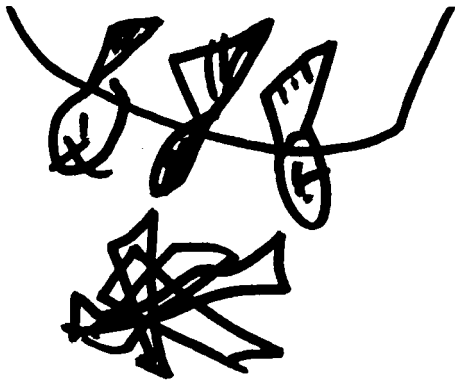
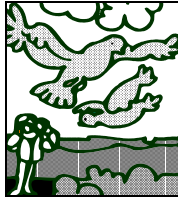


NAME _____

DATE _____



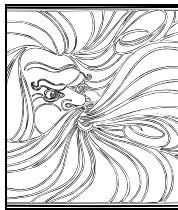
CLUES



1. Look toward the **water**, searching as a hunter would, from sandy shore to mountains high.



2. To your **right**, a frog face in a rusty body says, "Welcome!" Look and touch. Careful, careful where you step.



3. Turn to the **North Wind**. Can you feel it today?



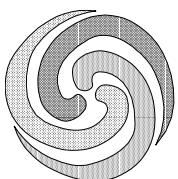
4. Walk past the **Giant V**. Can you see through? Is anything between?



5. Rest Stop Ahead! **Look down**. Has man or beast been here? **Look up**. Is anyone home today?



6. Continue north to the **umbrella**. Is it green or brown today? How many of you can fit under it?



7. Now go **round and round**, east or west, through Ivy Road until you find our mark.

Created by the Salmon Clan (a kindergarten/first-grade class) at Pathfinder Alternative School, Seattle School District, with help from teacher Janet Osborn, Fauntleroy elders Morey Skaret and Jane MacGowan, and staff of the Suquamish Museum.

Story by Roger Fernandes.

Funded by King County Water and Land Resources.

© Friends of Fauntleroy Creek, 2000.
206-938-4203.

Draw a character or scene from the story that you want to remember.

THE MARKER

CARE FOR THE WATER CARE FOR THE LAND

reminds everyone who sees this stone that we must take care of the water and land that work together to support all living things on Earth.

The **hand** recalls the Salish people who lived here and cared for the water and land that gave them all the food and other things they needed.

The **alevin petroglyph** emphasizes the importance of healthy freshwater habitat to growing salmon and ties this site to other links in the chain of water-based habitats.

Overall design and petroglyph detail by Tom Jay

BE A VOLUNTEER!

People who live near Captain's Park take care of it. These "volunteer stewards" work together to pick up trash, cut the grass, and trim the bushes so that everyone can enjoy this special place.

Look around your home, school, and neighborhood to find a way you can be a volunteer steward, too. Here are several ideas:

- ✓ Plant and weed a small vegetable garden in your yard or in pots on your patio.
- ✓ With a friend, pick up litter in a section of the school yard all year.
- ✓ Grow flowers from seeds and put them in your yard or into big pots.
- ✓ Help a parent prune the bushes in your yard by picking up the clippings.
- ✓ Show new kids your favorite natural places in the neighborhood.

GETTING THERE

Captain's Park is on the bluff overlooking Fauntleroy Cove and the ferry terminal. It is on the west side of upper Fauntleroy Way S.W., between S.W. Henderson and S.W. Director St. Park on upper Fauntleroy Way or on Henderson. By bus, take Metro 54 to the ferry terminal stop, cross the street at the crosswalk, and take the stairs up. The park will be on your left. Begin at the south end and follow the clues.

PREPARATION

1. Preview what you will be doing on this field trip, introduce the story, go over the "Explorer's Guide," and answer any questions.
2. Assemble for each youngster
 - a copy of the "Explorer's Guide" for this site
 - a pencil
 - a copy of the rubbing page for this site.
3. Bring **large crayons** to make rubbings of images on the marker and **something to sit on** if the ground might be wet.

SEASON AND SAFETY

Visit this site anytime weather permits, preferably on a dry day. Because the park is on a bluff near the water, tell youngsters to dress for windier, cooler weather than is forecast inland.

