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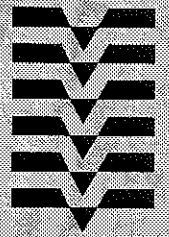
This resource was developed by the Siyá:ye Yoyes Society to support educators in meeting provincial and locally developed aboriginal curriculum. It was developed help ensure that teaching and learning with respect to First Peoples in British Columbia is based on authentic knowledge and understanding, as articulated by Elders and other educators.

Aboriginal culture is so much more than crafts or activities and it is essential to retain the authenticity of the appropriate cultural teachings as presented by Aboriginal Elders. This resource is not intended to be a 'stand-alone' document, but rather to be used in conjunction advice from local knowledge keepers.

Permission is granted to use and/or photocopy from this resource, for educational purposed only, provided that every effort is made to:

- involve local Elders and educators in the presentation of included material
- ensure connections are developed and maintained between the classroom and local First Peoples communities or organizations

Recognize that local cultural protocols and ownership exist, and permission for use of cultural materials or practices such as legends, stories, songs, designs, crests, photographs, audio visual materials, and dances should be obtained through consultation with local individuals, families, Elders, hereditary chiefs, First Nation Councils, or Tribal Councils.



Unit 3

Module 2

- Fishing -

FROM TIME IMMEMORIAL

UNIT 3 • Resources and Technology

Learning Outcomes and Purpose of Module 2

To help students:

- demonstrate an appreciation of the values and the sophistication of traditional Stó:lō technology
- demonstrate an awareness of resource management through the continual adaptation of Stó:lō technology
- explain the cultural and spiritual dimensions of Stó:lō resource management
- demonstrate an awareness of the value of fish to everyday Stó:lō communities



Teacher Information

Fishing Synopsis see Teacher Information/Reference Package p. 455 , Fishing photographs p. 458 , Fishing Information p. 468 - fishing photographs and food preparation cards, also, fishing photographs are included at the end of the Blackline Masters.

Salmon

Salmon are fish that spend most of their adult lives in the ocean. When they have matured to their full size and weight they return to the rivers, creeks and streams where they were born to spawn.

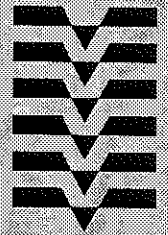
The Life Cycle of the Salmon

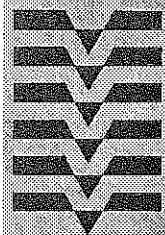
1. Adult Spawners

After spending a number of years in the ocean the adult salmon return to the river system they were hatched so they can spawn (lay their eggs). The adult salmon swim up the rivers and creeks to their spawning grounds where they pair off for spawning. The female salmon digs a nest, called a redd, in the gravel beds of the creek. The redd is about 25 - 40 cm. deep. She then deposits up to 3,000 eggs in the nest. These eggs are fertilized with milt from the male salmon. The eggs are then covered with a layer of gravel. The female stays close to the redd until she dies several days later. The male will also die within a few days.

2. Eyed Eggs

The salmon eggs must remain covered and protected from direct sunlight during this stage. After one to two months in the gravel bed of the stream, the eggs develop dark spots, called eyes. This usually happens in the late fall. During this stage it is very important that water flows around the eggs and temperature remains fairly consistent. Unfortunately this is the stage when most salmon eggs die. Floods are also a major problem for the eggs.





3. Hatched Alevins

In the late winter or early spring the eggs hatch and become alevins. They remain under the gravel for three or four months. As alevins they have a yolk sac attached that they feed off and it contains a complete balanced diet. They also get oxygen from the water through this yolk sac. They remain protected from predators while they are under the gravel. This stage also requires a constant flow of fresh water for survival. As in the previous stage, floods continue to be a major problem.

4. Newly Emerged Fry

Once the alevins lose their yolk sacs and come out from under the gravel they are fry. This happens in mid to late spring. They vary in length from 2 to 5 cm. and swim freely in the stream. They are now prey for larger fish and large numbers are lost (eaten). The fry eat plankton and small insects. As fry, some salmon species (sockeye, coho and steelhead) move into a lake for a period of 6 months to two years while other species (pink and chum) swim directly out to sea.

5. Fingerlings

After spending about a year as fry, either in a fresh water lake (sockeye) or in the ocean, they have grown to about 15 to 25 cm. and are now fingerlings. (About the size of an adults finger). All species of salmon grow to their adult size in the ocean.

All salmon species need to live for a period of time where rivers and oceans meet so that they can get used to living in salt water.

6. Adult Salmon

Adult salmon spend from one to three years in the ocean (depending on the species) growing to their full size and weight. Here they gain strength to return to the river and streams of their birth where they will spawn and start a new cycle. Most salmon species spawn on a four year cycle.

Salmon face many dangers, from the problems of flooding mentioned earlier to dams being built across their streams and rivers. If salmon can not get past the dams to spawn they die. Many are fished during their adult stages by both commercial and sports fishers. Others are eaten by whales, otters, seals and other sea animals while at sea. While in the rivers and streams they may be poisoned by pollution, caught in nets or on lines of fishers or eaten by bears, martin, weasels, eagles and other animals. Only a small percentage that started out as eggs make it back to spawn as adults.

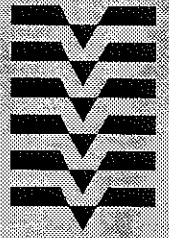
The Stó:lō historically ate, and continue to eat a lot of salmon. If they failed to preserve enough salmon; if their preserved salmon spoiled; if their preserved salmon was stolen by another tribe raiding their village; or if the salmon did not come many people would go hungry.

Stó:lō people used, and continue to use, many different tools to catch salmon: nets, traps, weirs, hooks, gaffs, harpoons, spears. (see H. Stewart: Indian Fishing; also Teacher Reference p. 458 - 460)

To preserve their fish the Stó:lō built smokehouses (H. Stewart: Indian Fishing, p. 138, 140 & 141) where the fish were dried and cured. They also wind dried the salmon (only in the Fraser Canyon area) (H. Stewart, p. 136 - also see pictures - Teacher Information / Reference Package, p. 461 & 462) Fish cured in this way could be kept for a long time.

To barbecue salmon over a fire the Stó:lō would place the cleaned and prepared fish into a split cedar stick (H. Stewart, p. 133-34) beside a fire, turning it occasionally. They would also poach the fish in waterproof cedar root baskets, continuing to add hot rocks as necessary.

Today many Stó:lō preserve salmon by freezing and canning. However they still smoke cure and wind dry salmon in large numbers. They also use some of the traditional methods of fishing like dip nets and set nets. (see Teacher Reference p. 463 & 464)



Concept Outline

A. Welcome Song (cassette)

Whenever the Stó:lō would have a gathering they would traditionally welcome their guests by singing a welcome or greeting song. These songs would vary slightly from village to village but everyone would recognize them as greeting songs. Greeting songs are still sung today in most Stó:lō gatherings.

Play the welcome song as a means of introducing each lesson (module) in the Stó:lō curriculum.



B. Teacher Directed Discussion

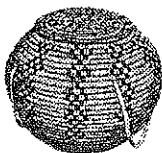
Story: How the Coho Got His Hooked Nose. (BLM 2c Appendix) p. 302.

Read the story to the class to introduce them to the life cycle of the salmon.

Before reading the story to the class the teacher should introduce the students to the concepts of fiction and non-fiction by leading a discussion based on the following types of questions.

1. What is a fact? Can you give me some examples?
2. Which of the following statements are facts:
 - a) There are many types of salmon.
 - b) Salmon live in trees.

Note: There is a Creative Sketching Activity you may wish to do with your students, do not show the pictures in the book while you are reading the story.



Teacher Directed Activity

While reading the story "How the Coho Got His Hooked Nose" students should make notes and/or draw on the fact/fiction sheets (BLM 2a) p. 300 for primary and (BLM 2b) p. 301 for intermediate. This could also be done on an overhead during a whole class discussion with the teacher scribing for early primary. Following the reading and note taking the students could meet in small groups to discuss and compare notes. New ideas could be added to their own sheets.



Student Activity - Fact/Fiction Story Writing Extension

As an extension activity, if the teacher chooses to expand on the students use and knowledge of fiction and non fiction in story writing the following activity could be incorporated into this module.

The students choose a type of fish from the following list to research:

- | | | | |
|----------------|------------|-------------|-----------|
| 1. - trout | - rainbow | 5. - salmon | - pink |
| | - speckled | | - coho |
| 2. - sturgeon | | | - chum |
| 3. - oolichon | | | - sockeye |
| 4. - steelhead | | | - spring |

Students then write fictional stories incorporating many of their researched facts. These stories should be titled. "How the _____ (name of researched fish goes on the line) and finished with Got _____ (the premise of the story).

Examples:

How the Coho Got His Hooked Nose

How the Rainbow Trout Got His Colours

Note: See Assessment and Evaluation. #I p. 296 and **(BLM 2q)** p. 317 if you wish to assess this extension activity.



C. Student Activity - Creative Sketching

Students in village groups are given copies of **(BLM 2c Appendix)** p. 302, which contain the words for the story "How the Coho Got His Hooked Nose" and boxes for illustrating this story. Each village group will get one complete copy of the book. The pages will be divided evenly among the students in each group. Each individual student is responsible for carefully illustrating the pages he/she is given. After the individual students have illustrated their pages they meet in their village groups to arrange the pages in correct order to form the story booklet.



D. Teacher Directed Discussion - Salmon Life Cycle

Teacher displays overhead of **(BLM 2d)** p. 303 Salmon Life Cycle, and uses it as a focus for discussing each stage in the cycle (see pages 287 - 289 to incorporate important facts to be taught during the lesson.

Primary: While teacher leads the lesson on the Salmon Life Cycle: **(BLM 2e)** p. 304 she/he will ask students to cut pieces from **(BLM2f)** p. 305 and paste in the correct order on **(BLM 2e)** p. 304 each life cycle stage as it is discussed. This allows students to have their individual copies of the Salmon Life Cycle.

Intermediate: Teacher leads a lesson on the Salmon Life Cycle. Students then label, illustrate and describe the stages of the salmon life cycle on **(BLM 2 g)** p. 306



E. Student Activity - Salmon Life Cycle

Students are separated into their village groups. Each student in the group chooses one part of the salmon life cycle to dramatize. Students practice acting out their parts in the sequence they occur in the life cycle of the salmon to produce a short skit.

Each group then performs their skit in front of the class. Once all groups have had the opportunity to present their interpretation of the Salmon Life Cycle they should then be able to independently fill in Salmon Life Cycle booklets **Appendix B** p. 321 for primary and **Appendix C** p. 322 for intermediate.





F. Student Activity - Fishing Tool Research

The teacher should introduce the fishing tool picture and information cards found on **(BLM2h, 2i & 2j)** p. 307 - 309. Discuss the information presented on each card.

Students will each choose one tool that they want to make and research. They will then take home their research card, the family ties letter explaining the project **(BLM2k)** p. 310 and the fishing tool research stand up card **(BLM2l)** p. 311. [Teacher note: stand up card should be photocopied on tag so it will stand up when folded in half]. At home the students will find natural materials and make their own reproduction of their tool with their parents help. They will also complete the written section of their stand up card with parental help. When the students complete their tool and stand up card (by deadline teacher sets on the family ties letter **(BLM2k)** p. 310 they will give a short oral presentation which will be evaluated using **(BLM 2m)** p. 312.

*The student made tools and stand up cards could form a class or school display centre.

G. The First Salmon Ceremony

The following is a description of a **contemporary** "First Salmon Ceremony". Teachers will need to carefully review the steps of the ceremony and the significance of each part. Then the students will need to divide into roles to act out the "First Salmon Ceremony" in the classroom.

*See **(BLM2n)** p. 313 for specific student responsibilities and job descriptions.

1. The spokesperson welcomes everyone and introduces the host and hostess of the First Salmon Ceremony gathering. *(One student is chosen to be the spokesperson. This student should write and rehearse his/her speech before the ceremony.)*
2. (a) The first welcoming speech would be given by the host #1. The host would remind his audience of the importance of giving thanks to the 'creator' who brought the salmon back each year so that everyone had plenty to eat. *(One student is chosen to be the host. This student should write and rehearse his/her speech before the ceremony.)*
 (b) The second welcoming speech would be given by the hostess #1. The hostess would speak about the reverence of the First Salmon Ceremony gathering and all the planning that went into the ceremony. *(One student is chosen to be the hostess. This student should write and rehearse his/her speech before the ceremony.)*

(c) After both speeches, several elders from the audience briefly respond to the speeches of the host and hostess and conclude by praising their hosts for undertaking such an important work.

(3 to 5 students or invited guests could be chosen to respond to the host and hostess)

3. The hostess #1 sings a welcome song owned by her family. This is accompanied by several drummers. The hostess and the drummers lead the participants and guests in a circle around the house and everyone then joins her in singing the welcoming song.

(3 to 5 students should be chosen to be the drummers) (The hostess and the drummers need to write a short simple song that can be learned easily and chanted repeatedly by the guests.)

4. The host #1 calls a group of young men onto the floor. These men are the fishers of the community. The host then dips a feather in water which he sprinkles on the group while explaining that he is "blessing the fishers" before the catch of the first salmon. Then the fishers depart to fish.

(5 students chosen to be fishers. Teacher should make sure there is a large feather and a small container of water ready for this part of the ceremony. These students are symbolically sent to the river to bring the first salmon to 'shore'.

5. Welcoming the Salmon

The host sits down and everyone waits quietly for the First Salmon. A messenger arrives and quietly tells the Siam (chief) (Host #1) that the First Salmon has been caught. The spokesperson then stands up and announces that he/she has received notice that their fishers are coming ashore with the First Salmon. (Generally a Spring Salmon).

(A student must be chosen to act as the messenger while the rest of the participants are seated quietly.)

6. The host #2 and hostess #2 begin to chant with drummers accompanying.

(Chant #1) "The Spring Salmon is landing now" (repeat 4 times)

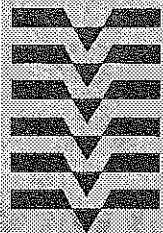
The host and hostess lead the guests to a lookout point to observe the fishers beaching their canoe and unloading the first salmon. The salmon is displayed on a flat board covered in ferns and carried on the forearms of two of the fishers. The host #2 and hostess #2 now chant -

(Chant #2) "The Spring Salmon is coming up from the beach" (repeat 4 times)

The fishermen carry the salmon into the house and the host #2 and hostess #2 change the chant to -

(Chant #3) "We recognize the Spring Salmon" (repeat 4 times)





Everyone follows the fishers counter clockwise around the house stopping at each of the four corners around the building. The guests then sit down and the fishers return to the centre of the room and place the salmon tray on the floor and then stand beside it.

(Teacher displays (BLM 2p) p. 316, the First Salmon Ceremony Chants, on the over head projector. Everyone is encouraged to chant each line.)

7. The women's dance

The women then dance as a group counter clockwise around the house turning to the beat of the drums and displaying their fringed shawls.

(All female students are to participate in the dance. Prior to this activity the girls should make shawls out of paper and/or material. Wool, raffia or crepe paper could be used for the fringe of their shawls.)

8. The fishers, followed by all guests and participants, then take the salmon to the longhouse (bighouse) where tables are already set for a feast.

(If you have a multi-purpose room available this would be preferable for the feast. If not, put desks together in large table fashion.)

Prior to the ceremony a newsletter (BLM2o) p. 315 should be sent to parents requesting their assistance in food preparation, etc.

Student committees and/or parent helpers should be determined ahead for table set up, serving and clean up.

9. Consuming the salmon

Everyone is served a minuscule portion of cooked salmon. Guests and participants wait until the blessing has been given by the host before eating the fish. Any fish bones are placed on another tray for a later part of the ceremony. After the salmon has been consumed then the feast begins. After eating an elder gives a final blessing to formally end the feast. The tables are then cleared.

(Prior to the ceremony the set up committee needs to make sure tables, chairs, dishes, cutlery, a buffet table, coffee and tea are out and properly arranged.) During the feast the serving committee helps to make sure everyone has a taste of salmon. Then the serving committee could help parent servers dish out the rest of the food. The host student must deliver a blessing prior to consuming the first salmon. A different student should be chosen ahead to make the final blessing at the end of the feast. The clean up committee then clears all dishes and tables.

