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
FROM TIME IMMEMORIAL
The First People of the Pacific Northwest Coast

TEACHER’S GUIDE

by
Diane Silvey and
Diana Mumford

Pacific Edge Publishing
Copyright © 1999 Pacific Edge Publishing
Revised 2001, 2002

All rights reserved. No part of this resource covered by the copyrights hereon may be reproduced or used in any form or by any means—graphics, electronic, or mechanical—without prior written permission of the publisher. A limited copyright is granted for the purchasing teacher who may photocopy the blackline masters for his/her own classroom use. These pages may be reproduced for their intended use only. Any request for photocopying, recording, taping, or information storage and retrieval systems of any part of this resource shall be directed in writing to Cancopy, 6 Adelaide St. E., Suite 900, Toronto, Ontario, Canada M5C 1H6.

Acknowledgements
We acknowledge the financial support of the Government of Canada through the book Publishing Industry Development Program (BPIDP) for our publishing activities.

BC Treaty Commission
Grant Keddie – Curator of Anthropology, Royal B.C. Museum
Donna Klockars – classroom teacher, SD #68
Lynn Maranda – Curator of Anthropology, Vancouver Museum
Nella Nelson – First Nations Education Co-ordinator, SD #61
Hugh Brown – retired classroom teacher, SD #68

Canadian Cataloguing in Publication Data
Silvey, Diane.
From time immemorial : the first people of the Pacific Northwest Coast. Teacher’s guide


1. Indians of North America--Northwest Coast of North America--History--Study and teaching (Elementary) I. Mumford, Diana. II. Title.
E78.N78554 1999 Suppl. 979.5’00497 C99-910906-5

Pacific Edge Publishing Ltd.
Box 350
Gabriola, B.C.
Canada V0R 1X0
For further information (toll free): Telephone: 1-877-488-8355 Fax: 1-877-247-8138
To order (toll free): Telephone: 1-800-668-8806 Fax: 1-800-956-8299

email: pacificedge@classroomresources.com
website: www.classroomresources.com

Written by Diane Silvey and Diana Mumford
Illustrations by Joe Silvey and Ron Mumford

Printed and bound in Canada.
CONTENTS

PART ONE
Using the Student Text ................................................. 4
Using the Teacher's Guide ............................................. 5
Planning Your Social Studies Unit ................................. 6
Prescribed Learning Outcomes Charts ............................. 7
Setting the Stage ......................................................... 9

PART TWO
From Time Immemorial .................................................... 11
Chapter 1: Living Together — Villages and Families .............. 27
Chapter 2: Living in Balance With the Sea — Fishing ............. 47
Chapter 3: Living in Balance with the Land — Hunting and Gathering .......... 59
Chapter 4: At Home by the Forest — Shelter and Clothing .......... 71
Chapter 5: Travel in the Pacific Northwest — By Land, By Sea ........ 86
Chapter 6: Living with the Spirits — Ceremonies and Beliefs .......... 93
Chapter 7: Expressing a Culture — Art, Drama, Music and Games ........ 103
Chapter 8: Living with Other Nations — Trade and Warfare ........ 117
Chapter 9: Contact with Strangers — Explorers and Traders ........ 123
Chapter 10: Living with the Newcomers — A Way of Life Ends .......... 145
Chapter 11: Losing Rights and Freedoms — Legislation and Discrimination .... 153

PART THREE
Treaty Making and Self Government in British Columbia .......... 167

PART FOUR
Appendix A: Activity Sheets
Appendix B: Assessment/Evaluation Tools
Appendix C: Annotated Related Resource List
Appendix D: Universal Declaration of Human Rights and First Nations Rights Infractions
Appendix E: The National Aboriginal Achievement Awards
Appendix F: Answer Key
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.
- 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.

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.
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:

• 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:

<table>
<thead>
<tr>
<th>TEN MONTH PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
</tr>
<tr>
<td>October</td>
</tr>
<tr>
<td>November</td>
</tr>
<tr>
<td>December</td>
</tr>
<tr>
<td>January</td>
</tr>
<tr>
<td>February</td>
</tr>
<tr>
<td>March</td>
</tr>
<tr>
<td>April</td>
</tr>
<tr>
<td>May</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>June</td>
</tr>
</tbody>
</table>

**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

### 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

### Chapters

<table>
<thead>
<tr>
<th>Applications of Social Studies</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is expected that students will:</td>
<td>1</td>
</tr>
<tr>
<td>• identify and clarify a problem, issue or inquiry</td>
<td>✓</td>
</tr>
<tr>
<td>• locate and record information from a variety of sources</td>
<td>✓</td>
</tr>
<tr>
<td>• identify alternative interpretations from specific historical and contemporary sources</td>
<td>✓</td>
</tr>
<tr>
<td>• assess at least two perspectives on a problem or an issue</td>
<td>✓</td>
</tr>
<tr>
<td>• organize information into a presentation with a main idea and supporting details</td>
<td>✓</td>
</tr>
<tr>
<td>• design and implement strategies to address school problems or projects</td>
<td>✓</td>
</tr>
</tbody>
</table>

### 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

### Chapters

<table>
<thead>
<tr>
<th>Applications of Social Studies</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is expected that students will:</td>
<td>1</td>
</tr>
<tr>
<td>• identify and clarify a problem, issue or inquiry</td>
<td>✓</td>
</tr>
<tr>
<td>• locate and record information from a variety of sources</td>
<td>✓</td>
</tr>
<tr>
<td>• identify alternative interpretations from specific historical and contemporary sources</td>
<td>✓</td>
</tr>
<tr>
<td>• assess at least two perspectives on a problem or an issue</td>
<td>✓</td>
</tr>
<tr>
<td>• organize information into a presentation with a main idea and supporting details</td>
<td>✓</td>
</tr>
<tr>
<td>• design and implement strategies to address school problems or projects</td>
<td>✓</td>
</tr>
</tbody>
</table>

### 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

#### 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
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.)
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.
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? ______________________
10. We live in square: _____. Put a symbol in that square to represent your house.
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  

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.

harmony

First Nations People

spiritual beliefs

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 6,000 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.
This timeline shows how long scientists believe people have lived on the continent of North America. Print the dates on the timeline.

- People followed animals across land bridge between Siberia and Alaska.
- Land bridge was covered with water.
- People were living from the Arctic to the bottom of South America.
- Vikings visited North America.
- Christopher Columbus arrived in North America.
- Russians sailed to Alaska.
- Many Europeans arrived.
- Today

© 1999 Pacific Edge Publishing Ltd.
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.
First Nations Groups of North America

LEGEND

© 1999 Pacific Edge Publishing Ltd.
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?
   ____________________________________________________________________
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.
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.
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?

