



OH THE PLACES YOU SHOULD KNOW

A SK̓W̓X̓WÚ7MESH PLACE NAMES LESSON FOR GRADE 3 SOCIAL STUDIES

This six part lesson is designed to be used along with the Sk̓w̓x̓wú7mesh 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 3 Social Studies

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Introduction

This lesson plan introduces students to Skwxwú7mesh culture by learning Skwxwú7mesh place names and the stories behind them. It has students reflect on how places get their names and what information we can learn about people and cultures from place names. It is divided into six parts, which can be taught individually over several days or weeks, or combined into longer lessons depending on the needs and possibilities of each classroom.

This resource has been designed to align with the Grade 3 Social Studies curriculum in British Columbia. This grade was chosen because it is the grade in which students can participate in the [Skw'une-was Cultural Program](#) at the [Cheakmus Centre](#). The lessons presented in this resource would provide a great introduction for students who are going to participate in Skw'une-was. 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 3 Social Studies in mind. In particular, it aligns with the following elements of the [Grade 3 Social Studies Curriculum](#):

Big Ideas

- ❖ Learning about Indigenous people nurtures multicultural awareness and respect for diversity.
- ❖ People from diverse cultures and societies share some common experiences and aspects of life.
- ❖ Indigenous knowledge is passed down through oral history, traditions, and collective memory.
- ❖ Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

Curricular Competencies

- ❖ Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- ❖ Explain why people, events, or places are significant to various individuals and groups (significance)
- ❖ Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change)
- ❖ Recognize the causes and consequences of events, decisions, or developments (cause and consequence)
- ❖ Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events

Content

- ❖ cultural characteristics and ways of life of local First Peoples and global Indigenous peoples
- ❖ aspects of life shared by and common to peoples and cultures
- ❖ oral history, traditional stories, and artifacts as evidence about past First Peoples cultures
- ❖ relationship between humans and their environment



Lesson Plan

The Oh the Places You Should Know Grade 3 Social Studies lesson plan is divided into six parts. These can be taught individually over several days or weeks, or combined into longer lessons depending on the needs and possibilities of each classroom. This resource can be used on its own, or in combination with other lessons on Indigenous places and cultures. It can be used in the weeks leading up to participation in the [Skw'une-was Cultural Program](#) at the [Cheakmus Centre](#), and/or adapted to work with all kinds of programs, grades, and subject areas.

Part 1: Let's Name!

Overview: Students begin to think about naming practices by imagining the names of different kinds of sites, and the stories behind them.

What you will need: Place Names Worksheet (Appendix I), Place Names Image Set (Appendix II)

Teachers are also encouraged to use their own images and create their own worksheets based on the information they would like to include or emphasize with their class. Alternatively, students can write and/or draw in their own journals or notebooks.

Introduction: Explain that the class is going to explore different kinds of places and that they will get to invent some names for these places.

Activity:

1. Show or distribute copies of the images from the Place Names Image Set. Ask students if they recognize any of these places, and what kinds of places they are (park, beach, etc.).
2. Have students choose one of the images and think of a name for the place.
3. On the Place Names Worksheet, each student writes down the image number, draws a picture of the place, and writes down the name they have chosen for the place.
Optional: have students write their reason for their name choice on the Place Names Worksheet or in their own journal or notebook.
4. In pairs or small groups, have students discuss why they chose these names for the places. Is there a “story” behind the name?
5. Ask a few students to share their name choices with the whole class, and explain why they chose those names.

Evaluation:

- ✓ Completed sections of the Place Names Worksheet or journal/notebook page
- ✓ Explanation of name choices to the class



Part 2: What's in a Name?

Overview: Students explore the different ways that places get their names, and are introduced to Skwxwú7mesh place names.

What you will need: Place Names Worksheet (Appendix I), Place Names Image Set (Appendix II), Place Names Labels (Appendix III)

Note: In this part of the lesson, you will be presenting the Skwxwú7mesh names for the places in the Image Set, and the translation of the name to English. You may wish to familiarize with the pronunciation of these place names and their translations before you begin the lesson (this information can be found on the website at SquamishAtlas.com)

Introduction: Set up some of the pictures from the Place Names Image Set at the front of the class, and have students pull out the Place Names Worksheet. Explain that you will continue to talk about place names, and learn the stories behind some important places.

