



Pacific Edge Publishing
Classroom Resources for Canadian Schools

SOCIAL STUDIES
Grades 4-8

TEACHER'S GUIDE

FROM TIME IMMEMORIAL

The First People of the Pacific Northwest Coast

Now contains an expanded unit on
Treaty Making and Self Government in British Columbia

by
Diane Silvey and
Diana Mumford

PACIFIC EDGE PUBLISHING



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USING THE STUDENT TEXT

Information in the student text is organized in an Introduction and eleven chapters, each focusing on one aspect of the culture or history of the First Nations of the Pacific Northwest Coast.

Consistent components in each chapter will help you use the text effectively:

- Each chapter begins with a **Looking Ahead** section which provides a brief overview of the content of the chapter.
- On the first page of each chapter, **Before You Read** activities are suggested, often in the form of a discussion question. Use these suggestions to encourage students to access their knowledge of the subject before reading for information.
- **Text** is clearly written at an appropriate reading level for Grade Four students, divided into manageable sections by **subtitles**.
- **Photographs** and **illustrations** enhance and clarify the text.
- Students are challenged to think about and debate issues by a **What do You Think?** question.
- An original **story** written by the author illustrates concepts developed in the text, using storytelling to teach in the traditional way.
- A **First Nations Today** section links historical information to the present.
- **Ask the Elders** suggests questions for students to ask to learn more about the First Nations groups that live in the students' particular communities. These questions, and others generated by the students, may be listed on a class chart and asked in one session during a field trip to a longhouse or a session with elders in the classroom near the end of the unit, if on-going contact with First Nations people is impractical. They could also be

incorporated into letters written by your students to local resource people. The key objective of these questions is to raise students' awareness of the specific culture of the people who lived in different areas of the province before Europeans arrived and to link what the students learn from the textbook to real people in their own community.

Cultural Sensitivity and Protocols

Teaching about the history and culture of the First Nations people is a first step toward understanding and respect. However, some historical events and current issues are sensitive and controversial, and teachers must ensure that exploration of these issues promotes tolerance and remains unbiased. The presence of aboriginal children in the classroom, who will have varying knowledge about their own cultural traditions, will require additional sensitivity.

For assistance, and before contacting local chiefs, elders, tribal or band councils, consult with the district Aboriginal Education coordinator or resource teacher. Refer to *Shared Learnings: Integrating BC Aboriginal Content K – 10* for further recommendations.

- Each chapter ends with a **Looking Back** section which summarizes the content of the chapter.
- **After You Read** activities are suggested that review or extend the content of the chapter. These may be used as in-class or homework assignments.
- **Key words** are highlighted the first time they appear in the text. These words are defined in the **Glossary**.
- The **Index** will help students locate information easily.



USING THE TEACHER'S GUIDE

Instructions for each chapter are organized under standard headings (see below). **Assessment and Evaluation Tools** are located in **Appendix B**. An **Annotated Resources List** is provided in **Appendix C**. Additional information is provided in **Appendix D** and **E** and an **Answer Key** in **Appendix F**.

Overview

The content of the chapter is briefly summarized.

Learning Outcomes

The learning outcomes from the BC *Social Studies K to 7 IRP 1998* relevant to the chapter are listed. 100% of the Grade 4 learning outcomes are addressed by the *From Time Immemorial* Resource Package (text and guide). See also the Learning Outcomes chart provided on page 7.

Vocabulary

The key words set in bold type in the student's text and defined in the glossary are listed.

Preparation

Suggestions for the teacher to prepare for teaching the chapter are listed.

Prereading Activities

Discussion questions and activities to do prior to reading the chapter are suggested. These activities serve to establish what the students already know about the subject and provide an opportunity for them to pose questions. Instructions for the **Before You Read** suggestions provided in the student text are included here.

Reading the Chapter

Teachers may choose a strategy depending on the skill level of a particular group of students and the number of copies of the text available:

- teacher reads aloud while students listen;
- teacher reads aloud while students read silently;
- students read silently;

- students take turns reading aloud;
- pairs of students read aloud to their partners;
- students take turns reading aloud in small groups.

Developing Understanding

Many teaching strategies for each chapter are listed. When choosing activities, vary group size and consider the learning styles of the students in your classroom. Encourage students to demonstrate what they are learning in a variety of ways. These activities are designed to further explore issues introduced in the chapter and may require students to access other sources of information. Instruction for the **After You Read**, **What Do You Think?** and **Ask the Elders** suggestions provided in the student text are included here.

Many ideas for **Research Reports** are suggested; choose from those suggestions according to the interest and capabilities of your students. Some require only notes recorded on paper, others require more complex reporting methods. It is not expected that all the suggested research activities will be assigned to any one class. A Key Words note taking form is provided in **Appendix A**. Use this form to encourage students to record key words and phrases as they research a topic, to organize the recorded facts and rewrite in their own words. A detailed lesson plan for note taking is provided in Chapter One.

Linking the Learning

Activities are suggested to link the Social Studies content to other areas of the curriculum.

Blackline Masters

Blackline masters specific to each chapter follow the chapter instructions. Additional blackline masters that may be useful throughout the unit are located in **Appendix A**. Teachers may make transparencies and/or have students work in their Social Studies Logs to reduce the need for photocopying.



PLANNING YOUR SOCIAL STUDIES UNIT

The *From Time Immemorial* Resource Package (text and guide) contains many activities and opportunities for research. **It is not expected that you will use every idea with a particular class.** Your teaching style, class composition, students learning styles and interest, available resources and time will influence how you plan a Social Studies unit to best meet the needs of a particular class.

The following chart will help you plan a unit, choosing activities to fit into a realistic timeline:

TEN MONTH PLAN

September	Introduction, Chapter One
October	Chapter Two
November	Chapter Three
December	Chapter Four
January	Chapter Five, Six
February	Chapter Seven
March	Chapter Eight
April	Chapter Nine, Ten
May	Chapter Eleven, Treaty Making and Self Government in British Columbia
June	Wrap-Up

Learning Outcomes

This Teacher's Guide was written specifically to address all of the prescribed learning outcomes outlined for Grade 4 students in the B C Ministry of Education, Skills and Training *Social Studies K to 7 Integrated Resource Package* 1998.

Each learning outcome is addressed by at least one activity; many are addressed by several activities in the text or guide. It is not expected that every activity will be used by every teacher.

A chart listing the learning outcomes, and indicating in which chapter they are addressed is provided on page 7 for planning purposes. A blank form of the chart is also provided on page 8.

Teachers can use a copy of the blank chart as a

check list as they choose activities, to ensure that all learning outcomes are addressed at some point during the Social Studies unit.

Integration

Many Language Arts learning outcomes are met by the Social Studies activities in this guide. The vocabulary words could be used for spelling lists and writing assignments. Additional suggestions for integrating the curriculum are listed for each chapter under **Linking the Learning**.

Assessment

Assessment of student progress is an on-going process involving a variety of strategies and tools. It is suggested that students maintain a Social Studies Log for the duration of the unit, keeping their assignments as evidence of their progress and the quality of their work. It is helpful if assessment criteria are clearly understood by students before they begin an assignment or project. Forms are provided in **Appendix B** to record self and teacher evaluation of projects. These forms can be placed in the students' Social Studies Logs, when the projects themselves are non-print or too large.

Wrap Up

Save student projects as they are completed, and create a Social Studies display to culminate the unit. Invite other classes in the school, parents, community members, School Board trustees and the local press to view the display. Prepare your students to discuss their projects with the visitors.

Create a class quilt to depict the traditional life of the coastal First Nations people. Have each student design a quilt square on paper first, then use fabric paint or crayons to put the design on cotton squares. Solicit parent help to sew the quilt squares together.

Complete the K.W.L. activity outlined on page 11 by adding statements to the "What We Have Learned" section of the K.W.L. chart.



PRESCRIBED LEARNING OUTCOMES: Resource Package						Chapters						
Applications of Social Studies	1	1	2	3	4	5	6	7	8	9	10	11
It is expected that students will:												
• identify and clarify a problem, issue or inquiry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• locate and record information from a variety of sources	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• identify alternative interpretations from specific historical and contemporary sources	✓									✓	✓	✓
• assess at least two perspectives on a problem or an issue	✓		✓		✓					✓	✓	✓
• organize information into a presentation with a main idea and supporting details		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• design and implement strategies to address school problems or projects		✓					✓		✓			✓
Society and Culture												
It is expected that students will:												
• describe how people’s basic needs are met in a variety of cultures		✓	✓	✓	✓	✓	✓	✓				
• demonstrate understanding of timelines	✓	✓								✓	✓	✓
• demonstrate awareness and appreciation of various Aboriginal cultures in Canada	✓	✓	✓	✓	✓	✓	✓	✓	✓			
• demonstrate understanding of the contributions of Aboriginal people to Canadian society				✓	✓	✓		✓				✓
Politics and Law												
It is expected that students will:												
• compare the “discovery” and exploration of North America from European and Aboriginal peoples’ perspectives										✓	✓	✓
• describe the structure and functions of the BC provincial government		✓										✓
• describe a traditional and a contemporary Aboriginal form of government		✓										
Economy and Technology												
It is expected that students will:												
• compare bartering to a monetary system of exchange									✓	✓		
• demonstrate understanding of factors that influenced early European exploration of North America										✓	✓	✓
• describe traditional technology used by Aboriginal people in Canada			✓	✓	✓	✓		✓				
• describe technology used in exploration										✓		
• identify economic and technological exchanges between explorers and Aboriginal people										✓		
• evaluate the influence of mass media on stereotyping						✓						✓
Environment												
It is expected that students will:												
• locate and map world continents and oceans using simple grids, scales and legends	✓									✓		
• demonstrate understanding of Aboriginal peoples’ relationship with the land and natural resources			✓	✓	✓	✓	✓					
• demonstrate awareness of Aboriginal place names										✓		
• identify and compare physical environments and cultures of various BC Aboriginal groups				✓	✓	✓						
• analyse how people interact with their environment, in the past and in the present			✓	✓	✓	✓					✓	



PRESCRIBED LEARNING OUTCOMES: Planning Chart						Chapters											
Applications of Social Studies						1	1	2	3	4	5	6	7	8	9	10	11
It is expected that students will:																	
• identify and clarify a problem, issue or inquiry																	
• locate and record information from a variety of sources																	
• identify alternative interpretations from specific historical and contemporary sources																	
• assess at least two perspectives on a problem or an issue																	
• organize information into a presentation with a main idea and supporting details																	
• design and implement strategies to address school problems or projects																	
Society and Culture																	
It is expected that students will:																	
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• demonstrate understanding of timelines																	
• demonstrate awareness and appreciation of various Aboriginal cultures in Canada																	
• demonstrate understanding of the contributions of Aboriginal people to Canadian society																	
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• identify and compare physical environments and cultures of various BC Aboriginal groups																	
• analyse how people interact with their environment, in the past and in the present																	



SETTING THE STAGE

Letter to Parents

Make copies of the letter on page 10 to send home when you begin your Social Studies unit. Parent involvement is a great way to enhance communication and to support student learning by bringing the community to the classroom.

Social Studies Log

Establish how students will store work related to the Social Studies unit. A folder, binder or duotang will keep papers organized for assessment and evaluation purposes and can be displayed at the end of the unit. Have students create covers or title pages for their logs.

Museum Collection/Bulletin Board

Set up a museum corner in your classroom adjacent to a bulletin board. Encourage your students to contribute interesting items and materials that relate to your Social Studies unit. Other classes could be invited to visit the museum.

Classroom Library

One of the Grade Four learning outcomes requires students to locate information from a variety of sources. To facilitate this learning outcome, gather a classroom library of resources related to the Social Studies unit. Easy access to a variety of sources will help your students practise skills needed to locate information. (See Related Resources List, **Appendix C**.)

Viewing a Video

Appropriate films and videos may be available from your school library or District Teachers' Resource Centre. Videos may be used to launch the unit, to provide information about a specific topic within the unit, or to summarize the learning at the end of the unit. A form is provided in **Appendix A** for student reports after viewing a film or video.

Read a Novel

Choose a novel or book of short stories related to the theme to read aloud to your students during your Social Studies unit. The following suggested titles are annotated in the Related Resources List, **Appendix C**.

Spirit Quest by Diane Silvey
Little Bear's Vision Quest by Diane Silvey
Son of the Salmon People by Hubert Evans
The Princess and the Sea-Bear by Joan Skogan
Voices on the Bay by Ginny Russell
My Name is Seepeetza by Shirley Sterling
Handliner's Island by Arthur Mayse

Field Trips

A field trip to an interesting site can be a powerful learning experience either to spark students' interest in a study or to reinforce what they have learned from other sources. The following tips will help your students get the most out of a field trip.

Know the Site: If possible, visit the site ahead of time. Plan your route and look for potential problems. Clarify how you hope your students will benefit from the trip.

Be Organized: A field trip should be fun and safe. Enlist parent volunteers so that students are in small groups with an adult leader. Use the Field Trip Planner provided in **Appendix A**. Plan for washroom and snack breaks.

Make It A Learning Experience: Students should be challenged to find and record specific information. Ask questions, and provide clipboards and response forms or paper for recording information.

First Nations Resource People

Contact your district Aboriginal Education Coordinator or Resource Teacher to learn about district programs and resource people available to introduce school children to Aboriginal culture. (See **Ask the Elders** throughout the student text.)



Date _____

Dear Parents/Guardians,

Our class is about to begin a Social Studies unit about the First Nations people of the Pacific Northwest Coast. We would like to set up a classroom museum with items that relate to the unit. If you have things you are willing to contribute to our museum—pictures, books, interesting objects—please send them to school. We would also like to invite guests to share their knowledge with us.

If you can help, please check and return the form below.

Thank you for your continued support and co-operation.

_____ I will contribute to your class museum _____

_____ I can drive on a field trip (_____ seat belts, \$_____ insurance)

_____ I would like to bring in valuable items that I do not wish to leave in the class museum.

_____ I will tell the class a story from my heritage.

Child's name _____

Parent/Guardian _____

Phone _____



INTRODUCTION: FROM TIME IMMEMORIAL

Overview

The introduction on page 1 and 2 discusses different beliefs about how people came to occupy North America and provides a brief overview of the content of the text.

Learning Outcomes

- identify and clarify a problem, issue or inquiry
- locate and record information from a variety of sources
- identify alternative interpretations from specific historical and contemporary sources
- assess at least two perspectives on a problem or an issue
- demonstrate understanding of timelines
- demonstrate awareness and appreciation of different Aboriginal cultures in Canada
- locate and map world continents and oceans using simple grids, scales and legends

Vocabulary

theory	First Nations
immemorial	nomadic
spiritual	sacred
culture	canoe
rank	supernatural
abundance	edible
efficient	

Preparation

1. Gather wall maps of the world and North America.
2. Gather atlases for each student or group of students.
3. Gather stories from different cultures about the origin of the world.
4. Photocopy any blackline masters you plan to use.

Prereading Activities

1. K.W.L.

K.W.L. stands for what we KNOW, what we WANT to know, what we have LEARNED. This is a brainstorming activity designed to elicit information students already know and to encourage questions to guide their learning. The activity is concluded at the end of a lesson or unit by recording information learned.

Begin by asking your students: *What do you know about the traditional culture of the First Nations people of the Pacific Northwest Coast?* Write your students' statements in note form on chart paper under the heading "What We Know." Ask: *What do you want to learn more about? What questions do you have?* and record your students' questions under the heading "What We Want To Know." Display the chart(s) for the duration of the unit. Add additional questions as they are raised and find ways to answer them. At the end of your Social Studies unit, refer to the chart and fill in the final section under "What We Have Learned."

A student version of a KWL chart is provided in **Appendix A**. This strategy can be repeated with a narrower focus throughout the unit.



2. World Geography

Display a large wall map of the world. Ask students to point out the continents and oceans on the wall map. Distribute copies of the world map provided on page 14. Ask students to label the continents and oceans, using the wall map or an atlas for reference. Discuss how places can be located using the grid superimposed on the map. An optional activity is provided on page 15.

3. The Origin of Human Life on North America

Ask your students what they know about how people came to live on the different continents. Be sensitive to different beliefs that your students will have about the origin of human life. Encourage acceptance of different beliefs and introduce the concept that different people look at issues from different perspectives.

4. Using a Table of Contents, Glossary and Index

Distribute copies of the student's text. Preview the text by noting the information on the front and back covers, reading the chapter titles in the Table of Contents and allowing your students time to browse through the pages. Discuss how the Table of Contents, Glossary and Index can help with information gathering. Ask your students questions requiring them to use the Table of Contents, Glossary and Index, for example:

On what page does Chapter Ten begin?

What does currency mean?

On what pages would you find information about missionaries?

The activity on page 16 provides further practise in using the Table of Contents, Index and Glossary. This activity is intended to promote skill development, rather than knowledge acquisition.

5. Vocabulary Development

Ask students to skim pages 2 and 3 of the student text to find the words set in bold type. Discuss their meanings. Have students use the glossary to clarify understanding, if necessary.

Reading the Chapter

Read and discuss the introduction with your students (choose a reading strategy appropriate for your students, see page 5).

Developing Understanding

1. The Origin of Human Life on North America

Ask your students to write two paragraphs in their Social Studies Logs to explain the two beliefs about the origin of human life in North America outlined in the Introduction. Again, stress acceptance of different points of view and beliefs.

2. Using a Web to Summarize Information

Have the students summarize the Introduction in a web format. Key words should be drawn from the Coast Salish Declaration on page 1 of the student text and from the text that follows (e.g. language, culture, responsibility, rights, freedoms, tradition, laws). After the students have had time to work independently, make a large class chart to consolidate their findings. Keep the chart posted in the classroom throughout the unit. Discuss the meaning of "the right to govern ourselves" and "the right to self-determination" stated in the Declaration. An optional web diagram is provided on page 17.



3. **Timelines**

Teach the structure and function of timelines. Distribute copies of the information page provided on page 18 or make a transparency and present the article using an overhead projector. Read and discuss the information, drawing students' attention to how long First Nations people have lived on North America compared to non-native people. Have students work individually or in pairs to construct timelines, marking the dates mentioned in the article. An optional timeline form is provided on page 19 for less capable students.

4. **First Nations Groups of North America**

Distribute copies of the information pages provided on pages 20 to 22. Read and discuss the material. Have your students store the pages in their Social Studies Logs. These pages will be useful as reference throughout the unit for research activities that require students to learn more about the cultures of different groups and to compare different groups with the people of the Northwest Coast.

5. **Mapping: Legends**

Teach the function of legends on maps (to explain the meaning of symbols or colours on a map). Distribute copies of the map provided on page 23. Instruct students to choose a colour for each cultural group named on the Info Page on page 20; create a legend to show the meaning of the colours; and colour the map according to the legend.

6. **Mapping: Scale**

Display several maps of the same area with different scales. Discuss how the use of scale maintains the accuracy of distance on different sized maps. Distribute copies of the activity provided on page 24 to reinforce the lesson.

7. **Checking Comprehension**

An optional comprehension exercise is provided on page 25.

Linking the Learning

Language Arts

1. **Origin Stories**

Read origin stories from different cultures of the world to your students. Discuss how the stories are similar and different.

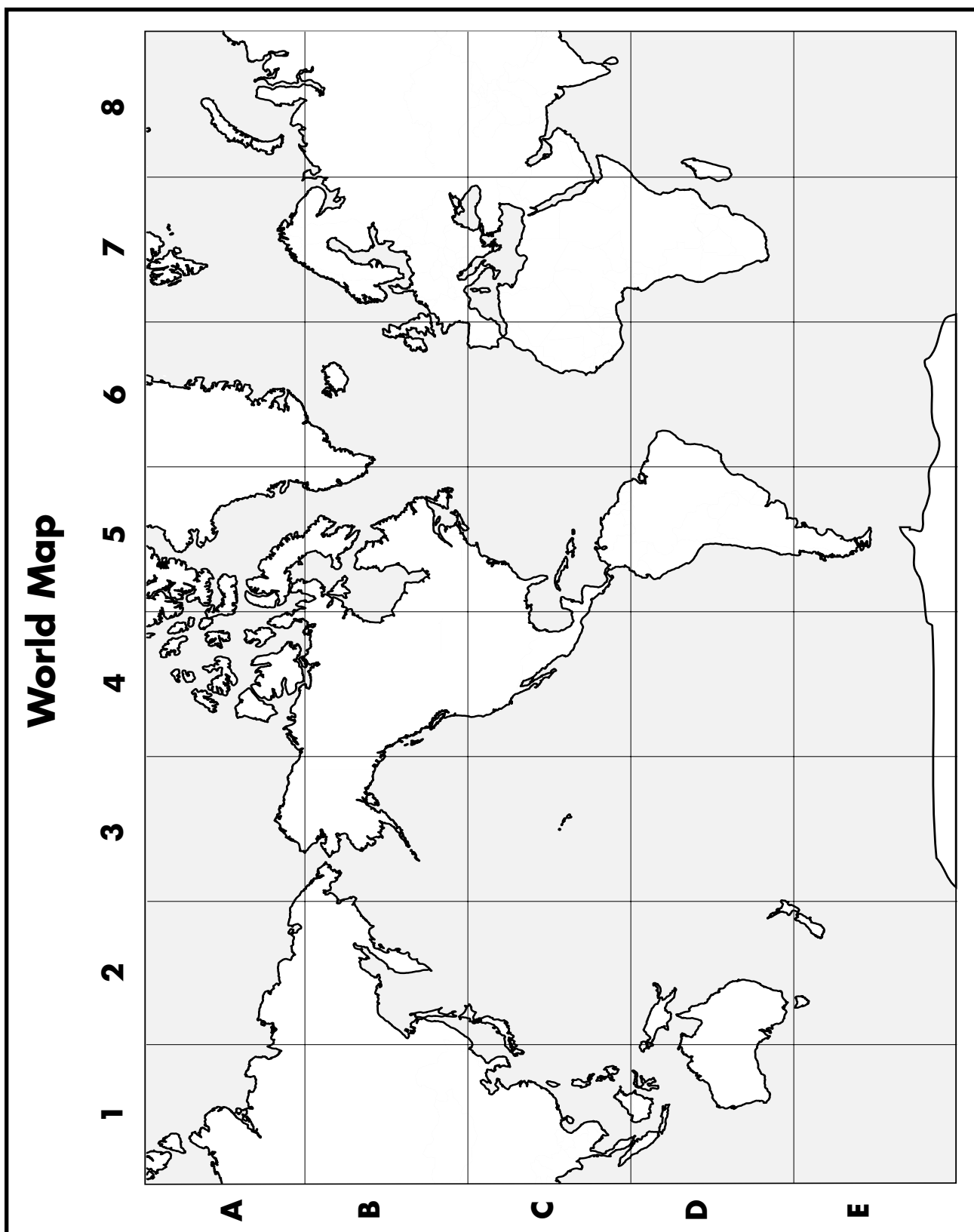
2. **Vocabulary Development**

A vocabulary exercise is provided on page 26 to practise dictionary skills and to reinforce the meanings of key vocabulary.

Date _____



Name _____



Date _____



Name _____

Continents and Oceans

1. Name the continents:

_____	_____
_____	_____
_____	_____
_____	_____

2. Name the oceans:

_____	_____
_____	_____

3. Label the world map with the names of the continents and oceans.

Maps are often marked with lines to form a grid. The grid is useful for finding the location of places on the map. Each square is named by the letter to the left and the number above. For example, British Columbia is located in B4. Use the grid on the world map to fill in the blanks below.

4. Most of Canada is in squares: _____ and _____.
5. Australia is located in squares: _____, _____.
6. The south tip of South America is in square _____.
7. If you live at B8 do you live in Africa? _____
8. What ocean is in C3? _____
9. If you live in B2, what continent do you live on? _____
10. We live in square: _____. Put a symbol in that square to represent your house.

Date _____



Name _____

Finding Information

Use the Table of Contents, Index and Glossary as aids to answer the following questions. First circle which aid you will use, then find the answer.

1. Which chapter discusses houses?

Table of Contents Index Glossary _____

2. On what pages would you find information about the potlatch?

Table of Contents Index Glossary _____

3. What is a bounty hunter?

Table of Contents Index Glossary _____

4. In which chapter would you look for information about fishing?

Table of Contents Index Glossary _____

5. What page has information about James Cook?

Table of Contents Index Glossary _____

6. What does "fast" mean?

Table of Contents Index Glossary _____

7. What pages have information about petroglyphs?

Table of Contents Index Glossary _____

8. What did the people use wapato for?

Table of Contents Index Glossary _____

9. When were bull roarers used?

Table of Contents Index Glossary _____

10. Confederation happened in what year? _____

Table of Contents Index Glossary _____

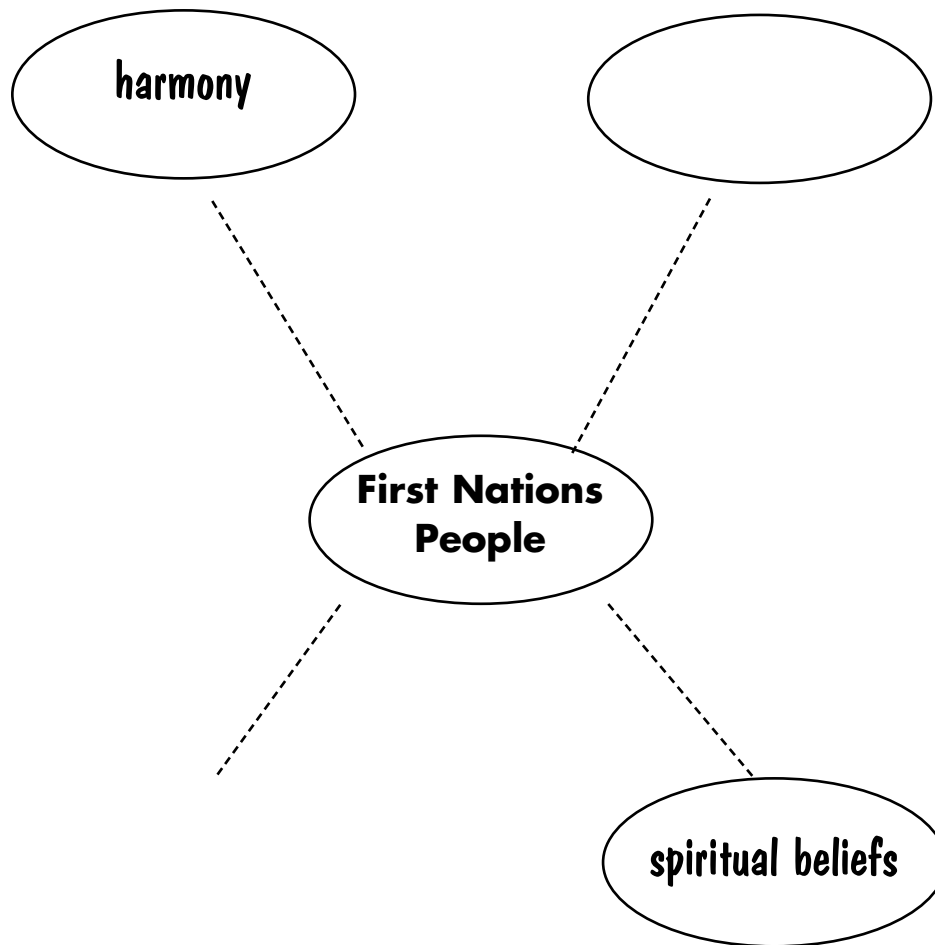
Date _____



Name _____

First Nations Values

Reread pages one and two in your text. Find key words that express what was important to the people who first lived in North America. Record the key words on the web. Add as many ovals as you need. Connect related words with lines.



In what year was the Coast Salish Declaration written? _____

What does that tell you about the values of First Nations people today?



Human Life on North America

People have been living on the North American continent for thousands of years. Descendants of the first people living in what is now called Canada call themselves First Nations. In the United States they call themselves Native Americans. They believe they have lived on this continent since Time Immemorial.

Scientists believe that the first North Americans were nomadic people from eastern Asia who followed animals across a land bridge between Siberia and Alaska at least 13 000 BC. By about 9 500 BC, the land bridge had become covered with water. By 6000 BC, people were living from the Arctic to the southern tip of South America.

Archeologists believe that Viking sailors from Norway explored the east coast of North America about 1000 AD and perhaps had contact with First Nations people.

The next influx of people began when Christopher Columbus sailed across the Atlantic Ocean from Spain in 1492 AD. He was looking for a short sea route to the Indies. At the time, Europeans did not know that North and South America existed. When Columbus landed, he thought he had reached the Indies (which included India, China and Japan) and he mistakenly called the people "Indians." Scientists estimate that 30 million to 100 million people lived on the two continents at that time.

In the 1500s, European explorers were in contact with the Inuit of northeastern North America. Russian and European explorers explored the coast of North America in the 1700s. More and more people came from other continents to work or settle in North America during the 1800s and 1900s. Immigration from other countries continues today.

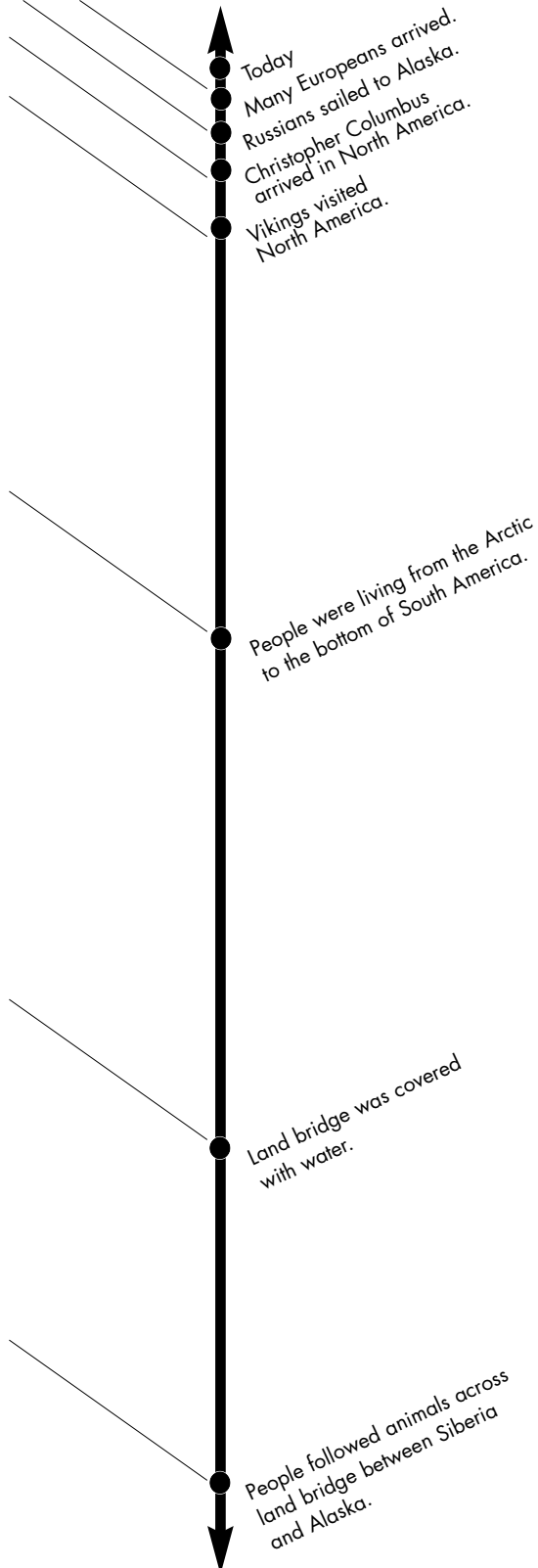
Date _____



Name _____

Historical Timeline

This timeline shows how long scientists believe people have lived on the continent of North America. Print the dates on the timeline.





First Nations Groups of North America

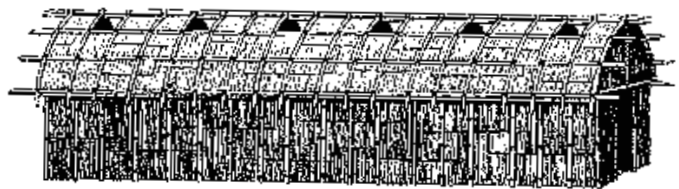
Aboriginal people of North America have been grouped in different ways by people who study their cultures. Sometimes people have been grouped together if they spoke the same language. However, some groups lived quite differently even though they spoke the same language.

This map shows large cultural groups marked by geographic areas. Because people who live in similar geographic areas use similar resources, they live in similar ways. Each large cultural group adapted to its environment in a unique way. Within each of these large groups, however, there were many differences in culture.





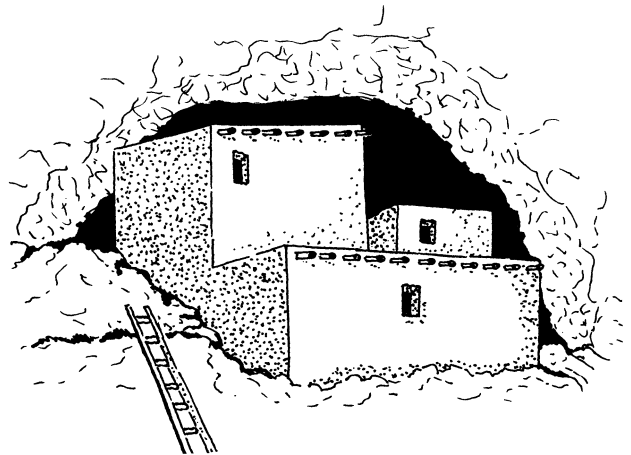
1. **Arctic:** The Inuit live in the far north. The seal was their primary food source. Because there was no firewood, meat was eaten raw. Seal skin was used for shelters, boats and clothing. The Inuit lived in skin tents during the summer and icehouses (igloos) in the winter.
2. **Subarctic:** This rugged area was one of the most thinly populated. Most groups were hunters and gatherers, constantly on the move searching for berries, nuts and other wild plants, and animals such as caribou, buffalo and snowshoe hare. Houses were constructed of bark, animal skins or brush over wooden frames. Some groups lived in tepees and others in sturdy log houses.
3. **Northwest Coast:** The people lived in small villages along the coast in large post and beam houses covered with cedar planks. In the summer, they set up temporary summer camps close to food sources. They hunted, fished and gathered a variety of food from the land and the sea.
4. **Plateau:** The Plateau people lived between the Rocky Mountains and the Coast Range. They built pit houses which were partly underground. During the summer, they travelled in search of bulbs, roots and berries. The men fished and hunted.
5. **Plains:** The Plains people lived in villages along rivers and streams in earth lodges. The women grew crops of beans, corn, squash and tobacco while the men hunted deer and elk. During the summer, they left their villages and travelled on the Plains, living in tepees and hunting vast herds of buffalo.
6. **Northeast:** Some of the groups in the Northeast farmed corn, beans and squash while others collected wild rice and the sap of the maple tree. The people also hunted and fished. They often lived in large longhouses made from bark and wooden frames. Villages were sometimes surrounded by tall fences to protect them from





their enemies. Further north, groups lived in small bands in the forests. These people hunted and fished and traded for farm products with their neighbours to the south.

7. **California:** These people had a variety of food sources and kinds of houses. The acorn was the most important food for most of the groups. Those along the coast collected clams and caught salmon. Further inland the people hunted bighorn sheep and deer and gathered pine nuts, mesquite beans, cactus fruit and berries. Their dwellings ranged from plank houses along the coast to dwellings of rush mats or bark supported by poles.
8. **Great Basin:** The people of the Great Basin lived in small bands near a lake or stream that provided water and fish. Pine nuts were an important source of food. They also hunted small animals and gathered plants. Some groups grew crops. They lived in simple brush windbreaks in the summer and conical shelters made of pine poles covered with animal skins, sod and bark in the winter.
9. **Southeast:** In this region of mild winters and warm summers, the people were able to grow large quantities of corn, beans, squash, pumpkins and sunflower seeds. They also raised turkeys. The dwellings were constructed of wooden frames covered with reed mats and plaster. Villages were often arranged with a ceremonial ground, public square and a central plaza with a council house.
10. **Southwest:** People in this area built cliff houses and dug long canals. They farmed corn, beans and squash and raised turkeys. Their large, many storied houses were made of adobe and rock and were entered by using long ladders to the roof to offer protection from raiding tribes.



Date _____



Name _____

First Nations Groups of North America

ARCTIC OCEAN

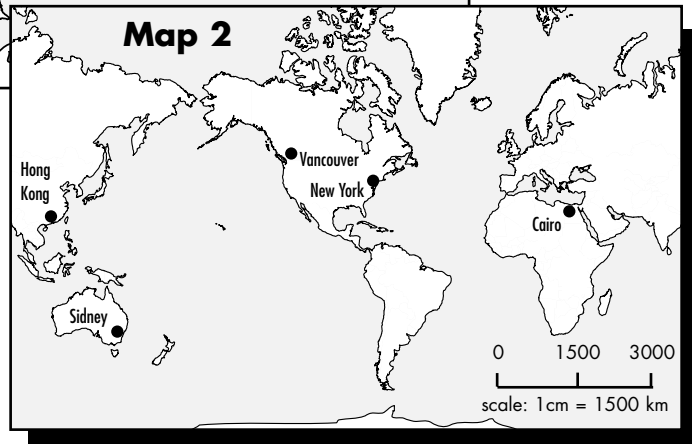
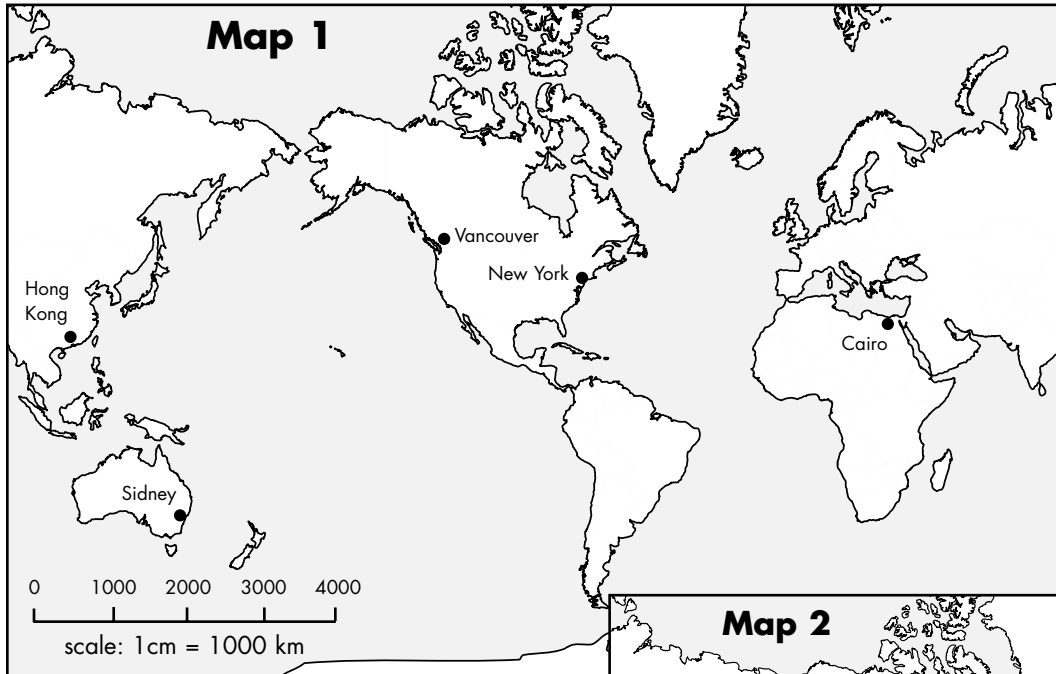
PACIFIC OCEAN

ATLANTIC OCEAN

LEGEND	
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____



Using a Scale to Measure Distances



These two maps of the world are much smaller than the earth really is. By using a scale you can find out the real distances between two points on earth.

1. What is the shortest distance between Vancouver and Sidney?
On **Map 1** it is _____ km. On **Map 2** it is _____ km.
2. What is the shortest distance between New York and Cairo?
On **Map 1** it is _____ km. On **Map 2** it is _____ km.
3. What is the shortest distance between Hong Kong and Cairo?
On **Map 1** it is _____ km. On **Map 2** it is _____ km.
4. What did you discover about distances on both maps?

Date _____



Name _____

Looking Back at the Introduction

Use the words in the Word Bank to complete the sentences below.

Word Bank

land bridge spiritual created wealth canoes edible nomadic
immemorial efficient culture houses supernatural rank abundant

1. First Nations people believe that they were _____ on the North American continent and have lived here since time _____.
2. Scientists believe that _____ people crossed a _____ between Asia and North America thousands of years ago.
3. First Nations people had a close _____ relationship with their environment and believed in _____ powers.
4. The people who lived along the Pacific Northwest coast had a similar _____ even though customs, languages and beliefs differed from group to group.
5. The coastal First Nations people built _____ and _____ of wood.
6. _____ and _____ determined a person's place in First Nations society.
7. There was an _____ supply of fish, animals and _____ plants used for food by coastal people.
8. The people used _____ methods of hunting and gathering which gave them time to develop an artistic culture.

Date _____



Name _____



Word Challenge – Introduction

Look up these words in the glossary at the back of your Social Studies text. Copy the definition of each word.

theory

First Nations

immemorial

spiritual

sacred

culture

canoe

rank

supernatural

abundance

edible

efficient



CHAPTER 1: LIVING TOGETHER – VILLAGES AND FAMILIES

Overview

Chapter One outlines the social organization of First Nations people in the Pacific Northwest. Villages were independent and self governing. Children were raised and people were supported within extended families. Skills, values and traditions were passed down from generation to generation through oral storytelling and role modeling.

Learning Outcomes

It is expected that students will:

- identify and clarify a problem, issue or inquiry
- locate and record information from a variety of sources
- organize information into a presentation with a main idea and supporting details
- design and implement strategies to address school problems or projects
- describe how people's basic needs are met in a variety of cultures
- demonstrate understanding of timelines
- demonstrate awareness and appreciation of different Aboriginal cultures in Canada
- describe the structure and functions of the BC provincial government
- describe a traditional and a contemporary Aboriginal form of government

Vocabulary

chief	noble	slave	commoner
class	elder	crest	copper
potlatch	ancestry	alliance	extended family
clan			

Preparation

1. Gather stories that have a moral.
2. Locate a map of your area from your local government office.
3. Photocopy any blackline masters you plan to use.

Prereading Activities

1. Use the KWL strategy (see page 11, 12) to determine what students already know about traditional Coastal First Nations families and villages.
2. Skim the chapter to find the words set in bold type. Discuss their meanings. Ask students to look up in the glossary any words for which they do not have a clear understanding.
3. Preview the content of the chapter by reading the points under **Looking Ahead** on page 3 in the student text.
4. Discuss the **Before You Read** questions on page 3 in the student text.
5. Discuss ways to learn a new skill. Ask your students how they learn new ideas or skills and how they would teach younger students a new idea or skill. Brainstorm and record ideas. Challenge your students to read Chapter One to find out how First Nations children learned new skills in their traditional culture. (Some skills are still being passed on in the traditional manner today.)



Reading the Chapter

1. Read and discuss Chapter One with your students (choose a reading strategy appropriate for your students, see page 5).
2. Discuss the **What Do You Think?** question on page 5 of the student text. Allow time for students to tell stories about times they learned from family members other than their parents. Small groups could be formed for this activity.

Developing Understanding

1. Understanding the Story

Discuss the story “The Training of Tano.” Ask:

How are Tano and the mouse alike?

How did the uncle get his message across to Tano?

Why didn’t the uncle lecture or punish Tano?

How could we handle this if the same thing happened in our classroom?

Do you think that learning through stories is an effective way to learn? Why?

2. The Importance of Family

Discuss the importance of families. What services does a family provide for an individual? (food, shelter, clothing, emotional support, a sense of belonging) Discuss how today, some services are provided by others (e.g. church, school, clubs, friends, neighbours). Then discuss what they have learned about the importance of the family for First Nations people. Ask students to find a partner and discuss the following topics:

Talk about why your family is important to you.

Describe a special time or celebration that you have had with your family.

What made the time so special?

An optional response form is provided on page 30.

3. After You Read #1: Web Diagram

Demonstrate the construction of a web diagram by constructing a web showing your extended family on the board or chart paper. Ask your students to create a web to represent their extended families. Review the structure and function of timelines. Have students take their webs home and ask their parents to help construct a timeline showing the birthdates of family members. An optional blackline master is provided on page 31.

4. Home/School Link: Family Heritage

Ask students what they know about their family heritage. Discuss how heritage affects people’s lives, e.g. food eaten, celebrations, holiday traditions, etc. Ask students to take home a copy of the Family Tree provided on page 32 to record their ancestors’ names and countries of birth. Have students give a brief oral presentations using a wall map to show where in the world their ancestors were born and how ancestry influences their lives. Invite family members to visit the class to share information about different cultural backgrounds.

5. How We Learn New Skills

First Nations children learned practical skills and knowledge from listening, watching and working with adults. Brainstorm practical skills that were passed down and record your list on chart paper. Add to this list as you read on in the student text. Create another list of skills children learn in our modern North American culture. Beside each skill, record how or where or from whom children learn the skill.



(Possible sources: family, school, church, clubs, books, newspaper, TV, videos, computers) An optional blackline master is provided on page 33 to compare how children learned in the traditional culture with how they learn in North American culture today.

6. A Different Way of Learning

Set aside a day to practise an alternate form of learning. Have students suggest a project they could learn by doing. If possible, invite elders (parents, grandparents, others) into the classroom to help.

7. Ask the Elders: Traditional Village Sites

Contact the District Aboriginal Education Coordinator to enquire about inviting a member of the local First Nations group to speak to your students about where traditional village sites were located in or near your community. Have a large map of your area available as reference. On a large piece of paper have your students draw a simple map of your community, showing major landmarks and geographical features. Have them create a legend and add symbols and colour to the map to show ancient village sites and water and food sources (salmon spawning streams, clam beds, berry picking areas, hunting grounds, etc.). Add a compass rose.

8. After You Read #2: Traditional First Nations Systems of Government

Discuss how the traditional First Nations system of governing used by coastal people differs from the system used in today's society. Ask students to express their opinions about whether this way of governing people would work today.

9. The Structure and Functions of Governments

Use the information pages and activities provided on pages 34 to 44 to guide students' learning about the structure and functions of governments.

10. Setting Up a Class Council

Guide your students in designing and implementing a strategy for setting up a class council in your classroom. Discuss what a representative council could accomplish in one school year (e.g. fund raising for field trips, sports equipment, classroom resources or a non-profit society; advising the Parent Advisory Council and staff about student priorities, planning fun events for students). Discuss the qualities the leader and members of the council should have considering the purpose and goals of the council. Conduct an election and set up regular meeting times for the council. Discuss how the rights of minority groups must be respected when decisions are made.

11. Checking Comprehension

An optional comprehension exercise is provided on page 45.

Linking the Learning

Language Arts

1. Review how stories like the uncle's story in "The Training of Tano" can teach the difference between right and wrong. Have students look up the word "moral" in the dictionary. Discuss what this word means. Read aloud some stories that teach lessons. Ask students to identify the moral of each story.
2. Have students write stories that teach a lesson and then read them to younger students at your school. Suggest to your students that if their listeners can identify the lessons they intended to teach, then they have been successful.
3. Explain the difference between glossaries and dictionaries. Distribute copies of the vocabulary exercise provided on page 46 to practise dictionary skills and to reinforce the meanings of the vocabulary words.

Date _____



Name _____

My Family

1. Tell why your family is important to you.

2. Describe a special time or celebration that you have had with your family.

3. Draw a picture of the special time on another piece of paper.

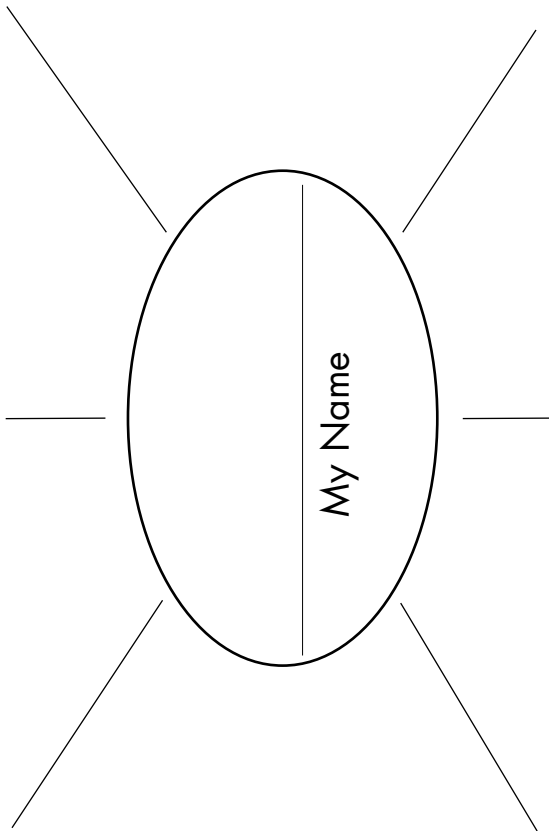
4. What made the time so special?