10. Returning the salmon to the river or sea.

After the feast the fishers collect the skeletal remains of the first salmon and return it to the river. Everyone proceeds to the longhouse to await the arrival of the two fishers.

The fishermen set the salmon skeleton gently into the river. The host #2 and hostess #2 lead the participants in the final two chants -

(Chant #4) "You are departing noble one" (repeat 4 times)

(Chant #5) "You are returning home noble one" (repeat 4 times)

The chanting continues until the fishers are out of sight.

The fishermen leave the longhouse carrying the salmon bones on the tray as they head towards the symbolic river. The participants and guests remain behind chanting

*"You are departing noble one
You are returning home, noble one"*

while the drummers accompany the chanting.

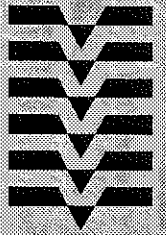
11. All participants and guests wait outside the longhouse until the return of the fishers. The hostess then sings "The Happy Song" to officially end the ceremony.

As the class fishers return everyone joins the hostess in singing a happy song to officially end the First Salmon ceremony. One suggestion for a song could be -

*"If you're happy and you know it Eat the salmon
If you're happy and you know it Eat the salmon
If you're happy and you know it and you really want to show it
If you're happy and you know it Eat the salmon"*

Or the class could make up their own happy song.

Note: See Family Ties for more information.



H. First Salmon Ceremony Extension Activity

The class could collect salmon recipes from family and friends and compile them into a booklet using **(BLM2s)** p. 319.



I. Assessment and Evaluation

1. If the teacher chooses to have their students write their own fact/fiction stories as described in the Student Activity - Fact/Fiction Story Writing Extension (part B of the Concept Outline of this module) their stories could be evaluated using the Assessment/Evaluation for Storytelling Extension Criterion Referencing sheet **(BLM2q)** p. 317.

2. An informal evaluation of the completed salmon life cycle sheet **(BLM2f)** p. 305 - primary, **(BLM2g)** p. 306 - intermediate) could be done to determine the level of understanding each child has of the sequence of the stages and the cyclical nature of the cycle.

3. Fishing tool research/family ties assignment -

This home assignment and oral presentation is meant to be low key, fun and informative for the students. The evaluation component is correspondingly minimal. If you wish to evaluate the product and oral presentations, **(BLM2m)** p. 312 could be used.



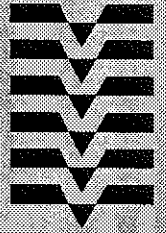
I. Family Ties

There are two family ties components to this module. The first component engages the parents in helping their child to reproduce a traditional fishing tool (of the student's choice) used by the Stó:lō, using only natural materials. Parents would also help their child to record the pertinent information from the research card they bring home, on to the research stand up card **(BLM2l)** p. 311. Parents would then help their child practice their oral presentation that they will give to the class to show and tell about their chosen tool. Be sure to send home the family ties letter **(BLM2k)** p. 310 to explain what is expected of the parents.

The second family-ties component involves the parents helping their child to record a favourite family salmon recipe on **(BLM2s)** p. 319. These recipes should be compiled into a class cookbook.

*Cookbooks would make great gifts at a potlatch or could be used as a fund-raiser. All students should receive their own copy.

Be sure to send home the family ties letter **(BLM2r)** p. 318 to explain what is expected of the parents.



Vocabulary

A. Alevins

This is the second stage in the development of Salmon. The eggs have "hatched" and small fish like Alevins with the yolk sacs attached have developed. The Alevins remain in the gravel bed.

B. Eyed Eggs

The eggs have started to form into "fish". The first stage of Salmon development is called "Eyed" because a dark spot appears in the egg that resembles an eye.

C. Fingerlings

This is the fourth stage in the development of Salmon. Young fish now leave the streams where they were hatched and either swim out to sea or swim to a lake where they spend part of their life.

D. Fry

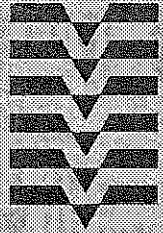
This is the third stage in the development of Salmon. They now look like small fish. They also emerge from the gravel bed and swim free in the stream.

E. Predators

Animals that prey or feed on other animals and young fish. This includes other larger types of fish, birds, bears, seals, etc. as well as people.

F. Spawn

The female fish lays the eggs in the gravel bed of the creek and the male fish fertilize the eggs.



Materials

A. Audio Visual Equipment

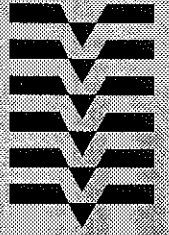
- overhead projector
- cassette player

B. Supplies

- cassette (Xa:ytem welcome song)
- Appendix A: How the Coho Got Its Hooked Nose - (This booklet could be copied for the students to keep)
- Appendix B: Salmon Life Cycle - Primary
- Appendix C: Salmon Life Cycle - Intermediate

C. Blackline Masters

- Fact/Fiction (**BLM 2a**) (primary) p. 300
- Fact/Fiction (**BLM 2b**) (intermediate) p. 301
- "How the Coho Got His Hooked Nose" - Creative Sketching (**BLM's 2c**) p. 302
- Salmon Life Cycle (**BLM 2d**) teacher overhead p. 303
- Salmon Life Cycle - Cut and Paste (**BLM 2e**) (primary) p. 304
- Salmon Life Cycle - cutouts (**BLM 2f**) (primary) p. 305
- Salmon Life Cycle (**BLM 2g**) (intermediate) p. 306
- Fishing Tool Research Cards (**BLM 2h, 2i & 2j**) p. 307, 308, & 309
- Family Ties - Parent Letter (**BLM 2k**) p. 310
- Fishing Tool Stand Up Research Card (**BLM 2l**) p. 311
- Assessment/Evaluation Fishing Tool Research (**BLM 2m**) p. 312
- First Salmon Ceremony Roles and Responsibilities (**BLM 2n**) p. 313 & 314
- Family Ties - Parent Letter (**BLM 2o**) p. 315
- First Salmon Ceremony Chants (**BLM 2p**) p. 316
- Assessment/Evaluation for Story Writing Extension (**BLM 2q**) p. 317
- Family Ties - Salmon Recipe Book - Parent Letter (**BLM 2r**) p. 318
- Salmon Recipe (**BLM 2s**) p. 319



BlackLine Masters

Unit 3 *Module 2*

- Fishing -

FROM TIME IMMEMORIAL

UNIT 3 • Resources and Technology

Date: _____



Fictional ideas from story

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STUDENT ACTIVITY • Fact/Fiction • BLM 2a • (Primary)

UNIT 3 • Resources and Technology

Name: _____

Date: _____

How the Coho Got His Hooked Nose

Facts gathered from the story

Fictional ideas from story

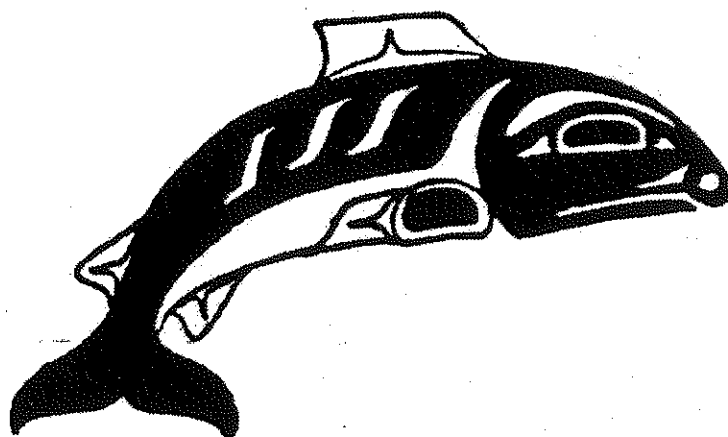


STUDENT ACTIVITY • Fact/Fiction • BLM 2b • (Intermediate)

UNIT 3 • Resources and Technology

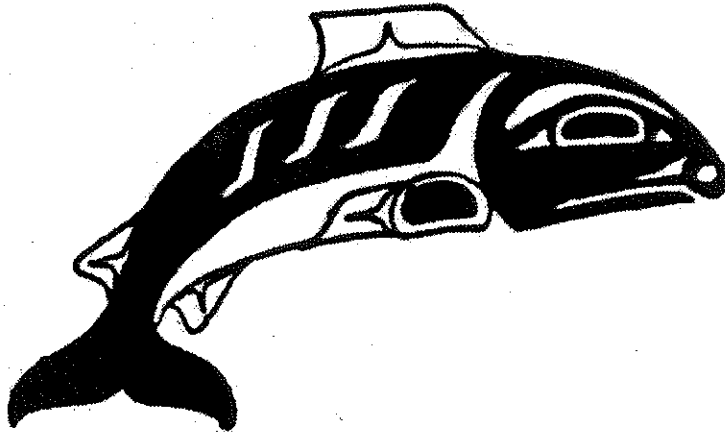
Appendix

How the Coho Got His Hooked Nose



STUDENT ACTIVITY • Appendix • BLM 2c
UNIT 3 • Resources and Technology

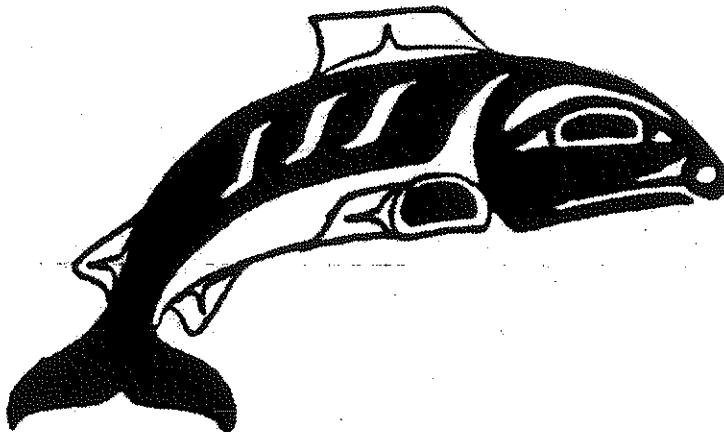
How the Coho Got His Hooked Nose



Name: _____

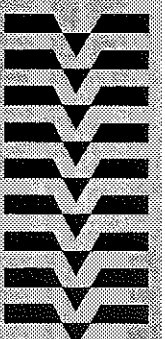
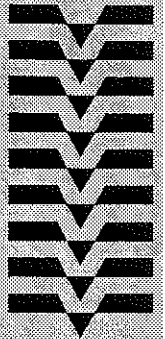
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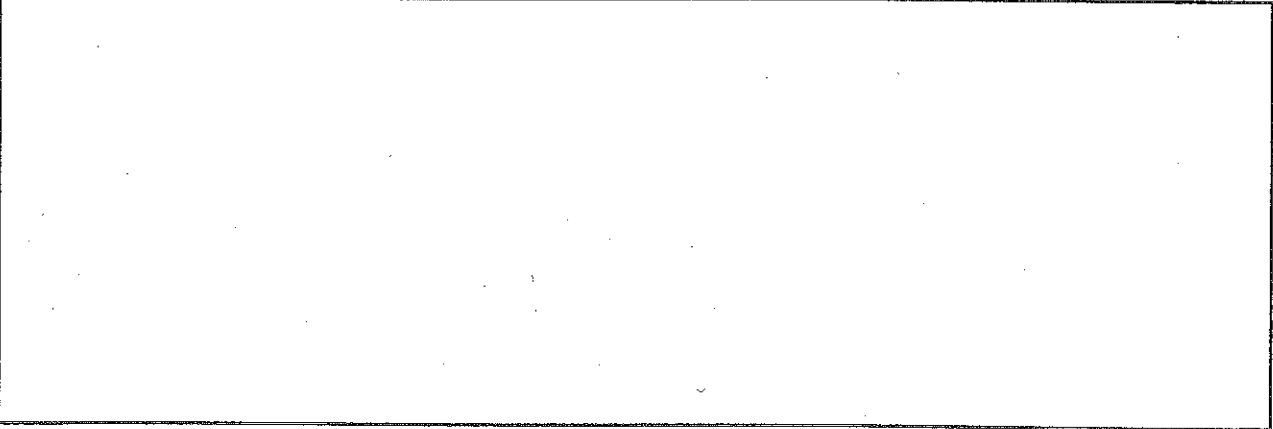
How the Coho Got His Hooked Nose



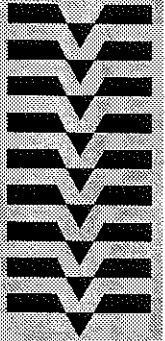
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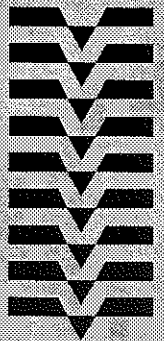


1. Long ago, before you were born or before even your parents and grandparents were born, it is said that the coho salmon looked much like any other fish. In those days, the Upper Stó:lō people say that when the coho left the salt water to go back to the fresh water rivers to spawn, his nose did not become hooked as it does today.
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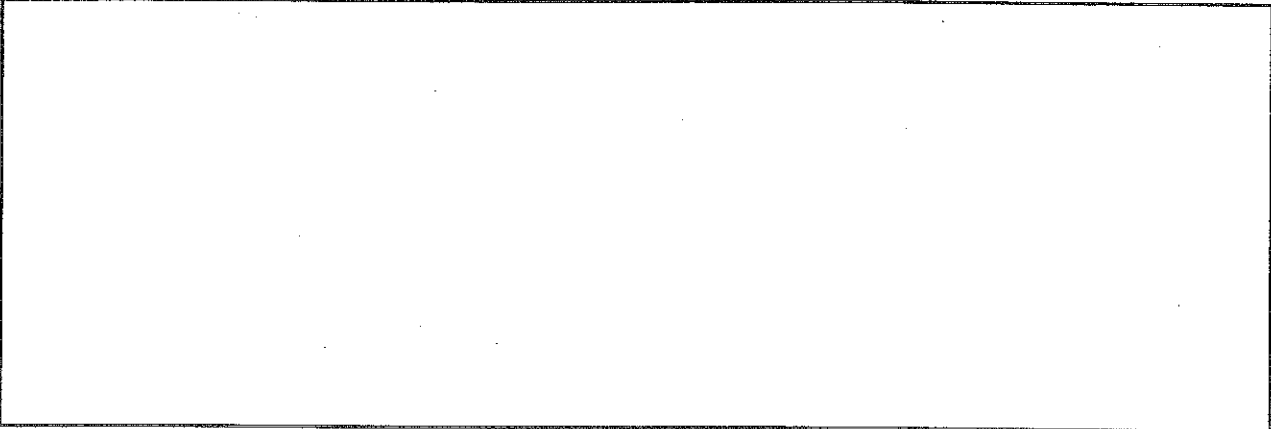
1. Long ago, before you were born or before even your parents and grandparents were born, it is said that the coho salmon looked much like any other fish. In those days, the Upper Stó:lō people say that when the coho left the salt water to go back to the fresh water rivers to spawn, his nose did not become hooked as it does today.



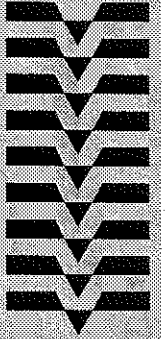
2. Nowadays, of course, it is easy to recognize a coho because it develops a hooked nose as it swims up the river to spawn. No one knows exactly why this happens to the coho's nose, but the Upper Stó:lō people say that it happened in this way.



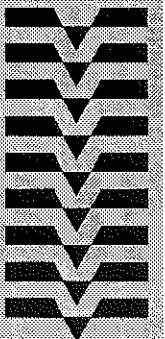
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3. There was once a coho salmon who was living happily with his wife in the salt-water sea. The time had come, for they were both about three years old, to leave the salt water and to begin the long journey up the Fraser River. It was their time to spawn.
- 

3. There was once a coho salmon who was living happily with his wife in the salt-water sea. The time had come, for they were both about three years old, to leave the salt water and to begin the long journey up the Fraser River. It was their time to spawn.

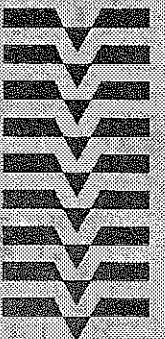


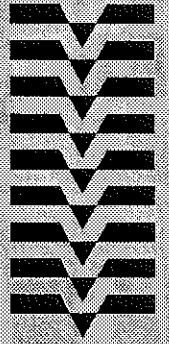
4. The journey was a tiring and difficult one for the two fish. In order to reach their spawning grounds, they had to swim up the river against the strong current.



