

Museum of
North Vancouver

SCHOOL PROGRAM KIT

TEACHER'S PACKAGE
INTERMEDIATE GUIDE
2021/22

MOHOLA



INDIGENOUS PEOPLE IN NORTH VANCOUVER BOOK



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Cover Images:

Top Middle: Dominic Charlie, 1967, photo by Anthony Carter, courtesy of Museum of Anthropology, A038288

Top Right: Annie Harry, 1953, photo by Anthony Carter, courtesy of Museum of Anthropology, A037510

Bottom Right: Mary Agnes, 1939, Courtesy of City of Vancouver Archives, AM54-S4 Port P430

Bottom Left: Chief Mathias Joe, 1943, NVMA Fonds 27

Top Left: Evelyn Joseph and Rhonda Joe (?), 1958, NVMA 4165

KIT INTRODUCTION

This education kit is based on the book *Indigenous People and First Nations in North Vancouver: History, Traditions, and Culture* written by Khelsilem, a Skwxwú7mesh-kwakwaka'wakw* writer and educator raised in North Vancouver. The book highlights significant aspects of the traditional and contemporary cultures of Indigenous people and communities in North Vancouver. While acknowledging that many different groups and communities of Indigenous people travelled throughout, occupied, and gathered resources on the north shore of Burrard Inlet and surrounding areas, including the ancestors of the present-day xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliwətaʔ (Tseil-Waututh) people, this book focuses on the recent contributions and histories of the Indigenous people who have communities on the north shore today.

This book is part of MONOVA's series of "flipbooks," large format, limited edition illustrated books, which provide easily accessible introductions to aspects of North Vancouver's history. It also constitutes part of MONOVA's travelling exhibit, "Chief Dan George: Actor and Activist." As an introduction to the rich histories, traditions, and culture of the Indigenous people in North Vancouver, this book draws on archival documents and historic images from the Archives of North Vancouver and other institutions, and contemporary images and stories.

Included in this kit is a detailed teacher's package that provides activities that guide students in the analysis of archival photographs. The following lessons and activities were designed to complement BC's social studies curriculum for grades 4 – 7. Students will analyze photographs and content within the *Indigenous People and First Nations in North Vancouver: History, Traditions, and Culture* book. Students will explore big ideas related to conflict and cooperation between the Indigenous people and settlers in B.C.

We hope that your classroom programming is enriched by this education kit. For additional resources see our Education pages on monova.ca

We thank the Skwxwú7mesh (Squamish) and səliwətaʔ (Tseil-Waututh) people for sharing their photos and stories. Funding for this project was made possible through the Museum Assistance Program of the Department of Canadian Heritage.

*Squamish-Kwakiutl (formerly)

We would like to acknowledge the contributions of Kelsey Beaudry, North Vancouver School District Teacher and MONOVA Staff Member, to this program.



BOOKING INFORMATION

Pick up & Drop Off

- Rented Kits must be returned within two weeks of the loan date.
- Kits are available for pick up on Mondays and Tuesdays between 12:00 -5 pm
- Kits must be picked-up and dropped off at the Archives of North Vancouver, 3203 Institute Road, North Vancouver.

Fee & Deposit

- \$30.00 Program Fee
- \$50.00 Deposit (re-issued after return of Kit)
- Pay by credit card, cheque or cash at the time of pickup. Two separate transactions required.

Late Fee

If the Kit is returned late, the teacher may be charged a *daily* late fee of \$10.00.

Damaged or Lost Kit

If there is damage to the educational kit or contents missing, the \$50.00 deposit will not be returned. Please ensure all items are in the Kit prior to returning.

In the case of a lost or stolen kit, the teacher will be invoiced for the full value of the Kit.

Electronic Copy of the Book

The electronic copy of the book will be available for the duration of the rental period.

The book is copyrighted and must not under any circumstances be copied or used for any other purposes than with MONOVA school program, Indigenous People in North Vancouver Book Kit (© 2017 NVMA).

For more information on booking, please contact us at programs@monova.ca

CONNECTIONS TO BC'S CURRICULUM

	Grade 4	Grade 5/6	Grade 7
Big Ideas	Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity	Canada's policies and treatment of minority peoples have negative and positive legacies (Gr. 5) Systems of government vary in their respect for human rights and freedoms. (Gr. 6)	Geographic conditions shaped the emergence of civilizations.
Content	Economic and political factors that influenced the colonization of British Columbia and its entry into Confederation The impact of colonization on First Peoples societies in British Columbia and Canada The history of the local community and of local First Peoples communities	Past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments Human rights and responses to discrimination in Canadian society First Peoples land ownership and use	Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas
Curricular Competencies (Skills)	Gather information and communicate findings. Construct arguments defending the significance of individuals/groups, places, events, or developments. Sequence images and events, and recognize the positive and negative aspects.	Gather information and communicate findings. Construct arguments defending the significance of individuals/groups, places, events, or developments. Sequence images and events, and recognize the positive and negative aspects.	Construct arguments defending the significance of individuals/groups, places, events, or developments. Sequence images and events, and recognize the positive and negative aspects. Assess the significance of people, places, and events in history.

