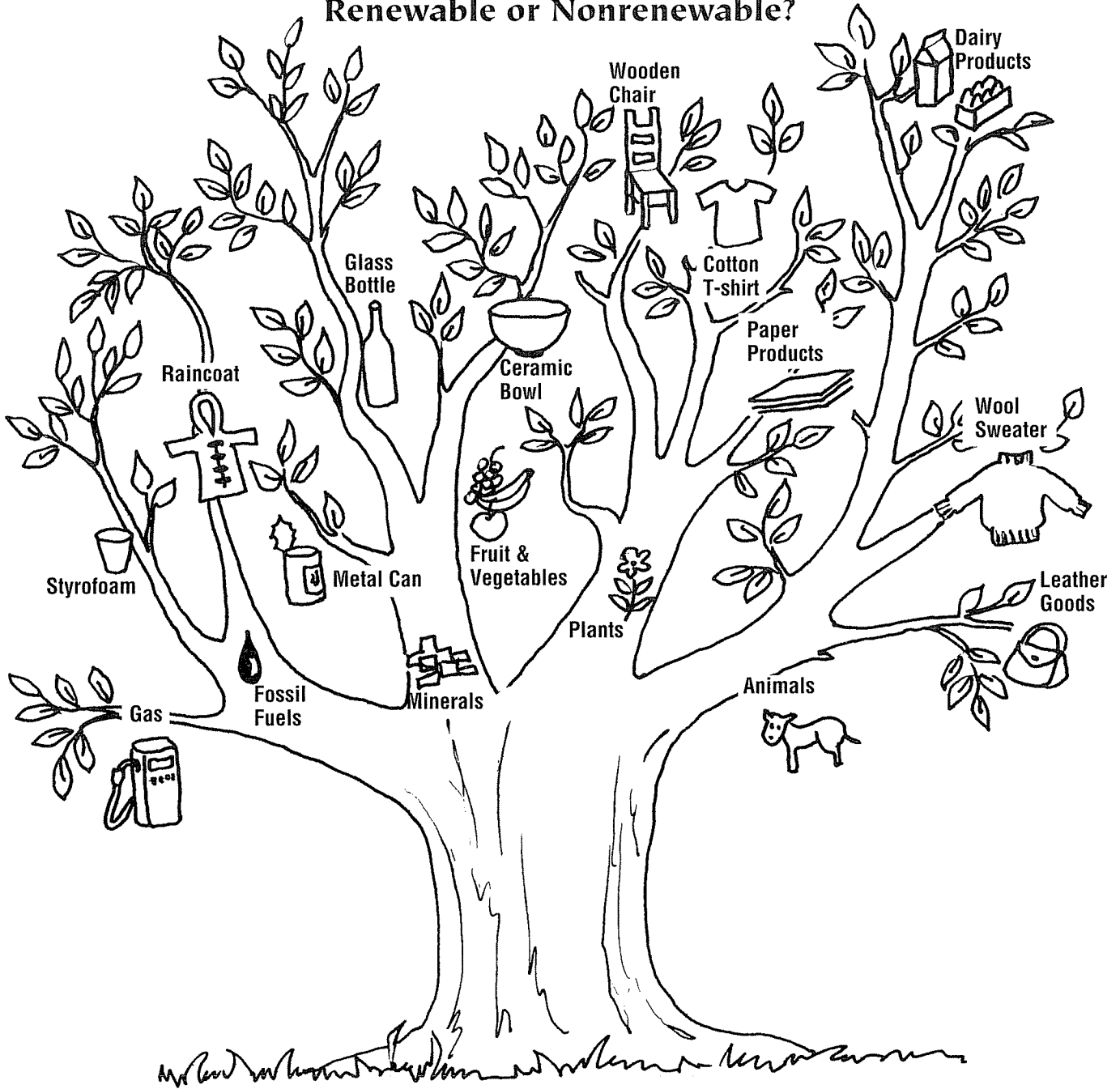
Here is a list of words that are used to talk about hazardous products. Can you unscramble them?

1. Oispon -----
2. Sedicitesp -----
3. Autcnio -----
4. Raind renepo -----
5. Oittel lwob renaelc -----
6. Ringwan -----
7. Aintp -----
8. Regnad -----
9. Xotic -----
10. Tantirri -----
11. Ableflame -----
12. Siveorroc -----

Answers are on inside back cover

THE RESOURCE TREE

Renewable or Nonrenewable?



The Earth's Resources

Look at the resources on the tree. List the ones which are renewable, and the ones which are nonrenewable.

Renewable: Can be reproduced or made again in nature.

Nonrenewable: Limited in amount because it cannot be made again in nature.

REDUCING WASTE, LITTER & GRAFFITI

Directions: Solve the puzzle by choosing from the list of words at the bottom of the page.

