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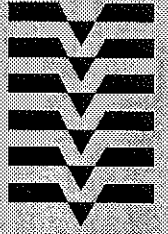
This resource was developed by the Siyá:ye Yoyes Society to support educators in meeting provincial and locally developed aboriginal curriculum. It was developed help ensure that teaching and learning with respect to First Peoples in British Columbia is based on authentic knowledge and understanding, as articulated by Elders and other educators.

Aboriginal culture is so much more than crafts or activities and it is essential to retain the authenticity of the appropriate cultural teachings as presented by Aboriginal Elders. This resource is not intended to be a 'stand-alone' document, but rather to be used in conjunction advice from local knowledge keepers.

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- ensure connections are developed and maintained between the classroom and local First Peoples communities or organizations

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Unit 1

Module 3

- Transportation/Trade Routes -

FROM TIME IMMEMORIAL

UNIT 1 • Who are the Stó:lō?

Learning Outcomes and Purpose of Module 3

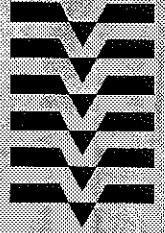
To help students:

- understand the interdependence of the people living on the Fraser River.
- to continue to develop an understanding of and appreciation for the values of the Stó:lō
- identify and locate the traditional villages located along the Fraser River
- identify different types of traditional canoes and understand the factors that would determine which type to use in different situations
- to increase awareness of traditional Stó:lō society



Teacher Information

Please refer to pages 483 - 492 in the Teacher Information/Reference Package.



Concept Outline

A. Welcome Song (cassette)

Whenever the Stó:lō would have a gathering they would traditionally welcome their guests by singing a welcome or greeting song. These songs would vary slightly from village to village but everyone would recognize them as greeting songs. Greeting songs are still sung today at most Stó:lō gatherings.

Play the welcome song as a means of introducing each lesson in the Stó:lō curriculum.

B. STORY OF TRAGEDY

as told to Frank Malloway by his father Richard Malloway

Teacher reads the "Story of Tragedy" which illustrates the concepts of interdependence between extended families and villages along the Fraser River.

There was a small village at the west end of Chilliwack Mountain called Laxaway. The big house was owned by a medicine man people called Catholic Tommy. His Indian name was La tass.

One winter he invited people to his home for a big dance. At that time, "around the nineteen twenties", our people no longer used the huge canoes for transportation. They used boats called gas boats. These were large boats similar to today's gill net fish boats.

One party arrived with about twenty people aboard. When the dance was over the boat headed downstream towards Mission. No one really knows what happened but the boat sank and everyone aboard drowned. People from every nearby village came to assist in the search for bodies. People from Lummi, Nooksack, Langley, Musquem, & Chehalis came with their medicine men to help in the search. Because of ice on the river many of these bodies were never recovered.

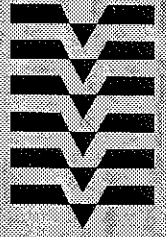
The traditional life - ways of the Stó:lō was based on the river, particularly salmon fishing. Salmon was the main staple of the Stó:lō diet although other fish, animals, birds and plants made up the rest of the Stó:lō food supply, shelter, and clothing. Stó:lō life depended on everyone helping to gather the necessary supplies for survival. Beyond what each family could collect for themselves in their own area the Stó:lō traded with their extended families and villages (Katzi, Yale, Musqueum, Chilliwack, Xá:ytem) to ensure all items for their existence were gathered. Each area along the Fraser was rich in some special resource.



C. Teacher Directed Discussion

The teacher leads a discussion about the the importance of transportation and trade routes in terms of the survival of all Stó:lō villages.

After the story the teacher will initiate a discussion based on the story which will bring out the following information.



The teacher then shows the overhead map of the Fraser River watershed (**BLM 3a**) p. 79 explaining to the students that approximately 30,000 people lived along the river prior to contact with the Europeans (around 1700). The teacher then adds the village overlay map (**BLM 3b**) p. 80 over the first map. This map shows the names and locations of the 5 villages that will be used for trading resources in the upcoming Trading Game.

Note: there were many other villages along the Fraser River, however for the purposes of this Module, the focus will be on only the five villages noted on the map.

The teacher will then put on the overlay that shows the resources that were found at each village. (**BLM 3c**) p. 81

Yale	- wind dried salmon, wild huckleberries, elk
Chilliwack	- mountain goat, seals, ducks
Xá:ytem	- cedar, bullrushes, deer
Katzie	- potatoes, cranberries, sturgeon
Musqueum	- clams, wooly dogs*, eulachons

Drawing students attention to the map, the teacher initiates a brainstorming session designed to elicit responses to the question of why various resources would only be available at specific locations.

For examples:

clams	- located close to sea water
mountain goat	- located close to the mountain range
cranberries	- located on bog land
deer and cedar	- located in forested areas

* note: wooly dogs were kept on islands along the river to prevent breeding with other dogs.

The teacher then shows the large Chilliwack Tribe map of the walking/canoeing transportation/trade routes as examples of transportation routes. Most routes were based on the Fraser River.

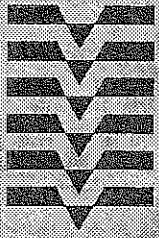
Transportation:

The Stó:lō used two forms of transportation. They either walked or they used canoes to form trading networks.

On foot:

When travelling on foot from valley to valley the Stó:lō would travel along the tops of ridges to get above the timberline so that travelling was easier. Short trails were maintained within the valley to make foot travel easier. Keeping these trails open required a lot of effort therefore large networks of trails were not available.

