

Instructional Strategies for:

The Family in Contemporary and Traditional *Stó:lō* Society

Society & the Individual 11/12
Comparative Civilization 12
Family Studies 10
Career and Personal 11/12

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December, 1995

Learning Outcomes (*suggested*):

It is expected that students will:

- Gain a better appreciation of *Stó:lō* culture.
- Gain an understanding of the importance of the *Stó:lō* family within *Stó:lō* society.
- Have an understanding of the changes and continuity in *Stó:lō* family structure in the past 200 years.
- Have an understanding of aboriginal goals for cultural revival.

Instructional Strategies (*suggested*):

Suggested Time Frame: 2 - 6 hours

Context: These activities are designed to give students an opportunity to reflect on the roles and importance of the family in *Stó:lō* culture and in their own individual circumstances. The activities below relate to the three sections of the paper, with all of them requiring journal writing as a means for reflection and expressing their comprehension.

Lesson 1:

(1) Journals

Life long learning requires reflection and recording of new concepts and lessons. Journals are an excellent method of formalizing this process. Students will be required to keep a journal of the lessons and classroom discussions that they have found interesting. These are private and personal documents therefore, they will not be read by teachers. Students need to complete these on a daily basis and record the dates of entries in the top right hand corner of each page. A new page should be started for each entry. The completion of the journal can then be evaluated by looking at the top right hand corner of the journal. Students can then select journal entries (we suggest 3 per term) to submit for marking.

Lesson 2:

(2) Family and Extended Family

Knowing who your nuclear and extended family are is an important part of *Stó:lō* social relations. Draw a family tree of all your relatives on both sides of your family. Note that the *Stó:lō* ideally know who most of their relatives are as far as their fourth cousin. Use either large rolls of paper to map this out, or individual nuclear families on smaller pieces of paper. Be sure to write the name of the community each family member is from.

Identify through use of colour who your "active" family network is. Use different colours or symbols to identify "very active," "moderately active" and "somewhat active" family networks.

Using a map from an atlas, draw lines to the places where the members of your active family network live. Use more than one scale at a time if necessary. Indicate "very active," "moderately active" and "somewhat active" with the same colours as used in the exercise above.

Write in your journal reflections of your impressions on the importance and rolls of your family network. This entry will be submitted for marking.

Extension Activity

In your journals recall some of the stories connected with your ancestors. What are the stories which are passed down in your family about the people in the generations who lived before you. Submit these entries for marking.

Lesson 3:

(3) Family Names

Write in your journal some of the history connected with your family. Discuss some of this history with your parents, grandparents or a family member who is knowledgeable about your family history. Are there any privileges that go along with the family name? These could range from particular histories, individual heirlooms or even a family business. Submit these writings for marking.

Lesson 4:

(4) Historical Review on Pressures on Stó:lō Family Relations

Before beginning this activity, a discussion of the reflective journal is strongly recommended in order to create a common understanding within the class. Between 1778 and 1995 many events have occurred that have disrupted the *Stó:lō* family, culture and traditions. In this activity we will use a record of these events to show how they would affect the events which occurred in the *Stó:lō* naming ceremony described by Charles Hill-Tout.

Resources:

A timeline of events that includes :

- disease epidemics
- impact of missionaries
- laws that impact *Stó:lō*
- segregation
- reservation creation
- material wealth
- destruction of the land
- destruction of the environment
- alcohol
- education
- assimilation
- racism / prejudice / discrimination
- anti - land claims and aboriginal rights movements

Using one of the events in the timeline as a focus to show pressure on the family system, write a narrative description of a naming ceremony illustrating a change that would have to be made to accommodate these pressures. Although this exercise reconstructs a fictional naming ceremony, try

to be as "authentic" as possible.

Example:

In 1782, with the first smallpox epidemic, 60 % of the guest list would be eliminated. All of the consequences of this event would then have to be taken into account. The loss of knowledge and role players and the impact of this on the naming ceremony could be hypothesized. Smallpox occurred on 5 separate occasions.

Group Activity:

Divide the class into six groups. Have groups choose one time period to investigate. Each group must present their findings to the class. Oral presentations will be evaluated and student listeners will be evaluated on their ability to respect the oral tradition.

Homework:

Throughout the activity students will write a reflective journal on how the historic record has impacted the *Stó:lō* family as seen through the naming ceremony.

Evaluation:

The written consequences of these events will be evaluated for their logic and reasoning of their impact on the culture and the naming ceremony. Group work.