

LESSON PLAN

Haisla Origin Story - Canoe

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:

Mode of Transportation – Canoe

MATERIALS:

- Various pictures of different kinds of canoes (past and present)
- Pictures of Haisla canoes and our canoe builders – explanations of how the Haisla utilized the different canoes (travel and racing)
- Pieces or pictures of various types of trees (around Kitamaat / Kitlope / Kemano area)
- Pictures of tools our ancestors utilized while building canoes
- Pictures of the tools we use today
- Carvers for interviews – Eugene Stewart, Franklin Nelson
- Paper towel tubes
- Scissors
- Glue (strong enough to hold thick paper)
- Skewers
- Cardstock paper

LEARNING OBJECTIVES:

1. Students will be able to **explain** how the Haisla and other First Nations communities utilized natural resources for transportation.
2. Students will be able to **explain/illustrate/retell** how Haisla and other First Nations communities depended on the canoe for transportation, food gathering, recreation, and other cultural needs.
3. Students will be able to **differentiate** between the different types of canoes and identify their uses.

Activity Instructions:

1. Discuss the trees that were utilized to make the canoe. (why these trees were chosen over others)
2. Discuss the various tools that were used to make the canoe.
3. Discuss why it was easier to use a canoe rather than walk in the earlier days.
4. Discuss how nothing was wasted when you cut a tree down. What else was cedar used for? Masks, utensils, carving tool handles, totem poles, mats, baskets, etc.
5. Go on a tour to the museum and look at the canoe made by Tom Nyce Sr.
6. Go on a tour to Sammy Robinson's carving shed.
7. For the **younger students**, they can make their own "Paper towel tube canoe."
8. For the **older students**, have them use their imagination and make their own canoe with cardstock paper.
9. Have **elders/knowledge keepers** visit the class to discuss canoe protocol (example – nephews were responsible for their uncle's canoes – not touching the beach/crash into the shore)

★ Assessment:

- Have students **present their canoe model** and explain what their "grandparents" used the canoe for.