Date _____

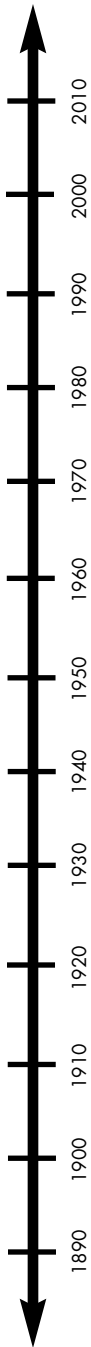


Name _____

My Extended Family



Family Birth Dates Timeline



Date _____



Name _____

Family Tree of: _____

<div>Father _____ Birthplace _____</div>	<div>Grandfather _____ Birthplace _____</div>	<div>Grandmother _____ Birthplace _____</div>	<div>Great Grandfather _____ Birthplace _____</div>	<div>Great Grandmother _____ Birthplace _____</div>
<div>Grandfather _____ Birthplace _____</div>	<div>Grandfather _____ Birthplace _____</div>	<div>Grandmother _____ Birthplace _____</div>	<div>Great Grandfather _____ Birthplace _____</div>	<div>Great Grandmother _____ Birthplace _____</div>
<div>Great Grandfather _____ Birthplace _____</div>	<div>Great Grandfather _____ Birthplace _____</div>	<div>Great Grandmother _____ Birthplace _____</div>	<div>Great Grandfather _____ Birthplace _____</div>	<div>Great Grandmother _____ Birthplace _____</div>

Date _____



Name _____

Children Learn in Different Cultures

Children learn in different ways in different cultures. Print words in the spaces to compare the traditional culture of Coastal First Nations people with the culture of modern North America. Some words you could use are:

family school church clubs books newspapers TV videos computers

You might need to print more than one word or "not learned" in some spaces.

Skills	Traditional First Nations Culture	Modern North American Culture
Speaking	_____	_____
Writing	_____	_____
Reading	_____	_____
History	_____	_____
Spiritual beliefs	_____	_____
Values	_____	_____
Safety	_____	_____
Artistic skills	_____	_____
Getting food	_____	_____
Preparing food	_____	_____
Making clothing	_____	_____
Math	_____	_____
Science	_____	_____

What does this chart tell you about the importance of family to First Nations culture? _____



Forms of Government

The word “**government**” is used to mean the system of ruling the people who live in a city, district, province, or country. It is also used to mean the people who have the ruling power.

The idea of government began when people began living in organized groups. When small groups of people lived together, they met and discussed ways to live together. Everyone had a voice in the discussion. When groups became larger, this system of ruling became impractical. The power to make laws had to be held by a small number of people.

The power of government may be given by the people through elections—this is called a **democratic** system of government; or it may be held by a ruler who is supported by armed forces—this form of government is called a **dictatorship**. **Authoritarian** governments are run by small groups of people; most of the citizens have little power in countries ruled by authoritarian governments. Many countries in the world were ruled for a long time by kings and queens who inherited power and passed it on to their children—this is called a **monarchy**.

Functions of Government

Governments **make laws**—the rules that apply to everyone in society. Laws are formed to make sure that no one does anything to harm other people.

Governments **administer laws**. The role of the justice system is to see that everyone abides by the laws of the country, province or local area.

Governments also provide **services** that benefit the people. Government funded services include police, medical care, education and roads.

In order to pay for services and the cost of running governments, the governments **tax** the people.



Aboriginal Forms of Government

Before Europeans arrived, most people in North and South America lived in small groups called **bands**. When a problem needed to be solved, the band would gather to discuss it. Important issues were discussed by members of the band and decisions were made by **consensus** (everyone agreed on a solution after discussing options). People who had special leadership qualities were chosen within the band. Some groups had permanent leaders, but others chose different leaders for different situations.

Tribes were larger than bands. All the members of a tribe lived in the same general area. They spoke the same language and had the same spiritual beliefs. Usually, decisions were made by general agreement after a meeting of the **tribal council**. The council was made up of members of the tribe who were respected by their people.

Some tribes in North America joined together to form groups called **federations**. The most well-known federation was the Iroquois League formed by the five Iroquois tribes—the Mohawk, Onondaga, Oneida, Seneca and Cayuga. It was probably formed to stop the fighting among these neighbouring tribes. Other federations were formed to fight common enemies or to solve problems.

Some groups, like the Mayans in Mexico and the Inca in Peru, developed complex systems of government called empires or states. Their leaders ruled over thousands of people.





Aboriginal Government Today

Land reserves for First Nations use were established by the federal government when the population of Canada was growing through non-native settlement. According to treaty agreements, First Nations people own all rights to these areas of land, including the oil, gas and other natural resources. The band living on each reserve elects a **chief** and **council** to manage the affairs of the reserve.

However, First Nations' rights were not protected. Ownership of large areas of land were never established by treaties. Promises made were never kept and the interests of First Nations people were ignored by government policy. The Indian Act (first passed in 1876 and revised several times since) gave the federal government a great deal of control over the people living on reserves.

In order to get their point of view heard by government, First Nations people formed organizations. The main organizations today representing native people are:

Native Council of Canada	Off-reserve Native People
Assembly of First Nations	Status Indians
Inuit Tapirisat of Canada	Inuit
Metis National Council	Metis (Alberta, Saskatchewan, Manitoba)

The leaders in each organization are elected by the people they represent.

Two of the main goals of First Nations organizations today are to settle **land claims** and to control their own affairs through **self-government**. With control of the natural resources on lands they claim as their own, First Nations people would not need to rely on funds from the federal government. They could still be part of Canada, but have independence in some ways as provincial and local governments do.

There are different ideas about how First Nations self-government can be achieved. Leaders from the governments of Canada and First Nations organizations are working together to negotiate agreements.



Government in Canada

Canada is a **federation** of ten provinces and three territories. Our system of government is based on the government of Great Britain. The head of state—the Queen of Canada—is also the head of state in Great Britain. The Queen is represented in Canada by the **Governor General** and in each province by a **Lieutenant-Governor**.

There are three levels of government in Canada: **federal, provincial** and **local** (municipal or regional). All three levels of government are made up of elected representatives and all three can tax the people.

The different levels of government have different responsibilities. The federal government is responsible for matters that affect all Canadians such as defence, foreign affairs and criminal law. The provincial government is responsible for such matters as education, medical care, natural resources and highways. Local governments are responsible for issues such as road repair, water supply, and police and fire protection.

The **Parliament** is the national **legislative** or lawmaking body of Canada. It has two parts: the **House of Commons** and the **Senate**.

The House of Commons consists of **Members of Parliament** (MPs) **elected** by the people. The **Prime Minister**, the most powerful person, is the leader of the party that wins the most seats in a federal election.

Senators are recommended by the prime minister and **appointed** to the Senate by the Governor General. The Senate has less power than the House of Commons.

Another arm of the government is called the **judicial** branch. The judicial arm of government includes the court system which administers the laws of Canada.



Government in British Columbia

In what is now British Columbia, First Nations people ruled themselves for centuries before European people arrived. They had a system of government that was based on a class society. Chiefs had hereditary power and status, commoners had certain rights according to their rank, and slaves had fewer rights. Each village governed its people through expectations of behaviour that were passed on to children by role modeling and oral storytelling. Their traditions were their laws.

When Europeans began settling in British Columbia, England soon claimed ownership of the land and appointed a **governor** to rule the **colony**. The new settlers and the First Nations people had little power in the government.

As the population of British Columbia became larger, citizens were given the right to elect a law-making body called the **Legislative Assembly**. Over time, changes led to the democratic system of government in B. C. today.

Now, every citizen over the age of 18 has the right to vote and hold office, and the Legislative Assembly has much more power. The **Members of the Legislative Assembly** (M.L.A.s) are elected by the citizens of B. C.

Most M.L.A.s are members of a political **party**. The parties have different ideas about the best way to govern the province. The role of M.L.A.s is to represent the people who elected them. They meet in Victoria to introduce, debate and pass bills that affect the people who live in British Columbia. After a law making process is followed by the Legislative Assembly, the lieutenant-governor gives final approval to each bill and it becomes law.

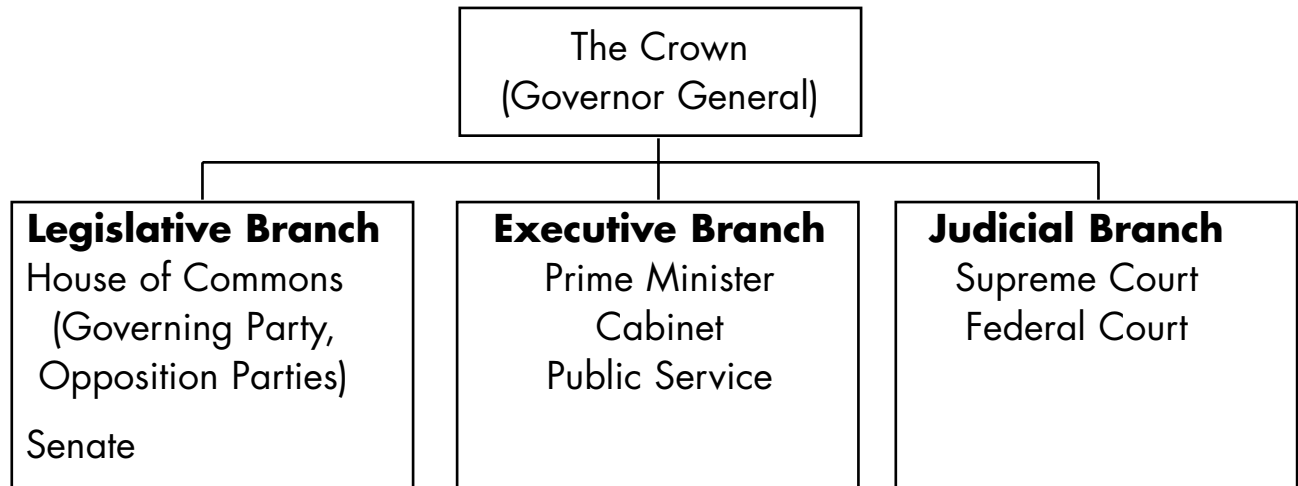
The **premier** is the head of the provincial government. He is the leader of the party with the most M.L.A.s—the **governing party**. The premier chooses M.L.A.s from his party to form the **cabinet**. Cabinet ministers are responsible for providing services in specific areas, such as health or education. The party with the second largest number of M.L.A.s is called the **official opposition**. The opposition is like a watch dog, making sure the governing party is acting in the best interests of the people.

The **Provincial Courts** administer laws passed by the Legislative Assembly.

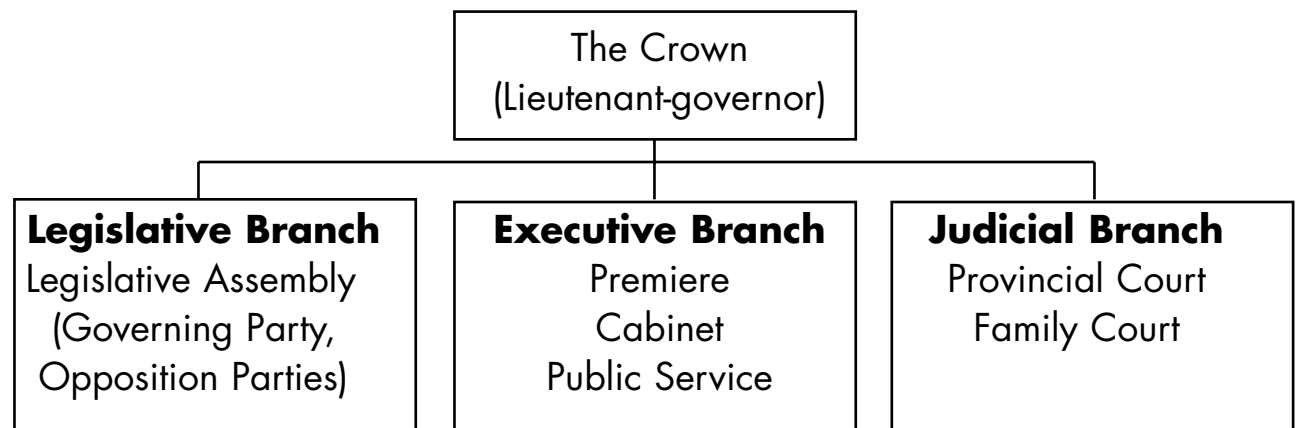


Structure of Governments in Canada

Federal



Provincial



Local

There are different structures for local governments depending on the size of the area being governed and the number of people living in the area.



Nunavut

Nunavut became a territory of Canada in 1999. Nunavut's 350 000 square kilometres in the eastern Arctic were formerly part of the Northwest Territories.

The new territory was formed as a result of a land claim agreement between the Inuit and the federal government. The Nunavut Land Claim Agreement contains forty-one articles explaining the relationship between the territory and the government of Canada.

Each resident of Nunavut is eligible to vote to elect members of the Nunavut Legislature. Because the majority of the population is Inuit, the elected representatives who will form the government will likely be Inuit for some time to come. This is considered to be a form of Inuit self-government.

Unlike the Members of the Legislative Assembly (MLAs) in the provinces, the MLAs of Nunavut do not belong to political parties. Issues are discussed using a consensus model, although a vote is needed to pass a law. This style of government is more like the traditional aboriginal way of solving problems.

Nunavut Facts

Area

350 000 sq. km.

Came into Existence

April 1, 1999

First Election

February 15, 1999

First Premier

Paul Okalik

Capital City

Iqaluit

Official Languages

Inuktitut, English, French



Date _____



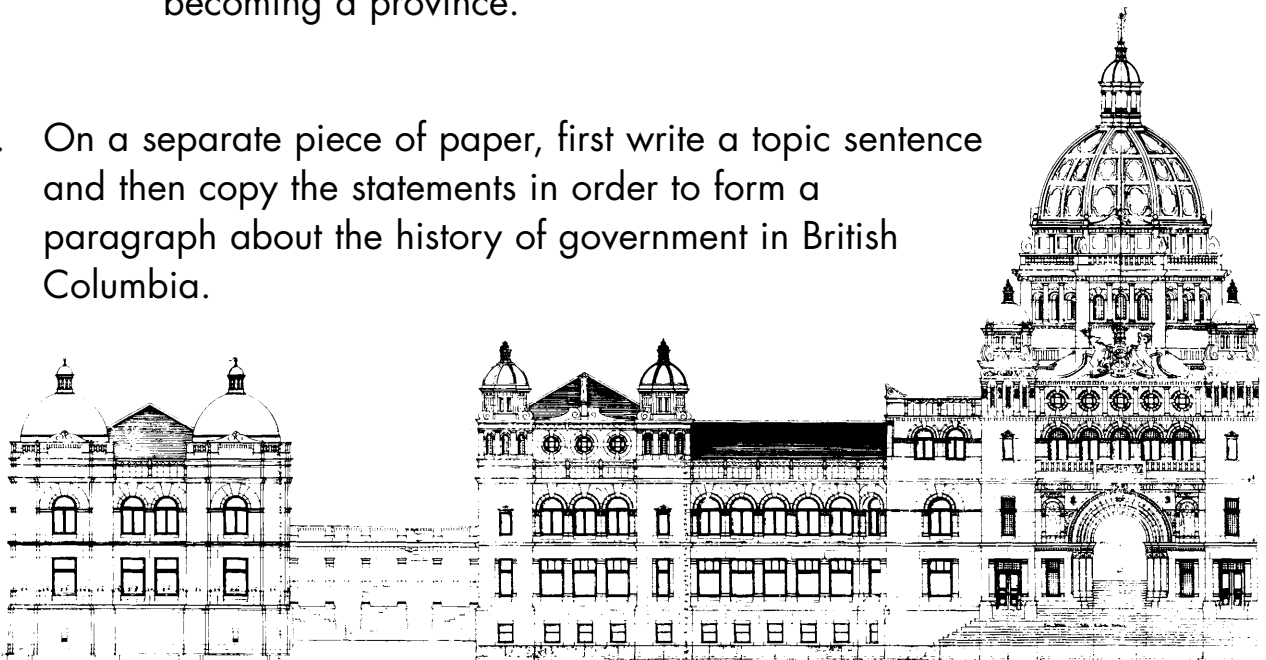
Name _____

History of Government in British Columbia

1. Number the following statements in the order in which they happened.

- _____ In 1856, a legislative assembly was established which allowed for some self-government.
- _____ In 1867, Canada became a country.
- _____ In 1849, the British government made Vancouver Island a colony with Victoria its capital.
- _____ In 1858, the colony of British Columbia (made up of the mainland of present day BC) was established with New Westminster as its capital.
- _____ In 1866, the two colonies of Vancouver Island and British Columbia were united as a single colony with the name British Columbia.
- _____ First Nations people ruled themselves for centuries.
- _____ In 1871, the colony of British Columbia joined Canada, becoming a province.

2. On a separate piece of paper, first write a topic sentence and then copy the statements in order to form a paragraph about the history of government in British Columbia.



Date _____



Name _____

Structure and Function of BC Government

Structure	Function
Lieutenant-governor	<hr/> <hr/> <hr/> <hr/>
Premier	<hr/> <hr/> <hr/> <hr/>
Cabinet	<hr/> <hr/> <hr/> <hr/>
Legislative Assembly	<hr/> <hr/> <hr/> <hr/>
Opposition Party	<hr/> <hr/> <hr/> <hr/>
Provincial Courts	<hr/> <hr/> <hr/> <hr/>

Date _____



Name _____

Governing the People

Fill in the chart with words or phrases to answer the questions.

	Traditional First Nations Society	Modern First Nations Society	Provincial Government Today
Who are the leaders?	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
How are leaders chosen?	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
How long do the leaders have power?	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
Who makes the rules?	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
Who enforces the rules?	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
What happens to people who break the rules?	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>

Date _____



Name _____

Our Political Leaders

Local Government

Our **mayor's** name is _____

Our mayor has been in office for _____ years.

Provincial Government

Our **premier's** name is _____

Our premier is the leader of the _____ party.

Our premier has been in office for _____ years.

Federal Government

Canada's **prime minister's** name is _____

Our prime minister is leader of the _____ party.

Our prime minister has been in office for _____ years.

Choose one of our political leaders and find more information about him or her. Write a one page report about the leader. You could include birth place and birth date, schools and university attended, career, family, accomplishments, political beliefs. Try to find a picture of the leader from a magazine or newspaper to include with your report.

Date _____



Name _____

Looking Back at Chapter 1

A. Use the words in the Word Bank to complete the sentences below.

Word Bank

nobles

classes

dances

mother

stories

children

1. The people were divided into three _____ of society.
2. Chiefs and _____ were at the top level.
3. In the far north, ancestry was traced through the _____.
4. Family treasures included crests, songs, and _____.
5. _____ were raised in extended families.
6. _____ were told often to teach valuable lessons.

B. List three classes of society.

C. Tell why marriages were often arranged by the parents of young people.

D. Describe how children were taught.

Date _____



Name _____



Word Challenge – Chapter 1

1. Find these words in your text. Write the page number beside each word.
2. Look up the words in a dictionary. Copy the definition that matches the use of the word in your textbook.

p. ____ chief _____

p. ____ noble _____

p. ____ slave _____

p. ____ commoner _____

p. ____ class _____

p. ____ crest _____

p. ____ copper _____

p. ____ potlatch _____

p. ____ ancestry _____

p. ____ clan _____

p. ____ alliance _____

p. ____ extended family _____

p. ____ elder _____



CHAPTER 2: LIVING IN BALANCE WITH THE SEA – FISHING AND TECHNOLOGY

Overview

Chapter Two outlines the tools and technology used by coastal people for fishing. An advanced fishing technology allowed for leisure time which was used to develop a complex society.

Learning Outcomes

It is expected that students will:

- identify and clarify a problem, issue or inquiry
- locate and record information from a variety of sources
- assess at least two perspectives on a problem or an issue
- organize information into a presentation with a main idea and supporting details
- describe how people's basic needs are met in a variety of cultures
- describe traditional technology used by Aboriginal people in Canada
- demonstrate understanding of Aboriginal peoples' relationship with the land and natural resources
- analyse how people interact with their environment, in the past and in the present

Vocabulary

halibut	salmon	herring	smelt
eulachon	lingcod	sturgeon	technology
weir	engineering	pile driver	cedar
twine	delicacy	lure	bow
stern	transform	spawn	spirit helper
respect	nets	First Salmon Ceremony	traditional
seiner	gillnetter	troller	quota
staple			

Preparation

1. Invite a Fisheries Officer to speak to your class about the life cycle of the salmon or plan a field trip to a fish hatchery.
2. If possible, locate a copy of *Indian fishing: Early Methods on the Northwest Coast* by Hilary Stewart and any other resources available that illustrate and explain First Nations fishing technology. (See Related Resources in **Appendix C**.)
3. Photocopy any blackline masters you plan to use.

Prereading Activities

1. Use the KWL strategy (see page 11, 12) to determine what your students already know about the traditional fishing practices of the Coastal First Nations.
2. Skim the chapter and discuss the meaning of the words set in bold type. Ask your students to look up in the glossary any words for which they do not have a clear understanding.
3. Preview the content of the chapter by reading the points under **Looking Ahead** on page 9 of the student text.
4. Make a class chart of seafood as outlined in **Before You Read** on page 9 of the student text.



Reading the Chapter

1. Read and discuss Chapter Two with your students (choose a reading strategy appropriate for your students, see page 5).

Developing Understanding

1. Discussion: Understanding Conservation

Discuss the values and beliefs expressed in the story, “The First Salmon Ceremony.” Discuss what “conservation” means. Have your students look up the word “conservation” in the dictionary. Ask: *Why is conservation of resources important?*

2. Web Diagram: Summarizing the Facts

Ask students to summarize Chapter Two in a web format. You might suggest some key words to which other words could be added: Fish, Skills, Technology, Conservation, Spiritual Beliefs. An optional form is provided on page 50.

3. Debate Different Points of View

Discuss the **What Do You Think?** question on page 13 of the student text. Ask students to suggest points from the First Nations perspective: fish is our staple food; we need fish to feed our families; we have always fished; the land and natural resources belong to us; we have an inherent right to fish. Have students look up the word “inherent” in the dictionary. Ask students what someone with a different perspective might say. Form students into groups—e.g. First Nations, Sports Fishers, Commercial Fishers, Government Fisheries Officers—to develop arguments to support their point of view. Have each group appoint one member to debate the issue with representatives of the other groups. Hold a class debate, setting up the guidelines for the participants and audience beforehand. An optional response form is provided on page 51.

4. Shoebox Diorama

Have students construct a shoebox diorama showing a model fish trap or weir.

5. After You Read #2: Presenting the Facts Visually

Have students choose one method of catching fish (either modern or traditional) and prepare a detailed picture as a visual explanation of the method.

6. Research Project: Food Fish

Have students (or groups of students) choose two food fish to research. Ask them to create a chart to compare the features of the two fish. Brainstorm points of comparison they might use: colour, size, weight, fins, scales, ridges, mouth, jaw, whiskers. Ask students to write a paragraph, using the information they have found, to compare the two fish. An optional note taking form is provided on page 52 to guide students’ research of two food fish (sturgeon and herring).

7. Research Project: Fishing Technology

Ask each student to research the technology related to one food fish mentioned in the text. Ask them to find out the harvesting method, tools and processing methods used in the past and in the present for each fish and present the information in chart form. An optional response form is provided on page 53.

8. Ask the Elders: Traditional Foods

Contact the District Aboriginal Education Coordinator or resource teacher to make arrangements to have someone from the First Nations community talk to your students about food traditionally eaten in your area of the province.



9. Seafood Tasting

Have a seafood tasting session in your classroom. A student committee could be struck to organize the event. Perhaps local food stores would donate some of the seafood and parents would supply the rest (e.g. canned or fresh salmon, smoked salmon, cod, tuna, halibut, shrimp, prawns, sardines, clams, oysters, crab, scallops). Label the seafoods and provide just enough for everyone to sample.

CAUTION: be sure that none of your students have allergies to sea food before this event.

10. Checking Comprehension

An optional comprehension exercise for Chapter 2 is provided on page 57.

Linking the Learning

Language Arts

1. Letter Writing

Have the class brainstorm two important questions to ask the Department of Fisheries and Oceans. Have them draft a letter as a group and mail it to the Department of Fisheries and Oceans.

2. A vocabulary exercise is provided on page 58.

Science

1. Discussion: Food Web

Reread the poem by Chief Seattle on page 1 of the student text. Discuss what he meant by “all things are connected.” Discuss how food chains are interconnected and form a web. Ask: *How can man affect the web of life? How did the influx of people affect the web of life in North America?* Have the students suggest ways to help balance the web of life.

2. After You Read #1: The Life Cycle of Salmon

Have students research the life cycle of the salmon and choose a method for presenting what they have learned (e.g. chart, illustrated booklet, info cube). An optional note taking form is provided on page 54. If you choose to use this form, instruct students to print key words for main ideas on the four main rib bones (e.g. eggs and baby salmon; life in the sea; return to birth stream; spawning) and supporting details on the smaller bones, then write one paragraph for each main idea. **Option:** An information page and activity are provided on pages 55 and 56 for a less comprehensive project.

Fine Arts

1. Print Making

Bring several fish (one per small group) to school and have students make fish prints by rolling acrylic paint onto the fish with a soft brayer, then laying paper on top of the fish and gently rubbing.

2. Traditional Design Elements

Show students examples (illustrations in books, posters, prints) of Northwest Coast graphic art. Point out the basic traditional design elements used by many of the artists: form line, ovoid, U form and S form (See *Looking at Indian Art of the Northwest Coast* by Hilary Stewart for more information. Pages 72 and 73 show salmon designs). Have students practise creating these design elements, using variations in shape and line. Then have them use the design elements to create a fish design. Black is traditionally used for form lines and important elements, and red for less important elements.

3. Drama

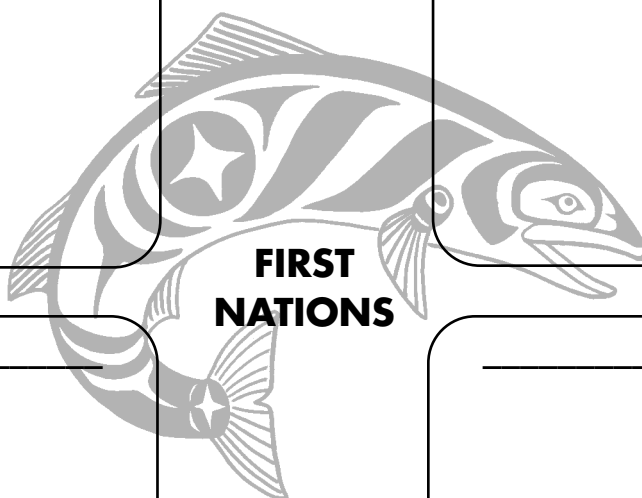
Have students create a script and re-enact “The First Salmon Ceremony” and perform it for another class.

Date _____



Name _____

Living in Balance With the Sea



Date _____



Name _____

What do you think?

The Coastal First Nations have always relied on fish as a major source of food. There was always enough fish to feed all the people that lived in what is now called British Columbia. Things have changed. Now many more people live in B. C. Advances in technology have made it easy to catch many fish at one time and to send canned and frozen fish to people in other parts of the world. The fishing industry has to be controlled if fish species are to survive. This causes problems for people who want to fish: First Nations people want to be able to fish for food and for income as they have done for thousands of years; many people want to go sports fishing, and others want to make money from the sports fishing industry; non-native commercial fishers want to be able to fish for a living. Think about this issue from each point of view and print some reasons that each group might give for protecting their right to fish.

First Nations	Sports Fishers	Commercial Fishers
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Do you think the First Nations' right to fish should be protected?

Date _____



Name _____

Comparing Food Fish

Write a word or phrase to describe sturgeon and herring.

	Sturgeon	Herring
Colour	_____	_____
Size	_____	_____
Weight	_____	_____
Fins	_____	_____
Scales	_____	_____
Mouth	_____	_____
Whiskers	_____	_____
Food Value	_____	_____
	_____	_____

Write a paragraph to compare the two fish. Choose a topic sentence from below and write sentences to support the sentence you chose.

Sturgeon and herring are very similar fish.

Sturgeon and herring are not alike at all.

Date _____



Name _____

Fishing Technology Past and Present

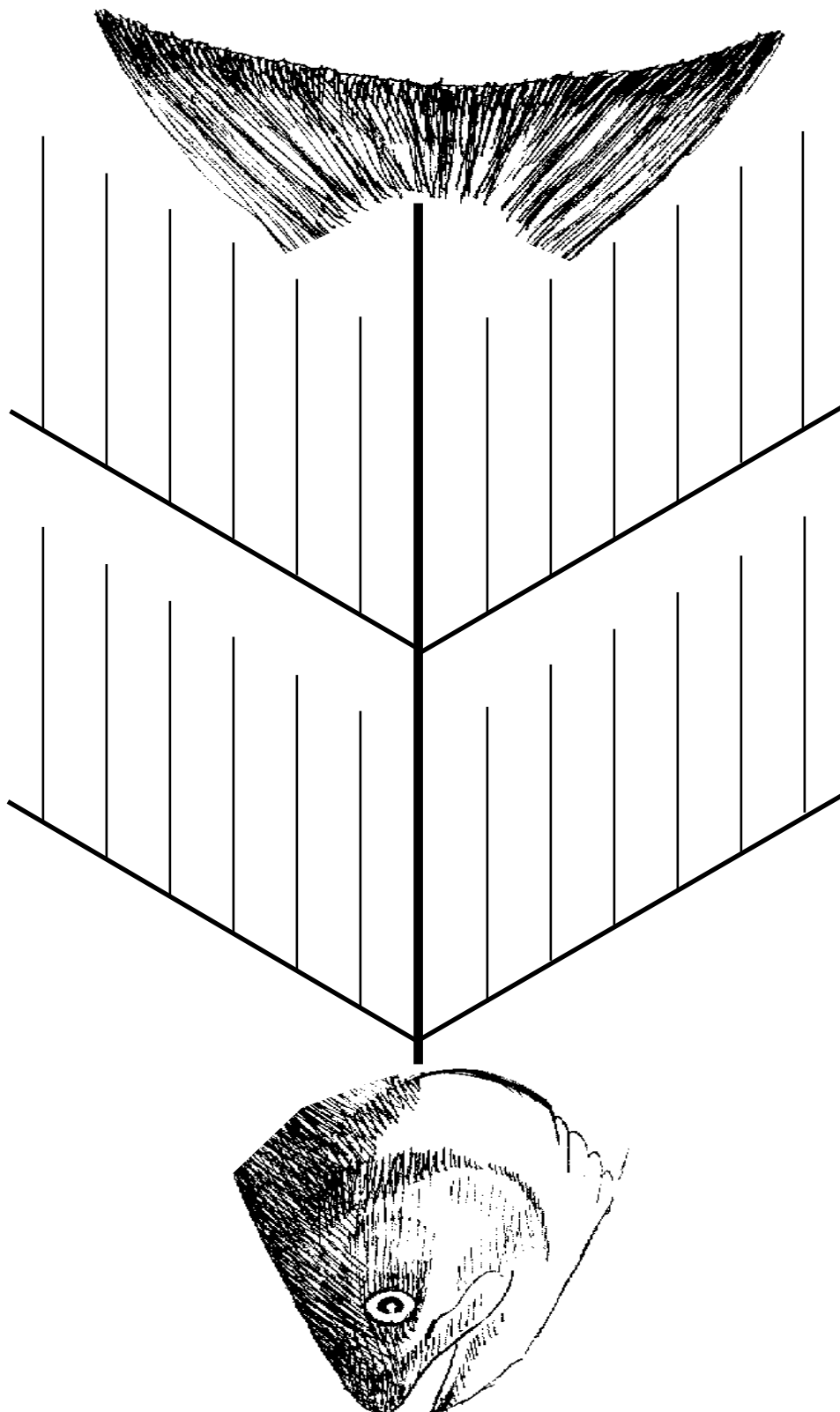
Choose one fish and fill in the chart, describing the different technologies used in the past and present.

Fish _____		
	Past	Present
Harvesting Method	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Tools Used	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Processing	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Date _____



Name _____





Coho Salmon

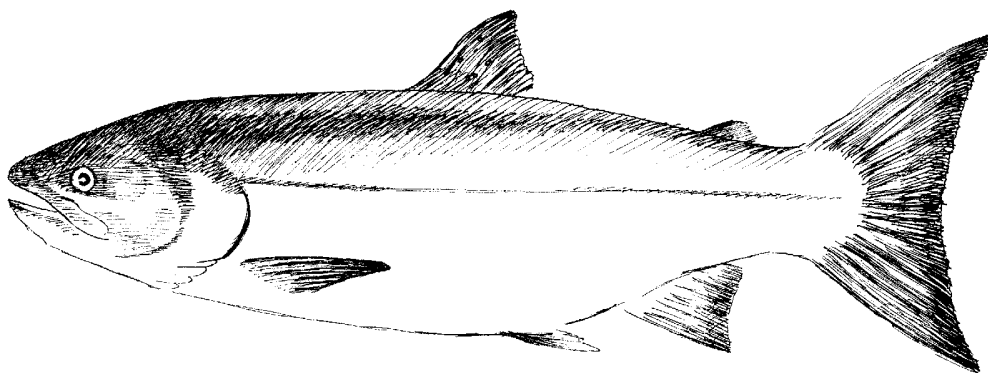
The First Nations people along the Pacific Northwest Coast have depended on the salmon for thousands of years.

Coho, one of the five species of Pacific salmon, begin their life in hundreds of streams in California, British Columbia and Alaska.

In the spring, the **eggs** hatch in the gravel of stream beds where they were laid the autumn before. The salmon babies are called **alevins** until they use up the food supply in their yolk sacs. Then the young coho **fry** spend two years growing in fresh water. When coho first migrate, or travel to the sea from their stream, they are called **smolts**. They spent up to 18 months in the sea as **adults** before returning to their home stream to spawn (lay or fertilize eggs).

A full-grown adult coho salmon weighs 2.7 to 5.4 kilograms and grows up to 98 centimetres long.

Coho are caught on fishing gear using flies, spoons, spinners, or bait. Coho are also caught by First Nations fishers who catch them by traditional methods using weirs, nets and gaffs.



Date _____



Name _____

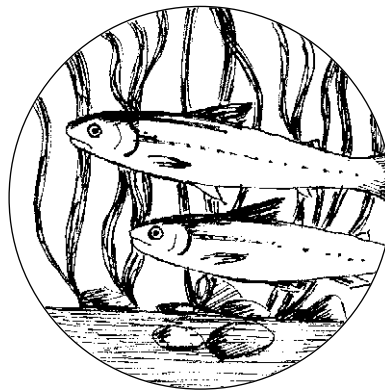
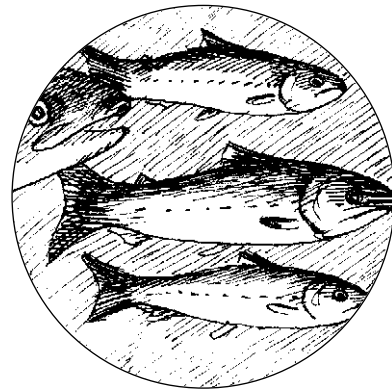
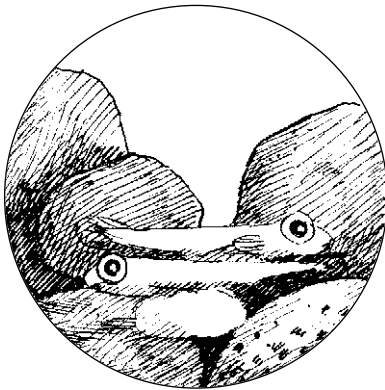
The Salmon Life Cycle Story

You need

- scissors
- glue
- construction paper

Instructions

1. Cut out all the pieces.
2. Arrange the pictures in a circle with the correct description under them.
3. Glue the pictures and the descriptions onto construction paper.



Adults migrate for a year or more in the Pacific Ocean.

Fry feed in fresh water, then move downstream.

Eggs incubate in the gravel bed.

Smolts reach the estuary. Silvery juveniles head to the sea.

Alevins hatch in the spring and hide in the gravel.

Spawners return to fresh water and move upstream to lay and fertilize eggs. Then they die.

Date _____



Name _____

Looking Back at Chapter 2

- A. Choose from the word bank to complete the sentences below. You will not use all the words.

Word Bank

pink food chum coho weirs smelt herring father
mother nets sturgeon sockeye lures children chinook halibut

1. Fish was the main source of _____ in the Pacific Northwest.
 2. Two small fish that were caught are _____ and _____.
 3. Three different varieties of salmon caught are _____, _____, _____.
 4. The whole family—_____, _____ and _____ helped with the fishing.
 5. Three methods of catching fish are by using _____, _____, and _____.
- B. Tell what the people did to honour the spirit of the fish in the First Salmon Ceremony.

Date _____



Name _____



Word Challenge — Chapter 2

Write 4 sentences using as many vocabulary words as you can. Underline the vocabulary words in your sentences. Your sentences should show that you know each word's meaning.

halibut, salmon, herring, smelt, eulachon, lingcod, sturgeon, technology
weir, engineering, pile driver, cedar, twine, delicacy, lure, bow, stern
spawn, spirit helper, transform, respect, nets, traditional, seiner, gillnetter
troller, quota, staple, First Salmon Ceremony

1. _____

2. _____

3. _____

4. _____



CHAPTER 3: LIVING IN BALANCE WITH THE LAND – HUNTING AND GATHERING

Overview

Chapter three outlines the hunting and gathering practices of the people of the Pacific Northwest. Animals were hunted on the land and the sea. Shellfish and edible plants were gathered. As with everything in the lives of First Nations people, hunting and gathering were connected to the people's spiritual beliefs.

Learning Outcomes

It is expected that students will:

- identify and clarify a problem, issue or inquiry
- locate and record information from a variety of sources
- organize information into a presentation with a main idea and supporting details
- describe how different people's basic needs are met in a variety of cultures
- demonstrate awareness and appreciation of various Aboriginal cultures in Canada
- demonstrate understanding of the contributions of Aboriginal people to Canadian society
- describe traditional technology used by Aboriginal people in Canada
- demonstrate understanding of Aboriginal peoples' relationship with the land and natural resources
- identify and compare physical environments and cultures of various BC Aboriginal groups
- analyse how people interact with their environment, in the past and in the present

Vocabulary

harpoon	blubber
clam	oyster
mussel	abalone
crab	limpet
periwinkle	sea urchin
rhizome	bulb
carbohydrates	camas
acorn	wapato
hazelnut	yew
kelp	cured
ingenious	

Preparation

1. Gather books and materials about other North American aboriginal groups and have them available for research.
2. Photocopy any blackline masters you plan to use.

Prereading Activities

1. Use the KWL strategy (see page 11, 12) to determine what students already know about the foods traditionally eaten by coastal First Nations.
2. Skim the chapter and discuss the meaning of the words set in bold type. Ask your students to look up in the glossary any words for which they do not have a clear understanding.



3. Preview the content of the chapter by reading the points under **Looking Ahead** on page 17 of the student text.
4. **Before You Read #1 – 3:** make a class list of foods hunted and gathered from the wild around your community. Be sure to emphasize the dangers of eating anything that is not positively identified by a knowledgeable person. The items on the list could be categorized and graphed.

Reading the Chapter

Read and discuss Chapter Three with your students (choose a reading strategy appropriate for your students, see page 5).

Developing Understanding

1. **What Do You Think? Discussion: Respect**
Discuss the story “Whale Riders.” Ask your students to look up the word “respect” in the glossary and in any dictionaries available. Have the students describe how First Nations people demonstrated respect to each other and to the animals. Discuss what happened when the villagers failed to show respect.
2. **Discussion: Spiritual Beliefs and Conservation**
Discuss how First Nations people’s spiritual beliefs helped ensure conservation for further generations. Discuss the need for continued conservation.
3. **Research Report: Coastal First Nations Traditional Foods**
Writing research reports is a complex task involving many different skills. To ensure success, it is advisable to work through the process of note taking, sorting facts and writing topic sentences with the whole class the first time you assign a research report.
 - a) Ask students to skim Chapters Two and Three and to make notes about foods eaten by coastal First Nations people on the Key Words blackline master provided in **Appendix A**. They should print only one bit of information in each box. Each student may need more than one copy of the blackline master.
 - b) Discuss how the facts could be sorted into categories and have students suggest a title for each category (e.g. food from the sea, food from land or shellfish, plants, birds, animals). Depending on the skill level of your students, you may wish to work with the class to establish categories or allow students to come up with their own categories that will form the structure of their written reports.
 - c) Have students cut the boxes apart and sort the facts into categories on separate sheets of paper labeled with each category. Ask them to organize the facts from most important to least important before gluing the boxes down.
 - d) Ask your students to write a topic sentence (main idea) for each category of sorted facts and then use the information in the boxes to write a paragraph to support their topic sentence.
 - e) Have your students edit their work using the editing strategy you have developed for your classroom and present their reports to an audience (e.g. booklet for school or class library, read aloud to reading buddies, poster for school bulletin board, information cube).
4. **After You Read # 2 Group Research Report: Environment and Food**
 - a) Discuss how environment determined First Nations people’s food supply. Some trading of food occurred among neighbouring groups, but people mainly ate the plants and animals that were native to the area.



b) Form research groups with each student researching the food eaten in a different cultural area in North America and then teaching the other members of the research group what s/he learned.

A chart is provided on page 63 for all students to record key words about the environment and the foods eaten by different groups while listening to other members of their research group. After sharing their research findings, have each student write a short report: topic sentence (main idea) and a paragraph for one cultural area.

c) Distribute copies of the map of North American Groups provided on page 64 and have each student label the map and shade in the area that is home for the First Nations group s/he reported on. Display the reports and maps together on a bulletin board.

5. Pictorial Chart

Have students reread page 18 of the student text and design a pictorial chart to demonstrate how First Nations people used all parts of an animal. This could be an individual or group project showing the goat or the seal.

6. Recording Information on a Chart: Traditional Food and Technology

Teach your students how to record information in chart form using columns and rows. Together, create a chart format to answer the question: What technology did traditional First Nations groups use to hunt, gather, cook and preserve food? Have students create their own charts and record information they have learned from their reading. A sample chart is provided on page 65.

7. Technology and Food, Past and Present

Divide your students into two groups; give each group a strip of paper (allow them to join strips together if they run out of room) and have one group generate a list of foods eaten by people in B.C. by traditional First Nations groups and the other group generate a list of foods eaten in B.C. today. You may want to establish categories of foods in advance or divide students into smaller groups with each responsible for one category and one time period, eg. sea foods, land animals, plants or meats/alternatives, dairy, grains, fruits and vegetables. Compare the two lists. Discuss how the development of food production and transportation technology has changed how we eat—we are no longer limited to what can be hunted and gathered from our immediate environment. An alternative response form is provided on page 66.

8. Oral Group Report: Food

Divide the class into small groups. Have each group choose a North American cultural group. Give each group a piece of chart paper to be divided into 4 columns and labeled with the headings: Foods, Tools Used, Food Preparation, Time of Year. Have each group organize their information by filling in their chart about how food was obtained, and then prepare an oral presentation to share with their classmates or another class. Guide the group work by encouraging students to:

- a) list what they need to do to complete their task;
- b) assign roles to individuals (e.g. spokesperson, researcher, recorder, illustrator);
- c) set time lines.

9. Ask the Elders: Medicinal Use of Plants

Many plants were traditionally used for medicinal purposes as well as for food. Ask a member of the local First Nations community to talk to your class about what plants were traditionally gathered in your area and if these plants are gathered and used by people today. If possible, arrange a walk in a park or undeveloped area where some of the plants can be seen growing in their natural environment. See



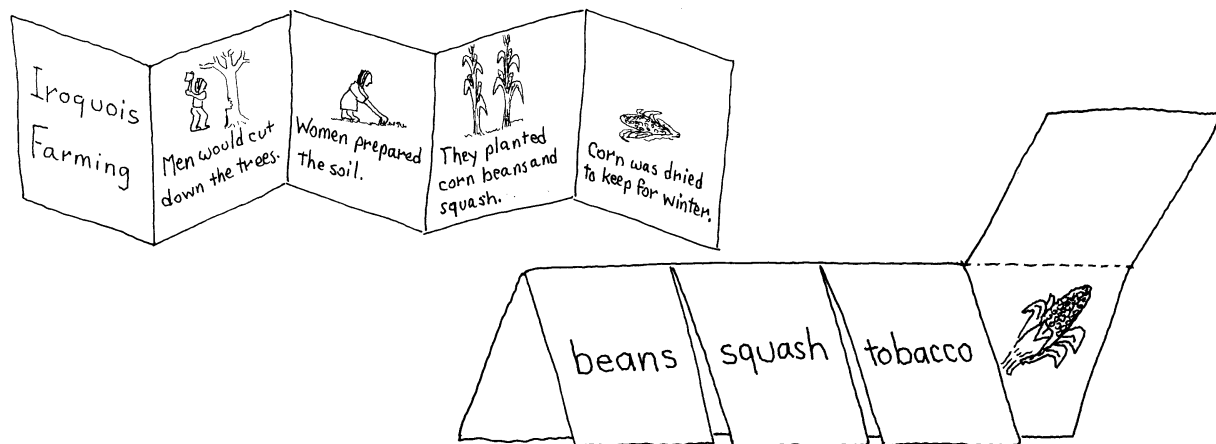
notes about Field Trips on page 9. Instruct students to stay on the path and to refrain from picking living plants.

10. Contributions of First Nations Peoples: Pemmican

Pemmican is a food that was prepared by many First Nations groups. It is used today by people who need a nutritious food source while working or vacationing in the wilderness. Use the information page provided on page 67 to introduce your students to an example of a contribution of Aboriginal people to Canadian society. Buy some good quality pemmican, now available commercially, for your students to sample or make some pemmican using the recipe provided on page 67.

11. First Nations Farming

Some First Nations groups farmed. Read and discuss the information page provided on page 68. Have your students make illustrated accordion books or flip-up books based on what they can learn about aboriginal farming.



13. Checking Comprehension

Comprehension questions for Chapter Three are provided on page 69.

Linking the Learning

Language Arts

1. Creative Writing

Discuss what values and beliefs were expressed in the story, "Whale Riders." Have your students compose a speech that the Whale Riders might deliver to the people when they arrive in their new villages.

2. Vocabulary Development

An activity is provided on page 70 to practise dictionary skills and to reinforce the meanings of the Chapter 3 vocabulary words.

Science

After You Read #1: Edible Plants

Have each student research one edible plant of the Pacific Northwest and write a one page illustrated report. Challenge students to find out what nutritional benefit the plant provides.

Fine Arts

Have the students illustrate the story "Whale Riders" using crayon and a blue watercolour wash.

Date _____



Name _____

Environment and Food

First Nations people ate food that was available in their environment. Read about people who lived in different parts of North America and make notes about their environment and food sources.

	Environment	Food
Arctic		
Subarctic		
Northwest Coast		
Plateau		
Plains		
Northeast		
California		
Great Basin		
Southeast		
Southwest		

Date _____



Name _____

North America Groups



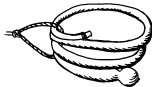

LEGEND



Date _____



Name _____

<div>First Nations Technology</div>			
Food	Tools for Hunting and Gathering	Tools for Cooking	Tools for Preserving
bear duck seal clams salmon herring berries roots			

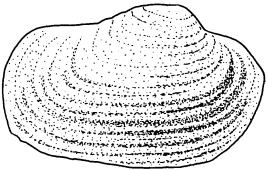


Date _____



Name _____

What People Eat

Print foods traditionally eaten by First Nations hunters and gatherers in B.C. and foods eaten by people who live in B.C. today. Why are the lists different?

	First Nations	People Today
<p>Sea Foods</p> 	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Land Animals</p> 	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Plants</p> 	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>



Pemmican

The word pemmican comes from the Cree words “pimii,” meaning fat or grease and “kan,” meaning prepared.

Pemmican is a concentrated food made from dried meat and melted fat. It keeps for a long time and is light and easy to carry.

Aboriginal people of North America were the first to make pemmican. They used buffalo or deer meat. They often dried the meat over a fire, giving it a smoky flavour. Then they pounded the dried meat into a powder, and mixed it with hot fat. Sometimes berries were added for flavour. When the mixture was cool, it was cut into cakes and stored for later use. Pemmican was an important food when the people travelled.

Pemmican was an important food source for early explorers and voyageurs who were able to carry very little as they travelled across the North American continent.

Today, pemmican is taken by people (explorers, hunters, hikers, surveyors, geologists, scientists) who need a light, nutritious food when they travel on long trips in wilderness areas. Pemmican is now usually made of beef.

Pemmican Recipe

1 kilogram dried beef	250 ml raisins
125 ml yellow raisins	beef suet

Using a blender or food processor, mince meat to a fine pulp. Stir in raisins. Chop just enough to break up raisins. Turn into a bowl and mix well. Pour melted suet over top, using only enough to hold beef and raisins together. Allow to cool slightly. Turn onto a jelly roll pan and allow to cool completely. Cut into strips and then into bars about 3 cm wide and 10 cm long. This pemmican can be stored in Ziploc bags for several months.



First Nations Farming in North America

First Nations people of the Arctic, Subarctic and Pacific Northwest hunted or fished for most of their food. People in California and the interior gathered seeds, nuts and roots. In some areas of the continent, particularly in the Southwest, people farmed.

Corn, squash and beans were the most important crops. Avocados, cacao, cassava, cacao, cotton, guavas, peanuts, peppers, potatoes, tobacco and tomatoes were also grown. Some groups raised turkeys.