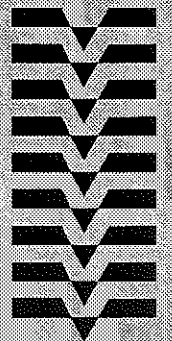
4. The journey was a tiring and difficult one for the two fish. In order to reach their spawning grounds, they had to swim up the river against the strong current.

5. At times, they felt they couldn't swim any further, and the coho's wife became so tired that she hung onto her husband's tail as he swam bravely along.

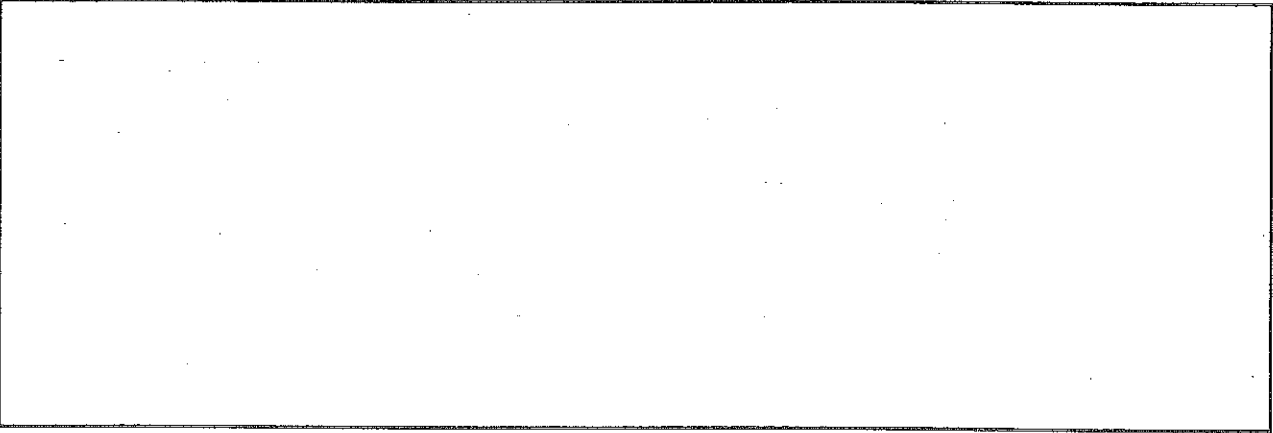
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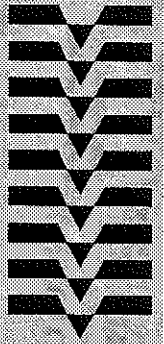
6. The coho felt that he must rest, or both he and his wife would die of exhaustion. But where, in the swift water, could he find a place to stop and catch his breath? At that moment, the fish reached a spot in the river where the current was not so strong.



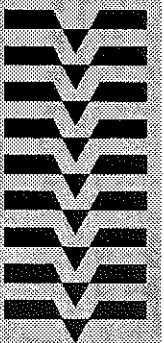
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7. Because he had a few minutes in which he did not have to battle the strong water, the coho was able to rest. His strength renewed, he continued his swim up the river.
- 

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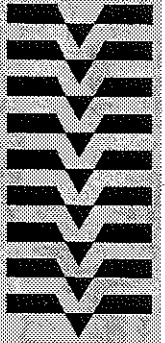
8. It was not long before the water became treacherous again and the fish were even more tired than before. “Hang onto my tail,” said the coho to his wife. “We’ll get there yet!”



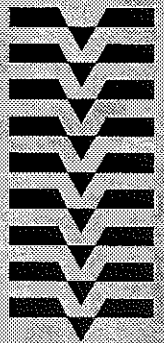
8. It was not long before the water became treacherous again and the fish were even more tired than before. “Hang onto my tail,” said the coho to his wife. “We’ll get there yet!”

9. The desperate fish looked around him for a place to rest. Not far ahead was a tree growing on the bank of the river and its branches reached down into the water. Suddenly the coho-had an idea. He headed straight for the tree, and when he reached it he hooked his nose around one of the branches.

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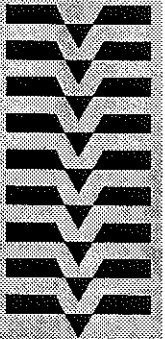
10. With his wife still clinging to his tail, and his nose securely hooked around the branch, the two fish rested until they felt able to go on. After that, every time the coho saw overhanging branches in the water, he would stop, hook his nose onto a branch, and rest.



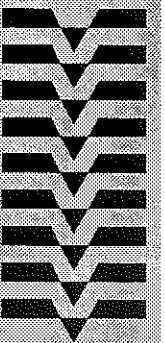
10. With his wife still clinging to his tail, and his nose securely hooked around the branch, the two fish rested until they felt able to go on. After that, every time the coho saw overhanging branches in the water, he would stop, hook his nose onto a branch, and rest.

11. The coho swam and rested, swam and rested in this way, until they reached their spawning grounds. But by the end of the journey, the coho's nose had a hook in it which would not straighten out. The coho himself felt that it was worth anything, even a hooked nose, to reach the spawning grounds safely.

11. The coho swam and rested, swam and rested in this way, until they reached their spawning grounds. But by the end of the journey, the coho's nose had a hook in it which would not straighten out. The coho himself felt that it was worth anything, even a hooked nose, to reach the spawning grounds safely.

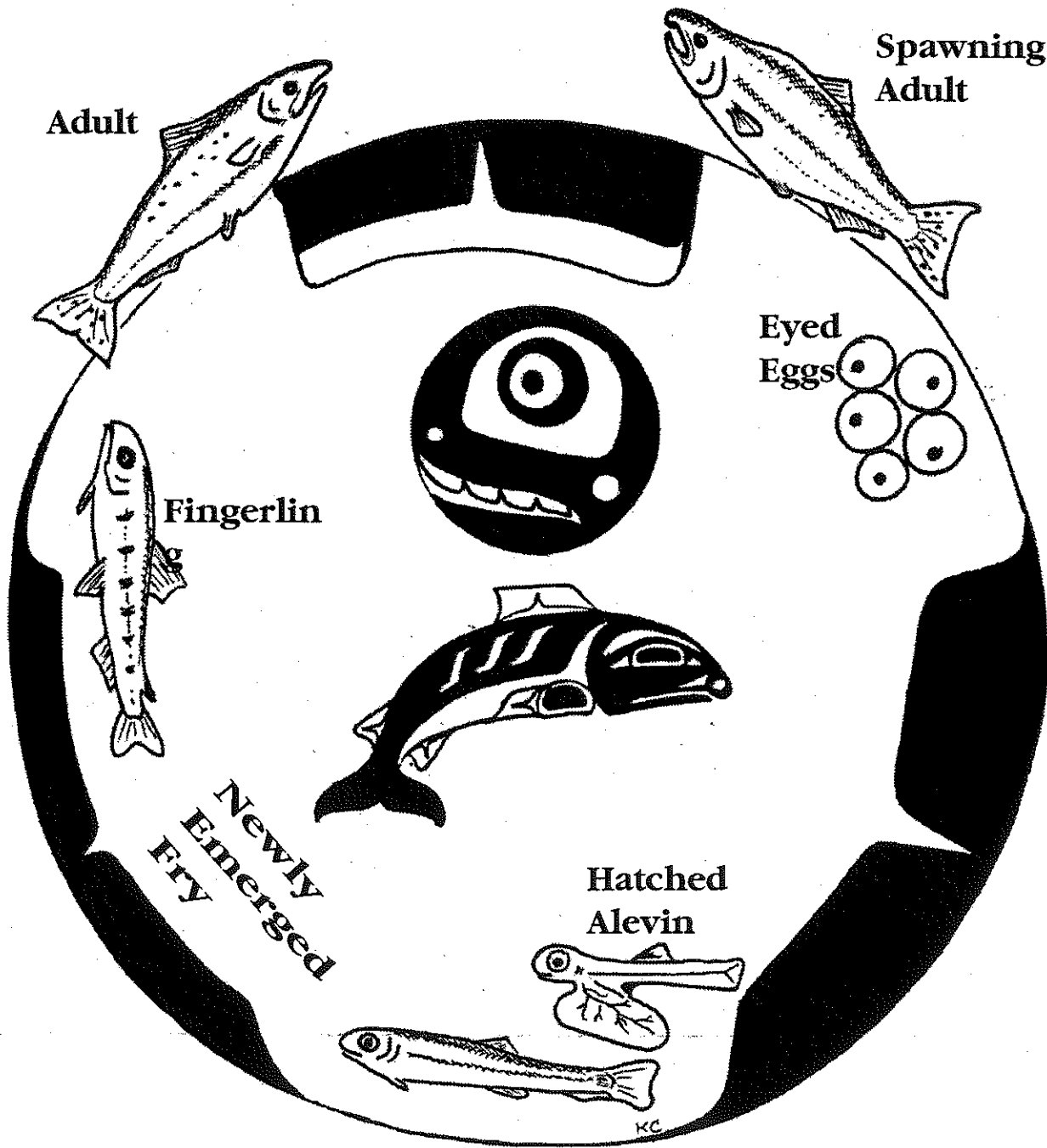


12. And that is why, ever since, the coho's nose becomes hooked as he swims up the river to spawn.



12. And that is why, ever since, the coho's nose becomes hooked as he swims up the river to spawn.

Salmon Life Cycle

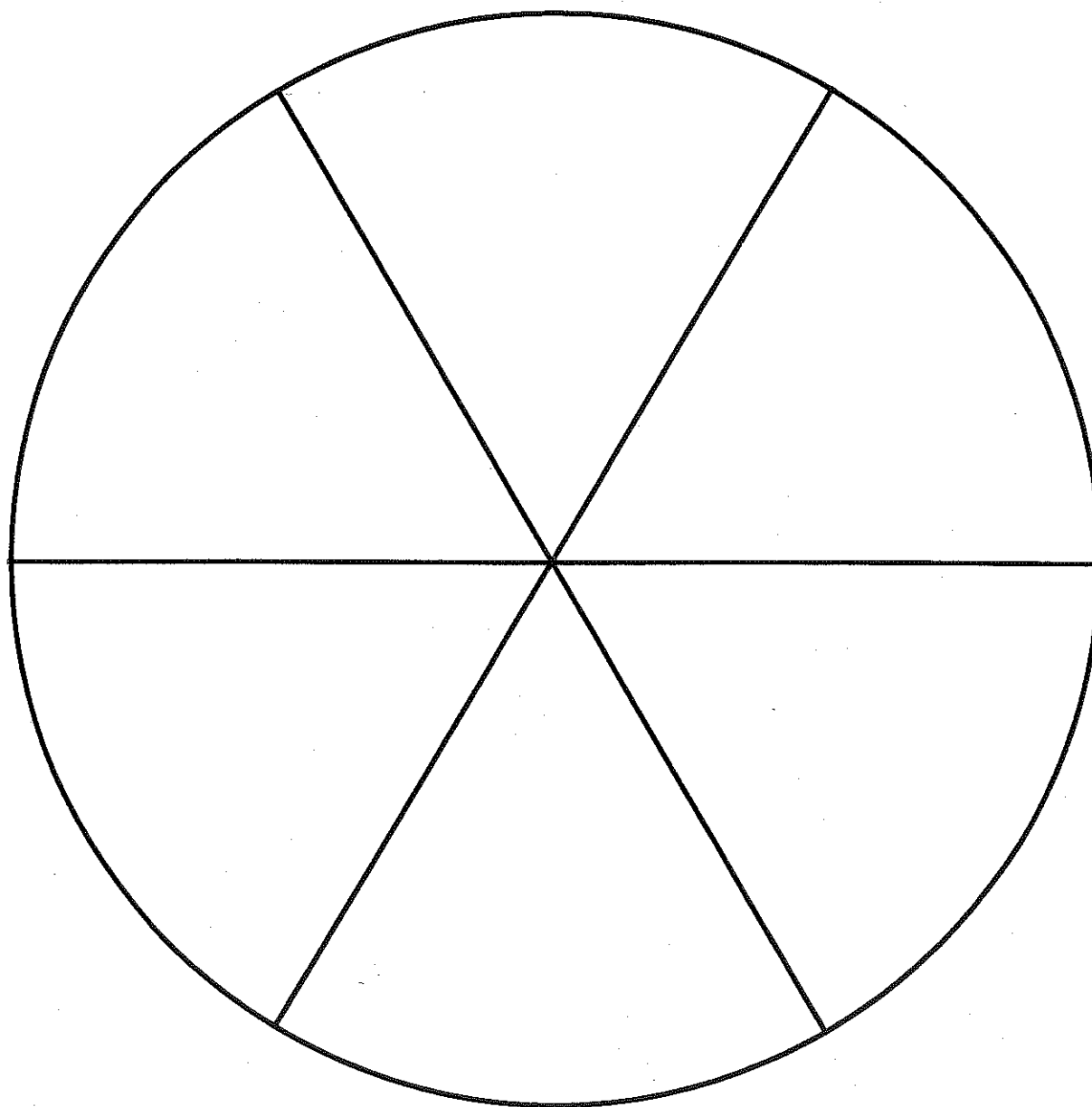


TEACHER DIRECTED DISCUSSION • Salmon Life Cycle • BLM 2d
UNIT 3 • Resources and Technology

Name: _____

Date: _____

Salmon Life Cycle



Cut, paste and label the stages of the salmon life cycle

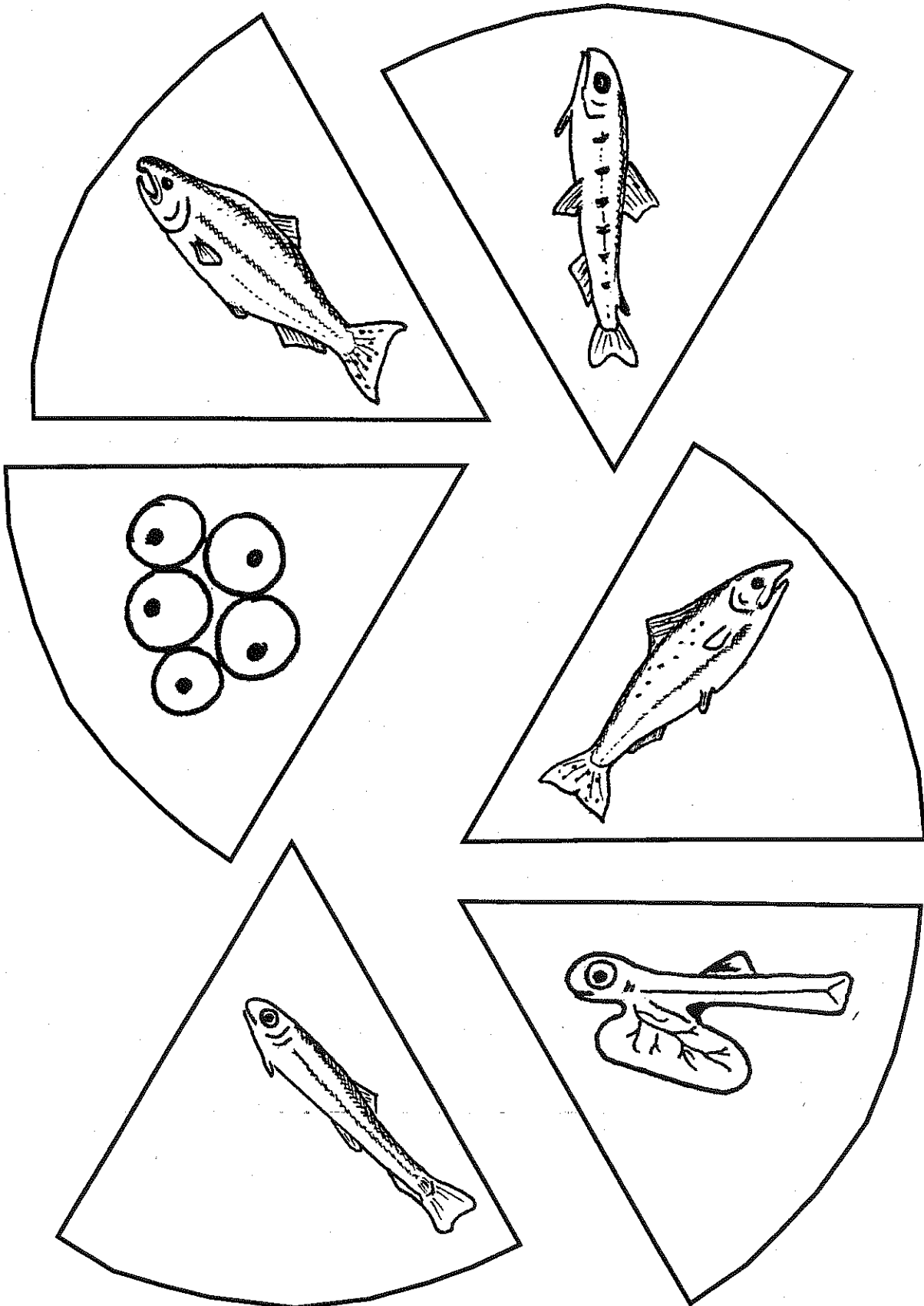
- Adult
- New Emerged Fry
- Hatched Alevin
- Fingerling
- Adult Spawners
- Eyed Eggs





