

LESSON PLAN FOR
LEGACIES VIDEO: “WHAT HAS BEEN THE IMPACT OF
COLONIZATION ON THE PEOPLE OF YUQUOT?”

Lesson Overview

Yuquot is the homeland of the Mowachaht/Muchalaht First Nation since time immemorial. In the Muwa’čath̓ and Mač̓laath̓ dialect of Nuuč̓aānuł̓ (Nuu-chah-nulth), Yuquot means “where the wind blows from all directions.” In the late 1700s, Yuquot also became an important location for fur traders and colonizers. Over the last 350 years, the Mowachaht/Muchalaht peoples have lived through the impacts of colonization. Today, the Mowachaht/Muchalaht First Nation are rewriting the historical narrative to include their story, and celebrate everyone’s legacy at Yuquot.

Resources:

- Video “What has been the impact of colonization on the people of Yuquot?”
- Video worksheet

Lesson Learnings

Thematic Questions:

- What are the legacies of colonialism on the Mowachaht/Muchalaht First Nation?
- What are examples of the Mowachaht/Muchalaht First Nation’s strength and resiliency?

Learning Objectives:

- Appreciate the power and role of oral tradition for all.
- Critically analyze the impacts of colonialism on the Mowachaht/Muchalaht First Nation, and how the Mowachaht/Muchalaht First Nation is reclaiming history, culture and traditions.
- Interpret history from an Indigenous perspective.

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.

1. Draw what you guess Yuquot looks like today.
2. It's been 350 years since foreign fur traders first arrived in Yuquot. What do you think life has been like for the local Mowachaht/Muchalaht peoples over the years?

Watch *Changing Perspectives* Video

Resource: accompanying review questions worksheet

Watch the video "What has been the impact of colonization on the people of Yuquot?" 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) Why is Yuquot known as "Friendly Cove"?
 - a) Trade between Europeans and First Nations.
- 2) Why did European fur traders stop coming to Yuquot?
 - a) Sea otter populations declined on the Pacific Northwest Coast
- 3) What deadly thing did European colonizers bring to Yuquot?
 - a) Disease
- 4) Where did the government take children to?
 - a) Residential schools
- 5) What was the impact of the cannery closing on the Mowachaht/Muchalaht peoples?
 - a) Lost jobs, the government tried to kick them out, and families left
- 6) List one industry built on the territory without the approval of the Mowachaht/Muchalaht First Nation?
 - a) Logging, hydro dam, mining, pulp and paper
- 7) What were some of the many issues on the reserve?
 - a) small, bad living conditions, few jobs, poverty, pollution, smog, fish dying, unsafe drinking water, no sewage system, multiple health issues affecting community members in the past and to this day.
- 8) Why did tayiihawit (Chief) Ambrose want a new plaque made for Yuquot?
 - a) To tell the history of Yuquot from the Indigenous perspective.

- b) To acknowledge Chief Maquinna and his role.
- c) Recognize the global importance of Yuquot.

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. Reflect on your predictions before watching the video (activate prior learning questions). What did you learn from the video that is different from your predictions?
2. What emotions did you feel watching this film?
3. What are some examples of the Mowachaht/Muchalaht First Nation reclaiming their history and culture?
 - a. Look at and read the new Yuquot plaque on the “Legacies” page.
4. What are some of the many consequences of colonialism on Indigenous peoples?
5. Indigenous peoples alike have always been known for their strength and resiliency because of their histories and culture. Their pasts need to be recognized, taught, and talked about to move forward in a healthy way. Otherwise, how can the cycle of colonialism be broken? What do you think the future could look like for Indigenous peoples on Turtle Island? What are some examples of ways to support Indigenous peoples and communities so that they no longer have to achieve a better future alone?

Connect with Local Indigenous Communities

The traditional knowledge, culture, and history of Indigenous peoples are different in every location. The best way to learn is from local Indigenous peoples themselves. It is important to consult with the local Indigenous groups for support, guidance, acknowledge permissions, and to follow the proper protocol. The First Nations Education Steering Committee and First Nations Schools Association provide a thorough list of protocols for connecting with Indigenous communities in their “BC First Nations Land, Title, and Governance Teacher Resource Guide”.

Connect with the local Indigenous communities and ways of knowing in your locale through these possible activities:

- Oral traditions: Storytelling with community members and elders.
 - Incorporate oral traditional practices into your classroom, such as campfire storytelling and talking circles.
- Art: Engage with art and crafts significant to the local Nations.

- Nuu-chah-nulth examples might include drum or rattle making, cedar weaving, carving, beading, drawing, and painting.
- Outdoor activities: take learning outdoors to connect with the natural world.
 - Make use of outdoor opportunities as often as possible, such as nature walks or hosting class discussions outdoors.
 - Contribute to local native plant restoration projects, such as in local parks or at your school.
 - Learn about traditional ecological knowledge, such as different uses for all parts of a tree or animal.
 - Incorporate understandings key to Indigenous Knowledge: reciprocal relationships, interconnectedness, and giving thanks for all taken from Mother Earth.
 - Canoeing and all the accompanying traditions.
- Cooking: campfire cooking, smokehouses for fish, harvesting and gathering food.
- Language: learn the language, including some of the names of local plants and places.
- Compare and contrast the history and culture of the local First Nation(s) community in your location to Nuu-chah-nulth.

Nuučaañuł (Nuu-chah-nulth) Learning Resources

- Nuučaañuł Interactive Alphabet Tutorial: <http://www.kwistuup.net/alphabet/index.html>
- Mowachaht/Muchalaht First Nation website, with history of Yuquot told from their perspective: <https://www.yuquot.ca/yuquot-intro/>
- Nuu-chah-nulth Tribal Council oral history videos: <https://nuuchahnulth.org/video>
- School District 84 Indigenous Education Resources: <https://sd84.bc.ca/about-sd84/departments/aboriginal-education/>