Farming people used pointed sticks for digging and hoes made of wood, stone, bone or shell. In desert areas, irrigation ditches were dug to bring water to crops.

Some groups used slash-and-burn methods to fertilize the soil. They cut down trees and burned them. The ashes from the burned trees fertilized the soil where crops were planted. Some groups in the east used fish as a fertilizer.

Iroquois-speaking people who lived in the Northeast farmed a large part of their food supply. Because they lived on arable soil, their lifestyle was different from their neighbours who lived in the woodlands to the north.

They farmed about three-quarters of their food and even traded corn to other groups. The people also gathered berries, nuts and herbs. They hunted deer, bear, beaver, rabbit and birds. They fished and traded for meat.

To clear fields for farming, men used stone axes to cut down small trees. Larger trees were felled by stripping the bark and then burning. Women prepared the soil with spades and hoes. The main crops were corn, beans and squash. Corn and beans were preserved by drying. Squash was stored in holes in the ground lined with bark. Corn was ground into meal. Tobacco was cured for smoking in ceremonies.

Because they had no way to fertilize the soil, the people would abandon the fields and move to a new area after a period of ten or twenty years.

Date _____



Name _____

Looking Back at Chapter 3

1. List animals that were hunted.

2. List foods that were gathered.

3. List two methods of cooking.

4. Describe one method of preserving food for the winter.

5. Print each activity under its season(s).

fishing sturgeon catching birds collecting nuts picking berries fishing eulachon
fishing salmon digging clams collecting shellfish hunting whales collecting shoots

WINTER

SUMMER

SPRING

FALL

Date _____



Name _____



Word Challenge – Chapter 3

1. Number the words in alphabetical order.
2. Look up the words in the glossary or a dictionary. Write a definition for each.

_____ harpoon _____

_____ clam _____

_____ mussel _____

_____ crab _____

_____ periwinkle _____

_____ rhizome _____

_____ carbohydrates _____

_____ acorn _____

_____ hazelnut _____

_____ yew _____



CHAPTER 4: AT HOME BY THE FOREST – SHELTER AND CLOTHING

Overview

Chapter Four examines different styles of housing (winter, summer) and the clothing worn by coastal people.

Learning Outcomes

It is expected that students will:

- identify and clarify a problem, issue or inquiry
- locate and record information from a variety of sources
- assess at least two perspectives on a problem or an issue
- organize information into a presentation with a main idea and supporting details
- describe how people's basic needs are met in a variety of cultures
- demonstrate awareness and appreciation of various Aboriginal cultures in Canada
- demonstrate understanding of the contributions of Aboriginal people to Canadian society
- describe traditional technology used by Aboriginal people in Canada
- demonstrate understanding of Aboriginal peoples' relationship with the land and natural resources
- identify and compare physical environments and cultures of various BC Aboriginal groups
- analyse how people interact with their environment, in the past and in the present

Vocabulary

values	kin
blueprints	plumb
elbow adze	maul
wedge	adze
catamaran	portable
loom	puffin
dentalium	buckskin
shaman	conserve

Preparation

1. If possible, locate a copy of *Cedar* by Hilary Stewart. This book is an excellent resource showing how the cedar tree was used for housing and clothing by Coastal First Nations.
2. Locate pictures showing homes and clothing from different First Nations groups across Canada or North America.
3. Contact the District Aboriginal Education Coordinator or resource teacher to arrange a class visit to a bighouse, if such visits are possible.
4. Photocopy any blackline masters you plan to use.

Prereading Activities

1. Use the KWL strategy (see page 11, 12) to determine what students already know about the traditional housing and clothing of Coastal First Nations.
2. Skim the chapter and discuss the meaning of the words set in bold type. Ask your students to look up in the glossary any words for which they do not have a clear understanding.



3. Preview the content of the chapter by reading the points under **Looking Ahead** on page 25.
4. **Before You Read #1:** Divide your students into small groups and ask each group to compile a list of the three most important considerations that they think would have influenced the selection of a site for a new village. Have each group report to the class and then compare and compile the responses into a master list.
5. Review the meaning of “extended family.” Survey the class to see how many students have extended family living in the same house. Graph the results. Discuss the advantages and disadvantages of living with extended family.

Reading the Chapter

Read and discuss Chapter Four with your students (choose a reading strategy appropriate for your students, see page 5).

Developing Understanding

1. Discussion of the story, “Weavers of Pride”

Talk about how the grandmother demonstrated pride in her work, and compare her behaviour with Boasta’s. Listening skills and patience are highly valued in First Nations culture. Discuss how the grandmother and granddaughter demonstrated patience. A set of questions is provided on page 75. These could be used to guide small group discussions.

2. Field Trip

Organize a field trip to one of the following museums or your local museum to view exhibits of First Nations artifacts:

- The Sitka Museum, Sitka, Alaska
- The Museum of Anthropology, Vancouver, B.C.
- The Royal British Columbia Museum, Victoria, B.C.
- The Thomas Burke Museum, Seattle, Washington
- The Museum of Natural History, Oregon

If possible, visit the museum before you take your class and prepare questions to guide students’ exploration of the exhibits. A field trip response form is provided in **Appendix A** to prepare students for the trip and help them record information. (See also Field Trip suggestions page 9).

3. Tools and Technology

Brainstorm a list of tools traditionally used by First Nations workers. Have each student make a sketch to illustrate a tool and write a few sentences to describe the tool and how it was used. **Option:** Distribute copies of pages 76–77. Have students identify the tools shown and write a brief description of how they were used.

4. After You Read #1: People of the Cedar

Discuss the importance of cedar to the people of the Pacific Northwest. Have students write a paragraph to explain why coastal First Nations people have been called “People of the Cedar.” A simple activity focusing on the importance of cedar is provided on page 78 for less able students.

5. After You Read #2: Cedar Tree

Ask students to make a poster showing the cedar tree surrounded by pictures or statements to show how the tree was used.



6. First Nations Housing in North America

- a) Discuss how First Nations housing in different regions of the continent differed according to the building materials available. Refer back to the map and information about North American cultural groups provided in the Introduction section of this guide.
- b) Distribute copies of the chart provided on page 79 to guide students' research about the housing of different First Nations groups.
- c) Ask students to expand their notes into paragraph form and edit according to the process you have established.
- d) Enlarge the cube pattern provided in **Appendix A** to fit an 11 x 17 sheet of paper. Have students put the information and an illustration about one kind of house on each face of the cube and then cut out and assemble the cubes. The cubes could be hung or displayed on a table.

7. After You Read #3: Constructing a Model

As a homework project, ask students to choose one cultural group and construct a model of a First Nations house or village. When the projects are complete, have each student make an oral presentation to the class, explaining how the homes were constructed and what materials were used. **Option:** Students could be instructed to include representation of the tools, clothing and food of the cultural group. Invite other classes, parents and members of the community to view the completed models.

8. What Do You Think?: Clothing Made From Animal Products

Discuss or set up a student debate to explore the *What do you think?* question on page 30 of the student text. An optional response form is provided on page 80 for students to record different points of view on the issue of using animal products for clothing. Examples of animal products might include: fur coats, leather shoes, alligator shoes and purses, leather coats.

9. First Nations Inventions

Distribute copies of the Information Page provided on page 81 to raise awareness of contributions of aboriginal people to Canadian society. Challenge students to answer the questions and find other interesting information about snowshoes and toboggans.

10. First Nations Clothing in North America

Discuss how the environment influenced the clothing worn in different regions of North America. Have students work in pairs or groups of four to research clothing worn by different groups. Each group of students could present their findings about the region they investigated by creating a life sized paper figure: have one student trace another on a large piece of rolled paper, then work together to dress the paper figure to show clothing typical to the region. They could then make oral presentations to teach the rest of the class. A chart is provided on page 82 for student notetaking during or after the oral presentations.

11. Ask the Elders: Housing and Clothing

If you were able to make arrangements, take your students to visit a bighouse in or near your community. Ask a representative of the local band to explain how houses were built in your area of the province and to describe clothing traditionally worn by the people of the area.

12. Checking Comprehension

Comprehension questions for Chapter Four are provided on page 84.



Linking the Learning

Science Investigation

Ramps Make Work Easier

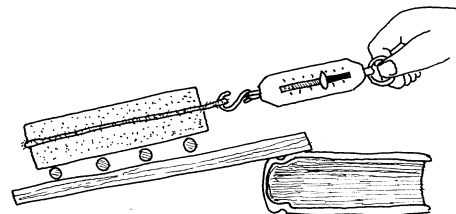
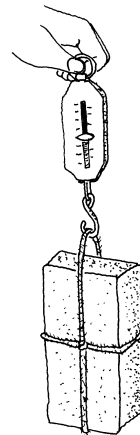
This experiment can be set up on a tabletop as a hands-on activity or a demonstration. Distribute copies of the Science Investigation form provided on page 83 to record information.

Materials

brick
pencils or thin rods
twine
fish scale
board

Procedure

- Tie the twine around the brick and hook the fish scale through a loop at the end of the twine.
- Lift the brick with the fish scale and record the weight.
- Make a ramp using the board propped on books.
- Place the brick at the base of the ramp on the rods and pull it up the ramp with the fish scale and twine.
- Record the weight registering on the fish scale (the weight will be less).
- Try changing the angle of the ramp to see how it affects the effort needed to move the brick.
- Ask students what this demonstration proves (using a ramp to move heavy things takes less effort than lifting without the aid of a ramp).
- Relate this experiment to how First Nations people moved heavy logs and canoes using ramps.



Language Arts

1. Letter Writing

First Nations stories are based on specific themes. Discuss the theme expressed in the story, "Weavers of Pride." Have students write a letter to grandmother expressing how they feel about how she handled the situation OR a letter to Boasta suggesting how she could have approached the matter differently.

2. Vocabulary Development

Have students create a picture dictionary of Chapter Four vocabulary words using the blackline master provided on page 85.

Fine Arts

Integration of Art

First Nations people created art for ceremonial and functional purposes. Discuss how art was incorporated into housing and clothing. Ask students to find a picture of an example of art used in housing or clothing and make a short oral presentation to the class to explain how the art was created, the materials used, the spiritual significance of the image.

Date _____



Name _____

Weavers Of Pride

1. List qualities Ellen showed throughout the story.

2. Name some qualities that Boasta demonstrated.

3. Tell why Boasta's name gives a clue as to what she is like.

4. What was most important to Boasta?

5. What was important to Ellen and her granddaughter?

6. Who would you choose for a friend, Boasta or Ellen? Explain why.

7. Ellen made the best cape. Explain why you think she didn't show it off to the others.

8. Do you have anything special that was made by one of your ancestors? Tell what it is and describe it.

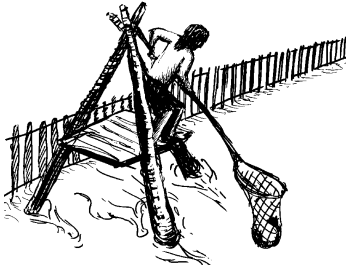
Date _____



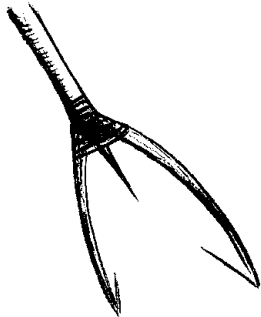
Name _____

Tools and Technology

Name each item shown and write a sentence to tell how it was used.





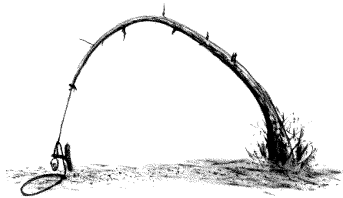


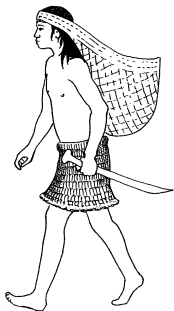


Date _____

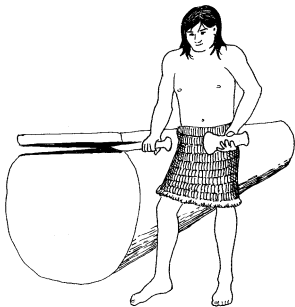


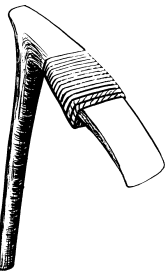
Name _____











Date _____



Name _____

Cedar

wood

boards

posts

bark

trees

roots

1. Cedar _____ were used for the corners of the house.
2. Cedar _____ were used to make walls.
3. Cedar _____ were felled, hollowed out and used for transportation.
4. Cedar _____ was used to make masks, paddles and boxes.
5. Cedar _____ was used to make clothing and mats.
6. Cedar _____ were used to make baskets.

Date _____



Name _____

First Nations and Inuit Housing				
House Type	Building Material	Region	First Nations group(s)	Size
Westcoast longhouse				
igloo				
teepee				
pit house				
wigwam				
Eastern longhouse				

Date _____



Name _____

What Do You Think?

List articles of clothing that are made from animal products. List alternative man-made materials, if any exist.

Animal Products	Man-made Materials
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What are some reasons for no longer using animal products for clothing?

What are some reasons for continuing to use animal products for clothing?
Consider the point of view of people who live far from cities and rely on their own skills to survive.



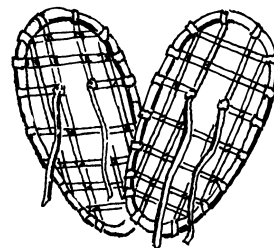
First Nations Inventions

Snowshoe

Snowshoes were invented to help people walk over deep snow. Snowshoes distribute a person's weight over a large area so the wearer doesn't sink into the snow. A snowshoe is made of a light, oval wooden frame. Strings of animal hide are stretched across the frame in both directions. Snowshoes are at least 90 centimetres long and 30 to 45 centimetres wide. First Nations groups made different shaped snowshoes for different snow conditions.

Today, snowshoes are used for recreation and by hunters, trappers, loggers and farmers who work in deep snow.

Can you find out — how do you walk in snowshoes?



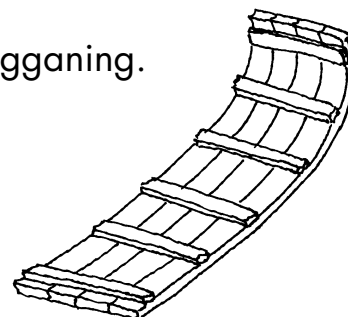
Toboggan

A toboggan is a sled without runners made of strips of wood with the front ends curved back. Cross pieces fasten the strips together. The underside of the toboggan is polished so that it slides easily over snow. Toboggans are up to 2 1/2 metres long and 45 centimetres wide.

Micmac hunters first built toboggans to transport people and things and to haul game back to the village. The Inuit made toboggans made of whalebone. Toboggans were pulled by people or dogs.

The Olympic sport of bobsledding has its origins in tobogganing.

Can you find out — how fast do Olympic bobsleds go?



Date _____



Name _____

First Nations Clothing in North America

Different clothing styles and materials were worn in different areas of North America depending on the environment in which the people lived.

	Garments worn?	What were they made of?
Arctic		
Subarctic		
Northwest Coast		
Plateau		
Plains		
Northeast		
California		
Great Basin		
Southeast		
Southwest		

Date _____



Name _____

Science Investigation



Question – What do we want to find out?

Materials

What materials will we use?

Prediction

What do we think will happen?

Procedure

What did we do?

Observations

What happened?

Conclusion – What have we learned?

Date _____



Name _____

Looking Back at Chapter 4

1. Describe a winter house.

2. Explain the spiritual significance of houses for First Nations people.

3. Describe a summer house. Why was it portable?

4. Explain why First Nations people lived in two locations. Why did they travel to another site in the summer?

5. Explain how the men often practised conservation when cutting boards.

6. Explain how First Nations people demonstrated respect for the cedar tree.

Date _____



Name _____

Word Challenge – Chapter 4

Draw a picture for each of these words to show you know what it means.



adze



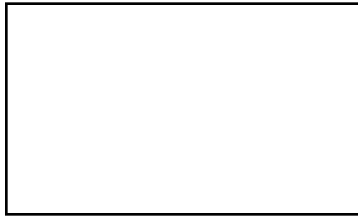
blueprint



wedge



catamaran



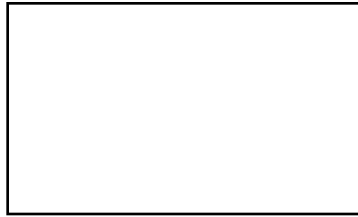
dentalium



elbow adze



kin



loom



maul



plumb



puffin



shaman





CHAPTER 5: TRAVEL IN THE PACIFIC NORTHWEST – BY LAND, BY SEA

Overview

Chapter Five outlines the important function canoes played in transportation on the rugged coastline.

Learning Outcomes

It is expected that students will:

- identify and clarify a problem, issue or inquiry
- locate and record information from a variety of sources
- organize information into a presentation with a main idea and supporting details
- describe how people's basic needs are met in a variety of cultures
- demonstrate awareness and appreciation of various Aboriginal cultures in Canada
- demonstrate understanding of the contributions of Aboriginal people to Canadian society
- describe traditional technology used by Aboriginal people in Canada
- evaluate the influence of mass media on stereotyping
- demonstrate understanding of Aboriginal peoples' relationship with the land and natural resources
- identify and compare physical environments and cultures of various BC Aboriginal groups
- analyse how people interact with their environment, in the past and in the present

Vocabulary

craft	dry rot	
char	freight	tumpline

Preparation

1. Locate a copy of the video "Quatuwas People Gathering Together" from the National Film Board (1-800-267-7710).
2. If possible, arrange through the District Aboriginal Education Coordinator to have a member of a canoe team come in to speak to the class about the sport of canoe racing or plan a field trip to watch canoe races in your area.
3. Locate a copy of John R. Jewitt's account of his captivity by Maquinna (published by Douglas & McIntyre in 1987 as *The Adventures and Sufferings of John R. Jewitt Captive of Maquinna* annotated and illustrated by Hilary Stewart).
4. Photocopy any blackline masters you plan to use.

Prereading activities

1. Skim the chapter and discuss the meaning of the words set in bold type. Ask your students to look up in the glossary any words for which they do not have a clear understanding.
2. Preview the content of the chapter by reading the points under **Looking Ahead** on page 35.
3. Elicit the information your students already know about canoes by forming small groups to work through the **Before You Read** activities on page 35 of the student text.

Reading the Chapter

Read and discuss Chapter Five with your students (choose a reading strategy appropriate for your students, see page 5).



Developing Understanding

1. Discussion: “The Spirit of the Cedar People.”

Discuss the moral of the story, “The Spirit of the Cedar People.” Ask: What lesson did you learn from this story? An optional set of questions is provided on page 89.

2. Uses of Canoes

Ask students to review the lists they created before reading the chapter (**Before You Read #1**) and add any new use they learned about while reading Chapter Five.

3. Making a Canoe

After reading the chapter, ask students to reread and revise their instructions for making a canoe (**Before You Read #2**). Have them create an accordion book with instructions and an illustration for one step on each page.

4. Learning from Video

Show the video “Quatuwas People Gathering Together” to your class. Discuss why the Quatuwas trip and other trips like it are so important to First Nations people. Ask: *Why do you think the media (newspaper) printed “Indians Head North for a Party”? Do you agree with the headline—why or why not?* Have the students write a newspaper column describing the event in their own words. Have the students identify how the trip reinforced the family social structure. Ask: *Who did the people go to visit? Might there have also have been family members travelling in the canoe?*

5. After You Read #2: First Nations and Inuit Boats

a) Ask your students to compare westcoast canoes with canoes built by First Nations groups in other areas of the continent. The chart provided on page 90 could be used to guide and record students’ research.

b) Give your students choices about how to present the information they find (e.g. illustrated chart, oral report with models, written report in illustrated booklet).

6. Finding Information from Primary Sources

Read an excerpt from John R. Jewitt’s journal relating to canoes (p. 92, 93 in the Douglas & McIntyre edition) and discuss Jewitt’s observations. What additional information about Nuuchah-nulth (Nootka) canoes did this passage reveal?

7. Checking Comprehension

Comprehension questions for Chapter Five are provided on page 91.

Linking the Learning

Language Arts

1. Creative Writing

Review the reasons for (e.g. impenetrable forests) and purposes of (e.g. travel to seasonal food gathering areas, fishing, trade, warfare, travel to celebrations) travel by canoe in the Pacific Northwest. Ask your students to choose a scenario and write a journal entry that Jewitt might have written to describe a journey he might have taken in a Nuuchah-nulth canoe. Ask them to describe the scenery he passed through, the weather conditions, the appearance and mood of his fellow travellers, the reason he was in the canoe).



2. Vocabulary Development

An activity is provided on page 92 to reinforce the meanings of the Chapter Five vocabulary words.

Math

After viewing the video “Quatuwas,” have the students use a map and scale to determine the distance the canoes travelled. Have them estimate how long the trip would have taken. What variables did they have to consider? e.g. tide, wind, location of host villages along the way.

Fine Arts

Have your students carve canoes from large bars of ivory soap (carving utensils do not need to be as sharp as wood carving tools). Before distributing carving tools, agree on class safety rules for handling sharp instruments.

Date _____



Name _____

The Spirit of the Cedar People

1. Why do you think grandfather had been chosen to deliver the message to his people?

2. Why did he feel uneasy after the tree fell?

3. Look up the word "impulsive" in the glossary or a dictionary. Use the word in a sentence.

4. What should he have done rather than act impulsively?

5. What caused his palms to become sweaty with fear?

6. What force do you think was guiding the axe in the air?

7. What message did he receive from the tree?

8. How did the tree heal the man?

Date _____



Name _____

First Nations and Inuit Boats					
	who?	where?	what (materials)?	why?	
cedar canoe					
birchbark canoe					
kayak					
umiack					
hide boat					

Date _____



Name _____

Looking Back at Chapter 5

Write sentences to answer the following questions.

1. Name three different types of canoes.

2. What tools were used to build canoes?

3. What tree was used to make canoes?

4. What did a canoe maker need to help him make canoes?

5. How was steam used to help make canoes?

6. What was used to sand the outside of the canoe? Why did the outside of the canoe need to be smooth?

7. What types of canoes did the Haida build? How far did they travel in these canoes?

Date _____



Name _____



Word Challenge – Chapter 5

craft

dry rot

char

freight

tumpline

Complete the following sentences using the words above.

1. Canoe makers often built a fire inside the hollowed log to _____ the wood so it will be easier to remove.
2. Heavy loads were carried in large baskets on a person's back by using a _____ around the forehead.
3. Living on the coast, the people had to build a seaworthy _____ to travel over the water in all kinds of weather.
4. Large sea-going canoes were built to carry _____ for travelling along the coast between groups.
5. The canoe builder took care in selecting a cedar tree to make sure it did not contain any _____.

Your turn! Use the words *craft* and *freight* in your own sentence.



CHAPTER 6: LIVING WITH THE SPIRITS – CEREMONIES AND BELIEFS

Overview

Chapter Six describes the role of the shaman and how the potlatch was an important component of the First Nations social structure.

Learning Outcomes

It is expected that students will:

- identify and clarify a problem, issue or inquiry
- locate and record information from a variety of sources
- organize information into a presentation with a main idea and supporting details
- design and implement strategies to address school problems or projects
- describe how people's basic needs are met in a variety of cultures
- demonstrate awareness and appreciation of various Aboriginal cultures in Canada
- demonstrate understanding of Aboriginal people's relationship with the land and natural resources

Vocabulary

gruelling	ritual
memorial	oral
secret societies	moral

Preparation

1. Gather a collection of historical fiction suitable for Grade Four readers.
2. Contact the District Aboriginal Education Coordinator to ask if a resource people are available to talk about potlatches with the class and to teach them a welcoming song.
3. Photocopy any blackline masters you plan to use.

Prereading Activities

1. Skim the chapter and discuss the meaning of the words set in bold type. Ask your students to look up in the glossary any words for which they do not have a clear understanding.
2. Preview the content of the chapter by reading the points under **Looking Ahead** on page 41 of the student text.
3. **Before You Read #1:** Ask your students to look up the word “shaman”—reading descriptions and definitions from a number of different sources will help to increase students' understanding of the term.
4. **Before You Read #2:** Give your students a few minutes to recall a story that is told in their family. It could be about one of their ancestors or something that happened to the student in the past. Have your students form pairs and each tell a family story to the other. Discuss how personal stories engage our interest and therefore are generally effective vehicles for teaching.

Reading the Chapter

Read and discuss Chapter Six with your students (choose a reading strategy appropriate for your students, see page 5).



Developing Understanding

1. Discussion: “Spirit of a Hunter”

Discuss the story, “Spirit of a Hunter.” Ask your students to express the moral of the story in their own words—ask: *What lesson does the story teach?*

2. Discussion: After You Read #1

Discuss the shaman’s role in the society of the people of Pacific Northwest.

3. Family Celebrations

With your students, list the celebrations that bring friends and families together (weddings, funerals, birthdays, etc.). Discuss why they are held, how families are strengthened, favourite traditions. An optional blackline master is provided on page 96 for students to write about their family celebrations.

4. Home/School Link: Family Histories

Discuss the **What Do You Think?** question on page 44 of the student text (First Nations people passed their history down to their children through stories and legends. Would you enjoy learning this way?) Ask your students if they have learned family history through stories. Have your students take home a copy of the letter provided on page 97 and plan an opportunity for children to share their family history stories in small groups or with the whole class.

5. Spiritual Beliefs and Customs

Have students choose a different aboriginal group from North America and research to learn about that group’s spiritual beliefs and customs. Have students create Venn diagrams or use copies of page 98 to compare this group with the people of the Pacific Northwest. Ask students to write a two paragraph report to compare the beliefs and customs of the two groups. Topic sentences could be developed with the whole class before students begin writing, e.g. “The spiritual beliefs and customs of the people of the Pacific Northwest and the _____ were similar in some ways.” and “Some of the spiritual beliefs and customs of the people of the Pacific Northwest were different from the _____’s beliefs and customs.”

6. Potlatch

Have your class host a potlatch. Hold planning meetings to discuss the details, giving as much responsibility to your students as possible. You may wish to break the students into committees which report back to the class, or conduct the planning discussions with the whole class. Begin by brainstorming questions that must be answered:

- Where and when will the potlatch be held?
- Who will be invited?
- What gifts could the class make to present to the guests?
- What food will be served?
- What entertainment will be planned for the guests’ enjoyment?
- What will happen at the potlatch, in what order?
- Who will take on different roles and responsibilities?

A Potlatch Planning Form is provided on page 99.

In the First Nations community, elders play an important role. Try to arrange through your District Aboriginal Education Coordinator for an elder to visit your classroom to tell about a potlatch he/she has attended and to give advice on the potlatch you are planning. Be sure to invite the elder to attend the potlatch.



7. Checking Comprehension

Comprehension questions for Chapter Six are provided on page 101.

Linking the Learning

Language Arts

1. Storytelling

Storytelling is an important activity in First Nations culture. Select students with good oratory and drama skills. Ask them to choose a story from the student text or to search in the library for a story from First Nations culture to retell at the potlatch. Tell them a good story is enhanced by bringing life to the characters. Have them practice until they think they are ready for a performance in front of the class. Ask the class to offer constructive feedback: what was done well? what improvements could be made? You may wish to videotape this rehearsal so that the storytellers can self evaluate.

2. After You Read #2: Cultural Stories

Read some origin stories or stories that teach a lesson from other cultures to your students or distribute the stories for independent reading. Discuss the similarities of the stories.

3. Reading Historical Fiction

Discuss how historical fiction both entertains and teaches the reader about a period of history. This kind of writing serves a similar purpose to the oral storytelling that was so much a part of the traditional First Nation culture. Ask your students to choose one of the books from the collection of historical fiction you have gathered or ask the school librarian to help them choose books of historical fiction to read. Ask students to report orally about the book they read or use the book report form provided on page 100.

4. Vocabulary Development

An activity is provided on page 102 to reinforce the meanings of the Chapter 3 vocabulary words.

Art

Have the students decorate the room for the potlatch.

Music

Arrange for a First Nations singer/drummer to teach your class a song for the potlatch (contact your District Aboriginal Education Coordinator). Perhaps a traditional welcoming song could be learned to greet the guests.

Drama

First Nations drama was based on traditional themes. Have the students pick a theme that illustrates First Nations people's beliefs about the environment and plan a short dramatic performance for the potlatch.

Math

Have the students practise math skills in planning the potlatch. How much food do they estimate they will need to feed the invited guests? If they have two hours to hold the potlatch, how much time will be needed to a) greet the guests b) seat the guests c) feed the guests d) hold performances and speeches.

Date _____



Name _____

Family Celebrations

1. A sentence in the text reads: "The potlatch was a time for family, friends and neighbours to come together." List events in your life when you come together with friends, neighbours and family.



2. Tell why these times are special to you. Describe which gathering you like best and why.



Date _____

Dear families,

Our class has been learning about the oral traditions of the Coastal First Nations people. We are learning that family history was passed on to children through stories.

We would like to share some of our own family history stories in the classroom. We are hoping that a member of your family would take a few minutes to tape record or write or tell a family story that your child could bring back to class to share with us.

If a family member would like to come to the classroom to tell a family history story, that would be wonderful too!

Thank you for sharing your family history with us. It really helps to bring the past alive!

Sincerely,

Child's Name _____

Yes, we will send a family story in the following format: _____

My child's _____ would like to be a guest story teller.

Please call _____ to arrange a suitable time.
(phone number)

Parent/Guardian _____

Date _____



Name _____

Spiritual Beliefs

1. Choose another First Nations group to read about: _____
2. Print words or phrases to show how spiritual beliefs and customs of this group were the same and different from the beliefs and customs of the Pacific coastal people.

The Pacific Coast People _____

The diagram consists of two overlapping circles. The left circle is labeled 'The Pacific Coast People' and the right circle is labeled with a blank line. The overlapping area in the center is intended for comparing spiritual beliefs and customs. Both circles contain horizontal lines for writing.

3. Write two paragraphs to compare the spiritual beliefs and customs of the two groups.



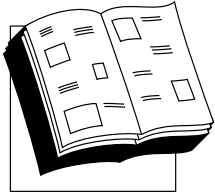
Potlatch Planning Form

1. Number of guests _____ (total)
Children _____ Teachers _____ Parents _____
Principal _____ Others _____ Media _____
2. Date for the potlatch _____ Time _____
3. Place _____
4. Practice performances: Date _____ Time _____
Date _____ Time _____
5. Responsibilities before the potlatch:
Inviting guests _____
Planning food _____
Planning gifts _____
Planning program _____
Making decorations _____
Setting up room _____
6. Responsibilities at the potlatch:
Host _____
Welcoming guests _____
Seating guests _____
Serving food _____
Presenting gifts _____
Storytelling _____
Drama _____
Dance _____
Music _____
Clean up _____
7. Write up for the school/community newspaper _____

Date _____



Name _____



Historical Fiction Book Report

Title: _____

Author: _____

Main Character(s):

Historical Period and Setting:

Three things I learned about this period of history from the story:

I wish I could have been there when _____

I'm glad I wasn't there when _____

Date _____



Name _____

Looking Back at Chapter 6

1. What was the shaman's main role?

2. Who helped shamans in their work?

3. How were shamans different from other people?

4. What did First Nations people believe about spirits?

5. Give two reasons why potlatches were held.

6. Tell why it was important that events were witnessed.

7. What did children learn at a potlatch?

8. What determined where guests would sit at a potlatch?

Date _____



Name _____



Word Challenge – Chapter 6

Choose a word from the word bank to complete each sentence.

gruelling ritual memorial orally secret society moral

1. An Elder told the children a story that had been passed down from his ancestors _____ .
2. Travelling by canoe across the rough ocean was _____ .
3. The Elders sat with the children to discuss the _____ of the story.
4. Each morning, the boy went through a traditional _____ to prepare himself for adulthood.
5. The _____ did not allow outsiders to see the ceremonies that were taking place inside the longhouse.
6. A _____ potlatch was held to celebrate the chief's life.



CHAPTER 7: EXPRESSING A CULTURE – ART, DRAMA, MUSIC AND GAMES

Overview

Chapter Seven introduces forms of art (totem poles, pictographs, petroglyphs, basketry, bentwood boxes, masks), drama, music and games of the Pacific Northwest people.

Learning Outcomes

It is expected that students will:

- identify and clarify a problem, issue or inquiry
- locate and record information from a variety of sources
- organize information into a presentation with a main idea and supporting details
- describe how people's basic needs are met in a variety of cultures
- demonstrate awareness and appreciation of various Aboriginal cultures in Canada
- demonstrate understanding of the contributions of Aboriginal people to Canadian society
- demonstrate traditional technology used by Aboriginal people in Canada

Vocabulary

leisure	totem pole
pictograph	petroglyph
mortuary pole	portal
sandstone	awl
transformation mask	bull roarer
quoits	slahal

Preparation

1. If there is a museum or totem pole park in or near your community, plan a field trip to look specifically at poles and posts.
2. Locate an audio tape of First Nations music.
3. Photocopy any blackline masters you plan to use.

Prereading activities

1. Use the KWL strategy (see pages 11, 12) to determine what students already know about the traditional art, music, drama and games of the Coastal First Nations.
2. Skim the chapter and discuss the meaning of the words set in bold type. Ask your students to look up in the glossary any words for which they do not have a clear understanding.
3. Preview the content of the chapter by reading the points under **Looking Ahead** on page 47 of the student text.
4. Use the suggestions outlined under **Before You Read** on page 47 of the student text to discuss how music, drama, dance and games are part of today's culture.

Reading the Chapter

Read and discuss Chapter Seven with your students (choose a reading strategy appropriate for your students, see page 5).



Developing Understanding

1. Discussion: “Winter Dance”

Discuss how First Nations culture is reflected in the poem, “Winter Dance.”

2. What Do You Think?

Discuss the **What Do You Think?** question on page 44 of the student text. Ask: *What is the role of the arts in a culture? Why is it important to the culture that the arts be preserved? Can artistic traditions be preserved by people from outside the culture?*

3. Field Trip

Take students on a field trip to a museum or totem pole park to look specifically at poles and posts. Have the students choose one pole to sketch and record the names of the animals they recognize on the pole. Ask them to estimate the height of the tallest and shortest pole. An optional form for recording this information is provided on page 107. (See suggestions re Field Trips, page 9.)

4. Ask the Elders

a) Arrange through your District Aboriginal Education Coordinator to invite a carver to visit your classroom. Make a class list of questions to ask the visitor about the traditional and contemporary carving done in your area.

b) Arrange to have someone come in and play slahal (bone game) with your class and talk about other traditional recreational pastimes enjoyed by the people who lived in your area.

5. Research Report: Mask Styles

See **After You Read #1**, page 54 of the student text, for instructions for researching different mask styles of the Pacific Northwest. Students are asked to compare the mask styles of two different coastal groups. This activity could be expanded to include other North American groups.

6. Research Report: First Nations Artists

See **After You Read #2**, page 54 of the student text, for instructions for researching a First Nations artist. Some names to suggest:

Jessie Oonark (artist)	Kenojuack Ashevak (artist)
Pitseolak Ashoona (artist)	Peter Pitseolak (photographer)
Parr (artist)	Norval Morrisseau (artist)
Charles Edenshaw (carver)	Mungo Martin (carver)
Tony Hunt (carver)	Robert Davidson (carver)
Bill Reid (sculptor)	Jackson Beardy (painter)
Alex Janvier (painter)	Allen Sapp (painter)
Daphne Odjig (painter)	Arthur Shilling (painter)
Tom Jackson (singer/actor)	Margo Kain (dancer)
Buffy St. Marie (musician)	George Clutesi (author)
Chief Dan George (actor/writer)	

A form to guide students' research and record information is provided on page 108. Have each student make an oral report to introduce classmates to the artist. A bulletin board display could be arranged to showcase the contributions of First Nations artists in various categories (e.g. music, painting, drama, carving, writing).



6. Research: First Nations Art

Ask students to research to learn how First Nations art in the Pacific Northwest is distinct from other First Nations groups. This could be a group activity with each group researching and reporting on one cultural group. An optional form provided on page 109 for students to record key words and phrases that describe the art of various regions of Canada.

7. Discussion: Children's Games

Ask students to imagine what games or pastimes First Nations children played in their coastal villages. Make a list of your students's ideas. List the common pastimes of children today and compare the two lists. Discuss how children are alike and different all around the world. Are there more similarities or differences?

8. Research: Lacrosse

The game of lacrosse is derived from a game called baggattaway played by eastern First Nations groups. Ask students to find out what they can about the game and its origins and write a one page report. A set of questions is provided on page 110 for students who need guidance for their research.

9. Seasonal Activities

First Nations activities changed with the seasons. Discuss why winter was a good time to hold ceremonies. (*the busy food gathering season was over, longer nights and shorter days*) Ask students to create an illustrated chart to demonstrate graphically what activities were common in each of the four seasons.

10. Comprehension questions for Chapter Seven are provided on page 114, 115.

Linking the Learning

Language Arts

1. Poetry

The poem, "Winter Dance" is meant to express some of the uniqueness of First Nations culture in the Pacific Northwest. Have the students develop a poem that expresses their views of First Nations culture, taking into account all they have learned about the people.

2. Vocabulary Development

An activity is provided on page 116 to reinforce the meanings of the Chapter 7 vocabulary words.

Visual Arts

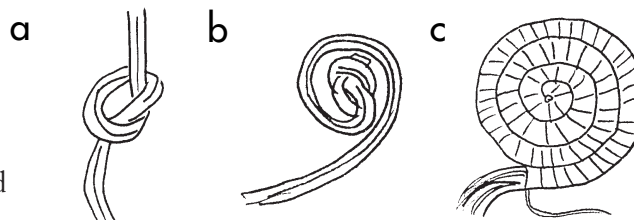
1. Coiled Baskets

Have students make coiled baskets from jute and wool. If possible, have parent volunteers in to help small groups of children with this project.

Materials needed (for each student): jute, heavy weight wool yarn, blunt nosed needle.

Procedure:

- Tie a knot in the end of the jute.
- Coil the jute around the knot to form the centre of the base of the basket.
- Join the coils of jute by wrapping the yarn tightly around two rounds, using the threaded needle to insert the yarn between the previously wrapped rounds. Keep the coil flat





until the base is big enough, then begin to shape the basket. A second colour of yarn could be introduced to form a pattern.

2. Masks

Display pictures of masks (and a real mask if you have access to one) for students to observe. Have the students copy or create a mask. A grid is provided on page 111.

3. Symmetrical Design

Balance and symmetry are valued in First Nations culture. Brainstorm a list of things that are symmetrical. Have the students create a symmetrical basketry design on the grid provided on page 112.

4. Family Crest

Have each student design a family crest using an animal design of the student's creation. An optional form is provided on page 113.

Music

Play a tape of First Nation's music. Discuss what makes First Nations music distinct from other types of music.

Physical Education

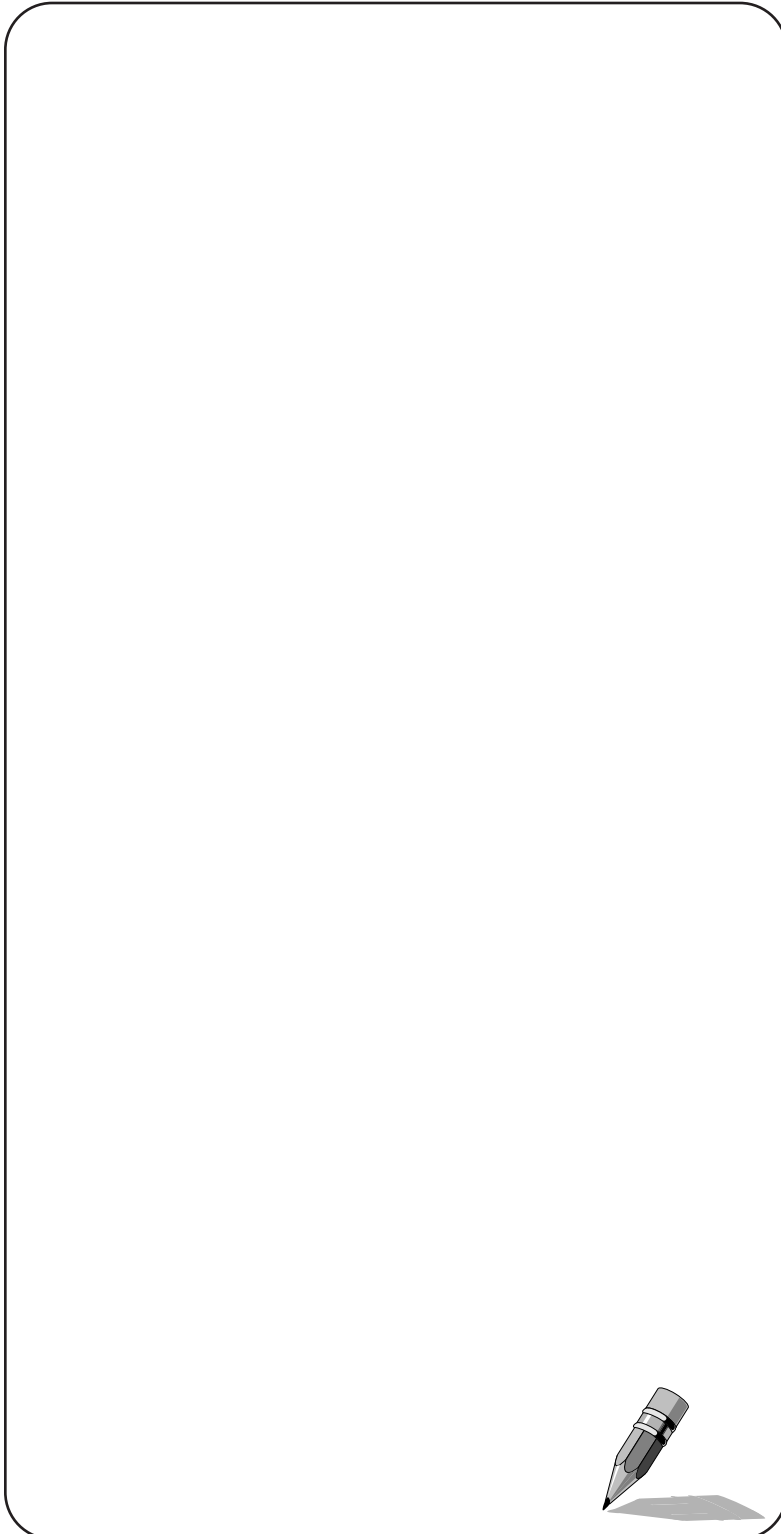
Teach students how to play lacrosse or a variation suitable for the facilities available at your school.

Date _____



Name _____

Totem Poles



This pole was erected at:

It was carved by

The animals or beings
represented on the pole are

I estimate the height of this
pole to be: _____ m.

I estimate the height of the
tallest pole here to be:
_____ m.

I estimate the height of the
shortest pole here to be:
_____ m.

Date _____



Name _____

First Nations Artist

Name _____

Birthplace _____

Date of birth (death) _____

Nation _____

Art Form _____

*place for a
photo or picture*

Biographical Information

Description of Work

Most Notable Accomplishment

Date _____



Name _____

First Nations Art

Record key words and phrases to describe the characteristics of First Nations art across Canada.

Northwest Coast

Arctic

Subarctic

First Nations Art

Plateau

Plains

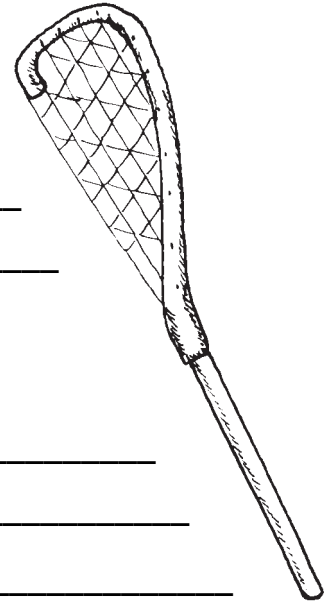
Northeast

Date _____



Name _____

Lacrosse



1. What equipment is used to play the game of lacrosse?

2. Describe the playing area and teams of the two types of lacrosse.

Field: _____

Box: _____

3. What is the name of the game that lacrosse was developed from?

4. Who played this first game?

5. When did non-native people begin playing lacrosse?

6. What did George Beers do to promote the sport?

7. When and why did interest in lacrosse begin to decline?

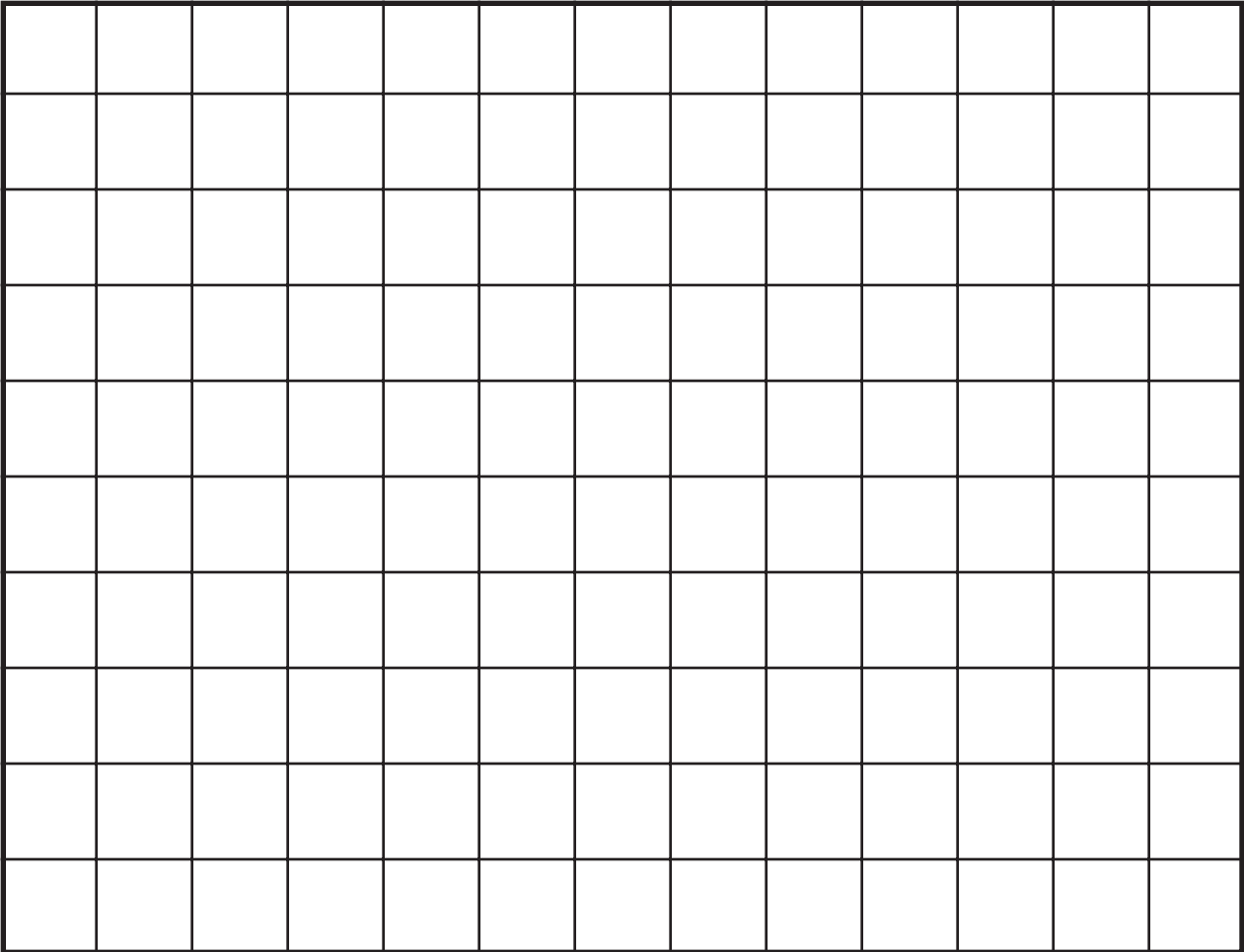
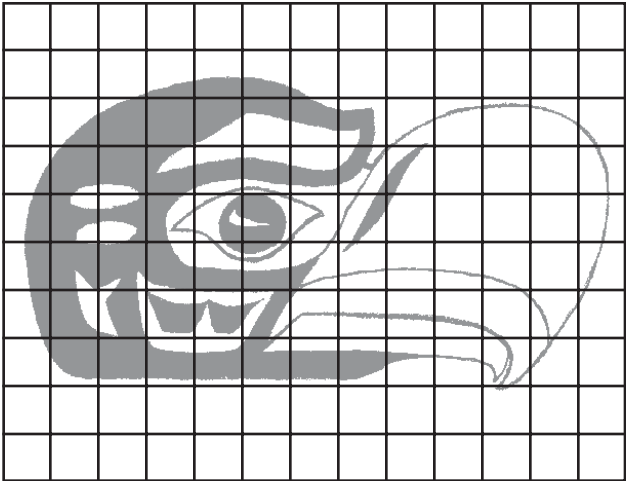
8. What other interesting information did you learn?