STUDENT ACTIVITY • Salmon Life Cycle • Cut & Paste • BLM 2f (Primary)

UNIT 3 • Resources and Technology

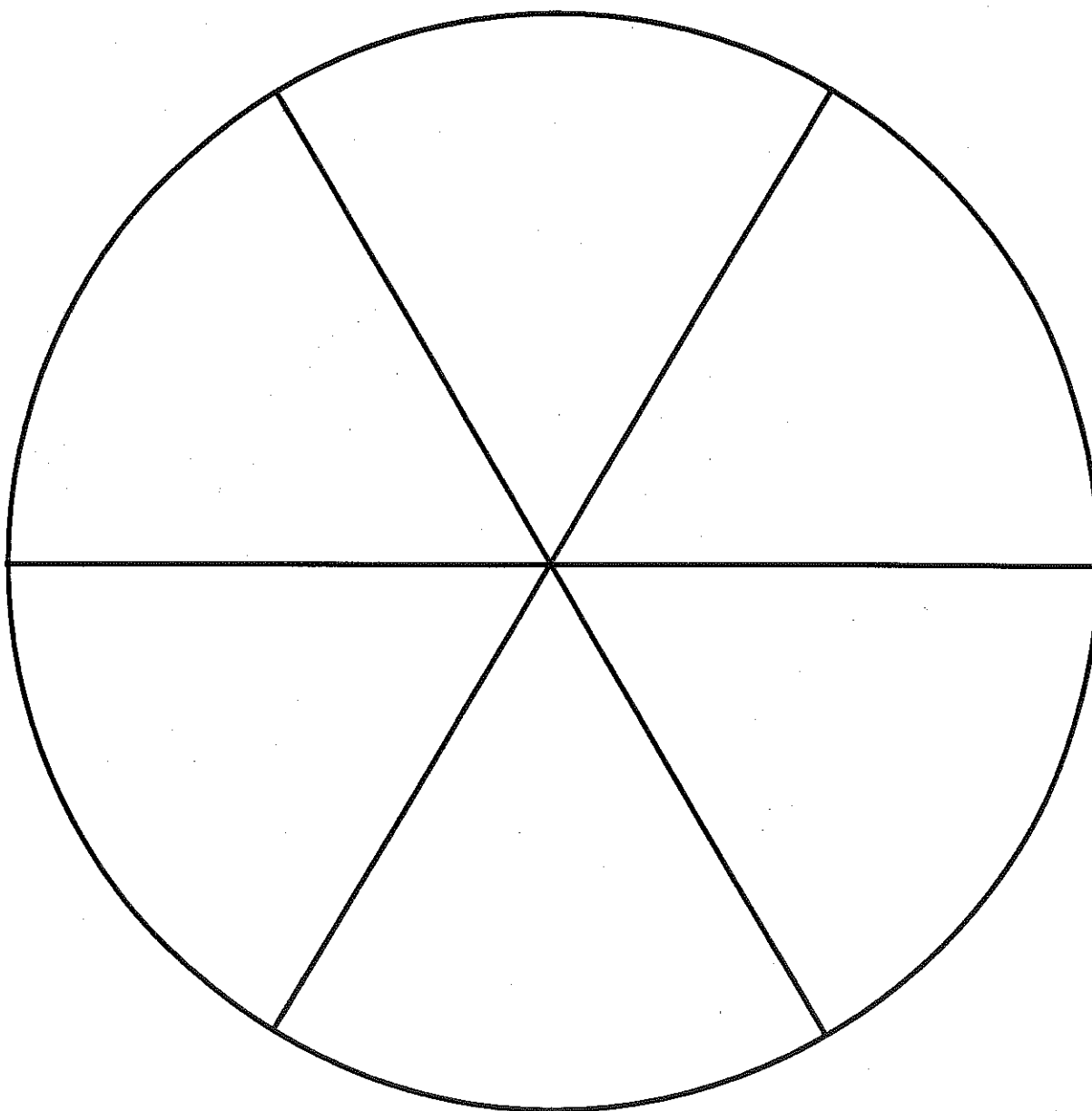


Cut & Paste onto BLM 2e

Name: _____

Date: _____

Salmon Life Cycle

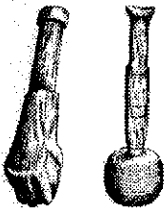


Label, illustrate & describe the stages of the salmon life cycle

- Adult
- New Emerged Fry
- Hatched Alevin
- Fingerling
- Adult Spawners
- Eyed Eggs

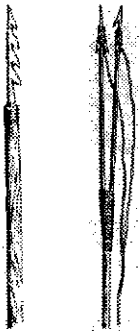
Fishing Tools and Technology

Fish Clubs These were part of the fisherman's gear. He carried them with him in his canoe. He had them at the dip net site or the fish weir or fish trap. They were used whenever the fisherman was fishing to quickly kill the fish after catching them. They were made from local hardwood such as yew or vine maple.



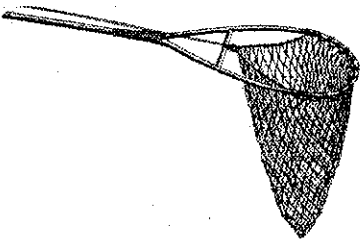
Fish clubs are still used today and similar materials are used to make them.

Fish Spears & Harpoons - Spears and Harpoons were used in rivers and streams with clear water. They were not generally used on the Fraser River itself because of the dirty water. The use of spears and harpoons was very specialized with different types of spears or harpoons being devised for different conditions and types of fish. Most spears and harpoons would have a cedar shaft, for light weight. The points or prongs would be made of hardwood, bone or slate. Many of the spears had detachable heads that would remain in the fish and be fastened to the shaft by cedar bark rope.



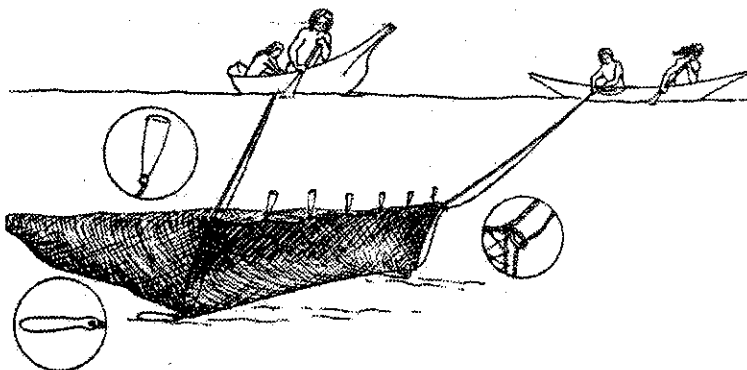
Spears and harpoons are no longer used for fishing.

Dip Nets This was the main method of fishing on the upper Fraser River (Fraser Canyon). Dip nets were used for catching all the species of salmon in the Fraser. The net was made of either inner cedar bark strands (rope), nettle fibers or Indian hemp. The shafts were made out of vine maple or some other bendable local wood. Making a dip net took quite a long time so they were valuable tools.



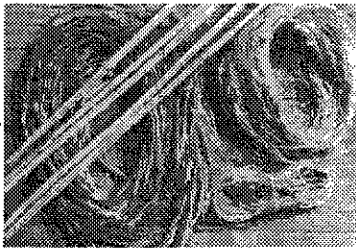
Dip nets are still used today but the bag part is made from nylon.

Drag nets or bag nets - This net was pulled or dragged behind two canoes. The net was weighted down on the corners and was dragged along the river bottom. The canoes had to be angled outward to hold the net mouth open. This method of fishing was used on the lower Fraser River in the wider and deeper sections of the river. It was used for catching both salmon and sturgeon.



Drag nets are still used but they are made from nylon and pulled behind power boats.

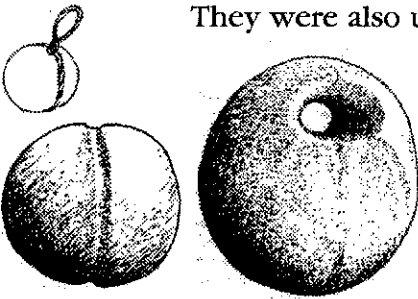




Fishing lines Fishing lines were usually made from inner cedar bark that was twisted or twined into light rope, fine string like lines and twine for making net. Finer (and stronger) line was also made from nettle fiber. Along the lower sections of the Fraser River and along parts of the coast bull kelp was also used to make fishing line.

Fishing lines today are made from nylon and are used mostly for recreational fishing.

Sinkers



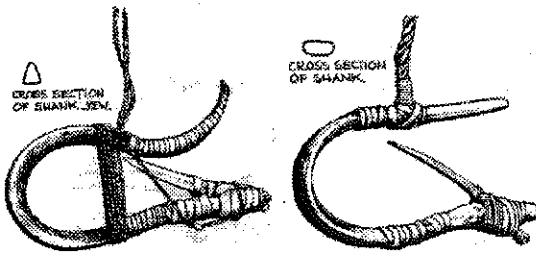
Sinkers were and are weights that are used to weigh down fishing nets.

They were also used to anchor a canoe while fishing. A variety of stones

were used from small pebbles to heavy rocks. The net or anchor lines were attached to holes drilled into the rock or groves carved into the rock. The rocks were frequently attached by cedar bark, nettle fibre, cherry bark, cedar root rope or other natural fibre.

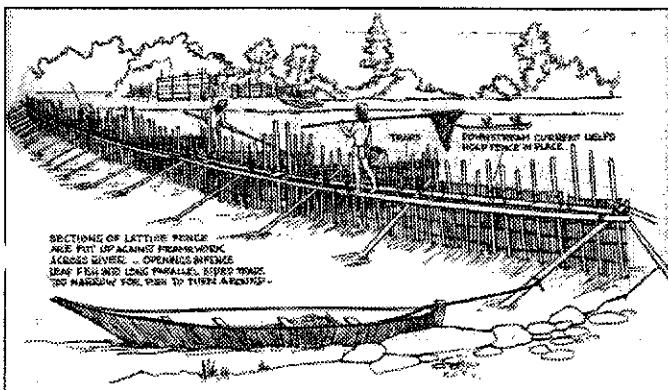
Stones are no longer used as sinkers in fishing. They have been replaced with lead weights.

Steam bent hooks - Traditionally, steam bent hooks were made from a variety of woods.



Each type of fish had it's own type of hook. They may have been used as a single hook and line or as one of a number of hooks attached to a central line. Steam bent hooks tended to be used more in the lower Fraser River and open ocean. Steam bent hooks are no longer used. They have been replaced by metal hooks and nylon nets.

Fish Weirs Fish weirs were a type of fence, through which the water flowed, that were built right across a shallow river or angled towards shore to guide the fish into a trap or area to catch the fish easily. Weirs were built in shallow estuaries, rivers and streams. They were made out of wood (fir branches, vine maple saplings or other saplings) attached to a



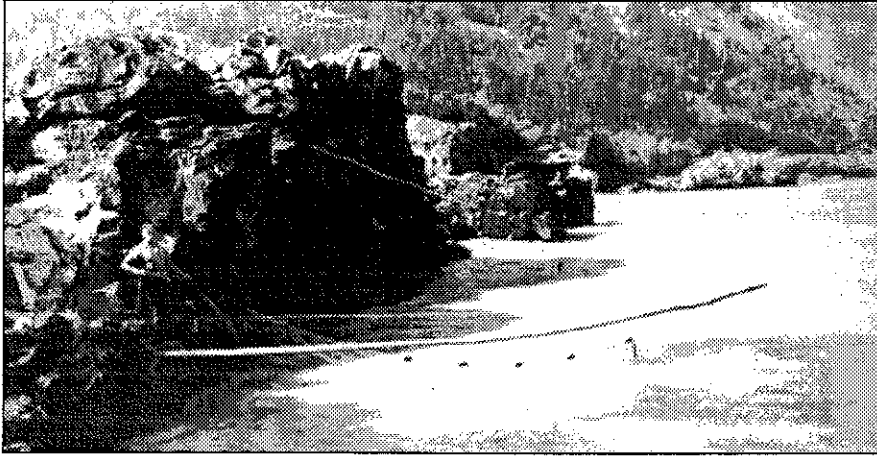
framework that remained in the river all year. Ownership of a weir usually belonged to the whole village. Building a weir was also a community effort. Weirs across a smaller stream could be privately owned by a person of high status.

Weirs are no longer allowed for fishing. They have been against the law for many years.



Set net

This type of gill net was traditionally made out of nettle fibre or inner cedar bark and attached to a long pole which was anchored to the shore. "Set" on

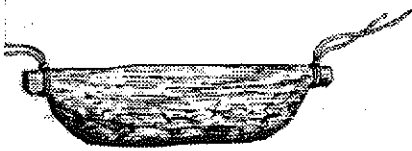


the shores of the Fraser River, the salmon would swim into it as they swam upstream. set nets were valuable tools and well taken care of.

This method of fishing is still used in the Fraser Canyon. Today the nets are made out of nylon.

**Floats**

Floats were used to keep nets from sinking to the bottom. Floats were also used as markers to locate anchor spots. They were made from wood, frequently carved to resemble an animal, or they were made from animal bladders that were filled with air and sealed. Bundles of sticks tied with twine were also used.

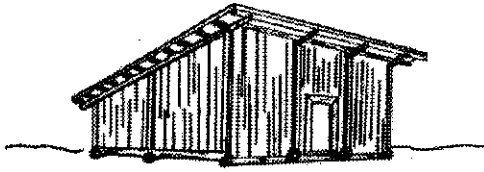


Floats supported the upper edge of fish nets with small ones attached along the length of net and large ones at each end of the net.

Today, floats are made from a variety of synthetic materials (plastic, styro foam, rubber)



Note: For additional information on Traditional fishing tools please consult "H. Stewart, Indian Fishing".



Family Ties

Dear Parents,

As part of our 'Fishing' module, in our Stó:lō Studies Program, please review the 'Fishing Tool Research Card' your child has brought home from school. Together make this fishing tool using natural resources such as: branches, sticks, shells, animal bones and teeth, rocks, etc. Please note string may be used to tie the pieces together as cedar twining is likely not available.

Then, help your child to fill in the stand-up 'Fishing Tool Research Card'.

Your child will be expected to show (his/her) fishing tool and read the stand-up Fishing Tool Research Card to the class on _____.
(date)

Your assistance and cooperation with this family project is greatly appreciated.

Yours truly,





- Traditionally the main purpose of this tool was: _____
- What tool would be used today to perform the same task? _____
- List the materials you used to make your fishing tool: _____
- Describe how this tool was used. _____
- If this tool or a similar one is used today, what is it made of? _____
- Other information (could include the type of fish caught with this tool, the type of water the tool was used in and the time of year the tool was used) _____

Fishing Tool Research

Name: _____

Fishing Tool: _____

Draw a picture of your fishing tool

Assessment/Evaluation Fishing Tool Research

	Research Card	Oral Presentation		
Fully and Creatively Completed	_____	_____	A	Choose best criteria description for Research Card and for Oral Presentation. Teacher checks appropriate column for the best description.
Fully Completed	_____	_____	B	
Mainly Completed	_____	_____	C+	
Satisfactorily Completed	_____	_____	C	
Minimally Completed	_____	_____	C-	
Not attempted	_____	_____	I	

Comments

[illegible]

First Salmon Ceremony – Roles & Responsibilities

The first salmon ceremony requires careful planning and much rehearsal time to be executed successfully.

