**First nations of the Northwest Coast:**

**Pre-Contact Project**

In this project you will be researching specific elements of the life and cultures of the First Nations Peoples of the Northwest Coast prior to European contact. After researching and compiling information about your topics, you will be expected to create an informational and experiential station study for other students in the class, which they will then use to learn about, and familiarize themselves with, your research topics. In addition you will be required to create an informational and interactive presentation for the class based on specific aspects of your topic as directed by the teacher.

**Project requirements**

**Written elements**

In your station you will be expected to write informational paragraphs about your topic for others to read and learn about your research.

Every station must include the following items, written in paragraphs, based on your research:

* ***Introduction/Overview-***

 This section must include the following:

* An explanation and overview of your topic
* Reasons why the items researched were and are an important/essential part of the lives of first nations peoples

(ie. Survival, cultural, social, political, economical and/or other reasons) \*You must explain why.\*

* ***Key elements (what people need to know to understand your topic)***

(these will vary according to the topic you have chosen- see specific topics for list of elements must be covered.)

**Activity requirements**

In your station you will also need to create activities for other students to both learn about and experience your research topic. You must create a minimum of 4 activities. These activities must include a variety of types of learning activities such as:

* Written material with questions to answer (ie. Written paragraphs, sections of texts, or summaries)
* Visual materials to comment or ask questions about (ie. Maps, posters, pictures, slides, videos, artifacts, models etc)
* Oral materials (ie. Songs, music, recorded information, interviews, stories etc.)
* Hands on experiential activities (ie. drawing, making, doing, etc)

All station studies must have a minimum of 1 written, 1 visual and one hands-on activity.

Each activity must have a specific learning objective, in other words, there must be something that you expect other students will learn by doing that activity. (see learning objectives chart for ideas)

**Evaluation**

Stations will be marked on the following:

* Overall thoroughness of covering research topic
* Creativity/Originality
* Experiential component
* Required elements
* Ability to inform students about topic
* Ability to interest other students
* Written paragraphs (content)

**Possible Resources to use for your project**

The following is a list of items that you might find useful for any of your projects. They do not all have to be included but are simply an idea generator to help you find resources. This is not an exhaustive list but should be a good start.

* PRINTED- textbooks, internet, stories, poems, diaries, reference books, pamphlets, posters, brochures etc.
* VISUAL- pictures, video, films, slides, photographs etc.
* MAPS- sketch maps, wall maps, atlas, globe, topographic maps etc.
* GRAPHICS- sketches, profiles, diagrams, graphs, charts, tables, puzzles etc.
* AUDIO- tapes/records of stories, legends poems, songs, interviews, descriptions, noises etc.
* TACTILES- tools, artefacts, clothing, objects, replicas, equipment, models, sculptures, etc
* PEOPLE- elders, parents, teachers, fellow students, librarians, home school coordinators etc.
* GAMES- role plays, simulations

**Choosing your topic**

When choosing your topic you should keep a few things in mind. First of all, you want to choose a topic that you will be able to find enough resources on to do all the things you need to do. Some topics will be easier to find information on than others. Secondly, due to limited resources there will be limits on the amount of people allowed per topic choice.

Topic choices

1. **ADAAWX AND ORAL TRADITIONS (2)**
2. **SM’ALGYAX LANGUAGE AND PROTOCOLS (2)**
3. **WAAP (HOUSE GROUPS) AND WIL’NAT’AL (LINEAGE)/ FAMILY STRUCTURE (ROLES OF MEN, WOMEN AND CHILDREN IN SOCIETY) (2)**
4. **TRADITIONAL WARFARE AND DEFENSE TECHNIQUES/WEAPONS AND ARMOUR (TYPES/MATERIALS/METHODS/ USES/ BECOMING A WARRIOR (RITUALS AND TRADITIONS) (2/3)**
5. **TRADITIONAL RESOURCE GATHERING (FISHING/SEA AND LAND HUNTING/GATHERING)/SEASONAL ROUNDS) (3)**
6. **T’SMSYEN KINSHIP AND SOCIETY/ (PDEEX/WAAP/GALTS’AP) (CLANS AND CRESTS)/ RIGHTS AND RESPONSIBILITIES (STEWARDSHIP OF RESOURCES) (2)**
7. **TRADITIONAL LAWS AND OWNERSHIP/ TRADITIONAL STRUCTURE AND CONSTRUCTION OF LONGHOUSE/ RANKING/ GOVERNANCE (ROLES/RIGHTS AND RESPONSIBILITIES) (2)**
8. **SPIRITUAL BELIEFS AND WORLDVIEW/TRADITIONAL CUSTOMS AND RITUALS (2/3)**
9. **TS’MSYEN HEALTH, HEALING AND TECHNOLOGY/TRADITIONAL USES OF PLANTS (MEDICINAL AND OTHER USES) (2)**
10. **TRADITIONAL TRADE AND TRANSPORTATION/GREASE TRAILS/ECONOMY (2)**
11. **CARVING IN WOOD AND STONE/TOTEM POLES/MASKS/ PETROGLYPHS/PAINTING (3)**
12. **CLOTHING/REGALIA/WEAVING/JEWELLRY AND ADORNMENT (3)**
13. **ADAAWX AND ORAL TRADITIONS**

**ADAAWX, ORAL TRADITION, PLACE NAMES, CONNECTION TO THE LAND**

* **p. 5-8**

**Adaawx, Maalsk, and Oral Tradition (“true tellings”/”sacred history”) : characteristics/ownership and right to adaawx/protocol for telling adaawx/ protocol/ purposes/origins of the world/difference between adaawx and maalsk/ difference between adaawx and myth or legend/ message of adaawx/ how adaawx are used as evidence of ownership/example of adaawx written for different purposes/ why are adaawx important today- ie. Evidence of ownership and cultural renewal**

***ADAAWX (ORAL HISTORIES AND LEGENDS)*** (MYTHOLOGICAL CHARACTERS/MEANINGS/PURPOSES)

1. **WHAT ARE ADAAWX?**
2. **WHAT IS AN ORAL TRADITION? HOW IS THIS DIFFERENT FROM HOW WE PASS DOWN HISTORY?**
3. **WHAT ARE THE CHARACTERISTICS OF ADAAWX?**
4. **HOW WAS OWNERSHIP AND RIGHTS TO ADAAWX DETERMINED?**
5. **WHAT IS THE DIFFERENCE BETWEEN ADAAWX AND MAALSK?**
6. **WHAT IS THE DIFFERENCE BETWEEN ADAAWX AND LEGENDS?**
7. **WHAT IS AN ORAL HISTORY?**
8. **WHAT WERE THE PURPOSES OF ADAAWX?**
9. **WHAT ARE SOME EXAMPLES OF ADAAWX USED FOR THESE DIFFERENT PURPOSES?**
10. **WHAT TRADITIONAL TYPES OF CHARACTERS WERE IN ADAAWX?**
11. **HOW WERE ADAAWX USED TO PROVE OWNERSHIP AND TERRITORIAL RIGHTS?**
12. **WHAT HAPPENED IF SOMEONE WAS TELLING AN ADAAWX AND MADE A MISTAKE?**
13. **WHAT WERE THE PROTOCOLS/RULES FOR SHARING/TELLING ADAAWX?**
14. **WHAT WERE THE ROLES OF MEN AND WOMEN IN ADAAWX?**
15. **WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH ADAAWX?**
16. **WHY WERE ADAAWX AN ESSENTIAL PART OF FIRST NATIONS LIVES?**