Date _____



Name _____

First Nations Mask

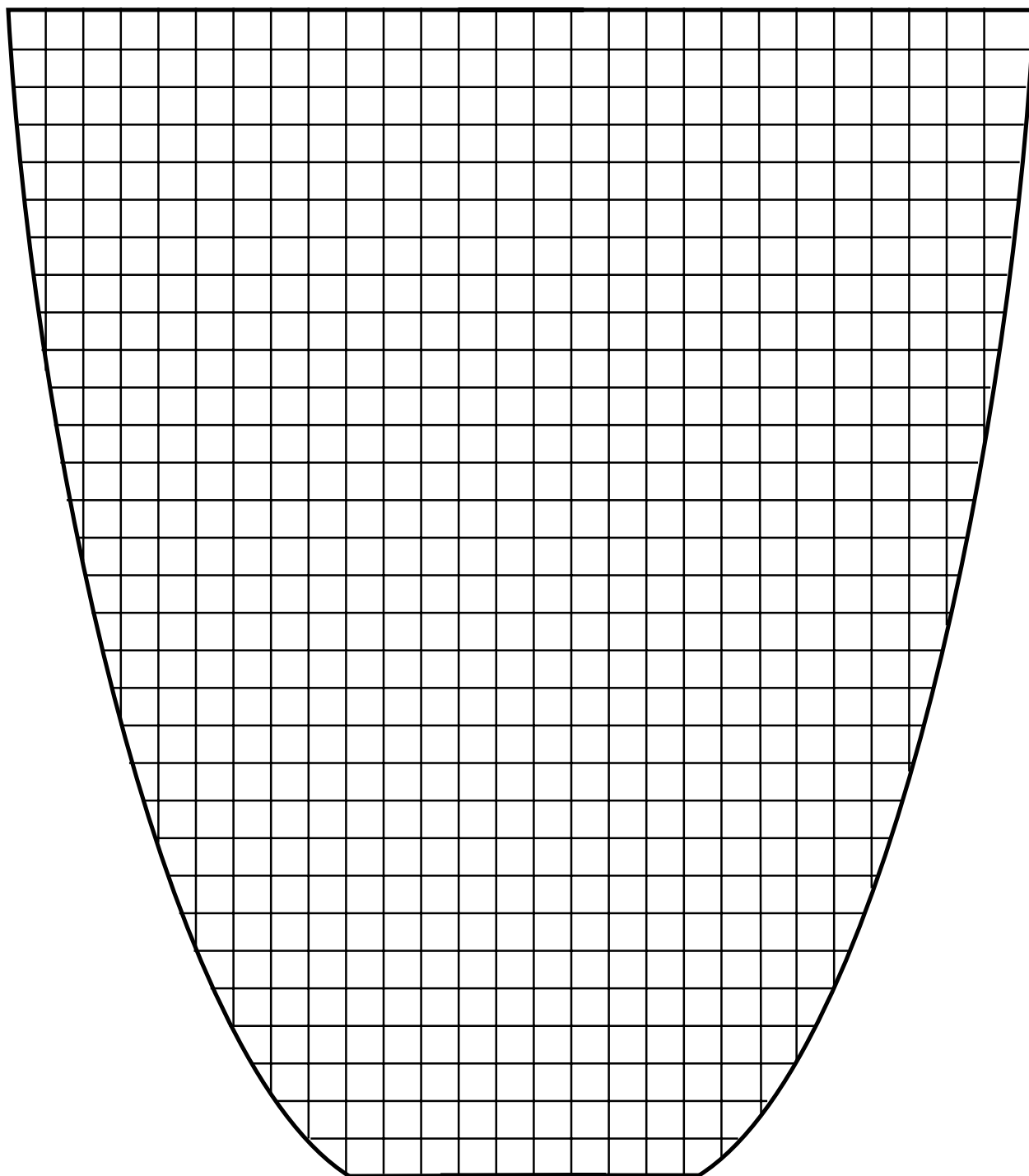


Date _____



Name _____

Geometric Basket Weaving Design



Date _____



Name _____

My Family Crest

The _____ is represented on my family crest.

The _____ stands for _____

_____.

A large, empty rectangular box with rounded corners, intended for drawing a family crest.

Date _____



Name _____

Looking Back at Chapter 7

1. What allowed coastal people to develop their artistic talents?

2. Name two things that played an important role in ceremonies.

3. Explain what a crest design represents.

4. What type of pole was raised when a chief died?

5. Explain the difference between a pictograph and a petroglyph.

6. Why was sandstone used to make petroglyphs?

7. When was basket material gathered to make baskets?

8. Why were the cedar roots placed in water?

Date _____



Name _____

9. What were awls used for?

10. How did a transformation mask work?

11. How were masks made?



Draw your favorite mask design from page 51.

12. Explain two games played by First Nations people.

Date _____



Name _____

Word Challenge – Chapter 7

Match the words to their meanings with a line.

- | | |
|------------------------|--|
| 1. transformation mask | a mask that can be changed in appearance by manipulating movable parts |
| 2. totem pole | a picture painted on rock |
| 3. pictograph | a large, upright log carved with images of animals or supernatural beings |
| 4. petroglyph | a kind of rock made up of small particles |
| | a pointed tool used for making small holes |
| 5. mortuary pole | a guessing game played by two teams |
| 6. slahal | the time free from necessary work |
| 7. sandstone | a carving on rock |
| 8. awl | a totem pole erected to hold a chief's remains |
| 9. leisure | an entrance |
| 10. bull roarer | a game in which rings are tossed over a peg in the ground |
| 11. quoits | |
| 12. portal | a flat piece of wood tied to string which produces a roaring sound when whirled in the air |



CHAPTER 8: LIVING WITH OTHER NATIONS – TRADE AND WARFARE

Overview

Chapter Eight discusses warfare on the Pacific Coast and how trade between groups was conducted prior to contact.

Learning Outcomes

It is expected that students will:

- identify and clarify a problem, issue or inquiry
- locate and record information from a variety of sources
- organize information into a presentation with a main idea and supporting details
- design and implement strategies to address school problems or projects
- demonstrate awareness and appreciation of various Aboriginal cultures in Canada
- compare bartering to a monetary system of exchange

Vocabulary

currency	grease trail
middlemen	barter

Preparation

1. Photocopy any blackline masters you plan to use.

Prereading activities

1. Skim the chapter and discuss the meaning of the words set in bold type. Ask your students to look up in the glossary any words for which they do not have a clear understanding.
2. Preview the content of the chapter by reading the points under **Looking Ahead** on page 55 of the student text.
3. Use the suggestions under **Before You Read** on page 55 of the student text to stimulate discussion about trading.

Reading the Chapter

Read and discuss Chapter Eight with your students (choose a reading strategy appropriate for your students, see page 5).

Developing Understanding

1. **After You Read #1: Barter and Monetary Systems of Exchange**
Discuss the pros and cons of the barter and monetary systems of exchange. An optional chart for students to record key words and phrases is provided on page 119.
2. **Ask the Elders: Welcome Greeting**
Through your District Aboriginal Education Coordinator, ask a member of the First Nations group living in your area to teach your class a traditional welcome greeting. Print the greeting on cardstock and post it at the door of your classroom or school.
3. **Research Report**
Ask students to research and write a one page report about the trade and warfare customs of another



First Nations group (**After You Read #2**). Brainstorm a list of questions that students should try to answer, e.g. *What trade items did the group produce? What trade items did they trade for? Was the group peaceful or aggressive? Did they have traditional enemies or allies?* Remind students to use the note taking, organizing and prioritizing process outlined on page 60 before drafting their report.

4. Checking Comprehension

Comprehension questions for Chapter Eight are provided on page 121.

Linking the Learning

Language Arts

Vocabulary Development

An activity is provided on page 122 to reinforce the meanings of the Chapter 8 vocabulary words.

Mathematics

Distribute copies of the multiplication and division worksheet provided on page 120. Have the students make up questions for other students to solve using the Chinook numbers.

Personal Planning

Discuss why conflicts between groups develop. Relate the problem of warfare to your school. Are there groups within the school population that tend to be at odds with one another? Is there a real problem with bullying at your school? Discuss what hampers harmonious relationships at your school and brainstorm strategies to try to bring about change. Your class may want to initiate a school-wide project that will involve other classes and staff members. (See *Names Will Never Hurt Me* in the **Related Resources** list in **Appendix C**.)

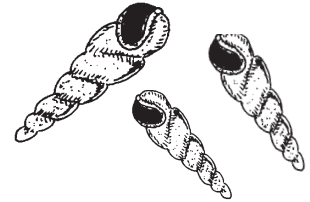
Date _____



Name _____

Barter and Monetary Systems

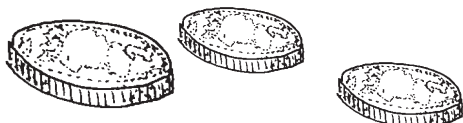
List key words and phrases that characterize both systems.



Monetary System

Pros:

Cons:



Barter

Pros:

Cons:

Date _____



Name _____

Currency

Chinook words that everyone understood were developed to denote numbers. Use the key to compute the answers for these questions.

1 ikt	2 mokst	3 klone	4 lakit	5 kwinnum
6 taghm	7 sinnamokst	8 stotekin	9 kwaist	10 tahtelum

Multiply

kwinnum
x mokst

sinnamokst
x klone

tahtelum
x kwaist

taghm
x taghm

stotekin
x lakit

kwinnum
x ikt

Divide

stotekin ÷ lakit = _____

tahtelum ÷ kwinnum = _____

kwaist ÷ klone = _____

tahtelum ÷ mokst = _____

Date _____



Name _____

Looking Back at Chapter 8

1. What were grease trails?

2. Why did the Chinook develop a trade language?

3. What is bartering?

4. List five items commonly traded among the people of the Pacific Northwest.

5. Why do you think canoes were valuable trade items?

6. What was used as currency?

7. Where were dentalium shells obtained?

8. What could cause a war among coastal people?

9. Who organized raids on other villages?

10. Why do you think a neighbouring village might come to the aid of another village under attack?

Date _____



Name _____



Word Challenge – Chapter 8

currency grease trail middlemen barter

1. Write a definition for the following words.

currency _____

grease trail _____

middlemen _____

barter _____

2. Write a paragraph using each of the list words.



CHAPTER 9: CONTACT WITH STRANGERS – EXPLORERS AND TRADERS

Overview

Chapter Nine discusses factors that influenced early European exploration of North America and how the land-based fur trade drew First Nations people away from their villages.

Learning Outcomes

It is expected that students will:

- identify and clarify a problem, issue or inquiry
- locate and record information from a variety of sources
- identify alternative interpretations from specific historical and contemporary sources
- assess at least two perspectives on a problem or an issue
- organize information into a presentation with a main idea and supporting details
- demonstrate understanding of timelines
- compare the “discovery” and exploration of North America from European and Aboriginal peoples’ perspectives
- compare bartering to a monetary system of exchange
- demonstrate understanding of factors that influenced early European exploration of North America
- describe technology used in exploration
- identify economic and technological exchanges between explorers and Aboriginal people
- locate and map world continents and oceans using simple grids, scales and legends
- demonstrate awareness of Aboriginal place names

Vocabulary

discover	navigate	sea otter	tsar
pelt	bauble	portage	undercut
monopoly	maritime	immunity	

Preparation

1. Plan a field trip to a fort if there is one close to your school (Kitwanga Fort; Fort Rodd Hill, Victoria; Nanaimo Bastion; Fort Langley; Fort St. James; Fort Kamloops; Fort Steele). See Field Trips, page 9.
2. Acquire several road maps of B.C. (one for each small group of students).
3. Locate a picture of the steamship *Beaver*.
4. Gather materials for science activity #1, page 126.
5. Photocopy any blackline masters you plan to use.

Prereading activities

1. Skim the chapter and discuss the meaning of the words set in bold type. Ask your students to look up in the glossary any words for which they do not have a clear understanding.
2. Preview the content of the chapter by reading the points under **Looking Ahead** on page 59 of the student text.
3. Use the suggestions under **Before You Read** on page 59 of the student text to stimulate discussion about two of the key concepts covered in Chapter Nine: discovery and monopoly.



Reading the Chapter

Read and discuss Chapter Nine with your students (choose a reading strategy appropriate for your students, see page 5).

Developing Understanding (choose from the following suggested activities)

1. Technology Used in Exploration

Ask students to reread the sidebar on page 60 in the text and complete the activity provided on p. 127.

2. Finding Information on a Map

Use page 128 to guide students to obtain information from the map on page 64 of the student text.

3. Effect of Disease on First Nations Populations

Have the class stand in a circle. Count off the students 1 to 3 around the circle. Instruct all the students numbered 2 and 3 to sit down. Ask: *How does this exercise represent the effect that diseases played on the First Nations population in the Pacific Northwest?* Discuss the effect of the death of two out of every three people in the classroom. Expand to the school population. Have students create bar graphs of the First Nations population in B.C. before (100 000) and after diseases had taken their toll (25 000).

4. Exploration—Past, Present and Future

Discuss the **What do You Think?** question on page 63 of the student text. Compare the discovery of North America by Europeans to the possible future discovery of civilization on another planet or the discovery of life on earth by another civilization.

5. Research: Explorers

After You Read #1: Have each student or small group research one of the explorers that first arrived on the Pacific coast by land or sea (e.g. Alexander Mackenzie, Simon Fraser, David Thompson, Juan Perez Hernandez, Bruno de Hezeta, James Cook, George Vancouver, Lewis and Clark, Vitus Bering). Page 131 could be used for note taking before writing a report in paragraph form, or be handed in as the report. Have students label the oceans and continents and trace the route travelled by the explorer on the map on page 129. Different trips by the explorer could be shown in different colours, using a key to show the date of each trip.

6. Ships Used in Exploration

Have students make a detailed drawing of a ship used in exploration of the Pacific Northwest coast.

7. Timelines

Review the function and construction of timelines. Have each student skim Chapter 9 and create and label a timeline to show when explorers arrived on the Pacific coast.

8. Research: Forts

Use the KWL strategy (see page 11, 12) to record what your students know about forts built in Canada from the early 1600s to the late 1800s, and any questions they would like to answer. Discuss what buildings and services would be provided in a fort. Have students research to find answers to their questions. Small groups could be asked to research specific forts (e.g. Fort Anne, Fort Battleford, Fort Beauséjour, Fort Chipewyan, Fort Edmonton, Fort Erie, Fort Frances, Fort Franklin, Fort Henry, Fort Good Hope, Fort Liard, Fort Mcleod, Fort McMurray, Fort McPherson, Fort Nelson, Fort Prince of Wales, Fort Providence, Fort Qu'Appelle, Fort Reliance, Fort Resolution, Fort St John, Fort Selkirk, Fort Simpson, Fort Smith, Fort Steele, Fort Walsh, Fort Whoop-Up, Halifax Citadel, or types of forts (Aboriginal forts or fortified villages, fur trading forts, military forts, mission forts, North-West



Mountain Police forts, whiskey trading forts) and create models or pictures showing the layout. Complete the KWL activity by recording new facts learned from the research. Optional blackline masters are provided on pages 131 and 132. For an excellent student resource, see *Forts of Canada* in **Appendix C**.

9. Ask the Elders: Trading

Through your District Aboriginal Education Coordinator, ask the local First Nations resource people about the kind of trading that went on in your area of the province. What were the important trade goods sought after by trading partners?

10. Living Beside a Fort

Discuss with the class how life might have been for First Nations people living on the outskirts of a fort. Instead of relying on their own skills to provide the necessities of life, First Nations people hunted sea otters to buy the new products available to them at the fort. How was the traditional way of life changed by the establishment of trading forts? Ask students to write before and after accounts of life from a First Nations child's perspective. An optional blackline master is provided on page 133.

11. Interpreting a Chart

Distribute copies of the journal excerpt provided on page 134. This is a sample from a ledger kept by John Work, a buyer for the Hudson's Bay Company. Discuss the entries on the ledger and ask students to speculate about why more pelts of one animal were bought compared to another. Were some animals more desirable or just more plentiful?

12. Role Play: Bartering

Have students role play bartering. Divide the students into three groups. One group will be First Nations hunters and the other groups will be buyers from the Hudson's Bay Company and North West Company. As a class, brainstorm trade items that might have been offered by the two companies. The First Nations group should meet to decide what they consider their furs to be worth. Use the blackline master provided on page 135. Have the students develop bartering scenarios both with and without competition (see sample scenarios below). Discuss how competition changes the situation.

Scenario One: a First Nations person approaches a company buyer with furs to trade. They negotiate an exchange of furs for the goods wanted by the First Nations hunter. A buyer from the other company approaches and offers more goods for the furs. The price of the furs goes up because of the competition.

Scenario Two: a First Nations person approaches a company buyer with furs to trade. There is no other buyer in the region and the First Nations hunter has to try to get a fair trade for his furs.

13. Research: Diseases

After You Read #2: Have each student read more about one of the diseases brought to the Pacific Northwest by explorers, and write a one page report (e.g. cholera, leprosy, malaria, measles, smallpox, scarlet fever, tuberculosis, typhoid fever, whooping cough). An optional blackline master to guide student's research is provided on page 136.

14. Beaver

Read and discuss the information about the steamship *Beaver* provided on page 137. Show any pictures of the *Beaver* that you have found. Have your students create a commemorative plaque that could be mounted at Prospect Point where *Beaver* went aground. An optional plaque form is provided on page 138.



15. Map Skills: Latitude and Longitude

- a) Review the use of grids on maps to help identify the location of a particular place on the earth's surface. Use the information provided on page 139 to teach the function of lines of latitude and longitude and the map on page 130 for answering the questions.
- b) Have students design a map of an imaginary island they would like to explore. Each map should include lines of latitude and longitude to show where in the world the island is located, a scale to indicate the size of the island and a legend to show geographic features.

16. Aboriginal Place Names

Distribute copies of the list provided on page 140 to raise students' awareness of Aboriginal Place Names in B.C. Divide students into small groups. Provide each group with a road map of B.C. and each student a copy of the map of B.C. provided in **Appendix A**. Ask students to label their maps with the place names provided on page 140. An additional activity about Canadian place names is provided on pages 141, 142.

17. Checking Comprehension

Comprehension questions for Chapter Nine are provided on page 143.

Linking the Learning

Language Arts

1. **Story Writing:** Have students write a fictional account of Captain Cook's arrival at Nootka Sound from two perspectives. First as a First Nations child seeing the tall ships for the first time, and then as a young crew member aboard one of the ships. What would the two children notice? What would surprise them? How would they feel? Encourage students to include details in their accounts to add interest. Perhaps both children had been eating something at the moment they looked up and saw the ship/village. What would they have been eating? Perhaps they had just been sent to do a chore. What would the chores have been? Have the imaginary children include descriptions/first impressions of each other in their accounts. What did the other child look like? What was the other child wearing?
2. **Journal Writing:** Have students write a first entry in an explorer's journal as he embarks on an expedition. Before students begin writing, brainstorm questions the entry might answer, e.g. *Where is the explorer going? Why is he going? What is the purpose of the expedition? How will he get there? What necessities has he packed?*
3. **Crossword Puzzle:** A puzzle is provided on page 144 to provide practise with the Chapter Nine vocabulary words.

Science

Making Magnets: Challenge your students to make their own compasses in the same way that early explorers made theirs. Instruct them to look up "magnetic needle" and "magnetic north" in the dictionary. Ask: *In what direction will the needle point if it is magnetized?* (north and south). Supply each pair of students with the following materials: non-metallic dish, cork, water, large darning needle, bar magnet, and metal paper clip (to test the needle to see if it is magnetized). To magnetize a needle, students should stroke the needle repeatedly in the same direction over the bar magnet. Show students a modern compass in which the needle is floated in an enclosed container. Discuss how this invention would have made explorers' lives easier.

Date _____



Name _____

Technology Used in Exploration

Print the name of each instrument of navigation beside its description.

Astrolabe

Chronometer

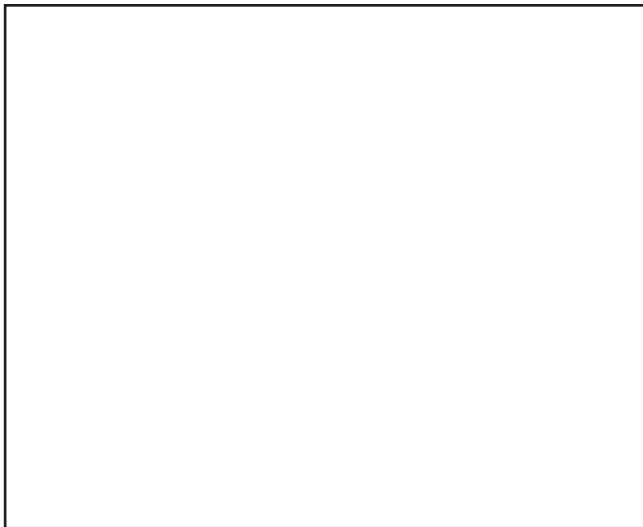
Compass

Quadrant

Sextant

_____	shows direction
_____	used long ago to measure angles
_____	measures time
_____	used by navigators and surveyors to measure angles
_____	used by sailors to determine the altitude of the sun and stars

Draw one of these instruments. Label and describe the instrument.



Why was it important for explorers to map the routes they travelled?

Date _____



Name _____

Finding Information on a Map

A. Use the map on page 64 of your text to name the forts.

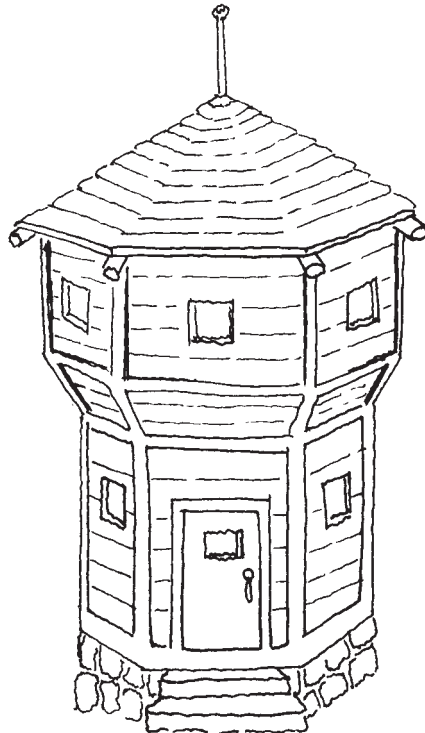
1. Furthest south _____
2. Now the capital of a province _____
3. Had several different names _____
4. Is northeast of Sitka _____
5. On the Columbia River _____
6. On the Fraser River _____
7. On the northern tip of Vancouver Is. _____
8. Furthest north _____

B. Answer the following questions.

1. In which province is Fort Langley today?

2. In which state is Fort Vancouver today?

3. What is the distance between
Port Musgrave and Fort Umpqua?
(Scale of map 1cm: 150 km)



Date _____



Name _____

Exploration of the Pacific Northwest

Name of explorer _____

Year(s) of exploration _____

Who funded the trip (country or company)

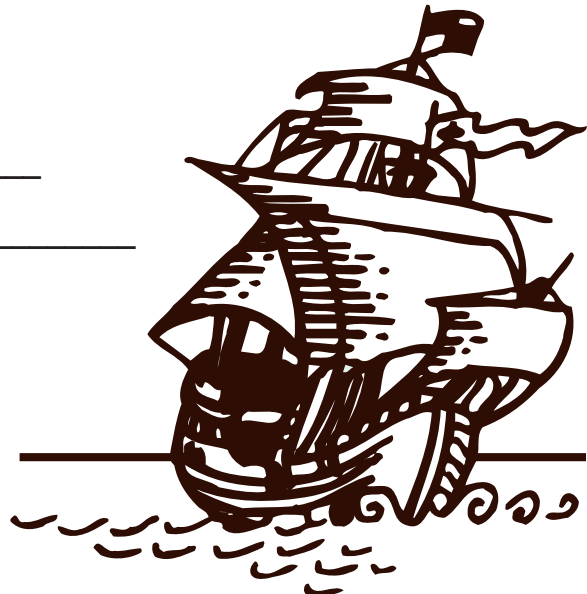
Events or conditions at home that influenced this exploration

Method of travel (name of ships)

Purpose of trip _____

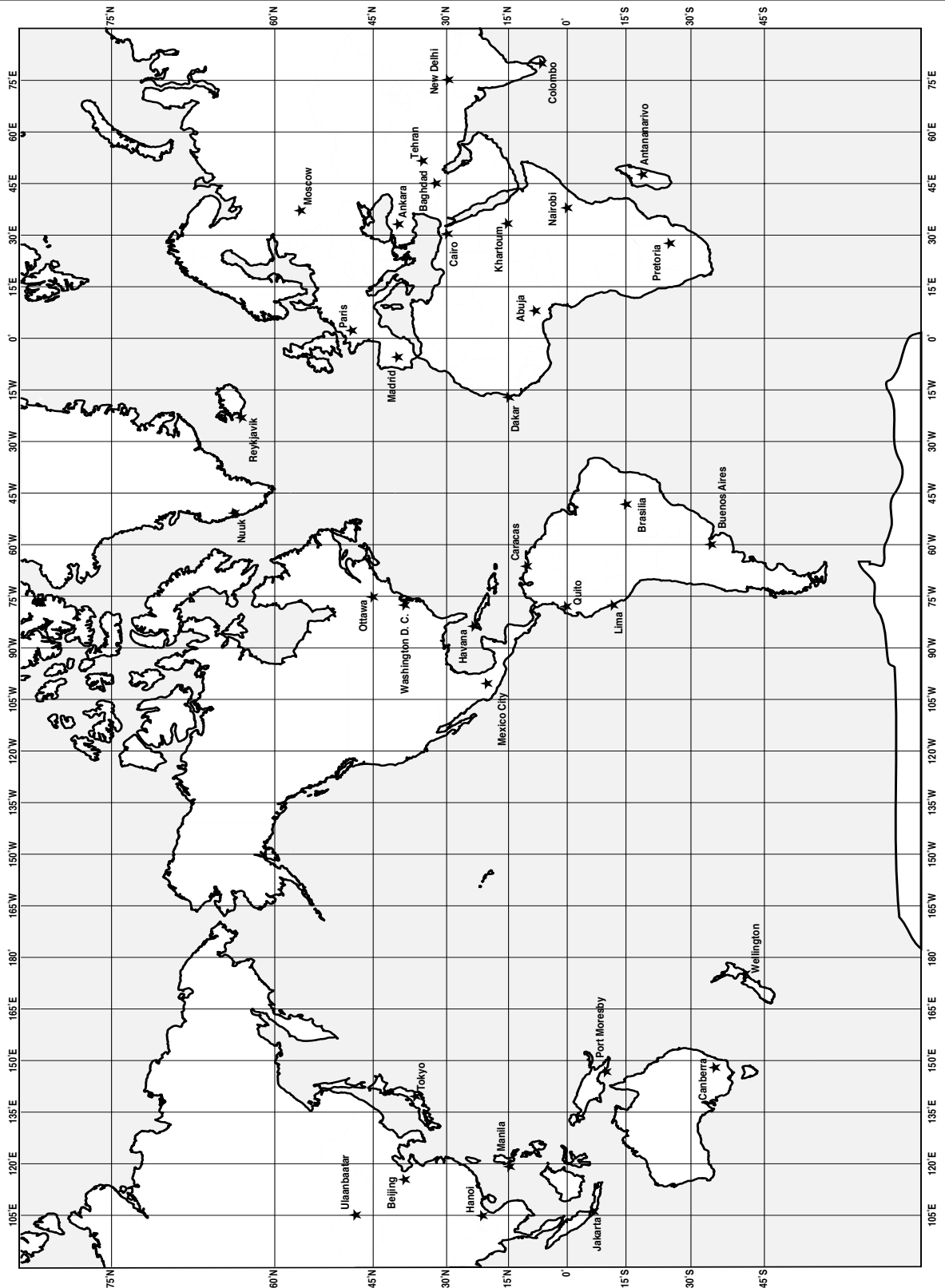
Technology used

Interesting details





World Map



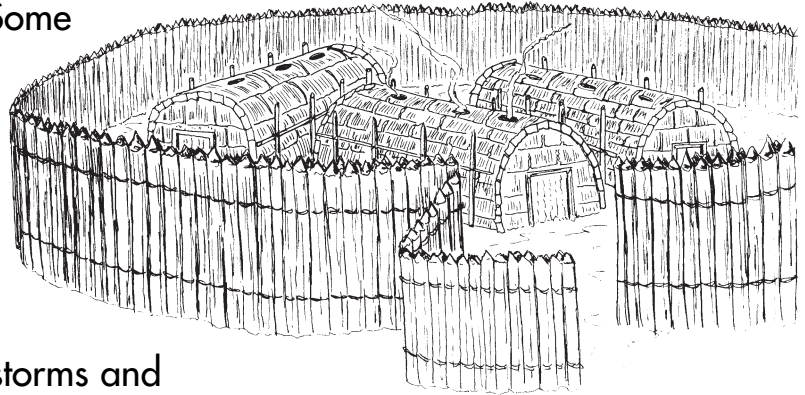
Date _____



Name _____

Forts in Canada

The first forts in Canada were built by First Nations people to fortify their villages. Some groups on the west coast and in the east built walls around their villages to protect themselves from attack from other groups. The simple wooden structures also helped protect the people from winter storms and predatory animals.



When European people began exploring the North American continent, forts were built for defence and trading. More than 200 forts were built in Canada from the early 1600s to the late 1800s. Many of the forts became cities or towns. Others have been restored as museums. Some cities are still called by their fort names.

Fort walls were built of stout upright logs or stone. Sentries kept watch in lookout towers called bastions. The buildings inside the walls would depend on the purpose of the fort—there might be a hospital, church, blacksmith shop, carpenter shop, residences, stable, cookhouse, barracks, magazine (storehouse for gunpowder and ammunition), store.

1. Find some names of modern cities that still have "Fort" in their names.

2. What fort was nearest to where you live? Why was it built?

Date _____



Name _____

Forts

Name _____

Location _____

Built by _____

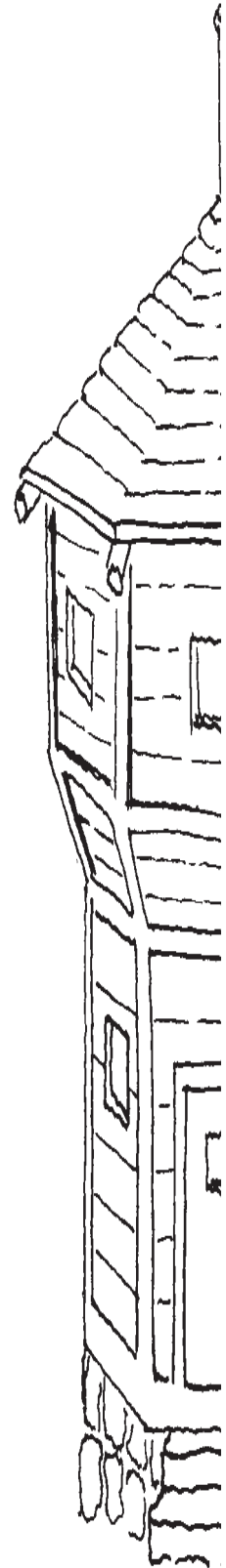
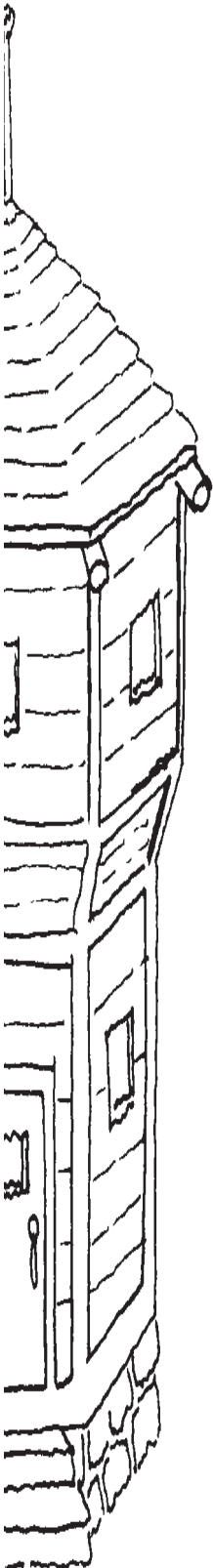
Date built _____

Reason for building _____

People who lived at or used the fort

Life at the fort _____

Use Today (if any) _____



Date _____



Name _____

Excerpt from John Work's Journal 1835

		Lama	Fort	Total
Beaver large	No.	1067	772	1839
Beaver small	No.	477	413	890
Beaver Cuttings	lb.	5	2	7
Beaver Coating	lb.		6	6
Bears Black large	No.	57	77	234
Bears small	No.	1	1	2
Bears Brown large	No.	1	1	2
Castorum	lb.		24	24
Fishers	No.	3	8	11
Martens	No.	628	1368	1996
Martens robes	No.	8 – 189 skins	6 – 144 skins	14 – 333 skins
MInks		686	106	792
Musquash		21	243	264
Otters Sea large		144	3	147
Otters Sea small		9	3	12
Otters Sea Pups		1		1
Otters Sea Tails		1	5	6
Otters Land large		210	100	310
Otters Land small		10	5	15
Otters Land Tails		18		18
Lynx		2		2
Fur Seals			1	1
Rabbits		1065		1065
Oil Whale	Gal.	90	40	130
Ermine robes	No.		1	1

1. What two animal pelts did Work buy the most of?

2. Name three fur bearing animals that might have been scarce.

3. Were more sea otter or land otter pelts bought?

4. What type of bear was most plentiful?

5. How many robes were purchased?

Date _____



Name _____

Trade by Barter

List items that might have been offered at the trading forts. Decide what furs you would be willing to barter for each item if you were trading. Think about which furs might have been considered more or less valuable.

Trade Items		Furs
_____	for	_____
_____	for	_____
_____	for	_____
_____	for	_____
_____	for	_____
_____	for	_____
_____	for	_____
_____	for	_____
_____	for	_____
_____	for	_____

Beaver large

Beaver small

Black Bear large

Black Bear small

Brown Bear large

Fisher

Marten

Mink

Sea Otter large

Sea Otter small

Land Otter large

Land Otter small

Lynx

Fur Seal

Rabbit

Date _____



Name _____

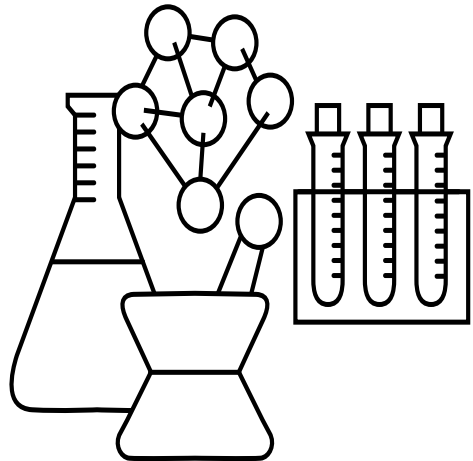
Disease

Disease _____

Symptoms

Spread by

Cure





S.S. Beaver

Beaver was the first steamship on the Pacific Northwest Coast. For 52 years, between 1836 and 1888, the paddlewheeler worked at a variety of jobs, becoming the most significant ship in the history of the coast.

Built by the Hudson's Bay Company, *Beaver* replaced sailing vessels which had been the company's means of doing business on the coast. Because she was not dependent on wind for power and she could navigate in rivers and restricted waters, *Beaver* was a valuable addition to the Hudson's Bay Company's fleet—an ideal floating fur-trading post. An abundant supply of wood and coal on the coast was a reliable fuel source.

Beaver was built in England. With her paddlewheels and machinery stowed aboard, she sailed across the Atlantic and around Cape Horn in the company of the sailing vessel *Columbia*. When she arrived in Fort Vancouver in 1836, her engines and boilers were re-assembled and the paddlewheels installed.

For much of her working life, *Beaver* worked for the Hudson's Bay Company, trading for furs and delivering passengers to remote destinations. The steamer's ports of call ranged from Fort Vancouver on the Columbia River to Sitka, Alaska.

Beaver transported passengers up the Fraser River during the gold rush of 1858 – 1860. Later, chartered by the Royal Navy as a survey vessel, she carried out the important work of charting and mapping the many sounds and inlets of the coast. Finally, the steamer was sold and worked as a towboat for private owners. She towed coal and lumber ships in and out of the harbours of Vancouver and Nanaimo, towed log booms and carried freight.

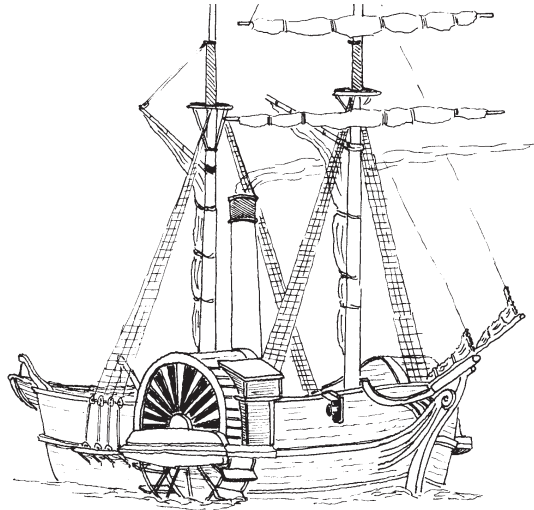
On July 25, 1988, *Beaver* hit the shore at Prospect Point near the First Narrows of Burrard Inlet. Her owners decided it was not economical to refloat the now ageing vessel, and she was left to disintegrate on the rocks. Despite efforts of some people to save her as a museum piece, *Beaver* was gradually ravaged by souvenir hunters and salvagers.

Date _____



Name _____

S.S. BEAVER



Date _____



Name _____



Latitude and Longitude

Latitude is the distance north or south of the equator. Latitude is identified by imaginary lines that go around the world.

Lines of latitude are marked off in standard measures called **degrees**. The **equator** is the line at zero degrees. All other lines of latitude are referred to as north or south of this location.

Longitude is the distance east and west on the earth's surface. Longitude is identified by imaginary lines that run between the north and south poles. Lines of longitude are also marked off in degrees. The line that passes through Greenwich, England is at zero degrees. This line is called the **prime meridian**. All other lines of longitude are referred to as east or west of this location.

When lines of latitude and longitude are placed on a map, they form a grid. The location of any place on earth can be identified using this grid.

Using the map on page 132 find which cities are located on or near the following lines of latitude and longitude.

1. $45^{\circ}\text{N} - 75^{\circ}\text{W}$ _____
2. $0^{\circ}\text{N} - 75^{\circ}\text{W}$ _____
3. $30^{\circ}\text{N} - 75^{\circ}\text{E}$ _____
4. $15^{\circ}\text{N} - 120^{\circ}\text{E}$ _____
5. $30^{\circ}\text{N} - 30^{\circ}\text{E}$ _____
6. $15^{\circ}\text{S} - 45^{\circ}\text{W}$ _____
7. $45^{\circ}\text{N} - 105^{\circ}\text{E}$ _____
8. $30^{\circ}\text{S} - 150^{\circ}\text{E}$ _____
9. $30^{\circ}\text{S} - 60^{\circ}\text{W}$ _____
10. $15^{\circ}\text{S} - 75^{\circ}\text{W}$ _____



Coastal Place Names

When European people began exploring the Pacific Coast, they made maps of the area. Some of the place names marked on the maps were names used by the local First Nations people. Sometimes a place was named after the people living in the area. Some place names were English or Spanish words that described the place and some were people's names. Here are a few of the many coastal places that have names that are First Nations words or were adapted from First Nations words.

NAME	MEANING	LOCATION
Ahousat	"people living with their backs to the land and mountains"	Vancouver Is.
Bella Bella	named after the local people	Central BC coast
Bella Coola	named after the local people (Pil-palla)	Central BC coast
Carmanah Point	named after village of Qua-ma-doa	Vancouver Is.
Chemainus	named after the local people	Vancouver Is.
Clayoquot Sound	named after the local people	Vancouver Is.
Cowichan	named after the local people "between streams"	Vancouver Is.
Esquimalt	adapted from a First Nations name	Vancouver Is.
Hesquiat Harbour	"to tear asunder with the teeth"	Vancouver Is.
Kitimat	"people of the falling snow"	mouth of Kitimat River
Kitkatla	"people of the ceremonial cane"	southern Tsimshian
Kitwanga	"people of the place of rabbits"	Nishga-Nass River
Masset	from First Nations name, "Maast"	Queen Charlotte Is.
Nanoose Bay	adapted from "Nonooa," the name of the local people	Vancouver Is.
Nass River	"the stomach"	Northern BC coast
Nimpkish River	adapted from "Num-case"	Vancouver Is.
Nitinat Lake	named after the local people	Vancouver Is.
Nootka Sound	adapted from a First Nations word	Vancouver Is.
Quatsino Sound	adapted from "Koskimo," the name of the local people	Vancouver Is.
Skeena River	adapted from "K'shian" meaning "a divide"	Northern BC coast
Skidegate	adapted from a word meaning "red paint stone"	Queen Charlotte Is.
Tahsis	adapted from "Tahsee" meaning "way, road, passage"	Vancouver Is.



Canadian Aboriginal Place Names

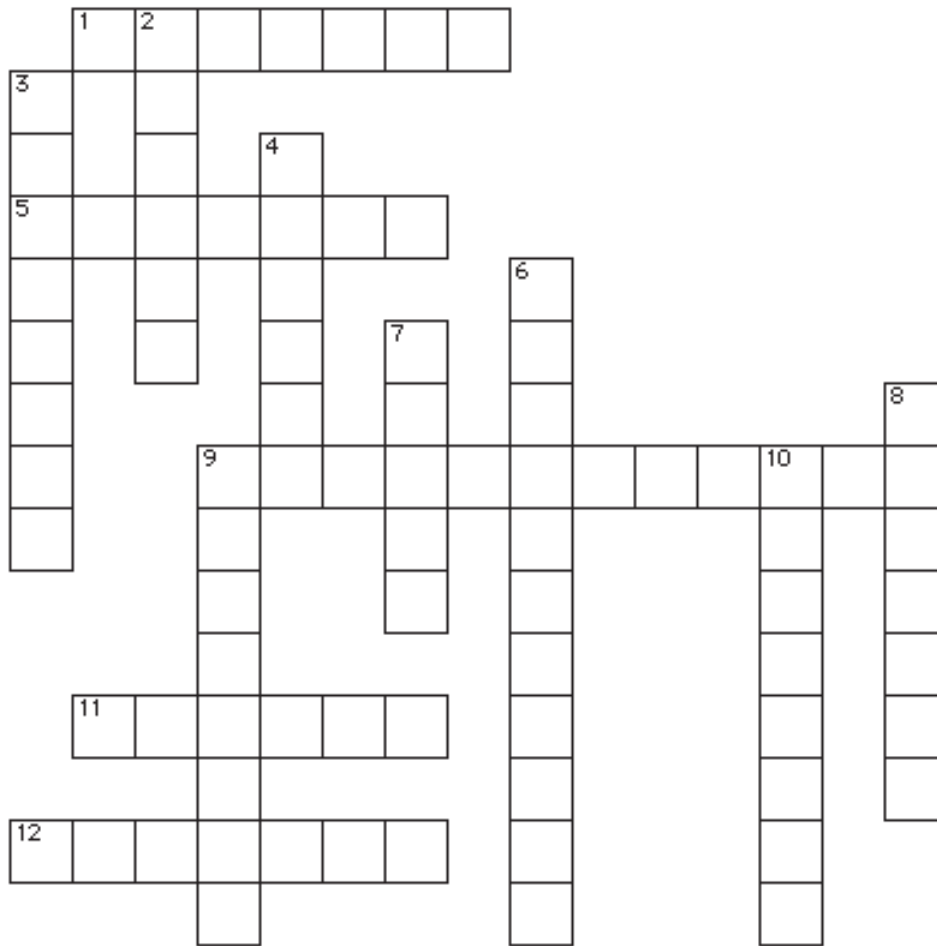
Many places in Canada have names that are Aboriginal words or adaptations of Aboriginal words. Some were translated into English and French and some pronunciations were changed to fit English spelling. Scholars are not always sure about the origins of names. Here is a list of some place names and what they mean in an Aboriginal language.

Canada	from "kanata" which Cartier interpreted as meaning "the entire country"
Manitoba	probably from "maniotwapow" – "the strait of the spirit of manitoubau"
Nanaimo	from "Sne-ny-mo" meaning "a big strong tribe"
Niagara	"thunder of waters"
Ontario	"beautiful lake"
Ottawa	from "adawe" meaning "traders" or "to trade"
Quebec	from "kebek" meaning "narrow passage"
Restigouche	"fine river"
Saguenay	"water flows out"
Saskatchewan	"swift flowing river"
Toronto	from "tkaronto" – "where there are trees standing in the water." The "trees" were fishing weirs.
Winnipeg	from "Winnipi" meaning "murky water"
Yukon	"great river"



Canadian Place Names Puzzle

Use the Canadian place names from page 143 to complete the puzzle.



Across

1. where there are trees standing in the water
5. thunder of waters
9. swift flowing river
11. narrow passage
12. a big strong tribe

Down

2. to trade
3. the strait of the spirit of manitoubau
4. the entire country
6. fine river
7. great river
8. beautiful lake
9. water flows out
10. murky water

Date _____



Name _____

Looking Back at Chapter 9

1. Name three instruments early explorers used to navigate.

2. What were early explorers looking for?

3. Who was in command of the expedition that started the fur trade in the Pacific Northwest?

4. Which country was the first to send fur traders to the Pacific coast?

5. What did First Nations people want in trade for their furs?

6. Who benefited from the fur trade at first?

7. Who was the first European explorer to travel overland to the Pacific Ocean?

8. What two companies competed for furs?

9. What happened to change the balance of power in the fur trade?

10. What deadly danger did the sailors bring to the First Nations people?

Date _____

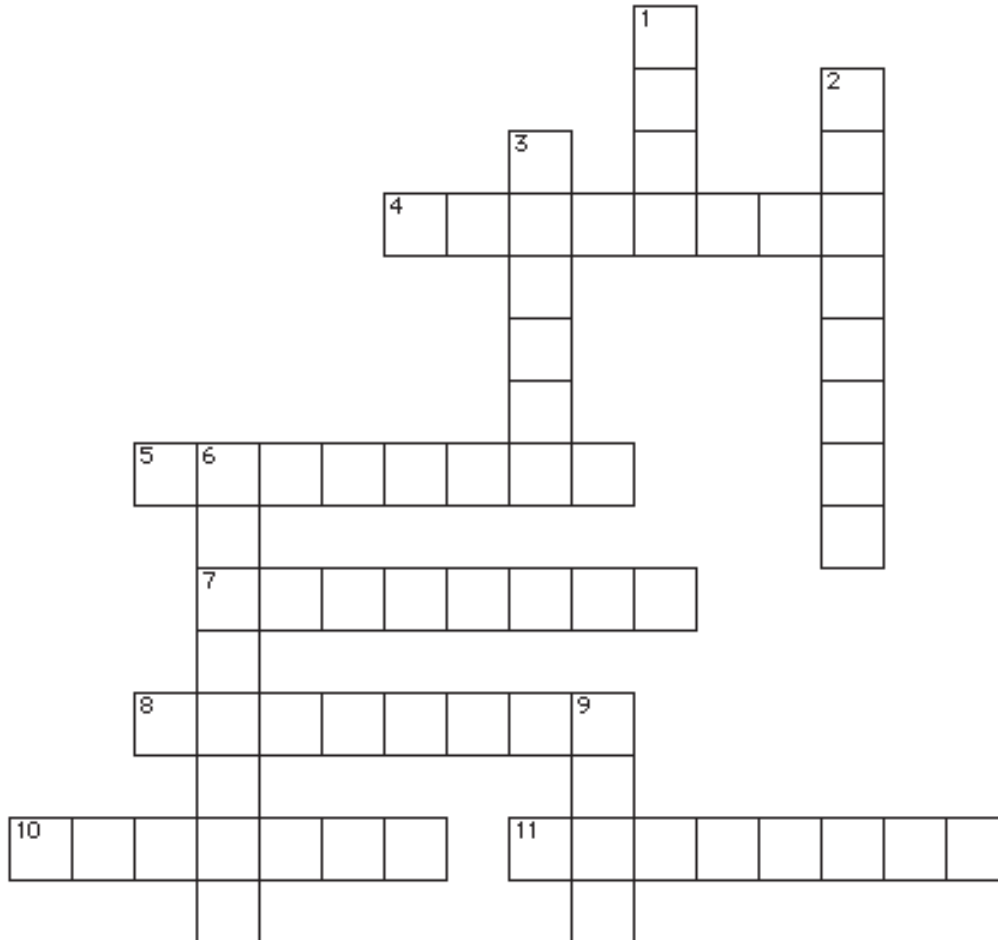


Name _____



Word Challenge – Chapter Nine

Use words from Chapter Nine to complete the puzzle.



Across

4. marine mammal with thick brown fur
5. see or learn of for the first time
7. control of a product or service with no competition
8. sell for less than a competitor
10. carry a canoe overland
11. plot the position and course of a ship

Down

1. the skin of a fur bearing animal
2. having to do with the sea
3. trinket
6. resistance to a particular disease
9. emperor



CHAPTER 10: LIVING WITH THE NEWCOMERS – A WAY OF LIFE ENDS

Note to Teachers

The study of history is an important tool in students' development and growth. One only has to examine history to see the need for change, action and balance in the future.

Most history books have left out the voice of the First Nations people. The last two chapters of *From Time Immemorial* outline some of the injustices of the past. In order to move forward and live together in peaceful and productive co-existence, both sides need to be heard. If we isolate students from the truth, history is bound to repeat itself.