The following is a list of roles and responsibilities the students will need to understand thoroughly before the actual first salmon ceremony takes place in the classroom.

Note: a suggested timeline would be 1 to 2 weeks of in-class preparation.

- a) **Spokesperson** (1 student)
 - introduces the host and hostess
 - welcomes the guests and participants
 - * writes own speech; rehearses
 - b) **Host #1** (1 student) - gives first welcoming speech explaining the importance of giving thanks.
 - * writes own speech; rehearses
 - c) **Hostess #1** (1 student) - gives second welcoming speech explaining the reverence of the occasion and the planning that occurred for the ceremony.
 - * writes own speech; rehearses
 - d) **Two elders** (2 students) - each responds to one welcoming speech (to reinforce what has been said) and thanks and praises the host or hostess for their efforts.
 - * writes own speeches; rehearses
- Note:** Host/Hostess and Elders should rehearse together in order to edit writing and ensure flow of ideas.
- e) **Hostess #1** (1 student) - sings a welcome song to the guests and participants.
 - * writes simple, repetitive song; rehearses
 - f) **Host #2/Hostess #2** (already chosen students) - lead all chants 1 - 6 (**BLM 2p**) p. 316
 - g) **Drummers** (3 students) - to accompany songs and chants throughout the ceremony
 - * help hostess to write the welcome song; rehearses
 - * rehearse chants with host/hostess
 - * rehearse women's dance with all female students
 - h) **Host #1** (already a chosen student) - dips eagle feather in water and sprinkles it on the fishermen, explains the blessing of the fishermen before the catch of the first salmon.
 - * writes explanation of the blessing; rehearses
 - i) **Fishermen** (approximately 5 students) - stand to be blessed
 - * help host to rehearse the blessing of the fishermen
 - j) **Messenger** (1 student) - comes in to tell Siam (chief) (Host #1) of the arrival of the first salmon
 - k) **Spokesperson** (student already chosen)
 - * announces that word has been received about the arrival of the first salmon





- l) Fishers the fishers (already chosen) - leave to go fishing and then return with the first salmon
 - * rehearse coming ashore, carrying salmon on forearms up to the house, stopping at 4 corners, placing salmon on the floor and sitting beside the tray
 - * prepare tray to display the salmon
 - * carrying salmon to the feast
 - * carry salmon bones to the river and placing bones in the river
- m) Women (all female students) - dance counterclockwise around the house turning to the drum beat.
 - * make up dance, rehearse
 - * make fringed shawls (out of material or paper)
- n) Note: all students must sit on one of the following 3 committees
 1. Table set-up committee - responsible for setting up the room for the feast
 - * plan and set-up tables, chairs, buffet table, table settings, beverages
 - * table decorations, flowers, placemats, tablecloths could be designed at the discretion of the teacher and/or set up committee.
 2. Serving committee - responsible for food serving
 - * put a taste of salmon at each place setting
 - * help parent servers to serve food and keep buffet table tidy
 3. Clean-up committee - clean up after the feast
 - * clear dishes away, wipe down tables, put tables and chairs away
- o) Host #2 (already chosen student) - delivers a blessing prior to consuming the first salmon
 - * write the blessing; rehearse

Host #2 (already chosen student)

 - deliver a final blessing at the end of the feast
 - * write the blessing; rehearse
- p) Song Writers for "The Happy Song" (2 - 6 students)
 - this is optional
 - teacher could also teach the class a song they feel would be appropriate



Family Ties



Dear Parents:

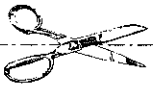
We are planning our First Salmon Ceremony on _____ as a part of our Stó:lō unit.

We are therefore asking for your help:

1. \$_____ from each student in order to pay for salmon, paper plates and cutlery which the teacher will purchase.
2. Two potatoes wrapped in aluminum foil so that they may be baked at school.
3. Each student is to bring a small platter of either fresh vegetables, fruit, bannock/buns, cookies or a cake.
4. Any family that could loan our class a barbecue please phone _____ at _____.
5. Any person that could barbecue the salmon or help the servers please sign the form below and return it to the school.

If you have any questions please phone _____ at _____.

Sincerely,



_____ will bring _____

I have a barbecue that can be loaned to the school - yes ☐ no ☐

I can help with the barbecuing - yes ☐ no ☐

I can help with the event - yes ☐ no ☐

Signature

First Salmon Ceremony Chants

1. The spring salmon is landing now.
2. The spring salmon is coming up from the beach.
3. We recognize the spring salmon.
4. You are departing noble one.
5. You are returning home, noble one.

Note: Each chant is traditionally repeated four times.





Assessment/Evaluation for Story Writing Extension

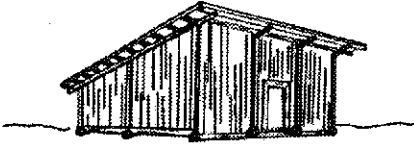
Criterion Referencing

5. Facts about the fish the student has chosen to research, must be carefully woven into the body of a fictitious story that creatively explains how something about the fish came to be the way it is.	A
4. Many facts	B
3. several facts	C+
2. A few facts	C
1. Minimum attempt	C-
0. No attempt	I

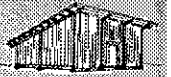
Comments:

Positive parts about your story:

An area to improve would be:



Family Ties



Dear Parents,

To complete our module on 'Fishing' in our Stó:lō Studies Program, we would like to make a cookbook of your favourite salmon recipes.

Please help your child write out your special salmon recipe on the attached sheet, ensuring the recipe is correctly printed. Your child could contribute one or more of these recipe sheet. These sheets will be categorized under appetizers, soups, salads, and main dishes. These will then be photocopied and coiled so that each student will receive a collection of his/her classmates favourite salmon recipes.

Sincerely,



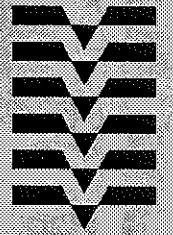
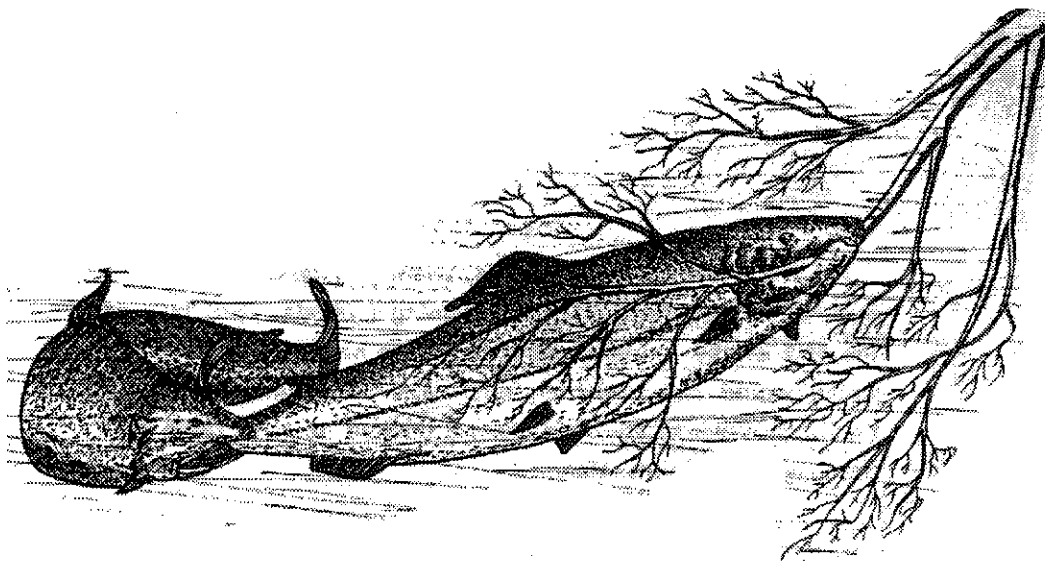
Salmon Recipe

for _____
Name of Recipe

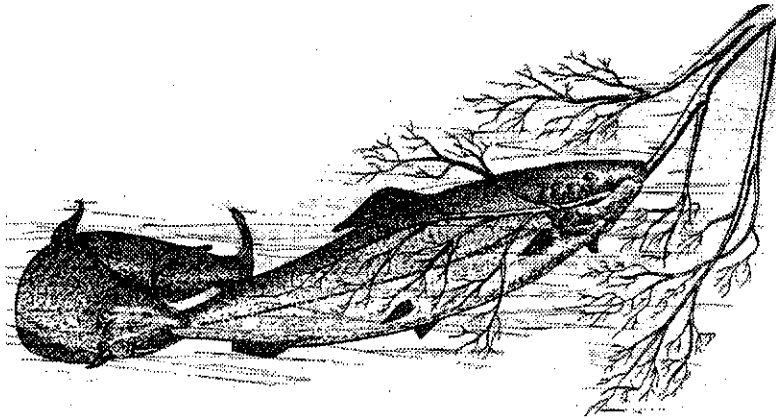
Submitted by: _____
Student's Name

Appendix A

How the Coho Got His Hooked Nose



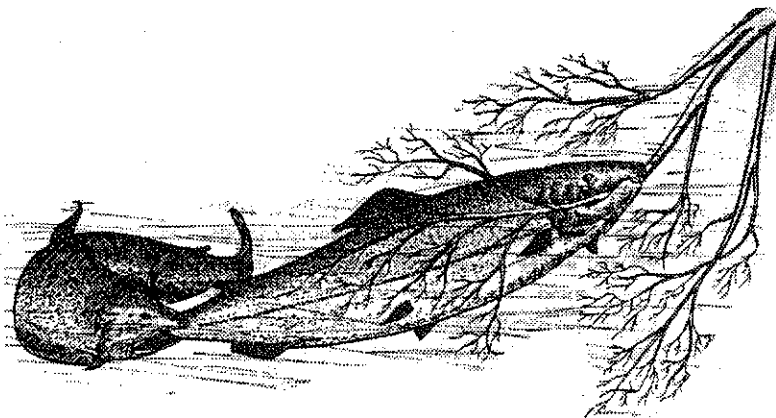
How the Coho Got His Hooked Nose



Name: _____

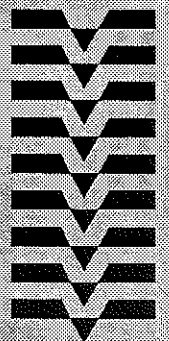
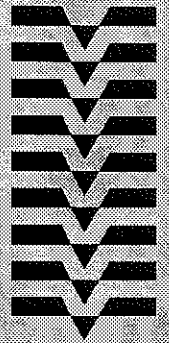
Date: _____

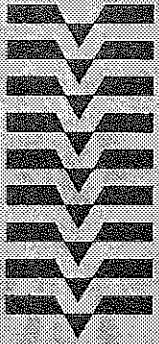
How the Coho Got His Hooked Nose



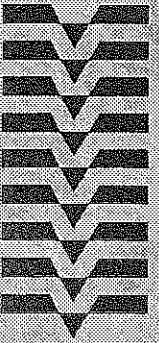
Name: _____

Date: _____

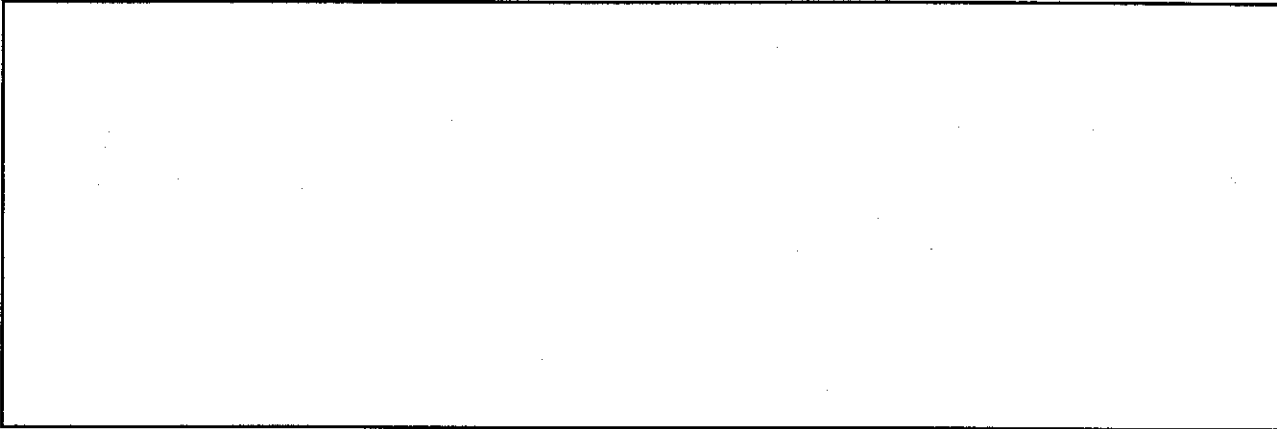
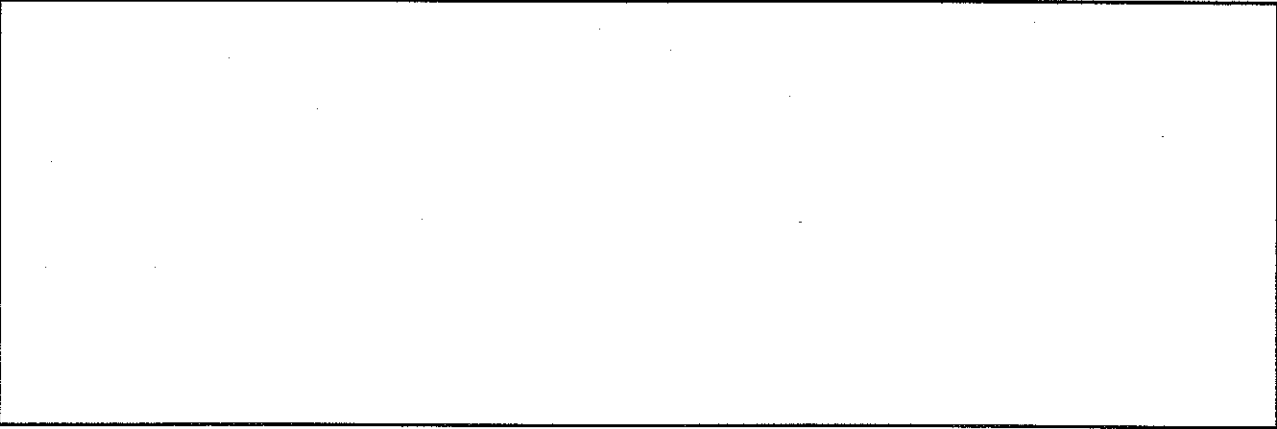




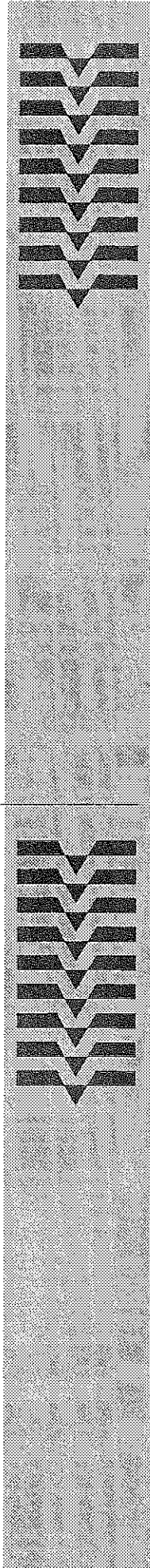
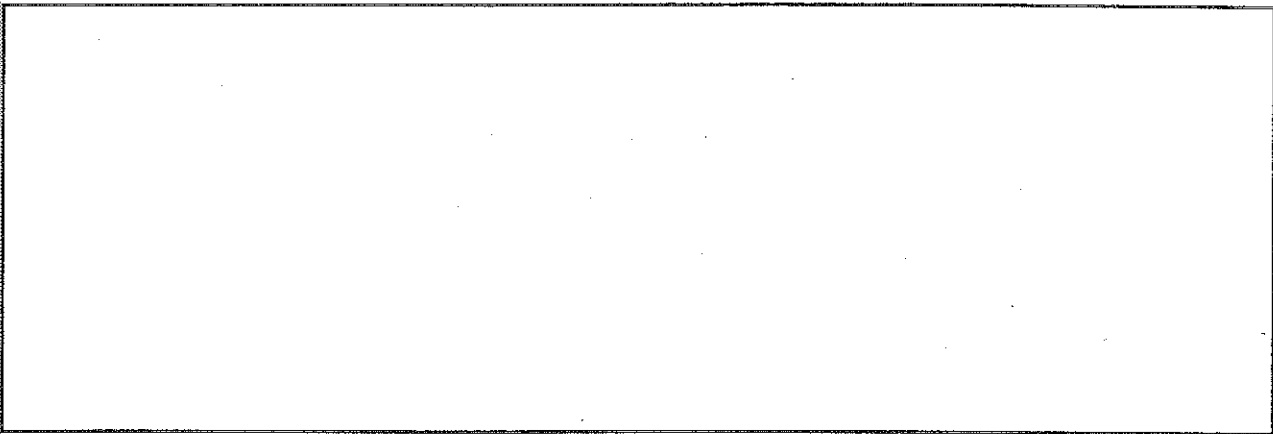
1. Long ago, before you were born or before even your parents and grandparents were born, it is said that the coho salmon looked much like any other fish. In those days, the Upper Sto:lo people say that when the coho left the salt water to go back to the fresh water rivers to spawn, his nose did not become hooked as it does today.