**p. 10,12-15**

 **Place names and connection to the land-part they play in Tsimshian culture/ how are they rooted in the land/ ways their meanings are explained/ changes that came about from contact/ examples of place names that have changed/ examples of places names with explanations/ examples of adaawx that explain place names/ examples of how people have taken back traditional names from English**

1. **WHY ARE PLACE NAMES IMPORTANT IN TSIMSHIAN CULTURE?**
2. **HOW ARE PLACE NAMES ROOTED IN THE LAND?**
3. **HOW ARE THE MEANINGS OF PLACE NAMES EXPLAINED?**
4. **WHAT CHANGES HAPPENED TO PLACE NAMES AS A RESULT OF CONTACT?**
5. **WHAT ARE SOME EXAMPLES OF PLACE NAMES THAT HAVE CHANGED AS A RESULT OF CONTACT?**
6. **WHAT ARE SOME EXAMPLES OF ADAAWX THAT EXPLAIN PLACE NAMES?**
7. **WHAT ARE SOME EXAMPLES OF HOW PEOPLE HAVE TAKEN BACK TRADITIONAL NAMES FROM ENGLISH VERSIONS?**
8. **SM’ALGYAX LANGUAGE AND PROTOCOLS**

**SM’ALGYAX LANGUAGE /PROTOCOL/CHANGES TO THE LANGUAGE AND CULTURE AS A RESULT OF EUROPEAN CONTACT/WAYS PEOPLE ARE TRYING TO REVIVE THE LANGUAGE TODAY**

**p. 11**

**Sm’algyax language: oral language explanation/ how is it different from English/how and why has it also become a written language/ explanation of different sounds and rules/ reasons why some people have difficulty reading and saying Sm’algyax/ specials sounds/ basic words and phrases in Sm’algyax (numbers/days/months/seasons/greetings etc./ examples of different ways of spelling of language between different Tsimshian peoples**

***SM’ALGYAX LANGUAGE/COMMUNICATION*** (STRUCTURE, SOUNDS,COMMON WORDS ETC)

1. **WHAT IS SM’ALGYAX?**
2. **WHAT IS THE DIFFERENCE BETWEEN AN ORAL LANGUAGE AND A WRITTEN LANGUAGE?**
3. **WHY HAS SM’ALGYAX BECOME A WRITTEN LANGUAGE?**
4. **WERE THERE ANY TYPES OF SIGN LANGUAGE USED OR OTHER FORMS OF COMMUNICATION USED OTHER THAN SM’ALGYAX? (IE. FOR TRADING OR TALKING WITH OTHER TRIBES)WHAT KING OF LANGUAGES WERE THERE?**
5. **WHAT IS THE STRUCTURE OF THE LANGUAGE?**
6. **WHAT KIND OF ALPHABET DID IT HAVE?**
7. **WHAT ARE THE COMMON SOUNDS ASSOCIATED WITH THE LANGUAGE THAT ARE DIFFERENT FROM ENGLISH?**
8. **WHAT ARE SOME OF THE GRAMMAR RULES THAT ARE DIFFERENT THAN ENGLISH?**
9. **WHY DO PEOPLE WHO SPEAK ENGLISH AS A FIRST LANGUAGE SOMETIMES HAVE TROUBLE SAYING WORDS IN SM’ALGYAAX?**
10. **WHAT ARE SOME COMMON PHRASES? (NAMES OF THE MONTHS/ DAYS/NUMBERS/SEASONS ETC)**
11. **HOW DO YOU GREET SOMEONE OR SAY GOODBYE?**
12. **HOW DO YOU ASK HOW SOMEONE IS?**
13. **WHAT WERE THE ROLES OF MEN AND WOMEN WITH REGARDS TO LANGUAGE?**
14. **WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH LANGUAGE?**
15. **WHY ARE THERE DIFFERENT SPELLINGS AND MEANINGS OF WORDS BETWEEN DIFFERENT VILLAGES THAT SPEAK SM’ALGYAX?**
16. **WHAT IS THE PROTOCOL FOR INTRODUCING YOURSELF TO OTHERS? (PROTOCOL SPEECH)**
17. **WHAT IS THE PROTOCOL FOR GREETING A CHIEF OR AN ELDER?**
18. **WHAT IS THE PROTOCOL FOR WELCOMING SOMEONE TO THE TERRITORY?**
19. **WHAT IS THE PROTOCOL FOR PEOPLE WHO ARE NOT T’SMSYEN WHEN THEY GATHER ON T’SMYSYEN TERRITORY?**
20. **WHAT ARE THE MONTHS OF THE YEAR IN SMALGY’AX AND WHAT DO THEY REFER TO?**
21. **WHAT ARE SOME EXAMPLES OF HOW THE LANGUAGE IS BEING REVITALIZED TODAY?**
22. **WAAP (HOUSE GROUPS) AND WIL’NAT’AL (LINEAGE)/ FAMILY STRUCTURE (ROLES OF MEN, WOMEN AND CHILDREN IN SOCIETY)**

**FAMILY/WAAP (HOUSE GROUPS)/PDEEX (CLANS)/WIL’NAT’AL (LINEAGE)/**

**p. 16-21**

**Wil’nat’at: Family connected by Adaawx: what do adaawx tell us about how families and communities have changed over history/ Origins and histories of Waap (house groups) and Pdeex (clans) and connections between them/ Wil’nat’al (persons lineage) and importance/ Migrations that have happened over history/ Examples of important migrations and reasons for them/ example of adaawx that describes a major migration (Discovery of Ginadoiks River) (Ginadoiks, The People of Swift Water)/family structure (roles of men, women and children in society) Marriage**

**WIL’NAT’AT**

1. **WHAT IS WIL’NAT’AT?**
2. **WHAT DO ADAAWX TELL US ABOUT HOW FAMILIES AND COMMUNITIES HAVE CHANGED OVER HISTORY?**
3. **WHAT IS A WAAP?**
4. **WHAT IS A PDEEX?**
5. **WHAT ARE THE ORIGINS AND HISTORIES OF WAAP?**
6. **WHAT IS CONNECTION BETWEEN A WAAP AND PDEEX?**
7. **WHAT IS WIL’NAT’AL?**
8. **WHY IS WIL’NAT’AL IMPORTANT?**
9. **WHAT IS A MIGRATION?**
10. **WHAT MIGRATIONS HAVE HAPPENED OVER HISTORY WITH THE TSIMSHIAN?**
11. **WHAT ARE SOME EXAMPLES OF THESE MIGRATIONS AND THE REASONS BEHIND THEM?**
12. **WHAT ARE SOME EXAMPLES OF ADAAWX THAT DESCRIBE MAJOR MIGRATIONS IN TSIMSHIAN HISTORY?**

***FAMILY STRUCTURE*** *(ROLES OF MEN, WOMEN AND CHILDREN IN SOCIETY)*

1. WHAT WERE THE ROLES OF MEN IN SOCIETY?
2. WHAT WERE THE ROLES OF WOMEN IN SOCIETY?
3. WHAT WERE THE ROLES OF CHILDREN IN SOCIETY?
4. HOW WERE FAMILIES ORGANIZED?
5. HOW WERE PEOPLE RELATED TO EACH OTHER?
6. WAS THE SOCIETY PATRIARCHAL OR MATRIARCHAL?
7. WHAT RULES/TRADITIONS/PROTOCOLS WERE INVOLVED WITH FAMILY?
8. WHAT TRADITIONS/CUSTOMS/CEREMONIES HAD TO DO WITH FAMILY?
9. HOW DID FAMILIES LIVE TOGETHER?
10. WHY WERE FAMILY STRUCTURES AN ESSENTIAL PART OF FIRST NATIONS LIVES?

