

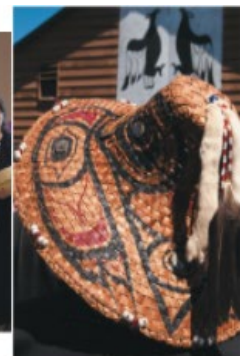
Grade 3 Social Studies: October 5 – October 9, 2020

Lesson Focus: B.C.'s First Peoples. What can we learn about Coastal First Peoples from their art?



“ The totem poles are a way to share with the public. They are our PowerPoint presentations, really. The pole stands there as a monument to an event that people witnessed and participated in. I can refer to these totem poles to bring stories back to my mind. ”

— *Christian White, Haida carver*



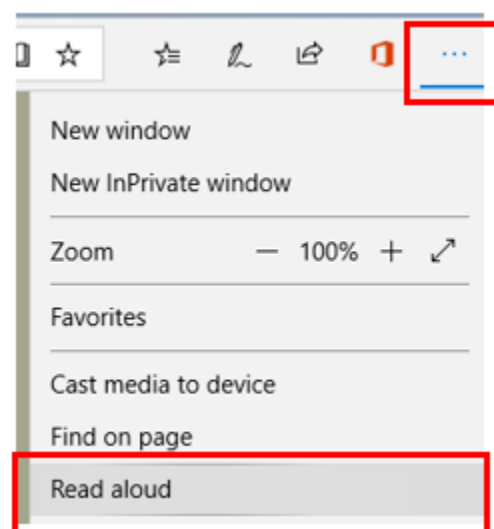
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Materials:

- Internet access for videos
- Notebook or worksheet attached here

Invitation to Learn: You will be gathering evidence and interpreting information to identify and describe things that can be learned about Coastal First Peoples from their art.

(Technology Hint: if you launch these sites using Microsoft Edge Browser, you will have access to the **READ ALOUD** option. Click the triple dots at the top right corner to find this.

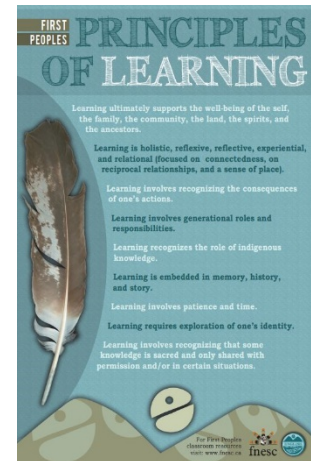


Watch and read the following. Be ready to discuss what you have learned.

- [Haida](#)
- [Haida Art: The Fabric of Life](#)
- [Coast Salish](#)
- [Haisla](#)
- [Haisla Art](#)
- [Heiltsuk](#)
- [Nuu-chah-nulth](#)
- [Nuu-chah-nulth Art](#)
- [Nuxalk](#)
- [Tlingit](#)
- [Tlingit Art](#)
- [Tsimshian](#)
- [Totems: The Stories They Tell](#)
- [Rock Bay Mural Art](#)

Learning from First Peoples

First Peoples in Canada made some alterations to landscapes. These included construction of stone traps for fishing, establishment of clam gardens along the shore, and controlled burns of fields to help promote the growth of certain resources.



Look at the images at the beginning of this lesson.

Ask/Discuss:

MAP:

- Coastal First Peoples include the Coast Salish, Haida, Haisla, Heiltsuk, Kwakwaka'wakw, Nisga'a, Nuuchahnulth, Nuxalk, Oweekeno, Tlingit, and Tsimshian.

Totem Poles

- Totem poles are created by many Nations on the northwest coast and for different purposes. For example, a pole might honour a person, support the beams of a longhouse, welcome visitors, or serve as a tomb or headstone.
 - What designs or figures do you notice in these works of art?
 - Why might the designs or figures represent or symbolize?
 - What colours are used most often? Why might they be repeated?
- **Totem Pole and Carver**
 - This totem pole in Bella Coola contains different symbols of significance to the carver Silyas' family, such as an eagle for the family crest. The Sun carving beside the pole represent a Nuxalk tradition of dancing the way the Sun rises.
- **Cemetery**
 - This mortuary pole stands in a cemetery in Alert Bay. The bird at the top of the pole tells people that the person it honours is from the Thunderbird Clan ('Namgis) of the Kwakwaka'wakw Nation.
- **Art Objects**
 - What designs or figures do you notice in these works of art?
 - Why might the designs or figures represent or symbolize?

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- What inferences can you make about the purpose/use of each object?
 - (Example: The frog bowl looks like a special dish because it is carved and painted. The inference might be that it is used for special occasions.
- What similarities and differences do you notice in these works of art?
- What do you see in these works of art that gives you an idea of what might be important to Coastal First Peoples?
 - **Frog Symbols:**
 - The bowl and drum objects both feature frogs. The frog has deep meaning for the Coast Salish; frogs singing are a sign of spring.
 - **Mural:**
 - This mural painting is based on a design called "Ooligan," by Coast Salish artist Darlene Gait. Ooligan is a type of fish harvested by Coastal First Peoples. Its return signals the beginning of spring and a renewed food supply. The oil made from this fish was once a valuable gift or trade item.
 - **Coast Salish Weaving:**
 - Coast Salish women weave blankets for practical and ceremonial purposes. Wearing the blanket identifies a person as a leader or an honoured guest. The zigzag designs can represent a trail, lightning, or mountains.
 - **Cedar Hat:**
 - The red cedar is known to Coast Salish Peoples as the Tree of Life. Cedar helps them to meet all their needs, for example, clothing, shelter, and transportation.

Notebook Time:

- Choose one of the Coastal First Nations that you learned about in this lesson. Using the table worksheet below (Examining Art), write down the name of the Nation that you chose beside the words Examining Art.
 - research different works of art
 - choose 3 that you would like to share. For each work of art:
 - Draw or describe the work of art.
 - Describe: What it looks like. What it is made of.
 - Infer: Who might have made this? Why was it made? What might it be used for?

Examining Art

Work of Art [Draw or describe a work of art]	Observations [What does it look like? What is it made of?]	Inferences [Who might have made this? Why was it made? What might it be used for?]