LESSON PLAN

Goals and Objectives

1. To explore the curriculum-based themes related to the First Peoples of Canada.
2. To show students that Indigenous people play a significant role in history and the contemporary development of North Vancouver.
3. To demonstrate to students that Indigenous people have experienced challenges when expressing their cultural traditions.
4. To reveal the ways in which Indigenous groups on the North Shore practice and preserve their cultural heritage.

Essential Questions

- What is culture?
- What is your family culture?
- Who are the Sk̓wx̓wú7mesh (Squamish) and səliłwətaʔ (Tsleil-Waututh) people?
- What are the different aspects of Sk̓wx̓wú7mesh (Squamish) and səliłwətaʔ (Tsleil-Waututh) culture?
- How have the Sk̓wx̓wú7mesh (Squamish) and səliłwətaʔ (Tsleil-Waututh) peoples' cultures been threatened or challenged?
- How have the Sk̓wx̓wú7mesh (Squamish) and səliłwətaʔ (Tsleil-Waututh) people worked to protect or preserve their cultures?
- Why is it important to learn about and celebrate the culture of the Coast Salish people on the North Shore?

VOCABULARY LIST

Learning Objective: Select terms that may be useful to review with your students.

<p>Squamish: The Sk̓wx̓wú7mesh (Squamish) Nation is comprised of descendants of the Coast Salish Aboriginal peoples who lived in the present day Greater Vancouver area; Gibson’s landing and the Squamish River watershed. Squamish also refers to a Salishan language, Sk̓wx̓wú7mesh Sníchim.</p>	<p>Tsleil-Waututh: An Indigenous group who traditionally inhabited the lands around, and the waters of, Burrard Inlet, British Columbia. The səliłwətał (Tsleil-Waututh) are a Coast Salish people who are closely related to but politically separate from the Sk̓wx̓wú7mesh (Squamish) and x̓wməθkʷəy̓əm (Musqueam) Nations.</p>
<p>First Nations: The Aboriginal or Indigenous peoples of Canada</p>	<p>Indigenous: occurring naturally in a particular region or environment.</p>
<p>Coast Salish: A cultural subgroup of Salish speaking people who traditionally inhabit the Pacific Coast of British Columbia.</p>	<p>Culture: the pattern of human knowledge, belief, and behavior that allows groups to transmit knowledge to succeeding generations</p>
<p>Traditions: The handing down of beliefs, legends, customs etc., from generation to generation; a continuing pattern of cultural beliefs or practices.</p>	<p>Reservation: A tract of public land set apart for a special purpose, as for the use of an Indigenous group.</p>
<p>Regalia: The distinctive clothing and ornaments carried at formal occasions as an indication of cultural status.</p>	

LESSON PLAN ACTIVITIES

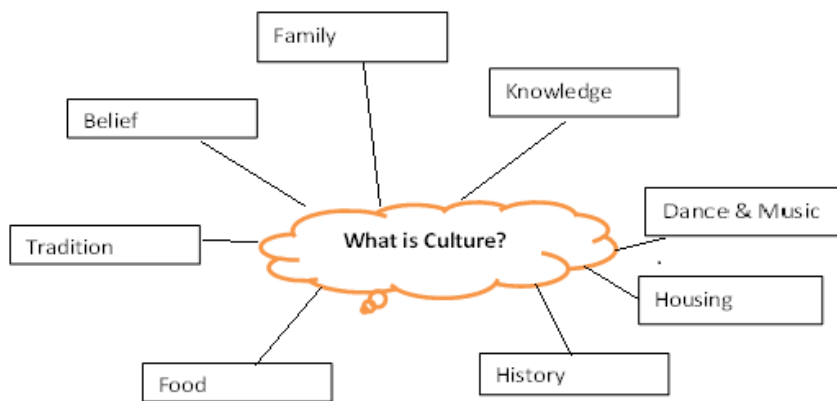
Brainstorm on the Board (5 min.)

