

# Fishing Tools Past and Present (3-8)

Lesson plan: 1 hour 15 minutes

## Materials

FISHING TOOLS Past and Present Kit  
2 dip nets  
4 station worksheets  
Mini pencils

## Objectives:

- demonstrate to students how the design of the fishing tool has not changed over 10,000 years, the “genius” of the Stó:lō people (how are the items similar)
  - environmental impact (concern for the environment) of the fishing tools past and present
  - replacement of the fishing tools – talking to someone, taking the time, learning the information vs. going to the store

- **Set up the stations prior to starting the Introduction.**
- **May ask the teacher to direct the students to the 5 stations.**
- **Have students standing at the stations prior to starting the Introduction.**
- **Desks or tables in 5 stations, at each station: station # card, black felt placement cloth, 2 tools (Past and Present), Venn diagram paper, 3 pencils**

## Introduction:

### 1. Introduce Yourself

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

### 2. Introduce the Presentation

Today I am going to share with you some fishing tools that I brought in.

You are going to see fishing tools that are used today and replica (copies made for us) fishing tools that are very similar to fishing tools that were used 10,000 years ago. AND DISCOVER THE GENIUS OF STO:LO PEOPLE.

**Who are the Stó:lō People?** (ask the students this question, take 2-4 answers)

Stó:lō people have lived on this land for 10,000 years. “Great, great, great... 300x”

Time Immemorial – forever

First People here in Abbotsford – nod your head if you agree.

**What did the land (Stó:lō Territory) look like 10,000 years ago?** Use your imagination.

(ask the students this question, take 2-4 answers)

If we take away the school, the roads, the houses... first growth trees, plants, animal trails, living structures/ house made from nature (wood, reeds, dirt), only nature

Show me with your fingers (1 not very important, 10 very important)

**How important is food to humans?**



Ask 2-4 students why they are showing you're their chosen number.  
10,000 years ago there were no stores to buy your food at.  
Stó:lō people had to get their food from their environment – hunting or fishing.

**How many of you have gone fishing?** Look for hands up.

**What tools were you using when you went fishing?** (ask the students this question, take 2-4 answers)

May hold up the tool that one of the students talk about using

**Starting the Stations: 25 min.**

At each station I am sharing my fishing tools, pencils and paper.

I am not worried about the spelling on the paper or the direction of your printing on the paper.

I want you to think like a Scientist. I want you to use your senses to describe the tools.

Please be respectful of the fishing tools as you touch and hold the items

First as a group, decide which fishing tool is from the past and which one is from the present.

As a group you decide the special characteristics about each tool using describing words (adjectives) – smooth, black, tall, metal. Write your best guesses in the part of the circle that represents that fishing tool.

Your guess doesn't need to be right, just a close idea

In the middle of the circles I want you to use words that describe how similar/same the past and present fishing tools are.

You have 3 minutes at each station. In between stations I will stop you.

Please listen for this signal \*\*\*\* **Demonstrate your stop and listen signal here\*\*\*\***

Any questions about what I am asking you to do?

Middle school, may not want to discuss between every rotation. Keep the momentum going.

**Start the 1<sup>st</sup> Station** – presenter must circulate the stations assisting students and making observations

**Stop** first Station (get all students to **empty hands** of fishing tools and pencils)

Tell students when they see a word that they agree with to put a check beside the word – they don't need to write the word down again.

**With Elementary students, may want to have them point to their next station without moving first – do this for every rotation.**

**Start 2<sup>nd</sup> station** – presenter continues to circulate through the stations with the students

May need to direct students more due to observations you have made. Focus on the positive for feedback.

**Stop** second station

May need to encourage and describe again more descriptor words.

**Start 3<sup>rd</sup> station** – presenter continues to circulate through the stations with the students

**Stop** third station

Mention the positive: "I saw people, sharing items, making check marks, adding adjectives, describing words."

**Start 4<sup>th</sup> station** – presenter continues to circulate through the stations with the students

Presenter figures out where he or she wants the students to be after the 5<sup>th</sup> station for the "story of the fishing tools"



Elementary students may have a carpet area.  
 Intermediate students may go back to their desks or to the first station they started at.  
 (This may be a discussion with the teacher).