____________________________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________________________
____________________________________________________________________________________________________________________________________________________
**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:

<table>
<thead>
<tr>
<th>family</th>
<th>school</th>
<th>church</th>
<th>clubs</th>
<th>books</th>
<th>newspapers</th>
<th>TV</th>
<th>videos</th>
<th>computers</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Skills</th>
<th>Traditional First Nations Culture</th>
<th>Modern North American Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiritual beliefs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artistic skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 federalism 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**

- The Crown
  - (Governor General)

  - **Legislative Branch**
    - House of Commons
      - (Governing Party, Opposition Parties)
    - Senate

  - **Executive Branch**
    - Prime Minister
    - Cabinet
    - Public Service

  - **Judicial Branch**
    - Supreme Court
    - Federal Court

**Provincial**

- The Crown
  - (Lieutenant-governor)

  - **Legislative Branch**
    - Legislative Assembly
      - (Governing Party, Opposition Parties)

  - **Executive Branch**
    - Premiere
    - Cabinet
    - Public Service

  - **Judicial Branch**
    - Provincial Court
    - Family Court

**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
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.
# Structure and Function of BC Government

<table>
<thead>
<tr>
<th>Structure</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lieutenant-governor</td>
<td></td>
</tr>
<tr>
<td>Premier</td>
<td></td>
</tr>
<tr>
<td>Cabinet</td>
<td></td>
</tr>
<tr>
<td>Legislative Assembly</td>
<td></td>
</tr>
<tr>
<td>Opposition Party</td>
<td></td>
</tr>
<tr>
<td>Provincial Courts</td>
<td></td>
</tr>
</tbody>
</table>

© 1999 Pacific Edge Publishing Ltd.
<table>
<thead>
<tr>
<th></th>
<th>Traditional First Nations Society</th>
<th>Modern First Nations Society</th>
<th>Provincial Government Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the leaders?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are leaders chosen?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How long do the leaders have power?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who makes the rules?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who enforces the rules?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happens to people who break the rules?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
Looking Back at Chapter 1

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

<table>
<thead>
<tr>
<th>Word Bank</th>
<th>nobles</th>
<th>classes</th>
<th>dances</th>
<th>mother</th>
<th>stories</th>
<th>children</th>
</tr>
</thead>
</table>

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.

____________________________________
____________________________________
____________________________________

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 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.
Living in Balance With the Sea

FIRST NATIONS
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.

<table>
<thead>
<tr>
<th>First Nations</th>
<th>Sports Fishers</th>
<th>Commercial Fishers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

__________________________________________

__________________________________________
Comparing Food Fish

Write a word or phrase to describe sturgeon and herring.

<table>
<thead>
<tr>
<th></th>
<th>Sturgeon</th>
<th>Herring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mouth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whiskers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Value</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
Fishing Technology Past and Present

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

<table>
<thead>
<tr>
<th>Fish _______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvesting Method</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>Tools Used</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>Processing</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
<tr>
<td>_____________________</td>
</tr>
</tbody>
</table>
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.
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.

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

Fry feed in fresh water, then move downstream.

Alevins hatch in the spring and hide in the gravel.

Eggs incubate in the gravel bed.

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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

<table>
<thead>
<tr>
<th>harpoon</th>
<th>blubber</th>
</tr>
</thead>
<tbody>
<tr>
<td>clam</td>
<td>oyster</td>
</tr>
<tr>
<td>mussel</td>
<td>abalone</td>
</tr>
<tr>
<td>crab</td>
<td>limpet</td>
</tr>
<tr>
<td>periwinkle</td>
<td>sea urchin</td>
</tr>
<tr>
<td>rhizome</td>
<td>bulb</td>
</tr>
<tr>
<td>carbohydrates</td>
<td>camas</td>
</tr>
<tr>
<td>acorn</td>
<td>wapato</td>
</tr>
<tr>
<td>hazelnut</td>
<td>yew</td>
</tr>
<tr>
<td>kelp</td>
<td>cured</td>
</tr>
<tr>
<td>ingenious</td>
<td></td>
</tr>
</tbody>
</table>

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 Nation’s 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.
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.

<table>
<thead>
<tr>
<th>Environment</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arctic</td>
<td></td>
</tr>
<tr>
<td>Subarctic</td>
<td></td>
</tr>
<tr>
<td>Northwest Coast</td>
<td></td>
</tr>
<tr>
<td>Plateau</td>
<td></td>
</tr>
<tr>
<td>Plains</td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td></td>
</tr>
<tr>
<td>California</td>
<td></td>
</tr>
<tr>
<td>Great Basin</td>
<td></td>
</tr>
<tr>
<td>Southeast</td>
<td></td>
</tr>
<tr>
<td>Southwest</td>
<td></td>
</tr>
</tbody>
</table>

© 1999 Pacific Edge Publishing Ltd.
<table>
<thead>
<tr>
<th>First Nations Technology</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools for Hunting and Gathering</td>
<td>bear, duck, seal, clams, salmon, herring, berries, roots</td>
</tr>
<tr>
<td>Tools for Cooking</td>
<td></td>
</tr>
<tr>
<td>Tools for Preserving</td>
<td></td>
</tr>
</tbody>
</table>
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?

<table>
<thead>
<tr>
<th></th>
<th>First Nations</th>
<th>People Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sea Foods</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land Animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plants</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 kilogram dried beef</td>
<td>250 ml raisins</td>
</tr>
<tr>
<td>125 ml yellow raisins</td>
<td>beef suet</td>
</tr>
</tbody>
</table>

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, cocao, 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.
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  fishing salmon  catching birds  digging clams
   collecting nuts  collecting shellfish  picking berries  hunting whales
   fishing eulachon  collecting shoots

   **WINTER**
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

   **SUMMER**
   _______________________________________________________________
   _______________________________________________________________

   **SPRING**
   _______________________________________________________________
   _______________________________________________________________

   **FALL**
   _______________________________________________________________
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
a. Tie the twine around the brick and hook the fish scale through a loop at the end of the twine.
b. Lift the brick with the fish scale and record the weight.
c. Make a ramp using the board propped on books.
d. Place the brick at the base of the ramp on the rods and pull it up the ramp with the fish scale and twine.
e. Record the weight registering on the fish scale (the weight will be less).
f. Try changing the angle of the ramp to see how it affects the effort needed to move the brick.
g. Ask students what this demonstration proves (using a ramp to move heavy things takes less effort than lifting without the aid of a ramp).
h. 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.
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.

© 1999 Pacific Edge Publishing Ltd.
Tools and Technology

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
1. Cedar boards were used for the corners of the house.

2. Cedar boards were used to make walls.

3. Cedar trees were felled, hollowed out and used for transportation.

4. Cedar wood was used to make masks, paddles and boxes.

5. Cedar was used to make clothing and mats.

6. Cedar were used to make baskets.
<table>
<thead>
<tr>
<th>First Nations and Inuit Housing</th>
<th>Size</th>
<th>First Nations group(s)</th>
<th>Region</th>
<th>Building Material</th>
<th>House Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Westcoast longhouse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>igloo</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>teepee</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>pithouse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>wigwam</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Eastern longhouse</td>
<td></td>
</tr>
</tbody>
</table>

Date ________________________

Name _______________________
**What Do You Think?**

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

<table>
<thead>
<tr>
<th>Animal Products</th>
<th>Man-made Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?
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.

<table>
<thead>
<tr>
<th>Area</th>
<th>Garments worn?</th>
<th>What were they made of?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arctic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subarctic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest Coast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plateau</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Great Basin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southeast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southwest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 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?
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.

________________________________________________________________
________________________________________________________________
________________________________________________________________
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

<table>
<thead>
<tr>
<th>craft</th>
<th>dry rot</th>
</tr>
</thead>
<tbody>
<tr>
<td>char</td>
<td>freight</td>
</tr>
<tr>
<td></td>
<td>tumpline</td>
</tr>
</tbody>
</table>

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.