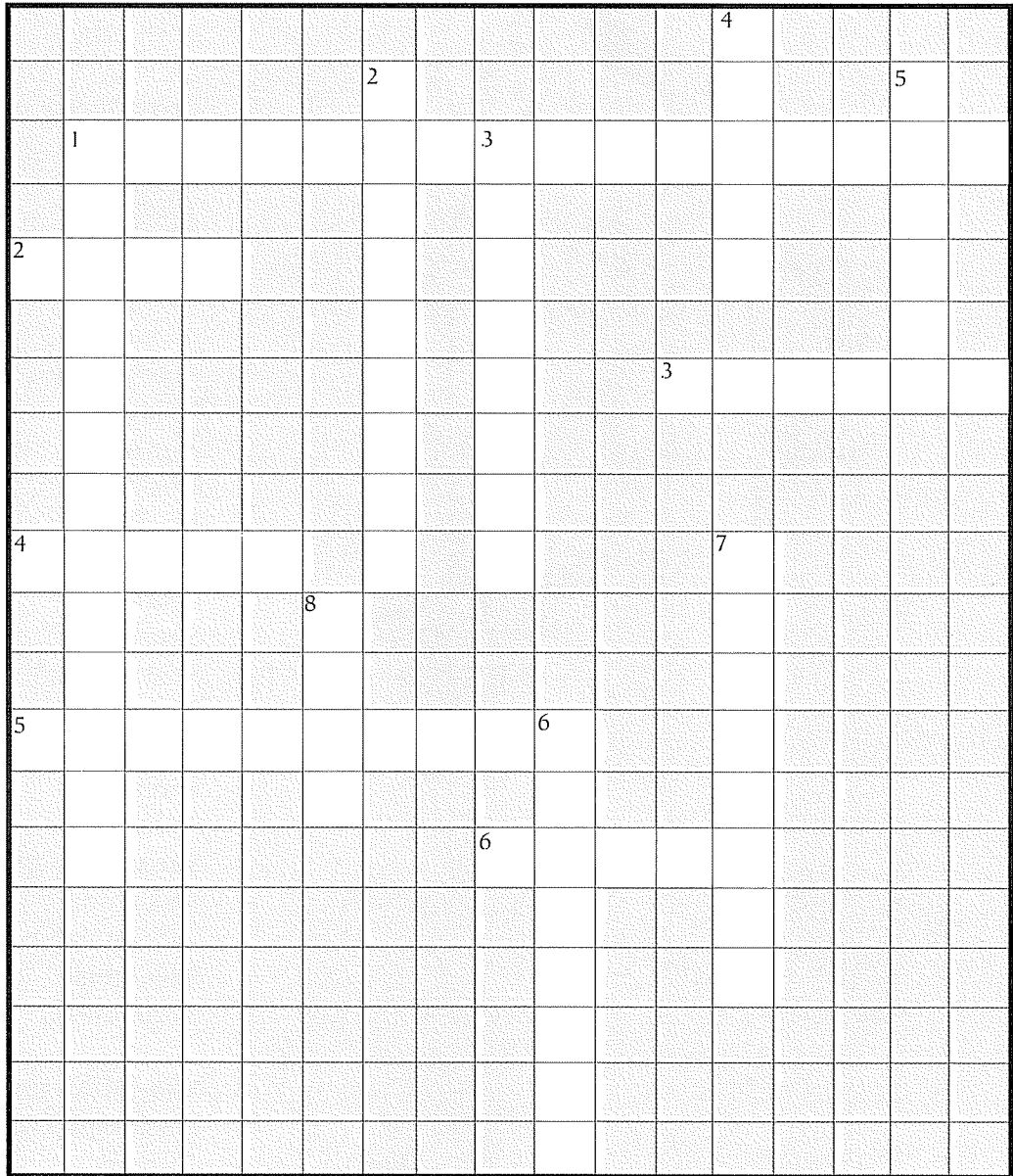
A Crossword Puzzle

ACROSS

- Save _____ and decrease waste by reducing, reusing, and recycling.
- If you have clothes that are too small, _____ them away instead of throwing them away.
- _____ pollutes streets and water.
- Graffiti is a _____.
- Recycle your leaves and grass by _____.
- Most plants and animals need clean _____ to live.

DOWN

- Seattle is a city of friendly _____.
- Graffiti and litter are acts of _____.
- When things are _____, they are made into like or different products.
- Look for things that you can _____ so that you don't have to throw them away.
- _____ the amount of trash you create.
- Cleaning up _____ shows pride in your neighborhood.
- Best way to protect natural resources.
- Cold-blooded aquatic animals are called _____.