**Stop** fourth station

**Start 5<sup>th</sup> station** – presenter continues to circulate through the stations with the students

**Stop** fifth station – Wonderful observation time.

Give the students directions as to where you want them to be for the “story of the fishing tools”.

**“Story of the fishing tools”: 30 min.** (5 min. each tool)

May want to refer to the sheets from the students.

Get students to point to the one from the past – direct the ones who may have guessed wrong

<b>1. HOOK</b>	PAST	PRESENT	SAME?
	Deer/Elk bone splinter Slate rock Sinew All from environment	Stainless Steel Nylon, plastic	Both sharp Shape design

← The Objective: answered →

How smart are Stó:lō people?	What is the environmental impact?	Is it easy to replace?
The design has stayed the same for 10,000 years then, they have Invented a very good tool! They are geniuses!	Past: will go back to nature Present: Plastic and metal do not go back to nature. They will Not disintegrate	Past: no. handmade items take time to make and time with Family/Community Present; yes, go to the store.

<b>2. HOOK and LURE</b>	PAST	PRESENT	SAME?
	Plant line (stinging nettle/cedar bark/bull kelp) Abalone shell Wood (crab apple/alder) Sinew Deer/elk bone splinter All from environment	Stainless Steel metal Nylon, plastic	Both sharp Shape design

← The Objective: answered →

How smart are Stó:lō people?	What is the environmental impact?	Is it easy to replace?
The design has stayed the same for 10,000 years then, they have Invented a very good tool! They are geniuses!	Past: will go back to nature Present: Plastic and metal do not go back to nature. They will not disintegrate	Past: no. handmade items take time to make and time with Family/Community Present; yes, go to the store.

<b>3</b>	PAST	PRESENT	SAME?
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	Rock (soapstone or whatever rock is available in the area), sinew	Lead Nylon/plastic Metal (stainless steel)	Shape design
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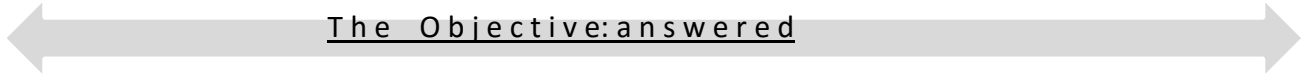
← The Objective: answered →

<b>How smart are Stó:lō people?</b>	<b>What is the environmental impact?</b>	<b>Is it easy to replace?</b>
The design has stayed the same for 10 000 years then, they have Invented a very good tool! They are geniuses!	Past: rock will go back to nature. Present: lead will slowly leak/leach lead into the lake/river and poison the water and fish. People ARE trying to figure out a new material- don't worry	Past: no. handmade items take time to make and time with Family/Community Present; yes, go to the store.

<b>4. Knives</b>	<b>PAST</b>	<b>PRESENT</b>	<b>SAME?</b>
	Elk/Deer Antler All from environment	Stainless Steel metal plastic	both sharp Shape Design









← The Objective: answered →

<b>How smart are Stó:lō people?</b>	<b>What is the environmental impact?</b>	<b>Is it easy to replace?</b>
Show me with your hands! 1-10. The design has stayed the same for 10 000 years then, they have Invented a very good tool! They are geniuses!	Past: will go back to nature Present: Plastic and metal do not go back to nature. They will not disintegrate	Past: no. handmade items take time to make and time with Family/Community Present; yes, go to the store.