Activity:

1. Ask students to discuss the following questions:
 - a. What are some important or famous places in your community or city?
If necessary, prompt students to ensure they include some manmade places (e.g. Canada Place, Granville Island) and some natural places (e.g. Stanley Park, Lynn Canyon).
 - b. How do you think these places got their names?
 - c. How did your classmates choose the names for the places in these pictures?
Ideally, students will have chosen names for a variety of reasons such as features of the place (Tall Trees Park), naming after a person (Jonny's Mountain), etc.
2. Explain that places get their names for many different reasons. Sometimes places get their names because of their natural features or characteristics (e.g. Horseshoe Bay, the Rocky Mountains, etc.). Sometimes places are named after famous people (e.g. Stanley Park, Kitsilano). Other times, there is a story associated with the place name.
3. Present the English Place Names Labels to the class, and work with the students to assign each label to the correct picture.
4. Have students write the English name for the place they chose on their Place Names Worksheet.
5. Ask students if they know that there are also other names for these places? These names are older, and were given by the first peoples who lived on these lands. Explain that the Skwxwú7mesh (Squamish) peoples were some of the first people in the area we now call Vancouver and all the way up Howe Sound to Whistler. They had their own names for the places in and around Vancouver, which were mostly named for characteristics of the places or stories about the places. Later, Europeans came to the area and gave new names to a lot of these places – and these are the names that most of us know now. But today we are going to learn more about the Skwxwú7mesh names.
6. Present the Skwxwú7mesh Place Names Labels to the class. Explain the translation of each name, and work with the students to assign each label to the correct picture.



7. Have students write the Skwxwú7mesh place name and its translation for the place they had chose on their Place Names Worksheet.
8. Discuss: was the English name or the Skwxwú7mesh name more similar to the name that you chose for the place? How do you think these places got their names in English and in Skwxwú7mesh?

Evaluation:

- ✓ Successful labelling of the Place Names Images
- ✓ Completed sections of the Place Names Worksheet or journal/notebook page
- ✓ Participation in class discussion



Part 3: Skwxwú7mesh Stories

Overview: Students explore the meaning and stories behind Skwxwú7mesh place names.

Note: This lesson could be complimented by an exploration of Skwxwú7mesh stories and legends during Language Arts classes. Links to these kinds of resources can be found on the Lessons page of our website (SquamishAtlas.com/lessons).

What you will need: Place Names Worksheet (Appendix I), Place Names Image Set (Appendix II), Place Names Labels (Appendix III), projector (optional), iPads or computers (at least one per group of four students)

Note: students will be looking at the places from the Place Names Image Set on the digital map (at SquamishAtlas.com). You might need to help them locate the places on the map, so you may wish to familiarize yourself with their locations before you begin the lesson.

Introduction: Set up the Place Names Images with their Skwxwú7mesh labels in front of the class. Remind students that you will be exploring Skwxwú7mesh place names, and that today you will learn about how some places got their names.

Activity:

1. Explain that there is a map that shows the original Skwxwú7mesh names for places around Vancouver, and present SquamishAtlas.com to the students, either on a projector screen or on individual iPads or computers.
2. Divide students into pairs or small groups with other students who chose the same place during Part 1. Ask them to find that place on the digital map and read about the meaning of its name (*you may need to help them find the place on the map*).
3. Have students write a few sentences about the history or story of the Skwxwú7mesh name on the Place Names Worksheet.
4. Ask at least one student who worked with each place to explain the history or story of the Squamish name to the whole class.
5. Discuss the following, or similar questions:
 - a. What did you like about the stories behind these place names?
 - b. Were you surprised by anything you learned?
 - c. What patterns did you notice about the place name meanings? (e.g. they describe geographical features, they are legends or stories with morals, etc.)
 - d. 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.)