2) ***MARRIAGE/FAMILY*** (CUSTOMS/RULES ETC)

1. WHAT WAS MARRIAGE?
2. WHAT WAS THE TRADITIONS/CUSTOMS ASSOCIATED WITH MARRIAGE?
3. WHAT WERE THE RULES ABOUT WHO YOU COULD AND COULDN’T MARRY?
4. WHAT TYPES OF CLOTHING/GIFTS WERE ASSOCIATED WITH MARRIAGE?
5. WHAT WERE THE ROLES OF MEN AND WOMEN WITH REGARDS TO MARRIAGE?
6. WHY WAS MARRIAGE AN ESSENTIAL PART OF FIRST NATIONS LIVES?
7. WHAT WERE THE ROLES OF MEN WOMEN AND CHILDREN IN A FIRST NATIONS VILLAGE?
8. HOW WERE PEOPLE RELATED TO EACH OTHER IN A FIRST NATIONS VILLAGE?
9. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH MARRIAGE/FAMILY?
10. WHY WAS FAMILY AN ESSENTIAL PART OF A FIRST NATIONS VILLAGE?
11. **TRADITIONAL WARFARE AND DEFENSE TECHNIQUES/WEAPONS AND ARMOUR (TYPES/MATERIALS/METHODS/ USES/ BECOMING A WARRIOR (RITUALS AND TRADITIONS)**

**PROTECTING TERRITORY/TRADITIONAL WARFARE AND DEFENSE TECHNIQUES/ BECOMING A WARRIOR (RITUALS AND TRADITIONS**6) WEAPONS AND ARMOUR (TYPES/MATERIALS/METHODS/USES)

**TRADITIONAL VILLAGE SITES/ALLIED TRIBES/EARLY VILLAGES AND SETTLEMENT PATTERNS/**

**p.22-27**

**Maalsk : Gidiganiitsk/ The Laxlikswa’nm Fortress of the Gitwilgyoots/ Returning to the Land of Plenty/ Ligitdil/ traditional warfare techniques/traditional defense techniques/ war clubs/ traditional preparation for being a warrior and for war/**

**PROTECTION OF TERRITORY**

1. **WHAT ARE MAALSK?**
2. **WHAT ARE SOME EXAMPLES OF THESE MAALSK?**

**THE LACLIKSWA’NM FORTRESS OF THE GITWILGYOOTS**

1. **HOW DID THE TSIMSHIAN FORTIFY THEIR TERRITORY?**
2. **WHAT TYPES OF THINGS DID THE PEOPLE DO SO THEY WERE READY FOR AN ATTACK?**
3. **HOW DID THE PEOPLE MAKE USE OF TRAP DOORS TO DEFEAT THEIR ENEMIES?**
4. **WHAT IS A LIGIDIL? WHAT WAS IT USED FOR IN A CANOE? WHAT WERE OTHER USES FOR IT?**
5. **DESCRIBE WHAT THEY DID THEY DO TO THEIR HOUSES TO PROTECT AGAINST ATTACKERS?**
6. **WHAT THINGS DID THE PEOPLE DO TO FOOL THE TLINGIT INTO THINKING THEY WEREN’T READY?**

**RETURNING TO THE LAND OF PLENTY**

1. **WHAT ARE SOME CHARACTERISTICS THAT ARE GOOD FOR DECIDING WHERE TO BUILD A FORT?**
2. **WHAT ARE SOME THINGS THEY DID TO FOOL OTHERS WHEN THEY WERE WORRIED ABOUT PEOPLE ATTACKING?**
3. **WHAT IS A WAR CLUB? HOW WAS IT MADE?**
4. **WHAT ARE SOME DEFENSIVE TECHNIQUES USED TO WARN THEM OF ATTACKS?**
5. **WHAT ARE SOME DEFENSIVE STRATEGIES THEY USED IN BATTLE?**
6. **HOW DID THE TRAP DOOR WORK TO KEEP OUT ENEMIES?**
7. **HOW WAS CLEVERNESS USED TO DEFEAT THEIR ATTACKERS?**

 ***WEAPONS AND ARMOUR***

1. WHAT TYPES OF WEAPONS AND ARMOUR DID THEY HAVE?
2. HOW WAS IT MADE?/ WHAT MATERIALS WAS IT MADE OF?
3. WHAT WERE THE ROLES OF MEN AND WOMEN IN TERMS OF WEAPONS AND ARMOUR?
4. WHAT TRADITIONS/CUSTOMS WERE ASSOCIATED WITH WEAPONS AND ARMOUR?
5. WHAT TOOLS WERE USED TO MAKE IT?
6. WHY WAS IT AN ESSENTIAL PART OF FIRST NATIONS LIVES?

4) ***WARFARE/DEFENSE*** (SET UP OF VILLAGE/DEFENSIVE STRATEGIES/REASONS/TYPES/METHODS)

1. WHAT IS WARFARE? WHAT IS DEFENSE?
2. HOW DID A VILLAGE PREPARE FOR DEFENSE? HOW DID A VILLAGE PREPARE FOR WAR?
3. WHAT CEREMONIES/TRADITIONS/CEREMONIES WERE ASSOCIATED WITH WARFARE AND DEFENSE?
4. HOW DID A BOY BECOME A WARRIOR?
5. WHAT DEFENSIVE STRATEGIES DID THEY USE AND HOW DID THEY WORK?
6. WHAT WARFARE STRATEGIES DID THEY USE AND HOW DID THEY WORK?
7. WHAT WERE SLAVES? HOW DID SOMEONE BECOME A SLAVE?
8. WHAT WERE THE ROLES OF MEN AND WOMEN WITH REGARD TO WARFARE AND DEFENSE?
9. WHY WERE WARFARE AND DEFENSE AN ESSENTIAL PART OF FIRST NATIONS LIVES?
10. **TRADITIONAL RESOURCE GATHERING (FISHING/SEA AND LAND HUNTING/GATHERING)/SEASONAL ROUNDS)**

**TRADITIONAL RESOURCE GATHERING (FISHING/SEA AND LAND HUNTING/GATHERING)/SEASONAL ROUNDS/**

 **p. 31-33, 48-53**

**Riches from the land and sea: how do these meet people’s needs/ how did seasons affect harvesting of food (seasonal rounds)/ how did this affect people’s lives/ description of Tsimshian diet/ uses of cedar tree/ connection between harvest and survival (respect for land/conservation of resources/sharing/trading)**

**1***)* ***FISHING* (rivers/lakes and ocean)(TYPES/METHODS/USES/WEAPONS)**

1. WHAT IS FISHING?
2. TYPES OF FISH (DESCRIPTIONS)
3. USES OF FISH BY PEOPLE
4. TECHNIQUES AND METHODS FOR FISHING
5. WEAPONS&TOOLS USED FOR FISHING
6. METHODS OF PREPARING AND PRESERVING FISH
7. THE ROLES OF MEN AND WOMEN IN FISHING
8. TRADITIONS/CUSTOMS/CEREMONIES ETC. ASSOCIATED WITH FISHING
9. WHY FISHING WAS AN ESSENTIAL ELEMENT OF FIRST NATIONS PEOPLES LIVES?

