



OH THE PLACES YOU SHOULD KNOW

A SK̓W̓WÚ7MESH PLACE NAMES PROJECT FOR GRADE 10 SOCIAL STUDIES

This project idea is designed to be used along with the Sk̓w̓wú7mesh Place Names map found at SquamishAtlas.com, and can be adapted for use with other grades and subject areas.

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Oh The Places You Should Know – Grade 10 Social Studies

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Introduction

This lesson and research project introduce students to Skwxwú7mesh place names and the stories behind them. It has students reflect on how places get their names, what information we can learn about people and cultures from place names, and the consequences of colonial renaming practices. It includes an introductory lesson to be completed in class, and a research project for students to complete on their own and then present to the class.

This resource has been designed to align with the Grade 10 Social Studies curriculum in British Columbia. However, learning about Indigenous perspectives, histories, and cultures is a desired learning outcome in many subjects and grades in the British Columbia curriculum, and we encourage teachers in all classes to use or adapt these materials to meet their needs.



Image from the 1937 Skwxwú7mesh Place Names map developed by Major Mathews and August Jack Khatsalano. This map has been updated and re-released by Kwi Awt Stelmexw, and is available for purchase at www.kwiawtstelmexw.com/shop



Alignment with BC Curriculum

This resource can be used to meet the learning outcomes for several subjects and grades in the British Columbia curriculum. However, it has been designed with Grade 10 Social Studies in mind. In particular, it aligns with the following elements of the [Grade 10 Social Studies Curriculum](#):

Big Ideas

- ❖ Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.
- ❖ Worldviews lead to different perspectives and ideas about developments in Canadian society.
- ❖ Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

Curricular Competencies

- ❖ Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- ❖ Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)
- ❖ Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (cause and consequence)
- ❖ Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
- ❖ Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)

Content

- ❖ Changing conceptions of identity in Canada
- ❖ Domestic conflict and co-operation
- ❖ Discriminatory policies and injustices in Canada and the world, such as the Head Tax, the Komagata Maru incident, residential schools, and internments
- ❖ Human–environment interaction
- ❖ Truth and reconciliation in Canada



Lesson Plan & Project

The Oh the Places You Should Know Grade 10 Social Studies project involves an introductory lesson about place naming practices, and has students work on a project to research Skwxwú7mesh place names. This activity can be used on its own, or in combination with other lessons on Indigenous places and cultures. It can also be adapted to work with a variety of other programs, grades, and subject areas.

What You Will Need

- Stanley Park article (Appendix I)
- Xwáyxway Worksheet (Appendix II)
- Blank wall map (template in Appendix III)
- Project Instructions (Appendix IV)
- Place Name Labels (Appendix V)
- Computers or iPads for students and/or printed articles and books on Xwáyxway*
- Projector

** Find out what resources your school library has that contain information about Xwáyxway. Bring these to your classroom, or make a list of them for your students. If there are not many of these resources, you may wish to print articles about Xwáyxway for your students and/or allow them to work on computers, iPads, or smart phones to find the information they need to complete the activity.*



Introduction: Renaming Stanley Park

Overview: In this Think, Pair, Share activity, students read a short article about the proposal to rename Stanley Park to Xwáyxway, and discuss it with their classmates.

Activity:

1. Distribute copies of the Stanley Park article (Appendix I).
2. Have students read the article and reflect on the following questions:
 - a. What are some of the arguments for and against renaming Stanley Park?
 - b. Do you think we should change the name of Stanley Park?
 - c. What criteria do you think should be used when choosing place names?
3. Have students discuss these questions in pairs.
4. Ask some students to share their answers with the class.

Discussion: What's in a Name?

Overview: Continue the conversation about place naming, and introduce Skwxwú7mesh place names.

Activity:

1. Discuss the following questions with students:
 - a. How do you think the important landmarks in and around our city got their names? For example, Granville Island, Lynn Canyon, Horseshoe Bay, The Lions, etc.
 - b. When did these places get their names? Did they have other names before?
 - c. Who were the Indigenous people that were here before colonization? Do you know some of the names they had for places in and around our city?
 - d. Did you know there was an important Skwxwú7mesh village site in Stanley Park called Xwáyxway? What do you know about this place?