Evaluation:

- ✓ Completed sections of the Place Names Worksheet or journal/notebook page
- ✓ Explanations of stories to class
- ✓ Participation in class discussions



Part 4: Make Me a Map!

Overview: Students explore more Skwxwú7mesh place names by labelling a large wall map of Vancouver and surrounding areas.

What you will need: Large wall map (template in Appendix IV), Place Names Cards (Appendix V), tape or sticky tack, iPads or computers (at least one per group of four students)

Introduction: Set up the wall map in front of the classroom. Explain that this is a map of Vancouver, North Vancouver, West Vancouver, and Howe Sound and show the students where these, or other familiar places, are on the map. Explain that today, however, we won't be using those names for the places on this map. We will learn and use the original names – the Skwxwú7mesh names.

Activity:

1. Ask students if they remember where the places you have been reviewing throughout this lesson plan go on this map? Help them to find the correct locations for each of the six places, and to stick the corresponding Place Names Cards in the right spot on the wall map using tape or sticky tack.
2. In pairs or small groups, have the students select additional places to label on the wall map. They can complete the cards using the digital map on their iPads or computers, and then stick them to the right spot on the wall map. If some groups finish quickly, they can do this for multiple places. Each card asks students to write the type of place (landmark, village, etc.), the name of the place in Skwxwú7mesh, the meaning of the name, and its location.
3. Once satisfied with the number of places labeled on the wall map, discuss:
 - a. What did you learn about other Skwxwú7mesh place names?
 - b. 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.)

Evaluation:

- ✓ Completed Place Names Cards
- ✓ Successful labelling of Wall Map
- ✓ Participation in class discussions



Part 5: Know Your Place

Overview: Students work in small groups on a final project for the Oh the Places You Should Know unit: research a Sḱwx̱wú7mesh place name in detail and present to the class.

Note: there are several options for this project. In addition to the size of the groups, you should determine in advance if students will:

- *Choose from a list of places that you provide (for example, places between your school and the Cheakmus Centre) or if they can choose any place on the map*
- *Work on this project in class, as homework, or a combination*
- *Present their posters individually or during a “Poster Walk” where several posters are displayed at once and students take turns visiting them*
- *Be marked on their presentations and, if so, the criteria for this mark*

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

What you will need: Wall map, Presentation Instructions (Appendix VI), iPads or computers, poster boards, pencil crayons or other utensils

Introduction: Set up the labeled wall map in front of the classroom, and explain that students are going to explore more places in more detail. In small groups, students will be responsible for learning all that they can about one place and presenting it to the class.

Activity:

1. Hand out the Presentation Instructions and go over them with the students. Explain how students will be marked (e.g. completion of all elements of the Presentation Instructions, an additional evaluation rubric created for the presentation by the teacher, etc.)
2. Students work in groups to research the place they have chosen (using the digital map and other sources that they can find), and prepare a poster presentation.
3. Students present their poster to the class either as individual presentations or during a “Poster Walk” in which students set up their posters around the room and take turns visiting and learning from others.

Evaluation:

- ✓ Poster that includes all elements described on the Presentation Instructions sheet
- ✓ Class presentations that meet expectations explained beforehand by the teacher

Organize a visit to the [Cheakmus Centre](#) to participate in the [Skw'une-was Cultural Program](#) or another education program. On the way to and from the centre, lead students in the [Self-Guided Cultural Journey Route](#) created by the Squamish Lil'Wat Cultural Centre, visiting the various kiosks and lookout points along the way, and reviewing what students have learned about each of the places.