2) ***LAND HUNTING AND GATHERING*** (Animals & Plants) (TYPES/METHODS/USES/WEAPONS)

1. WHAT IS LAND HUNTING AND GATHERING?
2. TYPES OF ANIMALS HUNTED
3. TYPES OF PLANTS GATHERED
4. METHODS AND TECHNIQUES OF HUNTING
5. METHODS AND TECHNIQUES OF GATHERING/GROWING PLANTS
6. METHODS OF PREPARING AND PRESERVING FOOD
7. USES OF ANIMALS AND PLANTS
8. THE ROLES OF MEN AND WOMEN IN LAND HUNTING AND GATHERING
9. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH LAND HUNTING AND GATHERING?
10. WHY WAS LAND HUNTING AND GATHERING AN ESSENTIAL ELEMENT OF FIRST NATIONS PEOPLES LIVES?

3) ***SEA HUNTING AND GATHERING***- (Sea Animals, Fish, Shellfish & Plants) (TYPES/METHODS/USES/WEAPONS)

1. WHAT IS SEA HUNTING AND GATHERING?
2. TYPES OF SEA ANIMALS HUNTED
3. TYPES OF SEA PLANTS GATHERED
4. METHODS AND TECHNIQUES OF SEA HUNTING
5. METHODS AND TECHNIQUES OF GATHERING/GROWING SEA PLANTS
6. METHODS OF PREPARING AND PRESERVING FOOD
7. USES OF SEA ANIMALS AND SEA PLANTS
8. THE ROLES OF MEN AND WOMEN IN SEA HUNTING AND GATHERING
9. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH SEA HUNTING AND GATHERING?
10. WHY WAS SEA HUNTING AND GATHERING AN ESSENTIAL ELEMENT OF FIRST NATIONS PEOPLES LIVES?

**7) *SEASONAL FOODS/SEASONAL ROUNDS*** (TYPES/SEASONS/PREPARATION/STORAGE/COOKING METHODS)

1. WHAT WERE SEASONAL FOODS AND SEASONAL ROUNDS?
2. WHAT WERE THE NAMES OF THE SEASONAL ROUNDS? (CALENDAR MONTHS AND WHAT THEY STOOD FOR)
3. WHAT TYPES OF THINGS DID THEY HUNT AND GATHER DURING THE SEASONS?
4. HOW DID THEY STORE THE FOOD?
5. HOW DID THEY PRESERVE THE FOOD?
6. HOW DID THEY COOK THE FOOD? (METHODS)
7. WHAT WERE THE ROLES OF MEN AND WOMEN SEASONAL ROUNDS?
8. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH SEASONAL ROUNDS?
9. WHY WERE SEASONAL FOODS AND SEASONAL ROUNDS AN ESSENTIAL PART OF FIRST NATIONS PEOPLE LIVES ?
10. **TSIMSHIAN KINSHIP AND SOCIETY/ (PDEEX/WAAP/GALTS’AP) (CLANS AND CRESTS)/ RIGHTS AND RESPONSIBILITIES (STEWARDSHIP OF RESOURCES)**

**TSIMSHIAN KINSHIP AND SOCIETY/LEVELS OF STRUCTURE (PDEEX/WAAP/GALTS’AP) (CLANS AND CRESTS/ RIGHTS AND INHERITANCES/ RESPONSIBILITIES / IDENTITY AND IMPORTANCE/ HOW RIGHTS ARE PASSED DOWN/DIFFERENCE FROM EUROPEAN SYSTEM OF GOVERNANCE (KINGS AND QUEENS)**

**p. 34-36**

**Tsimshian Kinship and Society: 3 levels of structures –Pdeex (Clan or Crest), Waap (House Group), Galts’ap (village or tribe) /identity and roles of individuals/ ayaawx (laws) and their importance/ Pdeex (Clan or Crest)- how do people belong and how are rights and inheritances determined/ matrilineal inheritance/ marriage law/ customs and practices related to Pdeex/ responsibility to your Pdeex beyond your family (Waap)/ Importance of Waap (Walp)/ Wuwaap (Wuwalp)/ Description of Waap/ importance of identity to Tsimshian Culture (consequences of not knowing)/ How are Waaps named/ Names of important people in Waap/ How are chiefs names passed down (importance of name) (how is this different from English kings and queens)/ Totem poles/**

**p. 36-38,50-52**

**Waap rights and privileges: (stewardship responsibilities) (how are things owned and how does this work)/ Role and rights of head chief of the Waap and council of lik’agyigyet/ How is a chiefs power related to his Waap/how are territories linked to the waap through rights and privileges/ exceptions to inherited property being used by others/ hereditary rights/how are lineage and rights perpetuated/ how are adaawx used to explain origins and dzepk (crests) (what are attached to these adaawx)/ what are dzepk/ how is art related to house group system/ House front paintings and pts’aan (totem pole) –how is this used for identity/ Crests used by all members of Waap versus those that are exclusive property of Sm’oogyit (chief)/ validation of crests/ feasts and their importance to governance system/ things that are done at feasts (traditions and purpose in establishing history and stewardship responsibilities)/ Number of Waap and villages at time of European contact / how long had these groups successfully operated and governed themselves and had a strong economic system/ why was economic system strong/ Territories of Ts’msyen Tribal Groups**

1) ***CLANS/ CRESTS*** (FAMILY/KINSHIP)

1. WHAT ARE CLANS?
2. WHAT ARE CRESTS?
3. WHAT ARE THE DIFFERENT CLANS AND CRESTS?
4. WHAT DO THEY LOOK LIKE?
5. HOW DO YOU KNOW WHAT CLAN OR CREST YOU WOULD BELONG TO?
6. WHAT TYPES OF RULES WERE THERE REGARDING CLANS AND CRESTS?
7. WHAT DID CLANS AND CRESTS HAVE TO DO WITH FAMILY AND KINSHIP?
8. WHAT WERE THE ROLES OF MEN AND WOMEN WITH CLANS AND CRESTS?
9. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH CLANS AND CRESTS?
10. WHY WERE CLANS AND CRESTS AN ESSENTIAL PART OF FIRST NATIONS LIVES?

1. **TRADITIONAL LAWS AND OWNERSHIP/ TRADITIONAL STRUCTURE AND CONSTRUCTION OF LONGHOUSE/ RANKING/ GOVERNANCE (ROLES/RIGHTS AND RESPONSIBILITIES)**

**TRADITIONAL LAWS AND OWNERSHIP/LONGHOUSE/TRADITIONAL STRUCTURE/HOW IT WAS MADE/ LIVING ARRANGEMENTS/RANKS/DAAX/ VILLAGE OR TRIBAL GROUPS (GALTS’AP)/WUWAAP/RANKING/ STRUCTURE/ GOVERNANCE (ROLES/RIGHTS AND RESPONSIBILITIES)/TERRITORIES/ HEREDITARY CHIEFS/NAMES AND TYPES OF FEASTS/ PROTOCOL /ADOPTION/ MODERN FEASTS/** HOUSING/SHELTERS (ie longhouses/shelters /decoration/set up) (TYPES/METHODS/MATERIALS/TOOLS)

**p. 38, 40-41-The Longhouse: What was it/ How was it built/ Description/ daax/ who lived with who/ how did rank affect where you lived/ts’ibasaa’s Daax**

**p. 38-39, 43-47-Galts’ap (village or tribal groups): How many Wuwaap belonged to a Galts’ap/ How were Waap ranked/ how many pdeek could be in a wuwaap/ who became head chief of the Galts’ap/ What was the role of the village chief (how powerful were they) (what did they decide and what powers did they have)/ How did people show respect for the village chief/ what was the village chief expected to do to increase their reputation/ what role did house chiefs play in the village/ who was responsible for building and maintaining the tribal chiefs house (describe it and its role)/ Describe how the Galts’ap used their territories/how did colonization change the organization of the Galts’ap/ How are hereditary chiefs still recognized and honoured today/**

