History PLO’s

A lot of the Canadian history information that is provided in schools focuses on the East Coast, around the St Lawrence River and the sites of first contact between the Aboriginal people and the Europeans. The only foray into West coast life was regarding the Spanish/Portuguese and then the Gold Rush in the late 1800’s. To make the history more relevant to the local area you could explore crossover of the main themes to this coast, such as more stories of contact and trade likes in the Lekwungen reading. Making something relevant indicates that it is liable to increase the likelihood of students understanding the thing, retain it as memory or implement it in other forms of learning. There are many different ways that relevance could be incorporated including by comparing the ways of life of different First Nations from the East coast versus the West coast in the same time period. This would highlight similarities and differences between them as well as paint a picture of what the Europeans would have experienced in the local area that we can even still experience today. Planning and using field trips in the local area is an interesting way of incorporating local history with present day life.

Having a support network in the local area, made up of other teachers, parents, past and present students, and community members such as government leaders, elders, knowledge keepers, story tellers and hunters can help you to effectively develop an understanding of the history of an area. These same community members can be used in a history class, as well as English, science, art and physical education classes, which make them a valuable resource. Having people who are willing to share their wisdom and culture or experiences to others is one of the greatest ways that knowledge is transferred. Furthermore, having a strong support network that you have developed through care and patience, shared learning and active listening opens you and your students up to a greater world of information and bonds because if you are welcoming and polite, your network is likely to grow, and those who are able will be more likely to return year after year. There are also inanimate network resources, such as the library and the aboriginal centres, for example the Aboriginal Nations Education Library on Boleskin Road, which is a wealth of information and curriculum ideas.

When it comes to approaching sensitive or controversial information it is important to make sure that the students are aware of some of the history of the controversy or issues, ensure that students are in a comfortable environment, give them prior notice of the topics that may be being covered and when, and ask them to approach you if they have any questions. This will hopefully provide any students who may feel particularly affected by certain topics the chance to talk them through with you, and give you a chance to either revisit the lesson plan or mitigate the student’s fears by listening and answering questions. The classroom environment during discussions of a sensitive nature should be controlled, with every student having respect for each other and there should be some form of contract that ensures student compliance i.e. a school wide or classroom learning contract, or more simply a verbal agreement by the entire class. All topics should be covered from an objective perspective, looking at multiple view points and comments should never be judgemental. Asking for comments or opinions can unnecessarily single people out, but given a peaceful environment, and a certain level of trust, given the opportunity, some students may feel the need to add comments, relate stories or give opinions. It is also important that students understand that this is also part of the respect rule and that those speaking should be listened to with respect and not judged or scorned, inside or outside the classroom.

PLO:

Social Studies 10 – evaluate the impact of interactions between Aboriginal peoples and European explorers and settlers in Canada from 1815 to 1914

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| **Lesson 3 of 8:** daily life on the West coast  **Grade:** 10  **Materials:** Large sheets of paper, markers, work books, computer with lecture slides  **Resources:** Lekwungen (reading), T’Lina – The rendering of wealth (video)  **Space:** Classroom 3  **Time:** 0930 – 1100 (90 minutes) | **Learning outcomes: The Student Will Be Able To…**   * List the key features of an aboriginal village * Name the major industries of aboriginal life and how they changed upon contact with outsiders. What are the industries like today? * Describe the roles played by individual members of the family at home * Identify features of European life found in typical family life today. * Assess the impact of outsider contact on home life and traditional work | | |
| **Parts of the Lesson**  **Introduction (15 minutes)**  Review Lekwungen reading from homework.  In groups discuss the traditional way of life as described in the reading and some of the various effects contact with Europeans had on aboriginals on Vancouver Island | | **Organization**  Small groups – 3 or 4, present ideas at the end  Walk between groups during discussion | **Teaching points**  - Traditional jobs taken away  - Indian Act prevented ceremonies  - Family life required money not trade  - Land taken away, little to no remuneration |
| **Lesson Focus (60 minutes)**  The house and the village (20 minutes)   * Large extended families * Women’s roles: child rearing, cooking, retrieving berries, making clothing, making resources such as rope, preserving food for winter, cleaning the home * Men’s roles: hunting, fishing, bringing food and berries, passing skills to next generation, becoming Chief, elders, or in governmental position * Housing: long houses, pit houses, totems, temporary structures (wigwam, teepee, Inuit Igloo)   \*discussion question: what are the most important things to be passed down through generations. Who does this?\*  Working life (20 minutes)   * Cooking * Cleaning * Hunting: types, tools, prey, seasons * Fishing: travelling, fresh vs sea * Sowing: blankets & trade, clothes   Video: T’Lina – The rendering of wealth (20 minutes)  Video centred around life and work when families move in to Knight’s Inlet in the summer for the fishing season/Eulachon season\* | | Students sit in position so that they can see the slide show.  Frequent questions to clarify information  Split into groups, each group divides family responsibilities, creates floor plan of traditional house and potential schedule of the day  Task sheet to narrow thought when watching video | - Women raised family, men supported them  - knowledge of edible plants and common food stuffs to be made in traditional foods  - Chiefs come from family line  - Governmental system differs village to village  - Governments worked cooperatively  - Houses built to accommodate hunting/fishing seasons  - Hunting = seasonal, Plants = year round  - traditional tools for hunting before include bow and arrow, and spears  - tools after include rifles, spears with iron  - Trade between villages, between families and people  - Trade of goods was equivalent to today’s money  - Children learn from watching their elders  - Video shows importance of preservation, trade, family work and environment |
| **Culminating Activity (15 minutes)**  Assessment (10 minutes)  Written assignment:  “Think of the traditional role of someone in an aboriginal family. Write a journal entry that documents a day in their life in the middle of the hunting season”  Recap (5 minutes)  Importance of family working as a group to accomplish the tasks required before winter.  Changes to life after contact meant decreased tradition by law and land access | | Individual work done with a time limit. Goal is quality not quantity | - Could include:  cooking, cleaning, raising children, hunting, fishing, watching prey, stalking, learning by watching, group work etc  - Next day: guest speaker = hunter from local Nation talking about life as a hunter in the 21st century vs. 100 years ago |

Resources found online. Teaching style is generally “command” in lecture, but includes “reciprocal” and “guided discovery” especially in regards to the group work and discussions.