

## SSI Conservancy Stewards in Training Program

### Station Sheets

#### FIRST NATIONS MIDDEN

**Theme:** First Nations midden – windows into the past

**Objectives:**

- ✧ Recognize a shell midden.
- ✧ Hypothesize objects to be found in a midden and why they may survive over time.
- ✧ Create a ground stone tool, similar to a First Nations fish knife.

**Duration:** Each station is 40 min for activities, 5 min for reflection, 5 min to move on (for Fernwood School, stations are 5 minutes shorter)

**Set-up:** Arrange sit-upons in a semi-circle around station master.

| ACTIVITY  | TIME   | EQUIPMENT   |
|---|--------|---|
| <p>Please refer to the information compiled by Kim Kornbacher, archaeologist.</p> <p><b>DO NOT DISTURB MIDDEN</b></p> <p><b>1. Intro – What is a shell midden?</b><br/>There’s one behind us, let’s have a look at it. (work together as a group to look at the midden)</p> <p>(an archaeological site; <b>A shell midden is the remains of the activities of First Nations living in the area, and is built up over countless generations.</b>)</p> <p>Knowing what it is or represents, what does it tell you about the First Nations people who lived here? (used area for a long time, ate shellfish, maybe many people, etc.)</p> <p><b>2. What else could be found in a shell midden?</b></p> <p><b>i. The remains of things people ate</b></p> <ul style="list-style-type: none"> <li>✧ Shells (What kind? Have students identify each of the items on the left side of the tray – keep the right side of tray covered so students don’t get distracted): cockles, mussels, barnacles, urchins, clams, moonsnails, chiton, scallop, oyster, whelk, limpet. (Ask them to think of any other kinds of marine creatures that would be eaten.)</li> <li>✧ Bones – animal: deer, elk, seals, sea lions, whale, ducks, game birds, lots of fish! Show boxes of bones and different sizes found in a midden.</li> </ul> | 30 min | <p>Artefacts</p> <p>Images of First Nations activities</p> <p>Slate chunks</p> <p>Sit-upons</p> <p>Modern knife or hatchet</p> <p>Leather</p> |

| ACTIVITY   | TIME   | EQUIPMENT |
|--|--------|-----------|
| <p><b>ii. The remains of people and things buried with them</b></p> <ul style="list-style-type: none"> <li>✧ For a long time on the North West Coast, people buried their dead in shell middens.</li> </ul> <p><b>iii. The remains of things people did</b></p> <ul style="list-style-type: none"> <li>✧ They built houses – What would be left?</li> </ul> <p><b>iv. The remains of things people made</b></p> <ul style="list-style-type: none"> <li>✧ Jewellery – like pieces of jade for necklaces.</li> <li>✧ Tools made of bone (show Hillary Stewart pictures of hooks and ask them what part they might find in a shell midden – show them little bone hook).</li> <li>✧ Tools made of stone.</li> <li>✧ Stone things left over from making tools.</li> </ul> <p><b>3. Shell middens sometimes contain stone chips</b><br/>(show examples)</p> <p>Show students the chipped stone tools (e.g., different kinds of projectile points). What would be left over from making this kind of tool? Show them little pieces of stone from chipping. Show them the hammer stone (tool used to make tools); show them the antler – used to take off little tiny pieces.</p> <p>Show students obsidian and basalt flakes. Show them the difference between the obsidian and the basalt/dacite – the obsidian is like glass, so when you hit it the force travels through without being stopped by grains. Show them how much sharper obsidian is by trying to cut a piece of leather with the two different flakes. (BE CAREFUL NOT TO CUT YOURSELF!)</p> <p>Ask them which kind of stone would be easier to use for making an “arrowhead”? Why?</p> |        |           |
| <p><b>Activity:</b><br/><b>Students are given their own stone and begin to shape it.</b></p> <p>Each student receives a piece of slate and they work it to grind an edge on it. While students are working their stone tool, consider a dialogue on: a) other ways to make a stone tool; and b) what else could be found in a shell midden.</p>  | 10 min |           |
| <p><b>Reflection:</b></p>  | 5 min  |           |



| ACTIVITY   | TIME                | EQUIPMENT   |
|--|---------------------|---|
| <p><b>Activity:</b></p> <p>Students observe the species in the coolers/totes and try to identify as many animals as possible. Hypothesize the adaptations to their environment. Use field guides to help with the identification. Discuss the natural history of the different species and their adaptations to life in the estuary.</p> <p>Students draw one or more species and write a little about its adaptation(s).</p> <p>Students can help to return species to the deep water or cover the pool if there is another group coming immediately.</p> |                     | <p><b>Coolers to keep ice &amp; specimens cool</b></p> <p><b>Dip nets</b></p> <p><b>Clipboards</b></p> <p><b>Rubbermaid totes - 3</b></p> |
| <p><b>Reflection:</b></p> <p>Gather students together and have them share their discoveries.</p>   | <p><b>5 min</b></p> |   |



| ACTIVITY  | TIME                 | EQUIPMENT |
|---|----------------------|-----------|
| <p><b>Dichotomous &amp; Identification Key:</b></p> <p>Why would we want to know the name of a clam?</p> <p>(Knowing a species by its name is part of studies by naturalists and scientists. When we know the names it can help us to learn more about them. It also helps to identify whether they are newly introduced or native to the area.)</p> <p>How would we find out the name if we didn't know it?</p> <p>(Field guides or dichotomous key)</p> <p>Explanation of how to use the dichotomous and identification keys.</p> | <p><b>15 min</b></p> |           |
| <p><b>Reflection:</b></p> <p>Are you surprised by what we found under the surface? How are they adapted to live there? How many different animals did we find?</p>  | <p><b>5 min</b></p>  |           |