**p. 42-44-Names and Feasts/Protocol of names/Adoption/Types of Feasts/modern feasts**

1) ***HOUSING/SHELTERS* (**ie longhouses/shelters/decoration/set up) (TYPES/METHODS/MATERIALS/TOOLS)

1. WHAT IS HOUSING AND SHELTER?
2. WHAT TYPES OF HOUSING DID THEY HAVE?
3. WHAT MATERIALS DID THEY USE?
4. WHO MADE THE HOUSES?
5. HOW DID THEY MAKE THEM? (METHODS)
6. WHAT TOOLS DID THEY USE TO MAKE HOUSES?
7. HOW WERE THE TOOLS MADE AND HOW DID THEY WORK?
8. HOW WERE THE HOUSES DESIGNED?
9. WHAT WERE THE PARTS OF THE HOUSE?
10. HOW WERE HOUSES DECORATED?
11. WHAT WERE THE ROLES OF MEN AND WOMEN IN HOUSING AND SHELTERS?
12. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH HOUSING AND SHELTERS?
13. WHY WAS HOUSING/SHELTER AN ESSENTIAL PART OF FIRST NATIONS PEOPLE’S LIVES?

3) ***POTLATCH/FEAST*** (CUSTOMS/ TYPES/ METHODS/ ORGANIZATION/IMPORTANCE)

1. WHAT IS A POTLATCH? WHAT WERE THE REASONS SOMEONE WOULD HOLD A POTLATCH?
2. WHAT WERE THE CUSTOMS/TRADITIONS/RULES AND PROTOCOLS ASSOCIATED WITH HOSTING A POTLATCH?
3. HOW WERE POTLATCHES ORGANIZED?
4. WHAT TYPES OF GIFTS WERE GIVEN AT POTLATCHES?
5. WHY WERE GIFTS GIVEN AT POTLATCHES?
6. WHAT TYPES OF FOOD WERE SERVED AT POTLATCHES?
7. WHY WERE POTLATCHES AN ESSENTIAL PART OF FIRST NATIONS LIVES?
8. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH POTLATCHES?

***7) POLITICS/GOVERNMENT***/***LAWS/CUSTOMS/OWNERSHIP***

1. WHAT WERE THE POLITICS AND GOVERNMENT OF THE FIRST NATIONS PEOPLES IN THIS AREA?
2. WHAT WERE THEIR LAWS? WHAT WERE THEIR CUSTOMS? WHAT WERE THE PROTOCOLS?
3. WHAT HAPPENED TO PEOPLE WHO BROKE THE LAWS?
4. WHO DECIDED WHAT HAPPENED TO PEOPLE? WHO MADE THE RULES?
5. HOW WAS OWNERSHIP OVER ITEMS DETERMINED? WHAT WERE THE ROLES OF MEN AND WOMEN WITH REGARDS TO POLITICS/GOVERNMENT, LAWS, CUSTOMS AND OWNERSHIP?
6. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH POLITICS/GOVERNMENT ETC?
7. HOW WERE CHIEFS DECIDED ON?
8. WHY WAS POLITICS GOVERNMENT/LAWS/CUSTOMS AND OWNERSHIP AN ESSENTIAL PART OF FIRST NATIONS LIVES?
9. **SPIRITUAL BELIEFS AND WORLDVIEW/TRADITIONAL CUSTOMS AND RITUALS**

**SPIRITUAL BELIEFS AND WORLDVIEW/TRADITIONAL CUSTOMS AND RITUALS/** 3) CEREMONIAL ITEMS/MUSICAL INSTRUMENTS (masks/musical instruments etc) (DRUMS/ RATTLES/ WIND INSTRUMENTS ETC) 8) SONG AND DANCE (TYPES/METHODS/MEANINGS/PURPOSES/USES IN CEREMONIES AND EVERYDAY LIFE)

**p.55-57-Spiritual Beliefs and Worldview/ Ha’walks and Suwilsguutk**

**p. 58-60-The cycle of life/birth/body piercing/coming of age/marriage customs/burial customs**

1) ***SUPERNATURAL/ SPIRIT WORLD* /SHAMANISM** (BELIEFS/CUSTOMS/ELEMENTS)

1. WHAT WAS THE SUPERNATURAL/SPIRIT WORLD?
2. WHAT TYPES OF SUPERNATURAL BEINGS WERE THERE?
3. WHAT WERE THESE CHARACTERS LIKE? WHAT DID THEY LOOK LIKE? HOW DID THEY ACT?
4. WHAT POWERS DID THEY HAVE?
5. WHAT TYPES OF STORIES WERE TOLD ABOUT THEM?
6. WHAT WERE THESE STORIES SUPPOSED TO SHOW?
7. WHAT WAS A TRICKSTER?
8. WHAT WERE THE ROLES OF MEN AND WOMEN WITH SUPERNATURAL/SPIRIT WORLD?
9. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH THE SUPERNATURAL/SPIRIT WORLD?
10. WHY WAS THE SUPERNATURAL/SPIRIT WORLD AN ESSENTIAL PART OF FIRST NATIONS LIVES?

2) ***CEREMONIES/ TRADITIONS/CUSTOMS*** (TYPES/MEANINGS/PURPOSES)

1. WHAT ARE CEREMONIES/TRADITIONS AND CUSTOMS?
2. WHAT TYPES OF CEREMONIES DID FIRST NATIONS PEOPLE IN THIS AREA HAVE?
3. WHAT WERE THEY FOR? DESCRIBE THEM.
4. WHAT WERE THE PROTOCOL/RULES?
5. WHAT WERE THE ROLES OF MEN AND WOMEN IN THESE?
6. WHAT TRADITIONS/CUSTOMS WERE ASSOCIATED WITH THESE CEREMONIES?
7. WHAT PURPOSES DID THESE CEREMONIES SERVE?
8. WHY WERE CEREMONIES/TRADITIONS AND CUSTOMS AN ESSENTIAL PART OF FIRST NATIONS LIVES?

3) CEREMONIAL ITEMS/MUSICAL INSTRUMENTS (masks/musical instruments etc) (DRUMS/ RATTLES/WIND INSTRUMENTS ETC)

1. WHAT ARE CEREMONIAL ITEMS?

2. WHAT ARE MUSICAL INSTRUMENTS?

3. WHAT WERE THEY USED FOR?

4. WHAT WERE THEY MADE OUT OF? (MATERIALS)

5. HOW WERE THEY MADE?

6. WHAT TOOLS WERE USED TO MAKE THEM?

7. WHAT WERE THE ROLES OF MEN AND WOMEN IN CEREMONIAL ITEMS/MUSICAL INSTRUMENTS?

8. WHAT TRADITIONS/CUSTOMS WERE ASSOCIATED WITH CERMONIAL ITEMS/MUSICAL INSTRUMENTS?

9. WHY WERE CEREMONIAL ITEMS/MUSICAL INSTRUMENTS AN ESSENTIAL PART OF FIRST NATIONS LIVES?

8) ***SONG AND DANCE*** (TYPES/METHODS/MEANINGS/PURPOSES/USES IN CEREMONIES AND EVERYDAY LIFE)