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. 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 Nuu-chah-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 Nuu-chah-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.
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?

________________________________________________________________
________________________________________________________________
<table>
<thead>
<tr>
<th>who?</th>
<th>what (materials)?</th>
<th>why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>cedar canoe</td>
<td>birch bark canoe</td>
<td>kayak</td>
</tr>
</tbody>
</table>
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?

________________________________________________________________
________________________________________________________________
________________________________________________________________
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.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

© 1999 Pacific Edge Publishing Ltd.
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.
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 _______________________________________________
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

   ________________________

   ________________________

   ________________________

   ________________________

   ________________________

   ________________________

   ________________________

   ________________________

   ________________________

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 _______________________
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 _______________________________________
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?

_________________________________________________________________
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

<table>
<thead>
<tr>
<th>leisure</th>
<th>totem pole</th>
</tr>
</thead>
<tbody>
<tr>
<td>pictograph</td>
<td>petroglyph</td>
</tr>
<tr>
<td>mortuary pole</td>
<td>portal</td>
</tr>
<tr>
<td>sandstone</td>
<td>awl</td>
</tr>
<tr>
<td>transformation mask</td>
<td>bull roarer</td>
</tr>
<tr>
<td>quoits</td>
<td>slahal</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Artist Type</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist</td>
<td>Jessie Oonark, Pitseolak Ashoona, Parr, Charles Edenshaw, Tony Hunt, Bill Reid, Alex Janvier, Daphne Odjig, Tom Jackson, Buffy St. Marie, Chief Dan George</td>
</tr>
<tr>
<td>Photographer</td>
<td>Kenojuack Ashevak, Pitseolak, Norval Morrisseau, Mungo Martin, Robert Davidson, Jackson Beardy, Allen Sapp, Arthur Shilling, Margo Kain, George Clutesi, Arthur Shilling</td>
</tr>
<tr>
<td>Painter</td>
<td>norval Morrisseau, Pitseolak, Mungo Martin, Robert Davidson, Allen Sapp, Arthur Shilling, Margo Kain, George Clutesi, Arthur Shilling</td>
</tr>
<tr>
<td>Sculptor</td>
<td>Bill Reid, Tony Hunt, Tom Jackson, Chief Dan George</td>
</tr>
<tr>
<td>Dancer</td>
<td>George Clutesi</td>
</tr>
</tbody>
</table>

   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 expresses 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:**
   a. Tie a knot in the end of the jute.
   b. Coil the jute around the knot to form the centre of the base of the basket.
   c. 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 from 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.
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.
First Nations Artist

Name ________________________________

Birthplace _____________________________

Date of birth (death)_____________________

Nation ________________________________

Art Form ______________________________

Biographical Information

________________________________________

________________________________________

________________________________________

Description of Work

________________________________________

________________________________________

________________________________________

Most Notable Accomplishment

________________________________________

________________________________________

________________________________________
First Nations Art

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

Arctic

Northwest Coast

Subarctic

First Nations Art

Plateau

Plains

Northeast

© 1999 Pacific Edge Publishing Ltd.
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?
   ___________________________________________________
   ___________________________________________________
First Nations Mask
Geometric Basket Weaving Design
My Family Crest

The ________________________________ is represented on my family crest.
The ________________________________ stands for ________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________.
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?
   ____________________________________________________________________
   ____________________________________________________________________

© 1999 Pacific Edge Publishing Ltd.
9. What were awls used for?
________________________________________________________________
________________________________________________________________

10. How did a transformation mask work?
________________________________________________________________
________________________________________________________________

11. How were masks made?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

12. Explain two games played by First Nations people.
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Draw your favorite mask design from page 51.
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
5. mortuary pole        a pointed tool used for making small holes
6. slahal                a guessing game played by two teams
7. sandstone            the time free from necessary work
8. awl                   a carving on rock
9. leisure               a totem pole erected to hold a chief’s remains
10. bull roarer          an entrance
11. quoits               a game in which rings are tossed over a peg in the ground
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.)
Barter and Monetary Systems

List key words and phrases that characterize both systems.

**Monetary System**

**Pros:**

- 
- 
- 
- 
- 
- 
- 

**Cons:**

- 
- 
- 
- 
- 
- 
- 

**Barter**

**Pros:**

- 
- 
- 
- 
- 
- 
- 

**Cons:**

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ikt</td>
<td>mokst</td>
<td>klone</td>
<td>lakit</td>
<td>kwinnnum</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>taghm</td>
<td>sinnamokst</td>
<td>stotekin</td>
<td>kwaist</td>
<td>tahtelum</td>
<td></td>
</tr>
</tbody>
</table>

**Multiply**

<table>
<thead>
<tr>
<th>kwinnnum</th>
<th>sinnamokst</th>
<th>tahtelum</th>
</tr>
</thead>
<tbody>
<tr>
<td>x mokst</td>
<td>x klone</td>
<td>x kwaist</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>taghm</td>
<td>stotekin</td>
<td>kwinnnum</td>
</tr>
<tr>
<td>x taghm</td>
<td>x lakit</td>
<td>x ikt</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
<td>________</td>
</tr>
</tbody>
</table>

**Divide**

<table>
<thead>
<tr>
<th>stotekin</th>
<th>tahtelum</th>
</tr>
</thead>
<tbody>
<tr>
<td>÷ lakit</td>
<td>÷ kwinnnum</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>kwaist</td>
<td>klone</td>
</tr>
<tr>
<td>÷ klone</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>tahtelum</td>
<td>mokst</td>
</tr>
<tr>
<td>÷ mokst</td>
<td>________</td>
</tr>
</tbody>
</table>
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?

_________________________________________________________________
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 Beausejour, 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.
## Technology Used in Exploration

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

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Astrolabe</td>
<td>shows direction</td>
</tr>
<tr>
<td></td>
<td>used long ago to measure angles</td>
</tr>
<tr>
<td>Compass</td>
<td>measures time</td>
</tr>
<tr>
<td>Quadrant</td>
<td>used by navigators and surveyors to measure angles</td>
</tr>
<tr>
<td>Sextant</td>
<td>used by sailors to determine the altitude of the sun and stars</td>
</tr>
</tbody>
</table>

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

---

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

---
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
   _________________________________

© 1999 Pacific Edge Publishing Ltd.
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

___________________________________________

___________________________________________

___________________________________________

© 1999 Pacific Edge Publishing Ltd.
FROM TIME IMMEMORIAL

The First People of the Pacific Northwest Coast

World Map

130
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?
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) ____________________________

_____________________________________________

_____________________________________________

_____________________________________________
A Changing Life

I remember when we lived in our village. My family had lived there forever! ______________

________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________

Now that we’re living at the fort, life is different. Things are changing so fast! ______________

