First Nations Early Survival and Trade:
The Coast Tsimshian

Lesson Overview
First Nations societies were highly advanced in their societal structures and economic systems. This lesson will focus on one of the coastal First Nations, the Tsimshian of British Columbia. The Tsimshian depended on the intensive exploitation of salmon supplemented by other fishing and by hunting and gathering. For at least part of the year they lived in villages, and their economies relied on regular, seasonal migrations to other locations for specific resources. All Tsimshian were members of hierarchical kinship groups in which status differences were inherited. Kinship groups from the same village owned contiguous territories for fishing, hunting, and gathering. At elaborate potlatches the giving of luxury goods validated status and title. The system was financed by corporate (kinship-group) production for surplus goods that could be exchanged or traded over long distances. The main themes will be village locations of the Tsimshian, their trade routes, methods of transportation, and items of trade.

Grade Level
3-6

Time Required
Two 60-minute classes

Curriculum Connection (Province and course)
Atlantic Provinces Curriculum for Social Studies: Council of Atlantic Ministers of Education and Training (CAMET): New Brunswick
Outcomes come from the interdependence societal and economic units.

Link to the Canadian Atlas Online (CAOL)
www.canadiangeographic.ca/atlas
Theme: Early Survival
Also:
Pacific and Western Mountains:
http://www.canadiangeographic.ca/atlas/themes.aspx?id=pacific&lang=En
First Peoples:
First Nations of the Pacific Northwest:
http://www.canadiangeographic.ca/atlas/themes.aspx?id=first&sub=first_cultures_pacific&lang=En

Additional Resources, Materials and Equipment Required
- LCD and possible access to computers
- Tracing paper/blank paper, rulers, colour pencils
- Political map of the world
- Copies of "Student Activity: Where does your clothing and food come from?" (attached)
- Copies of “Student Activity: The Coast Tsimshian” (attached)
- Copies of “Student Activity: Sketch Map Assignment” (attached)
Main Objective
The primary goal of the lesson is to study and investigate the economic systems of the First Nations as they relate to early survival. The main themes will be village locations of the Tsimshian, their trade routes, methods of transportation, and items of trade.

Learning Outcomes
By the end of the lesson, students will be able to:

- Recognize that in economic systems producers have to consider what they will provide (goods or services), how they will produce it, and who will buy it.
- Explain how supply and demand affect their lives.
- Recognize and explain the interdependent nature of relationships among individuals, societies, and the environment.
- Identify and describe some human organizations and natural systems.
- Explain the interrelationships within selected human organizations and natural systems.

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<tr>
<th>The Lesson</th>
<th>Teacher Activity</th>
<th>Student Activity</th>
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<tr>
<td><strong>Introduction</strong></td>
<td>1.) Initiate student discussion: <em>Where does your clothing come from?</em> (Check clothing tags) <em>Where does your food come from?</em> 2.) Instruct students to fill out the <em>Where does your clothing and food come from?</em> activity sheet. 3.) Use a political map of the world to locate the various countries of the world from where the products originate. <em>Do we send any food and clothing to these locations?</em> <em>What does this tell us about trade and interdependence?</em></td>
<td>1.) Discuss and speculate origins of clothing and food. 2.) Complete <em>Where does your clothing and food come from?</em> and share answers. 3.) Locate countries, share answers and arrive at a clear definition of trade and interdependence.</td>
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<td><strong>Lesson Development</strong></td>
<td>4.) Distribute the <em>The Coast Tsimshian</em> activity sheet.</td>
<td>4.) Students will answer questions on <em>The Coast Tsimshian</em> activity sheet.</td>
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<td><strong>Conclusion</strong></td>
<td>5.) Distribute the <em>Sketch Map Assignment</em> activity sheet.</td>
<td>5.) Complete <em>Sketch Map Assignment</em> activity sheet.</td>
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Lesson Extension

Students can create a sketch map for the migration and trade routes of First Nations in their geographic region.

Students can create a PowerPoint on First Nations trade items.

Assessment of Student Learning

Students’ answers to questions

Sketch map and the seven parts of a map activity.

Further Reading

http://www.coasttsimshian.ca/m_1.asp

http://en.wikipedia.org/wiki/Tsimshian

http://library2.usask.ca/native/directory/english/coasttsimshian.html

Link to Canadian National Standards for Geography

Scope and Sequence in Geographic Education: Grades K-12

Essential Element #4: Human Systems

Earth’s surface is shaped by human activities. The spatial organization of society is a mosaic of population movements, settlement patterns, economic activity, transportation, communication and political organizations.