Activity: The History of Xwáyxway

Overview: Students work individually or in pairs to research the history of Xwáyxway and complete the Xwáyxway Worksheet.

Activity:

1. Distribute the Xwáyxway Worksheet (Appendix II) and explain which resources students should use to find the information (articles you have printed, library books, and/or online sources).
2. Give students 20-30 minutes to complete the worksheets individually or in pairs.
3. Once students have finished the task, go over the answers and discuss the following questions:
 - a. Were you surprised by what you learned about Xwáyxway?
 - b. Why do you think most of us didn't know this information before?
 - c. Does this information change your opinion about renaming Stanley Park?
4. Collect the completed worksheets.



Project: Know Your Place

Overview: Students research a Skwxwú7mesh place name in detail and present to the class.

Note: Teachers are encouraged to make changes to the Project Instructions, and to create evaluation rubrics, as desired.

Activity:

1. Put up the blank wall map (Appendix III). Explain that there are Skwxwú7mesh names for many of the places in and around Vancouver, and that we will be working on completing this map with the Skwxwú7mesh names over the coming weeks.
2. Hand out the Project Instructions (Appendix IV) and go over them with students. Explain that each student will choose a Skwxwú7mesh place name to research in detail, and that they will be responsible for teaching the other students about this place. They will complete the individual assignment, and give a short presentation to the class which will include labelling the wall map.
3. Introduce students to the map at SquamishAtlas.com (by projecting on a screen, or on individual iPads/computers), and explain that it is an excellent starting point for their research. Show Xwáyxway on the map.
4. Show students the Place Name Labels they will use (Appendix V) and put the Xwáyxway label on the wall map.
5. Work with students to select the place they will present, and make a presentation schedule.

Follow-Up Discussion

Once all of the students have presented their places, and the wall map has been labelled, you may wish to discuss the following or similar questions with students:

1. What can we learn from looking at this wall map? (e.g. there are Skwxwú7mesh names for many places around where we live, Skwxwú7mesh peoples used all the land around us, Skwxwú7mesh culture is tied to this land, etc.)
2. What did you like about the stories behind these place names?
3. Were you surprised by anything you learned?
4. Does learning about these names change how you feel about these places?
5. What patterns did you notice about the place name meanings? (e.g. they describe geographical features, they are legends or stories with morals, etc.)
6. What can we learn about Skwxwú7mesh peoples and culture from these stories? (e.g. connection to the land, physical reminders of important events or lessons, etc.)
7. Do you think it's fair that we use the English names now instead of the Skwxwú7mesh names?
8. What kind of effects might it have on our citizens and city if we started to see and use Skwxwú7mesh place names more often?



Appendix I: Stanley Park Article

First Nations to rename Vancouver's Stanley Park?

By Alixandra Gould Jul 4, 2010

What's in a name? Squamish First Nations propose a name change for Vancouver's iconic Stanley Park, sparking disapproval from politicians and citizens.

Stanley Park is beloved by Vancouverites and tourists alike. Its 1,000 acres is full of Western hemlocks, bike and foot trails, lagoons, and wildlife, providing an urban oasis for the city's two million-plus inhabitants.

On June 30 during the opening of Klahowya Village—a First Nations display in the Park—a Squamish elder raised the idea of renaming the park Xwayxway.

Park Board Commissioner Ian Robertson is strongly opposed to the idea of changing the park's name. He told The Province, "I think that it's become an icon and it means a lot as Stanley Park to millions of Canadians and thousands of Vancouverites." If a proposal comes before the Board, he will oppose it. He also told The Pacific that many residents disapprove of the name change.

Rick Antonson, CEO of Tourism Vancouver, has a different view. He says integrating the name Xwayxway could generate interest in First Nations cultural history. Tourists are fascinated with Canada's indigenous art, history, and culture, he said.