________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________
________________________

Excerpt from John Work’s Journal 1835

<table>
<thead>
<tr>
<th>Animal</th>
<th>Lama</th>
<th>Fort</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaver large No.</td>
<td>1067</td>
<td>772</td>
<td>1839</td>
</tr>
<tr>
<td>Beaver small No.</td>
<td>477</td>
<td>413</td>
<td>890</td>
</tr>
<tr>
<td>Beaver Cuttings</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Beaver Coating</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Bears Black large No.</td>
<td>57</td>
<td>77</td>
<td>234</td>
</tr>
<tr>
<td>Bears small No.</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Bears Brown large No.</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Castorun</td>
<td>24</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>Fishers No.</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Martens No.</td>
<td>628</td>
<td>1368</td>
<td>1996</td>
</tr>
<tr>
<td>Martens robes</td>
<td>8 – 189 skins</td>
<td>6 – 144 skins</td>
<td>14 – 333 skins</td>
</tr>
<tr>
<td>Minks</td>
<td>686</td>
<td>106</td>
<td>792</td>
</tr>
<tr>
<td>Musquash</td>
<td>21</td>
<td>243</td>
<td>264</td>
</tr>
<tr>
<td>Otters Sea large</td>
<td>144</td>
<td>3</td>
<td>147</td>
</tr>
<tr>
<td>Otters Sea small</td>
<td>9</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Otters Sea Pups</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Otters Sea Tails</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Otters Land large</td>
<td>210</td>
<td>100</td>
<td>310</td>
</tr>
<tr>
<td>Otters Land small</td>
<td>10</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Otters Land Tails</td>
<td>18</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Lynx</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Fur Seals</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Rabbits</td>
<td>1065</td>
<td>1065</td>
<td>2130</td>
</tr>
<tr>
<td>Oil Whale Gal.</td>
<td>90</td>
<td>40</td>
<td>130</td>
</tr>
<tr>
<td>Ermine robes No.</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

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?
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.

<table>
<thead>
<tr>
<th>Trade Items</th>
<th>for</th>
<th>Furs</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________</td>
<td></td>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
<td></td>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
<td></td>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
<td></td>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
<td></td>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
<td></td>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
<td></td>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
<td></td>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
<td></td>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
<td></td>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
<td></td>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
<td></td>
<td>____________________</td>
</tr>
<tr>
<td>____________________</td>
<td></td>
<td>____________________</td>
</tr>
</tbody>
</table>

Beaver large  Beaver small  Black Bear large  Black Bear small  Brown Bear large
Fisher       Marten          Mlnk           Sea Otter large   Sea Otter small
Land Otter large  Land Otter small  Lynx           Fur Seal        Rabbit

© 1999 Pacific Edge Publishing Ltd.
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.
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˚N – 75˚W  _____________________________________________
2. 0˚N – 75˚W  _____________________________________________
3. 30˚N – 75˚E  _____________________________________________
4. 15˚N – 120˚E _____________________________________________
5. 30˚N – 30˚E  _____________________________________________
6. 15˚S – 45˚W  _____________________________________________
7. 45˚N – 105˚E _____________________________________________
8. 30˚S – 150˚E _____________________________________________
9. 30˚S – 60˚W  _____________________________________________
10. 15˚S – 75˚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.

<table>
<thead>
<tr>
<th>NAME</th>
<th>MEANING</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahousat</td>
<td>“people living with their backs to the land and mountains”</td>
<td>Vancouver Is.</td>
</tr>
<tr>
<td>Bella Bella</td>
<td>named after the local people</td>
<td>Central BC coast</td>
</tr>
<tr>
<td>Bella Coola</td>
<td>named after the local people (Pil-palla)</td>
<td>Central BC coast</td>
</tr>
<tr>
<td>Carmanah Point</td>
<td>named after village of Qua-ma-doa</td>
<td>Vancouver Is.</td>
</tr>
<tr>
<td>Chemainus</td>
<td>named after the local people</td>
<td>Vancouver Is.</td>
</tr>
<tr>
<td>Clayoquot Sound</td>
<td>named after the local people</td>
<td>Vancouver Is.</td>
</tr>
<tr>
<td>Cowichan</td>
<td>named after the local people “between streams”</td>
<td>Vancouver Is.</td>
</tr>
<tr>
<td>Esquimalt</td>
<td>adapted from a First Nations name</td>
<td>Vancouver Is.</td>
</tr>
<tr>
<td>Hesquiat Harbour</td>
<td>“to tear asunder with the teeth”</td>
<td>Vancouver Is.</td>
</tr>
<tr>
<td>Kitimat</td>
<td>“people of the falling snow”</td>
<td>mouth of Kitimat River</td>
</tr>
<tr>
<td>Kitkatla</td>
<td>“people of the ceremonial cane”</td>
<td>southern Tsimshian</td>
</tr>
<tr>
<td>Kitwanga</td>
<td>“people of the place of rabbits”</td>
<td>Nishga-Nass River</td>
</tr>
<tr>
<td>Masset</td>
<td>from First Nations name, “Maast”</td>
<td>Queen Charlotte Is.</td>
</tr>
<tr>
<td>Nanoose Bay</td>
<td>adapted from “Nonooa,” the name of the local people</td>
<td>Vancouver Is.</td>
</tr>
<tr>
<td>Nass River</td>
<td>“the stomach”</td>
<td>Northern BC coast</td>
</tr>
<tr>
<td>Nimpkish River</td>
<td>adapted from “Num-case”</td>
<td>Vancouver Is.</td>
</tr>
<tr>
<td>Nitinat Lake</td>
<td>named after the local people</td>
<td>Vancouver Is.</td>
</tr>
<tr>
<td>Nootka Sound</td>
<td>adapted from a First Nations word</td>
<td>Vancouver Is.</td>
</tr>
<tr>
<td>Quatsino Sound</td>
<td>adapted from “Koskimo,” the name of the local people</td>
<td>Vancouver Is.</td>
</tr>
<tr>
<td>Skeena River</td>
<td>adapted from “K’shian” meaning “a divide”</td>
<td>Northern BC coast</td>
</tr>
<tr>
<td>Skidegate</td>
<td>adapted from a word meaning “red paint stone”</td>
<td>Queen Charlotte Is.</td>
</tr>
<tr>
<td>Tahsis</td>
<td>adapted from “Tahsee” meaning “way, road, passage”</td>
<td>Vancouver Is.</td>
</tr>
</tbody>
</table>
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 manitobau
4. the entire country
6. fine river
7. great river
8. beautiful lake
9. water flows out
10. murky water
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?
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
- bounty hunter
- missionary
- heathen
- reserve
- reservation
- treaty
- Christianity
- residential school
- Indian Agent
FROM TIME IMMEMORIAL
The First People of the Pacific Northwest Coast

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 3/4 of the students and the second group 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.

b. Take the second group into the hallway and instruct them to:
   • 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.
What Do You Think?

Describe how things might have been handled differently.