Making students aware of the obstacles placed in the path of First Nations people will help them develop empathy towards all mankind and want to work toward supporting human rights everywhere in the world.

Instead of feeling pity, guilt or critical of what happened in the past, be an active participant of change: "help change one thing; light one candle."

Encourage your students to become independent thinkers. Are they able to discern fact from fiction and opinion? Are they able to question, research and debate issues? Are they able to evaluate and form educated opinions about what happened? Can they defend their opinions with facts?

"We have need of history in its entirety, not to fall back into it, but to see if we can escape from it."
Jose Ortega Y. Casset

Overview

Chapter Ten discusses the impact of European settlement in the Pacific Northwest on First Nations people.

Learning Outcomes

It is expected that students will:

- identify and clarify a problem, issue or inquiry
- locate and record information from a variety of sources
- identify alternative interpretations from specific historical and contemporary sources
- assess at least two perspectives on a problem or an issue
- organize information into a presentation with a main idea and supporting details
- demonstrate understanding of timelines
- compare the "discovery" and exploration of North America from European and Aboriginal peoples' perspectives
- demonstrate understanding of factors that influenced early European exploration of North America
- analyse how people interact with their environment, in the past and in the present

Vocabulary

influx	reservation
bounty hunter	treaty
missionary	Christianity
heathen	residential school
reserve	Indian Agent



Preparation

1. Gather materials for the activity outlined in **Developing Understanding #1**.
2. Photocopy any blackline masters you plan to use.

Prereading activities

1. Skim the chapter and discuss the meaning of the words set in bold type. Ask your students to look up in the glossary any words for which they do not have a clear understanding.
2. Preview the content of the chapter by reading the points under **Looking Ahead** on page 67 of the student text.
3. Discuss the questions under **Before You Read**, page 67 of the student text.

Reading the Chapter

Read and discuss Chapter Ten with your students (choose a reading strategy appropriate for your students, see page 5).

Developing Understanding

1. Role Play

Ask your students to participate in an activity that will help them understand the impact of European settlement on First Nations people.

- a. Divide the class into two groups: the first group should be $\frac{3}{4}$ of the students and the second group $\frac{1}{4}$ of the students. Instruct the first group to remain in their seats, play quietly, or work in classroom centres while you instruct the second group in the hall.
 - cordon off an area 3 metres x 3 metres in the corner of the classroom (supply a length of rope or surveyor's ribbon) and put up a "RESERVE" sign in front on the cordoned off area
 - move the first group of students into this area
 - give the members of the first group tags that reads "WARD" to pin on their shirts
 - give the first group dolls or paper dolls to represent children
 - pin on tags that read "CITIZEN"
 - spread out around the room and work in the centres or do whatever they generally do during free time
 - make another area in the opposite corner of the classroom approximately 1 metre x 1 metre and put up a sign reading "RESIDENTIAL SCHOOL"
 - take all the dolls away from the wards and place them in the area marked "RESIDENTIAL SCHOOL"
- c. Your role during the activity is to make sure the students participate seriously in the role play and to act as the ultimate authority (government) if the first group of students resists what is happening.
- d. At the end of the activity, discuss how the first group of students felt when they were shuttled into the RESERVE area and when the dolls were taken away to the RESIDENTIAL SCHOOL. What recourse did this group have? What could they do to regain their land? How did they feel when you, as the ultimate authority, did not support them? Relate this activity to the historical



experience of First Nations people. The family, which had played such an important role in the social structure of First Nations people, was torn apart by children being forcibly removed to residential schools. Discuss how this impacted the social structure of the culture.

Stress that the reason for doing the activity was to increase understanding and empathy in order to facilitate a better relationship between people, not to create new animosities. The role of all groups now is to work together to create a society in which everyone's rights are protected. You may wish to link what happened in the past in British Columbia to what is still happening today in different parts of the world—human rights are still being ignored and violated in many countries.

2. Ask the Elders: Impact of European Settlement

Through your District Aboriginal Education coordinator, invite a member of the First Nations community to speak from a personal perspective about the impact of European settlement to the people who traditionally lived on the land now occupied by the town or city in which you live.

3. What Do You Think?

Discuss the **What Do You Think?** question on page 72 of the student text. Have students suggest ways that the settlement of the Pacific Northwest might have been handled differently to protect the livelihood and culture of the First Nations people. Ask them to suggest reasons for why things happened the way they did. An optional form for recording ideas is provided on page 149.

4. Oral Language

Discuss why oral language was so important in First Nations culture. Discuss the impact on residential school students when they were not only forbidden to speak their language but sometimes beaten for doing so. Remind students that there were no letters, photograph albums, memoirs, etc. to record family histories. It is only relatively recently that people have developed ways to record First Nations languages in writing. As these languages contain sounds not made in the English language, it is difficult to choose symbols to represent some sounds.

5. Timelines

Review the structure and function of timelines. Ask students to construct a timeline to record the dates mentioned in Chapter Ten. Dates could be added to this timeline after reading Chapter Eleven. This activity could be done in pairs.

6. Different Points of View

Have students consider different perspectives on the events of the 1800s and write about one issue or event from two points of view. For example, write about mining from a miner's and a First Nations hunter's point of view; about settlement from a pioneer family's and First Nations family's point of view; reserves from a chief's and Indian Agent's point of view or residential schools from a missionary's and First Nations mother's point of view. As a class or in small groups, have students discuss the needs, motivations and goals of each person before they begin writing. Encourage students to imagine that they are the person who is writing and try to understand and convey that person's point of view. Be sure that students understand how to write in the first person, i.e. use the pronoun "I." An optional blackline master is provided on page 150.

7. Checking Comprehension

Comprehension questions for Chapter Ten are provided on page 151.



Linking the Learning

Language Arts

1. **Using Vocabulary Words:** Distribute copies of the blackline master provided on page 152 for students to practise using new vocabulary in their writing.
2. **After You Read:** Have your students write a poem (rhyming not necessary) about how they would feel if they were sent to a residential school in which a foreign culture was forced on them. Begin with a visualization of life at home, then in a residential school. Brainstorm a list of words to correspond to each place. Have students choose one emotion that might be most strongly felt in each location, and build a poem around those two emotions, citing details that contribute to that emotion. You may wish to let students be free to structure their own poems or you may wish to supply a frame, for example:

I feel _____ at home.

Because _____

Because _____

I feel _____ at home.

I feel _____ at school.

Because _____

Because _____

I feel _____ at school.

Variation: Guide your students through this exercise but ask them to try to imagine being a First Nations child going through this experience more than 100 years ago, and write from that child's experience.

Art

Designing Crests: Have your students design crests that the coastal First Nations people might have displayed to demonstrate ownership of the land when explorers began arriving.

Science

Endangered Species: Discuss why sea otters were on the verge of extinction soon after being discovered by European and Asian traders. Furs were desired, not only for their warmth, but also because they became a status symbol in Europe and Asia. Have students research to find out more about the sea otter or other animals in danger of extinction (see *Endangered Animals* in **Appendix C**). Before students begin researching, brainstorm a list of questions to guide their research. Discuss what can be done to protect these animals. Perhaps your students would be interested in planning an Endangered Animals information session that could be presented to other classes or a fund raising event to raise money for a wildlife conservation organization. For an age-appropriate novel dealing with current efforts to preserve sea otters, see *An Island of My Own* in **Appendix C**.

Date _____



Name _____

What Do You Think?

Describe how things might have been handled differently.

Impact of Settlement	How could it have been done differently?
1. Miners drove First Nations people from their villages.	<hr/> <hr/> <hr/> <hr/>
2. First Nations were moved to distant reservations.	<hr/> <hr/> <hr/> <hr/>
3. Missionaries encouraged First Nations people to reject their culture.	<hr/> <hr/> <hr/> <hr/>
4. Missionaries took the children from their families and put them in residential schools.	<hr/> <hr/> <hr/> <hr/>

Date _____



Name _____

Two Points of View

[illegible][illegible]

Date _____



Name _____

Looking Back at Chapter 10

1. Why couldn't the Tlingit people file a gold claim?

2. How many people passed through Fort Victoria on their way to the gold fields?

3. Why did the U.S. Bureau of Indian Affairs forcibly remove First Nations people from their homes?

4. What happened as a result of this forcible move?

5. How did the settlers affect the life of First Nations people?

6. Describe how the missionaries affected First Nations people.

7. Why were children sent to residential schools?

8. Who had considerable control over First Nations people's lives?

Date _____



Word Challenge – Chapter Ten

influx reservation bounty hunter treaty missionary
Christianity heathen residential school reserve Indian Agent

Use these words to write a summary of what you learned in Chapter Ten. Write a sentence to express the main idea of your paragraph and then support it with details.

[illegible]



CHAPTER 11: LOSING RIGHTS AND FREEDOMS – LEGISLATION AND DISCRIMINATION

Note to Teachers

In reading and discussing Chapter Eleven, there is an opportunity to teach the meaning of democracy and to instill an awareness and appreciation for human rights. Injustice and discrimination can be compared to justice and respect, and the rights and responsibilities of citizens and governments can be discussed and clarified.

The unit on Treaty Making and Self Government (Part Three of this guide), developed in cooperation with the BC Treaty Commission, extends important concepts introduced in Chapter Eleven and can be integrated into the teaching of this chapter. These lessons will help students understand the history of land ownership issues in British Columbia and what First Nations in this province are trying to achieve in their quest for self government.

Overview

Chapter Eleven discusses how discrimination and legislation caused the First Nations people to lose rights and freedoms.

Learning Outcomes

It is expected that students will:

- identify and clarify a problem, issue or inquiry
- locate and record information from a variety of sources
- identify alternative interpretations from specific historical and contemporary sources
- assess at least two perspectives on a problem or an issue
- organize information into a presentation with a main idea and supporting details
- design and implement strategies to address school problems or projects
- demonstrate understanding of timelines
- demonstrate understanding of contributions of Aboriginal people to Canadian society
- compare the “discovery” and exploration of North America from European and Aboriginal peoples’ perspectives
- describe the structure and functions of the BC provincial government
- demonstrate understanding of factors that influenced early European exploration of North America
- evaluate the influence of mass media on stereotyping

Vocabulary

discriminate	democracy
Confederation	ward
Status Indian	enfranchise
self-government	

Preparation

1. Photocopy any blackline masters. you plan to use.

Prereading Activities

1. Skim the chapter and discuss the meaning of the words set in bold type. Ask your students to look up in the glossary any words for which they do not have a clear understanding.
2. Preview the content of the chapter by reading the points under **Looking Ahead** on page 73 of the student text.



3. Use the suggestions under **Before You Read**, page 73 of the student text to explore the concepts of discrimination, self government and land claims before you read Chapter Eleven.
3. Have the students consider if First Nations people were self sufficient and self governing prior to contact. Ask: *Were they able to take care of their own basic needs and wants? Was there a governing system in place?*

Reading the Chapter

Read and discuss Chapter Eleven with your students (choose a reading strategy appropriate for your students, see page 5).

Developing Understanding

1. **Timelines**
After reading Chapter Eleven, have students add to the timelines they created for Chapter Ten.
2. **Universal Declaration of Human Rights**
Read and discuss the meaning of the articles of the Universal Declaration of Human Rights on page 74 of the student text. Ask students to explain how the rights marked by a red x have been denied to First Nations people. An optional blackline master is provided on page 156 and an annotated version of the declaration with comments on First Nation's infractions is provided in **Appendix D**.
3. **Before and After Contact**
Have the students compare First Nations life prior to contact with life after contact. An optional blackline master is provided on page 159 to record key words and phrases during a class discussion. Have your students use their notes to write a two-part report.
4. **After You Read (p. 80): Current Events**
Ask students to look for newspaper and magazine articles that discuss First Nations issues or report on current events related to land claims. Set aside a regular time for students to give brief summaries of the articles they find before posting them on a current affairs bulletin board.
5. **Ask the Elders: Land Claims**
Bring the big picture of the land claims issue to a local level by inviting a First Nations leader to explain the agreement they are negotiating for or have already negotiated regarding ownership of land in your area (contact your District Aboriginal Education Coordinator). Are natural resources being used to sustain the local First Nations people?
6. **Research**
As more and more people from other continents explored and settled in North America, First Nations leaders tried to protect their people and their culture in various ways. Today, leaders work to establish their people's rightful place in society. Have each student choose one leader, either contemporary or historical, to research and prepare a report to present to their classmates and other classes. The reports could be written in the first person and read or delivered from memory. e.g. *I am (leader's name). I am a member of the _____ Nation. My people lived (tell where in North America). When people from other continents came to occupy our land, I tried to ...*
A blackline master to guide students' research is provided on page 158. Some names to suggest: Mathew Coon Come (Grand Chief and lawyer), Elijah Harper (MP from Manitoba), Louis Riel (Metis leader), Poundmaker (Cree chief), Piapot (Cree chief), Tecumseh (Shawnee chief), Sitting Bull (Sioux chief), Red Crow (Blood chief), Crowfoot (Blackfoot chief), James Gladstone (Senator), George Manuel (founding member of the National Indian Brotherhood), Maquinna (Nuu-chah-nulth chief).



7. Human Rights

Discuss what a “right” is and compare “rights” with “wants.” Ask: *Do you have the right to ice cream? Do you have the right to education?* Discuss how rights are linked to responsibilities, e.g. with the right to not be hit by other children comes the responsibility to not hit other children. Have students develop their own Bill of Rights that can be posted in the classroom. If there is sufficient interest among your students in human/children’s rights, they could develop a presentation to teach other classes.

8. The Indian Act

Distribute copies of the blackline masters provided on pages 159 and 160 to raise students’ awareness of The Indian Act. Discuss the role of government in serving and protecting the rights of all citizens. Ask: *What should governments do to serve the people? Were First Nations well served by the government of Canada?*

9. Role Play

Distribute the role play cards provided on pages 161 and 162 to small groups or pairs of students. Give them a few minutes to rehearse the scenarios before presenting them to the rest of the class. Ask your students to write and present other scenarios to illustrate injustices outlined in Chapters 10 and 11.

10. Stereotyping

a) Discuss the meaning of stereotype (an oversimplified mental picture of a group, race of people, issue or event, shared by many people). Brainstorm examples of stereotyping that occurs in our society. Using one identifiable group in society as an example, ask: *What are policemen like?* Then challenge the list of qualities suggested by asking: *Do you think ALL policemen are _____?* Discuss how oversimplified mental pictures of groups of people ignore individuality—all members of the group are cast in the same light, and how that can be unfair and inaccurate.

b) Ask your students if they have experienced stereotyping in their own lives—perhaps they had a stereotypical image of someone until they actually got to know them on a personal basis, or perhaps they have been seen in a stereotypical manner by someone else. Children can be the object of stereotyping by store owners, for example.

c) Discuss how the media plays on stereotyped images and helps to perpetuate them. Encourage students to look for examples of stereotyping in magazine advertisements and to explain how the ads stereotype groups of people.

d) Relate the concept of stereotyping to First Nations people. How do western movies and cartoons portray First Nations people? Do your students think that all First Nations people have certain characteristics? Has this Social Studies unit helped to change that attitude? Have students search the classroom and school libraries for books with images (print and graphic) of First Nations people. Use the checklist provided on page 163 to evaluate if the images are stereotypes.

11. Checking Comprehension

Comprehension questions for Chapter Eleven are provided on page 165.

Linking the Learning

Language Arts

Script Writing: Have the students write a script and create a play that reflects First Nations life prior to contact and after contact with Europeans.

Vocabulary: A sentence writing activity using Chapter 11 vocabulary words is provided on page 166.

Date _____



Name _____

Universal Declaration of Human Rights

Article _____

First Nations people were denied this right when _____

Article _____

First Nations people were denied this right when _____

Date _____



Name _____

First Nations Life

Before Contact	After Contact
first people living here _____ _____	_____ _____ _____
self-governing _____ _____	_____ _____ _____
independent _____ _____	_____ _____ _____
self-sufficient _____ _____	_____ _____ _____
had laws and rules _____ _____	_____ _____ _____
had chiefs _____ _____	_____ _____ _____

Date _____



Name _____

First Nations Leader

Name _____

Dates _____

(born)

(died)

Nation _____

Ways he/she worked to help the people

Other interesting information



The Indian Act

The Indian Act is a law that was first passed by the federal government in 1876. Its purpose was to administer Indians and the land set aside for Indian use. The Act singled out a group of people based on race, and gave government officials control over their lands and affairs. These people were treated differently from all other residents of the country. The Act has been revised many times since 1876, but it still has considerable power over the lives of First Nations people.

The Indian Act was written and passed by Parliament. It was not written by the people it most affects. It can be changed without consultation with First Nations people. The Act provides some special rights—for example, reserves do not pay property tax; but it has also been used to take away basic rights—for example, the Potlatch and Sun Dance were banned, and children were removed from their homes and sent to residential schools by authority of the Act. The goal of the Act has always been to integrate First Nations people into Canadian society.

The Act has been criticized by many people because it violates basic human rights; it treats different members of the First Nations community differently (people who live on and off reserve); and it inhibits the people from governing themselves.

First Nations people have always and are still trying to change the way the law deals with their lands and affairs. Governments are reviewing their policies and slowly working toward agreements that will satisfy everyone.

Date _____



Name _____

Looking at the Indian Act

1. What is the Indian Act?

2. Who was it passed by?

3. When was the Indian Act passed?

4. Why do you think the government passed this Act?

5. What did the Indian Act give the government control over?

6. What do you think the Indian Act means to First Nations people?

7. What are some positive and negative points of the Act?



Role Play Cards

Card 1

First Nations person is going off to work.

- Citizen: Where are you going?
- First Nations: I'm going to my boat to go fishing.
- Citizen: Does your boat have an engine?
- First Nations: Yes.
- Citizen: You're not allowed to have an engine-powered boat and you're not allowed to leave the reserve without a pass.
- First Nations: I have to feed my family. I'll go and check the fish weirs for salmon.
- Citizen: Family, what family? Do you have children? If you do we'll have to remove them. And you're not allowed to use the weirs anymore, and you don't have a pass to leave the reserve.
- First Nations: I can still spear fish!
- Citizen: No, that's not allowed, either!

Card 2

First Nations person is going to a funeral.

- Citizen: Where are you going?
- First Nations: My grandmother died and I'm going to her funeral.
- Citizen: Well, you're not allowed off the reserve without a pass from the Indian Agent.
- First Nations: When will he be here?
- Citizen: I don't know. Maybe tomorrow or in a couple of weeks.
- First Nations: What about my grandmother's funeral?
- Citizen: Well, sorry, but rules are rules.

**Card 3** **First Nations person is going off to vote.**

Citizen: Where are you going?

First Nations: I'm going to vote.

Citizen: You're not allowed to vote, and besides, where is your pass?

Card 4 **Several First Nations people are attending a potlatch.**

Citizen: Why are you dancing and singing? Is this a potlatch?

First Nations: It is our tradition to come together to witness important events in our culture.

Citizen: Well, it's a criminal offense and you're going to jail.

Card 5 **First Nations people are assembling to protest the Citizens taking over their land.**

Citizen: What are you doing?

First Nations: We're raising money for land claims. The courts will uphold the law and set things straight.

Citizen: It's not only against the law for you to assemble but you've just committed an offense by trying to raise money for land claims. It's against the law and you're going to jail.

Date _____



Name _____

Stereotyping in Books

Look at books that discuss First Nations history, tell First Nations stories or contain pictures of First Nations people.



If you answer yes to these questions, the book is probably respectful of First Nations people:

- ___ Does the book try to tell the whole truth?
 - ___ Are First Nations people portrayed as complete human beings in a complex society?
 - ___ Do illustrations show authentic detail?
 - ___ Is information presented in a balanced way?
 - ___ Is the First Nations fight for survival acknowledged?
 - ___ Are the contributions of individual First Nations people included?
 - ___ Are First Nations leaders who resisted the conquest of Europeans and fought for the survival of their people shown as their heroes?
 - ___ Are traditions described accurately as part of a complex culture?
-

If you answer yes to these questions, the book is probably not respectful of First Nations people:

- ___ Would the book embarrass a First Nations person?
- ___ Have stereotypical images been used in ABC books (I for Indian, E for Eskimo)?
- ___ Are children portrayed playing "Indian"?
- ___ Are animals dressed as "Indians"?
- ___ Are First Nations people given cute names?
- ___ Do illustrations contain a mishmash of many different First Nations images or designs?
- ___ Are insulting or racist words used to describe First Nations people?
- ___ Are First Nations people portrayed as savages?
- ___ Are First Nations discussed in the past tense only, as if the people are extinct?

Date _____



Name _____

The First Nations Meet Europeans

You have been learning about the history of the First Nations people of the Pacific Northwest Coast. You have read about their traditional lifestyle and how contact with people from other continents changed their lives. Record some good things (pluses), some bad things (minuses) and some interesting things about the contact between the two cultures.

Pluses

Minuses

Interesting Things

Date _____



Name _____

Looking Back at Chapter Eleven

1. What is a democracy?

2. How did the governments of Canada and the United States fail to live up to the principles of democracy?

3. In your opinion, what was the worst form of discrimination?

4. What does self government mean to First Nations people today?

5. Why are First Nations groups trying to gain control over large areas of land in Canada today?

6. For how long have the First Nations people been trying to negotiate land claims?

Date _____



Name _____



Word Challenge – Chapter Eleven

Use each word in a sentence to show its meaning.

discriminate

democracy

Confederation

ward

Status Indian

enfranchise

self government



Treaty Making and Self Government in British Columbia

This unit was developed in partnership with the BC Treaty Commission to provide teachers with resources they can use to build lessons on treaty making and self government as part of the Social Studies curriculum.

The BC Treaty Commission is the independent and neutral body responsible for facilitating treaty negotiations among the governments of Canada, BC and First Nations in BC. This project is part of the Treaty Commission's on-going commitment to foster discussion of treaty making in public schools and post-secondary institutions.

This important extension of concepts introduced in *From Time Immemorial* can be integrated into the teaching of Chapter Eleven.

NOTE TO TEACHERS

When teaching these lessons, it is imperative that it be done in a fair, just and open manner. Make every attempt to keep racial overtones, stereotyping and personal biases out of all discussions. Remind students to distinguish between fact and opinion throughout the unit.

For more information on treaty making or self government, please visit www.bctreaty.net, call the Treaty Commission toll free at 800-665-8330 (Vancouver 604-482-9200) or email info@bctreaty.net.



PART THREE

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EXTENSION ACTIVITY IDEAS

Included in the unit lesson plans are suggestions for activities to help students develop understanding about issues and concepts related to treaties and self government. The following ideas can be adapted for use at any point in the unit:

- Make a chart
- Make a time line
- Make an outline
- Make a graph or table
- Give and justify an opinion
- Write a newspaper article
- Write a story
- Make up a role-play
- Make a poster
- Hold a panel discussion
- Invite / interview a guest speaker (contact your District First Nations Education Coordinator for assistance in finding an aboriginal guest speaker): discuss local treaty negotiations
- Design a questionnaire
- Analyze the pros and cons
- Write a letter to the editor
- Hold a discussion
- Hold a conversation or a debate
- Write a letter
- Make a simulation game
- Conduct a group survey
- Give a talk
- Make a booklet
- Write a critical analysis



PRESCRIBED LEARNING OUTCOMES:		Lessons						
		1	2	3	4	5	6	7
Applications of Social Studies								
It is expected that students will:								
• identify and clarify a problem, issue or inquiry		✓	✓	✓	✓	✓	✓	✓
• locate and record information from a variety of sources			✓	✓	✓	✓	✓	✓
• identify alternative interpretations from specific historical and contemporary sources					✓			
• assess at least two perspectives on a problem or an issue		✓	✓	✓	✓	✓	✓	
• organize information into a presentation with a main idea and supporting details			✓	✓			✓	✓
• design and implement strategies to address school problems or projects		✓	✓					
Society and Culture								
It is expected that students will:								
• describe how people's basic needs are met in a variety of cultures			✓					
• demonstrate understanding of timelines						✓		
• demonstrate awareness and appreciation of various Aboriginal cultures in Canada						✓	✓	
• demonstrate understanding of the contributions of Aboriginal people to Canadian society						✓		✓
Politics and Law								
It is expected that students will:								
• compare the "discovery" and exploration of North America from European and Aboriginal peoples' perspectives				✓	✓	✓	✓	✓
• describe the structure and functions of the BC provincial government						✓		✓
• describe a traditional and a contemporary Aboriginal form of government						✓		✓
Economy and Technology								
It is expected that students will:								
• compare bartering to a monetary system of exchange								
• demonstrate understanding of factors that influenced early European exploration of North America						✓		
• describe traditional technology used by Aboriginal people in Canada								
• describe technology used in exploration								
• identify economic and technological exchanges between explorers and Aboriginal people								
• evaluate the influence of mass media on stereotyping		✓						
Environment								
It is expected that students will:								
• locate and map world continents and oceans using simple grids, scales and legends								
• demonstrate understanding of Aboriginal peoples' relationship with the land and natural resources						✓		
• demonstrate awareness of Aboriginal place names								
• identify and compare physical environments and cultures of various BC Aboriginal groups								
• analyse how people interact with their environment, in the past and in the present								



BACKGROUND INFORMATION FOR TEACHERS

WHY TREATIES?

Unfinished Business

When early Europeans first began to settle in the eastern part of North America, Britain recognized that those people who were already living here had title to the land: the Royal Proclamation of 1763 declared that only the British Crown could acquire lands from First Nations, and only by treaty.

But, west of the Rockies, things were different. Between 1850 and 1854, James Douglas, on behalf of the British Crown, negotiated fourteen land purchases on Vancouver Island, which are known today as the Douglas Treaties. When the mainland was made a colony in 1858, Governor Douglas' superiors in London left him in charge, assuming that more treaties would be arranged. Instead, Douglas began setting out reserves for each tribe, which included "their cultivated fields and village sites."

Soon after Douglas retired, the colonial government took away from aboriginal people the right to acquire Crown land, reduced the size of their reserves, denied that they had ever owned the land, and paid no compensation for the loss of traditional lands and resources. So when the time came for the colony of British Columbia to join Confederation in 1871, the new province's policy was set: British Columbia did not recognize aboriginal title, so there was no need for treaties to extinguish it.

Protests and Attempts To Negotiate

After Confederation, BC's First Nations continued to press for treaties, but the only one signed in the new province was Treaty 8 in 1899. The treaty, which extended west of Alberta to take in part of the northwest corner of British Columbia, was signed by the federal government; the province took no part.

During the 1920s the Allied Tribes of British Columbia petitioned Parliament more than once to

have their case sent to the Judicial Committee of the Privy Council in London (Canada's highest court at the time). In response, Ottawa amended the Indian Act in 1927 making it illegal to raise funds to pursue land claims.

Responding to international human rights criticism, Canada eventually lifted the restriction on land claim activity in 1950.

Aboriginal Rights

Aboriginal rights refer to practices, traditions and customs that distinguish the unique culture of each First Nation and were practised prior to European contact. Aboriginal title is an aboriginal property right to land. Section 35 of the Constitution Act, 1982, affirmed that aboriginal title, and the rights that go along with it, exist whether or not there is a treaty.

The Supreme Court's ruling in the 1997 Delgamuukw case is widely seen as a turning point for aboriginal rights. The decision confirmed that aboriginal title is a right to the land itself—not just the right to hunt, fish and gather—and that when dealing with Crown land the government must consult with and may have to compensate First Nations whose rights are affected.

Without treaties, there is continued uncertainty about how and where aboriginal rights and title apply in BC.

The BC Treaty Process

In September 1992, an agreement was struck among Canada, BC and the First Nations Summit to establish a made-in-BC treaty process, and the BC Treaty Commission as the independent keeper of that process. Through voluntary political negotiations, the parties are attempting to "establish a new relationship based on mutual respect, trust and understanding."

The BC treaty process is unique because the



negotiations include self government arrangements. These negotiations are arguably the most complex set ever undertaken in Canada.

Before the treaty process was established, court action and direct action were the only options for First Nations to address aboriginal rights and title. The biggest reason to negotiate now is that once the issue of aboriginal title is settled in court, a host of other rights remain to be dealt with on a case-by-case, right-by-right basis. For example, First Nations will need to negotiate governance arrangements with Canada and BC over the territory where the courts confirm aboriginal land title.

As of September 2002, there are fifty-three First Nations participating in the BC treaty process, representing one hundred twenty-two Indian Act bands (one hundred fourteen in BC. and eight in the Yukon) and two-thirds of all aboriginal people in B.C. Because some First Nations negotiate at a common treaty table, there are forty-two sets of negotiations underway.

The Nisga'a Treaty (2000) was negotiated outside the current BC treaty process.

ISSUES FACING FIRST NATIONS PEOPLE

The following information accounts for many social problems that First Nations people across Canada face. When discussing these issues, it is important to avoid stereotyping of aboriginal peoples.

Impact of Colonialism

Social problems among aboriginal people are, in large measure, a legacy of history...Once they are self-governing, self-reliant and healthy in body, mind and spirit, aboriginal people will be able to take responsibility for themselves and their place in the partnership with Canada. The circle of well-being will be complete.

Report of the Royal Commission on Aboriginal Peoples, 1996

http://www.ainc-inac.gc.ca/ch/rcap/index_e.html

The Legacy of Residential Schools

In 1880, the government of Canada began removing aboriginal children from their families and placing them in residential schools managed by missionaries. If parents resisted they were fined and put in jail. Children's names were changed and they were forbidden to speak their language—often beaten or locked in closets for doing so. Many children were physically and sexually abused and a number died mysteriously at residential schools. Away from their homes, children were unable to learn about their cultural heritage through storytelling by elders of their nation and other ceremonial events, like potlaches. At the same time, children spent little time learning about European culture as they were often occupied with chores. As a result, First Nations children often felt lost, isolated and shameful of their cultural heritage. Growing up away from their families, children never learned nurturing parenting skills and so the effect of residential schools reached down to their children and grandchildren. The traumatic experience of the residential school system, along with many other Indian Act policies, has created a legacy of social problems.

Unemployment and Poverty

Traditionally, First Nations people were self-sufficient, with every able-bodied man, woman and child working at hunting, fishing, gathering, and in some locations, farming. The Indian Act dismantled First Nations traditional ways of life, creating a legacy of economic dependency. Today, aboriginal people face unemployment rates more than two and a half times greater than the BC average. Most aboriginal people live at or below the poverty line. In 1991, fifty-four per cent of aboriginal people had annual incomes of \$10 000, as compared to thirty-four per cent of Canadians generally. (1991 Census)

The Indian Act has made economic development on reserve land difficult. Faced with limited employment opportunities within their traditional territory, First Nations people may feel forced to move to the city, but often find that job prospects are not improved.



The BC treaty process provides First Nations with opportunities to develop their skills and take advantage of business opportunities as they work toward comprehensive treaties. Interim measures agreements—short-term agreements that provide immediate benefits to First Nations while negotiations continue—are important tools in developing the new relationship.

Many First Nations already have businesses and joint ventures underway. For example, the Ktunaxa/Kinbasket Tribal Council developed the extremely successful St. Eugene Mission Resort, which includes a golf course, Delta Hotel and casino. Indian Act regulations make it difficult for First Nations to undertake economic development.

The Harvard Project on American Indian Economic Development, a thirteen-year study of indigenous nations in the United States, found economic success is closely linked to the power to make decisions. Through treaties, First Nations will be able to develop and manage businesses that provide job opportunities with their traditional territories.

Recommended Resources

Aboriginal Success Stories (Indian and Northern Affairs Canada)

http://www.ainc-inac.gc.ca/nr/ecd/srch_e.html

Article on the Harvard Project in Treaty Commission's May newsletter

<http://www.bctreaty.net/files/newsletter.html>

Regular newsletter column "Interim Measures Watch"

<http://www.bctreaty.net/files/newsletter.html>

Health and Child Welfare

The gap in life expectancy between aboriginal people and other British Columbians is twelve years. Aboriginal people are plagued by higher incidences of chronic and terminal illnesses, including diabetes, heart disease and AIDS/HIV.

First Nations children continue to experience poorer health than other Canadian children.

Approximately fourteen out of one thousand aboriginal infants die within their first year of life, compared to seven out of one thousand deaths for non-aboriginal infants. Aboriginal children have over the years consistently represented over one-third of the total children in care in BC. Fetal alcohol syndrome is three or four times greater among on-reserve children than other British Columbian children.

Because many First Nations live in remote communities, access to health care facilities is often difficult. Through treaties, First Nations will be able to deliver health care and provide child and family services within their communities to meet the unique needs of their people. For example, the Nisga'a Lisims government operates the Nisga'a Valley Health Board, a community-driven health care service. Nisga'a Child and Family Services provides parenting skills training and other family support services.

BC Ministry of Health, 2001

"The Health and Well-Being of Aboriginal Children and Youth in British Columbia"

Ministry of Children and Family Development, June 2002

Nisga'a Final Agreement 2001 Annual Report

Youth Suicide and Substance Abuse

The incidence of suicide among status Indians are eight times higher than the rate for other Canadian young women, and five times higher than the rate for young men. A survey conducted in 2000 indicated that sixty-four per cent of aboriginal youth know someone personally whom has attempted or committed suicide.

Aboriginal youth are also more likely to abuse substances than non-aboriginal youth. One survey indicated that fifty-one per cent of aboriginal youth involved in alcohol use have engaged in binge drinking (five or more drinks within two hours) within the last month.

Many First Nations are already developing spiritual healing centres to help troubled youth and other



community members.

Indian and Northern Affairs Canada, 2001

"The Health and Well-Being of Aboriginal Children and Youth in British Columbia"

Ministry of Children and Family Development, June 2002

Education

Although high school completion rates have improved among aboriginal students, they are still less than half as likely to graduate from high school as non-aboriginal students. This disparity is due to a complex set of factors, including a lack of aboriginal perspectives in curriculum, long distances many First Nations children travel to school, literacy rates and the relationship between socio-economic status and educational attainment. Through self government, First Nations people will be able to provide their children with the opportunity to learn about their own culture, language and traditions.

At present, there are seventy First Nation operated elementary and high schools in B.C. For example, the Ktunaxa/Kinbasket Nation operates the Ktunaxa Independent School System in Cranbrook, BC. The Society offers a variety of different programs for First Nation learners in the area, including Ktunaxa language programs, curriculum work with the College of the Rockies and a community healing intervention program for youth.

Ministry of Education, September 2000

Ktunaxa Independent School Society web site
<http://www.kktc.bc.ca/kiss.htm>

Youth Justice

Aboriginal youth account for twenty-four per cent of youth justice caseloads, while they only comprise nine per cent of the B.C. total youth population. The typical indigenous offender is young, male, living in a city, has no ties to his community, has a substance abuse problem, has been exposed to violence

or other forms of abuse early in life, is a graduate of residential schools or foster homes, is unemployed and disconnected from any sense of culture or spirituality.

Through treaties, aboriginal people will develop policing and justice programs, within the regulations of the Criminal Code of Canada, to address these issues within their communities. For example, the Nisga'a Lisims Government Justice Program includes attention to traditional justice practices, support for crime victims and crime prevention work.

"The Health and Well-Being of Aboriginal Children and Youth in British Columbia"

Ministry of Children and Family Development, June 2002

The Royal Commission on Aboriginal Peoples, 1996

Nisga'a Final Agreement 2001 Annual Report

Cultural Rebirth

The First Nations population is the youngest and fastest growing segment of the Canadian population. Ontario and British Columbia have the largest populations of aboriginal peoples in Canada. A strong cultural rebirth is taking place across Canada. First Nations people are experiencing hope, direction, strength and a sense of pride as they witness an increase of respect and value in their traditional values and customs. A revival of songs, dances, oral history and language is now being passed down by the elders.

A rebirth of sweats, pow wows, potlatches, sun dances and vision quests serve as testimony to the endurance of First Nations people to maintain their beliefs and spirituality.



Notice to Parents

Date _____

Dear Parents/Guardians,

As part of our Social Studies unit, our class will be learning about the BC Treaty process and Self Government in First Nations communities. The students will learn about the history and current status of treaty making in Canada, and the quest for self government taking place in the province of British Columbia today.

Please ask them to share with you what they are learning about why and how treaties are being created in British Columbia. I would appreciate your support by discussing the following concepts with your children:

- Citizenship
- Responsibility of Governments
- Justice
- Equality
- Discrimination
- Racism
- Stereotyping

Students will be making oral presentations at the end of the unit. Please plan to support your son / daughter by visiting our classroom on presentation day.

Hope to see you then.

Teacher



LESSON ONE: INTRODUCTION

Overview

Lesson One is an introduction to the unit on Treaty Making. Its goal is to link the topic to the students' own lives and to help them develop empathy for First Nations people's quest for equitable treatment and self government.

Learning Outcomes

It is expected that students will:

- Develop their understanding of the meaning of stereotyping and discrimination.

Vocabulary

just/unjust	discrimination	stereotyping
justice	racism	

Preparation

1. Photocopy any student materials provided for this lesson that you plan to use.

Developing Understanding

1. Story: "Classroom Rights"

- a) Read the story "Classroom Rights" provided on pages 177, 178 aloud to your students. You could replace "Mrs. T" with your own name and edit the story to make it refer to your own class, to help your students identify with the situation.
- b) Distribute copies of the form provided on page 179. Ask students (individually or in small groups) to make notes under the headings to summarize the events in the story.
- c) Distribute copies of the blackline master provided on page 180. Have students respond to the questions and then share their responses in a class discussion.

2. Discrimination/Stereotyping

- a) Write the word **discrimination** on the board. Ask your students what it means (unfavourable treatment based on prejudice). Explain that when people treat entire groups in a particular way without regard for individuality, it is called **stereotyping**, which leads to discrimination. When discrimination is against people of a certain sex, it is called **sexism**. Ask your students what it is called when people are discriminated against because of their race. Ask what other forms of discrimination occur. Write key words on the blackboard as they occur in the discussion.
- b) Discuss why stereotyping and discrimination occur—why people form opinions about whole groups of people even though every person is unique. Ask if your students see examples of stereotyping and discrimination in the media, in their school or community. Discuss how one can guard against being influenced by stereotyping and avoid participating in discrimination.
- c) Have each student choose a key word from the discussion (e.g. racism, discrimination, prejudice, stereotyping, justice, tolerance, understanding) and write a slogan featuring the key word (e.g. Discrimination Hurts Us All). Have the students design posters to promote the slogans they have created. Display the posters in the classroom or school hallways.



CLASSROOM RIGHTS

One bright spring morning, ten foreign students arrived on the doorstep of Division One's homeroom. Mrs. T. greeted the new students, then introduced them to the class. She knew her class would make the new students feel at home in their new surroundings.

The first couple of weeks things went along quite smoothly. In the third week, however, things began to change. Three quarters of Mrs. T's original class became deathly ill and had to be hospitalized. Their desks were removed from the classroom to keep the disease from spreading.

At the end of the third week, problems began to crop up almost daily. The new students met early one morning before school started and quickly set about moving the small tables and chairs to the back of the room. After this was completed, they laid claim to the five big desks in the room.

The five original students walked into the classroom just as the bell rang. Their first thought was they had entered the wrong room. The oldest girl in the group retraced her steps, checking the room number over the doorway—no, this was definitely their room all right. These new students were certainly pushy, but this latest escapade of theirs completely flabbergasted her.

"Excuse me, you're in my desk," one of the original girls said.

"Your desk? I don't see your name on it! This is MY desk. Go sit at the back," the new girl said sarcastically.

"I need to get my supplies first," the original girl replied, flustered.

"Your supplies! Since when are they your supplies? Any supplies in MY desk are mine! Why should I GIVE YOU anything?"

"Fine, just wait until Mrs. T comes, she'll straighten things out," the girl replied.

"You're not allowed to tell the teacher anything," the new girl sneered.

"Why not?" the original girl answered, shocked at the very audacity of the new girl.

"Because you need permission to report anything to the teacher," the new girl replied with certainty.

"Who do I get permission from?" the girl asked, bewildered.

"From me, that's who! And I can assure you I'm not giving you permission to make a claim on MY supplies, so there!" she said authoritatively.

"Good morning class!" Mrs. T. said halfheartedly. The students knew something was definitely wrong.

"Good morning Mrs. T," the students replied.

"Mrs. Brown has become seriously ill and it took me a few minutes to get her class settled down and working," Mrs. T. explained.

"Will she be all right?" the students asked, concerned.

"I hope so! I'll have to run back and forth across the hall until a replacement can be found. Take out your science books and continue your assignment from yesterday. I know you're all more than capable of carrying out your work, but if there's any problem, send someone for me immediately. I'll check in on you periodically," she instructed.

The students didn't want to add to Mrs. T's worries, so they came up with an alternative, they would bring the matter of the rearranged furniture up with the principal. The tallest boy of the original class was selected to take the matter to the principal. He stood up and started towards the door but the new students immediately blocked his way.

"Where do you think you're going?" they challenged.

"I'm going to see the principal," he stated firmly.



"Where's your pass?" they demanded.

"Pass—what pass?" he inquired.

"Your pass. You have to have a pass to go anywhere!" they informed him.

"Who do I get a pass from?" he asked incredulously.

"From us," they said flatly.

"All right, give me a pass then," he said, deciding to play along with them.

"We can't give you one, we're busy, you'll just have to go back to your seat," they said in unison. He returned to his seat and slumped down, overcome with frustration.

"What happened?" the original students asked him.

"They said I need a pass. What should we do now?" he whispered.

"Hey! You guys stop whispering back there! You're not allowed to have any meetings," they ordered. The original students were shocked into silence.

The new students huddled at the front of the room, speaking quietly while continually checking on what the original students were up to.

Even though they weren't aware of it, their voices carried enough for the original students to hear them. They were planning to have a class election and select a class president. The original students became excited at the prospect of an election, this was their way out, they could elect someone who was partial and fair to everybody.

The new students began to vote, and as they did so the original students stood up, determined to register their vote.

"Where are you going now?" the new students demanded.

"We're going to vote," the original students answered.

"Vote! You're not allowed to vote," they shouted.

"Why can't we vote?" the original students asked.

"Only students can vote."

"We're students."

"No you're not," the new students said.

"What do you mean, we're not students? Of course we are."

"No you're not. You're wards. It's the law that wards can't vote."

"Who's a ward? We're students just like you."

"You're a ward and in need of protection. But don't worry, we have accepted the responsibility of being your guardians, we'll make sure you're treated properly."

"We don't want any guardians! We have parents—they look after us."

"Yes, well, we wanted to talk to you about that as well. We feel it is in your best interests if you remain at school. You will learn our ways, religion, customs and language. After all, you must stop speaking that barbaric gibberish you use all the time."

Date _____



Name _____

Classroom Rights

1. List the events in the story according to whether you think they were Unjust (unfair) or Just (fair).

UNJUST

JUST

2. Note the negative and positive things that happened in the story.

NEGATIVE

POSITIVE

Date _____



Name _____

Classroom Rights

1. Were things in Mrs. T's classroom in balance or out of balance? Explain.

2. Who held the balance of power?

3. How did they go about gaining their power?

4. What was taken away from the original students?

5. What could the original students have done to change the situation?

6. How can we make a school (or society) just (fair) for everyone?

7. Give an example of a time when something unjust (unfair) happened to you.

How did you feel?

8. If you saw something happening that was unjust (unfair) happening, would you speak up? Why or Why not?

9. Explain what the word JUSTICE means.



LESSON TWO: HUMAN RIGHTS

Overview

Lesson Two explores the concept of citizenship, human rights and how human rights are protected in Canada and the world. Students will learn how the rights of different groups of people living in Canada were arbitrarily taken away.

Learning Outcomes

It is expected that students will:

- Develop an understanding of citizenship and the principles upon which the concept of citizenship is based.
- Develop an understanding of human rights and how nations of the world attempt to protect human rights for all people.
- Learn about historical racial discrimination in Canada.

Vocabulary

citizen
responsibility

human rights
values

equality
law

Preparation

1. Make an overhead transparency of the Citizenship Concept Cycle diagram provided on page 184.
2. Make photocopies of the Citizenship Concept Cycle diagram provided on page 185.
3. Photocopy or make transparencies of the Info Pages provided for this lesson.

Developing Understanding

1. The Principles of Citizenship

- a) Have the students make a list to answer the question: *What are my rights?* Collect the lists and set them aside until the end of this activity.
- b) Write the word “Citizen” on the board and ask your students what it means (a person who by birth or choice is a member of a nation or state, thereby owing allegiance to it and in turn being entitled to protection and the enjoyment of certain rights).
- c) Introduce the concept of FAIRNESS. Give some examples such as: Would it be fair if only the girls had to do homework and the boys got to play? Would it be fair if only the girls got to go on a field trip and the boys had to stay at school and work? Have the students suggest other examples of what is and isn’t fair. Help them come up with a definition of fairness. Guide them to the realization that equality plays a major role in what is and isn’t fair.
- d) Discuss the concept of RESPONSIBILITY. Ask:
What does being responsible mean?
What are you responsible for?
What are your parents responsible for?
What happens if people don’t take responsibility for their actions?
What are the police responsible for?
- e) Explore the concept of VALUES (the established ideals of life; the principles about what is really



important or worthwhile that guide choices and behaviour). Have the class brainstorm eight to ten values that are important in a democratic society.

- f) Divide the class into four groups. Have them develop definitions for the following words and present the meanings to the rest of the class.

Group A	Caring, love, justice, harmony
Group B	Kindness, accountability, integrity, loyalty
Group C	Sharing, balance, equality, fairness
Group D	Respect, honesty, trustworthiness, truth

Have the students in each group select 4 or 5 values they feel are the most important to the group as a whole.

Have each group print their words in block letters on chart paper and mount them around the room. Divide the class into four stations, station them at a chart, instruct them to move in a clockwise rotation to the chart to their right. At each chart they are to come to consensus about which value is the most important, have a reason for their decision and check off that value, then move on to the next chart and repeat.

- g) Discuss the concept of LAW. Ask:
Who makes laws?
Why do we need laws?
Are all laws just and fair?
- h) Distribute copies of the blank **Citizenship Concept Cycle** diagram provided on page 185. Show the overhead transparency of the **Citizenship Concept Cycle** diagram provided on page 184. Discuss how the concepts inter-relate to form the basis of citizenship. Ask your students to complete their copies of the diagram by filling in the blank spaces.
- i) Pass back students' original lists of "What are my rights?" Ask them to:
Cross out any that seem less relevant now.
Circle or add rights they feel are of major importance.
- j) Discuss how the principles of citizenship could be implemented at school.

2. Human Rights

- a) Write "Human Rights" on the blackboard or chart paper and ask your students to think about what it means. Record their ideas below the heading.
- b) Ask your students what they know about how human rights are protected in Canada and the world.
- c) Divide your students into study groups to research organizations and legislation that work toward protecting human rights. If possible, create one more group than the number of students in each group. For example, create six groups with five students in each. Assign each group one topic. E.g.:
- | | |
|----------|--|
| Group A: | Canadian Constitution |
| Group B: | Charter of the United Nations |
| Group C: | Universal Declaration of Human Rights (UN) |
| Group D: | Convention on the Rights of the Child (UN) |
| Group E: | Universal Declaration of Human Rights (UN) |
| Group F: | Amnesty International |



Other UN agreements which could be investigated:
Covenant on Civil and Political Rights
Optional Protocol to the Covenant on Civil and Political Rights
Covenant on Economic, Social, and Cultural Rights
Convention Against Torture
Convention Against Genocide
The Geneva Conventions
Convention on Elimination of Discrimination Against Women

- d) After each group has had time to research and learn about its topic, have them work together to develop a presentation that can be used to teach the other groups. Encourage each group to identify the most important information they have learned about their topic and to organize it into a coherent presentation.
- e) Have each member of Group A meet with another group to teach them about Group A's topic. Then have each member of Group B meet with another group to teach them about Group B's topic. Continue so that each student has the experience of teaching about his/her group's topic.
- f) Pose the question: Why should (we / I) be concerned if other people's rights are taken away?

3. Human Rights Abuses in Canada

- a) Distribute copies or use an overhead projector to present the Racial Discrimination in Canada – Did You Know? Info Pages provided on pages 186 – 188.
- b) Discuss: What does it mean to society as a whole if one group's rights are taken away arbitrarily?
- c) Discuss how Canadians are known around the world as peace keepers. We go into war torn countries and try to establish peace, harmony and justice. Have students meet in small groups to suggest ways we could establish peace, harmony and justice for all of our own citizens.
- d) Have each student choose a way to express how he/she feels about the history of racial discrimination in Canada. Students could:
 - Develop short dramatizations or radio plays based on one or more of the statements.
 - Conduct research to find out more about some of the statements.
 - Write stories, songs or poems, or do art work inspired by a statement.
 - Conduct research to write "Did You Know?" statements about other groups in Canada.
 - Discuss the implications of statements like these on their ideas of what Canada stands for as a country.