Appendix I: Place Names Worksheet

Name: _____

Place Names Worksheet

I chose image #: _____

Drawing of place:

My name for this place: _____

Why I chose this name: _____

Place name in English: _____

Place name in Skwxwú7mesh: _____

Translation of the Skwxwú7mesh name: _____

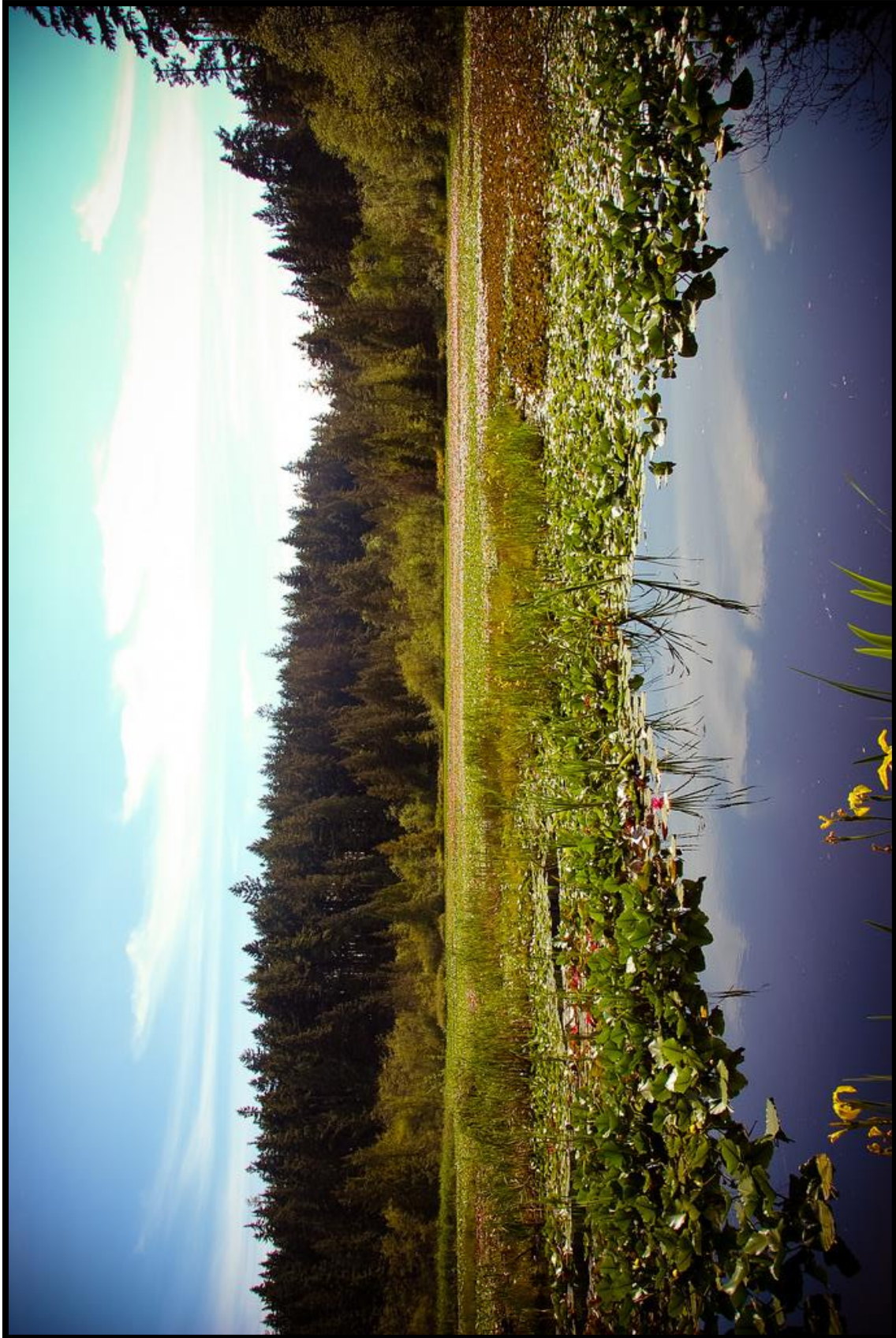
History of the Skwxwú7mesh name: _____



Appendix II: Place Names Image Set

These images appear on the following six pages.