1. WHAT ARE THE SONGS AND DANCES OF FIRST NATIONS PEOPLES?
2. WHAT TYPES OF SONGS AND DANCES WERE THERE?
3. WHO CREATED THE SONGS AND DANCES?
4. HOW WERE THEY MADE?
5. HOW CAN YOU TELL THE MEANING OF A SONG OR DANCE?
6. WHAT RULES ARE ASSOCIATED WITH SONGS AND DANCES?
7. WHAT WERE THE ROLES OF MEN AND WOMEN WITH SONGS AND DANCES?
8. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH SONGS AND DANCES?
9. WHY WERE SONGS AND DANCES AN ESSENTIAL PART OF FIRST NATIONS LIVES?
10. **TS’MSYEN HEALTH, HEALING AND TECHNOLOGY/TRADITIONAL USES OF PLANTS (MEDICINAL AND OTHER USES)**

**TS’MSYEN HEALTH AND HEALING/MEDICINAL PLANTS/**7) USES OF PLANTS-(medicine/food/everyday items and uses)MEDICINAL AND OTHER USES (TYPES/USES/METHODS) 5) TOOLS/INVENTIONS/TECHNOLOGY/SCIENCE (TYPES/MATERIALS/METHODS/USES)

**p. 61-65**

**Ts’msyen Health and Healing/herbal healing/wah(oolichan)/health practitioners/shamans/personal articles/medicinal plants/huulens(poison root)/k’wila’maxs(hudsons bay tea or Labrador tea)/Luii(red alder)/maadzu’ka’am(licorice fern) sahakwdak(western yew)/Steti (stinging nettle)/ wooms (devil’s club)**

4) ***TOOLS/INVENTIONS/TECHNOLOGY/SCIENCE*** (TYPES/MATERIALS/METHODS/USES)

1. WHAT TYPES OF TOOLS/INVENTIONS DID THEY USE/HAVE?
2. WHAT WERE THEY USED FOR?
3. HOW DID THESE MAKE THEIR LIVES BETTER?
4. WHAT KINDS OF TECHNOLOGY OR SCIENCE DID THEY USE?
5. HOW WAS IT USED?
6. HOW WERE THE TOOLS/INVENTIONS MADE?
7. WHAT WERE THE ROLES OF MEN AND WOMEN IN TOOLS/INVENTIONS/ TECHNOLOGY/ SCIENCE?
8. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH TOOLS/INVENTIONS/TECHNOLOGY/ SCIENCE?
9. WHY WERE TOOLS/INVENTIONS/TECHNOLOGY AND SCIENCE AN ESSENTIAL PART OF FIRST NATIONS PEOPLES LIVES?

**6) *USES OF PLANTS***-(medicine/food/everyday items and uses)MEDICINAL AND OTHER USES (TYPES/USES/METHODS)

1. WHAT TYPES OF PLANTS WERE USED FOR MEDICINAL AND OTHER USES?
2. HOW WERE THEY USED?
3. WHERE WERE THEY FOUND?
4. WHAT WERE THEIR USES?
5. HOW WERE THEY PREPARED?
6. HOW WERE THEY HARVESTED?
7. WHAT WERE THE ROLES OF MEN AND WOMEN IN MEDICINAL AND OTHER USES OF PLANTS?
8. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH MEDICINAL AND OTHER USES OF PLANTS?
9. WHY WERE PLANTS AND THEIR USES AN ESSENTIAL PART OF FIRST NATIONS LIVES?
10. **TRADITIONAL TRADE AND TRANSPORTATION/GREASE TRAILS/ECONOMY**

**TRADITIONAL TRADE/GREASE TRAILS/** 4) TRADE/BARTERING/ECONOMY/GREASE TRAILS/COPPERS-(with other nations and amongst themselves) (ROUTES/ METHODS/ PARTNERS/ TYPES/ITEMS TRADED ETC..) 2) TRANSPORTATION (CANOES/SLEDS/WATER/LAND ETC) (TYPES/METHODS/TOOLS)

**p. 73-77**

**Traditional ts’msyen trade/ people worked together/technology for travel/international trade/trading and sharing/trade item values/grease trails/**

4) ***TRADE/BARTERING/ECONOMY/GREASE TRAILS/COPPERS***-(with other nations and amongst themselves) (ROUTES/ METHODS/ PARTNERS/ TYPES/ITEMS TRADED ETC..)

1. WHAT IS TRADE AND BARTERING?
2. WHAT WERE THE GREASE TRAILS?
3. WHAT WERE COPPERS?
4. HOW DID FIRST NATIONS PEOPLES TRADE?
5. WHAT WERE THEIR TRADE ROUTES?
6. WHO DID THEY TRADE WITH?
7. WHAT TYPES OF ITEMS DID THEY TRADE? (DESCRIBE)
8. HOW DID FIRST NATIONS ECONOMIES WORK?
9. WHAT WERE THE ROLES OF MEN AND WOMEN IN TRADING AND BARTERING
10. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH TRADING AND BARTERING?(POTLATCHES?)
11. WHY WAS TRADE ESSENTIAL TO FIRST NATIONS PEOPLES LIVES?

2) ***TRANSPORTATION*** (CANOES/SLEDS/WATER/LAND ETC) (TYPES/METHODS/TOOLS)

1. WHAT IS TRANSPORTATION?
2. WHAT TYPES OF TRANSPORTATION DID THEY HAVE?
3. WHAT MATERIALS DID THEY MAKE IT OUT OF?
4. WHAT TOOLS DID THEY USE TO MAKE THEM?
5. WHAT METHODS WERE USED TO MAKE THEM?
6. HOW DID THEY MAKE THEM?
7. HOW DID THEY MAKE THE TOOLS?
8. WHAT WERE THEY USED FOR?
9. WHAT WERE THE ROLES OF MEN AND WOMEN IN TRANSPORTATION?
10. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH TRANSPORTATION?
11. WHY WAS TRANSPORTATION AN ESSENTIAL PART OF FIRST NATIONS PEOPLES LIVES?
12. **CARVING IN WOOD AND STONE/TOTEM POLES/MASKS/ PETROGLYPHS/PAINTING**

***CARVING TECHNIQUES IN WOOD*** (cedar carving)***AND STONE*** (ie petroglyphs/stone carving) (TYPES/METHODS/TOOLS/USES/MATERIALS)

1. WHAT IS CARVING?
2. WHAT TYPES OF CARVING WERE THERE?
3. WHAT IS THE DIFFERENCE BETWEEN WOOD CARVING AND STONE CARVING?
4. HOW WERE THEY MADE?
5. HOW CAN YOU TELL THE MEANING OF A CARVING?
6. WHAT TOOLS WERE USED TO CARVE WOOD?/STONE?
7. WHAT WERE THE ROLES OF MEN AND WOMEN WITH STONE AND WOOD CARVING?
8. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH STONE AND WOOD CARVING?
9. WHY WAS CARVING AN ESSENTIAL PART OF FIRST NATIONS LIVES?