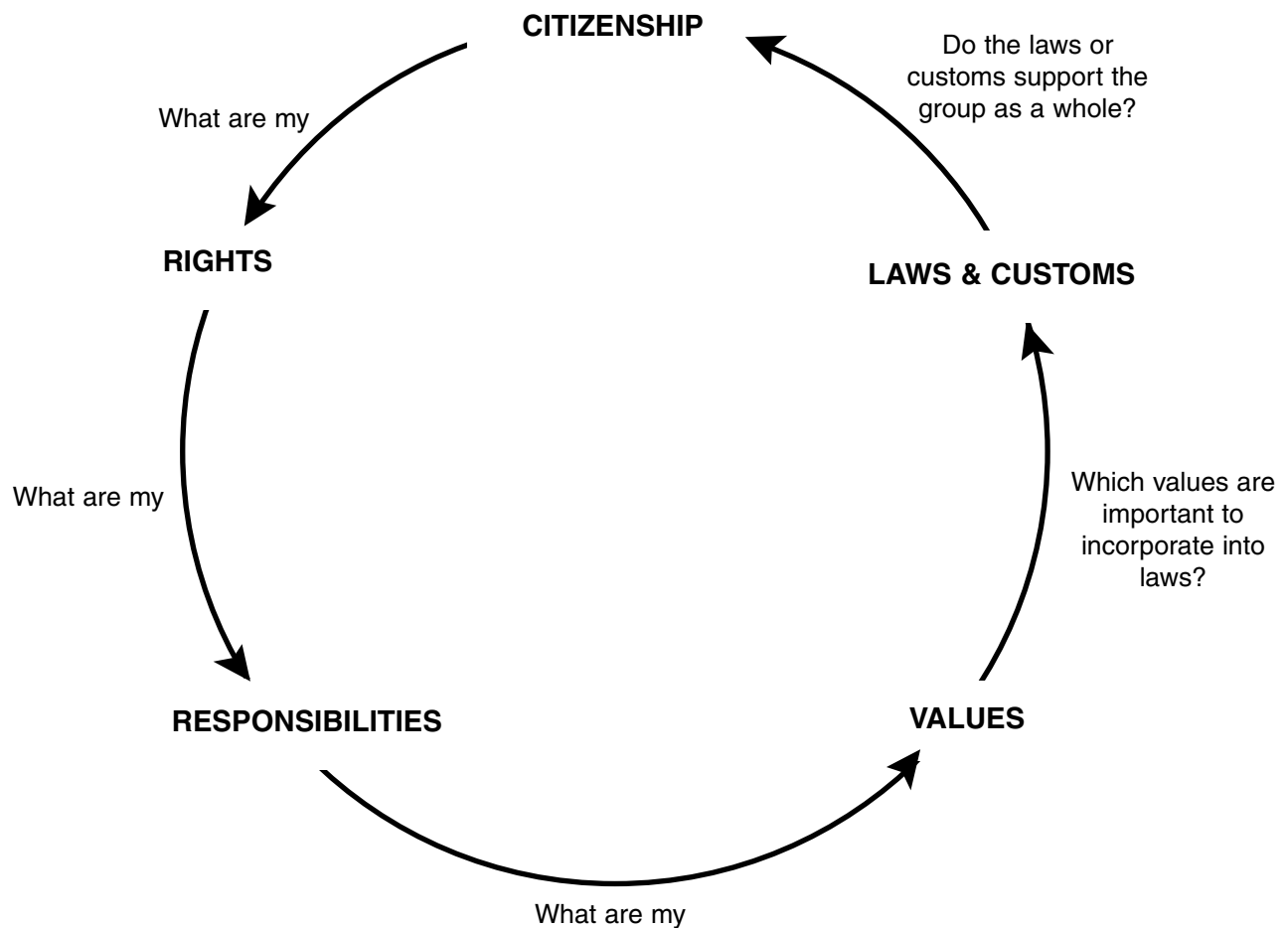
(Adapted from the "Workshop on S.T.A.A.R. Camps In and Out of the Classroom by Diane Silvey;" Program Against Racism, BCTF)

4. United Nations Declaration on the Rights of Indigenous Peoples

A working group is currently developing a Declaration on the Rights of Indigenous Peoples for the United Nations. The latest draft is available online at: <<http://www.cwis.org/fwdp/drft9329.html>>
Discuss why the UN is developing the Declaration and how indigenous people around the world are facing similar issues. If your students are sufficiently skilled, divide them into study groups to read and discuss parts of the Draft Declaration, reporting back to the whole class about the clauses they have studied.



Citizenship Concept Cycle

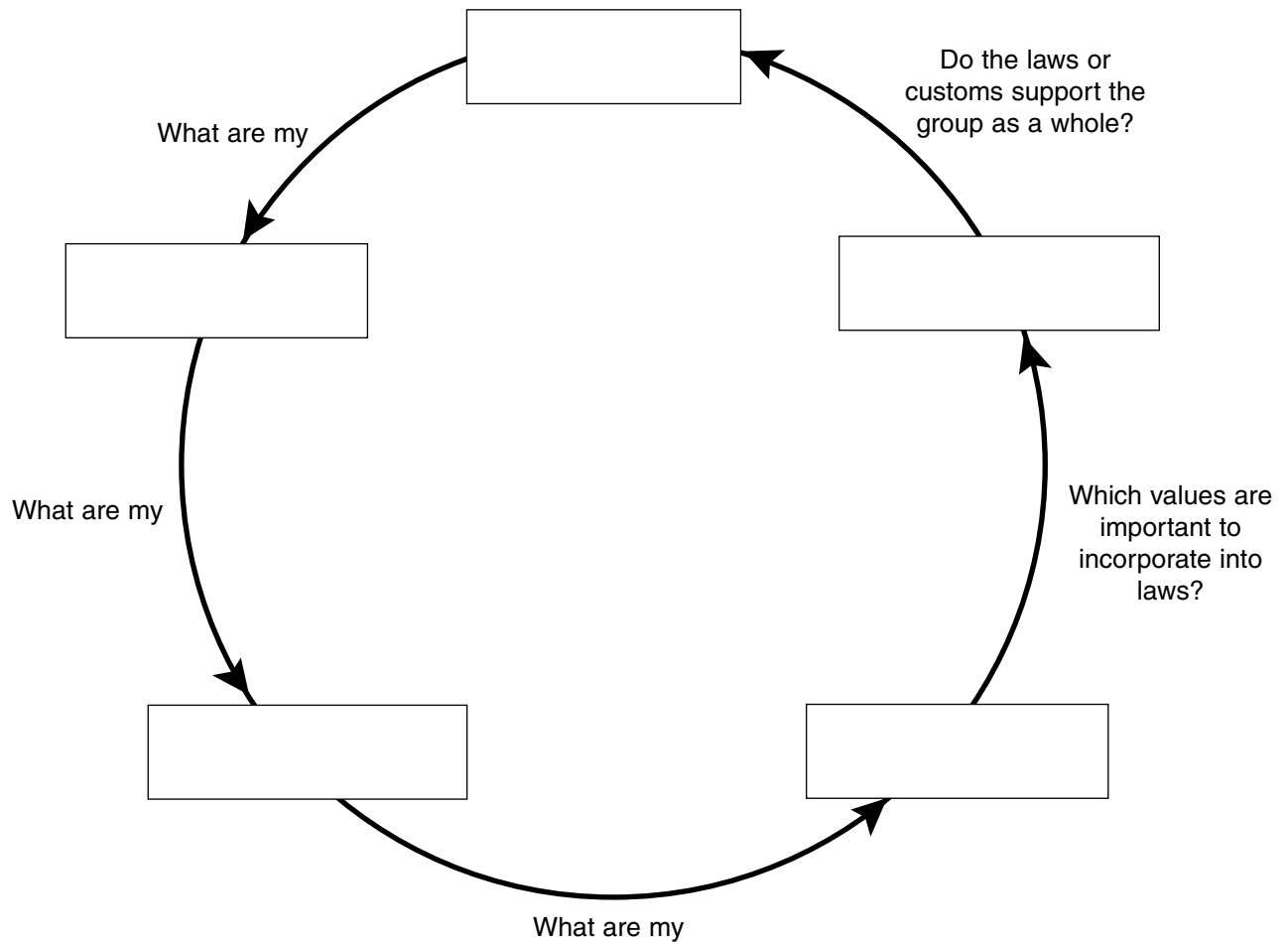


Date _____



Name _____

Citizenship Concept Cycle





Racial Discrimination in Canada – Did You Know?

BLACKS

- A quarter of the Black population in the Maritimes during the Loyalist Period (1783 –1865) were slaves of white Loyalists who had fled from the United States to Canada; others were escaped slaves and free Blacks who had fought for the Crown during the American Revolution.
- Slaves could be sold at any time without thought for family ties. Blacks were sold at auctions along with cattle and other household items.
- In the city of Saint John, NB, a Charter stated that Blacks were not to practice trade within the city limits except under special license (1785).
- An advertisement stating “To be sold black woman” appeared in the Toronto newspaper (1806).
- Blacks were excluded from public schools by the Halifax City Council (1870).
- Blacks were denied burial in a Nova Scotia cemetery through a bylaw (1907).
- During the early part of this century, Blacks were used as cheap labour; they were required to pay taxes but couldn’t vote.



Racial Discrimination in Canada – Did You Know?

CHINESE

- Chinese people were used as cheap labour to build the Canadian Pacific Railway. 7000 Chinese people worked on the CPR for as little as \$1 a day.
- The Canadian Prime Minister John A. MacDonald agreed that “the Chinese were not a desirable element in B.C.”
- White workers attacked a Chinese work camp situated on the Brig House Estate in Vancouver.
- Racist feelings caused violent riots in Vancouver (1887 and 1907) in which a mob of whites ran wild, causing damage and fear in the Chinese community.
- BC imposed a \$10 licence tax on every Chinese person over 14 years old.
- BC Immigration imposed a head tax on Chinese immigrants (\$50 in 1885, \$500 in 1903).
- There was an Exclusion Act prohibiting entry of Chinese into BC (1923–1947).



Racial Discrimination in Canada – Did You Know?

JAPANESE

- The BC government authorized a series of Acts prohibiting employment of Orientals, but Ottawa vetoed it (1897).
- The worst race riot in BC's history was directly aimed at the Japanese and Chinese (1907).
- An Asiatic Exclusion League was formed in Vancouver by the Council of Vancouver Trade Unions to deal with the 12 000 Japanese that were coming to BC (1907).
- Vancouver's "Little Tokyo" was vandalized by 300 youths (1939).
- Under the War Measure Act, Japanese males, aged 19 to 45 were relocated to camps and their property confiscated (1942). Later, the Act included all Japanese immigrants and Canadians of Japanese descent.
- Japanese camps were closed and almost 4000 people were deported to Japan (1946).
- Canadians of Japanese descent were finally granted the right to vote in 1948.
- Canadians of Japanese descent estimated their losses due to the confiscation of their property and internment at \$443 million (1986).



LESSON THREE: JUSTICE ON TRIAL – IN PURSUIT OF EQUALITY

Overview

Lesson Three reviews the ways in which First Nations people in Canada have been denied their rights.

Learning Outcomes

It is expected the students will:

- Review how First Nations rights have been undermined in Canada.
- Compare how “wards” (First Nations people) were treated as opposed to how “citizens” (the rest of the population) were treated.
- Demonstrate understanding and empathy towards others.
- Analyze how the Indian Act undermined the very foundations of First Nations culture.

Vocabulary

amend	dispossession	equality	democracy	ward
due process	Indian Act	Status Indian	genocide	

Preparation

1. Make transparencies or photocopies of the Info Pages provided on pages 191 – 194.
2. Make photocopies of any student materials provided for this lesson that you intend to use.
3. Cut up the Opportunity Cards provided on page 199.

Developing Understanding

1. Comparing Situations

- a) Have students review Chapters Nine to Eleven in *From Time Immemorial* to compare what they have learned about human rights with how First Nations people have been treated in Canada. Ask:
What have we already learned about what happened when Europeans first came to the continent of North America?

Have students meet in small groups to compare and contrast the situation presented in the *Classroom Rights* story with the situation First Nations people found themselves in when Europeans came to their land. Have each group select a recorder to record their discussion and a spokesperson to report back to the class at the end of the discussion time.

- b) Record the ideas generated by the class on chart paper under the headings: SIMILARITIES and DIFFERENCES (record only new ideas).

2. Justice on Trial

- a) Explain that under the Canadian Charter of Rights everyone is entitled to DUE PROCESS. Due process means that:
1. If someone is arrested, they have the right to know the reason why.
 2. A person has the right to have their side of the story heard.
 3. All judgments must be based on facts.
 4. The punishment for an offense must fit the crime.
 5. People in authority cannot make decisions (without valid reasons).



- b) Present the Info Pages provided on pages 191 – 194 to your students, either by transparencies on the overhead projector or photocopies. Read and discuss the information provided. Have the students decide whether or not due process was followed.
- c) Distribute copies of the blackline masters provided on pages 195 and 196. Discuss the meaning of the term “genocide” (systematic measures for the extermination of a national, cultural, religious or racial group). Have your students debate whether or not the Indian Act, either intentionally or unintentionally, attacked or undermined each area listed on the worksheets and provide an example for their reasoning.

3. Human Rights

- a) Distribute copies of the blackline master provided on page 197. Read the first two questions together and then ask your students to complete #3. Explain: If you wrote “yes” to all these questions you are right, providing the person you were thinking of was a non First Nation person. However, if you wrote “yes” to all the questions assuming that all people enjoy the same basic rights, you were wrong, because all these rights were denied First Nations people.
- b) Print this deduction on the blackboard:
All people have rights.
First Nations people are people.
So, First Nations people should have _____.

Explain: In reality, however, we find that the Indian Act passed by the Federal Government stripped First Nations people of their basic human rights.

Ask: How did discrimination play a key factor in determining who was and wasn’t eligible to receive their basic rights?

4. Wards and Citizens

Distribute copies of the blackline master provided on page 198. Help your students develop respect for others by encouraging them to identify and empathize with other people.

5. Equal Opportunity Game

- a) At one end of the classroom, mount a large positive (+) sign. At the other end of the classroom mount a large negative (–) sign. Lay down a meter long piece of masking tape across the classroom close to the negative sign. Have two players (students) stand directly under the negative sign. One student represents a First Nations person, the other student represents a European person. Explain to the class that both students are starting out on a level playing field as allies during the Fur Trade.
- b) Pass out the Opportunity Cards to other students and ask them, one at a time, to read the cards aloud. The player is to take one step forward if the card applies to her /him.
- c) Lead a class discussion. Ask:
Was the playing field level?
Is the game, as the name suggests, “An Equal Opportunity Game”?
What kept the game from being equal?
How was the First Nations person at a disadvantage? Educationally? Economically?



Justice on Trial

In a democracy, each individual has the right to be treated equally, fairly and to justice before the law, regardless of their race. The Canadian Charter of Rights and Freedoms ensures that all Canadians have equal protection and equal rights under the law.

In reality, do all Canadians enjoy equal rights? The answer is no. Laws discriminating expressly against First Nations people have been passed by both the Federal and Provincial government. Canada was found in breach of Article 27 of the International Covenant on Civil and Political Rights.

a) Right to Liberty

First Nations people were legally classed as wards of the government while Europeans became citizens. In western Canada, First Nations people were forbidden to leave their reserves for any purpose without a pass issued by the Indian Agent.

b) Equality Before the Law

Parliament amended the Indian Act to make it an illegal offense punishable by imprisonment for First Nations people to raise money for land claims. They were denied the right to hire a lawyer to defend their rightful claim to the land.

c) Freedom of Religion

Parliament outlawed the potlatch—the major spiritual, social, economic and political institution of a number of First Nations in BC.

d) Freedom of Speech

First Nations people did not have a written history. Instead, they had a powerful, comprehensive oral history, which was passed down to future generations through storytelling, potlatches and other cultural events.

e) Freedom of Assembly

From 1921 until 1951 it was against the law for First Nations people to meet.



The Indian Act and Cultural Disintegration

The Indian Act, whether intentionally or unintentionally, has continuously undermined the very foundations of First Nations people's survival.

In 1876, the Government of Canada passed the Indian Act in an effort to control many aspects of First Nations people's lives. The Indian Act formalized Indian reserve lands and forced First Nations people to become wards of the Canadian government. Under the Indian Act, the Federal and Provincial government stripped First Nations of rights and fundamental freedoms enjoyed by other Canadians. First Nations people were denied the right:

- to vote in provincial elections until 1947 and federal elections until 1960
- to keep their children at home
- to fish using traditional fish weirs or spears
- to operate engine powered boats (in the commercial fishery)
- to sell fish or own a fishing license (1889 Federal Fisheries Act)
- to make decisions regarding their own economic development
- to privacy (Indian agents could inspect houses to ensure they were tidy)
- to spend time in a pool hall (they could be fined or sent to jail)
- to receive a high school education until the 1960s
- to serve on juries
- to choose their own form of government (government imposed councils)
- to sell agricultural products
- to choose who was to inherit their property (decided by the Crown)
- to buy land or get free land grants (which was available to colonists)
- to obtain a university degree (without automatic enfranchisement)
- to receive veteran benefits for serving in World War I and World War II
- to marry a non First Nations man without the woman losing her status
- to hold potlatches (criminal offense)

The Indian Act has been amended forty-two times. Why did the government feel compelled to make so many changes and additions to the Indian Act?



Status Indian – What does it mean?

A Status or Registered Indian is a person who is listed on the Indian Register. The Indian Act sets out the requirements for determining who is a Status Indian.

The Indian Register is the official record identifying all Status Indians in Canada. The eligibility rules have changed many times since the mid-1800s, when the first lists of registered Indians were drawn up. Bill C-31, passed by Parliament in 1985, amended the Indian Act, ending various forms of discrimination that had caused many people to lose their status.

A Non-Status Indian is an Indian person who is not registered as an Indian under the Indian Act. This may be because his or her ancestors were never registered, or because he or she lost Indian status under former provisions of the Indian Act.

As of 2001, there were 675 499 Status Indians in Canada. More than 55 percent live on reserves.



Status Indians – Services and Taxation

Service Delivery

More than 80 per cent of the federal government's budget for Aboriginal programs is for basic services that are generally provided to other Canadians by provincial, municipal and territorial governments.

Status Indians have access to services intended to improve living conditions on reserve land such as housing, education and economic development assistance.

Reserve land is held in trust by the federal government for the use and benefit of Status Indians.

Taxation

Status Indians living on reserve land do not pay property taxes, income tax or sales taxes on purchases made on-reserve. When the tax exemption came into effect under the 1876 Indian Act (Section 87), First Nations did not have the right to vote, own property or practise many cultural traditions.

Through treaties, First Nations will acquire their own land. They will establish a government with powers to earn money, borrow money, receive transfers from other governments and levy taxes.

The governments of Canada and BC want to gradually eliminate tax exemptions as First Nations become more self sufficient. For example, under the Nisga'a Treaty transaction, taxes such as sales tax will be eliminated eight years after the effective date and all other taxes, including income tax, after 12 years.

Date _____



Name _____

Justice on Trial

Write a sentence for each category to explain how First Nations people's rights have been undermined by the Indian Act.

Culture

Economic Existence

Language

Nationality

Politics

Religion

Social Structure

Children

Date _____



Name _____

Indian Act

How did the Indian Act undermine liberty?

How did the Indian Act undermine dignity?

How did the Indian Act undermine personal security?

Date _____



Name _____

Human Rights

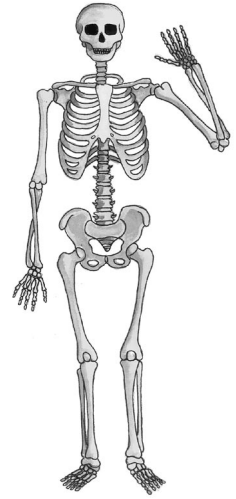
1. What is this a picture of? _____

2. It is the skeleton of a _____

3. Write “yes” or “no” beside each statement:

A person has the right—

- a. _____ to vote.
- b. _____ to sell fish.
- c. _____ to privacy.
- d. _____ to raise their children at home.
- e. _____ to own a fishing license.
- f. _____ to decide how to spend their money.
- g. _____ to operate an engine powered boat.
- h. _____ to spend time in a pool hall.
- i. _____ to go to high school.
- j. _____ to serve on juries.
- k. _____ to choose their own council.
- l. _____ to sell agricultural products.
- m. _____ to choose who inherits their property.
- n. _____ to buy land or get land grants.
- o. _____ to go to university.
- p. _____ to receive veterans benefits for serving in the War.
- q. _____ to hold ceremonies for events such as marriages, receiving a name, memorials for the dead.



Date _____



Name _____

Wards and Citizens

After confederation, European settlers became citizens, whereas First Nations people became wards of the government, under the direct control of the Department of Indian Affairs.

What is a ward?

A ward is someone placed under the care of a guardian, such as an underage child who lacks a caregiver or a person who is mentally infirm and incapable of understanding the world around them. As you have learned in *From Time Immemorial*, it is quite evident that First Nations people do not fit into either of these categories.

Imagine you are a First Nations person and you are made a ward of the government while other people you know who are non First Nations become citizens who are entitled to rights. Write about how you feel when you hear the news.



Opportunity Cards

Get a free land grant.	Receive a high school education.
Receive veteran benefits for serving in the war.	Obtain a university degree.
Sell fish.	Sell agricultural products.
Sell agricultural products.	Vote.
Inherit property.	Own a fishing license.
Operate an engine powered boat.	



LESSON FOUR: TREATIES IN CANADA – THE HISTORY

Overview

Lesson Four defines “treaty” and looks at the history of treaty making in Canada.

Learning Outcomes

It is expected students will:

- Define “treaty.”
- Gain awareness of the history of treaty making in Canada.
- Locate on a map the treaties negotiated in BC and Canada.

Vocabulary

treaty cede

Preparation

1. Make photocopies or overhead transparencies of the Info Pages provided for this lesson.
2. Make photocopies of the student materials provided for this lesson that you plan to use.

Developing Understanding

1. Comparing Scenarios

a) Read and discuss the following scenario:

Student A owns 1 000 000 video arcade games. Student B buys 13 of the video arcade games but when Student A goes away for a short time, Student B takes total control of all the games. Student A returns and decides to press charges against Student B for stealing his property. Student B informs him it's against the law to protest against him. In fact, he informs Student A that he must get permission from himself (Student B) to do so. Student B decides to give Student A a small pittance of money in return for using his machines. Student A tries to raise money to hire a lawyer to defend his rights against Student B but Student A is put in jail for defying the law and procuring money to defend his legal position.

Question: Who legally owns the machines?

Question: If the trial finally got to court and Student A and B were no longer living, would Student B's family now be the rightful owners?

b) Compare this scenario with what happened when European settlers came to North America. Can students see similarities and differences?

2. Defining “Treaty”

a) Write the word “treaty” on the board. Ask your students what it means. Record their ideas.

b) Ask students to use the Internet or school library to find a definition of the word “treaty” (1. an agreement, especially one between nations, signed and approved by each nation 2. *Cdn.* one of a number of official agreements between the federal government and certain bands of First Nations peoples whereby the latter give up their land rights, except for reserves, and accept treaty money and other kinds of government assistance.)



3. History of Treaties in Canada

- a) Present the information about the history of treaties in Canada provided on page 202 and 203 (photocopies or overhead transparencies).
- b) Distribute copies of the map provided on pages 204. Have your students form questions to ask the other students.
- c) Have your students colour each treaty area a different colour.
- d) Distribute copies of the blackline master provided on page 205.

Page 205 Answer Key

- | | |
|---|-------------------------------|
| 1. In what provinces were the first treaties signed? | New Brunswick and Nova Scotia |
| 2. How many treaties were signed in Alberta? | 4 |
| 3. Name the treaties signed in Alberta. | treaty 6, 7, 8, 10 |
| 4. In what year was Treaty 3 signed? | 1873 |
| 5. Which treaty was signed furthest north? | Treaty 11 |
| 6. Which treaty spreads across 3 provinces? | Treaty 8 |
| 7. Which treaty borders Hudson Bay? | Treaty 9 |
| 8. Bonus question: How many treaties were signed in B.C.? | 15 |

4. Treaties Signed in British Columbia

Distribute copies of the map of BC provided on page 206. Ask your students to colour the map and create a legend to explain the shaded areas (historic treaty areas of BC).

5. Developing Critical Thinking Skills

- a) Distribute copies of the blackline master provided on page 207 or use a transparency on an overhead projector to present the information.
- b) Read the information and discuss with your students how preconceived stereotypes, prejudices, and biases continue to be spread, and how damaging they are. Help them understand the importance of the advice: “judge a person by their character and not by their colour.”

6. Monitoring Current Events

- a) Ask your students to clip any newspaper and magazine articles they find at home that deal with First Nations treaties and self government and bring them to school.
- b) Have the contributing student read or summarize the article for the rest of the class. Together, examine the writing and apply critical thinking skills to decide whether or not the article was written in a subjective, factual way, or if it is an opinion piece. Ask your students to identify examples of prejudice or bias in the article.
- c) Maintain a bulletin board for relevant current events clippings, with critical comments written by students posted alongside.



Treaties in Canadian History

PEACE AND FRIENDSHIP TREATIES

In the 18th Century, the French and British were battling for control over North America and each formed war alliances with First Nations. The Peace and Friendship Treaties were a series of agreements signed with the Mi'kmaq and Maliseet peoples between 1725 and 1799 in what are now the provinces of New Brunswick and Nova Scotia.

ROYAL PROCLAMATION 1763

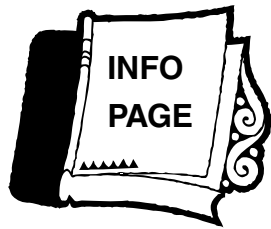
The Royal Proclamation of 1763 was issued by King George III of England with the intent of keeping First Nations people as war allies and trading partners. The proclamation stated that:

- Only the British Crown could obtain land through treaties from First Nation peoples.
- First Nations people should not be disturbed on their land.
- First Nation's land could only be purchased with the consent of First Nations in a public assembly.

HISTORIC TREATIES

Several treaties were signed after the Royal Proclamation and before Canada became a country in 1867, including the Upper Canada Treaties (1764 to 1862).

Between 1871 and 1921, the new country of Canada signed treaties with various First Nations in Northern Ontario, Manitoba, Saskatchewan, Alberta and parts of the Yukon, Northwest Territories and British Columbia. These treaties are numbered 1 to 11 and are often referred to as the “numbered treaties.” Under these treaties, First Nations ceded large areas of their traditional territory to the Crown in exchange for other benefits such as reserve lands, cash payments and certain rights to hunt and fish.



Treaties in Canadian History

In the colonies that became Canada, the need for treaties was soon apparent. The land was vast, and the colonists were few in number. They were afraid of the Aboriginal nations surrounding them. European countries were fighting wars for trade and dominance all over the continent. They needed alliances with Indian nations.

By signing treaties, British authorities appeared to recognize the nationhood of Aboriginal peoples and their equality as nations. But they also expected First Nations to acknowledge the authority of the king and to cede large tracts of land to British control—for settlement and to protect it from seizure by other European powers or by the United States.

The Aboriginal view of the treaties was very different. They believed what the king's men told them—that the marks scratched on parchment captured the essence of their talks. They were angered and dismayed to discover later that what had been pledged in words, leader to leader, was not recorded accurately. They accepted the king, but only as a kind of kin figure, a distant “protector” who could be called on to safeguard their interests and enforce treaty agreements. They had no intention of giving up their land, a concept foreign to Aboriginal cultures.

adapted from *Report of the Royal Commission on Aboriginal Peoples, 1996*
http://www.ainc-inac.gc.ca/ch/rcap/index_e.html

TREATY MAKING IN BC

Between 1850 and 1854, Sir James Douglas began making treaties on Vancouver Island, but when he retired, treaty making stopped. His successor, Lands Commissioner Joseph Trutch, denied the existence of aboriginal rights or the need for treaties.

When BC joined the country of Canada in 1871, only fourteen treaties had been signed with First Nations on Vancouver Island and Treaty 8 in the northeast corner of the B.C.

Date _____



Name _____

Historic Treaties of Canada



LEGEND – Treaty Areas

A	Treaty 11	1921	J	Treaty 3	1873
B	Treaty 8	1899	K	Treaty 9	1905-1930
C	Treaty 6	1876-1889	L	Robinson-Superior Treaty	1850
D	Treaty 7	1877	M	Robinson-Huron Treaty	1850
E	Treaty 10	1906	N	Williams Treaties	1923
F	Treaty 5	1875-1908	O	Upper Canada	1764-1836
G	Treaty 4	1874	P	Upper Canada	1764-1836
H	Treaty 2	1871	Q	Peace and Friendship	1725-1779
I	Treaty 1	1871	★	Douglas Treaties	

Date _____



Name _____

Treaties

1. In what provinces were the first treaties signed?

2. How many treaties were signed in Alberta?

3. Name the treaties signed in Alberta.

4. In what year was Treaty 3 signed?

5. Which treaty was signed furthest north?

6. Which treaty spreads across 3 provinces?

7. Which treaty borders Hudson Bay?

8. Bonus question: How many treaties were signed in B.C.?

9. Look up the word “treaty” in a dictionary. Write the definition.

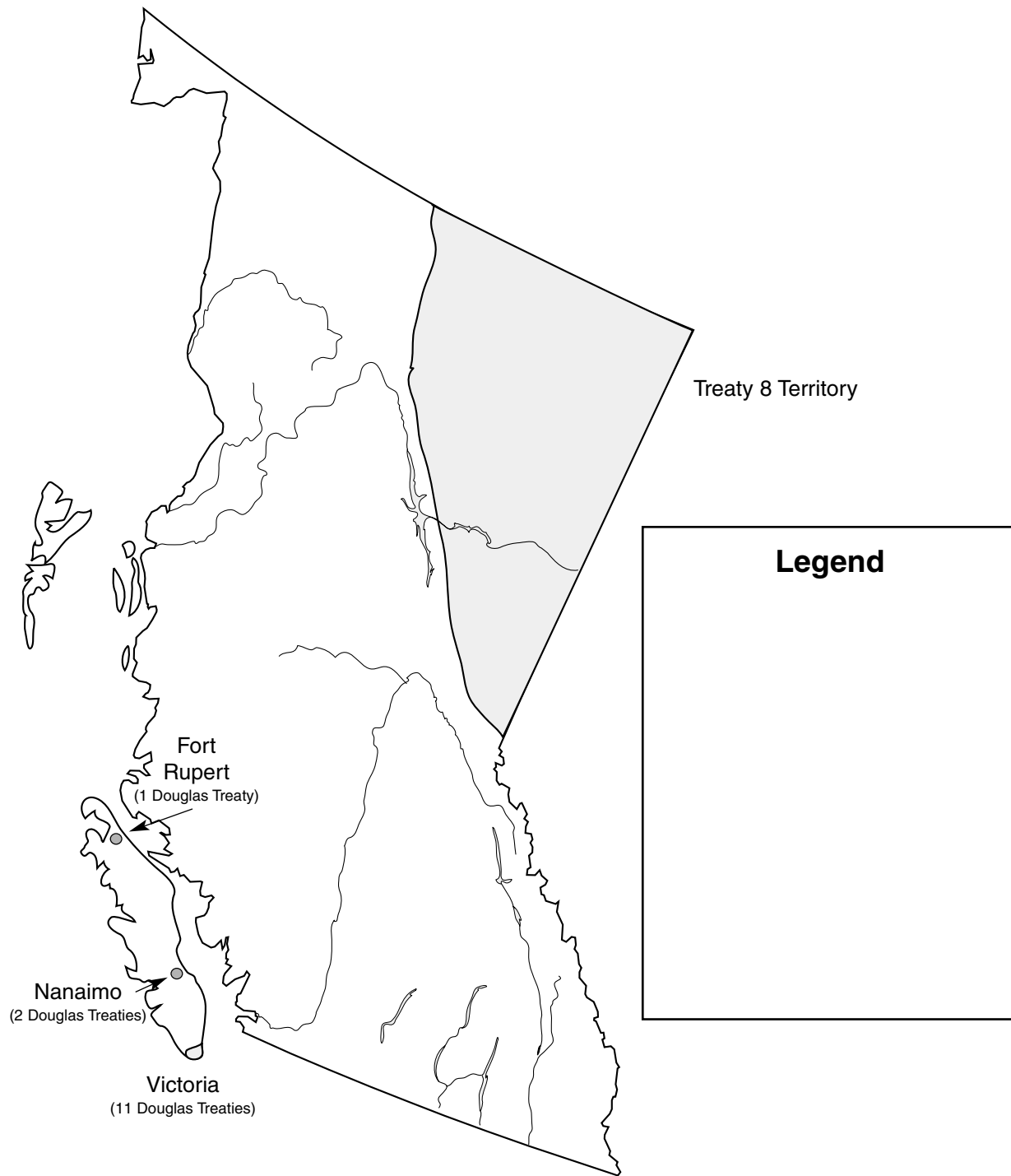
10. Use the word “treaty” in a sentence.

Date _____



Name _____

Historic Treaties Signed in British Columbia





Critical Thinking Skills

Check your ability to think independently when you receive information. Ask yourself—

Do I:

- remember information?
- understand information?
- analyze information?
- synthesize information?
- evaluate information?

Use the following statement as an example:

All First Nations people live in tepees and wear buckskin clothing.

- What information do I REMEMBER about First Nations people?
I learned in social studies class that housing and clothing varies from group to group.
- Do I UNDERSTAND the statement correctly?
By all First Nations, does that mean all First Nations people in North America, or in a certain area?
- Do I ANALYZE information, separating facts from opinion?
If the person was referring to First Nations people living in the plains in the 1700s, that could be a valid fact. If the person was referring to ALL First Nations people, regardless of their location, that's an uninformed opinion.
- Do I SYNTHESIZE information?
How can I think about this statement flexibly and generate ideas to help form my decision? Would tepees be practical on the Northwest Coast where it rains a lot? Have I seen First Nations people wearing clothes other than buckskin, e.g. have I seen them wearing modern clothing?
- Do I EVALUATE information?
Did the person who made the statement have a bias or prejudice towards First Nations people? (Often stories are taken at face value and fiction becomes the basis of knowledge).



LESSON FIVE: MODERN TREATIES

Overview

Lesson Five discusses why treaties are important to both First Nations people and non native British Columbians. The Nisga'a Treaty is examined as an example of a modern treaty.

Learning Outcomes

It is expected students will:

- Identify the need for treaties in BC.
- Demonstrate understanding of why treaties are crucial to BC's future.
- Analyze why First Nations people have had to struggle so long to win their lawful rights.

Vocabulary

sovereignty
Supreme Court

surrender
dominion

constitution

Preparation

1. Make photocopies or overhead transparencies of the Info Pages provided for this lesson.
2. Make photocopies of the student materials provided for this lesson that you plan to use.

Developing Understanding

1. Nisga'a Treaty

- a) Explain that the governments of Canada and British Columbia are now committed to signing treaties to settle the question of who owns the land in BC. There are fifty-three First Nations currently negotiating in the BC treaty process (September 2002). The Nisga'a Treaty is one example of a modern treaty that became law in 2000.
- b) Distribute the Info Page about the Nisga'a Treaty process provided on page 209. Read and discuss the sequence of events with your students. Ask students to suggest reasons why it has taken so long for the Nisga'a nation and the governments of Canada and BC to come to an agreement.
- c) Distribute copies of the map provided on page 210. Have your students label the shaded Nass Area, which is the traditional land of the Nisga'a Nation, and the much smaller Nisga'a Treaty lands area. Have your students use an atlas as reference to locate and label major towns and water areas in BC.

2. Modern Treaty Making – Questions and Answers

- a) In a whole class discussion, ask students to pose questions about the modern treaty process. Record their questions on chart paper. Leave room for answers under the questions.
- b) Distribute the Info Pages about modern treaty making provided on pages 211 to 216. Read and discuss the information. If the students' questions were addressed, write the answers on the chart paper.
- c) Ask students to try to find the answers to any unanswered questions through internet research.



The Long Journey To The Nisga'a Treaty

The Nisga'a people first petitioned Victoria in 1887 for treaties and self government. It would take 113 years before they reached a treaty.

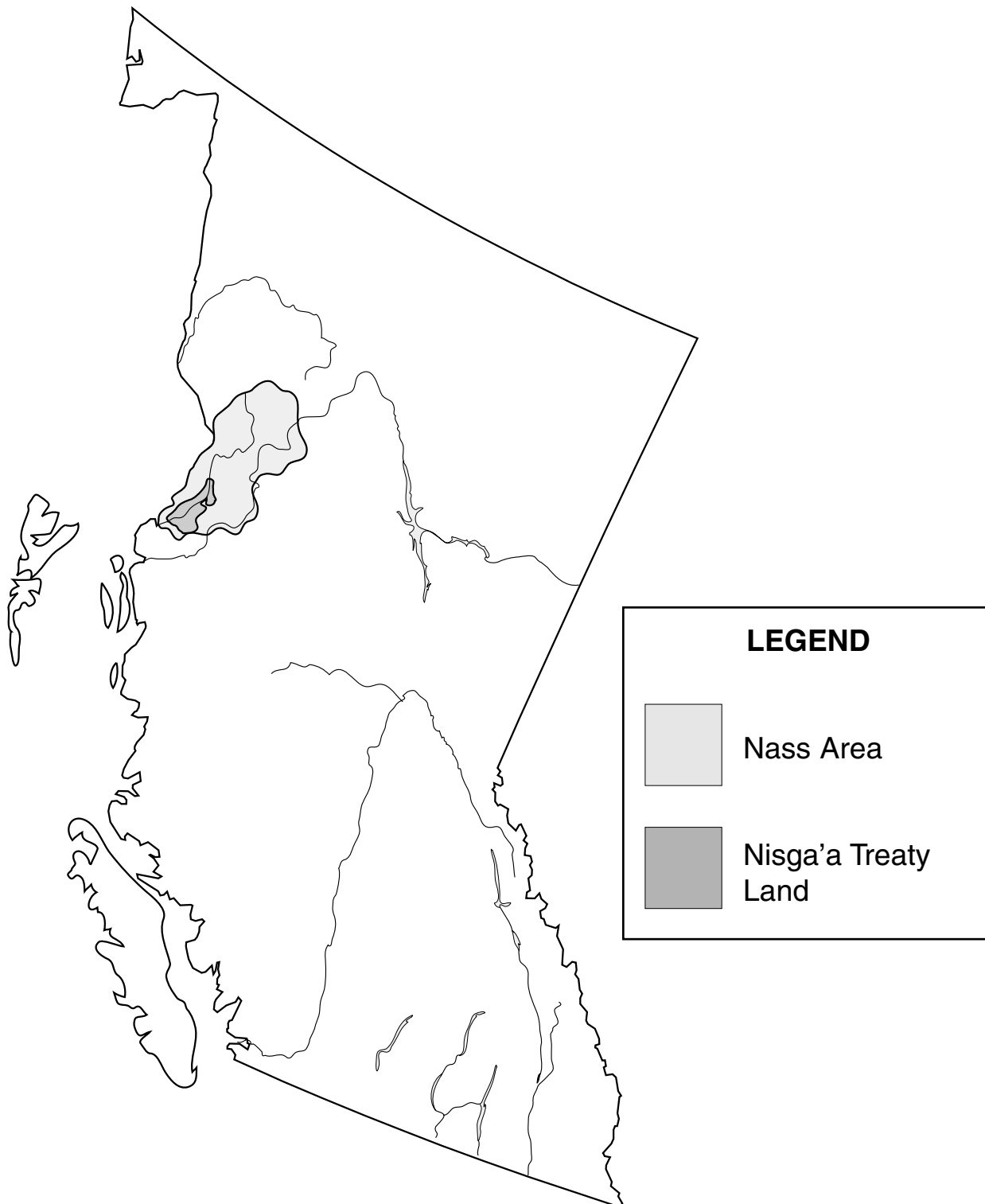
- 1793 On an expedition to Observatory Inlet and Salmon Cove, Captain Vancouver meets the Nisga'a people for the first time.
- 1858 Britain establishes the Colony of British Columbia.
- 1887 Nisga'a and Tsimshian chiefs travel to Victoria to press for treaties and self government. They are turned away.
- 1890 Nisga'a create the Nisga'a Lands Committee.
- 1909 The Nisga'a Lands Committee joins with other north coast tribes to form the Native Tribes of BC.
- 1913 The Nisga'a Nation petitions the British Privy Council to resolve the Land Question.
- 1924 The McKenna-McBride Commission allows 76 square kilometers of reserve land to the Nisga'a.
- 1927 The Canadian government makes it illegal for aboriginal people to organize to discuss land claims.
- 1931 The Native Brotherhood of BC forms to secretly discuss land claims.
- 1955 The Nisga'a Land Committee is re-established as the Nisga'a Tribal Council.
- 1973 The Supreme Court of Canada decides that the Nisga'a Nations did have aboriginal land title, but disagrees whether title continues to exist today.
- 1976 The Nisga'a Tribal Council begins modern treaty negotiation.
- 1996 An agreement in principle—the blueprint for a final treaty—is signed by the Nisga'a Tribal Council, the Government of Canada and the Government of BC.
- 1998 Nisga'a approve the Final Agreement but face criticism from some of BC's non aboriginal people and also court challenges from the BC Liberal Party and the Fisheries Survival Coalition.
- BC
- 1999 The governments of Canada and BC ratify the Nisga'a Final Agreement.
- 2000 The Nisga'a Treaty becomes law.

Date _____



Name _____

Nisga'a Territory





Why Are We Negotiating Treaties In British Columbia Today?

LEGAL REASONS

There are laws that outline the legal rights of people. For example:

- Canadian Bill of Rights

- Section 35, Constitution Act 1982

- Draft Declaration of the Rights of Indigenous People

- Royal Proclamation, 1763

International Law recognizes the fact that First Nations People held sovereignty and dominion over their land.

ECONOMIC REASONS

Treaties will provide certainty as to who owns the land, which means investors can invest in the province without fear of losing their money. It is estimated that the province of British Columbia loses up to \$1 billion in lost investment because of uncertainty of who owns the land.

The settling of treaties is estimated to generate 7 000 to 17 000 jobs in BC over the next 40 years.

POLITICAL REASONS

Between the 1970s and 1980s, many First Nations felt they were forced to resort to blockades and other forms of protest to have their voices heard.

Lawsuits are extremely time consuming and expensive and do not help build a shared future for First Nations and other governments.

Treaties will create partners between First Nations governments and the governments of Canada and BC.

ETHICAL REASONS

Because First Nations people never surrendered or ceded their traditional territory in British Columbia, there is conflicting land title between the Crown (BC and Canada) and First Nations people. Treaties will clearly define land ownership and jurisdiction in BC and build stronger relationships among aboriginal and non-aboriginal people in British Columbia. In so doing, treaties will resolve conflicting interests fairly and take community interests into account.



First Nations' Rights

SOVEREIGNTY (governing powers)

First Nations People were:

- self-governing;
- independent;
- self-sufficient;
- had laws and rules;
- had a rich oral history;
- had chiefs;
- had distinct languages;
- had customs and traditions.

DOMINION (ownership of property)

First Nations People:

- lived in organized societies;
- occupied the land on a continuous basis;
- occupied the land to the exclusion of other groups;
- hunted, fished and gathered on their land;
- were living on the land at the time England declared sovereignty.

BY WHAT RIGHT DID THE FEDERAL AND PROVINCIAL GOVERNMENT CLAIM TITLE TO TERRITORY OCCUPIED BY FIRST NATIONS PEOPLE?

When “discoverers” and settlers came to British Columbia the land was not empty. It was occupied by First Nations People as it had been by their forefathers before them.

- the land was not empty;
- the land was not bought;
- the land was not taken by conquest;
- treaties were not signed, except 14 treaties made by Sir James Douglas on Vancouver Island and Treaty 8 (part of the numbered treaties) in the northeast corner of British Columbia.



First Nations' Rights Recognized and Affirmed By Law

ROYAL PROCLAMATION OF 1763

The Royal Proclamation of 1763 issued by King George III of England.

CONSTITUTION ACT

Section 35 (1) of the Constitution Act, 1982; recognizes and affirms existing aboriginal and treaty rights of First Nation people.

COMMON LAW

Common Law recognizes that First Nations People and their ancestors:
lived here in organized societies;
occupied their traditional territory;
occupied the territory to the exclusion of other societies;
occupied the territory when the crown declared sovereignty.

INTERNATIONAL TREATY LAW

Modern treaty making is not unique to Canada. For example, in New Zealand several treaties have been established with the Maori people. Australia is currently embarking on treaties with the Torres Strait Islander and aborigine peoples. A succession of U.S. presidents has reaffirmed that a government-to-government relationship exists between the United States and Indian Nations.

Under international treaty law, nations must respect aboriginal people's right to self determination. The International Bill of Rights of the United Nations declares that self determination is the right of a people to:

- freely determine their political status;
- freely pursue their economic, social, and cultural development;
- dispose of and benefit from their wealth and natural resources.



Treaties – Questions and Answers

Q: What is a treaty?

A: A treaty is a formal agreement between two nations to fulfill mutual obligations and responsibilities.

Q: Aren't treaties a thing of the past?

A: In most parts of Canada, Britain signed treaties with First Nations before Canada was a country. These treaties are often referred to as historic treaties. The new country of Canada continued this policy of making treaties before the west was opened for settlement, but in BC this process was never completed. When BC joined the country in 1871, only fourteen treaties had been signed with First Nations on Vancouver Island and Treaty 8 in the northeast corner of B.C.

Q: Will treaties include private property?

A: Private property is not being negotiated unless a property owner wants to sell their land. Treaty negotiations involve Crown land—land owned by the Government of British Columbia or the Government of Canada.

Q: What is being negotiated through treaties?

A: Although each negotiation is separate there are some common issues:

- self government;
- cash settlements;
- jurisdiction and ownership of lands, waters and resources.



Treaties – Questions and Answers

Q: Do First Nations have special rights that other Canadians do not?

A: Aboriginal people have rights, protected by the Canadian Constitution, because they were living here when Europeans first arrived in North America. Aboriginal rights, such as fishing for social and ceremonial purposes, are still subject to government regulation.

Status Indians have access to reserve land held in trust by the federal government, and services delivered through the Department of Indian and Northern Affairs. The Department provides services that are provided to other Canadians by provincial governments, such as schooling, housing, health and social welfare. With self government, First Nations will be responsible for providing these services to their own people.

Q: How much land in BC might be included in treaties?

A: When a First Nation decides to enter the BC treaty process, they outline their traditional territory. For most First Nations, treaty settlement lands may only cover a small percentage of their traditional territory. For example, land included within the Nisga'a Treaty is approximately eight per cent of the nation's traditional territory. Because First Nations' culture and spirituality is connected to their traditional territory, treaties may also include co-management rights on traditional territory outside of treaty settlement land.

Many First Nations are already participating in collaborative land-use planning processes, such as the Central Coast Land Management Plan. The plan, endorsed by First Nations, forestry companies, community groups, environmentalists and truck loggers, protects 441 000 hectares of Crown land ranging from Knight Inlet to Princess Royal Island—home of the Kermode Spirit Bear—and defers logging on an additional 534 000 hectares.



Treaties – Questions and Answers

Q: Why didn't First Nations people protest years ago?

A: First Nations people have never stopped struggling to protect their relationship with their traditional territories.

Q: Why should we give First Nations people anything?

A: It is a matter of law that aboriginal land title exists in British Columbia whether there are treaties or not. Treaties will clearly define aboriginal land title, providing greater economic certainty for all British Columbians.

First Nations people are not asking for permission to be granted self government; rather they are seeking restoration of governance systems that existed long before Europeans arrived in Canada. The government of Canada recognizes that First Nations people should have the ability to establish self government arrangements and deliver services such as education and health care to meet the unique needs of their people.



LESSON SIX: SELF GOVERNMENT – THE HISTORY

Note to Teachers

First Nations people were self governing for thousands of years before colonists arrived in Canada. The Canadian government recognizes that First Nations people have an inherent right to self government – a right which is not granted, but is pre-existing.

Overview

Lesson Six discusses how traditional forms of governance and community affairs were conducted and carried out, using the potlatch as an example. Please stress to the students that the potlatch was a form of governance on the coast, but in the Interior of BC, First Nations people used other types of governance systems. Students will compare models of government with traditional and modern First Nations governance systems.

Learning Outcomes

It is expected the students will:

- Develop their understanding of how First Nations people governed themselves before contact with European settlers.
- Learn reasons why First Nations people have the right to decide their own future.

Vocabulary

self governing

inherent

governance

Preparation

1. Prepare transparencies or photocopies of the Info Pages provided for this lesson.
2. Make photocopies of the student materials provided for this lesson that you plan to use.

Developing Understanding

1. Self Government Facts

- a) Ask your students to recall what they already know about how First Nations people governed themselves before Europeans came to North America.
- b) Present the Info Pages provided on pages 219 and 220.

2. Sovereignty

- a) Distribute copies of pages 221 to 223 or project transparencies using an overhead projector.
- b) Distribute copies of the blackline master provided on page 224 and assign as individual work.

3. The Potlatch

- a) Review what the students already know about the potlatch and discuss how it was a means of governance for some First Nations in British Columbia.
- b) Present the Info Page provided on page 225.
- c) Ask students to suggest ways in which the potlatch helped to maintain the First Nations social system.



4. In Their Own Words

Have your students write an article about the topic: The Right to Self Government. Help them to develop an outline before they begin writing, stating one key concept for each paragraph.



Self Government Facts

BY WHAT RIGHT DID THE COLONISTS IMPOSE THEIR LAWS AND INSTITUTIONS ON FIRST NATIONS PEOPLE?

