

## The Four Ladies (2-3)

Lesson Plan (60 minutes)

### Materials Needed:

- The Four Ladies Kit

### Introduction:

#### 1. Introduce Yourself

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

#### 2. Introduce the Presentation:

- Map
- Put the large map of Canada up on the board. Ask them “what information can you get from a map, any map—not just this one?” (road names, lakes, rivers, mountains, boundaries, etc.).
- About this map. It is a map of Canada. We have coloured in 4 areas that show 4 Aboriginal groups in Canada. Important information: we have coloured 4 areas, there many other Aboriginal groups all over Canada, we have CHOSEN 4 , for this lesson.

### Presentation:

#### 1. Name and Picture Placement

- **NAMES:** Show the name of one of the Aboriginal groups and ask which group they think that name belongs to and where does it go on the map.
- Repeat 3 more times.
- Pictures
- **LANDSCAPE:** describe the environment of landscape picture and ask “Where does this environment belong on our map of Canada?”
- Repeat 3 times
- **ANIMAL:** describe the animal in the picture and share what that animal likes in its environment (e.g. The Seal loves a cold icy environment; this is a Pacific Ocean Salmon and it lives in the Pacific Ocean, the buffalo love the open grassy, plains, etc.)
- Repeat 3 times
- **SHELTER:** describe the shelters and what they are made from. “Which Aboriginal group would make this shelter?”
- Repeat 3 times
- **TRANSPORTATION:** Ask “What is transportation?” (how we get around). I have pictures of the Aboriginal group’s transportation and you’ll tell me which one it belongs. I have a kayak; it is made from seal skin. Which group would make this transportation? I have a canoe made from the cedar tree, which group would have lots of cedar trees to make this? I have a birch bark canoe, made from the birch bark canoe, .....etc.

#### 2. Unveil the Ladies

- Talk about their clothing (as below) and ask the students, “where do you think this lady is from?”
- Always bring the information of the clothing back to the pictures that are already on the board

#### 3. Information on Each Lady

##### A. INUIT LADY:

- Seal fur coat
- Tattoos on face (representing various stages of her life; puberty, marriage, childbearing) students don’t need to know this.

- KAMIK; (footwear made from reindeer skin or sealskin –mukluk is an Alaska word).

#### **B. PLAINS LADY:**

- Breast plate on women
- Clothing would have been made out of elk (buffalo hide is very heavy for clothing, used for tipi and sleeping blankets)
- Necklace and earrings (abalone) reflect the trading system (trading beads)
- Moving around lots, following the buffalo, have to carry many items so has many pouches and bags

#### **C. EASTERN WOODLANDS LADY:**

- Outfit made from deer skin
- Necklace is from bone
- Earrings (abalone) and metal on necklace are from the trading system

#### **D. NORTHWEST COAST LADY:**

- Outfit is from cedar bark because there is lots of rain on the west coast and inner cedar bark is great for the rain. Deer and Elk hide would fall apart because of the amount of rain.
- Under skirt is mountain goat/wooly dog fur to add a layer of warmth
- Earrings are dentalium- white long shells found only in the Pacific Ocean, red shells are from trading system
- Basket for gathering all kinds of items (berries, roots, shells, etc.)
- Head band – front piece may cover their eyes, or they believe it connected them to the spiritual world.

#### **4. The Baskets**

- Describe each basket and ask “which Lady would make this basket? Which Indigenous group?”
- Allow the students to touch them

#### **5. Information on Each Basket**

- **Cedar Basket (Northwest Coast)** comes from the inner bark of the cedar tree
- **Sweet Grass (Plains)** comes from a grassy place
- **Birch Bark (Eastern Woodland)** comes from the birch bark tree, structure is different than the woven baskets.
- **Sea lyme grass (Inuit).** Grass grows on beaches of Frobisher Bay (show on map). Stone bear on top. Image of an inuksuk on side.
- **Ecology and habitat.** Substrates: around the margins of ponds; sand; halophytic. Littoral, growing on dunes and sandy places near seashore, or lake shores. Common on sandy beaches of Frobisher Bay, e.g., near the Hudson Bay Store, Apex, and at Peter Head (info from internet).

#### **6. Transportation Methods**

- Describe each item and ask “which Lady would use this transportation?”
- Allow the students to touch them

#### **7. Information on each Mode of Transportation**

- **Moccasins (Plains)** this lady would walk everywhere she goes. Her family is VERY mobile.
- **Birch Bark Canoe (Eastern Woodlands)** made from Birch Bark Tree
- **Cedar dug out canoe (North west coast)** made from the Cedar Tree
- **Kayak (Inuit)** made from Sealskin

#### **8. Compare the Dolls**

- These are the traditional outfits, each group has them, but often worn now for special occasions.
- The ladies are using their environment to survive and dress accordingly.