Sḵw̓wú7mesh name	English name	Author	License	Page #
Áḵachu7	Beaver Lake	Matt Northam	CC BY-NC-ND 2.0	14
Slhxí7elsh	Siwash Rock	Adam Campbell	CC BY-ND 2.0	15
Ch'axáy	Horseshoe Bay	Fuji Tariuji	CC BY 2.0	16
Shishaŷu7aŷ	Britannia Beach	Mike Alexander	CC BY-NC-ND 2.0	17
Kwékwetxwm	Shannon Falls	Rob Pongsajapan	CC BY 2.0	18
Ch'ich'iyúy	The Lions	Gord McKenna	CC BY-NC-ND 2.0	19

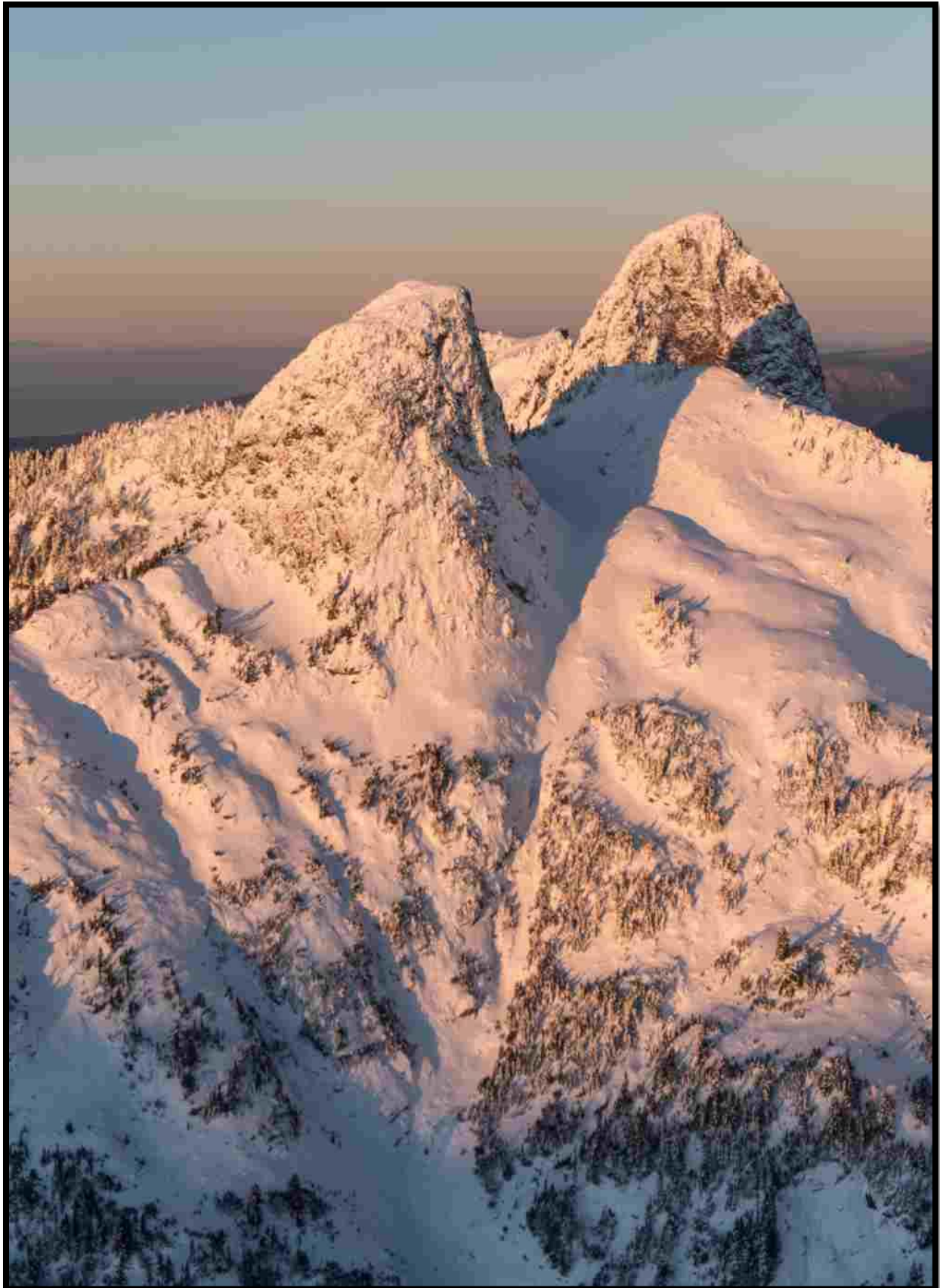














Appendix III: Place Names Labels

Cut out these labels to use with Place Names Image Set

Beaver Lake	Siwash Rock
Horseshoe Bay	Britannia Beach
Shannon Falls	The Lions

Áx̱achu7	Slhxí7elsh
Ch'ax̱áy	Shishay'u7ay'
Kwékwetxwm	Ch'ich'iyúy



Appendix IV: Wall Map Template

Use this outline to draw a large blank map on poster paper to put up in front of the class for Part 4. You may prefer to use only a segment of the map to focus on certain areas or places.





Appendix V: Place Names Cards

Cut out these six Place Names Cards to be added to the wall map.

Type of Place: _____ Landmark Place Name: <u>Áxachu7</u> Meaning of Name: _____ Little Lake _____ Location: <u>Beaver Lake (Stanley Park)</u>	Type of Place: _____ Landmark Place Name: <u>Slhxí7elsh</u> Meaning of Name: _____ Standing up _____ Location: <u>Siwash Rock</u>
Type of Place: _____ Waterway Place Name: <u>Ch'axáy</u> Meaning of Name: _____ Sizzling noise _____ Location: <u>Horseshoe Bay</u>	Type of Place: _____ Landmark Place Name: <u>Shishayú7ay'</u> Meaning of Name: _____ Place of screech owls _____ Location: <u>Britannia Beach</u>
Type of Place: _____ Landmark Place Name: <u>Kwékwetxwm</u> Meaning of Name: _____ Rumbling noise _____ Location: <u>Shannon Falls</u>	Type of Place: _____ Mountain Place Name: <u>Ch'ich'iyúy</u> Meaning of Name: _____ Twins _____ Location: <u>The Lions</u>



Make several photocopies of this page and cut out at least two blank Place Names Cards per student to use with the wall map.

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: _____	Type of Place: _____ Place Name: _____ Meaning of Name: _____ _____ Location: _____



Appendix VI: Presentation Instructions

Oh the Places You Should Know – Presentation

DUE DATE: _____

