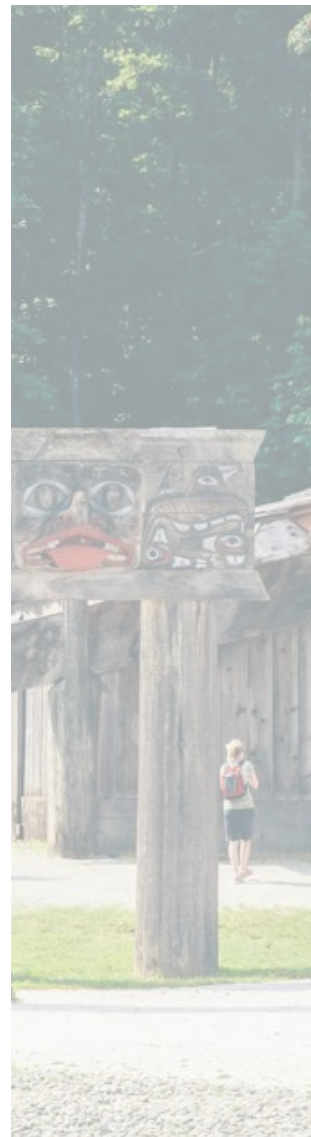
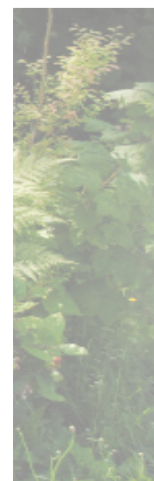




Education Program  
Teacher's Notes  
Grades 3 to 5



# INDIGENOUS PLANTS AND CONNECTIONS



# PLANNING YOUR VISIT

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## Booking Information

Booking information, rates and directions, can be found at:

**[www.moa.ubc.ca/school-programs](http://www.moa.ubc.ca/school-programs)**.

## Prepare for your visit

- Teachers Notes include program outline, curriculum connections, resources and activities.
- Please review and circulate the Guidelines for Supervising Adults (page 9).

## Notes

- All Educational Programs are led by trained Volunteer Associates (VAs). The Volunteer Associate will meet you in the lobby.
- Upon arrival, please check in with the Admissions desk and make arrangements for payment.
- Supervising adults and First Nations students receive free admission.
- The program does not include a full tour of the museum, so we welcome you to extend your visit to explore the galleries after the program.



Sword fern. Photo courtesy of the UBC Museum of Anthropology.

# PROGRAM DESCRIPTION

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The Indigenous Plants and Connections program combines a plant identification activity on MOA grounds with the presentation of objects. Students will learn to identify plants by searching for and identifying Indigenous plants and make connections to objects in the teaching collection. Understanding the historic and contemporary Indigenous uses of a select group of plants and how plants are transformed into tools, food, and medicine are important components of the program. Interaction with objects made from and related to plants, as well as active discussion and presentations encourage students to make connections between plants and culture. The program also introduces the life cycle of trees and facilitates reflection on how plants are named and valued.

**\*Please note:** The program primarily takes place **outside** on the MOA grounds with a visit to the Haida House for presentation and discussion. Students and accompanying adults must dress for the weather. The program does not include a visit to the Museum galleries. Teachers are welcomed to extend their visit to include visiting Museum galleries.

## MOA Program Goals

- Gain a better understanding of how information can be gathered by looking at objects and plants.
- Learn to navigate maps.
- Recognize and identify parts of a plant.
- Introduce ways plants are used and transformed into food, medicine, dyes, and objects.



# BC CURRICULUM CONNECTIONS

## Grade 3



BIG IDEAS

Learning about Indigenous peoples nurtures multicultural awareness and respect for diversity.

Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

Indigenous knowledge is passed down through oral history, traditions, and collective memory.

Living things are diverse, can be grouped, and interact with their environments



CONTENT

- Cultural characteristics and ways of life of local First Peoples and global Indigenous peoples.
- The cultural and technical innovations of local Indigenous peoples.
- Oral histories, traditional stories, and artifacts as evidences of First Peoples' cultures.
- The knowledge of local First People of ecosystems.
- Biodiversity in the local environment.

## Grade 4



BIG IDEAS

The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.

All living things sense and respond to their environment.



CONTENT

- The histories of local First Peoples' communities.
- Physiographic features and natural resources of Canada.
- Biomes as large regions with similar environmental features.

## Grade 5



BIG IDEAS

Natural resources continue to shape the economy and identity of different regions of Canada.

Multicellular organisms have organ systems that enable them to survive and interact within their environment.



CONTENT

- The development and evolution of Canadian identity over time.
- Natural resources and economic development in different regions of Canada.
- First Peoples' land ownership and use.
- Basic structures and functions of body systems.
- First Peoples concepts of interconnectedness in the environment.
- First Peoples knowledge of sustainable practices.

