

Urbanization in *S'olh Temexw* (Our Land)
Stó:lō People and Urbanization

Social Studies 11

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Introduction

This curriculum has been designed to be used in the geography component of Social Studies 11. The focus of this curriculum is the history of urbanization in the lower Fraser Valley, the implications this process has had on the indigenous *Stó:lō* culture, and some suggestions for how *Stó:lō* resource management concepts can be applied to sustainable growth in the future.

The curriculum document is divided into two parts - a reading package and the present instructional strategies. The readings package (and all the accompanying figures) is intended to be distributed to students and teachers alike. The activities suggested in the instructional strategies come out of the readings. Readings should be assigned to class before or concurrent to undertaking the activities.

Learning Outcomes

By the end of this unit, it is expected that students will:

- 1) be able to describe the history of urbanization in the valley.
- 2) understand the impact of urbanization on the environment, and the links to all people and Aboriginal communities in particular.
- 3) identify the difficulties in the management of issues such as heritage, landscape and ecosystems - given the diverse interests and outside economic and political powers.
- 4) identify the multiple uses and meanings of the land - developer's ideology vs. a spirit dancer's.
- 5) appreciate the impact of urbanization in Aboriginal economies - employment, income, nearness to markets.
- 6) understand urbanization in terms of communities - rural village vs. urban ghetto.
- 7) understand urbanization and culture - all of the above should be understood in terms of this. How is culture made to adapt? How does culture adapt or determine the urban setting?

Lesson One - Who are the *Stó:lō*?

Suggested Time Frame: 2 hours

Materials

- * Figure 8,
- * atlas
- * unlabelled base-map of *Stó:lō* territory
- * Map of contemporary *Stó:lō* Bands

Lesson Activity

Using the map of the contemporary *Stó:lō* bands and an atlas as a guide, map the locations of the 31 band locations alongside the locations for the cities and towns in the Fraser Valley. Use the blank base map provided. Be sure to include all 31 bands, and the cities of: Vancouver, Burnaby, New Westminster, North Vancouver, West Vancouver, Surrey, Port Coquitlam, Port Moody, Maple Ridge, Mission, Agassiz, Yale, Hope, Chilliwack, Abbotsford, Aldergrove, Langley, White Rock, Richmond, Tsawwassen and Ladner. Name the major geographical features including the Fraser River, Cultus Lake, Harrison River, Chilliwack River, Pitt River, Harrison Lake, Pitt Lake, Chilliwack Lake, Sumas Lake, Boundary Bay, Burrard Inlet, and the Fraser Canyon.

After completing this mapping exercise, students should individually brainstorm the boundaries of their "place." Answer the following questions:

- Who?* Who lives there?
What? What defines your region? Economic activities that go on there? Physical features?
Where? Where is the place located?
When? When was the place defined - (consider geographical and political history)?
Why? Why does this place exist?

Have a discussion of the definitions of place students brainstormed. Note that the sum is greater than the total of the parts!

Assessment

- * Assess the accuracy and completeness of the map activity.
- * Assess students participation in the class discussion.

Lesson Two - Urbanization in the lower Fraser River region

Suggested Time Frame: 1 - 2 hours

Materials

* Figures 5a, 5b, and 6.

Vocabulary

| | | |
|-------------------|----------------|------------------|
| * urbanization | * ramification | * Halq'eméylem |
| * clear-cut | * fringe | * aboriginal |
| * marginalization | * extraction | * infrastructure |

Lesson Activity

* Define urbanization. The teacher can use a web or other format of his/her choice (such as mind mapping or brainstorming).

* Teacher lead discussion on the impacts of urbanization on both *Stó:lō* and non-native people of the Fraser Valley.

Q. How many *Stó:lō* occupied the land between Hope and Vancouver prior to European contact (about 10,000 - 30,000), and how many *Stó:lō* occupy the land today (5,700 in 1993).

Q. How many non-native people now live in traditional *Stó:lō* territory? (100 people at Fort Langley in 1827 as compared to 2.7 million in 1991- Yale to the mouth of the Fraser. Source: Canadian Census).

Q. Discuss why there might be such a drastic population change. See additional activity.

Visual aids

Figures 4, 5, 6 and 7 from the reading should reinforce some the information and ideas discussed above.

Chart

* Brainstorming activity - teacher should write the below headings on the board, and have the students copy it in their notebooks. With the guidance of the teacher, the student's own personal experience, and based on the information in the reading - brainstorm the some of the effects of urbanization for different communities.

Effects of urbanization on the *Stó:lō*

Effects of urbanization on Non-Native people

Additional Activities

Using the Figures 5a, 5b, and 6 in the text, conduct the following activities:

- * Students may graph the changes in population from pre-European contact to present day.
- * Discuss the projected population growth of Surrey and the surrounding area.