- | | | |
|------------|-------------------|-----------|
| Crime | Graffiti | Reduce |
| Composting | Litter | Reuse |
| Conserve | Natural resources | Vandalism |
| Fish | Neighborhoods | Water |
| Give | Recycled | |

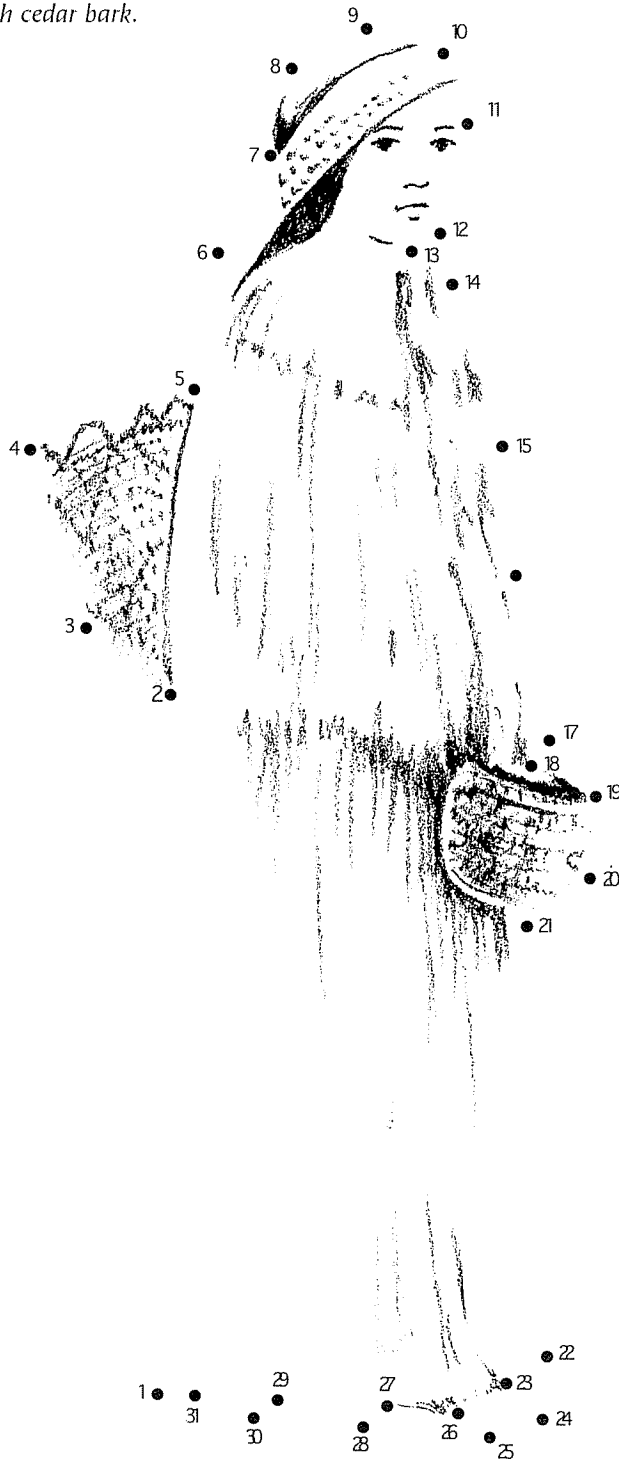
Answers are on inside back cover

Coast Salish Dress



A Dot-to-Dot

Connect the dots in order to see an example of traditional Coast Salish dress, made with cedar bark.



Western Washington is home to many Native American nations. The majority of these nations are Coast Salish peoples, whose languages are related to each other.

Coast Salish tribes include the:

- Chehalis
- Cowlitz
- Duwamish
- Jamestown Clallum
- Kalispel
- Lummi
- Muckleshoot
- Nisqually
- Nooksack
- Nuwaha
- Puyallup
- Queets
- Quinalt
- Samish
- Sauk-Suiattle
- Skagit
- Skokomish
- Snohomish
- Snoqualmie
- Squaxon Island
- Steilacoom
- Stillaguamish
- Swinomish
- Suquamish

Non-Salish nations in Western Washington include the:

- Chinook
- Makah
- Quileute

Answers

Page 4-5: Caring for Our Water and Watersheds

- 1) b 2) d 3) e 4) e
5) e 6) e 7) c 8) d
-

Page 3: Guardian Spirits

- 1) bear 2) beaver 3) dogfish 4) eagle 5) goat
6) raven 7) shark
-

Page 17: Word Scramble

- 1) poison 2) pesticides 3) caution
4) drain opener 5) toilet bowl cleaner
6) warning 7) paint 8) danger
9) toxic 10) irritant 11) flammable
12) corrosive
-

Page 18: Resource Tree

Renewables:

Fruit and vegetables
Wooden chair
Cotton T-shirt
Paper products
Dairy products
Wool sweater
Leather goods
Plants
Animals

