

Cedar (4, 7, 8)

Lesson Plan (1 hour 15 minutes)

Materials needed:

- cedar tote
- - cedar worksheet and key to leave for the teacher

Introduction

1. Introduce Yourself

- Introduce yourself (name, title, where you are from, who you are as an Indigenous Person).
- Acknowledge the territory. “We acknowledge that we reside on the traditional ancestral unceded shared territory of the Sumas and Matsqui First Nations, Sumas and Matsqui First Nations have lived in the Fraser Valley for at least 10,000 years.
- Ask who are Indigenous people? (Answer: 3 groups, First Nations Métis and Inuit People).

2. Introduce Presentation

- Lay out the artifacts that are you going to use. (Can be done during video)

Explain that these are special artifacts and some are too fragile to hand around.

I am here to teach about the cedar tree. We are going to answer the question “Is the Cedar Tree a Giving Tree?”

Presentation

1. Read the Stó:lō story – give verbal examples of long ago use of cedar, compare the idea of giving into today’s time - he would give you a car, clothing, video game, favorite food.
2. Ask: Do you think the cedar tree is a giving tree? Thumbs up – yes, thumbs down - no, thumbs across – not sure
3. Introduce the video – This video shows how a very tall cedar tree is harvested for its bark. Listen to how the man in the video quietly gives thanks to the tree for giving itself to humans.

Show the Artifacts - Draw a picture of a tree on the board. As you talk about the artifact put the name of the artifact by the part of the cedar tree that it comes from.

Some artifacts and their origin from the tree:

(You do not have to show all the artifacts, about 5 per part of the tree)

- **Wood** – tongs, canoe, tool (d-adze, elbow adze) masks, house post, bark pounder, paddles, longhouses, rattles, whistles, looms, drum frames and hollowed log for drumming, fishing lures, dip net, set net
- **Outer bark** – kindling, canoe bailer, emergency canoes
- **Inner bark** – clothing, hat, skirt, headbands, baskets, blankets, robes, mats (room dividers), diaper and towel, large mat rigged as a sail
- **Roots (circle shape)** – waterproof cooking baskets (have to soak them), rope, hats, storage baskets, baby baskets, sewing, binding materials together
- **Boughs** – medicine, mats, Stó:lō people believe the cedar boughs are used for cleansing, makes you have good thoughts and good feelings, attached herring spawn for fishing in early spring, covered the canoes from the sun (withes – make ropes, sewing, fishing weirs, large baskets/ containers - hauling fish, clams, firewood, used for work or transporting items)

Conclusion

Is the cedar tree a giving tree? Yes. All the items that the cedar tree provided were for the Stó:lō people's house and their life.

Stó:lō people continue to use the various parts of the tree for present usage (creating masks and house poles, totem poles, regalia, and long houses...)

Ask for any questions.

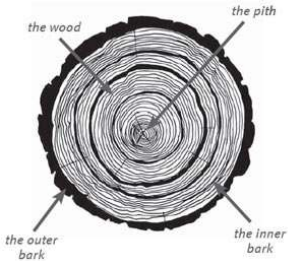
Thank the class and the teacher for having you.

Cedar
Is the Cedar Tree a Giving Tree?

Name : _____

Date: _____

Draw or List Traditional uses of the Cedar Tree



Outer Bark

Inner Bark

Boughs

Wood

Roots



A STO:LO STORY: ORIGIN OF THE RED CEDAR

“At one time there was a very good man who was always helping others. He was sharing whatever he had. When Xa:ls – “h halls” (the transformers) saw this they transformed him into a cedar tree so he would always continue helping the people. And so to this day he continues to give and share many things with the people.”

Is the cedar tree a giving Tree? Yes No

List 3 ways the cedar tree continues to give to the Aboriginal people.

- 1. _____
- 2. _____
- 3. _____

What part of the cedar presentation was important to you?

For further learning about the cedar tree:
www.sfu.museum/time/en/flash/