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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.
Universal Declaration of Human Rights

Article _____

First Nations people were denied this right when _______________________

Article _____

First Nations people were denied this right when _______________________

© 1999 Pacific Edge Publishing Ltd.
### First Nations Life

#### Before Contact

<table>
<thead>
<tr>
<th></th>
<th>After Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>first people living here</td>
<td>________________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
</tr>
<tr>
<td>self-governing</td>
<td>________________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
</tr>
<tr>
<td>independent</td>
<td>________________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
</tr>
<tr>
<td>self-sufficient</td>
<td>________________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
</tr>
<tr>
<td>had laws and rules</td>
<td>________________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
</tr>
<tr>
<td>had chiefs</td>
<td>________________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
</tr>
<tr>
<td></td>
<td>________________________________</td>
</tr>
</tbody>
</table>
First Nations Leader

Name _____________________________________________________________

Dates _____________________________     ______________________________
       (born)                                                               (died)

Nation _____________________________________________________________

Ways he/she worked to help the people

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Other interesting information

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

© 1999 Pacific Edge Publishing Ltd.
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.
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.**

<table>
<thead>
<tr>
<th>Citizen:</th>
<th>Where are you going?</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations:</td>
<td>I’m going to my boat to go fishing.</td>
</tr>
<tr>
<td>Citizen:</td>
<td>Does your boat have an engine?</td>
</tr>
<tr>
<td>First Nations:</td>
<td>Yes.</td>
</tr>
<tr>
<td>Citizen:</td>
<td>You’re not allowed to have an engine-powered boat and you’re not allowed to leave the reserve without a pass.</td>
</tr>
<tr>
<td>First Nations:</td>
<td>I have to feed my family. I’ll go and check the fish weirs for salmon.</td>
</tr>
<tr>
<td>Citizen:</td>
<td>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.</td>
</tr>
<tr>
<td>First Nations:</td>
<td>I can still spear fish!</td>
</tr>
<tr>
<td>Citizen:</td>
<td>No, that’s not allowed, either!</td>
</tr>
</tbody>
</table>

## Card 2  
**First Nations person is going to a funeral.**

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

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
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?
Use each word in a sentence to show its meaning.

discriminate _____________________________________________________

______________________________________________________________

democracy _____________________________________________________

______________________________________________________________

Confederation _____________________________________________________

______________________________________________________________

ward _____________________________________________________

______________________________________________________________

Status Indian _____________________________________________________

______________________________________________________________

enfranchise _____________________________________________________

______________________________________________________________

self government _____________________________________________________

______________________________________________________________
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

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension Activity Ideas</td>
<td>169</td>
</tr>
<tr>
<td>Prescribed Learning Outcomes</td>
<td>170</td>
</tr>
<tr>
<td>Background Information for Teachers</td>
<td>171</td>
</tr>
<tr>
<td>Notice to Parents</td>
<td>175</td>
</tr>
<tr>
<td>Lesson 1 Introduction: Classroom Rights</td>
<td>176</td>
</tr>
<tr>
<td>Lesson 2 Human Rights</td>
<td>181</td>
</tr>
<tr>
<td>Lesson 3 Justice on Trial – In Pursuit of Equality</td>
<td>189</td>
</tr>
<tr>
<td>Lesson 4 Treaties in Canada – the History</td>
<td>200</td>
</tr>
<tr>
<td>Lesson 5 Modern Treaties</td>
<td>208</td>
</tr>
<tr>
<td>Lesson 6 Self Government – the History</td>
<td>217</td>
</tr>
<tr>
<td>Lesson 7 Self Government Today</td>
<td>226</td>
</tr>
</tbody>
</table>
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:**

<table>
<thead>
<tr>
<th>Applications of Social Studies</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is expected that students will:</td>
<td>1</td>
</tr>
<tr>
<td>• identify and clarify a problem, issue or inquiry</td>
<td>✓</td>
</tr>
<tr>
<td>• locate and record information from a variety of sources</td>
<td>✓</td>
</tr>
<tr>
<td>• identify alternative interpretations from specific historical and contemporary sources</td>
<td>✓</td>
</tr>
<tr>
<td>• assess at least two perspectives on a problem or an issue</td>
<td>✓</td>
</tr>
<tr>
<td>• organize information into a presentation with a main idea and supporting details</td>
<td>✓</td>
</tr>
<tr>
<td>• design and implement strategies to address school problems or projects</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Society and Culture**

<table>
<thead>
<tr>
<th>It is expected that students will:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>• describe how people's basic needs are met in a variety of cultures</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• demonstrate understanding of timelines</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• demonstrate awareness and appreciation of various Aboriginal cultures in Canada</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• demonstrate understanding of the contributions of Aboriginal people to Canadian society</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Politics and Law**

<table>
<thead>
<tr>
<th>It is expected that students will:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>• compare the &quot;discovery&quot; and exploration of North America from European and Aboriginal peoples' perspectives</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• describe the structure and functions of the BC provincial government</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• describe a traditional and a contemporary Aboriginal form of government</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Economy and Technology**

<table>
<thead>
<tr>
<th>It is expected that students will:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>• compare bartering to a monetary system of exchange</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• demonstrate understanding of factors that influenced early European exploration of North America</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• describe traditional technology used by Aboriginal people in Canada</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• describe technology used in exploration</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• identify economic and technological exchanges between explorers and Aboriginal people</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• evaluate the influence of mass media on stereotyping</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Environment**

<table>
<thead>
<tr>
<th>It is expected that students will:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>• locate and map world continents and oceans using simple grids, scales and legends</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• demonstrate understanding of Aboriginal peoples’ relationship with the land and natural resources</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• demonstrate awareness of Aboriginal place names</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• identify and compare physical environments and cultures of various BC Aboriginal groups</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>• analyse how people interact with their environment, in the past and in the present</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
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.

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 potlatches. 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/nt/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.
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.
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. Your 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.”
Classroom Rights

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

<table>
<thead>
<tr>
<th>UNJUST</th>
<th>JUST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>NEGATIVE</th>
<th>POSITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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  human rights  equality
responsibility  values  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

1. **CITIZENSHIP**
   - Do the laws or customs support the group as a whole?

2. **LAWS & CUSTOMS**
   - Which values are important to incorporate into laws?

3. **VALUES**
   - What are my

4. **RESPONSIBILITIES**
   - What are my

5. **RIGHTS**
   - What are my
Citizenship Concept Cycle

1. What are my values?
2. Which values are important to incorporate into laws?
3. Do the laws or customs support the group as a whole?
4. What are my values?
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?
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 breech 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?
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.
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
Indian Act

How did the Indian Act undermine liberty?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

How did the Indian Act undermine dignity?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

How did the Indian Act undermine personal security?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
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.
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

<table>
<thead>
<tr>
<th>Get a free land grant.</th>
<th>Receive a high school education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive veteran benefits for serving in the war.</td>
<td>Obtain a university degree.</td>
</tr>
<tr>
<td>Sell fish.</td>
<td>Sell agricultural products.</td>
</tr>
<tr>
<td>Sell agricultural products.</td>
<td>Vote.</td>
</tr>
<tr>
<td>Inherit property.</td>
<td>Own a fishing license.</td>
</tr>
<tr>
<td>Operate an engine powered boat.</td>
<td></td>
</tr>
</tbody>
</table>
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
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.
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.
Historic Treaties of Canada

LEGEND – Treaty Areas

A  Treaty 11  1921
B  Treaty 8  1899
C  Treaty 6  1876-1889
D  Treaty 7  1877
E  Treaty 10  1906
F  Treaty 5  1875-1908
G  Treaty 4  1874
H  Treaty 2  1871
I  Treaty 1  1871
J  Treaty 3  1873
K  Treaty 9  1905-1930
L  Robinson-Superior Treaty  1850
M  Robinson-Huron Treaty  1850
N  Williams Treaties  1923
O  Upper Canada  1764-1836
P  Upper Canada  1764-1836
Q  Peace and Friendship  1725-1779
★  Douglas Treaties

© 2002 Pacific Edge Publishing Ltd.
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.
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 surrender constitution
Supreme Court dominion

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.

