

LESSON PLAN FOR *LEGACIES VIDEO: “HOW ARE THE HEILTSUK PEOPLE (RE)WRITING THEIR HISTORY?”*

Lesson Overview

In this video, the archaeologist Qíx̱itasu (Elroy White) guides visitors to multiple ancestral villages in the Haíłzaqv territory. Qíx̱itasu comes from the Núláwítx̱v tribe of the Haíłzaqv (Heiltsuk) Nation. He uses an approach called M̓núxvit to bring together archeological tools, Haíłzaqv cultural history, and Captain Vancouver’s journals to learn about and ‘núsa’ (tell a story) about these ancestral villages.

Resources:

- Video “How are the Heiltsuk people (re)writing their history?”
- Video worksheet

Lesson Learnings

Thematic Questions:

- What is the importance of Indigenous place names and the stories they carry in relation with the landscape and one another?

Learning Objectives:

- Analyze the history and relations behind local place names.
- Evaluate the significance of place names to the past and present.

Haíłzaqv Terms:

- M̓núxvit: to become one or unite
- Núyr̓: stories

Activate Prior Knowledge

Use any of the following questions for group discussion or as think-pair-share. Students could draw a mind map to keep track of words and ideas.

- Have students create a list of different location names in their community (ex. Road names, bridge names, geographic features, etc.) Ask:
 - What do you know about these places?
 - What is their current importance to the community?

Watch *Changing Perspectives* Video

Resource: accompanying review questions worksheet

Watch the video “How are the Heiltsuk people re-writing their history?” as a class.

Video Worksheet

Ask students to answer the following questions, as written answers using the worksheet or as think-pair-share. These questions build from direct recall to active critical thinking.

Possible answers in red.

1. This video takes place on _____ Territory.
 - a. Haíłzaqv (Heiltsuk)
2. Why does Qíxítasu think the rock art is connected to Captain Vancouver’s voyage?
 - a. Looks like canoe and canvas, connection to Captain Vancouver’s journals, and Archibald Menzies’ journal entries
3. Why does Qíxítasu think the island was an ancestral village?
 - a. Edward Bell’s notes, Haíłzaqv formline painting of crests, rock carving in front of it, tall spruce trees,
4. How do kids and youth react when they visit the ancestral village sites?
 - a. Excited because reconnecting to the place their ancestors are from, contributes to archaeology, strong emotions (such as spontaneous singing and dancing) and connection
5. Qíxítasu uses many different pieces of evidence in his work. List some examples:
 - a. _____ + _____
+ _____ = M̓n̓úxvit
 - b. Any of the following: Material culture, ancestral villages, Haíłzaqv cultural history, songs, Captain Vancouver’s journals, historic fur trader notes, stone fish traps, rock art, oral history, songs

Analysis Prompts

These additional prompts challenge students to further analyze what they've learned from the video. These questions ask students to reflect on the practice of history and incorporate evidence to justify their claims. In some cases, students may benefit from further resources to explore these questions.

1. Why does Qíxítasu use the approach called M̓núxvit (uniting different sources) to learn about the past?
2. Why is learning about the past ancestral villages important for Haíłzaqv peoples today?
3. Take a close look at the image of the Heiltsuk Rock Art that was discussed in the video. What do you think it represents? What is your evidence?

Local Landscapes

Inspired by Qíxítasu's work, students are asked to further reflect and learn about local place names close to them (ex. Neighbourhood; urban centre.). Using the list of place names brainstormed in the activating knowledge activity, continue to delve into their history.

1. **Local Landscapes:** Students will then choose/draw a name from the list of local place names. They will:
 - a. Research the origin of the place name. Who named it? What stories are connected to its origin? How was the area/landscape known prior to the current name?
Resources may include: Historical collections at the local library or archives, oral histories, digital collections, Indigenous place name maps, local history books, etc.
2. **Then and Now:** through their research students will be able to understand how their community came into existence as part of the broader process of colonization. Students will:
 - a. Share their findings with their peers.
 - b. Organize their histories into a collection that could take the form of a map, drawing, or text that could be kept in the school's library.
3. **Discussion:** after students share and combine their research, ask the following:
 - a. What commonalities/differences do you see in the origins of local place names?
 - b. Why are these names important to how we understand the past? Present?