# PROGRAM OUTLINE

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## MEET AND GREET

The class is greeted in the Museum entrance by an Education Volunteer Associate (VA). From there the VA will lead them to a totem pole where a brief introduction is made on the program and associated activities. The students are informed that MOA and UBC are on traditional, ancestral, and unceded territory of the Musqueam people before continuing the program.

## OUTDOOR ACTIVITIES

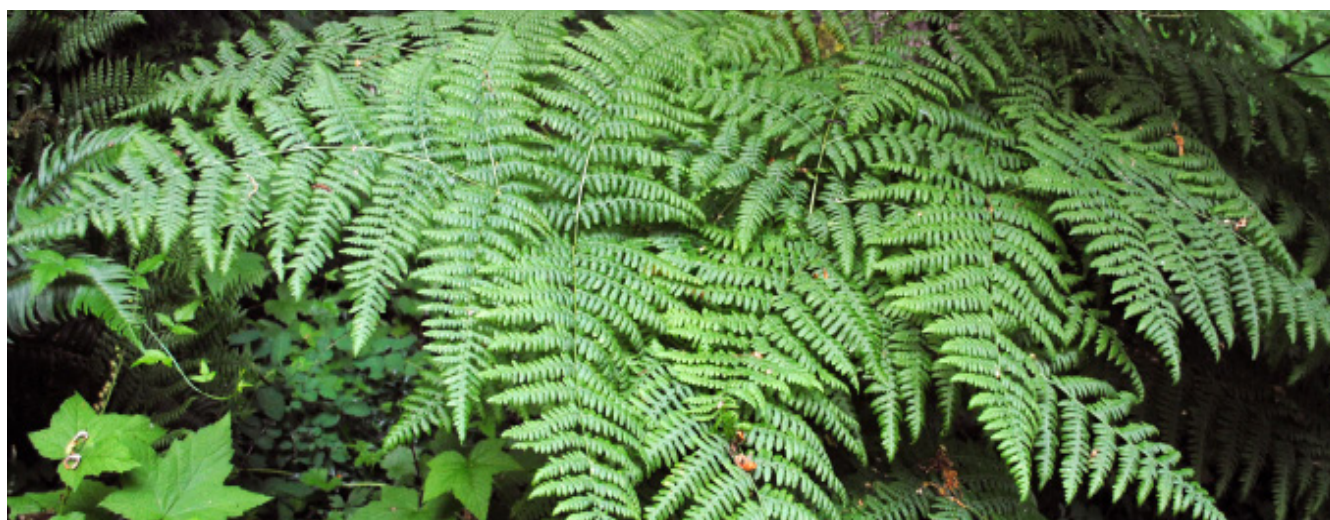
Students will be divided into four groups, and given plant cards, a map, marker, and eraser. They will be asked to find the plants and actively look, touch, and smell the plants to answer questions on the card. Information about each plant will be available on the card along with some prompts for students to critically think about observation, identification, stewardship, invasive species, ecology, and human-plant relationships. Students will present what they learned to the class. The class will then visit a nurse log as a group to explore the idea of a tree's life cycle.

## HANDS-ON ACTIVITY

After the tour outside, students will interact with objects made from and for plants. By looking closely at these items students are encouraged to make connections to the plants they identified in the program. In turn they can start to imagine the process of transformation from plant to item and reflect on the relationship between plants and humans.

## WRAP-UP

Students review key themes introduced throughout the program and are encouraged to share their new knowledge with family and friends.



# IN-CLASS ACTIVITIES

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Lead your class through some of the following activities before or after your participation in *Indigenous Plants and Connections* program.

## QUESTIONS TO STIMULATE DISCUSSION

- Why are plants important?
- Are there any important plants in your own culture?
- What can we learn about people through studying how they use plants?
- What is the role of a museum of anthropology? How are plants a part of a space like this?

## OUTDOOR WALK AND MAP READING

Guide the class on an outdoor walk and encourage the students to learn about what plants grow in and around their local spaces. Facilitate close inspection of the different parts of each plant to prepare students for identification. Print out a map of the school yard to practice map orienting.

## TREATIES

Plants and land are critical when considering treaty discussions. Through the plant walk, students are introduced to the idea of how plant and land is connected to culture and ways of living. These topics can be combined to demonstrate the extent to which treaties have impacted the lives of First Nations people. Questions to prompt discussion include the following:

- How were the perspectives of the settlers and First Nations people different regarding land ownership?
- How did this present challenges in making a treaty, and how does that continue to impact people today?