4) ***TOTEM POLES*** (TYPES/METHODS/MATERIALS/TOOLS/MEANINGS)

1. WHAT ARE TOTEM POLES?
2. WHAT TYPES OF TOTEM POLES WERE THERE?
3. WHAT WERE TOTEM POLES MADE OUT OF?
4. HOW WERE THEY MADE?
5. HOW CAN YOU TELL THE MEANING OF A TOTEM POLE?
6. WHAT TOOLS WERE USED TO CARVE TOTEM POLES?
7. WHAT WERE THE ROLES OF MEN AND WOMEN WITH TOTEM POLES ?
8. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH TOTEM POLES?
9. WHY WERE TOTEM POLES AN ESSENTIAL PART OF FIRST NATIONS LIVES

7) ***PAINTING/DYING*** (TYPES/METHODS/COLOURS/SHAPES/TOOLS/FORMS/MATERIALS)

1. WHAT IS PAINTING?DYING?
2. WHAT TYPES OF PAINTS AND DYES WERE THERE?
3. WHAT WERE PAINTS/DYES MADE OUT OF?
4. HOW WERE THEY MADE?
5. WHAT TYPES OF THINGS WERE PAINTED?
6. WHAT TYPES OF THINGS WERE DYED?
7. WHAT TOOLS WERE USED FOR PAINTING AND DYING?
8. WHAT WERE THE ROLES OF MEN AND WOMEN WITH PAINTING AND DYING?
9. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH PAINTING AND DYING?
10. WHY WAS PAINTING AND DYING AN ESSENTIAL PART OF FIRST NATIONS LIVES?

L. **CLOTHING/REGALIA/WEAVING/JEWELLRY AND ADORNMENT**

1) CLOTHING/REGALIA (EVERYDAY/ CEREMONIAL) (TYPES/METHODS/TOOLS/MATERIALS)

1. WHAT IS THE DIFFERENCE BETWEEN CLOTHING AND REGALIA?

2. WHAT TYPES OF CLOTHING WERE THERE? (HATS, SHIRTS, LEGGINGS, PANTS, JACKETS, SKIRTS, DRESSES, SHOES ETC)

3. WHAT MATERIALS WAS CLOTHING MADE OUT OF?

4. HOW WAS CLOTHING MADE?

5. WHAT TOOLS AND TECHNIQUES WERE USED TO MAKE CLOTHING/REGALIA?

6. WHAT WERE THE ROLES OF MEN AND WOMEN IN MAKING CLOTHING AND REGALIA?

7. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH USE OF CLOTHING AND REGALIA?

8. WHY WAS CLOTHING AND REGALIA AN ESSENTIAL PART OF FIRST NATIONS PEOPLES LIVES?

5) WEAVING (cedar/wool/other materials)- (TYPES/METHODS/MATERIALS/TOOLS/USES)

WHAT IS WEAVING?

1. WHAT TYPES OF WEAVING WERE THERE?

2. WHAT TYPES OF THINGS WERE WOVEN? (CLOTHING, BLANKETS, HATS ETC)

3. WHAT DID THEY WEAVE WITH? WHAT MATERIALS?

4. HOW WAS WEAVING DONE?/ WHAT TOOLS WERE USED TO WEAVE?

5. HOW DID THEY GATHER MATERIALS FOR WEAVING?

6. WHAT WERE THE ROLES OF MEN AND WOMEN WITH WEAVING?

7. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH WEAVING?

8. WHY WAS WEAVING AN ESSENTIAL PART OF FIRST NATIONS LIVES?

2) JEWELLRY & ADORNMENT –BODY ART (ie. Tattoos/Headresses etc) (TYPES/METHODS/TOOLS/MATERIALS)

1. INTRODUCTION

2. WHAT IS JEWELLRY?

3. WHAT IS ADORNMENT?

4. WHAT IS BODY ART?/

5. WHAT TYPES ARE THERE? (HEADDRESS/BRACELET/NECKLACE/EARRING/LABRET/TATTOO/PIERCINGS ETC)

6. HOW ARE THEY MADE?

7. WHAT ARE THEY MADE OUT OF? (MATERIALS)

8. WHAT TOOLS ARE USED TO MAKE THEM?

9. HOW ARE THEY COLOURED?

10. WHAT WERE THE ROLES OF MEN AND WOMEN IN JEWELLRY AND ADORNMENT/BODY ART?

11. WHAT TRADITIONS/CUSTOMS/CEREMONIES WERE ASSOCIATED WITH JEWELLRY AND ADORNMENT/BODY ART?

12. WHY WAS JEWELLRY/ADORNMENT/BODY ART AN ESSENTIAL PART OF FIRST NATIONS LIVES?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Reference #**For Notes* | *CALL #./ Search Engine**Used* | *Book Title/ web site address* | *Author or Editors* | *Date published/**date looked at* | *Pages* *used* |
| *A* |  |  |  |  |  |
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Station Study Backboard Example

*Question and answer activities*

When creating a question and answer activity what is important to remember is that you must have something for the students to read (at least a paragraph in length, but preferably not more than a page) and then answer questions on that reading. The readings can be taken from many different sources. These could include, but are not limited to, to the following:

-textbooks, storybooks, poems, interviews, diaries, reference books, pamphlets, posters, brochures etc.

The questions should be directly related to what the students have read. These question should also be simple to answer. Some examples of types of questions you could ask are:

-multiple choice, true/false, yes/no, matching, fill in the blanks, or other similar easy to answer questions.

The answers to these questions must be written on their own paper and should relate to your learning objectives for your station. In addition, you must provide an answer key for these questions at your station for them to check their answers.

Even though there is reading and answering questions involved you should still try and make the activity fun for the students. This could be done by choosing interesting information to read about or by making your question activity more fun. (just make sure it is also informative ) You must also be sure to provide simple, easy to follow instructions for your activity.

*Visual activities*

When creating a visual activity the important thing to remember is that the activity must utilize a visual to help the students learn about your topic. Visual activities can use aspects of other activities such as question and answer, hands on, or oral, as long as they use a visual in the activity. In fact, as long as a visual is used in the activity, it can be considered a visual activity. Visuals can include, but are not limited to the following:

-filmstrips, pictures, slides, photographs, models, maps, artifacts, videos,

 sketches, drawings, diagrams, graphs, charts, puzzles, tools, clothing, objects etc.

These types of activities should be fun and let the student enjoy learning about your topic.

Whatever your visual activity is however, you must make sure it teaches the student something important about your topic. What it should teach them should be made clear in your learning objectives.

*Hands on activities*

When creating a hands on activity the important thing to remember is that the person doing the activity must either make or do something in the context of learning the important elements about your topic. Hands on activities require participation on the part of the student but do not have to require writing. In fact, if any writing is involved it should be brief, and to the point. These types of activities should be fun and let the student enjoy learning about your topic. Types of activities that could be considered hands on are things such as, but not limited to:

-putting a puzzle together, playing a game, making something (like a model or making paint), drawing something (like a design or poster), trying to do something (like dancing or weaving), creating something (like a replica of an artifact) or even doing a role play etc.

Whatever your hands-on activity is however, you must make sure it teaches the student something important about your topic. What it should teach them should be made clear in your learning objectives.

*Oral Activities*

When creating an oral activity the key element to remember is that the students must either be required to do something oral (spoken) or listen to something oral as part of the activity. Other than that the activity can have elements from any one of the other 3 types of activities (hands on, visual or question and answer). The length of the oral requirement should be a minimum of 1 minute and a maximum of 5 minutes (unless you have a special reason for it needing to be longer)

Types of oral activities could include, but are not limited to, the following:

-taped instructions, having students read a story out loud, having students act something out that requires speaking, having students sing, have students ask each other questions, having students discuss something, having students participate in some sort of oral question and answer (ie trivia), taped recordings of stories, legends, descriptions, noises, interviews, songs, video etc.

The oral activity should be directly related to what the students are learning about your topic in the activity. The activity should also relate to your learning objectives for your station. In addition, you must provide an answer key if necessary for the activity. Additionally, you should try and make the activity fun for the students. This could be done by choosing interesting information to work with. (just make sure it is also informative ) You must also be sure to provide simple, easy to follow instructions for your activity.

First nations station study guidelines

Planning a Station Study

1. Decide what you want the students to learn based on the following:
2. What’s important or interesting?
3. What materials are available?
4. What learning objective can there be?