We suggest **one adult for every four children, kindergarten through first grade.**

APPROXIMATE TIME

In Captain's Park: **40 minutes**

At this site, young "explorers" will

- find out why early Native Americans came here.
- understand the importance of clean water to a healthy habitat.
- learn how to help take care of our water and salmon.

The centerpiece of your visit to this site is a story geared to young children. Introduce the story *before* your field trip (see the *Classroom Guide*) and then repeat any of the introductory information you think necessary when you are on-site.

Remind the children that they are to listen as you tell the story the first time and then draw a character or scene from the story as you tell it a second time. You might also want them to act it out where they are OR save this activity for later.

A long time ago, a Duwamish family lived on a small island not far from what is now West Seattle. As all people did in those days, they traveled by canoe from place to place in search of plants to gather, animals to hunt, and shellfish to dig. They also traveled from village to village to visit friends and relatives and to trade.

Early one spring, the family came across the water to the small stream that is now called Fauntleroy Creek. They built a camp near the mouth, where the creek emptied into the salt water of a protected cove. There they could gather cedar bark and roots for weaving clothes and making baskets. They could pick young fern shoots for food. And they could catch salmon.

Like other native people on the Pacific Northwest coast, the Duwamish are part of a larger group called the Salish people. To the Salish people, salmon are not simply fish. They are Salmon People - people just like us who live in the ocean. At certain times of the year, these people put on salmon skins and turn into the fish that come up the rivers and streams to feed the people on the land.

To show respect for the Salmon People, who give the great gift of food, the Salish people hold a special ritual called the First Salmon Ceremony. In this ceremony, they bring the first salmon from a run that's caught to the village. There they cook and eat it, then return its bones to the water so it can tell the other salmon that the people of the land show them respect. They also return the bones of all the other salmon they catch to the water so the next generation of salmon can be born.

One night, Grandfather told the children a story about a young boy who was always complaining and arguing and

never helping others. When the elders of the village told the children to return the salmon bones to the water, the boy refused.

"I'm too busy," he said. "Besides, I don't want to."

Grandmother reminded him that the children of the village had always been entrusted with this important task and that he had to do it. He grudgingly picked up a few bones and slowly left with the other children for the river. When no one was watching, he threw the bones in the bushes beside the trail. "There!" he said. "No one will ever know." He went back to the village and, sure enough, no one suspected.

A few days later, the boy was playing with other children on big rocks by the river. By accident, he slipped and fell into the water. He would have drowned, but the Salmon People saved him. They took him to their village deep in the ocean and treated him as a special guest. They were kind to him and fed him the best food, gave him the warmest blankets, and let him play with the Salmon Children all day long. He was very happy there and wanted to stay. But one day, everything changed.

He was playing with the Salmon Children when he saw a little girl trying to play with the others. But as she tried to run, she dragged one leg behind her, as if it had no bones, and she seemed to be in great pain. As she tried to catch a ball they were tossing, she could not lift one of her arms, as if it had no bones. The boy realized what had happened: The bones he had so carelessly tossed into the bushes never made their way back to the Salmon People and now this poor girl had no bones in her leg and arm. He knew what he must do.

He went to the Salmon People and asked, "Could you return me to my village on the land? I have something very important to tell my people." They said, "Of course. You are our guest and we will do whatever you ask."

They brought him back to his village and, when the people saw him come out of the water, they were amazed and happy. They thought he had drowned and that they would never see him again. As they rushed forward to greet him, he said, "Wait! That spoiled little boy you used to know is gone. I am a new person now and must tell you something very important: The things we do on the land affect the things that live in the water. We must show respect for the home of the Salmon People!"

Then Grandfather asked the children, "What do you think the boy meant? What do you think he learned?"

What do you think their answers were?

AFTER THE STORY

Ask these or other questions to draw out key points of the story and help the children relate to it. You might want to tell the story a second time.

- What lessons did Salmon Boy learn?
- Have you had to learn one of the lessons he did?
- Why was water so important to the early people who came to this cove?
- What does the story suggest that native children might have done to take care of their creeks and rivers?
- Close your eyes and imagine what this area might be like without the creek and Puget Sound. What do you see?
- Why are streams in the city such as Fauntleroy Creek important now?
- What can we do to take care of such creeks? Of Puget Sound?
- What would you like to learn more about?