



## LESSON PLAN

# Haisla Origin Story - Family

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 - Family

### 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)
- Outline of family tree (intermediate)
- Pencil, eraser, pencil crayons
- File folder (will eventually make a little book of the story)
- Map showing where xá’isla/xenáksiala is located

### LEARNING OBJECTIVES:

1. Students will be able to **differentiate** between the xá’isla/xenáksiala understanding of family and “European” understanding of family.
2. Students will be able to **label** family members on a family tree.
3. Students will be able to **identify** where xá’isla/xenáksiala are on the map and to pronounce Kitamaat and Kemano in xá’islakala.
4. Students will be able to **pronounce** family member titles in xá’islakala.

## Activity Instructions:

1. Using a map, identify and discuss the location of Kitamaat and Kemano.
2. How did Kemano and Kitamaat become a village?
3. Discuss Wa'mis' family members and why Wa'mis had his Mother living with them.
4. Discuss what an "immediate" family is. For this activity we will just count those living in the same household. Remember to include animals for primary.
5. Discuss how x̄á'isla/x̄enáksiala people lived together during the earlier days and how some still do. Explain the reasons for this.
6. Discuss what a family tree is and the importance of family.
7. Have **primary** students draw a picture of their immediate family and label with names in x̄á'islaḱala.
8. Have **intermediate** students prepare a family tree. This will be an on-going project for the student. Use x̄á'islaḱala as much as possible.

### FAMILY TITLES:

'uísda	family	'enís	aunt
'aup	father	x̄w'ełáab	uncle
'ebúx <sup>w</sup>	mother	bibí'u	uncle (pet name)
wíwíala	parents	lú'el (sing) lílú'el (pl)	nephew/niece
babá'u	grandfather	híłaq̄a	cousin
mamá'u	grandmother	wísem	man
gāgāp	grandparent	ḡeném	woman
m̄enáisut	sibling of same gender	gúk <sup>w</sup> elut	fellow villagers
waq <sup>w</sup> á	sibling of opposite gender	m̄áyala	friend

## ★ **Assessment:**

- **Primary students** will share their picture and identify their family members using *ḡá'islakala*. Are any of their ancestors from *ḡenáksiala*?
- **Intermediate students** will begin their family tree. Are any of their ancestors from *ḡenáksiala*?