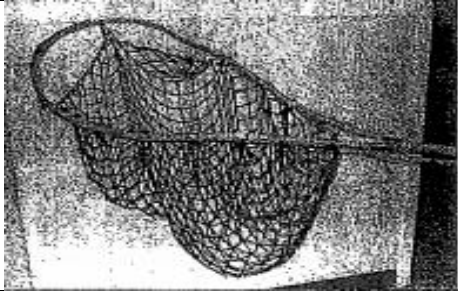
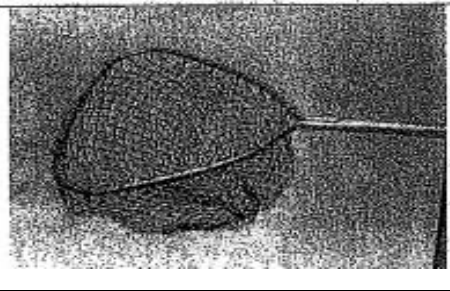
<b>5. Nets</b>	<b>PAST</b>	<b>PRESENT</b>	<b>SAME?</b>
	Yellow cedar handle, vine maple hoop, tree sap, plant fibre rope (stinging nettle, inner cedar bark, bull kelp)	nylon/plastic, metal (aluminum)	Shape Design
			
<b>How smart are Stó:lō people?</b>	<b>What is the environmental impact?</b>	<b>Is it easy to replace?</b>	
Show me with your hands! 1-10. The design has stayed the same for 10,000 years then, they have Invented a very good tool! They are geniuses!	Past: will go back to nature Present: Plastic and metal do not go back to nature. They will not disintegrate	Past: no. handmade items take time to make and time with Family/Community Present; yes, go to the store.	
<b><u>Conclusion:</u></b>			
<p>How smart are Stó:lō people if they designed a shape that has stayed for 10,000 years? Show me with your fingers 1-10. Yes, the Stó:lō people were and are genius' as their fishing tool designs are continue to be used today. 10,000 years of the same design.</p> <p>I would like to Thank you in a Stó:lō fashion. (demonstrate Kwa's Hò:y (hands up) ) Thank the Teacher Get students to now direct their eyes on their teacher. Clean up all station materials. Leave the Venn diagrams with the teacher. (If he or she doesn't want them, politely take them.)</p>			
Grade 4 Vocabulary: Adjectives:		Grade 7 Vocabulary: Qualitative Observations Indigenous Knowledge	

# Fishing Tools Past and Present

Pictures (optional for easier reference)

	PAST	PRESENT
1. <b>Hook</b>		
	<p>This is made of...</p> <ul style="list-style-type: none"> <li>• Slate</li> <li>• Animal Bone Splinter</li> <li>• Sinew</li> </ul>	<p>This is made of...</p> <ul style="list-style-type: none"> <li>• Metal/Stainless Steel</li> <li>• Nylon</li> <li>• Plastic</li> </ul>
2. <b>Hook and Lure</b>		
	<p>This is made of...</p> <ul style="list-style-type: none"> <li>• Abalone Shell</li> <li>• Animal Bone Splinter</li> <li>• Plant Line (Stinging nettle, cedar bark, bull kelp)</li> <li>• Wood (Crab apple/Alder)</li> </ul>	<p>This is made of...</p> <ul style="list-style-type: none"> <li>• Metal/Stainless Steel</li> <li>• Nylon</li> <li>• Plastic</li> </ul>
3. <b>Sinker</b>		
	<p>This is made of...</p> <ul style="list-style-type: none"> <li>• Rock (soapstone)</li> <li>• Sinew</li> <li>- Whatever Rock is available in the area.</li> <li>• Plant line</li> </ul>	<p>This is made of...</p> <ul style="list-style-type: none"> <li>• Lead</li> <li>• Metal (Stainless Steel/Brass)</li> </ul>
4. <b>Knife</b>		
	<p>This is made of...</p> <ul style="list-style-type: none"> <li>• Antler</li> <li>• Bone Knife</li> </ul>	<ul style="list-style-type: none"> <li>• Metal/Stainless Steel</li> <li>• Plastic</li> </ul>



<p>5.</p> <p><b>NET</b></p>	PAST	PRESENT
		
<p>This is made of...</p> <ul style="list-style-type: none"> <li>• Yellow Cedar Handle</li> <li>• Vine Maple Hoop</li> <li>• Tree Sap</li> <li>• Plant Fibre Rope (Stinging Nettle, Bull Kelp Inner Cedar Bark)</li> </ul>	<p>This is made of...</p> <ul style="list-style-type: none"> <li>• Nylon</li> <li>• Aluminum</li> </ul>	