   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 BC Fisheries Survival Coalition.
1999 The governments of Canada and BC ratify the Nisga’a Final Agreement.
2000 The Nisga’a Treaty becomes law.
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 “discovers” 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.
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.


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.
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.

<table>
<thead>
<tr>
<th>ECONOMIC</th>
<th>SOCIAL</th>
<th>JUDICIAL</th>
<th>SPIRITUAL</th>
<th>CULTURE</th>
<th>IMPORTANT EVENTS</th>
<th>POLITICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A circulation of wealth was sustained.</td>
<td>Order was maintained and validated (by guests) and conflict was dealt with.</td>
<td>Laws were upheld and rules of protocol were reaffirmed and maintained.</td>
<td>Ceremonies helped to renew people's spiritual values and connection to the land and the environment.</td>
<td>Culture was maintained and passed down to future generations.</td>
<td>Events such as receiving names, marriages, and deaths were commemorated and family members became caretakers of the traditions (dances, songs, names).</td>
<td>A chief's authority and rank were reaffirmed and validated and tied to land resources and territory.</td>
</tr>
</tbody>
</table>

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

Programs & Services
Child & Family Services
Primary & Secondary Education
Post Secondary Education
Health Care
Justice Services (Ayuukhl Nisga’a)
Nisga’a Courts
Nisga’a Police Services

Lands & Resources
Oversees forest resources and other land matters.

Fisheries & Wildlife
Manages fisheries and wildlife programs.

Finance
Manages financial matters necessary to a successful government, including economic development and job opportunities.
**Comparing Government Services**

Put a check mark in the box if the service is provided.

<table>
<thead>
<tr>
<th>DEPARTMENTS</th>
<th>NISGA’A</th>
<th>PROVINCIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intergovernmental Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustainable Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Are there more similarities or differences between the two governments?

2. What do both governments want to deliver to their people?

© 2002 Pacific Edge Publishing Ltd.
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)
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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Date ______________________________ Name ____________________________
Appendix A
# Field Trip Planner

**Field Trip Date**

**Location**

**Transportation**

- **Walk**
- **Bus**
- **Other**

**Transportation Schedule**

- **Depart School**
- **Depart Site**
- **Arrive Site**
- **Arrive School**

**PARENT HELPERS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Medical Alert**

**EMERGENCY NUMBERS**

- **School**
- **Police**
- **Ambulance**
- **Fire**
- **Other**

**DAY PLAN**

- 
- 
- 
- 
-
# Student Groups

<table>
<thead>
<tr>
<th>Leader</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leader</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leader</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Museum Trip

Museum _____________________________________________________________

We visited the museum on (date) ________________________________

The purpose of our visit was to _________________________________________

_____________________________________________________________________

At the museum we looked at ___________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

I learned ____________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Something I saw at the museum: What I liked the best:

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________
KWL

Topic: _______________________________________________________________

K – What I KNOW

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

W – What I WANT to Know

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

L – What I LEARNED

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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
Organizing Information

Topic

Main Idea

Supporting Details
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?)
### Planning Form

<table>
<thead>
<tr>
<th>Steps of Our Plan</th>
<th>Person Responsible</th>
<th>Complete by (date)</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Notable First Nations People

<table>
<thead>
<tr>
<th>Name</th>
<th>Contribution/Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Snapshot of a Culture

Geographical Location

Food

Clothing

Shelter

Art

Transportation

Spiritual Beliefs
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.
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 ________________________
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.

© 1999 Pacific Edge Publishing Ltd.
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:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

© 1999 Pacific Edge Publishing Ltd.
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. ________________________________________________________________
   __________________________________________________________________

© 1999 Pacific Edge Publishing Ltd.
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.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

- 3 – mastered
- 2 – competent
- 1 – developing
- 0 – undeveloped

**DATES OBSERVED**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Attitudes**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Skills and Processes**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Knowledge**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluation—Group Work

Project/Assignment

Group Members

Task

We Learned

We were successful at

We needed help with

Next time we could
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,

_________________________________________

© 1999 Pacific Edge Publishing Ltd.
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
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.


(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.

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.

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.


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, 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.


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.


In the Path of the Explorers: Tracing the Expeditions of Vancouver, Cook, MacKenzie, Fraser and Thonpson, 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.

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 Etiennne's Franglais paddling songs.


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.


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 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.


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.


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.


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.
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.

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.

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.

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 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 the wholeness and the spiritual connection with nature of the traditional Tsimshian way of life.

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.

Essential information about sea otters is paired with many colour photographs. Easy reading for Grade Four students.
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.

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 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.

Award-winning children's author, Diane Swanson, brings the exciting world of otters alive with interesting facts and stunning colour photographs.

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:

Raven’s Canoe, a Tour of the Grand Hall, 1993, 32 min.
Title Code: 111C0193079 MSN: 31674

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

Quatuwas 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/members/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
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 misspending 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 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 all 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 mortality, 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
‘Alika Lafontaine
Judge James Igloliorte
David Gabriel Tuccaro
Dorothy Grant
Dr. Allen Sapp
Dr. Lillian Eva Dyck
James Karl Bartleman
The Honourable Madame Justice Rose Toodick Boyko
Mitiarjuk Attasie
Nappaaluk
Dr. Edward Kantonkote Cree
Theresa Stevenson
Dorothy Betz
Howard Adams

for Medical Sciences
the Youth Recipient
for Law and Justice
for Business and Commerce
for Business and Commerce
for Lifetime Achievement
for Science and Technology
for Public Service
for Law and Justice
for Heritage and Spirituality
for Heritage and Spirituality
for Medicine
for Community Development
for Community Development
for Education
The 1998 National Aboriginal Achievement Awards.

<table>
<thead>
<tr>
<th>Name</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wade Cachagee</td>
<td>the Youth Recipient</td>
</tr>
<tr>
<td>Tantoo Cardinal</td>
<td>for Film and Television</td>
</tr>
<tr>
<td>Tagak Curley</td>
<td>for Business and Commerce</td>
</tr>
<tr>
<td>Buffy Sainte-Marie</td>
<td>for Lifetime Achievement</td>
</tr>
<tr>
<td>Daphne Odjig</td>
<td>for Arts and Culture</td>
</tr>
<tr>
<td>His Excellency Ambassador Dan E. Goodleaf</td>
<td>for Public Service</td>
</tr>
<tr>
<td>John Amagoalik</td>
<td>for Public Service</td>
</tr>
<tr>
<td>Georges Erasmus</td>
<td>for Public Service</td>
</tr>
<tr>
<td>Roberta Jamieson</td>
<td>for Law and Justice</td>
</tr>
<tr>
<td>Joe Crowshoe</td>
<td>for Heritage and Spirituality</td>
</tr>
<tr>
<td>Josephine Crowshoe</td>
<td>for Medicine</td>
</tr>
<tr>
<td>Dr. Cornelia Wieman</td>
<td>for Community Development</td>
</tr>
<tr>
<td>Chief Abel Bosum</td>
<td>for Sports</td>
</tr>
<tr>
<td>Bryan Trottier</td>
<td>for Education</td>
</tr>
<tr>
<td>Dr. Emily Jane Faries</td>
<td></td>
</tr>
</tbody>
</table>

The 1997 National Aboriginal Achievement Awards.

