

Great Bear Rainforest Activity Plan

Inquiry:

Who Lives in the Great Bear Rainforest?

Students will identify communities in the Great Bear Rainforest, write inquiry questions to guide their research on one of the First Nations, and present their findings to the class.

Learning Objectives

Students will:

- Identify communities in the Great Bear Rainforest
- Identify the economic livelihoods of Great Bear Rainforest inhabitants
- Research a First Nation in the Great Bear Rainforest
- Write inquiry questions to focus their research
- Make a presentation to the class on their research findings

Preparing for the Activity Plan

Read backgrounders listed in the materials section and watch the video.

Materials

- computer / projector
- student computers / tablets / devices
- internet access

Blackline masters

- First Nations of the Great Bear Rainforest

Videos

First Nations History Overview (14:00)

Douglas Neasloss speaks about the history of the Kitasoo / Xai' xais First Nations.
https://www.youtube.com/watch?time_continue=52&v=j7KJF_I71KE

Websites:

The Canadian Encyclopedia

For research into communities of the Great Bear Rainforest
<https://www.thecanadianencyclopedia.ca>

Aboriginal Contacts - Basic Information

Aboriginal Contacts - Basic Information, BC Ministry of Education web page.
<http://www.bced.gov.bc.ca/apps/imcl/imclWeb/AB.do>

British Columbia First Nations

A map of the main communities of First Nations in BC
<https://apps.gov.bc.ca/pub/dmf-viewer/?siteid=5228028621212382210>

Marine Planning Partnership (MaPP) Marine Planning Portal

Filter information as follows: Administrative Areas > Boundaries and Areas > First Nations Communities
<https://www.seasketch.org/#projecthomepage/50e58ab28aba4075183f8fc0>

Delivering the Activity Plan

Access Prior Knowledge

Review: Geography of the Great Bear Rainforest, and especially the communities in the region.

Discuss:

- Considering the geography of the region they've learned about, ask students:
 - » How might the physical environment of the Great Bear Rainforest influence how people live in that region?
 - » What natural resources might be found?
 - » Why did communities develop where they did?
 - » What means of transportation do people use?

Inquire

Activity 1: Communities in the Great Bear Rainforest

Prior to class, view the Great Bear Rainforest Region interactive map <http://bcgov03.maps.arcgis.com/apps/webappviewer/index.html?id=6fcc0a171c024bd793032ed140d7bac4> and familiarize yourself with the communities in the Great Bear Rainforest.

- Project the interactive map to the class to show the communities in the GBR.
- Ask the class if anyone has visited or lived in any of these communities. If so, have the student(s) describe the region.
- On the Great Bear Rainforest Region interactive map <http://bcgov03.maps.arcgis.com/apps/webappviewer/index.html?id=6fcc0a171c024bd793032ed140d7bac4>, zoom in to point out seven communities: Bella Bella, Bella Coola, Hartley Bay, Kitimat, Klemtu, Ocean Falls, and Prince Rupert.
- Ask the class what questions they have about these communities.

(Examples could be: What do people do for a living in that community? What kinds of transportation are available? What is the population of Indigenous compared to non-Indigenous people in the GBR?)

Experience

- Divide the class into groups according to the seven communities in the GBR (Bella Bella, Bella Coola, Hartley Bay, Kitimat, Klemtu, Ocean Falls, and Prince Rupert).
- Have each group research the following about their community:
 - » Population
 - » What kinds of industries are in the community? (mining, forestry, fishing, tourism, etc.) What do people do for a living in the community?
 - » One interesting fact about the community (a historical fact or an annual community event or celebration, etc.).
- Each group chooses one person to role play the mayor of their community who is trying to attract new employees.
- Have “the mayor” from one community role play with a “potential employee” (volunteer from another group). The mayor provides facts from the research (economy, industry, and sense of the community) to try to convince the potential employee to move there.

- Make sure each group (community) has been represented. As a class, discuss what that students learned about the various communities in the Great Bear Rainforest.

Assess

- Did each student contribute to the research?
- How did students participate / engage in the role play?

Explore

Direct students to the Great Bear Rainforest educational website for further information.

Inquire

Activity 2: First Nations of the Great Bear Rainforest

Part A: First Nations Communities in BC

Tell students that there are approximately 200,000 indigenous people in BC from 198 distinct First Nations. Within this population, there are thirty different languages and close to sixty different dialects.

Also show the main communities of First Nations in BC on the Great Bear Rainforest Region interactive map <https://governmentofbc.maps.arcgis.com/home/webmap/viewer.html?webmap=ffd0fc24f8654e82ad723c012d00b806>.

- Tell students archeological evidence dates First Nations settlements in the Great Bear Rainforest to more than 10,000 years ago (from the end of the most recent Ice Age). Today, the population of coastal First Nations is estimated at 18,000 to 20,000. Their histories, identities, and spirituality are linked to the lands and waters of the rainforest.
- First Nations living on BC's coast are not a single people. Each First Nation has distinct traditions, languages, and oral histories. First Nations have traditional territories in the Great Bear Rainforest region.
Note: Discuss the concept of asking “powerful” inquiry questions. Powerful questions don't possess a yes/no answer, a “right” answer, or just one answer, but have a multiplicity of possible responses. Powerful inquiry questions lead to more questions, which drive the researcher to find out more about their subject.