- Create scenarios that break the rules of the environment that you have set up for each of the Ladies. This allows the students to synthesis the information so that you are sure that the students have learned the information.
- Talk about how each lady lives: Why is the Inuit Lady not wearing buffalo hide? Why is she dressed like that? Will the Plains lady have a First Salmon Ceremony? Why not? Can the Eastern Woodland lady survive with her clothing if she visits her Inuit friend? What would happen if this lady visited this lady? How would the clothing have to be adapted for the different environments?

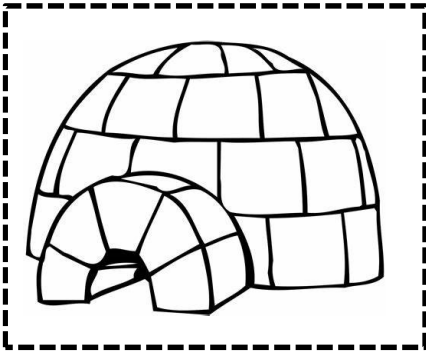
**9. Question**

- QUESTION: What is the connection all the Ladies have to their environment?
- ANSWER: They all have a **CLOSE** connection to their environment. They respect and love their land.

**10. Closure**

- Thank you for meeting the Ladies
- Thank you in Inuktitut – Qujannamiik (Coo-yan-na-mee-ick)
- Questions?
- Leave the map for teacher to use at her or his discretion.

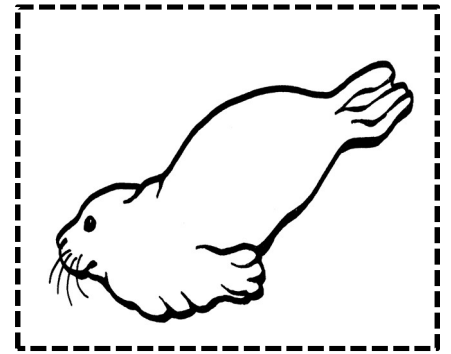
Cut and Paste



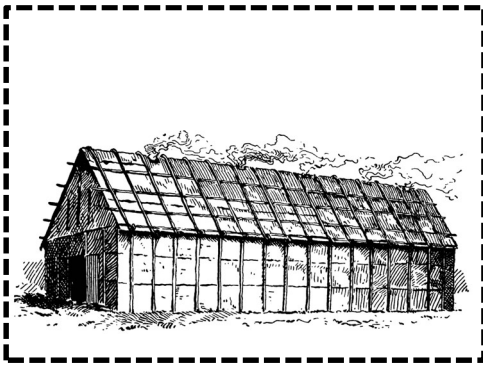
Igloo



Dugout Canoe



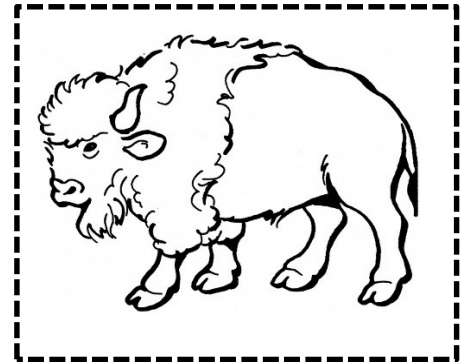
Seal



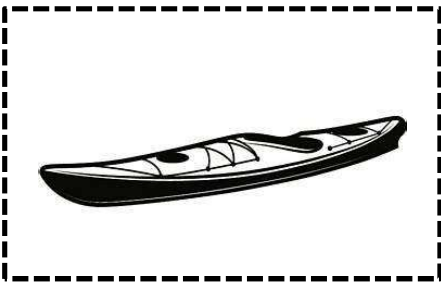
Longhouse



Big House



Buffalo



Kayak



Moccasins



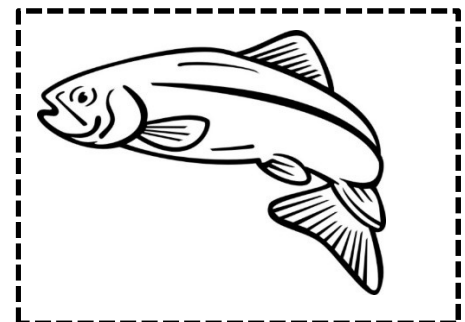
Tipi



Deer



Birch Bark Canoe



Salmon

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# INUIT

Transportation (method of moving around)

Housing (Shelter)

Food

## NORTHWEST COAST

Housing (Shelter)

Transportation (method of moving around)

Food



Cedar Tree

## PLAINS

Housing (Shelter)

Transportation (method of moving around)

Food

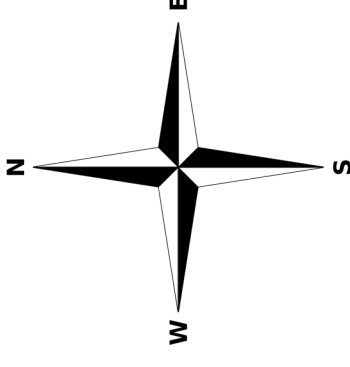
## EASTERN WOODLANDS

Housing (Shelter)

Transportation (method of moving around)

Food

# MAP OF CANADA



Birch Bark Tree