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## ECOLOGICAL FOOTPRINT

Have your students reflect on the resources that they use and have access to every day. Begin by listing all the items we use to survive: food, medicines, and materials. Where do these items come from? This is an opportunity to consider the space that we take up in our use of the earth's resources. Where is our food grown? How did it get to the grocery store near our house?

Have your students calculate their ecological footprint and brainstorm how they could reduce it. If they grew their own food how would their ecological footprint change? What would they have to steward to make sure their plants grow well?

Suggested ecological footprint website: <https://www.footprintnetwork.org>

## DISCOVER YOUR LOCAL RESOURCES

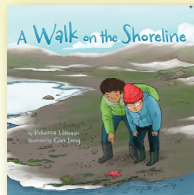
Research, as a class, your local farmer's markets, community farms and gardens. Plan a visit to one of these locations. Learn about the processes used in these spaces, and the foods that are now considered to be "local". Are Indigenous plants still represented in these spaces?

# USEFUL RESOURCES

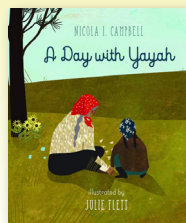
## Children's Books

The list of books provided here will help students understand some of the concepts addressed in the program.

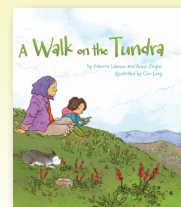
### Plant Walk Books



***A Walk on the Shoreline,***  
by Rebecca  
Hainnu

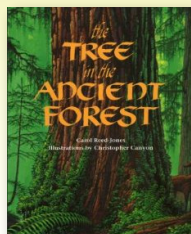


***A Day with Yahyah,*** by  
Nicola I.  
Campbell

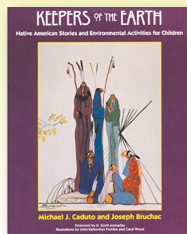


***A Walk on the Tundra,***  
by Rebecca  
Hainnu

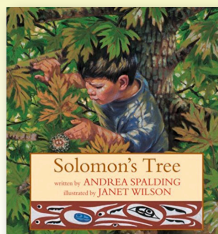
### Environmental Stewardship



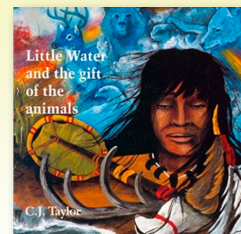
***The Tree in the Ancient Forest,*** by  
Carol Reed-Jones



***Keepers of the Earth,***  
by Joseph Bruchac



***Solomon's Tree,*** by Andrea  
Spalding



***Little Water and the Gift of the Animals,*** by C.J.  
Taylor

### Resources for Discussing Current Indigenous Issues

**Cease Wyss Indigenous plant knowledge keeper** <https://indigenousplantdiva.wordpress.com>

**First Nations Traditional Foods** [http://www.fnha.ca/documents/traditional\\_food\\_fact\\_sheets.pdf](http://www.fnha.ca/documents/traditional_food_fact_sheets.pdf)

**Lost in Translation: The Douglas Treaties** By Sarah Petrescu  
<http://www.timescolonist.com/islander/lost-in-translation-the-douglas-treaties-1.10099656>



# WELCOME TO MOA: GUIDELINES FOR SUPERVISING ADULTS

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Teachers please share with accompanying adults.

- 1) Teachers/parents/group leaders are responsible to supervise their group throughout their visit to MOA, including visiting the galleries, MOA Shop, washrooms and outside grounds. Supervisors must remain with the group at all times.
- 2) Please respect all visitors. Students share the galleries with other visitors, so we ask all to be considerate of others and moderate voice levels.
- 3) We encourage active engagement for visiting students. MOA has a few objects in the galleries that are touchable. Look for “Touch Gently” signs. All other objects are not be touched.
- 4) Please ensure students are accompanied to the washroom.
- 5) Food, drinks (including water bottles) and gum are not permitted inside the galleries. Pencils and pencil crayons can be used. Oil, acrylic, pens and felt pens are not permitted anywhere in the galleries.
- 6) When outdoors, please ensure that students respect the shell and pebble beach and the pond. We ask that nothing be thrown into the pond and that students refrain from picking up and throwing anything.
- 7) We request that supervisors and students refrain from using cellphones, cameras, ipods or other electronic devices for taking pictures during the school program. Ask your MOA group leader when photography is appropriate.

In case of a medical emergency, notify Museum security staff, who are all trained in First Aid.

**Facilities:** Coat bins are located near the Café MOA. they are reserved for booked school groups and are for coats, lunches and backpacks. MOA is not responsible for lost or stolen items placed in bins.

**Lunch:** The Haida House is available for lunch for groups who pre-book. Others are welcome to picnic on the grounds or at other campus locations. Café MOA is reserved paying customers. Groups may not bring their own lunches to eat in the Café.

Thank you and enjoy your visit.