[See the resource, 'Generating “Powerful” Questions' in the Activity Plan Appendix.]

Part B: Research First Nations in the Great Bear Rainforest

As a class, watch the “First Nations History Overview” video, in which Douglas Neasloss speaks about the history of the Kitasoo / Xai’ xais First Nations.

First Nations History Overview (14:00)

Douglas Neasloss speaks about the history of the Kitasoo / Xai’ xais First Nations.

https://www.youtube.com/watch?time_continue=52&v=j7KjF_I71KE

- Have students jot down words or terms from the video for which they don’t know the meaning, or for which they want to know more. Examples may include:
 - » governance
 - » potlatch
 - » big house
 - » regalia
 - » nomadic
 - » oolichan (also: eulachon)
 - » abalone
 - » hereditary (chief)
 - » arranged marriage
 - » smallpox
 - » reserve system
 - » residential schools
- After viewing, discuss. Ask students what words in the video they’re unfamiliar with. Write them down on board or a flipchart.
- Did the video answer any of students’ initial inquiries? What other inquiry questions did the video trigger? Write down questions and post where the class can see.
- Give students 15 minutes to research the meaning of the words / terms from the video. Come back as a class and write down definitions.

Experience

- Groups present their inquiry research to the class.

First Nations of the Great Bear Rainforest	
Nisga'a	Metlakatla
Kitselas	Haisla
Lax Kw'alaams	Gitga'at
Kitsumkalum	Heiltsuk
Gwa'sala-'Nakwaxda'xw	Nuxalk
Gitxaala	Ulkatcho
Kitasoo/Xai'xais	Wuikinuxv
Gwawaenuk	Da'naxda'xw/Awaetlala
Dzawada'enuxw	'Namgis
Tlowitsis	Xwémalhkwa (Homalco)
Kwiakah	K'ómoks
Kwikwasut'inuxw Haxwa'mis	Mamalilikulla-Qwe'Qwa'Sot'Em
We Wai Kai (Cape Mudge)	Wei Wai Kum (Campbell River)

- As a class, create an assessment rubric for the research and presentation of their findings.
- Divide students into pairs, and either assign or have each pair choose a First Nation from the list to research. The following information should be provided for each First Nation:
 - » How is the name of the First Nation pronounced?
 - » Where is the First Nations community located?
 - » How many people live in the community?
 - » What language(s) are spoken by the community?
- Have students either choose an inquiry question already posted in class or have them write a new inquiry question on the First Nations community each pair has been assigned to research. Tell groups they will be presenting their findings to the class. Let students decide how they wish to present their work: poster, art, video, play, tableaux, etc.

Note: Make sure students' inquiry questions are broad enough for the research and presentation.

- » In addition to researching the websites listed, encourage students to set up phone or video calls with the First Nations communities through the Central Coast Aboriginal Education Coordinators.
- Groups present their inquiry research to the class.

Explore

Direct students to the Great Bear Rainforest educational website for further information.

Assess

- Did each student create an inquiry question, or contribute to the discussion?
- How did students engage in the class discussion?
- Presentation rubric (create as a class)

Go Beyond

- Have students research an artist, musician, or writer from the Great Bear Rainforest past or present, to investigate the connection and messages about GBR that the person communicates in their creative works.
 - » How does this creative work contribute to a sense of identity and community?
 - » How can this creative work help us expand our understanding and inspire us?

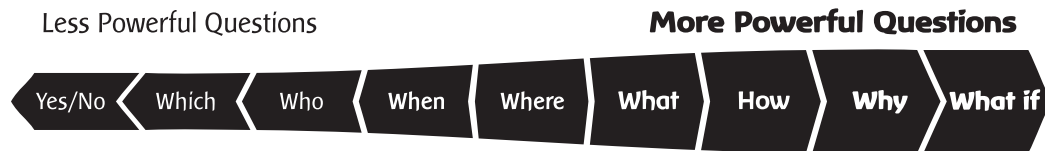
Appendix: Generating “Powerful” Questions.”

Questioning is part of the inquiry-based approach to teaching and learning. Inquiry-based learning will be new for some students (and teachers). For more resources on this approach, go to the “Teacher Area” of the companion website. http://www.openschool.bc.ca/elementary/my_seasonal_round/

Tools for Generating Questions details how to help students construct both “searching” and “powerful” questions.

Begin this unit with a mini-lesson on how to generate “powerful” questions — ones that aren’t answered with “yes” or “no” or a single word.

1. Copy the image below on poster paper where it will be displayed for the whole unit. You may also create handouts for students using “How powerful is your question?” (Blackline Masters, page 2).



Searching questions: questions that can be answered by yes or no, or in a sentence or two that you can “search out.” Searching questions can be important as well, but don’t lead to the exploration of diverse points of view or multiple responses/ solutions.

Powerful questions: questions that ask “How,” “Why,” “What would happen if...,” or “Evaluate whether...” These questions can have multiple responses and viewpoints.

2. Ask students to choose a topic and give examples of “searching questions” using the prompts at the less powerful end of the continuum (which, who, when, etc.).
3. Ask students to give examples of powerful questions around the chosen topic
4. Discuss why powerful questions are more interesting to explore.
5. Tell students that in this unit they will be asked to generate powerful questions.



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