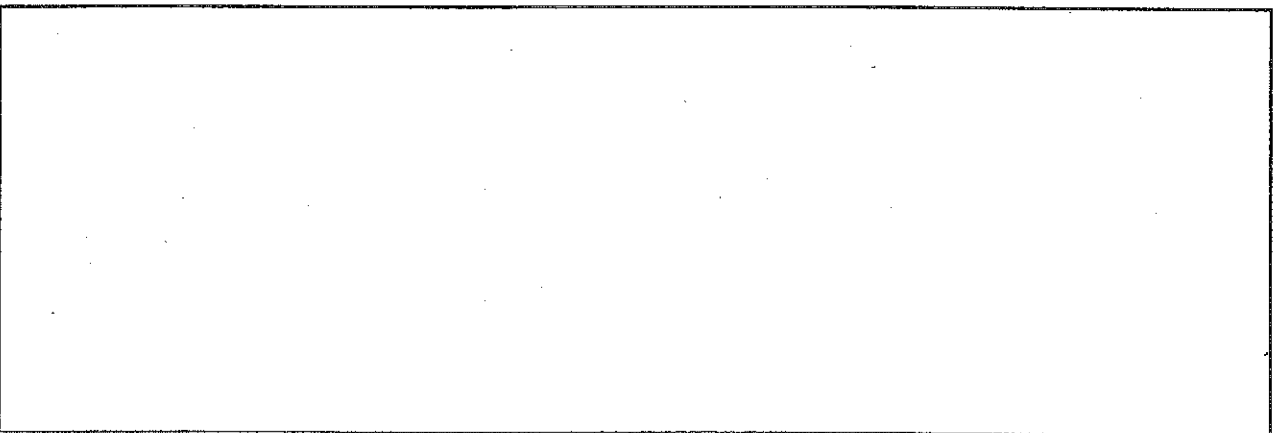


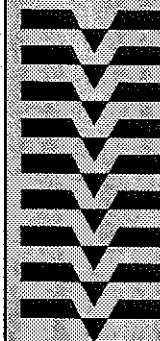
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- 
2. Nowadays, of course, it is easy to recognize a coho because it develops a hooked nose as it swims up the river to spawn. No one knows exactly why this happens to the coho's nose, but the Upper Sto:lo people say that it happened in this way.
- 

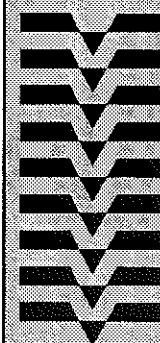
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- 
- 
3. There was once a coho salmon who was living happily with his wife in the salt-water sea. The time had come, for they were both about three years old, to leave the salt water and to begin the long journey up the Fraser River. It was their time to spawn.

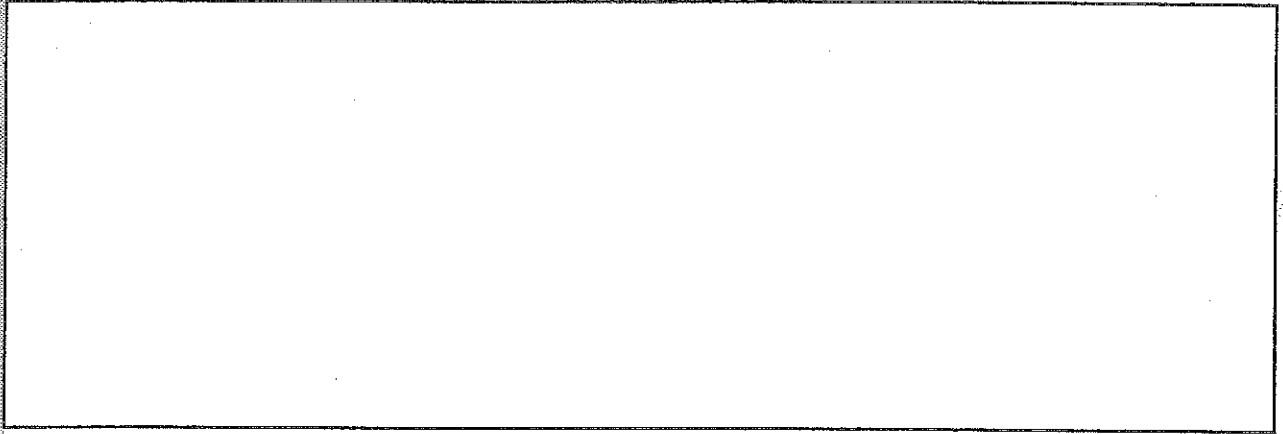
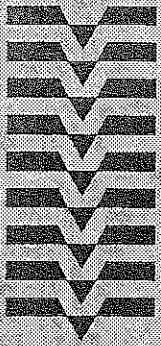
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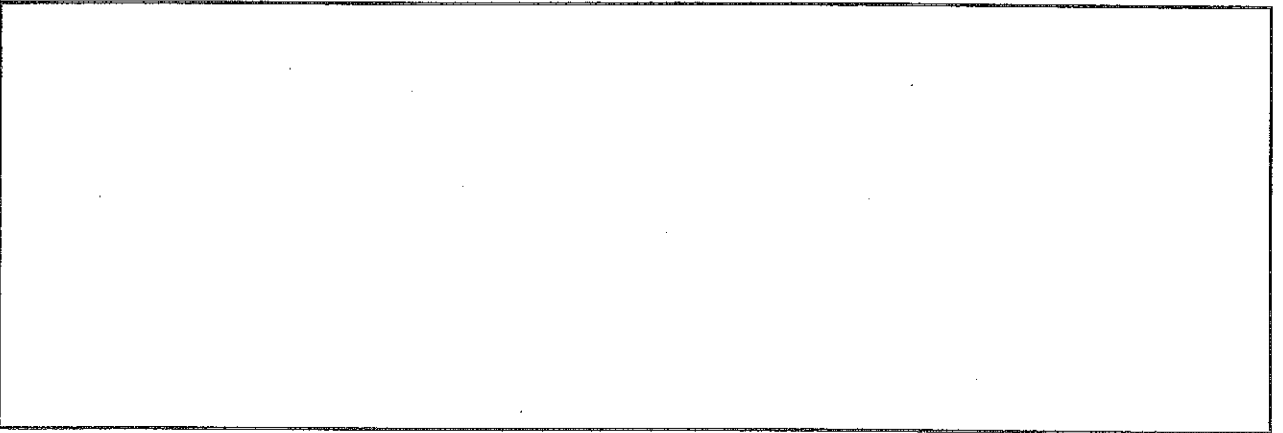
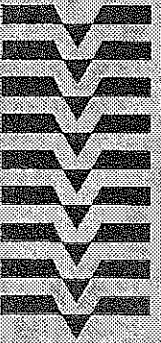
4. The journey was a tiring and difficult one for the two fish. In order to reach their spawning grounds, they had to swim up the river against the strong current.



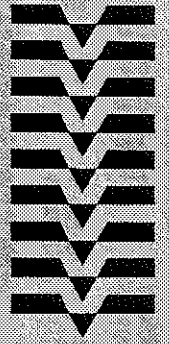
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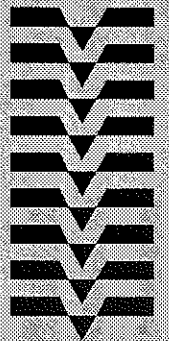
5. At times, they felt they couldn't swim any further,
and the coho's wife became so tired that she hung onto
her husband's tail as he swam bravely along.



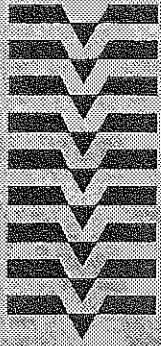
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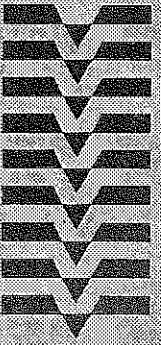
6. The coho felt that he must rest, or both he and his wife would die of exhaustion. But where, in the swift water, could he find a place to stop and catch his breath? At that moment, the fish reached a spot in the river where the current was not so strong.



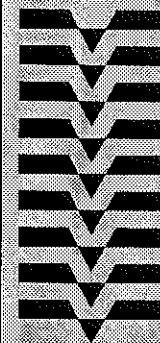
6. The coho felt that he must rest, or both he and his wife would die of exhaustion. But where, in the swift water, could he find a place to stop and catch his breath? At that moment, the fish reached a spot in the river where the current was not so strong.



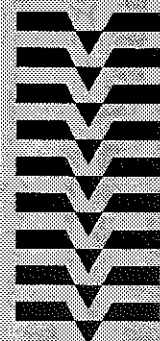
7. Because he had a few minutes in which he did not have to battle the strong water, the coho was able to rest. His strength renewed, he continued his swim up the river.



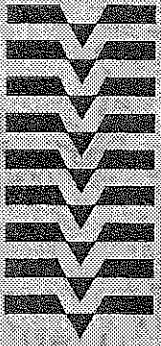
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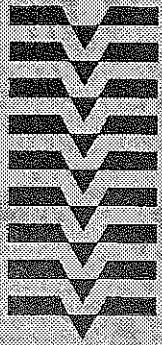
8. It was not long before the water became treacherous again and the fish were even more tired than before. "Hang onto my tail," said the coho to his wife. "We'll get there yet!"



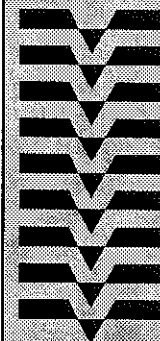
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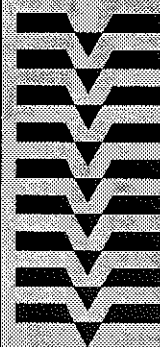
9. The desperate fish looked around him for a place to rest. Not far ahead was a tree growing on the bank of the river and its branches reached down into the water. Suddenly the coho-had an idea. He headed straight for the tree, and when he reached it he hooked his nose around one of the branches.



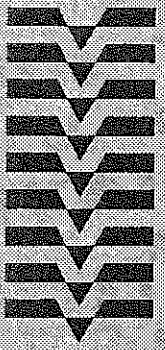
9. The desperate fish looked around him for a place to rest. Not far ahead was a tree growing on the bank of the river and its branches reached down into the water. Suddenly the coho-had an idea. He headed straight for the tree, and when he reached it he hooked his nose around one of the branches.



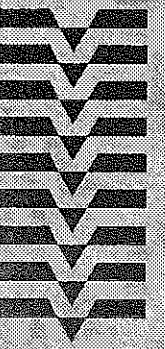
10. With his wife still clinging to his tail, and his nose securely hooked around the branch, the two fish rested until they felt able to go on. After that, every time the coho saw overhanging branches in the water, he would stop, hook his nose onto a branch, and rest.



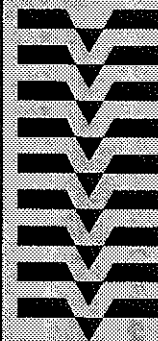
10. With his wife still clinging to his tail, and his nose securely hooked around the branch, the two fish rested until they felt able to go on. After that, every time the coho saw overhanging branches in the water, he would stop, hook his nose onto a branch, and rest.



11. The coho swam and rested, swam and rested in this way, until they reached their spawning grounds. But by the end of the journey, the coho's nose had a hook in it which would not straighten out. The coho himself felt that it was worth anything, even a hooked nose, to reach the spawning grounds safely.



11. The coho swam and rested, swam and rested in this way, until they reached their spawning grounds. But by the end of the journey, the coho's nose had a hook in it which would not straighten out. The coho himself felt that it was worth anything, even a hooked nose, to reach the spawning grounds safely.



12. And that is why, ever since, the coho's nose becomes hooked as he swims up the river to spawn.

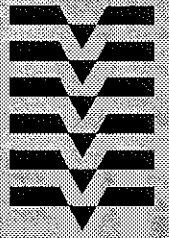
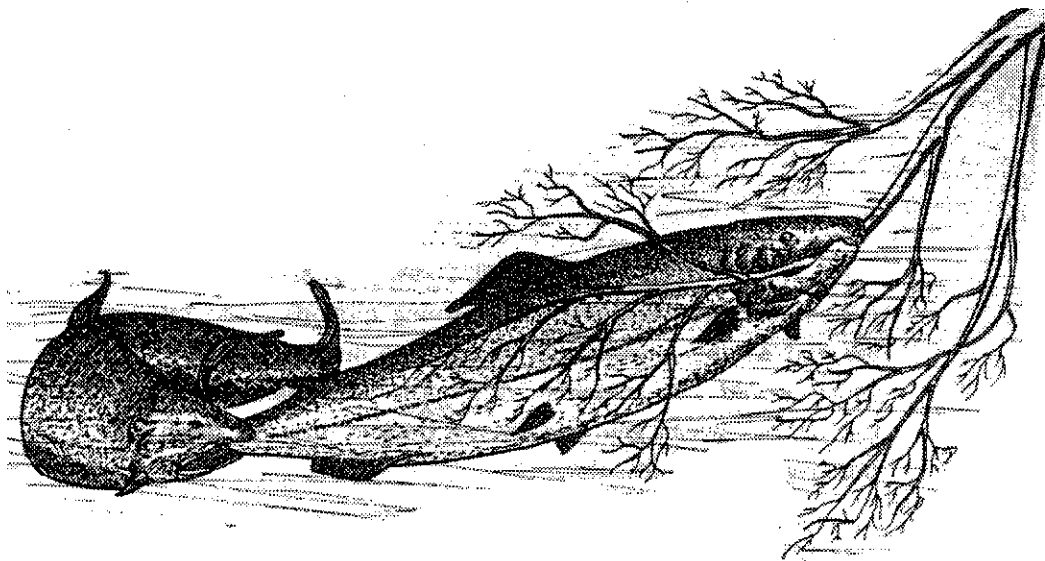


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Appendix B

Salmon Life Cycle Booklet

• Primary •



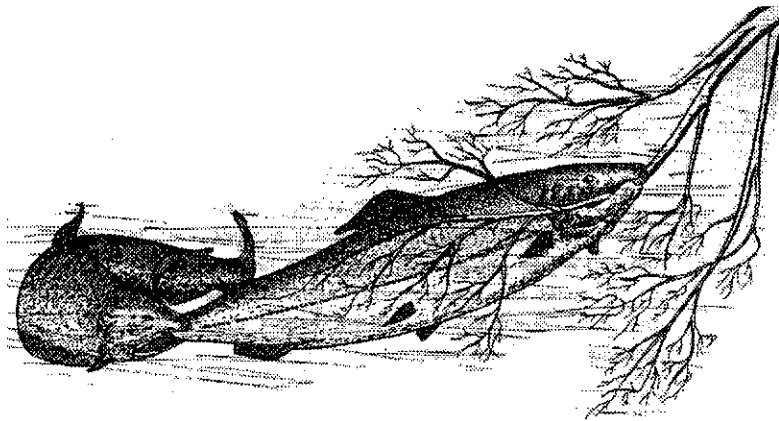
Appendix B • Primary

UNIT 3 • Resources and Technology

Salmon

Life Cycle Booklet

(Primary)