Assessment

- * Assess students participation through group activities.
- * Assess the accuracy and completeness of charts and graphs.
- * Assess the students ability to explain more than one side to an issue (cultural sensitivity).

Lesson Three - Transportation Systems

Suggested Time Frame: 1 - 2 hours

Vocabulary

- * *core*
- * *tributary*
- * *culvert*
- * *detriment*

Materials

- * unlabelled base-map of *Stó:lō* territory.
- * maps of former streams (Figure 3)
- * series of maps in Figure 7 illustrating the development of roads in the lower Fraser River region.
- * maps in Figure 12 (a & b) showing change in course of Chilliwack River.

Referring back to the maps produced in the first lesson, the teacher may show overheads on the development of the Roads and Trails of the Lower Fraser Valley. Discuss, based on the readings, some of the implications of changes in transportation systems for the *Stó:lō*.

The teacher may want to focus on the barriers that may lay along the waterways today. i.e.: culverts, dikes, sewage plants, etc. - referring specifically to the changes in stream flow shown in Figure 3.

* *Additional Activities*

- * The teacher may want to map the old course of the Chilliwack River, and discuss the implications of the change. The same may be completed for the Sumas Lake before and after it was drained.
- * Possible field trip of Chilliwack River or Sumas Lake (old locations).
- * Local *Stó:lō* resource may be brought in to discuss some of this history.

Assessment:

- * In completing the map, students should demonstrate the ability to:
 - identify and apply specific background information obtained in class.
 - access local sources of information
 - accurately record locations and names.
 - develop their maps with sufficient detail.

Lesson Four - The Diminishing Land/Resource Base in the Fraser Valley.

Suggested Time Frame: 2 - 3 hours

Materials

- * Aerial photographs.

Vocabulary

- * Sustainability
- * Trajectory
- * Marginalization
- * diminish
- * Urban ghettos
- * bounded parks
- * treaties
- * archaeological site
- * alienated

Lesson Activity

- * Teacher to distribute (aerial photos) for students to complete the prescribed assignment.

Student Handout of tasks to complete:

1. Using the map provided, identify the area that the air photos are of.
2. Identify at least five physical features of the area. i.e.: major rivers, mountain, roads, lakes, etc.
3. Identify changes to the ecosystem by urbanization that have occurred over the years (this is done by comparing the urbanization of the four aerial photos).
4. Students to answer the following questions:
 - What are some unique ways in which *Stó:lō* communities have been impacted by urbanization ?
 - What are some ways that everyone is affected by urbanization?
 - What is the current and project Native and non-Native population of the lower Fraser Valley? See Fig. 4, 5, and 6.
 - What is the idea of sustainability? What problems are there with this idea?
 - What is the trajectory of urban growth? Valley vs. Vancouver. See Fig 4, 5, and 6.
 - What parts of Aboriginal cultures can be used in the total approach to sustainable resource use?
 - Discuss the impact of non-local decision making (positive and negative)
 - Discuss the differences in the way settlements of the *Stó:lō* were established as opposed to the way the Euro-Canadian communities became established.

Students should have a class discussion of their answers.

Extension Activities

- Field Trip/Research Assignment: Find out about an archaeological site in your area, and what steps have been taken to ensure that it is preserved. Is it in a park? On Crown Land? Owned by a private person? In threat of being destroyed by a development? Draw a map of the archaeological site and brainstorm creative solutions to preserving the character and integrity of the site. Ask a planning officer in your municipality or regional district how these resources are protected.
- Ask a local *Stó:lō* resource person to come into the class and report on the historical significance of the site/area.

Assessment

- * assess the students group study based on active participation.

Completion of one-page summary of the focus questions posed at the outset of the activity.

Submissions can be assessed for:

- degree of understanding/insight
- evidence of organization
- clarity of presentation

- * Teacher or peer evaluation may be used.

Air photo 1: - Skwabla IR 2 area, 1993 (Ministry of Environment, Lands, and Parks Surveys and Resource Mapping Branch)

Air photo 2: - Skwahla IR 2 area, 1976 (Ministry of Environment, Lands, and Parks Surveys Resource Mapping Branch)

Air photo 3: - Skwahla IR 2 area, 1963 (Ministry of Environment, Lands, and Parks Surveys Resource Mapping Branch)

Air photo 4: - Skwahla IR 2 area, 1954 (Ministry of Environment, Lands, and Parks Surveys Resource Mapping Branch)

Map 5: Topographic Map of Svkabla IR 2 area, 1993