The Colonists

- were immigrants to this country
- made laws granting themselves rights while at the same time removing the rights of First Nations People
- destroyed established forms of First Nation's governance systems
- claimed land that didn't legally belong to them

SELF GOVERNMENT AND THE BC TREATY PROCESS

Under the BC treaty process, each First Nation will establish a self-government arrangement to meet their unique needs. Self-government will allow First Nations to develop services that are appropriate to the needs of their people. Some services that First Nations might deliver through their own governments include:

- Education and Child Welfare
- Health Care
- Justice and Police services
- Language and Culture
- Housing

INTERNATIONAL BILL OF RIGHTS (U.N.)

The International Bill of Rights declares aboriginal people have the right to determine their political status and to develop economically, socially, and culturally.

FIRST NATIONS AND CANADA

First Nations still want to be a part of Canada; they just want more control over their own affairs. First Nations governments will abide by the same laws as other Canadians do—the Canadian Constitution, the Canadian Charter of Rights and Freedoms, and the Criminal Code of Canada.



Self Government Facts

HISTORICAL SELF GOVERNANCE

First Nations

- were self governing long before Europeans came to Canada
- had unique laws and rules that were tied to their culture, spiritual beliefs and traditional lands
- had chiefs
- valued balance, individual responsibility, cooperation and sharing in traditional government

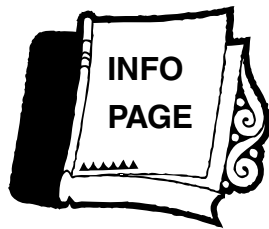
A treaty is one way that First Nations can realize the existing right to self government. First Nations may also negotiate self government arrangements with the Government of Canada. For example, the Sechelt Indian Band signed a municipal-style government agreement in 1986.

TRADITIONAL GOVERNMENT

The potlatch and winter dance ceremonies were a place in which to witness, instruct and maintain First Nation's culture, history, language and traditional forms of governance.

INDIAN ADVANCEMENT ACT

As one amendment to the Indian Act, the Federal Government passed the Indian Advancement Act, which promoted the dismantling and suppression of traditional forms of First Nation's governance. The potlatch and winter dance ceremonies were outlawed, making it a criminal offense to practice the culture.



Sovereignty Time Line

From 10 000 B.C. until the 1800s, First Nations People held sovereignty over their homeland. They were:

- self governing;
- self determining;
- self sufficient.

1763	Royal Proclamation decrees that Indian peoples should not be disturbed in their use and enjoyment of the land. The proclamation also states that any land held by Indians is to be purchased by the Crown only—not by individuals—and that all purchases have to be agreed on by the Indian people and only after an open negotiating session.
1700 & 1800s	European diseases decimate large numbers of First Nations people in North America. Some estimates suggest that more First Nations people died due to European disease than the estimated six million Jewish people that died during the Holocaust.
1850s	James Douglas, as Chief Factor of the Hudson Bay company and then as governor of the Crown colony of Vancouver Island, arranges 14 treaties to buy 358 square miles of land on Vancouver Island.
1860s	Lands Commissioner Joseph Trutch prohibits the pre-emption of Crown land by aboriginal people and denies the existence of aboriginal rights or the need for treaties.
1876	Canada's Parliament passes the Indian Act to regulate most aspects of aboriginal peoples' lives.



- 1880 Government begins to remove aboriginal children from their families, placing them in residential schools.
- 1884 Parliament outlaws the potlatch—the primary social, economic and political expression of some aboriginal cultures.
- 1887 Nisga'a and Tsimshian chiefs travel to Victoria to press for treaties and self-government. They are turned away.
- 1927 The Canadian government makes it illegal for aboriginal people to organize to discuss land claims.
- 1931 The Native Brotherhood of BC forms to secretly discuss land claims.
- 1949 British Columbia extends the provincial right to vote to male native Indians.
- 1951 Responding to international human rights criticism, the Canadian governments amends the Indian Act to remove anti-potlatch and anti-land claims provisions.
- 1960 Aboriginal people gain the right to vote in federal elections. The phasing-out of residential schools begins.
- 1982 The Constitution Act recognizes and affirms aboriginal and treaty rights—both those that exist and those that may be acquired through a treaty.
- 1991 BC Claims Task Force recommends a six-step treaty negotiation process. British Columbia recognizes the existence of aboriginal rights.
- 1993 The BC Treaty Commission opens its doors in December 1993.



- 1994 Canada recognizes the inherent right to self-government as an existing aboriginal right within the Canadian Constitution.
- 1997 The Supreme Court of Canada issues the landmark Delgamuukw decision, which confirms that aboriginal land title is a right to the land itself—not just the right to hunt, fish and gather.
- 2000 The Nisga'a treaty becomes law.
- 2001 Canada, BC, Cowichan Tribes and Hul'qumi'num Treaty Group endorse a historic land protection agreement setting aside 1 700 hectares of Crown land known as the Hill 60 sacred site.
- The Central Coast Land Management Plan is endorsed by First Nations, forestry companies, community groups, environmentalists and truck loggers. Agreement protects 441 000 hectares of Crown land ranging from Knight Inlet to Princess Royal Island—home of the Kermode Spirit Bear—and defers logging on an additional 534 000 hectares of Crown land.
- 2002 53 First Nations negotiate in the BC treaty process.

Date _____



Name _____

Sovereignty

1. How long have First Nations people lived here?

2. What is a homeland?

3. What happened in the 1800s to destroy 3/4 of the First Nations population?

4. What things did the Indian Act take away from First Nations people?

5. In what document is the right to self government recognized and affirmed?

6. Why did the government amend the Indian Act in the 1900s?

7. Why was the BC Treaty Commission established?



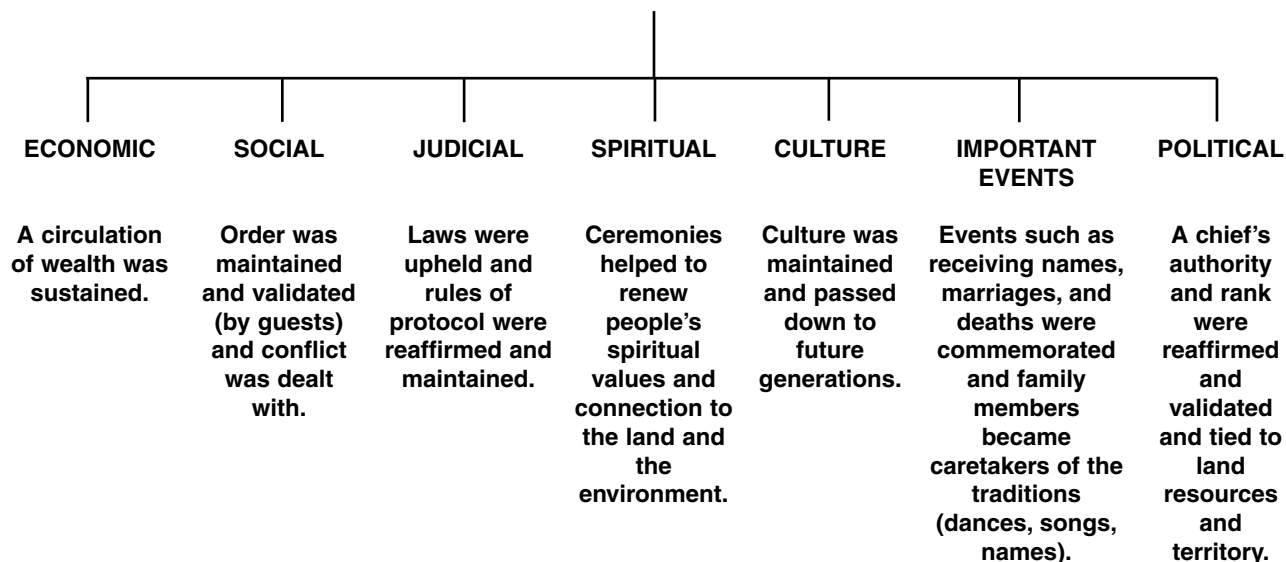
The Potlatch

The Potlatch
served as a political institution
for many First Nations people in British Columbia.

A place where
traditional forms of governance
and community affairs were
conducted and carried out.

All business and activities
carried out through ceremony
were supported by the extended family and clan.

The role of the House Speaker
was the basis of knowledge.
He knew the names, dances,
history and traditions of the people.



First Nations history
was passed down orally
from one generation to
the next.

The potlatch was the
centre around which
the social system
revolved.



LESSON SEVEN: SELF GOVERNMENT TODAY

Overview

Lesson Seven examines and compares some modern models of government structure.

Learning Outcomes

It is expected the students will:

- identify similarities and differences between traditional and modern governments
- describe programs and services provided by First Nations governments
- demonstrate understanding that First Nations governance typically provides the same services as provided by other governments

Vocabulary

federal provincial local

Preparation

1. Prepare transparencies or photocopies of the Info Pages provided for this lesson.
2. Make photocopies of student materials provided for this lesson that you plan to use.

Developing Understanding

1. Aboriginal Governance

- a) Present and read together the Info Pages provided on pages 228 and 229.
- b) Discuss concerns that have been expressed about aboriginal self government.

Concern: People have expressed concern that First Nations government will be working contrary to existing laws and government.

Ask: What key words can you find that tell you they will be working in co-operation with the laws of the country and the government?

Concern: People have expressed concern that self government will give First Nations people too much control.

Ask: Examine the chart showing the structure of the Nisga'a Lisims government critically to find programs that are frivolous or detrimental to the group or that would affect others.

2. Comparing Traditional and Modern Aboriginal Governance

- a) Ask students to compare the examples of traditional and modern governance outlined on the Info Page on the Potlatch provided in Lesson Six and the Info Page provided on page 229.
- b) Draw a Venn diagram on the board or chart paper. Label one side "Traditional" and one side "Modern."
- c) Have students suggest words and phrases to print on the diagram to show how traditional and modern forms of First Nations governance are similar and different.

3. Comparing Modern Government Services

- a) Review what students already know about different levels of government in Canada (federal, provincial, local) and the services they provide. You may also wish to review the material on



governments provided in the Teacher's Guide for *From Time Immemorial*, Chapter One.

- b) If you have multiple copies of the phone book, have students work in small groups to read the blue pages to identify what services are provided by the different levels of government. If multiple copies of the phone book are not available, use this as a homework assignment.
- c) Create class charts on chart paper to record the information the students have gathered.
- d) Have students compare the services provided by the Nisga'a government with the services provided by the BC provincial government on the chart provided on page 230.

4. Research Report Using the Internet

Have students research and prepare reports on First Nations leaders Chief Joseph Gosnell or Frank Calder. Before students begin researching, brainstorm a list of questions to guide their research and shape their presentation.

5. Oral Presentations

To conclude this unit on Treaty Making and Self Government in British Columbia, have your students prepare oral presentations on treaties, self government or the effect of discrimination on First Nations people. Invite parents and other adults on the school staff to attend the presentation session. Students are to choose a topic and submit a presentation plan to you (provided on page 231). Provide written constructive ideas on how to strengthen their presentation, and on areas that have strength or merit already.

If the students have had little practise making oral presentations, help them lead up to their presentations by practising using the fun "Salesman Approach" (students learn to sell their product, which is a speaker's goal when speaking—much like a pitchman at a bazaar). Supply a number of unusual objects that have "sell ability" and allow your students to choose one. Speakers are to provide as many make "believable" uses they can for a certain object. E.g., a kitchen strainer could be used for: a hat, microphone, strainer, scoop to catch fish, bat (for a ball) blowing bubbles, a shower head, to make shadows.



Nisga'a Lisims Government

The Nisga'a people were self governing and followed traditional laws long before Europeans arrived in Canada. Through the Nisga'a Treaty (2000), the Nisga'a Nation regained control over their own affairs.

The Nisga'a Nation has one central government—the Nisga'a Lisims government. The Nisga'a Lisims government has a constitution and can make laws over treaty land and provision of services to Nisga'a people, such as culture, public works, resources, fisheries and wildlife. A Council of Elders provides guidance on traditional laws to the Nisga'a Lisims government. Nisga'a people must abide by the same overriding laws as other Canadians.

All services provided by the Nisga'a Lisims government are guided by the common bowl (Saytk'ihl Wo'osim') concept of fairness – the idea that since everyone relies on the same resources, everyone must contribute.

There are four Nisga'a Village governments, similar to local governments, that administer services of the central government through their village chief and council. Nisga'a people that live in urban areas—Terrace, Prince Rupert and Vancouver—elect individuals to serve as representatives to the Nisga'a Lisims government.

The Nisga'a Lisims government is an example of what First Nations self government could look like, but it is not a template for self government. Each First Nation in the BC treaty process will negotiate their own self government arrangement to meet the unique cultural, social and economic needs of their people.



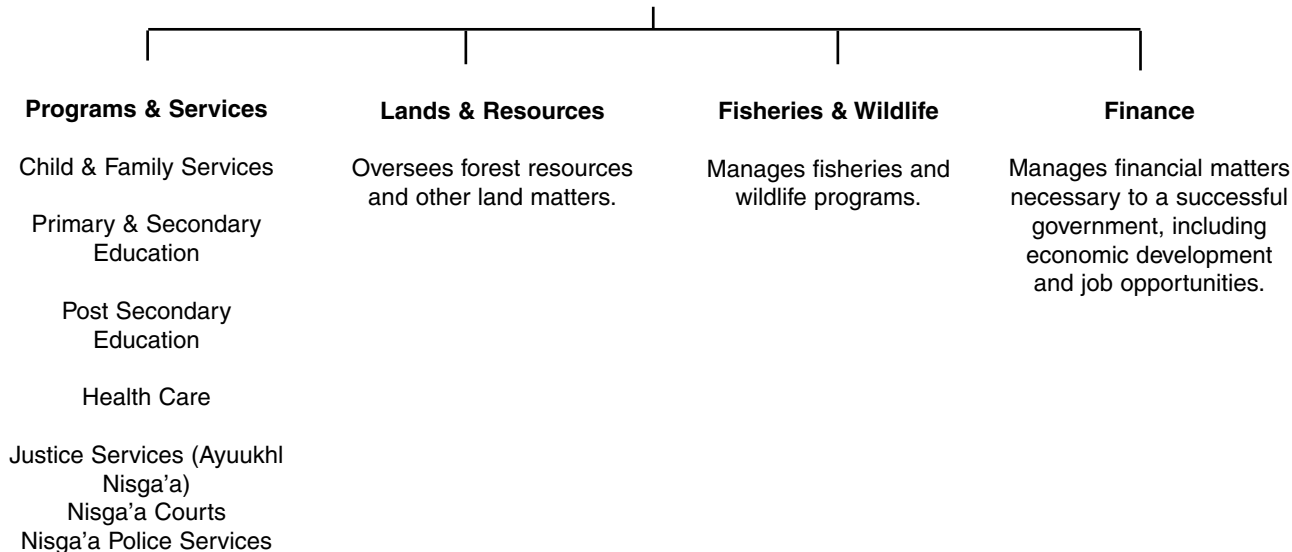
Nisga'a Lisims Government Structure

Within the Framework of the
Canadian Constitution
Criminal Code of Canada
Canadian Charter of Rights and Freedoms

Nisga'a Constitution
Elected Assembly:
Wilp S'ayuukhl Nisga'a (House of Laws)

Administration
The Chief Executive Officer
Four village governments with
Village Chief and Council
Council of Elders
Chairperson
Chiefs
Matriarchs
Respected Elders

Four Directorships



Date _____



Name _____

Comparing Government Services

Put a check mark in the box if the service is provided.

DEPARTMENTS	NISGA'A	PROVINCIAL
Housing		
Transportation		
Human Resources		
Culture		
Justice		
Education		
Intergovernmental Affairs		
Finance		
Health		
Sustainable Development		

1. Are there more similarities or differences between the two governments?

2. What do both governments want to deliver to their people?

Date _____



Name _____

Presentation Plan

Presentation Topic

Introduction (state what your presentation is about)

List 3 important points you want to make.

Point 1

Point 2

Point 3

Conclusion (sum up the main points of your presentation)

Approved _____

(teacher's signature)

Date _____



Name _____

Oral Presentation

SELF EVALUATION

Did I speak clearly? _____

Did I hold the audience's interest? _____

Did I get my point across? _____

What did I do well?

What do I need to improve?

TEACHER'S COMMENTS



Appendix A

FROM TIME IMMEMORIAL



The First People of the Pacific Northwest Coast



Field Trip Planner

Field Trip Date _____

Location _____

Transportation Walk _____ Parent Drivers _____

 Bus _____ Other _____

Transportation Schedule Depart School _____ Arrive Site _____

 Depart Site _____ Arrive School _____

PARENT HELPERS Name Telephone

Medical Alert _____

EMERGENCY NUMBERS

School _____

Police _____

Ambulance _____

Fire _____

Other _____

DAY PLAN



Student Groups

Leader

Leader

Students

Students

Leader

Leader

Students

Students

Leader

Leader

Students

Students

Date _____



Name _____

KWL

Topic: _____

K – What I KNOW

W – What I WANT to Know

L – What I LEARNED

Date _____



Name _____

Film/Video Report

Title: _____

Facts I learned:

Questions I have:

On a scale of 1 to 5, the video was: 1 2 3 4 5

Date _____



Name _____

Organizing Information

Topic _____

Main Idea

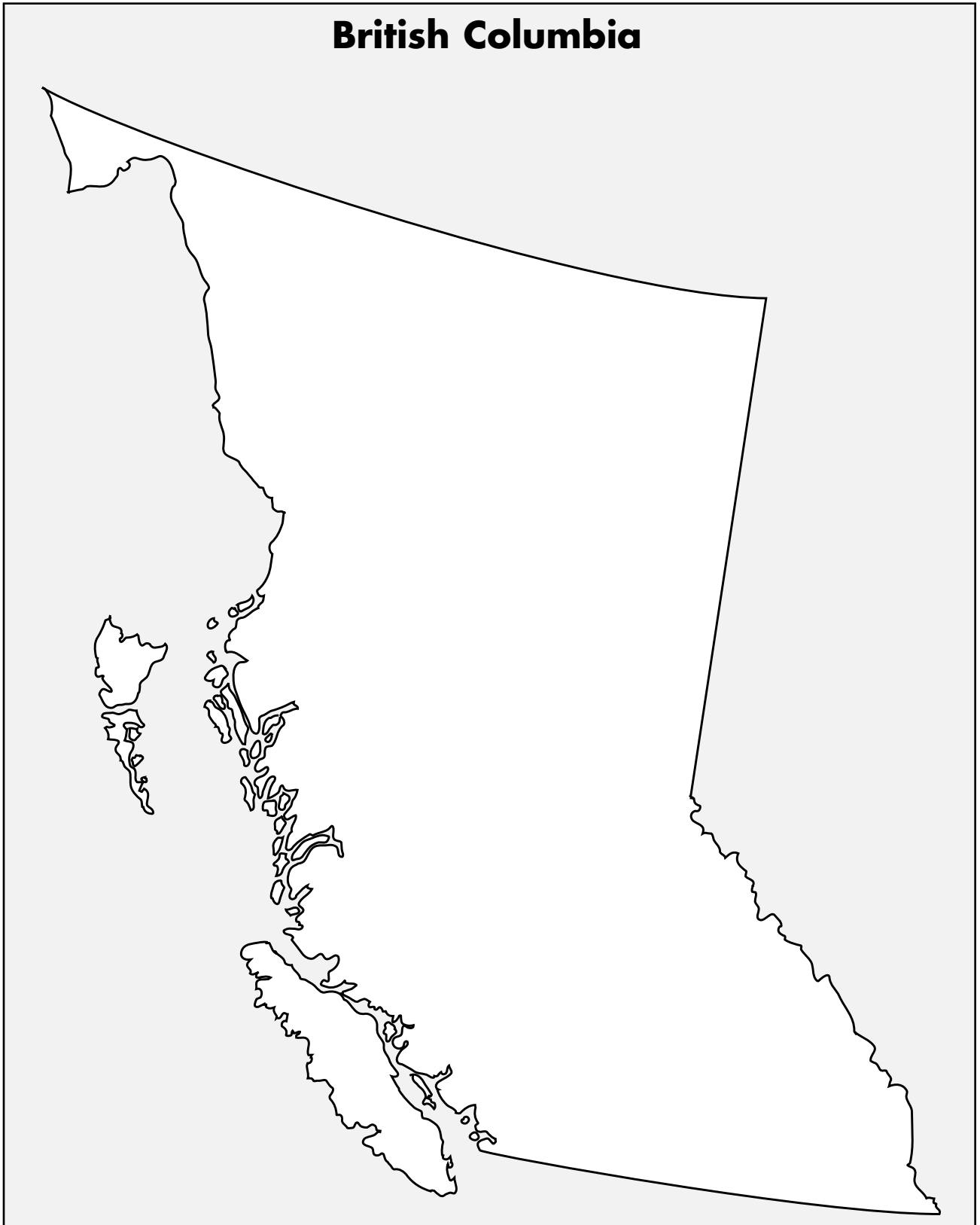
Supporting Details

Date _____



Name _____

British Columbia



Date _____



Name _____

Problem Solving Strategy

Step 1: Identify the Problem (What is the problem you want to solve?)

Step 2: Brainstorm Solutions

[Record all your ideas.]

Step 3: Evaluate Solutions

(Will they cause more problems?)

Step 4: Choose Best Solution(s)

Step 5: Make a Plan (Record the plan on the Planning Form)

Step 6: Put the Plan into Action (Check off the steps as they are completed.)

Step 7: Evaluate (Did we solve the problem? Is there more work to do?)

Date _____



Name _____

Clarify An Issue

Issue: _____

Pluses

Minuses

Interesting Points

I think: _____

Date _____



Name _____

A Snapshot of a Culture

Geographical Location

Food

Clothing

Shelter

Art

Transportation

Spiritual Beliefs

Date _____



Name _____

Research – Key Words

While you are doing your research, record one key word or phrase in each box. When your research is complete, cut out the boxes and organize them.

Date _____



Name _____

Research – Getting Started

My research topic is:

I will be reporting on (details):

I will look for information from:

☐ books

☐ people

☐ TV

☐ internet

☐ video

☐ magazines

☐ newspapers

☐ other _____

My action plan is:

I will report my findings through:

☐ a collection

☐ an oral report

☐ a display

☐ a demonstration

☐ a written report

☐ other _____

Date _____



Name _____

Research – Timeline Checklist

Research Topic: _____

☐ Getting Started form approved by _____
(signature of teacher)

☐ Outline approved by _____
(signature of teacher).

☐ Sources of information located (this list will become the bibliography)

☐ Notes written—information written in point form.

☐ First draft completed.

☐ First draft proof-read.

☐ First draft approved by (signature of teacher). _____

☐ Final draft completed.

☐ Illustrations, diagrams, etc. completed and inserted.

☐ Final draft submitted for evaluation.

Date _____



Name _____

Research – Evaluation

Title: _____

- ☐ Getting Started form completed.
- ☐ Timeline Checklist form completed.
- ☐ First draft approved.

FINAL DRAFT

- ☐ Cover is attractive and states the title, author, and date of the project.
- ☐ Table of Contents is included.
- ☐ Introduction clearly states the scope of the research project.
- ☐ Information is presented in logical sequence.
- ☐ Language used is clear and presented in complete sentences.
- ☐ Standard spelling is used.
- ☐ Punctuation and capitalization is used correctly.
- ☐ Conclusion sums up the information presented.
- ☐ Illustrations are neatly presented and clearly labelled.
- ☐ Bibliography is included.
- ☐ Presentation is neat and legible.

Comments:

Date _____



Name _____

Research – Sources

PRINT SOURCES

1. Author's Name (Last, First) _____

Title _____

Publisher and Date _____

2. Author's Name (Last, First) _____

Title _____

Publisher and Date _____

3. Author's Name (Last, First) _____

Title _____

Publisher and Date _____

4. Author's Name (Last, First) _____

Title _____

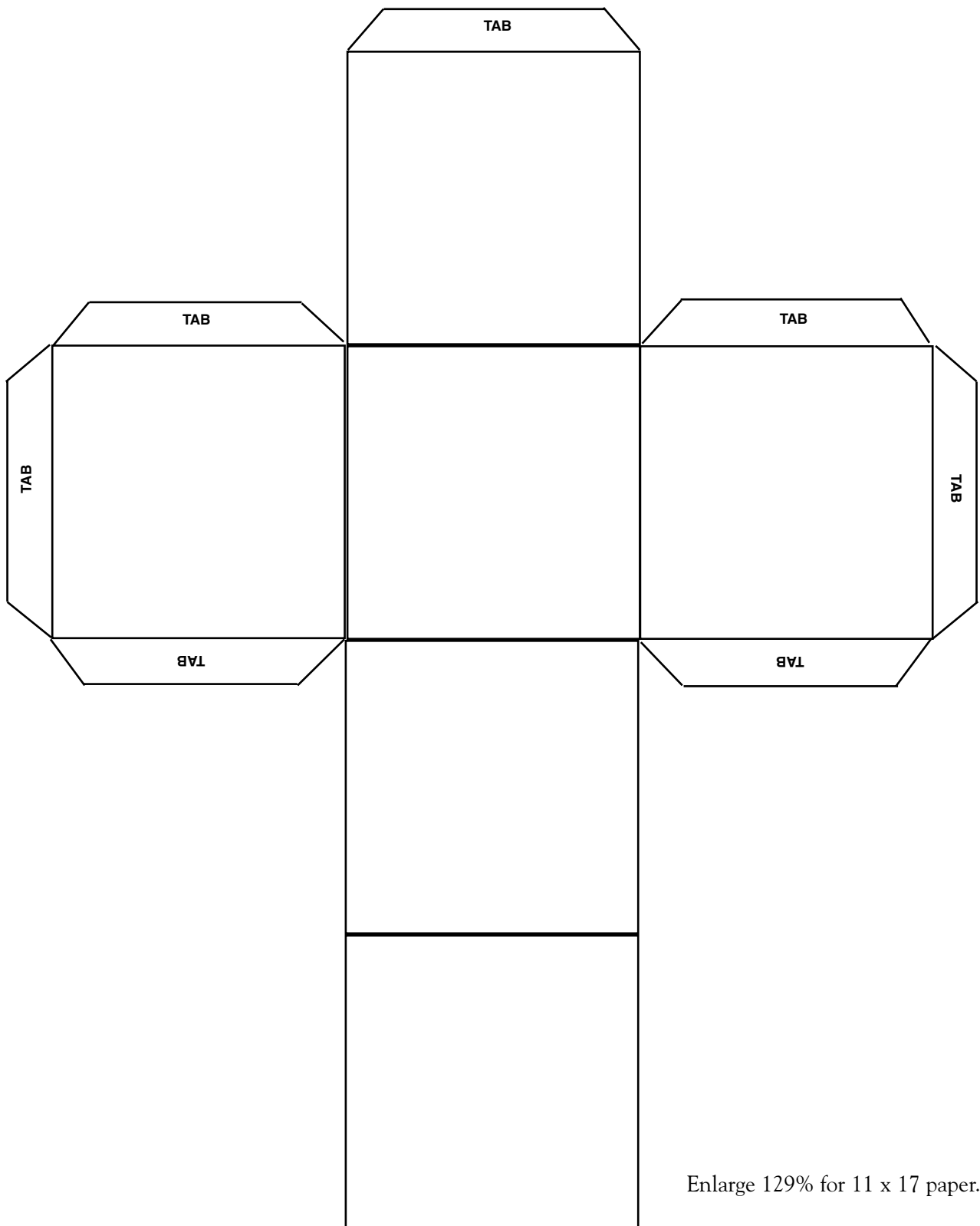
Publisher and Date _____

OTHER SOURCES (WEBSITES, INTERVIEWS, VIDEO)

1. _____

2. _____

3. _____



Enlarge 129% for 11 x 17 paper.



Appendix B

FROM TIME IMMEMORIAL



The First People of the Pacific Northwest Coast



Individual Student Assessment

Student Name _____

A four point scale is suggested.

3 – mastered 2 – competent 1– developing 0 – undeveloped

DATES OBSERVED

Attitudes								
Skills and Processes								
Knowledge								

Date _____



Name _____

Evaluation—Group Work

Project/Assignment

Group Members

Task

We Learned

We were successful at

We needed help with

Next time we could

Date _____



Name _____

Evaluation—From Time Immemorial

In this unit we studied

My favourite activities were

Some interesting facts I learned are

I would like to learn more about

This unit was important because



Date _____

Dear _____ ,

In Social Studies, my class has been learning about the First Nations of the Pacific Northwest Coast. These are some samples of the work I did in this unit.

I would like you to notice

I have been trying to

One thing I did well is

One thing I need to work on is

Love from,



Date _____

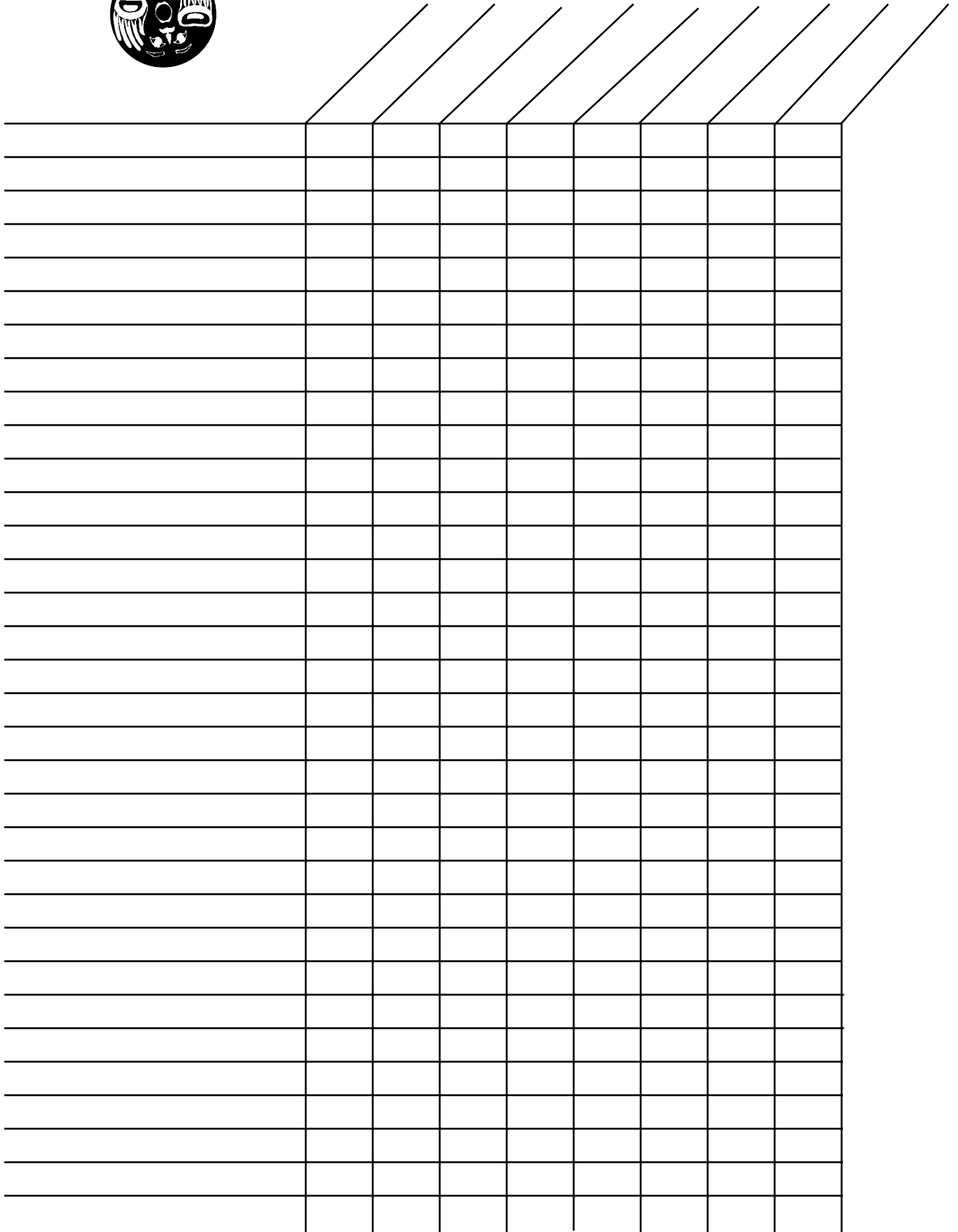
Dear _____ ,

Thank you for bringing your work samples home for me to see. I really liked

I am wondering about

One thing I would like you to work on is

Love from,





Appendix C

FROM TIME IMMEMORIAL



The First People of the Pacific Northwest Coast



Related Resources

The resources listed on this page may be available in your school or district library. Although some are now out of print, others are available from the publisher. Resources listed on the following pages are available directly from Pacific Edge Publishing. All would be useful to supplement the material provided in the *From Time Immemorial* resource package.

Artifacts of the Northwest Coast Indians, by Hilary Stewart. Hancock House, 1981 (revised edition). This is an indispensable resource for a study of the traditional culture of the First Nations of the Pacific Northwest. Over 1000 archival photographs and excellent line drawings are organized into a comprehensive and interesting presentation of how items of bone, stone and shell were made and used by coastal people.

Cedar: Tree of Life to the Northwest Coast Indians, by Hilary Stewart. Douglas and McIntyre, 1984, \$24.95.

The traditional First Nations uses of the cedar tree are documented and illustrated in this excellent resource.

Finding Your Voice: you and your government, by Lynn Flaig and Kathryn E. Galvin. Reidmore Books, 1997, \$20.95.

Finding Your Voice is a student text designed for Grades 5 – 7. Students learn the history of Canadian government, how it works today, and how they can participate as responsible citizens.

(The) Junior Encyclopedia of Canada, James H. Marsh, Editor in Chief. Hurtig Publishers, 1990.

This five volume set contains many excellent articles related to the study of Aboriginal people in Canada, which are well suited for Grade Four readers. See “Native People,” Volume 3. Also includes short biographies of many First Nations people noted for their contributions in art, politics, sports, etc. Highly recommended as a source for research projects.

(The) Living World: Plants and Animals of the Kwakwaka'wakw, U'mista Society, Alert Bay, 1998.

Looking at Indian Art of the Northwest Coast by Hilary Stewart. Douglas & McIntyre, 1979.

This book introduces the forms, cultural background and structures of the bold, inventive and highly graphic art of the indigenous people of the Northwest Coast. Sophisticated and complex, the art is composed of basically simple elements, which, guided by a rich mythology, create images of striking power. The author introduces the elements of style; interprets the myths and legends which shape the motifs; and defines and illustrates the stylistic differences between major cultural groupings.

Reef Net Technology of the Saltwater People, by Earl Claxton (Sr.) and John Elliot (Sr.). Saanich Indian School Board, Brentwood Bay, 1994.

Totem Poles, by Hilary Stewart. Douglas & McIntyre, 1990, \$29.95.

In this superb resource book for teachers, Hilary Stewart outlines the historical and cultural background of totem poles, the types and purposes of poles and the tools and techniques of carving and raising them.

Totem Poles, by Pat Kramer. Altitude Publishing, \$14.95

This book is written as a guide and reference book for the many totem pole locations in Western Canada. The section on identifying totem pole contains information and stories about the many animals incorporated into the carvings. The book is full of colourful and detailed photographs.



**THE FOLLOWING RESOURCES CAN BE ORDERED DIRECTLY FROM PACIFIC EDGE PUBLISHING.
To order, use these toll free numbers: phone 1-800-668-8806 or fax 1-800-956-8299.**

A Dog Came Too, by Ainslie Manson, illustrated by Ann Blades. Douglas & McIntyre, 1992.
Recommended BC.

This is the story of Alexander Mackenzie's overland journey across North America to the Pacific Ocean. But instead of focussing on the people in the exploration party, it details the adventures of the dog that accompanied the explorers—the first dog to make the journey west. This story for children was adapted from Alexander Mackenzie's diary.

An Island of My Own, by Andrea Spalding. Beach Holme, 1998, \$8.95.

This novel uses fiction to educate young readers about the effects of human development on wildlife species—in this case, sea otters. Both sides of the issue of preservation vs. development are presented—economic necessity on the part of the owner and the need for protection of endangered species.

(The) Beaver: First Steamship on the West Coast, by James P. Delgado. Horsdal & Schubart, 1993.

This "biography" of the *Beaver* is a fascinating story for anyone interested in the history of the Pacific Northwest Coast. Written for adult readers, this is an excellent source of information for teachers and students with good reading skills who have a particular interest in *Beaver*. Well illustrated with archival photographs.

Building Map Skills, by George Quinn. Apple Press, 1991, \$9.95

A collection of reproducible activities to introduce students to the language of maps. The activities are organized in a sequential progression in five sections: Recognizing Shapes, Interpreting Map Symbols, Describing Position and Direction, Using Scale, and Comparing Maps and Globes.

Canada Votes—How We Elect Our Government, by Linda Granfield. Kids Can Press, 1996, \$9.95. A close-up look at the political process and all aspects of a Canadian election.

Carving a Totem Pole, by Vickie Jensen. Douglas & McIntyre, 1994, \$13.95.

In 1993, Nisga'a artist Norman Tait was commissioned to carve the totem pole to form the doorway of the Native Education Centre in Vancouver. Over three months, he and a team of young apprentices carved the 42 foot pole. Writer/photographer Vickie Jensen documented the entire process, from the choosing of the perfect giant cedar, through the laborious process of rough hewing and fine carving, to the final moments when the pole was raised in a full traditional ceremony. This book describes these steps in simple text and striking photographs. It also shows us that carving a totem pole is more than a technical artistic achievement, but a spiritual process as well, being passed down to a new generation of young carvers.

Celebrating the Powwow, by Bobbie Kalman. Crabtree Publishing, 1997, \$7.95

Colourful illustrations and photographs illustrate this easy-to-read informational book about the First Nations celebration called the powwow. Traditions of the past are linked with the practises of today.

(The) Encyclopedia of the First Peoples of North America, by Rayna Green. Groundwood Books, 1999, \$35.00.

The Encyclopedia of the First Peoples of North America, is an authoritative, fully illustrated new reference book for young adults and general interest readers on the culture and history of the native peoples of North America, from the sixteenth century to the present. With more than three hundred alphabetical entries and three hundred photographs and drawings, the encyclopedia explores history from a native perspective. This is a highly accessible and comprehensive resource book, ideal for projects and classroom use.



Endangered Animals: An Environmental Studies Unit, by Brenda Boreham. Pacific Edge Publishing, 1999, \$49.95 (includes Teacher's Guide and four picture books).

The Teacher's Guide begins with activities to introduce basic concepts and vocabulary necessary for a study of endangered animals. The concepts are then developed, using four delightful picture books, each focussing on an animal that is threatened by the impact to human activity on the environment: *Spotted Owlets*, *Sea Otter Pup*, *Bald Eaglets*, *Cougar Kittens*.

Forts of Canada, by Ann-Maureen Owens and Jane Yealland. Kids Can Press, 1996, \$14.99.

Forts of Canada introduces students to the different types of forts built across Canada—First forts, Maritime forts, Military forts, Trading forts, Wester forts. Information and activities are illustrated by clear pencil drawings. This is an excellent reference book for Grade Four students.

Frog Girl, by Paul Owen Lewis. Whitecap Books, 1997, \$18.95.

When frogs suddenly vanish from a lake behind a village on the Northwest Coast, a nearby volcano awakens and a young girl is called to a dangerous adventure. *Frog Girl* follows the rich mythic traditions of the Haida, Tlingit and other Native peoples of the Pacific Northwest Coast, whose stories often tell of individuals cast mysteriously into parallel worlds inhabited by animals in human form. Careful attention is paid to historical detail both in the story and in the vibrant illustrations. A portion of the proceeds from this book is donated to the Haida Gwaii Rediscovery program for tribal youth.

Handliner's Island, by Arthur Mayse. Harbour Publishing, 1990, \$12.95.

When fourteen-year-old Paddy's grandfather may lose his island ranch in 1946, Paddy sets out to make money handlining for coho off the coast of British Columbia. He soon finds out it is a much scarier prospect than he had first imagined. Setting up camp on a small island—once a burial ground and now the occasional haven for ruthless poachers—he and his First Nations friend, Mayus, learn the nuances of the ocean as they wait for the late summer run of salmon.

How the Robin Got its Red Breast, by the Sechelt Nation, illustrated by Charlie Craigan. Harbour Publishing, 1993, \$6.95.

This story tells how the robin kept the Sechelt people alive by fanning their fire with its wings. Because he was so close to the glowing embers, the robin's breast began to glow with the same fiery redness.

If You Could Wear My Sneakers, by Sheree Fitch, illustrated by Daracia Labrosse. Doubleday Canada, 1997, \$8.95 (sc).

This collection of lighthearted poems and illustrations was created to raise awareness of the rights of children as laid out in the 54 articles of the United Nations Convention on the Rights of the Child.

Indian fishing: Early Methods on the Northwest Coast, by Hilary Stewart. Douglas & McIntyre, 1996, \$26.95.

In the Path of the Explorers: Tracing the Expeditions of Vancouver, Cook, MacKenzie, Fraser and Thompson, by Steve Short and Rosemary Neering. Whitecap Books, 1992, \$29.95.

With accounts pulled directly from the explorers' diaries and journals, the author tells the stories of James Cook's frustration as he fails again and again to locate the elusive northwest passage; the almost fatal hardships Simon Fraser faced in reaching the mouth of the river that now bears his name; the impressions of George Vancouver as he sailed along the wooded shores of Burrard Inlet. An excellent resource book for teachers wanting to learn more about the experiences of the men who first travelled from other continents to the Pacific coast of North America and for reading excerpts aloud to students.



(The) Journal of Etienne Mercier, by David Bouchard and Gordon Miller (artist). Orca Book Publishers, 1998, \$28.95.

In 1853, Etienne Mercier, a trapper, explorer and employee of the Hudson Bay Company, sets out on a voyage to the Queen Charlotte Islands in search of his old friend, Clement. Mercier scripts his journal in mesmerizing detail using words, paintings and lyrics. His deep respect for the landscape and the First Nations people he encounters along the way are present throughout the text. Includes CD with story read by the author and singing Etienne's Franglais paddling songs.

Kwulasulwut: Stories from the Coast Salish, by Ellen White. Theytus Books, 1981, \$12.95.

This is a blend of five original and traditional Salish stories. The characters pass through magical experiences and adventures. In each story, the young reader travels on a journey through both nature and the supernatural, and at the end discovers one of life's lessons, just as they were revealed to Salish children by their traditional storytellers.

Legends from the Chemainus Tribe, by Donna Klockars and Brenda Boreham. Pacific Edge Publishing, 1993, \$29.95.

This kit is comprised of two black and white picture books and a teacher's guide, all bound separately. The stories were told to Donna and Brenda (classroom teachers) by elders of the Chemainus people. The stories were written to retain the style of the telling and then read back to the elders for approval. The teachers then worked together to develop a set of activities to facilitate integration of First Nations awareness into the primary curriculum.

Little Bear's Vision Quest, by Diane Silvey. First Nations Education Division, Greater Victoria School District, 1995.

Little Bear is banished to an island when he shames the Bear Clan by treating his friends badly and lying to his grandfather. Grandfather instructs Little Bear to bathe in the ocean and brush himself with a cedar bough each morning. This will help scrub away his bad thoughts and deeds. Little Bear eventually follows Grandfather's instructions, and finding inner peace, returns to his village.

Looking at Totem Poles, by Hilary Stewart. Douglas & McIntyre, 1993, \$16.95.

Mayuk the Grizzly Bear by The Sechelt Nation, illustrated by Charlie Craigan. Harbour Publishing, 1993, \$6.95.

In the old ways of the Sechelt people, each child is given a special name in the Sechelt language. This is the story of how one bold and clever boy was given the name Mayuk, after the great grizzly.

My Name is Seepeetza by Shirley Sterling. Groundwood Books, 1992, \$7.95.

Seepeetza, Tootie or McSpoot—those were the names Martha Stone was called at home on her ranch. But now that she is living and studying at a residential school, her name and everything else about her life have changed. Strict and unhappy nuns, arbitrary and unfair rules and, worst of all, a complete denial of all that being an Indian means to her, govern her new world. Only vacation times at home feed Martha's hunger for the life she has had to leave behind. Based on the author's experiences, this powerful first novel by Shirley Sterling, a member of the Interior Salish Nation of B.C., is a moving account of one of the most blatant expressions of racism in the history of Canada.

Names Will Never Hurt Me by Beverly Brookman. Pacific Edge Publishing, 1999, \$18.95.

This teacher's resource offers a comprehensive unit to help teachers "bully-proof" their students and create a climate in which bullying is simply not OK. The author has extensive classroom experience exploring this topic with students. Includes sequential lesson plans and blackline masters.



(The) Nature of Sea Otters: A Story of Survival, by Stefani Paine (author) and Jeff Foott (photographer). Greystone Books, 1993.

Long admired by nature lovers and marine scientists, the sea otter is extraordinarily well adapted to the sea, where it can spend its entire life span eating, sleeping, giving birth and rearing its young without ever coming ashore. *The Nature of Sea Otters* is both an authoritative natural history and a visual celebration of this playful creature. Includes a chapter about the overhunting and near extinction of the sea otter. The text is written at an adult level, making this book useful for teacher reference, but children will love and learn from the photographs.

(The) Northwest Coast Indian Art Activity Books — The Spindle Whorl, The Bentwood Box, The Cedar Plank Mask, The Button Blanket, by Nan McNutt. Sasquatch Books, \$10.95 ea.

This series of activity books features the art and culture of Native North Americans from the Pacific Northwest Coast. Each book is reviewed for cultural accuracy by tribal members and uses the work of Northwest Native artists. Activities are field-tested in classrooms, and each volume includes an Adult Teaching Guide.

Our Home and Native Land: Canada Geography, by Sonja E. Schild. Smart Toys, 1999, \$21.95.

This teacher's resource contains 40 reproducible worksheets, 25 maps, 2 student projects, a project evaluation form, 3 tests and an answer key. The focus is on teaching students the basics of Canadian geography using pictures, crossword puzzles, riddles and games to make learning fun. The *Canada Geography* book is based on the **Illustrated Canada Map**, available in two sizes: 22" x 30" poster (\$18.50) and 8.5" x 11" laminated and punched for student binders (\$3.00). The map shows provinces, territories, capitals, main cities, major rivers, lakes, islands and mountains. Historical and geographical reference material is on the back. Both components are updated to include Nunavut.

Pay Dirt! The Search for Gold in British Columbia, by Laura Langston. Orca Book Publishers, 1995, \$9.95.

Beginning with the first discovery of gold in the Queen Charlotte Islands, the author gives a vivid depiction of the adventurers who streamed into the yet-to-be-formed province, battling horrific conditions as they made their way up the Fraser River and into the Cariboo. This account of the search of gold in B.C. was written for readers aged eight and up.

(The) Princess and the Sea-Bear, by Joan Skogan. Polestar Books, 1990, \$5.95.

The nine legends in the *The Princess and the Sea Bear* are set in the rugged rainforests and the swirling seas of British Columbia's north coast. Centred around the village of Metlakatla near Prince Rupert, these timeless stories depict the wholeness and the spiritual connection with nature of the traditional Tsimshian way of life.

Salmon Boy—A Legend of the Sechelt People, by Donna Joe, illustrated by Charlie Craigan. Harbour Publishing, 1999, \$6.95.

A young Sechelt boy is seized by the Salmon People and brought to their home under the sea. He lives with them for a full year, but is returned to his home so he can teach others what he has learned about the Salmon and their ways. Simple and compelling black and white drawings illustrate this dynamic story that teaches respect for the environment and the life cycle of the salmon.

Sea Otters, by Bobbie Kalman. Crabtree Publishing, 1997, \$7.95.

Essential information about sea otters is paired with many colour photographs. Easy reading for Grade Four students.



Silversides—the Life of a Sockeye, by Hubert Evans. Nightwood Editions, 1991, \$5.95.

This is an easy-to-read chapter book which clearly details, through text and unique woodcut illustrations, the life cycle of the sockeye salmon. The book is divided into three chapters, each covering a different part of Silverside's life—in the river, to the ocean and home again.

Son of the Salmon People, by Hubert Evans. Harbour Publishing, 1981, \$12.95.

This exciting outdoor adventure tells the story of a modern First Nations youth whose desire to safeguard traditional values leads him to confront a pushy promoter who wants to turn the quiet village of Pitchpine into a tourist trap and to log their traditional forests. A good read-aloud for your Social Studies unit.

Spirit Quest, by Diane Silvey. Beach Holme, 1997, \$8.95, Teacher's Guide, \$5.95

Told in the tradition of rich Coast Salish legend, Diane Silvey recounts the adventures of teenaged twins Kaya and Tala as they journey into the British Columbia wilderness on their mission to retrieve a sacred box which symbolizes the spirit of their people. Transported to celestial realms, they meet the God of Thunder and a wise Shaman who urge them to trust in their own instincts and the wolf spirit destined to become Tala's protective guardian.

Stone, Bone, Antler and Shell, by Hilary Stewart. Douglas & McIntyre, 1996, \$35.00

Victims of Benevolence by Elizabeth Furniss. Arsenal Pulp Press, Copyright 1992, 1995 by the Cariboo Tribal Council, \$12.95.