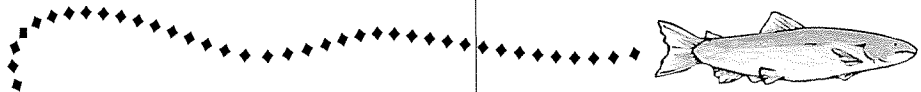
Nonrenewables:

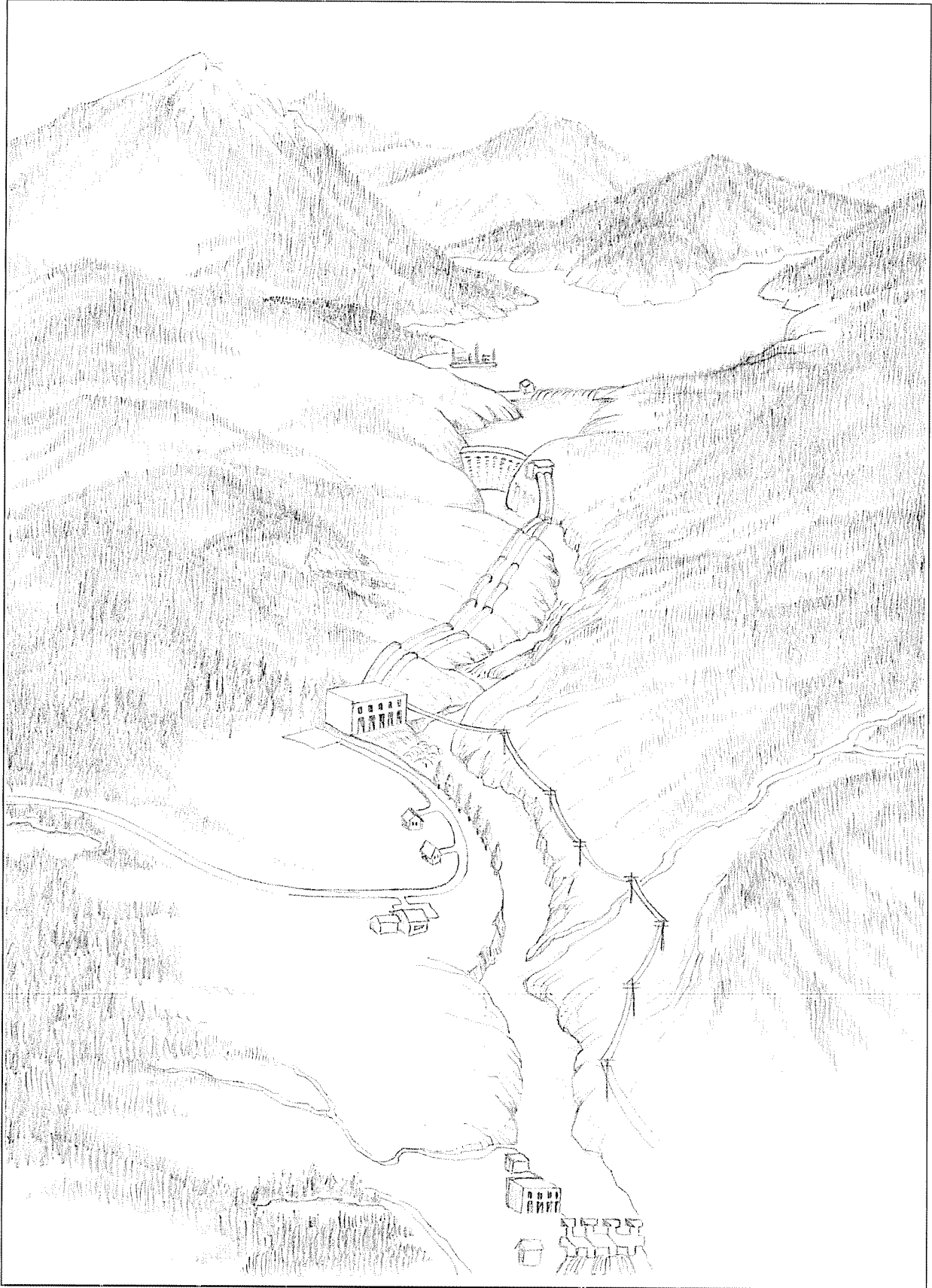
Gas
Styrofoam
Raincoat
Metal can
Glass bottle
Ceramic bowl
Fossil fuel
Minerals

Page 19: Reducing Waste Crossword Puzzle

Across: 1) natural resources 2) give 3) litter
4) crime 5) composting
6) water

Down: 1) neighborhoods 2) vandalism 3) recycled
4) reuse 5) reduce 6) graffiti
7) conserve 8) fish





It's your watershed. Keep it healthy.