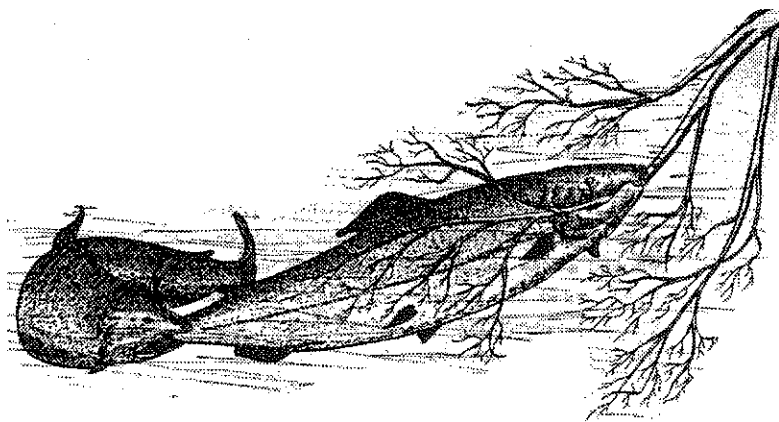
Name: _____

Date: _____

Salmon

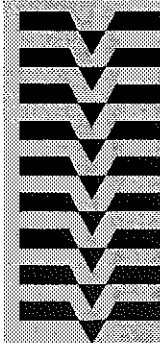
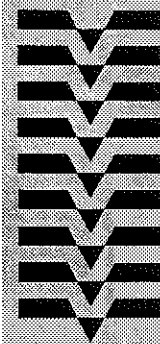
Life Cycle Booklet

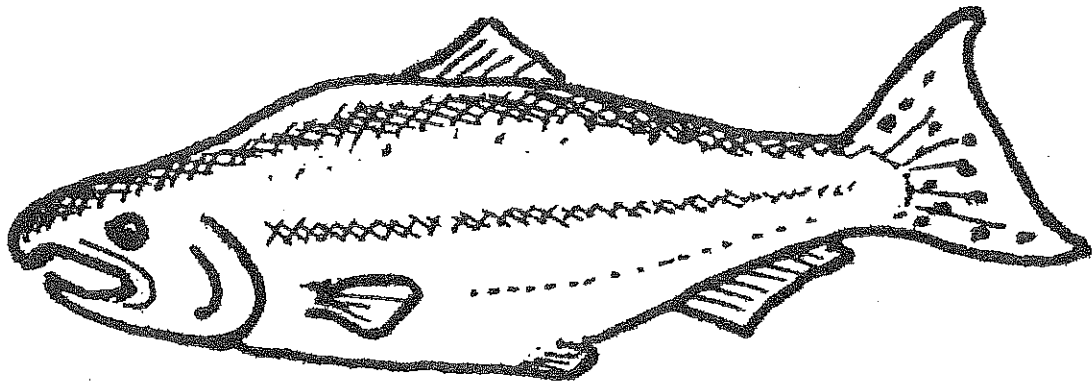
(Primary)



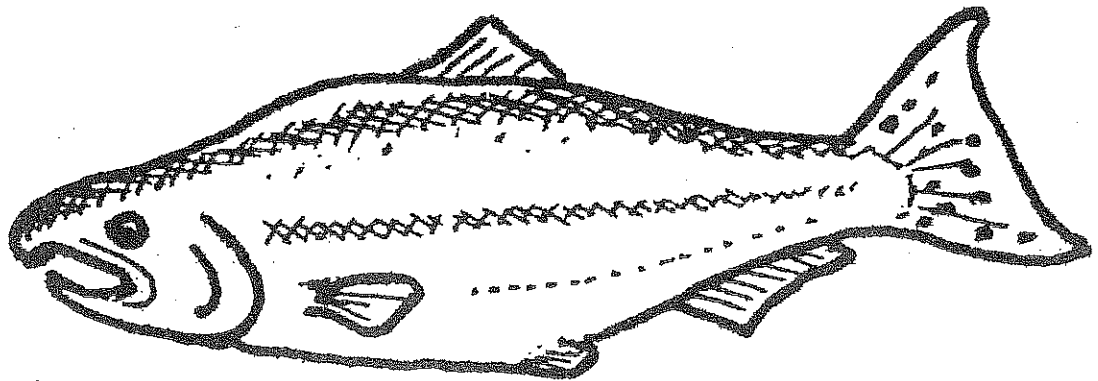
Name: _____

Date: _____

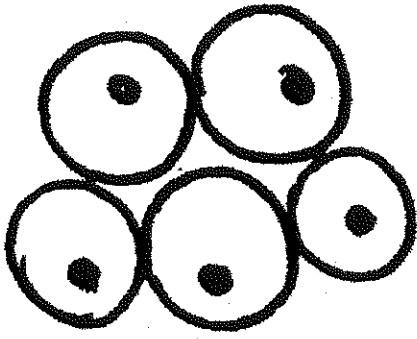




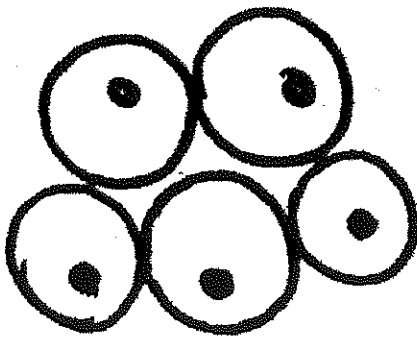
1. Adult Spawners



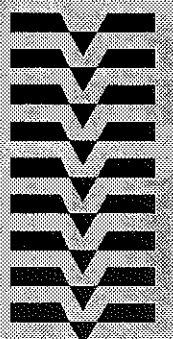
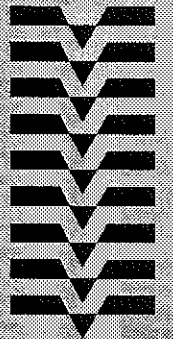
1. Adult Spawners



2. Eyed Eggs

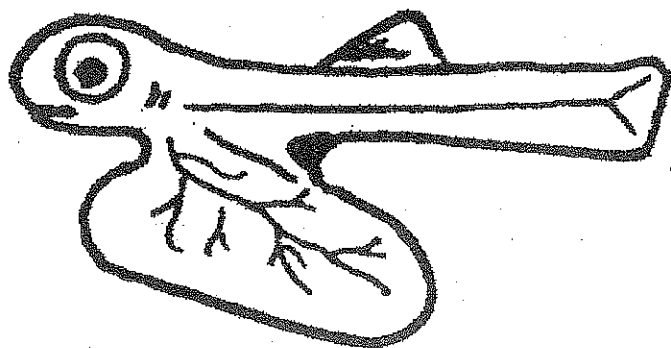


2. Eyed Eggs

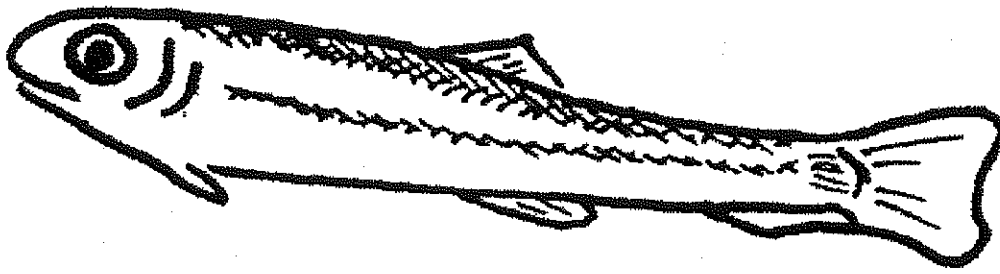




3. Hatched Alevins

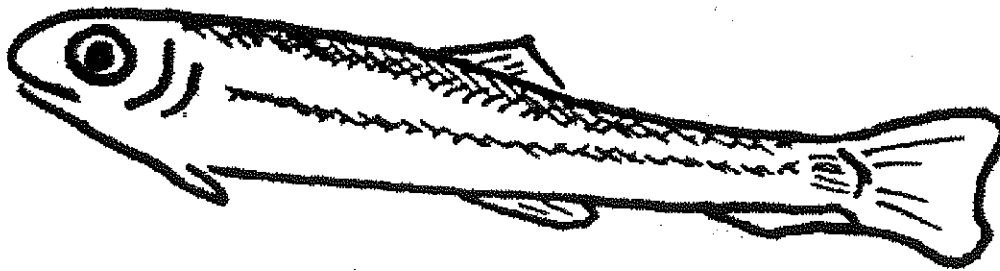


3. Hatched Alevins



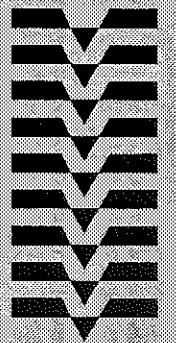
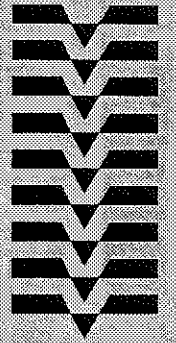
4. Newly Emerged Fry

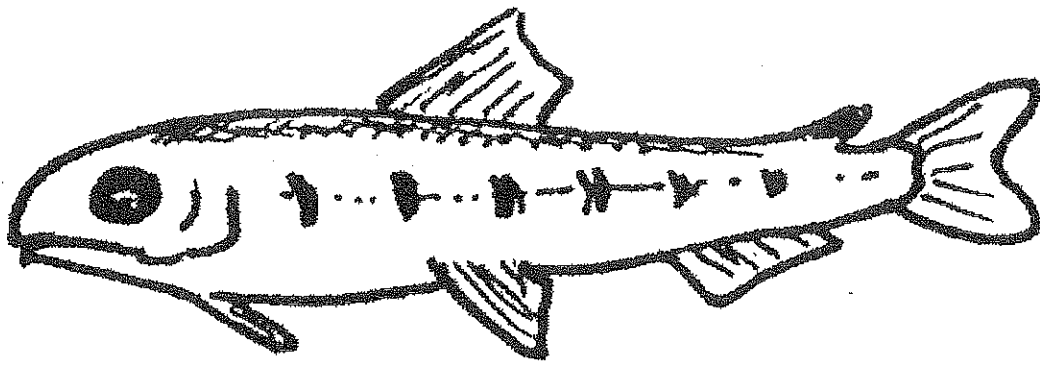
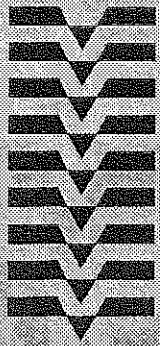
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



4. Newly Emerged Fry

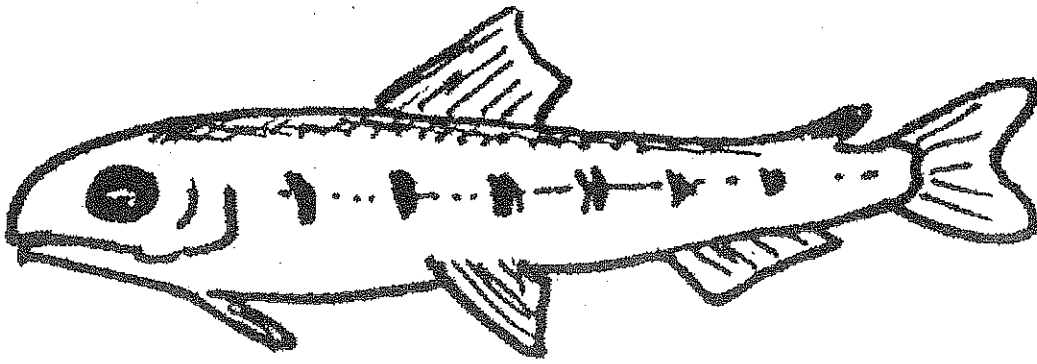
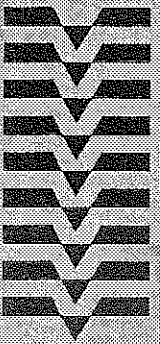
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.





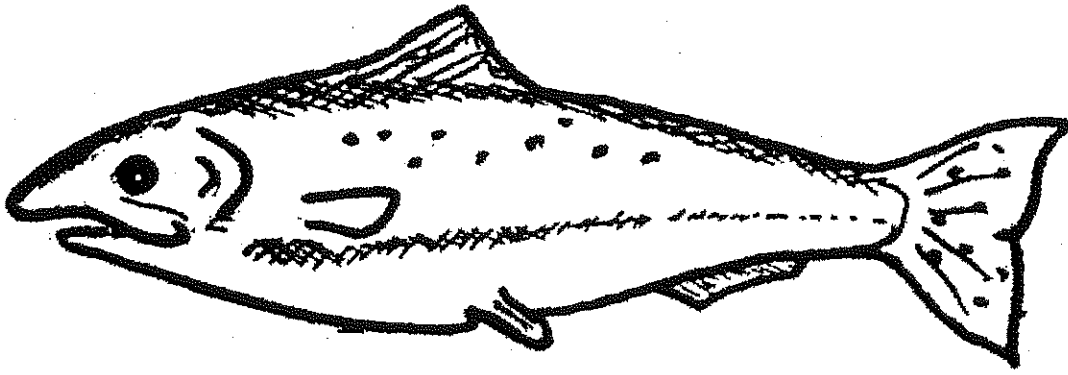
5. Fingerlings

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

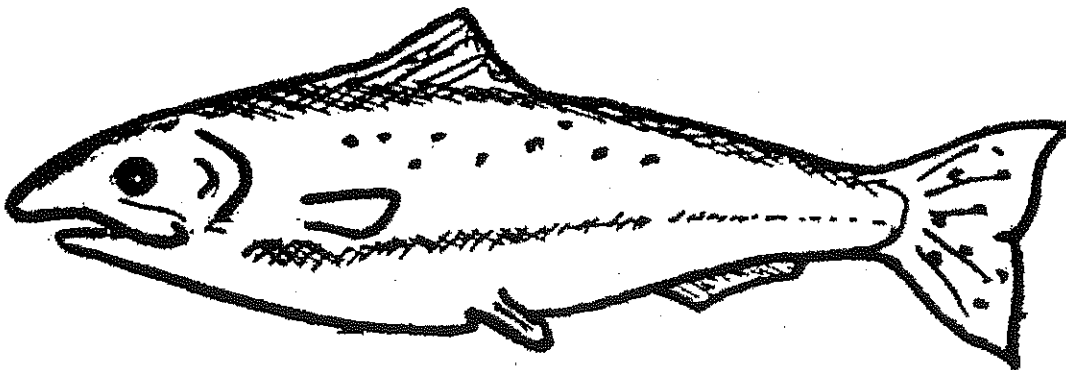


5. Fingerlings

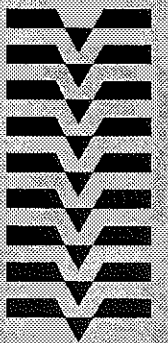
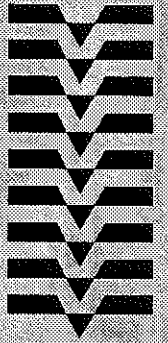
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