<table>
<thead>
<tr>
<th>Name</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiawak Ashoona</td>
<td>for Arts and Culture</td>
</tr>
<tr>
<td>George Berthe</td>
<td>the Youth Recipient</td>
</tr>
<tr>
<td>Gil Cardinal</td>
<td>for Film and Television</td>
</tr>
<tr>
<td>Dr. Chester R. Cunningham</td>
<td>for Law and Justice</td>
</tr>
<tr>
<td>Chief Billy Diamond</td>
<td>for Business and Commerce</td>
</tr>
<tr>
<td>Dr. Olive P. Dickason</td>
<td>for Lifetime Achievement</td>
</tr>
<tr>
<td>Graham Greene</td>
<td>for Arts and Culture</td>
</tr>
<tr>
<td>Hon. Rita Joe</td>
<td>for Arts and Culture</td>
</tr>
<tr>
<td>Hon. Stephen Kakfwi</td>
<td>for Public Service</td>
</tr>
<tr>
<td>Justice Harry S. LaForme</td>
<td>for Law and Justice</td>
</tr>
<tr>
<td>Rev. Stanley John McKay</td>
<td>for Heritage and Spirituality</td>
</tr>
<tr>
<td>Dr. Martin Gale McLoughlin</td>
<td>for Medicine</td>
</tr>
<tr>
<td>Senator Charlie Watt</td>
<td>for Community Development</td>
</tr>
<tr>
<td>Darren Zack</td>
<td>for Sports</td>
</tr>
</tbody>
</table>

The 1996 National Aboriginal Achievement Awards.

<table>
<thead>
<tr>
<th>Name</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rose Auger</td>
<td>for Heritage and Spirituality</td>
</tr>
<tr>
<td>Dr. Frank Calder</td>
<td>for Lifetime Achievement</td>
</tr>
<tr>
<td>Maria Campbell</td>
<td>for Arts and Culture</td>
</tr>
<tr>
<td>Marlene Brant-Castellano</td>
<td>for Education</td>
</tr>
<tr>
<td>His Honour, the Lt. Governor of the Province of Manitoba, Yvon W. Dumont</td>
<td>for Public Service</td>
</tr>
<tr>
<td>Grand Chief Phil Fontaine</td>
<td></td>
</tr>
</tbody>
</table>
Elijah Harper for Public Service
Tom Jackson for Community Service
Robert E. Johnson Jr. the Youth Recipient
Alwyn Morris for Sports
Albert C. Rock for Science and Technology
Ambassador Mary May Simon for the Environment
Mary Two-Axe Earley for Women's Rights
James Watson Walkus for Business and Commerce

The 1995 National Aboriginal Achievement Awards.

Kenojuak Ashevak for Lifetime Achievement
Ernest Benedict for Education
Douglas Cardinal for Architecture
Dr. Noah Carpenter for Medicine
Angela Chalmers for Sports
Grand Chief Matthew Coon Come for Environment and Public Service
Robert Davidson for Arts and Culture
Frank Hansen for Business and Commerce
Dr. Maggie Hodgson for Health Services
Sharla Tiakohatékwa Howard the Youth Recipient
Marie Smallface Marule for Education
His Honour Judge Alfred J. Scow for Law and Justice
Dr. Ahab Spence for Education
Chief Louis J. Stevenson for Community Development

The 1994 National Aboriginal Achievement Awards.

Susan Aglukark for Performance
Thelma Chalifoux for Community Service
Nellie Cournoyéa for Public Service
Jean Cuthand Goodwill for Health Services
Cindy Kenny-Gilday for Environment
Verna Kirkness for Education
Rosemarie Kuptana for Public Service
William Lyall for Business and Commerce
Ted Nolan for Sports
Alanis Obomsawin for Film
Bill Reid for Lifetime Achievement
Judge Murray Sinclair for Law & Justice
Art Soloman for Spiritual Leadership
FROM TIME IMMEMORIAL

The First People of the Pacific Northwest Coast
Appendix F
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
2. nomadic, land bridge
3. spiritual, supernatural
4. culture
5. houses, canoes
6. rank, wealth
7. abundant, edible
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
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, newspaper
Getting food  family  family, school, TV, books
Preparing food  family  school, books
Making clothing  family  school
Math  family  school
Science  family  school, TV, books

The family was the main source of teaching for the First Nations people.
1. 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.

2. 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**

<table>
<thead>
<tr>
<th>Structure</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lieutenant-governor</td>
<td>- acts as the Queen's representative in parliament - opens parliament and presides at official functions - gives final approval to new legislation</td>
</tr>
<tr>
<td>Premier</td>
<td>- heads the provincial government - appoints the cabinet ministers - represents the province in federal matters</td>
</tr>
<tr>
<td>Cabinet</td>
<td>- a small group of MLAs chosen by Premiere - provides services in specific areas such as health and education</td>
</tr>
<tr>
<td>Legislative Assembly</td>
<td>- elected by the people - introduces, debates and passes bills</td>
</tr>
<tr>
<td>Opposition Party</td>
<td>- the party with the second largest number of MLAs - watches to ensure that the governing party acts in the interests of the people</td>
</tr>
<tr>
<td>Provincial Courts</td>
<td>- the place where justice is administered - administers laws passed by the legislature</td>
</tr>
</tbody>
</table>

**Governing the People**

<table>
<thead>
<tr>
<th>Traditional First Nations Society</th>
<th>Modern First Nations Society</th>
<th>Provincial Government Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the leaders?</td>
<td>Chiefs, nobles, tribal councils</td>
<td>Chief and council</td>
</tr>
<tr>
<td>How are leaders chosen?</td>
<td>passed down through family, councils were chosen by tribes</td>
<td>elected by the bands</td>
</tr>
<tr>
<td>How long do the leaders have power?</td>
<td>some had permanent leaders but others chose leaders for different situations</td>
<td>new elections every 4 years</td>
</tr>
<tr>
<td>Who makes the rules?</td>
<td>the tribal council</td>
<td>chief and council leaders</td>
</tr>
<tr>
<td>Who enforces the rules?</td>
<td>the band members</td>
<td>sometimes taken to the Big House</td>
</tr>
<tr>
<td>What happens to people who break the rules?</td>
<td>a form of social disapproval was used in extreme cases isolation from the village or banishment</td>
<td>to learn acceptable behaviour</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Sturgeon</th>
<th>Herring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colour</td>
<td>grayish</td>
</tr>
<tr>
<td>Size</td>
<td>large: up to 6 metres</td>
</tr>
<tr>
<td>Weight</td>
<td>up to 600 kilograms</td>
</tr>
<tr>
<td>Fins</td>
<td>large pectoral fin</td>
</tr>
<tr>
<td>Scales</td>
<td>rows of bony scales running the length of the body</td>
</tr>
<tr>
<td>Mouth</td>
<td>small, on underside of body, used to vacuum up food</td>
</tr>
<tr>
<td>Whiskers</td>
<td>barbels (close to tip of snout) used to sense food</td>
</tr>
<tr>
<td>Food Value</td>
<td>delicious flesh, caviar</td>
</tr>
</tbody>
</table>

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
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