- Types and patterns of human settlement (villages)
- Types and patterns of economic activity (primary)
- Development of transportation and communication networks
- Global economic interdependence (trade, commerce and communication)

Geographic Skills #2: Acquiring geographic information

- Make and record observations about the physical and human characteristics of places.
- Use maps to collect and/or compile geographic information.

Geographic Skills #4: Analyzing geographic information

- Use maps to observe and interpret geographic relationships.
**STUDENT ACTIVITY #1**

Where does your Clothing and Food come from?

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STUDENT ACTIVITY #2

First Nations Early Survival and Trade: The Coast Tsimshian: Questions

From the text “The Coast Tsimshian” answer the following questions:
1) Which two rivers did the Tsimshian live along?
2) What species of fish did the Tsimshian depend heavily upon?
3) Where did the coast Tsimshian live in the winter?
4) What goods and products did the Tsimshian trade with other nations?

From the text “Trade Goods and Trade Routes” answer the following questions.
5) On the Nass River, what trade goods were found down river?
6) On the Nass River, what trade goods were found up river?

From the map and map key answer the following questions.
7) What ocean do the Tsimshian live beside?
8) What does the solid line on the key represent?
9) What does the broken line on the key represent?
10) How many trade routes can you identify (use a number)?
11) If you were at Kinaquelock and were traveling to Guninwang, in what direction would you be travelling?
12) Maps are not as large as the area that they represent. To draw a map of an area accurately, a map scale is used. What is the scale of this map?
13) A flow line map is a good way of showing movement from one place to another. The width of the arrow shows the amount, volume, or number of items moving in that direction. The points of the arrows show the direction of the people or goods. Describe the flow lines seen on the map.
14.) Study the painting of the Karkalla village by Gordon Miller and write a descriptive paragraph about life in this settlement.

Sketch map project:
One of the most important questions asked in geography is ‘Where is it?’ The Tsimshian lived in villages and their economies relied upon regular and seasonal migration to other locations for specific resources. Draw a sketch map showing the trails, canoe routes and rivers used by the Tsimshian. Also, locate and name ten villages.

Include on your map the seven parts of a map, which are title, directional arrow, scale, a border around the map, legend or key, the source of the map (where you copied the map from), and the figure (which is the map that you have drawn). In this case it is British Columbia.
Answer Key to The Coast Tsimshian Questions

From the text “The Coast Tsimshian” answer the following questions.

1) Which two rivers did the Tsimshian live along?
   Answer: the Skeena and Nass Rivers.

2) What species of fish did the Tsimshian depend heavily upon?
   Answer: salmon.

3) Where did the coast Tsimshian live in the winter?
   Answer: Prince Rupert Harbour.

4) What goods and products did the Tsimshian trade with other nations?
   Answer: fish, bone products, and food

From the text “Trade Goods and Trade Routes” answer the following questions.

5) On the Nass River, what trade goods where found down river?
   Answer: sheep horn, goat wool, goat horn, moose hide, obsidian, and furs.

6) On the Nass River, what trade goods were found up river?
   Answer: eulachon grease, marine shells, sea-lion teeth (for shaman charms)

From the map and map key answer the following questions.

7) What ocean do the Tsimshian live beside?
   Answer: Pacific Ocean

8) What does the solid line on the key represent?
   Answer: It is a trail used by the Tsimshian.

9) What does the broken line on the key represent?
   Answer: It is a canoe route used by the Tsimshian.

10) How many trade routes can you identify (use a number)?
    Answer: 20

11) If you were at Kinaquelock and were traveling to Guninwang, in what direction would you be travelling?
    Answer: The direction is north.

12) Maps are not as large as the area that they represent. To draw a map of an area accurately a map scale is used. What is the scale of this map?
    Answer: the scale is 1:1 000 000

13) A flow line map is a good way of showing movement from one place to another. The width of the arrow shows the amount, volume, or number of items moving in that direction. The points of the arrows show the direction of the people or goods moving. Describe the flow lines seen on the map.
    Answer: The arrows go in opposite directions, which suggests seasonal trading. They follow the waterways such as rivers and coastline. There are several smaller trade routes that branch off the main route. The Coast Tsimshian are a mobile society and engage in seasonal migration and are involved in economic trade.

14) Study the painting of the Kitkatla village by Gordon Miller and write a descriptive paragraph about life in this settlement.
    Student answers will vary. Topics mentioned may include; shelter, transportation, food sources, technologies, landscape, etc.