2) Research your topic (find the resources you need for your station study)

3) Make a list of the possible activities and materials to use at your station

4) Make sure your ideas are feasible- ie. Will they work?

5) Develop your activities and materials for your station study

6) Create your finished station study for use in class

Things to Remember when planning a station study

1) All materials must be user friendly (easy to understand and directions given)

2) All materials must relate to your assignment topic

3) Students must be able to complete station study activities unassisted

4) Answers for activities must be provided at your station

5) Each individual or group must hand in a fill in the blank questions sheet for their station (at least one question and answer for each activity.

6. Any requests for equipment/materials/photocopies needed must be made well in advance.

7. All materials used must be given credit. Ie works consulted.

8. You must create a list of learning objectives for your station study.

-You must have at least 1 objective to be achieved for each activity.

-Each objective must be measurable-in other words you must be able to tell if it has been achieved.

 ie. **Bad objective**- the students will be able to understand how first nations peoples learned- this is a

 hard objective to measure since you have no specific way for the students to demonstrate their

understanding of the concept

**Good objective**- the students will be able to identify/list three ways that first nations children were taught- this is a better objective because it is specific and you can easily see if students are able to list three things

**Station Study Instructions for Activities**

1. Every activity at your station study must have instructions so that a person can do the activity without you being there.

2. The instructions must be easy to understand and easy to follow.

3. The instructions must be written step by step and include everything the person needs to do in the activity, even if it seems obvious.

4. Answer keys and examples should be provided for activities.

**Station study Activity instructions example**

**Station study Instructions activity- Fill in the Blanks worksheet.**

In this activity you will be required to read some information on the topic of station study instructions. Once you have read the information follow the steps below to complete the activity.

1. Read the Section: Station Study Instructions for Activities

2. After reading the section, answer the fill in the blank worksheet provided below. (it will follow these instructions)

3. Write the answers for the fill in the blank questions on your own paper.

4. When you have answered all the questions check the answer key provided to see if you were right.

**Fill in the Blanks Worksheet**

Find the answers to fill in the blanks on this worksheet by reading the section on Station Study Activity instructions. Write the answers down on your own piece of paper. Check your answers on the answer key provided.

1. Station study instructions should be easy to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and easy to \_\_\_\_\_\_\_\_\_\_\_\_.

2. Station study instructions should be written in a \_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_ format.

3. Your instructions should let a person do the activity without \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ being \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. Even \_\_\_\_\_\_\_\_\_\_\_\_\_ instructions should be included.

5. Examples and an answer \_\_\_\_\_\_\_\_\_\_ should be provided for activities.

**Answer key:**

1. understand, follow

2. step, step

3. you, there

4. obvious

5. key

Stations study Plan

Activity #1-

Description

Objective-

Instructions/steps-

Materials needed-

Activity #2-

Description

Objective-

Instructions/steps-

Materials needed-

Activity #3-

Description

Objective-

Instructions/steps-

Materials needed-

Activity #4-

Description

Objective-

Instructions/steps-

Materials needed-

Activity #3-

Description

Objective-

Learning objectives verbs to use

|  |  |  |
| --- | --- | --- |
| IdentifyRecognizeNameDescribeIllustrateDemonstrateShowDisplayListRecordSpecifyDifferentiateCompareObserveDetectClassifyDiscoverExploreDistinguishCatalogRestateArgueDiscussDeriveRelateGeneralizeConcludeproduceEvaluateVerifyAssessMeasureOperateUsemoveDefendCriticizeassess | Recallacquire distinguish statedefinelabelreproduceorderTranslateConvertInterpretTransformSelectIndicateRepresentFormulateExplainClassifyApplySequencecarry outOrganizeTheorizeDesignBuildSystematizeCombineSummarizeTestJudgeRankMeasureAppraiseAdjustRepairTasteBend | solveprepareoperategeneralizeplanpredictdemonstrateinstructcomputeuseperformimplementemploysolveAnalyzeEstimateInvestigateBreakdownDetermineDissectContrastExamineinterpretWritePlanIntegrateFormulateProposeSpecifyProduceSelectCheckJudgeJustifyEvaluateSupportcooperate |

Station Study Rubric

No / Yes

Not evident / Very Evident

0 1 2 3 4

Fix up zone .

|  |  |
| --- | --- |
| Score | BASICS |
| 0 1 2 3 4 | 1. Do they have 4 activities? |
| 0 1 2 3 4 | 2. Is there one hands on activity? |
| 0 1 2 3 4 | 3. Is there one visual activity? |
| 0 1 2 3 4 | 4. Is there one written (question/answer) activity? |
| 0 1 2 3 4 | 5. Do they have one learning objective per activity? |
| 0 1 2 3 4 | 6. Are their learning objectives measurable? |
| 0 1 2 3 4 | 7. Are their ideas feasible (possible)? |
| 0 1 2 3 4 | 8. Do they have answer keys for their activities? |
| 0 1 2 3 4 | 9. Do they have instructions for their activities? |
| 0 1 2 3 4 | 10. Are their instructions well written? (ie easy to read, easy to follow, arranged in a logical order etc) |
| 0 1 2 3 4 | 11. Do they have a works consulted? |
| 0 1 2 3 4 | 12. Do they have a reasonable amount of visuals on their station? |
| 0 1 2 3 4 | 13. Do they have a title on their station? |
| 0 1 2 3 4 | 14. Is their name on their station? |
| 0 1 2 3 4 | 15. Are all the materials needed for each activity at the station? |
| 0 1 2 3 4 | 16. Do they have a list of materials they will need to do each activity at their station? |
| 0 1 2 3 4 | 17. Do they have a fill in the blank question sheet that has a minimum of 1 question per activity?  |
| 0 1 2 3 4 | 18. Is there an answer key for their fill in the blank activity? |
| 0 1 2 3 4 | 19. Is their station interesting/fun? |
| 0 1 2 3 4 | 20. Does their station appear neat and organized? |
| 0 1 2 3 4 | 21. Do they have a reasonable amount of content (information) in their station activities? (ie Would people learn quite a bit about their topic after doing the station?) |
| 0 1 2 3 4 | 22. Can people do their station without them being there? (ie. Is it stand alone?)  |
| 0 1 2 3 4 | 23. Have they provided clean up materials to avoid messes at their station? |
| 0 1 2 3 4 | 24. Is their station creative and/or original? |
| 0 1 2 3 4 | 25. Is their station user friendly? (ie. Easy to do and understand) |
| 0 1 2 3 4 | WRITTEN (QUESTION/ANSWER)ACTIVITIES |
| 0 1 2 3 4 | 26. Do they have a piece of writing that the students must read to do the activity? |
| 0 1 2 3 4 | 27. Are there easy to answer questions (at least 5) based on that reading? (ie. Fill in the blank, true/false, multiple choice, matching etc) |
| 0 1 2 3 4 | 28. Is there a correct answer key for the activities? |
| 0 1 2 3 4 | VISUAL ACTIVITIES |
| 0 1 2 3 4 | 29. Is there a visual for students to base the activity on? |
| 0 1 2 3 4 | 30. Have they told the students where to look for the visual? |
| 0 1 2 3 4 | HANDS ON ACTIVITIES |
| 0 1 2 3 4 | 31. Does the activity require the student to make or do something? |
| 0 1 2 3 4 | 32. Does the activity relate to their topic of study? |
|  | OVERALL |
| 0 1 2 3 4 | 33. What else could be done to make their station study better? |