<table>
<thead>
<tr>
<th>Environment</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arctic</td>
<td>very cold, ice, snow, very little vegetation</td>
</tr>
<tr>
<td>Subarctic</td>
<td>cold, rugged, tundra</td>
</tr>
<tr>
<td>Northwest Coast</td>
<td>rainy, rainforest, moderate temperatures</td>
</tr>
<tr>
<td>Plateau</td>
<td>interior, forest, hot summers, cold winters</td>
</tr>
<tr>
<td>Plains</td>
<td>grasslands, along rivers &amp; streams</td>
</tr>
<tr>
<td></td>
<td>hot summers, cold winters</td>
</tr>
<tr>
<td>Northeast</td>
<td>woodlands, cold winters</td>
</tr>
<tr>
<td>California</td>
<td>dry and warm, coastal</td>
</tr>
<tr>
<td></td>
<td>grasslands, pine forests</td>
</tr>
<tr>
<td>Great Basin</td>
<td>woodlands, grasslands, hot summers, cold winters</td>
</tr>
<tr>
<td>Southeast</td>
<td>mild winters, warm summers, woodlands</td>
</tr>
<tr>
<td></td>
<td>semi-tropical</td>
</tr>
<tr>
<td>Southwest</td>
<td>hot, dry, deserts, pine forests</td>
</tr>
</tbody>
</table>

First Nations Technology  p. 67

<table>
<thead>
<tr>
<th>Food</th>
<th>Tools for Hunting and Gathering</th>
<th>Tools for Cooking</th>
<th>Tools for Preserving</th>
</tr>
</thead>
<tbody>
<tr>
<td>bear</td>
<td>traps, spears, bows and arrows</td>
<td>stakes</td>
<td>smoke house, drying racks</td>
</tr>
<tr>
<td>duck</td>
<td>nets</td>
<td>stakes</td>
<td>drying racks, kelp bulbs</td>
</tr>
<tr>
<td>seal</td>
<td>harpoons, bows and arrows</td>
<td>stakes</td>
<td>drying racks</td>
</tr>
<tr>
<td>clams</td>
<td>digging stick, basket</td>
<td>water tight basket</td>
<td>smoke house, drying racks</td>
</tr>
<tr>
<td>salmon</td>
<td>spears, nets, traps, weirs</td>
<td>stakes, racks</td>
<td>drying racks</td>
</tr>
<tr>
<td>herring</td>
<td>rakes</td>
<td>racks</td>
<td>wooden frames for drying</td>
</tr>
<tr>
<td>berries</td>
<td>baskets</td>
<td></td>
<td>drying racks</td>
</tr>
<tr>
<td>roots</td>
<td>digging sticks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 spring trap 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

<table>
<thead>
<tr>
<th>House type</th>
<th>Building Material</th>
<th>Region</th>
<th>First Nations Group(s)</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westcoast longhouse</td>
<td>cedar posts, beams, boards</td>
<td>Northwest Coast</td>
<td>Salish, Nuu-chah-nulth, Haida Inuit</td>
<td>large: several families</td>
</tr>
<tr>
<td>igloo</td>
<td>packed snow</td>
<td>Arctic</td>
<td>Cree, Blackfoot, Sarcee Carrier, Chilcotin, Shuswap</td>
<td>one family</td>
</tr>
<tr>
<td>teepee</td>
<td>animal hides, poles logs, earth, bark, branches</td>
<td>Plains</td>
<td>Algonkian, Micmac (hunters) and Subarctic</td>
<td>several families</td>
</tr>
<tr>
<td>pit house</td>
<td>poles, birchbark or</td>
<td>Plateau</td>
<td>Iroquois, Huron (farmers)</td>
<td>one family</td>
</tr>
<tr>
<td>wigwam</td>
<td></td>
<td>Eastern Woodlands</td>
<td>sheets of bark</td>
<td>large: several families</td>
</tr>
<tr>
<td>Eastern longhouse</td>
<td>posts, beams, saplings,</td>
<td>Eastern Woodlands</td>
<td>sheets of bark</td>
<td></td>
</tr>
</tbody>
</table>
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

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

<table>
<thead>
<tr>
<th>Region</th>
<th>Garments worn?</th>
<th>What were they made of?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arctic</td>
<td>inner suits and outer suits: parkas, trousers, mitts, boots</td>
<td>sealskin, caribou, walrus, polar bear</td>
</tr>
<tr>
<td>Subarctic</td>
<td>coats, shirts, dresses, leggings, trousers, moccasins, mitts, hats</td>
<td>animal skins</td>
</tr>
<tr>
<td>Northwest Coast</td>
<td>skirts, capes, blankets</td>
<td>cedar bark, goat and dog hair</td>
</tr>
<tr>
<td>Plateau</td>
<td>breechcloths, shirts, leggings, dresses, moccasins, robes</td>
<td>animal skins</td>
</tr>
<tr>
<td>Plains</td>
<td>leggings, breechcloths, moccasins, dresses, robes</td>
<td>animal skins</td>
</tr>
<tr>
<td>Northeast</td>
<td>leggings, breechcloths, moccasins, skirts, tunics</td>
<td>animal skins</td>
</tr>
<tr>
<td>California</td>
<td>capes, skirts, little clothing worn in warm months</td>
<td>animal skins and fur</td>
</tr>
<tr>
<td>Great Basin</td>
<td>breechcloths, moccasins, long shirts, leggings</td>
<td>animal skins</td>
</tr>
<tr>
<td>Southeast</td>
<td>skirts, breechcloths, leggings</td>
<td>animal skins</td>
</tr>
<tr>
<td>Southwest</td>
<td>loin cloths, aprons in warm months, legs, breechcloths, leggings</td>
<td>animal skins, bark</td>
</tr>
</tbody>
</table>

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. tumpline  3. craft  4. freight  5. dry rot

First Nations and Inuit Boats  p. 92
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cedar canoe</td>
<td>Pacific coastal groups</td>
<td>West Coast</td>
<td>cedar logs</td>
</tr>
<tr>
<td>birchbark canoe</td>
<td>Eastern groups</td>
<td>rivers &amp; lakes</td>
<td>cedar frames, birchbark wood frames, animal skins</td>
</tr>
<tr>
<td>kayak</td>
<td>Inuit</td>
<td>Arctic</td>
<td>driftwood frames, animal skins</td>
</tr>
<tr>
<td>umiak</td>
<td>Inuit</td>
<td>Arctic</td>
<td>to transport families in summer</td>
</tr>
<tr>
<td>hide boat</td>
<td>Plains groups</td>
<td>central N.A. rivers</td>
<td>animal hides</td>
</tr>
</tbody>
</table>

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
       - able to put a price on goods
       - easily understood
       - able to purchase with cash money
       - convenient
Cons: - coins and bills could become worthless
       - different countries have different monetary systems
       - money can be lost or stolen

Barter
Pros: - you decide if the trade is worth it
       - you set the value of your goods
Cons: - must have goods with you
       - no standard price
       - inconvenient

Currency  p. 122
Multiply  2 x 5 = 10,  3 x 7 = 21,  9 x 10 = 90,  6 x 6 = 36,  4 x 8 = 32,  1 x 5 = 5
Divide  8 ÷ 4 = 2,  10 ÷ 5 = 2,  9 ÷ 3 = 3,  10 ÷ 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
   7. Fort Rupert 8. Port Mulgrave
B. 1. British Columbia 2. Washington 3. $14.5 \times 150 \text{ km} = 2175 \text{ km}$

Word Challenge  p. 130
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
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)