Ask the students: *What is culture?*

Review the definition of culture:

Culture is the behavior of a group of people. This includes their language, art, food, music, dance, clothing, religion, and tools. Cultural practices can identify a group. (For example, the Lion Dance is part of Chinese culture; poutine is a traditional Quebec food.) Cultural knowledge is passed from one generation to the next (from grandparents to grandkids) to preserve the identity and values.

What is your family's culture? Can you think of a family tradition that you practice? Does your family have traditional meals or foods; reunions; festivals, stories, games?



Reflect on Your Family Culture (15 min.)

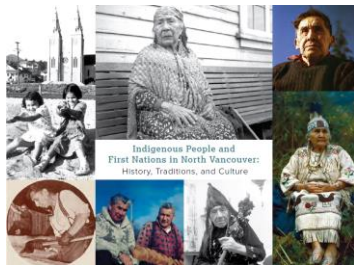
“Your Family Culture” Worksheet (Appendix 1):

Have students make notes about their own family culture in the Appendix 1- Your Family Culture (Appendix 1) worksheet. Review the examples provided so that students understand what they are expected to write. They should have one sentence for each box in the chart.

Share the responses.

Introduction to the Book and Coast Salish peoples (10 min.)

BOOK PAGES/SLIDES



Title Page

Explain to students that they will learn about the history, traditions and contemporary culture of the səliłwətał (Tsleil-Waututh) and Sk̓wx̓wú7mesh (Squamish) peoples of the North Shore.



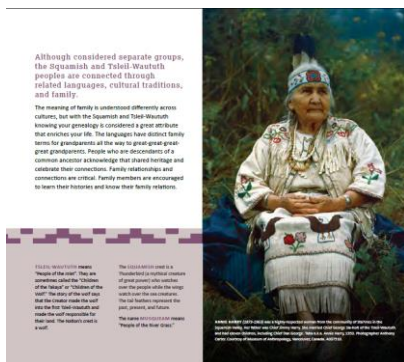
The Coast Salish peoples are Indigenous people of the Pacific Northwest Coast. They live in territories that encompass land within both Canada and the United States.



Page 5

Read the Page. Emphasize:

There are two Coast Salish languages spoken on the north side of the Burrard Inlet: Halkomelem (Tsleil-Waututh) and Sk̓wx̓wú7mesh Sníchim (Squamish).



Page 6

Read the Page. Emphasize:

The səliłwətał (Tsleil-Waututh) and Sk̓wx̓wú7mesh (Squamish) peoples are connected. They share related languages, cultural traditions, and family.

The meanings of the different group names. (Why are we not discussing the x̓w̓məθk̓w̓əy̓əm (Musqueam) people in this lesson?: that group is not based on the North Shore.)



Page 7

Look at the photograph of Chief Dan George and his family.

Family is very important to the Coast Salish people. Through family, histories are shared and culture is learned.

The səliłwətał (Tsleil-Waututh) people and the Sk̓wx̓wú7mesh (Squamish) people are connected through family. For example, Chief Dan George's mother was Sk̓wx̓wú7mesh (Squamish) and his father was səliłwətał (Tsleil-Waututh).

CHECK FOR UNDERSTANDING

Review Content with Students

Who are the səliłwətał (Tseil-Waututh)? Who are the Skwxwú7mesh (Squamish)? Why is family important to these Coast Salish groups? What region of B.C. are we discussing?

Group Work: Aspects of Coast Salish Culture (30 min.)






Divide the class into 10 groups of 2 or 3 students

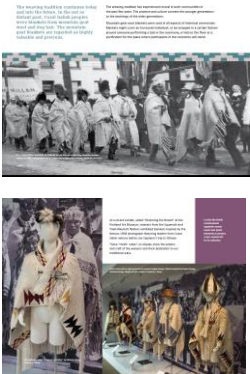

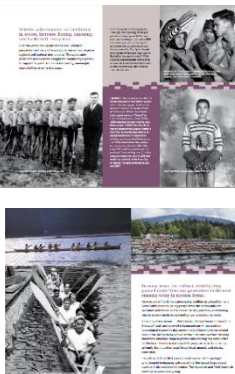


Each group will receive copies of 1 to 4 pages from the book. The pages are shown in their categories in the chart below. Students will not know the category they have been assigned (e.g. “Religion/Values”).

“Exploring Coast Salish Culture” worksheet (Appendix 2):

Review the worksheet with the class.

Each group must read their assigned pages, look at the photographs, and fill out the Exploring Coast Salish Culture worksheet (Appendix 2).