6. Adults in the Ocean



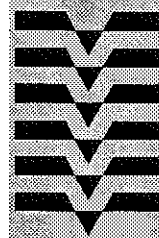
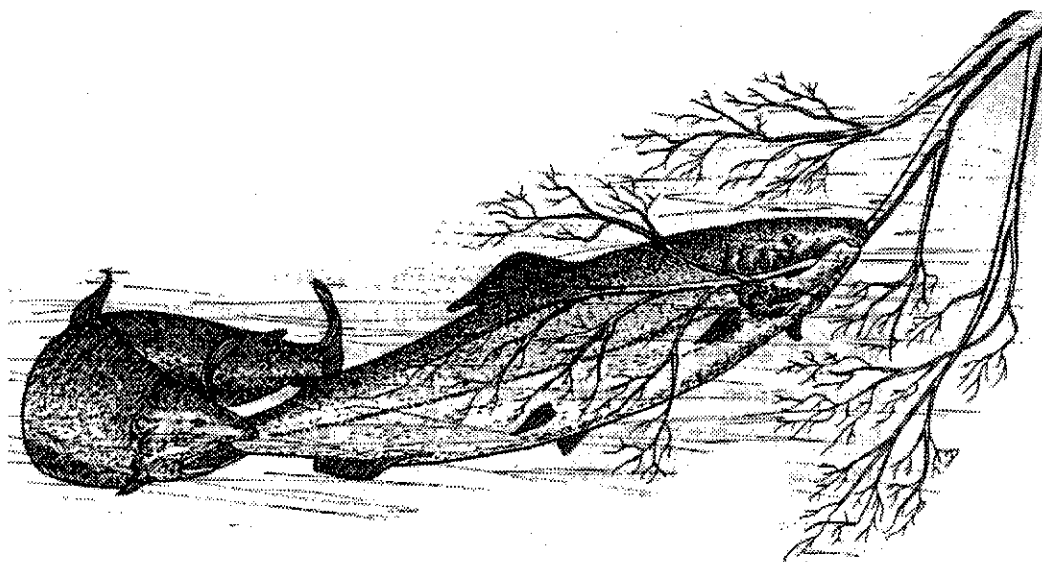
6. Adults in the Ocean



Appendix C

Salmon Life Cycle Booklet

• Intermediate •



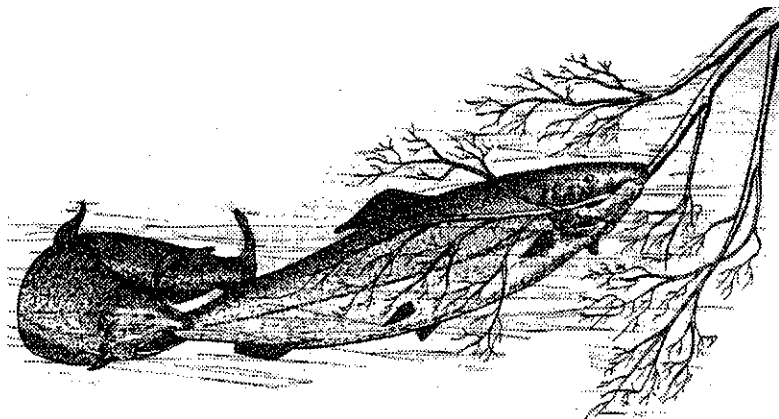
Appendix C • Intermediate

UNIT 3 • Resources and Technology

Salmon

Life Cycle Booklet

(Intermediate)



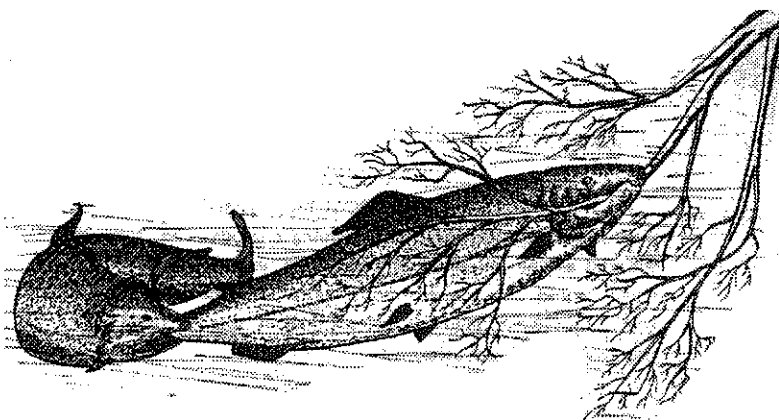
Name: _____

Date: _____

Salmon

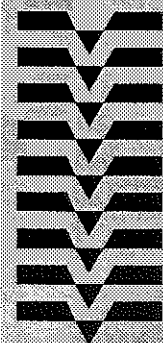
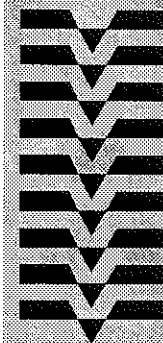
Life Cycle Booklet

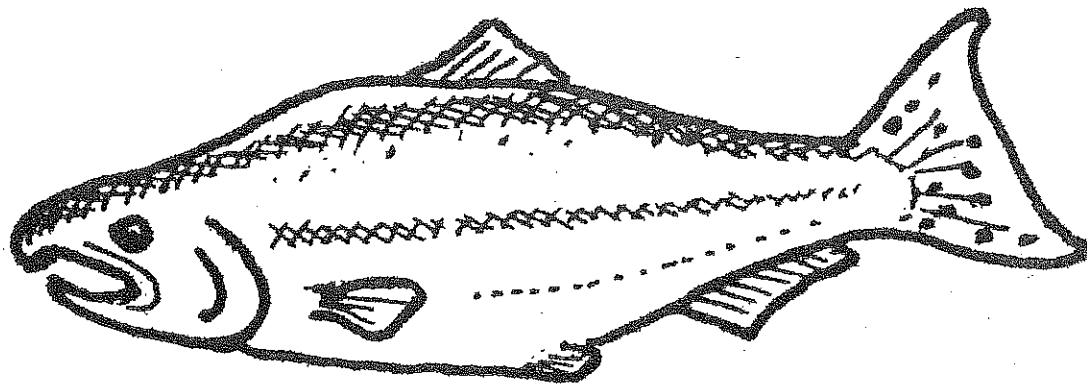
(Intermediate)



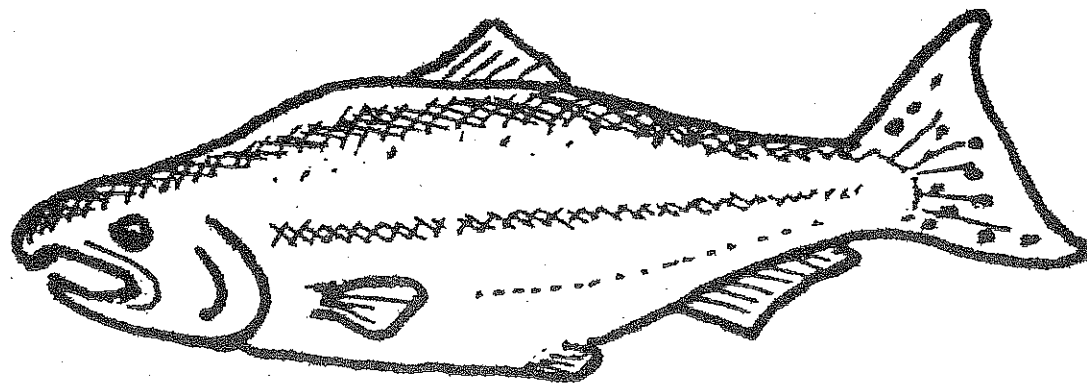
Name: _____

Date: _____

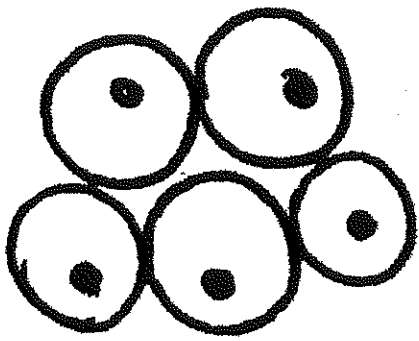




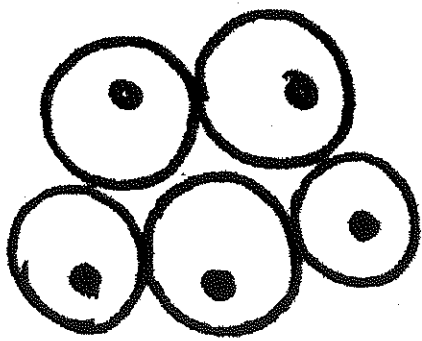
1. Adult Spawners



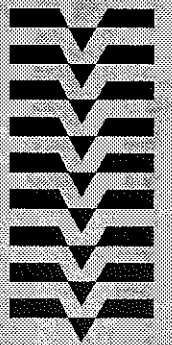
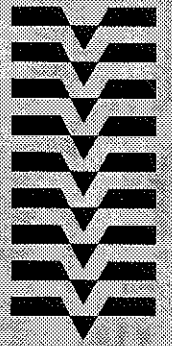
1. Adult Spawners



2. Eyed Eggs



2. Eyed Eggs

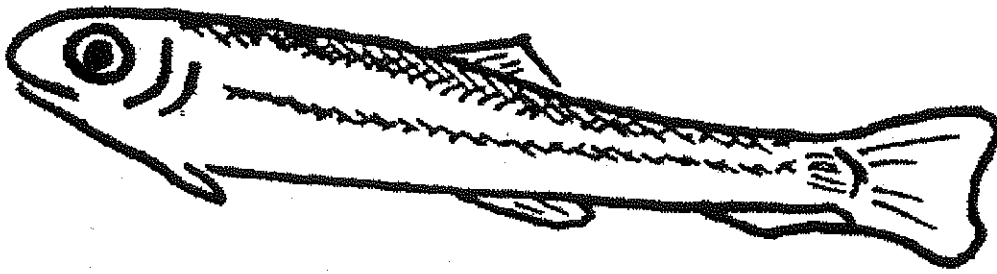




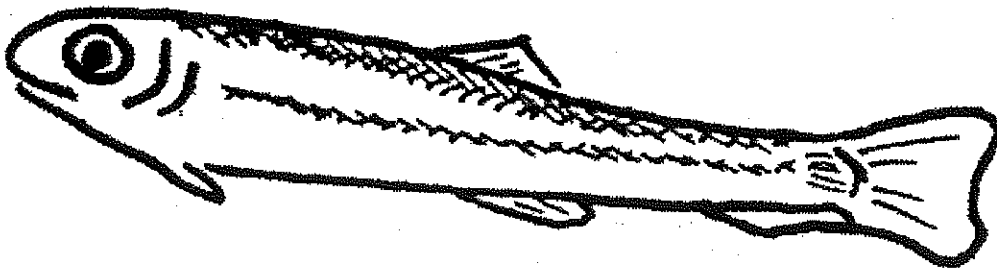
3. Hatched Alevins



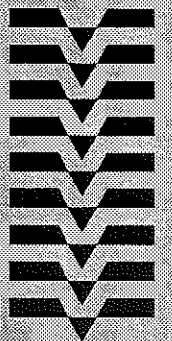
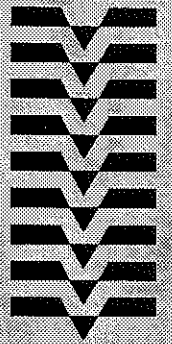
3. Hatched Alevins

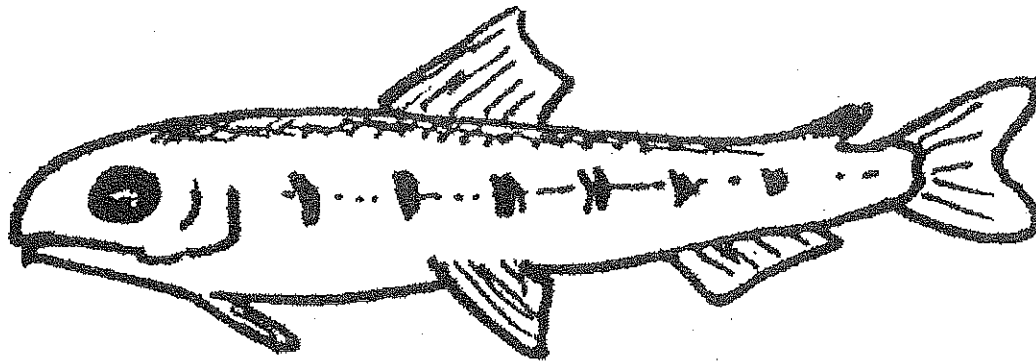
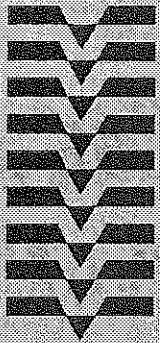


4. Newly Emerged Fry

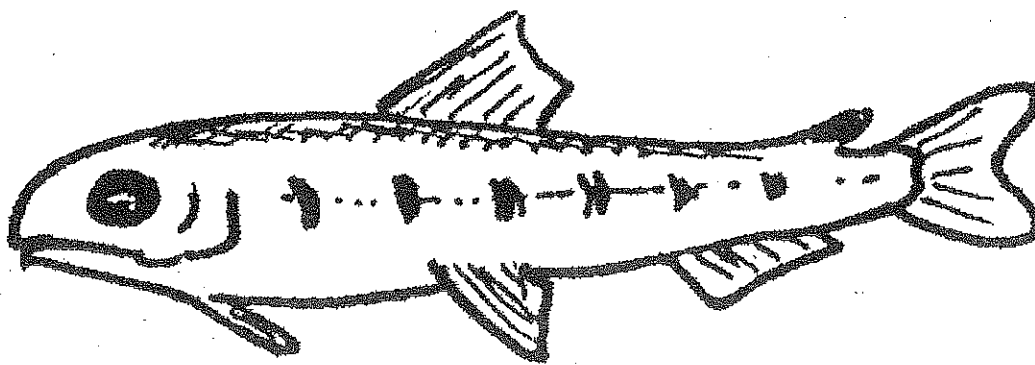
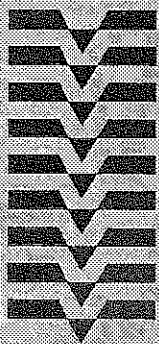


4. Newly Emerged Fry

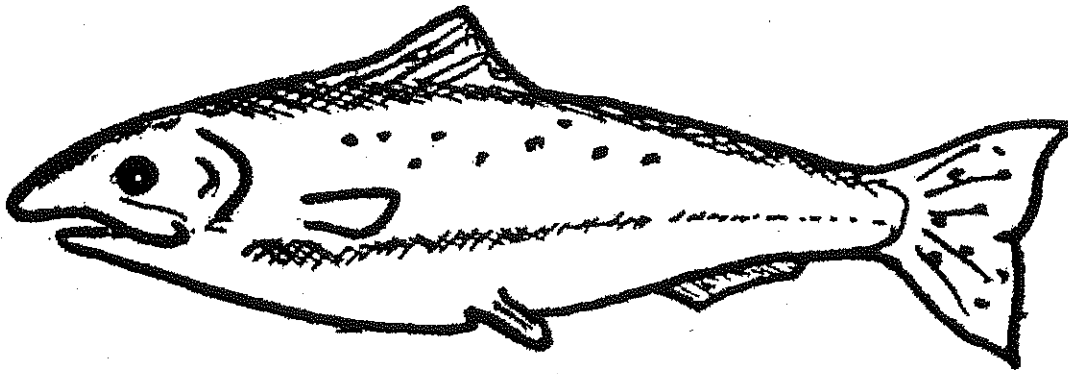




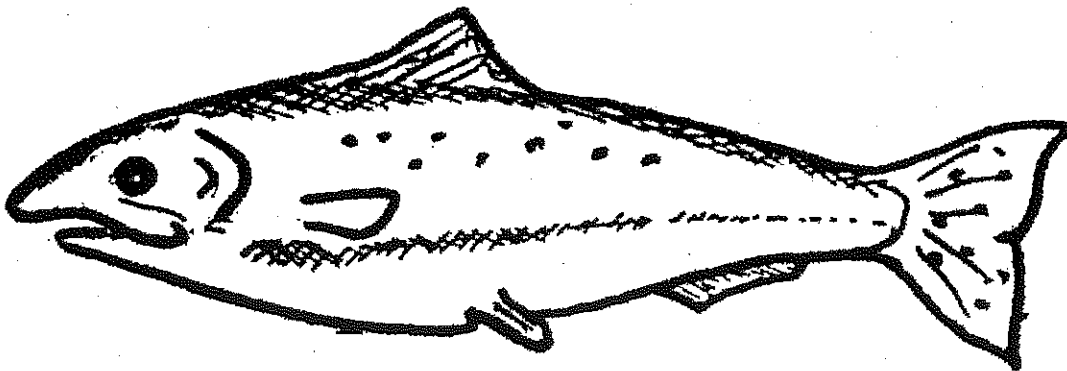
5. Fingerlings



5. Fingerlings



6. Adults in the Ocean



6. Adults in the Ocean