Victims of Benevolence examines the death of a runaway boy and the suicide of another while both were students at the Williams Lake Indian Residential School during the early 1900s. Embedded in their stories is the complex relationship between government, church, and aboriginals that continues to this day. This book is a small yet unforgettable glimpse into the dark legacy of Indian residential schools in Canada; a revealing study of two tragic events which underlie the profound impact the residential school system had on aboriginal communities in Canada throughout the twentieth century. Written for adult readers, this book will help teachers develop an understanding of this period of history that they can pass on to their Grade Four students.

Voices on the Bay, by Ginny Russell. Beach Holme, \$8.95.

As fourteen-year-old Dave flies across Canada to his grandparent's home on Mayne Island for a vacation, he is sad about imminent changes in his life. But his week in the islands quickly becomes a time of adventure, new friendships, and self-discovery. He adapts to island ways, becomes a fledgling sailor, crab fisher and explorer. Chance meetings with a Saanich elder and a young Native boy lead Dave into an appreciation of the traditions of the Coastal First Nations. Dave solves an important puzzle, discovering an ancient campsite and look-out spot. He marvels at the tales of ancient raiding parties in their canoes.

Welcome to the World of Otters, by Diane Swanson. Whitecap Books, 1996, \$6.95.

Award-winning children's author, Diane Swanson, brings the exciting world of otters alive with interesting facts and stunning colour photographs.

When the Rains Came and Other Legends of the Salish People, by Dolby Bevan Turner. Orca Book Publishers, 1992, \$12.95.

Dolby Turner spent her teenage years at Green Point on Cowichan Bay, Vancouver Island, where her immediate neighbours were the people of the Khenipsen Band. As friendship and trust developed, she first heard some of the "old-time stories," sparking a lifelong interest in the history, culture and legends of Canada's First Nations people. Careful to respect their traditions, she obtained permission and approval of the elders to preserve in writing some of the stories that seemed otherwise destined to be forgotten. The legends were illustrated by Elmar Johnnie Seletze, a noted artist, who is the great grandson of one of the elders who shared her stories with the author.



Video

Nuu-chah-nulth, School District 70 (Alberni) and the Nuu-chah-nulth Tribal Council, 14 minutes.

The video, narrated by a young member of the Ehattesaht tribe, presents aspects of Nuu-chah-nulth history and culture from the perspective of the Nuu-chah-nulth people. It offers a framework for learning about the traditions, languages and lifeways of these first people in both historical and contemporary settings.

Contact: Nuu-chah-nulth Tribal Council, PO Box 1383, Port Alberni, BC V9Y 7M2

Telephone (250) 724-5757 Fax (250) 723-0463

National Film Board web site:

http://www.NFB.CA/FMT/E/cate/I/Indian_Peoples_of_Canada.html

Raven's Canoe, a Tour of the Grand Hall, 1993, 32 min.

Title Code: 111C0193079 MSN: 31674

First Nations: The Circle Unbroken (13 parts), 1993, 240 min. 39 sec.

Teacher's Guide

Title code:193C9193003 MSN: 30941

Salt Water People (3 parts), 1992, 121 min. 35 sec.

Title Code: 111C9192150 MSN: 30294

Raven's Feather Dance: A Creation Legend, 1990, 9 min.

Title Code: 111C91990066 MSN: 20055

Native Indian Folklore (5 parts), 1987, 71 min.

Title code: 111C0186144 MSN: 18769

Native Legends (3 parts), 1994, 22 min. 19 sec.

Title code: 111C99186182 MSN: 34694

Quatnuwas People Gathering Together



Web Sites

www.beachholme.bc.ca

The Beach Holme page includes information on Diane Silvey (how to contact the author, latest projects, tours and readings etc.)

www.rbcm.gov.bc.ca/firstpeo.html

First People's Exhibit, Royal British Columbia Museum

www.civilization.ca/membrs/fph/tsimsian/menintre.html

Canadian Museum of Civilization site which examines Tsimshian society and culture.

www.cibc.com/aboriginal/cnaf.html

The National Aboriginal Achievement Awards list of recipients

<http://indy4.fdl.cc.mn.us/~isk/stories/myths.html#inuitNWC>

Traditional myths, stories and legends for a variety of North American First Nations groups.

www.hanksville.org/NAresources/indices/NAculture.html

A comprehensive index of Native American cultural resources on the internet.

<http://indy4.fdl.cc.mn.us/~isk/maps/mapmenu.html>

Maps on native lands, current places and history.

www.schoolnet.ca/aboriginal/curri1-e.html

Canada's SchoolNet site on First Nations curriculum resources.

www.bcarchives.gov.bc.ca/exhibits/timemach/galler07/frames/wc_peop.htm?

BC Archive's First Nations website (good for students to collect information).

www.aaf.gov.bc.ca/aaf/homepage.htm

BC Ministry of Aboriginal Affairs website.

www.bloorstreet.com/300block/aborcan.htm

Aboriginal links for Canada and the United States.

<http://ayn-0.ayn.ca/>

The Aboriginal Youth Network by Canadian aboriginal youth.

<http://geonames.nrcan.gc.ca/english/Home.html>

Canadian geographical names, their meanings and their origins.

www.sifc.edu/inst/IndianAct/INDIAN.html

A simplified version of the Indian Act.



Appendix D

FROM TIME IMMEMORIAL



The First People of the Pacific Northwest Coast



Universal Declaration of Human Rights and First Nations Rights Infractions

ARTICLE 1

All human beings are born free and equal in **dignity** and **rights**. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Through the Indian Act, the Indian Agent's control could even extend into the private life of Indians, as, for example, in inspecting Indian households for signs of untidiness.

ARTICLE 2

Everyone is entitled to all the rights and freedoms, set forth in this Declaration, without distinction of any kind, such as race, colour, sex, **language religion**, **political** or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political jurisdictional, or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self governing or other limitation of sovereignty.

First Nations children placed in residential schools were not permitted to speak their own language. If they did speak their language, they were punished.

Parliament outlawed the potlatch. The potlatch was the major social, economic and political forum used by First Nations people. From 1884 to 1951 it was a criminal offense for Natives to practice their traditional culture in the form of feasts, potlatches and sundances.

From 1884 - 1906 Parliament passed the Indian Advancement Act promoting the dismantling of traditional forms of governance.

ARTICLE 3

Everyone has the right to life, **liberty** and security of person.

In 1765 the reserve system in Canada begins.

ARTICLE 4

No one shall be held in slavery or **servitude**; slavery and the slave trade shall be prohibited in all their forms.

From 1910 to 1950's: There is a cut on the academia portion of residential schooling and Native students are used as free labour to maintain schools.

ARTICLE 5

No one shall be **subjected to torture or to cruel, inhuman or degrading treatment or punishment**.

Residential schools were established from 1883 -1980. First Nations children were subject to cruel and degrading treatment in residential schools.



ARTICLE 6

Everyone has the right to recognition everywhere **as a person** before the law.

The first Indian Act was established in 1869. Revisions were made and in 1876 the current Indian Act was implemented.

ARTICLE 7

All are equal before the law and entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against incitement to such discrimination.

With the implementation of the Indian Act in 1876 all registered status Indians were legally classed as wards of the government.

ARTICLE 8

Everyone has the right to an **effective remedy** by the competent national tribunals **for acts violating the fundamental rights granted him by constitution or by law.**

The new Canadian Constitution Act guarantees aboriginal and treaty rights. (Section 35)

ARTICLE 9

No one shall be subjected to arbitrary arrest, detention or exile.

In 1998 the lands claims issue in British Columbia remains unsettled.

ARTICLE 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charges against him.

Parliament amended the Indian Act in 1927. A law was passed making it an offense punishable by imprisonment, to raise money for land claims in Canada (until 1951).

ARTICLE 11

(1) Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

(2) No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

ARTICLE 12

No one shall be subjected to arbitrary interference with his privacy, **family**, home or correspondence, nor to



attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

*In 1893 Residential Schools are established. The Superintendent of Indian Affairs states; "In boarding or industrial schools the pupils are removed for a long period from the leading of an uncivilized life and receive constant care and attention. It is therefore in the interests of Indians that these institutions should be kept in an efficient state as it is in their success that the solution of the **Indian problem** lies."* Residential schools were closed in the late 1980's.

Parents were sent to jail if they did not send the children to residential school. (Section 1:19 Indian Act).

ARTICLE 13

- (1) Everyone has the right to **freedom of movement** and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

That in 1885 - 1936 A system of passes was instituted by which Indians in Western Canada were forbidden from leaving their reserves for any purpose without a pass issued by the Indian agent.

In the 1860's reserves were established in B.C.

ARTICLE 14

- (1) Everyone has the right to seek and to enjoy, in other countries, asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

ARTICLE 15

- (1) Everyone has the right to a nationality.
- (2) **No one shall be arbitrarily** deprived of his nationality nor denied the right to change his nationality.

From 1920 to 1922 and 1933 to 1951, Bill 13 was enacted and allowed the authorities to enfranchise any native, an enquiry could be held into the fitness of a person for enfranchisement and the agent could compulsorily enfranchise within two years. This occurred with or without the individual's permission.

First Nations people serving in World War I and World War II lost their Aboriginal status and were enfranchised.

Any First Nation's women who married a non-First Nation's man was automatically enfranchised.

ARTICLE 16

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the state.



That in 1985 Parliament passed Bill C-31, which removed the discriminatory clause against Native women. This allowed for reinstatement of persons who had lost their status through involuntary enfranchisement.

ARTICLE 17

(1) Everyone has the right to **own property** alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

After 1872 Natives were not allowed to buy or get free land grants like the rest of the population.

ARTICLE 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and **freedom, either alone or in a community with others and in public or private to manifest his religion or belief in teaching, practice, worship and observance.**

In 1921 a potlatch was hosted by Dan Cranmer (Kwa Kwa Ka'Wakw Nation) a number of people were arrested and imprisoned and over 600 ceremonial pieces were seized by the RCMP and sold to the Royal Ontario Museum and the National Museum of Man in Ottawa. The anti potlatch law remained in effect from 1884 - 1951.

ARTICLE 19

(1) **Everyone has the right to freedom of opinion and expression;** this right includes freedom to hold opinions without interference and to seek, receive and import information and ideas through any media and regardless of frontiers.

ARTICLE 20

(1) **Everyone has the right to freedom of peaceful assembly and association.**

(2) No one may be compelled to belong to an association.

From 1921 until 1951 it was against the law for Indian people to assemble and discuss land claims. The only legal way they could gather was for church services.

ARTICLE 21

(1) **Everyone has the right to take part in the government of his country directly or through freely chosen representatives.**

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent **free voting procedures.**

The right to vote for Indians was withdrawn in 1872 and Indians were not permitted to vote in provincial elections until 1947, and federal elections until 1960.



ARTICLE 22

Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international co-operation and in accordance with the organization and resources of each State, of the **economic**, social and cultural rights indispensable for his dignity and the free development of his personality.

The decisions for economic development remained under the jurisdiction of the Indian Agent or DIA. Indian people were rarely consulted in these decisions.

ARTICLE 23

(1) **Everyone has the right to work**, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for **equal work**.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an **existence worth of human dignity**, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and join trade unions for the protection of his interests.

In 1910 Aboriginal people are not allowed to use fish weirs or spears for fishing. First Nations people were not allowed to operate or own engine powered boats until 1923 in the north coast commercial fishery.

In 1889 The Federal Fisheries Act is passed prohibiting Indians from selling fish or owning fishing licenses.

ARTICLE 24

Everyone has the **right to rest and leisure**, including reasonable limitation of working hours and periodic holidays with pay.

In 1930 if an Indian was judged to be mispending or wasting his time by frequenting a pool room, the pool room owner and/or the Indian person could be fined or sent to jail.

ARTICLE 25

(1) Everyone has the **right to a standard of living** adequate for the health and well-being of himself and his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age, or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

In 1999 many First Nations people exist in Third World conditions.

ARTICLE 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made



generally available and **higher education shall be equally accessible to all** on the basis of merit.

(2) Education shall be directed to the full development of the human personality and **to the strengthening of respect for human rights and fundamental freedoms**. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the Maintenance of peace.

(3) **Parents have a prior right to choose the kind of education that shall be given to their children.**

It wasn't until the early 1960's a high school education became available for all Native people on a provincial basis.

In 1880 an amendment to the Indian Act stated that any Indian completing a University degree would lose their registered status as an Indian.

If parents did not send their children to residential school they were fined or sent to jail.

ARTICLE 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

ARTICLE 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

ARTICLE 29

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and **respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.**

(3) **These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.**

In the 1940's and the 1950's, South Africa sent a Commission to study Canada's reservation systems. They studied Canada's treatment of Aboriginal people in order to create their own "reservations" under APARTHEID.

ARTICLE 30

Nothing in this declaration may be interpreted as implying for any State, group of person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.



Appendix E

FROM TIME IMMEMORIAL



The First People of the Pacific Northwest Coast



The National Aboriginal Achievement Awards

The National Aboriginal Achievement Awards celebrate outstanding career achievements by Aboriginal people of First Nations, Métis and Inuit ancestry in a wide range of fields. Established in 1993, by renowned Mohawk conductor and composer John Kim Bell, the Awards have “helped build a bridge of understanding between Aboriginal peoples and other Canadians by showcasing the best of who we are in the Aboriginal world.” The National Aboriginal Achievement Foundation (formerly The Canadian Native Arts Foundation) considers the National Aboriginal Achievement Awards as a role model program for Aboriginal youth.

The CIBC has been the proud sponsor of the National Aboriginal Achievement Awards since their inception. They are committed to the high values they stand for: building community pride; recognizing excellence; and encouraging role models to stimulate further achievement among Canada’s Aboriginal people.

In 1999, fourteen awards were presented to a prestigious list of recipients, including 12 career awards, one lifetime achievement award, and a special youth award that included a \$5000 scholarship. The 1999 awards ceremony honoured individuals for their accomplishments in a diverse range of fields including: medicine, arts and culture, business and commerce, community development, sports, youth, and lifetime achievement.

For further information please contact the National Aboriginal Achievement Awards Secretariat at (416) 926-1317. For nomination entries, we have provided a nomination form for your convenience, which can also be printed and faxed to (416) 926-7554, or forwarded by mail or courier to the office of the Secretariat: 70 Yorkville Avenue, Suite 33A, Toronto, ON M5R 1B9.

The 1999 National Aboriginal Achievement Awards, bestowed by the Aboriginal community in recognition of initiative, achievement and selflessness.

Dr. Malcolm King	for Medical Sciences
‘Alika Lafontaine	the Youth Recipient
Judge James Igloliorte	for Law and Justice
David Gabriel Tuccaro	for Business and Commerce
Dorothy Grant	for Business and Commerce
Dr. Allen Sapp	for Lifetime Achievement
Dr. Lillian Eva Dyck	for Science and Technology
James Karl Bartleman	for Public Service
The Honourable Madame Justice Rose Toodick Boyko	for Law and Justice
Mitiarjuk Attasie	for Heritage and Spirituality
Nappaaluk	for Heritage and Spirituality
Dr. Edward Kantonkote Cree	for Medicine
Theresa Stevenson	for Community Development
Dorothy Betz	for Community Development
Howard Adams	for Education



The 1998 National Aboriginal Achievement Awards.

Wade Cachagee
 Tantoo Cardinal
 Tagak Curley
 Buffy Sainte-Marie
 Daphne Odjig
 His Excellency Ambassador Dan E. Goodleaf
 John Amagoalik
 Georges Erasmus
 Roberta Jamieson
 Joe Crowshoe
 Josephine Crowshoe
 Dr. Cornelia Wieman
 Chief Abel Bosum
 Bryan Trottier
 Dr. Emily Jane Faries

the Youth Recipient
 for Film and Television
 for Business and Commerce
 for Lifetime Achievement
 for Arts and Culture
 for Public Service
 for Public Service
 for Public Service
 for Law and Justice
 for Heritage and Spirituality
 for Heritage and Spirituality
 for Medicine
 for Community Development
 for Sports
 for Education

The 1997 National Aboriginal Achievement Awards.

Kiawak Ashoona
 George Berthe
 Gil Cardinal
 Dr. Chester R. Cunningham
 Chief Billy Diamond
 Dr. Olive P. Dickason
 Graham Greene
 Hon. Rita Joe
 Hon. Stephen Kakfwi
 Justice Harry S. LaForme
 Rev. Stanley John McKay
 Dr. Martin Gale McLoughlin
 Senator Charlie Watt
 Darren Zack

for Arts and Culture
 the Youth Recipient
 for Film and Television
 for Law and Justice
 for Business and Commerce
 for Lifetime Achievement
 for Arts and Culture
 for Arts and Culture
 for Public Service
 for Law and Justice
 for Heritage and Spirituality
 for Medicine
 for Community Development
 for Sports

The 1996 National Aboriginal Achievement Awards.

Rose Auger
 Dr. Frank Calder
 Maria Campbell
 Marlene Brant-Castellano
 His Honour, the Lt. Governor of the Province
 of Manitoba, Yvon W. Dumont
 Grand Chief Phil Fontaine

for Heritage and Spirituality
 for Lifetime Achievement
 for Arts and Culture
 for Education
 for Public Service
 for Public Service



Elijah Harper
Tom Jackson
Robert E. Johnson Jr.
Alwyn Morris
Albert C. Rock
Ambassador Mary May Simon
Mary Two-Axe Earley
James Watson Walkus

for Public Service
for Community Service
the Youth Recipient
for Sports
for Science and Technology
for the Environment
for Women's Rights
for Business and Commerce

The 1995 National Aboriginal Achievement Awards.

Kenojuak Ashevak
Ernest Benedict
Douglas Cardinal
Dr. Noah Carpenter
Angela Chalmers
Grand Chief Matthew Coon Come
Robert Davidson
Frank Hansen
Dr. Maggie Hodgson
Sharla Tiakohatéhkwén Howard
Marie Smallface Marule
His Honour Judge Alfred J. Scow
Dr. Ahab Spence
Chief Louis J. Stevenson

for Lifetime Achievement
for Education
for Architecture
for Medicine
for Sports
for Environment and Public Service
for Arts and Culture
for Business and Commerce
for Health Services
the Youth Recipient
for Education
for Law and Justice
for Education
for Community Development

The 1994 National Aboriginal Achievement Awards.

Susan Aglukark
Thelma Chalifoux
Nellie Cournoyea
Jean Cuthand Goodwill
Cindy Kenny-Gilday
Verna Kirkness
Rosemarie Kuptana
William Lyall
Ted Nolan
Alanis Obomsawin
Bill Reid
Judge Murray Sinclair
Art Soloman

for Performance
for Community Service
for Public Service
for Health Services
for Environment
for Education
for Public Service
for Business and Commerce
for Sports
for Film
for Lifetime Achievement
for Law & Justice
for Spiritual Leadership

FROM TIME IMMEMORIAL



The First People of the Pacific Northwest Coast



Appendix F

FROM TIME IMMEMORIAL



The First People of the Pacific Northwest Coast



Continents and Oceans p. 15

1. North America, South America, Europe, Asia, Africa, Australia, Antarctica
2. Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean
3. Map work
4. B4 and B5
5. D1 and D2
6. E5
7. No
8. Pacific Ocean
9. Asia
10. (answers will vary)

Finding Information p. 16

1. Table of Contents – Chapter 4
2. Index – p. 4, 43, 46, 48, 69, 76
3. Glossary or Index – a person who hunts animals or people to collect a reward
4. Table of Contents – Chapter 2
5. Index – p. 61
6. Glossary – go without food, eat little or nothing
7. Index – p. 49
8. Index or Glossary – a source of food
9. Index or Glossary – during ceremonies to make eerie sounds
10. Index or Glossary – 1867

Looking Back at the Introduction p. 17

- | | |
|----------------------------|---------------------|
| 1. created, immemorial | 5. houses, canoes |
| 2. nomadic, land bridge | 6. rank, wealth |
| 3. spiritual, supernatural | 7. abundant, edible |
| 4. culture | 8. efficient |

First Nations Values p. 18

sacred, relationships, harmony, rights, responsibility, spiritual beliefs, language, culture, freedom, traditions, connected, supernatural, balance, rank, wealth

The Coast Salish Declaration was written in 1988.

The values of the First Nations people today are similar to those of their ancestors.

Word Challenge – Introduction p. 19

theory	- an explanation based on reasoning
First Nations	- the original inhabitants of North America
immemorial	- extending back beyond the bounds of memory; extremely old
spiritual	- having to do with spirits or the supernatural; having to do with people's beliefs about the relationship between human life, the spirit world and each other
sacred	- worthy of the highest respect
culture	- the arts, beliefs, habits, institutions and achievements of a particular group of people
canoe	- a light, narrow boat with pointed ends, moved by paddling
rank	- a place or position in society in relation to other people
supernatural	- having to do with a force outside the known laws of nature; having to do with or caused by a spirit
abundance	- a very great quantity
edible	- fit to eat
efficient	- without wasting time or energy

**Historical Timeline p. 21**

Dates to be placed on the timeline, from left to right:

13 000 BC, 9500 BC, 6000 BC, 1000 AD, 1492 AD, 1700 AD, 1800s and 1900s

Using a Scale to Measure Distance p. 26

1. 5000 km, 5000 km
2. 4000 km, 4000 km
3. 3000 km, 3000 km
4. The distances are the same on both maps.

Looking Back at Chapter 1 p. 30

- A. 1. classes 2. nobles 3. mother 4. dances 5. children 6. stories
- B. Chiefs and nobles, commoners, slaves
- C. Marriages were often arranged by parents because the social standing of the families could be increased and also useful alliances with other villages could be made.
- D. Children were taught the difference between right and wrong at an early age. Stories with a moral were used to teach valuable lessons. A child would bring shame on himself and his family if he broke the rules. A form of social disapproval was used to encourage good behaviour.

Word Challenge – Chapter One p. 31

Wording will vary depending on dictionaries used.

- p. 3, 4 chief – the head of a group; leader; the person in the highest rank or authority
- p. 3 noble – a person of high rank
- p. 3, 4 slave – a person who is the property of another
- p. 3, 4 commoner – a person belonging to an ordinary class or rank
- p. 3, 4 class – a division of people in society; a group of people separate from other groups in society
- p. 5 crest – a painted, carved or woven design representing animal spirits
- p. 4 copper – a shield made from beaten copper used as a form of currency
- p. 4 potlatch – a large gathering held to celebrate a special event, at which the host presents gifts to the guests
- p. 4 ancestry – one's parents, grandparents and other ancestors
- p. 4 clan – a group of related families descended from a common ancestor
- p. 5 alliance – an agreement to cooperate
- p. 5 extended family – several generations and branches of a family living together or close by
- p. 5 elder – a highly respected older person

Children Learn in Different Cultures p. 35 (Answers may vary)

Skills	Traditional First Nations Culture	Modern North American Culture
Speaking	family	family, school
Writing	not learned	school
Reading	not learned	school
History	family	school, TV, books
Spiritual beliefs	family	family, church
Values	family	family, school, church, clubs
Safety	family	family, school
Artistic skills	family	family, school
Getting food	family	family, newspaper
Preparing food	family	family, school, TV, books
Making clothing	family	school, books
Math	family	school
Science	family	school, TV, books

The family was the main source of teaching for the First Nations people.



History of Government in British Columbia p. 43

- 3, 6, 2, 4, 5, 1, 7
- First Nations people ruled themselves for centuries. In 1849, the British government made Vancouver Island a colony with Victoria as its capital. In 1856, a legislative assembly was established which allowed for some self-government. In 1858, the colony of British Columbia (made up of the mainland of present day BC) was established with New Westminster as its capital. In 1866, the two colonies of Vancouver Island and British Columbia were united as a single colony with the name British Columbia. In 1867, Canada became a country. In 1871, the colony of British Columbia joined Canada, becoming a province.

Structure and Function of BC Government p. 44

Structure	Function
Lieutenant-governor	
- acts as the Queen's representative in parliament	- opens parliament and presides at official functions - gives final approval to new legislation
Premier	
- heads the provincial government	- appoints the cabinet ministers - represents the province in federal matters
Cabinet	
- a small group of MLAs chosen by Premiere	- provides services in specific areas such as health and education
Legislative Assembly	
- elected by the people	- introduces, debates and passes bills
Opposition Party	
- the party with the second largest number of MLAs	- watches to ensure that the governing party acts in the interests of the people
Provincial Courts	
- the place where justice is administered	- administers laws passed by the legislature

Governing the People p. 45

	Traditional First Nations Society	Modern First Nations Society	Provincial Government Today
Who are the leaders?	Chiefs, nobles, tribal councils	Chief and council	Premier and MLAs
How are leaders chosen?	passed down through family, councils were chosen by tribes	elected by the bands	elected by the people of the province
How long do the leaders have power?	some had permanent leaders but others chose leaders for different situations		new elections every 4 years
Who makes the rules?	the tribal council	chief and council leaders	the Legislative Assembly
Who enforces the rules?	the band members		the Provincial Courts
What happens to people who break the rules?	a form of social disapproval was used in extreme cases isolation from the village or banishment	sometimes taken to the Big House to learn acceptable behaviour	various forms of punishment- jail, fines, probation, community work

**Our Political Leaders p. 46**

Answers will vary according to time and place.

Looking Back at Chapter 2 p. 50

- A.** 1. food
 2. smelt, herring
 3. (any three) pink, sockeye, chum, coho, chinook
 4. father, mother, children
 5. weirs, nets, lures
- B.** The first salmon was greeted when it arrived and then prepared according to custom. After eating the salmon, the bones were returned to the water so the fish spirit could be reborn.

Living in Balance With the Sea p. 52

Suggested words for web:

Fish	- halibut, salmon, herring, smelt, eulachon, ling cod, sturgeon
Skills	- smoking fish, drying fish, making nets and lures
Technology	- weirs, traps, reef nets, dip nets, bag nets, pile drivers
Conservation	- respect for living things, quotas
Spiritual Beliefs	- First Salmon Ceremony, spirit helper, transform, respect

What do you think? p. 53

Answers will vary.

First Nations	- the fish have always been main source of food - were the first inhabitants of the coast
Sports Fishers	- healthy recreation - good for tourism
Commercial Fishers	- creates jobs and helps the economy - provides a valuable food source

Comparing Food Fish p. 54

	Sturgeon	Herring
Colour	grayish	silvery, greenish-blue
Size	large: up to 6 metres	small: up to 45 centimetres
Weight	up to 600 kilograms	less than a kilogram
Fins	large pectoral fin	no adipose fin
Scales	rows of bony scales running the length of the body	large for its body size, no scales on head or tail
Mouth	small, on underside of body, used to vacuum up food	at front of body
Whiskers	barbels (close to tip of snout) used to sense food	none
Food Value	delicious flesh, caviar	food for other marine species and people

Fishing Technology Past and Present p. 55

Answers will vary according to fish chosen.

Harvesting Method	- Past - spearing, jigging, trapping, netting - Present - seining, trawling, gill netting, trolling
Tools Used	- Past - hooks and lines, spears, weirs, traps, dip nets, rakes, harpoons, lures - Present - hooks and lines, trollers, seiners, gillnetters, lures, electronics
Processing	- Past - smoking, drying, making oil - Present - freezing, canning, smoking



The Salmon Life Story p. 58

The descriptions should be arranged in a circle in the following sequence:

Eggs incubate in the gravel bed.

Alevins hatch in the spring and hide in the gravel.

Fry feed in fresh water, then move downstream.

Smolts reach the estuary. Silvery juveniles head to the sea.

Adults migrate for a year or more in the Pacific Ocean.

Spawners return to fresh water and move upstream to lay and fertilize eggs. Then they die.

Looking Back at Chapter 3 p. 63

Possible answers:

1. Hunted animals - whales, seals, sea lions, sea-otters, bears, raccoons, beavers, deer, elk, waterfowl
2. Gathered foods - oysters, mussels, clams, abalone, crabs, limpets, periwinkles, sea urchins, roots, green shoots, leaves, inner bark of trees, berries, bulbs, rhizomes, nuts, grasshoppers, caterpillars
3. Methods of Cooking - boiling in watertight baskets, baking in shallow pits, roasting over an open fire
4. Kelp bulbs were used to store grease or oil, plants were dried and preserved, meats and fish were dried and smoked

Winter - digging clams, fishing sturgeon

Spring - digging clams, hunting whales, collecting green shoots, fishing eulachon

Summer - collecting shellfish, fishing salmon, picking berries

Fall - fishing salmon, digging clams, collecting nuts, catching birds

Word Challenge - Chapter Three p. 64

Wording of definitions will vary depending on dictionaries used.

- | | |
|-----------------|--|
| 10 harpoon | - a barbed spear with a rope attached, used to catch whales and other sea animals |
| 3 blubber | - the fat of whales and other sea animals |
| 7 clam | - a soft bodied shellfish with two shells and a powerful foot with which it burrows into sand or mud |
| 16 oyster | - a shellfish having two rough, irregular shells and soft edible flesh |
| 15 mussel | - a shellfish having two dark elongated shells and soft, edible flesh |
| 1 abalone | - a large shellfish with a soft, edible body and a single shell lined with mother-of-pearl |
| 8 crab | - an animal with a hard shell, ten legs, the first pair modified into pincers; most live in salt water |
| 14 limpet | - a small shellfish with a cone-shaped shell and a broad, fleshy foot by which it clings to rocks |
| 17 periwinkle | - an edible marine snail |
| 19 sea urchin | - a marine animal related to sea stars with a rigid, spherical shell and many movable spines |
| 18 rhizome | - a root-like stem growing underground |
| 4 bulb | - a kind of bud produced underground by some plants to survive cold or dry periods |
| 6 carbohydrates | - an energy producing food; sugar and starch are carbohydrates |
| 5 camas | - a plant of the lily family with blue or white flowers; some have edible bulbs, others are poisonous |
| 2 acorn | - the fruit of an oak tree; a smooth nut |
| 20 wapato | - a plant of the arrowhead family producing edible tubers |
| 11 hazelnut | - the round, brown, edible nut of a hazel tree; also called filbert |
| 21 yew | - an evergreen tree with hard wood, broad, flat needles and small, red, berrylike cones |
| 13 kelp | - a large, brown seaweed |
| 9 cured | - preserved; prepared for keeping |
| 12 ingenious | - clever, skillful |

**Environment and Food p. 65**

	Environment	Food
Arctic	very cold, ice, snow, very little vegetation	seal, whale, arctic char, caribou
Subarctic	cold, rugged, tundra	berries, nuts, caribou, fish, buffalo, hare
Northwest Coast	rainy, rainforest, moderate temperatures	animals, fish, berries, roots
Plateau	interior, forest, hot summers, cold winters	animals, fish, bulbs, roots and berries
Plains	grasslands, along rivers & streams hot summers, cold winters	crops of beans, corn, squash deer, elk and buffalo
Northeast	woodlands, cold winters	corn, beans, wild rice, maple sap, animals, fish
California	dry and warm, coastal grasslands, pine forests	acorns, pine nuts, mesquite, beans, berries, clams, salmon, bighorn sheep, deer
Great Basin	woodlands, grasslands, hot summers, cold winters	small animals, fish, pine nuts, wild plants, crops
Southeast	mild winters, warm summers, woodlands semi-tropical	corn, beans, squash, pumpkins, sunflowers, turkeys
Southwest	hot, dry, deserts, pine forests	corn, beans, squash, turkeys

First Nations Technology p. 67

Food	Tools for Hunting and Gathering	Tools for Cooking	Tools for Preserving
bear	traps, spears, bows and arrows	stakes	smoke house, drying racks
duck	nets	stakes	
seal	harpoons, bows and arrows	stakes	drying racks, kelp bulbs
clams	digging stick, basket	water tight basket	
salmon	spears, nets, traps, weirs	stakes, racks	smoke house, drying racks
herring	rakes	racks	drying racks
berries	baskets		wooden frames for drying
roots	digging sticks		drying racks

What People Eat p. 68

Answers will vary and may include:

Sea Foods

- First Nations - clams, salmon, herring, eulachon, smelt, abalone, oysters, mussels, crabs
- People Today - clams, salmon, herring, oysters, crabs, mussels, lobsters, shrimp, tuna

Land Animals

- First Nations - bear, deer, elk, beaver, goat, raccoon
- People Today - more domesticated animals such as beef, lamb, pig, chicken, etc.

Plants

- First Nations - berries, roots, rhizomes, acorns, wapato, hazelnuts, bulbs
- People Today - a wide variety of local and imported fruits and vegetables like potatoes, carrots, olives, avocados

The lists are different because we can import meat, fruit and vegetables from all over the world. We also have new methods of packaging and preserving which enables us to store food for long periods of time.

Weavers of Pride p. 75

1. humility, dignity, pride in a job well done
2. boastful, untruthful
3. The word Boasta is similar to the word boastful.
4. It was most important to Boasta to be considered the best weaver.
5. The sense of pride which comes from a job well done.
6. Probably would choose Ellen because she has humility, is wise and self confident.
7. She wanted to teach her granddaughter the importance of humility and to expose false pride for what it is.
8. *(answers will vary)*



Looking Back at Chapter 4 p. 76

1. winter house - large buildings
 - made from cedar boards, beams, rafters and poles
 - overhead rafters used for storage
 - had a sleeping platform around the inside walls
 - holes in the ceiling which could be opened to let the smoke out from the cooking fires
2. The house was a place where family traditions and values were handed down to the next generation.
3. Summer houses were lean-tos or four posted houses. They were covered with rush mats and boards taken from winter houses. They were portable so they could be put up or taken down easily if the people wanted to change the location of their camp.
4. The winter village was located in a place that could be defended, close to drinking water and sheltered from the cold weather. They moved to traditional fishing and gathering grounds in the summer where they could collect, catch and preserve food for the winter months.
5. The men cut boards from living trees and left the tree standing and growing.
6. A prayer was given to the tree telling why it needed before it was cut down. Women thanked the trees for giving bark which was used to make clothes.

Tools and Technology p. 78 – 79

Sample sentences are supplied below. Answers will vary.

1. weir - Fish were trapped against the weir and then scooped out with nets or spears.
2. fish trap - Fish traps were built to catch fish stranded by the outgoing tide. The fish were then speared.
3. herring rake - The herring rake was swept through the school of herring. The fish were caught on the bone teeth and shaken loose into the canoe
4. fishing lure - A fishing lure was plunged into the water with a spear to attract fish and when it rose to the surface, the fish would follow it up and be speared by the fisherman.
5. spring trap - A springtrap had a noose arranged on the ground, and a small loop attached to a bent over tree. When a passing animal released the loop, the tree sprang up and the noose caught the animal.
6. tumpline - Tumplines, worn across the forehead, made it easier to carry gathering baskets.
7. kelp - The tapered end of a kelp bulb was cut off and the long hollow tube was filled with eulachon oil or grease, plugged, coiled up and stored for later use
8. wedge and maul - Men used mauls and wedges to pry long planks from cedar logs.
9. elbow adze - The elbow adze was made from stone attached to a wooden handle and was used to chop and carve designs in wood.

Cedar p. 80

1. posts 2. boards 3. trees 4. wood 5. bark 6. roots

First Nations and Inuit Housing p. 81

House type	Building Material	Region	First Nations Group(s) (not all groups listed here)	Size
Westcoast longhouse	cedar posts, beams, boards	Northwest Coast	Salish, Nuu-chah-nulth, Haida	large: several families
igloo	packed snow	Arctic	Inuit	one family
teepee	animal hides, poles	Plains	Cree, Blackfoot, Sarcee	one family
pit house	logs, earth, bark, branches	Plateau	Carrier, Chilcotin, Shuswap	several families
wigwam	poles, birchbark or	Eastern Woodlands	Algonkian, Micmac (hunters)	one family
		woven reed mats	and Subarctic	
Eastern longhouse	posts, beams, saplings,	Eastern Woodlands	Iroquois, Huron (farmers)	large: several families
		sheets of bark		

**WHAT DO YOU THINK? p. 82**

Answers and opinions will vary; use this exercise to stimulate discussion. Encourage students to think globally and to consider cultures other than mainstream North American culture.

Animal Products

fur coats, hats
leather shoes
leather coats
reptile skin shoes and handbags
wool sweaters
silk shirts

Man-made Materials

synthetic furs
plastic, imitation leather, fabrics such as canvas
fabric, imitation leather
imitation leather, fabric
synthetic yarns
synthetic fabrics such as polyester

Some animals are in danger of extinction because of overhunting.

It is not necessary any longer to kill other animals to provide clothing for ourselves.

Some animal products can be produced without harming individual animals or endangering the survival of species.

Some people who are living traditional lifestyles have a small impact on wild animal populations.

Economic necessity is the reason that some people in the world use animal products—they can't afford to buy clothing so they make their own using locally available materials.

First Nations Clothing in North America p. 84**Garments worn?****What were they made of?**

Arctic hide	inner suits and outer suits: parkas, trousers, mitts, boots	sealskin, caribou, walrus, polar bear
Subarctic	coats, shirts, dresses, leggings, trousers, moccasins, mitts, hats	animal skins
Northwest Coast	skirts, capes, blankets	cedar bark, goat and dog hair
Plateau	breechcloths, shirts, leggings, dresses, moccasins, robes	animal skins
Plains	leggings, breechcloths, moccasins, dresses, robes	animal skins
Northeast	leggings, breechcloths, moccasins, skirts, shirts, tunics	animal skins
California	capas, skirts, little clothing worn in warm months	animal skins and fur
Great Basin	breechcloths, moccasins, long shirts, leggings	animal skins
Southeast	skirts, breechcloths, leggings	animal skins
Southwest	loin cloths, aprons in warm months, leggings, moccasins, shirts, skirts	animal skins, bark

The Spirit of the Cedar People p. 89

1. *(answers will vary)* Perhaps grandfather was chosen because he was a natural leader and would be able to influence his people to treat the spirits of trees with respect. Perhaps he was chosen because he needed to learn a lesson about conservation and respect himself.
2. Grandfather knew he had killed something that had been full of life.
3. impulsive - acting suddenly without thinking beforehand
Grandfather was impulsive when he cut the second tree down.
4. He should have left the tree because he already had the one he needed.
5. The sad moaning sound caused his hands to sweat with fear.
6. The spirit of the cedar tree was guiding the axe in the air.
7. The message he received was to hold the tree gently with his hands and explain to the tree's spirit why it was needed and for what purpose it would be used.
8. The tree brushed its branches over the wounds and healed them with its touch.



Looking Back at Chapter 5 p. 90

Sentences will vary but should include the following information:

1. small one man canoes, shovel nosed canoes for river travel, freight canoes, war canoes
2. adze, maul, chisel, mats to hold steam, hot rocks, dogfish skin for sanding
3. the cedar tree
4. a spirit helper
5. Steam made the wood softer and easier to work with.
6. Dogfish skin was used like sandpaper to make the canoe smooth. A smooth boat goes faster in the water.
7. The Haida built large, seaworthy freight canoes. They travelled 800 km from the Queen Charlotte Islands to Victoria.

Word Challenge - Chapter 5 p. 91

1. char
2. tumpeline
3. craft
4. freight
5. dry rot

First Nations and Inuit Boats p. 92

	who?	where?	what?	why?
cedar canoe	Pacific coastal groups	West Coast	cedar logs	to travel to other villages, hunt whales, carry freight
birchbark canoe	Eastern groups	rivers & lakes	cedar frames, birchbark	for fast travel using waterways
kayak	Inuit	Arctic	wood frames	easy to portage around rapids
umiak	Inuit	Arctic	animal skins	to hunt seals, travel in summer
hide boat	Plains groups	central N.A. rivers	driftwood frames	to transport families in summer
			animal skins	to hunt whales
			animal hides	to cross rivers

Looking Back at Chapter 6 p. 96

1. The main role of the shaman was to heal the sick.
2. The shamans were helped by spirit helpers.
3. Shamans had magical powers.
4. The First Nations people believed that all animals, fish and trees had spirits which were able to give humans special powers.
5. Potlatches were held to mark important events in a person's life such as birth, death, marriage, puberty and receiving a name. Memorial potlatches were held for the dead.
6. The First Nations people did not have a recorded history. Their history was passed down orally from one generation to the next in the stories told at potlatches.
7. The children learned their family origin stories at the potlatches.
8. The guests were seated according to rank.

Word Challenge - Chapter 6 p. 97

1. orally
2. gruelling
3. moral
4. ritual
5. secret society
6. memorial

Looking Back at Chapter 7 p. 107

1. An abundance of food and efficient food gathering methods allowed for leisure time enabling the people to develop their artistic talents.
2. drama, singing, dancing, speeches
3. Crest designs recorded the family history.
4. A mortuary pole was raised when a chief died.
5. Pictographs are paintings on rocks. Petroglyphs are rock carvings.
6. Sandstone was used to carve petroglyphs because it was fairly soft and easy to work with.
7. Cedar and spruce roots were gathered to make baskets.



8. The cedar roots were placed in water to stop them from drying out.
9. Awls made from bone were used to sew the baskets.
10. A transformation mask opened up to reveal another mask inside.
11. Masks - carved from cedar with adzes or knives
 - beaver teeth were used to carve fine details
 - sanded with dogfish skin
 - painted with natural materials- oil, charcoal, berries, etc.
 - decorated with abalone shells, fur and feathers
12. Slahal - bone game played with two teams, the object is to guess which hand holds the unmarked bone
 - Quoits - rings are tossed over a peg in the ground
 - Shooting at a target
 - Wrestling
 - Dice game

Word Challenge – Chapter 7 p. 109

1. transformation mask - a mask that can be changed in appearance by manipulating movable parts
2. totem pole - a large, upright log carved with images of animals or supernatural beings
3. pictograph - a picture painted on rock
4. petroglyph - a carving on rock
5. mortuary pole - a totem pole erected to hold a chief's remains
6. slahal - a guessing game played by two teams
7. sandstone - a kind of rock made up of small particles
8. awl - a pointed tool used for making small holes
9. leisure - the time free from necessary work
10. bull roarer - a flat piece of wood tied to string which produces a roaring sound when whirled in the air
11. quoits - a game in which rings are tossed over a peg in the ground
12. portal - an entrance

First Nations Art p. 112 *Answers will vary and may include:*

Northwest Coast: cedar, totem poles, crests, carved boxes, masks, woven blankets, baskets and hats, petroglyphs, pictographs, abalone and dentalium shells, engraved coppers, canoes, painting on wood, engraved metal jewellery

Arctic: petroglyphs, soapstone, carving, printmaking, bone, ivory, sculpture, tapestry

Subarctic: pictographs, masks, birchbark, antler, quillwork

Plateau: pictographs, antler, soapstone, woven baskets and blankets

Plains: pictographs, feathers, carving, quillwork, paintings on teepees and buffalo robes, decorated shields, bows, arrows and spears

Northeast: petroglyphs, pictographs, masks, quillwork, carved war clubs, painted birchbark scrolls

Lacrosse p. 113

1. Lacrosse stick (large curved stick), hard rubber ball, goal for each team
2. Field: played outdoors with teams of 10 players
Box: played on an indoor surface the size of a hockey arena with teams of 7 players
3. Baggattaway or Tewaraathon
4. Eastern First Nations groups
5. The first non-native game was played in 1842. By the 1880s, lacrosse was the most popular sport in Canada.
6. George Beers established a standard set of rules, designed a new stick and replaced the hair-stuffed deerskin ball with a hard rubber ball. He campaigned to have lacrosse made Canada's national game. He promoted the formation of the National Lacrosse Association in 1867. He took lacrosse teams to England in 1876 and 1883 to promote the sport in Europe.
7. After World War I
8. *answers will vary*



Looking Back at Chapter 8 p. 119

1. Grease trails were trade routes which led from the coast to the interior.
2. The Chinook developed a trade language to make it easier for groups that spoke different languages to trade with each other.
3. Bartering is trading goods without money.
4. Trade goods - dentalium shells, eulachon oil, canoes, baskets and boxes, oysters and clams, sea otter skins, blankets, cedar bark skirts, capes or hats, jade, hammers and mauls
5. Canoes were valuable trade items because they took great skill and time to build.
6. Dentalium shells were used as currency.
7. Dentalium shells were taken from deep water on the west coast of Vancouver Island.
8. Wars could be caused by the need for revenge from insults or injuries. Warriors also went on looting raids to get food, slaves or more territory.
9. Raids were organized by a war chief.
10. (answers may vary) People in neighbouring villages might be related or might have made an agreement to help one another in times of attack.

Word Challenge - Chapter Eight p. 120

currency	- the money used in a country
grease trail	- trade routes from the coast to the interior of B.C.
middlemen	- a trader who buys goods from the producer and sells them to a consumer
barter	- to trade goods without money

Barter and Monetary Systems p. 121

Monetary System

Pros:	- standard monetary unit	Cons:	- coins and bills could become worthless
	- able to put a price on goods		- different countries have different monetary systems
	- easily understood		- money can be lost or stolen
	- able to purchase with cash money		
	- convenient		

Barter

Pros:	- you decide if the trade is worth it	Cons:	- must have goods with you
	- you set the value of your goods		- no standard price
			- inconvenient

Currency p. 122

Multiply $2 \times 5 = 10$, $3 \times 7 = 21$, $9 \times 10 = 90$, $6 \times 6 = 36$, $4 \times 8 = 32$, $1 \times 5 = 5$

Divide $8 \div 4 = 2$, $10 \div 5 = 2$, $9 \div 3 = 3$, $10 \div 2 = 5$

Looking Back at Chapter 9 p. 127

1. sextant, chronometer, quadrant, compass
2. Early explorers were looking for a water link between the Atlantic and Pacific Oceans.
3. Vitus Bering, a Danish navigator, was in charge of a Russian expedition that started the fur trade in the Pacific Northwest.
4. Russia sent the first fur traders to the Pacific Coast.
5. metal, tools, guns
6. Both sides benefited from the fur trade at first - the European traders got rich and the First Nations people got metal tools which made their life easier.
7. Alexander Mackenzie
8. The Northwest Company and the Hudson's Bay Company competed for furs.
9. The Northwest Company went out of business and the Hudson's Bay Co. became the major buyer of goods.
10. The sailors brought diseases - cholera, leprosy, malaria, measles, smallpox, scarlet fever, tuberculosis, typhoid fever, whooping cough.

**Technology Used in Exploration p. 128**

compass, astrolabe, chronometer, sextant, quadrant

(answers will vary)

It was important that explorers to map the routes they traveled so that others would be able to follow them and find the places again. Accurate maps made later travel safer. Maps helped European countries claim territory in North America.

Finding Information on a Map p. 120

A. 1. Fort Umpqua 2. Fort Victoria 3. Fort George 4. Fort Stikine 5. Fort Vancouver 6. Fort Langley
7. Fort Rupert 8. Port Mulgrave

B. 1. British Columbia 2. Washington 3. $14.5 \text{ cm} \times 150 \text{ km} = 2175 \text{ km}$

Word Challenge p. 130

Across: 4. sea otter 5. discover 7. monopoly 8. undercut 10. portage 11. navigate

Down: 1. pelt 2. maritime 3. bauble 6. immunity 9. tsar

Forts in Canada p. 133

1. Fort Erie, ON; Fort Frances, ON; Fort Good Hope, NWT; Fort Liard, NWT; Fort McMurray, AB; Fort Nelson, BC; Fort Qu'Appelle, SK; Fort Simpson, NWT; Fort St. John, BC; Forteau, NFLD
2. *Answers will vary depending on where students live.*

Excerpt from John Work's Journal 1835 p. 136

1. marten and beaver
2. lynx fur seals brown bears
3. land otter
4. black bear
5. 15 robes (14 marten and 1 ermine)

Latitude and Longitude p. 0141

1. Ottawa
2. Quito
3. New Delhi
4. Manila
5. Cairo
6. Brasilia
7. Ulaanbaatar
8. Canberra
9. Buenos Aires
10. Lima

Canadian Place Names Puzzle p. 144

Across: 1. Toronto 5. Niagara 9. Saskatchewan 11. Quebec 12. Nanaimo

Down: 2. Ottawa 3. Manitoba 4. Canada 6. Restigouche 7. Yukon 8. Ontario 9. Saguenay 10. Winnipeg



Looking Back at Chapter 10 p. 149

1. The Tlingit people couldn't file gold claims because they were not American citizens.
2. 20,000 people
3. They were moved from their homes because they fought back when the miners were trying to drive them from their villages and fishing grounds.
4. They were moved to reservations and over 200 people died because of the poor living conditions.
5. The First Nations traditional hunting and gathering areas were being taken over by settlers and used for farming.
6. The missionaries encouraged the people to reject their culture and to adopt Christianity.
7. The children were sent to learn the ways of the settlers and to become 'civilized people'.
8. The Indian Agents, hired by the government to help them learn a new way of life, had great control over the people's lives.

Looking Back at Chapter Eleven p. 156

1. A democracy is a country with a government elected by the people (the majority rules) with a belief in equality for all citizens.
2. The governments passed laws that discriminated against First Nations people and did not protect their rights.
3. *answers will vary*
4. Self government means having control over their businesses, schools, health care, employment, economic development and justice system rather than being controlled by the governments of Canada.
5. Large areas of land have never been bought or transferred by treaty and the First Nations people claim ownership.
6. First Nations people have been trying to negotiate land claims for over 100 years.

Looking at the Indian Act p. 162

1. The Indian Act is a law to administer Indians and the lands set aside for Indian use.
2. It was passed by the Federal government.
3. 1876
4. (*answers may vary*) The Indian Act was passed to integrate First Nations people into Canadian Society
5. The Indian Act gave the government control over Indian lands and Indian affairs.
6. (*answers will vary*)
7. (*answers will vary*)

FROM TIME IMMEMORIAL



The First People of the Pacific Northwest Coast