We have been learning about Skwxwú7mesh (Squamish) place names in class. For this project, you are going to research another Skwxwú7mesh place name in detail and present it to the class. Here are the instructions for this project:

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 and books to see what they say about that place. If you can't find very much information about the place, ask your teacher or parents to help you explore more sources. See if you can answer the following questions:
 - a. What does the Skwxwú7mesh name mean in English?
 - b. Why does this place have this name in Skwxwú7mesh?
 - c. Is there a story or legend associated with this place?
 - d. If the place is a village site, what was life like in that village? What did the people do in the village? What did they eat?
 - e. If the place is a natural site like a rock or mountain or river, what was the relationship of the Skwxwú7mesh people with this place?
3. Prepare a poster about the place. Your poster should include:
 - a. The Skwxwú7mesh name of the place at the top of the poster
 - b. A drawing or photo of the place
 - c. The location of the place
 - d. The English name for the place
 - e. The translation of the Skwxwú7mesh name into English (if applicable)
 - f. The story of the Skwxwú7mesh place name
 - g. At least one other pieces of information about this place that is related to the Skwxwú7mesh culture (for example, what did Skwxwú7mesh people do there? Or why is the place important to Skwxwú7mesh people?)
4. Present your poster to the class.

On the other side of this paper is a sample of what your poster could look like →



Names of Students

Ch'ich'iyúy



Location: The Lions Mountains

English Name: The Lions

Translation of Skwxwú7mesh name: Twins

Story: These mountains are called twins because of a story of two sisters. After many years of war, the sisters convinced their father to invite his enemies to a big feast to end the war and bring peace. The father did this and there was peace again. The Transformers decided to turn the sisters into mountains to remind the people about the importance of peace.

More information: The Skwxwú7mesh people hunted for deer and mountain goats at Ch'ich'iyúy.