



## LESSON PLAN

# Haisla Origin Story - Animals

from Haisla Language & Culture

### SUBJECT:

Social Studies

### GRADE LEVEL:

Primary - Intermediate

## Always remember...

Our communities are diverse and made up of individuals who have a lot in common.

Stories and traditions about ourselves and our families reflect who we are and where we are from.

Rights, roles, and responsibilities share our identity and help us build healthy relationships with others.

### LESSON NAME:

## Founding of Kitamaat - Animals

### MATERIALS:

- “The Story of hénłik<sup>w</sup>ilax<sup>w</sup>” (Hunclee-Qualas) Or “The Founding of Kitamaat” and the video – [hénłik<sup>w</sup>ilax<sup>w</sup> - A Haisla Origin Story](#)
- One 8.5 x 11 paper, one per student (primary)
- Journal book (intermediate)
- Pencil, eraser, pencil crayons
- File folder (will eventually make a little book of the story)
- Books/pictures of monsters, seagulls and oolichans.

### LEARNING OBJECTIVES:

1. Students will be able to **explain** through illustrations what the “big” monster really was.
2. Students will be able to **differentiate** between a seagull and an eagle, crow, duck, goose etc
3. Students will be able to **differentiate** between an oolichan and a salmon.
4. Students will be able to **pronounce** words that are related to catching and processing oolichans.

## Activity Instructions:

1. Discuss various “monsters” known to a primary student.
2. Discuss whether or not “monsters” are real or imaginary. i.e. are there things that we might consider monsters or monstrous.
3. Discuss what a seagull is and their features in comparison to eagles, crows, ducks, geese (similarities and differences). Show students pictures of seagulls and other birds in flight, on the beach, in their nests etc.
4. Discuss where seagulls live.
5. Discuss what an oolichan is and their specific features. Show students various pictures of an oolichan.
6. Discuss where oolichans are found. Remind the students that they are not found “everywhere”.
7. Introduce oolichan words:

záxwen	oolichan
táqat	oolichan net
čemdáq/čemdáaǵ, čémdekw	dried oolichan
dáum	sticks for drying oolichans
łáti	oolichan grease
típuyači	basket for pressing oolichans
heǵwači	oolichan grease catching box
zazawá	to fish for oolichans
čaciyú	to put oolichans in the canoe
zemkila	to dry oolichans
záxwzuqwa	to eat oolichans
sémka	to render oil out of oolichans
típa	to press oil out of oolichans
dáxwa	to put oolichans on dáum to dry

8. Younger students will create their own version (picture) of how the search party saw the monster and how the sea monster looks.
9. Draw picture of an oolichan and seagull then label their body parts.
10. Older students will write a report on either the oolichan or seagull. Include a picture and label the body parts.
11. Research and write about the value of the oolichan and how ᖃ́á'isla/ᖃenáksiala people harvested the oolichan.
12. Discuss whether or not the seagull (or their eggs were) was utilized as a food source.
13. Discuss which birds were utilized as food sources.

### ★ **Assessment:**

- Have **younger students** share their picture and explain.
- Ask students (privately) to explain “why” Waa-mis ran away during the night.
- For **older students**, ask if they can figure out “how” our ancestors knew how to travel during the night.
- Have students pronounce all the words in ᖃ́á'islakala.