Both the Squamish and Musqueam First Nations used the area for resource gathering and built dwellings. The term Xwayxway originates from the name of the Squamish village that was once a fixture on the peninsula, and means "Place of Masks."

The peninsula was used as a British military reserve in the 1860's and 1870's, and they designated a park in 1886. It was renamed Stanley Park in 1888 after Lord Stanley of Preston, Canada's Governor General at the time.

The park is located on federal land and is leased to the city of Vancouver. Any name changes would have to be approved by Ottawa.

<http://www.digitaljournal.com/article/294219>



Appendix II: Xwáyxway Worksheet

Name: _____

Date: _____

Xwáyxway

1. Where is Xwáyxway? _____

2. What does the name Xwáyxway mean in the Skwxwú7mesh language?

3. Why did the Skwxwú7mesh people call this place Xwáyxway?

4. Approximately how many people lived at Xwáyxway in the 1880s? _____

5. What kinds of structures could be found at Xwáyxway in the 1880s?

6. What kinds of activities did people who lived at Xwáyxway do?

7. What happened to the people at Xwáyxway? Why don't they live there anymore?

8. Describe one more fact that is interesting to you about Xwáyxway:



Appendix III: Wall Map Template

Use this outline to draw a large blank map on poster paper to put up in front of the class to be labelled during the presentations.





Appendix IV: Project Instructions

Oh the Places You Should Know

For this project, you are going to research a Skwxwú7mesh place name in detail and present it to the class. Here are your instructions:

1. Choose a place on the Skwxwú7mesh Place Names Map (which you can find on the website: www.SquamishAtlas.com)
2. Read what the website says about that place, and look at other websites, books, and other sources to learn about that place. Prepare a 1000-1500 word research report that includes the following information:
 - a. The Skwxwú7mesh name of the place.
 - b. The location of the place.
 - c. The meaning of the Skwxwú7mesh name in English.
 - d. An explanation of why the place has this name in Skwxwú7mesh.
 - e. A description of any stories or legends associated with this place.
 - f. If the place is a village site, describe what life was like at the village. For example, what did people do there? What did they eat? What were their relationships like?
 - g. If the place is a natural site like a mountain or river, describe the relationship of the Skwxwú7mesh people with the place. For example, what did Skwxwú7mesh people do at this place? Was the site meant to be a reminder or lesson for Skwxwú7mesh people?
 - h. A description of how this place is used today, and by who.
 - i. Your answer to the following question: how can learning about original place names change our relationship to the people and places around us?

RESEARCH REPORT DUE DATE: _____

3. Prepare a brief presentation for the class about the place you have chosen. You will be required to:
 - a. Tell us the Skwxwú7mesh name of the place.
 - b. Prepare the Place Name Label for your place (in advance) and show the class where it goes on the map.
 - c. Explain the meaning of the Skwxwú7mesh name in English and why the place has this name in Skwxwú7mesh.
 - d. Give us a summary of any stories or legends associated with the place.
 - e. Tell us about the relationship of the Skwxwú7mesh people with the place.
 - f. Have enough background knowledge of the place to answer some questions from the class about the place.

MY PRESENTATION DAY: _____



Appendix V: Place Names Labels

Use the *Xwáyxway* label during the activity. Photocopy the blank labels, and provide one to each student to use during their presentation.

Type of Place: <u>Village</u> Place Name: <u>Xwáyxway</u> Meaning of Name: <u>Sxwáyxwi mask place</u> Location: <u>Lumberman's Arch (Stanley Park)</u>	Type of Place: _____ Place Name: _____ Meaning of Name: _____ Location: _____
Type of Place: _____ Place Name: _____ Meaning of Name: _____ Location: _____	Type of Place: _____ Place Name: _____ Meaning of Name: _____ Location: _____
Type of Place: _____ Place Name: _____ Meaning of Name: _____ Location: _____	Type of Place: _____ Place Name: _____ Meaning of Name: _____ Location: _____