Dance/Music	Language	Technology/ Travel	Food	Shelter
<p>Pp 16, 17, 18, 20</p> 	<p>Pp 29, 30, 31</p> 	<p>Pp 26, 27</p> 	<p>Page 34</p> 	<p>Page 15</p> 

Clothing & Regalia	Religion/Values	Sport	Education	Art
<p>Pp 41 & 42</p> 	<p>Pp 12/13</p> 	<p>Pp 29, 44</p> 	<p>Pp 32, 33</p> 	<p>Pp 21, 22, 24</p> 

REFLECTION ACTIVITY

Present (50 minutes — 5 min. per group)

Write the cultural categories up on the board (i.e. Clothing, Food, etc.)

Students present their assigned pages to the whole class. They focus on the main idea section and the problem/solution section.

Have the students place their book page(s) under the correct cultural category heading that is on the board.

“Coast Salish Cultural Practices” Worksheet (Appendix 3):

As individual groups of students present, the rest of the class can take notes to fill in the “Coast Salish Cultural Practices” chart, which is Appendix 3.

Conclusion: Journal Activity (15 min.)

Students reflect on their learning by responding to the following writing prompts in a journal. Once the journal entries are complete, discuss as a class.

What aspects of Coast Salish culture are new to you?

In what way is your family culture the same or different from Coast Salish culture?

Why is it important to learn about the culture of the Coast Salish People on the North Shore today?

APPENDIX 1

Your Family Culture				
Dance/Music	Language	Technology/Travel	Food	Shelter
E.g.: I take ballet Lessons on Tuesday. We listen to the music in the car. And, we go to concerts sometimes.	E.g.: My family speaks Farsi and English at home.	E.g.: We take the bus to get groceries. I watch movies on my iPod.	E.g.: My favourite meal is Bun Bo Hue (Vietnamese noodles).	E.g.: I live in an apartment with my mom and my brother.
Clothing/Regalia	Religion/Values	Sport	Education	Art
E.g.: I wear shorts in the summer and my mom makes me wear dress pants on special occasions.	E.g.: I go to Temple with my family. I believe in many gods. My Dad says honesty is important.	E.g.: I play softball and soccer after school. My mum says being on a team helps me make friends.	E.g.: I attend a private school that is K-12. I am free to be an individual thinker.	E.g.: I enjoy drawing cartoons. My mom likes to knit.

APPENDIX 2

Exploring Coast Salish Culture: Vocabulary

Find two (non-Indigenous) words you do not understand. List them below and find their definitions.

Word	Definition

Exploring Coast Salish Culture: Main Idea & Supporting Detail

As a group, identify the main idea in your pages. Include one detail from the reading that supports the main idea.

Main Idea	Supporting Detail

Exploring Coast Salish Culture: Problem & Solution

Do your pages refer to anything that challenges or threatens Coast Salish culture? How has this challenge or threat been addressed by Indigenous People? How have the Coast Salish people fought to protect their culture?

Challenge or Threat	Solution

Which aspect of culture do your photographs represent? Check one.

- Religion/Values
- Shelter
- Dance/Music
- Art
- Technology/Travel
- Education
- Food
- Clothing/Regalia
- Language
- Sport

APPENDIX 3

Coast Salish Cultural Practices				
Dance/Music	Language	Technology/Travel	Food	Shelter
Clothing/Regalia	Religion/Values	Sport	Education	Art

CONTACT INFORMATION

MONOVA: MUSEUM AND ARCHIVES OF NORTH VANCOUVER

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Museum Galleries

The new Museum of North Vancouver will open
at 115 West Esplanade in Lower Lonsdale in 2021.

For more information, visit monova.ca

Archives of North Vancouver

3203 Institute Road

North Vancouver, BC V7K 3E5

1 block east of Mountain Highway off Lynn Valley Rd

Open: by appointment only

Book online:

<https://monova.ca/archives/>

TEACHER EVALUATION FORM

1. How did you hear about the Indigenous People in North Vancouver Book kit?

2. Was the Indigenous People in North Vancouver Book kit helpful in highlighting your classroom curriculum?

3. Was the Teacher's Guide helpful in providing appropriate learning activities for your class?

5. In your opinion, what was the most successful learning activity in the Teacher's Guide? Why?

6. MONOVA is opening a new museum facility in 2021. We would greatly welcome your thoughts on future program development for your grade level.

For more information about our current programs check monova.ca. Please note that we have two additional Indigenous studies kits available for Grades 3–5 classes: The **Chief Dan George Story Kit** and **The Skwxwú7mesh (Squamish) Community: Our People and Places Kit**.

TO BOOK

Call 604.990.3700 ext. 8016.

Return this form to:

Carol Ballard, Program Coordinator, Archives of North Vancouver
3203 Institute Road, North Vancouver, B.C. V7K 3E5

OR email: programs@monova.ca