

VIRTUAL SCHOOL PROGRAM: TEACHER OVERVIEW

FIRST PEOPLES OF THE NORTHWEST COAST

PROGRAM DESCRIPTION

Introduce your students to the iconic art and cultural practices of the First Peoples of the Northwest Coast. As they discover the Museum's spectacular Grand Hall, students will learn about the significance and symbolism of entrance poles, explore house fronts created by six different First Nations, and examine traditional objects such as woven baskets. This engaging program ends with a video presentation by award-winning Haida weaver Ariane Medley, who shares her personal connection to the Museum and its collection.

GRADE LEVELS AND CURRICULUM LINKS

- Grades 3 to 6 (Quebec Cycles 2 and 3)
- Social Studies and Geography

DURATION

- 45 minutes

LEARNING OUTCOMES

At the end of the program, students will be able to identify the following:

- Indigenous knowledge and traditional ways of life.
- Roles and responsibilities of Indigenous communities in transmitting knowledge of the traditional practices of weaving and carving.
- The diversity of Indigenous communities in various geographical regions of Canada.

DELIVERY APPROACH

The Canadian Museum of History's virtual school programs are live, two-way, interactive programs. They are available to groups learning either in the classroom or on personal computers.

For best results, the presenter should be able to see and hear the students, and/or interact with them via the chat function. Teachers are responsible for managing student behaviour.

This program is delivered by a Museum of History staff member, using an interactive PowerPoint presentation — typically via Zoom. However, if your school has special requirements, we would be happy to accommodate these by connecting with your classroom via Google Meet or Microsoft Teams.

PREPARING YOUR CLASS

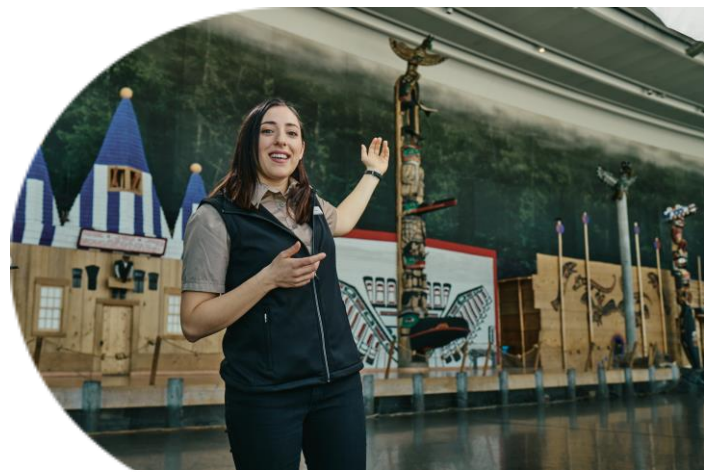
Please visit the [Haida Arts and Technologies](#) page to explore the topic of weaving with cedar bark and spruce roots.

Invite students to explore the videos and artifacts in this section, and ask them to identify:

- What region of Canada do these objects come from?
- Why was weaving important to the First Peoples of the Northwest Coast?
- What are some different uses for baskets?
- What parts of a tree were used to make baskets?

Watch: *From Spruce Roots to Baskets With a Haida Weaver*

- Identify the steps it takes to weave a basket from spruce roots.
- Why do you think it is so important that young artisans such as Ariane continue the tradition of basket weaving?



POST-VISIT ACTIVITIES

Please visit the [Haida Arts and Technologies](#) page and explore the topic of *Formline Design*.

- Ask students to write their own definition of formline design.
- Encourage students to identify key Haida artists who are taking steps to reflect the Haida language in their work.
- Study the silver bracelet and discuss the impact of colonization on preserving cultural traditions.

EVALUATION

To ensure that our programs remain helpful and relevant to your curriculum and your students, we encourage all teachers to complete the online evaluation. A link to the evaluation will be sent to the email used to book the program. We hope you take advantage of this opportunity to provide us with important feedback on your Museum experience.

RESERVATIONS

To make a reservation, please call 819-776-7014, or email us at information@historymuseum.ca.

CANADIAN MUSEUM OF HISTORY

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