* Wooly dogs were a type of dog that the Stó:lō raised for their wool like hair. At one time there were hundreds of these dogs raised in the Fraser Valley. They died out shortly after the coming of the white man.



By canoe:

When travelling within the valley they used canoes where and when ever possible .

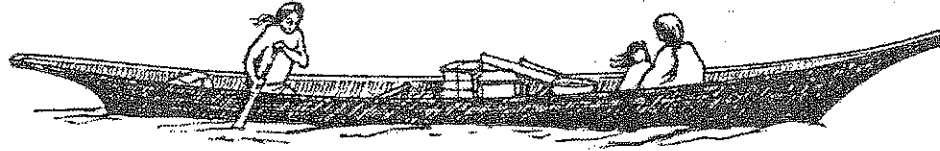
Coast Salish Canoe (show overhead - BLM 3e) p. 83

This canoe was low and wide, making it suitable for use on the Fraser River.

It was paddled and used to transport families to various locations along the river .

The Salish-style canoe was constructed by digging out half a cedar log and was usually about 7 to 10 metres long and 1 to 1-1/2 metres wide.

* For more information - see teacher information reference package - page 483 - 492.
Also see Hilary Stewart's "Cedar" book, pages 48-59.



Shovel-Nosed Canoe (show overhead BLM 3f) p. 84

This canoe was used on the tributaries, creeks and sloughs of the Fraser River.

These shallow canoes were poled across or along the banks of the waters.

The shovel-nosed canoe was constructed out of half a cedar log with a flat bow and stern which projected out of the water and ranged in size from 3 to 12 metres long and 3/4 to 1 metre wide.

* For more information - see teacher information reference package - page 483 - 492.
Also see Hilary Stewart's "Cedar" book, pages 48-59.





D. Teacher Information: Co-operative Group Trading Game

Students get into their five village groups to play the “Trading Game”.

After playing the “Trading Game” the village groups will be expected to make a group presentation based on the criteria on **(BLM 3n)** p. 93 “Trading Game Presentation Guideline”.

Note: Please familiarize yourself with the directions on **(BLM 3L1 & 2)** p. 90 & 91 “Trading Game Directions” before you assign the game to the students.

The purpose of this game is to increase student awareness and understanding of the necessity of co-operation among the villages located within the Fraser River watershed. The students will learn the importance of carefully trading their resources in order to survive throughout the winter season. Each village group (organized in Module 2) is given one colour coded copy of their resource cards (which students will cut into playing cards). Example: the Yale group will receive one copy of **(BLM 3g)** p. 85, copies on yellow. Each village group will also receive one copy of the trading game directions **(BLM 3L-1)** p. 90, **(BLM 3L-2)** p. 91, the Village Groups Resource List **(BLM 3m)** p. 92, the resource map **(BLM 3c)** p. 81, the Trading Game Presentation Guideline **(BLM 3n)** p. 93, both canoe models **(BLM 3o & 3p)** p. 94 & 95.



E. Student Activity: The Trading Game

Following the instructions found on “Trading Game Directions” **(BLM 3L1 & 2)** p. 90 & 91 students play the game.

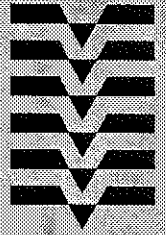


F. Assessment and Evaluation

1. Each village group will be assessed and evaluated on their presentation according to the criteria outlined in Trading Game Presentation Guideline **(BLM 3n)** p. 93.

2. Self Assessment

Each student could complete **(BLM 3q)** p. 96 Self-Evaluation - Cooperative Decision Making as a means of determining if students awareness of the necessity of group co-operation has been increased.





F. Family Ties

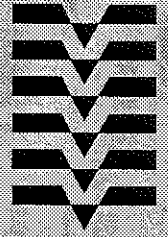
In this family ties activity the students will have an opportunity to collect and analyze data and become more aware of the importance of sharing responsibilities in the family unit.

Refer to **(BLM 3r)** p. 97 Family Ties Parent letter for a more detailed explanation of the lesson, then refer to the Data-Collection Sheet **(BLM 3s)** p. 98. Go over the data collection sheet with the students to explain that they will collect information by putting names of family members next to the jobs they do on particular days. A sample on the overhead projector would allow the teacher to practice this process with the children before sending the sheet and letter home.

From this activity students will recognize that household jobs are the responsibility of different family members. Some family members take on a greater share. It is the intent of this activity that the students will evaluate the extent of their own contributions to their family and will then contract with their parents to assume an additional at-home responsibility. (Refer to bottom of **(BLM 3r)** p. 97 for sample contract.) Students will have the opportunity to recognize the impact of their personal contribution to their families.

After the students have had the opportunity to carry out their new responsibility for a week, have them return the parent response form to school. Encourage the students back to the point where a decision was made to assume an additional responsibility. What were the results of the decision? Discuss any negative results as well as the positive ones. List the students' responses on a chart. The chart and the parents' response sheets could then be displayed together on a bulletin board. *(Teacher discretion may be used here)*

After this discussion have students fill in Student Self Evaluation form **(BLM 3t)** p. 99.



Vocabulary

A. Bow

The front of the canoe (boat).

B. Canoe Types

- Coast Salish - a style of canoe designed by the West Coast Salish Nations for transporting people and goods up and down larger rivers and lakes - i.e. Fraser River (see BLM 3e) p. 83
- Shovel Nosed - a style of canoe designed by the West Coast Salish Nations for travelling on smaller rivers, creeks and sloughs that feed into major river systems (Fraser River tributaries), where they would skim over the rougher water. This canoe was named "shovel nosed" because the front and back of the canoe were shaped to allow for the canoe to skim over the rougher water rather than plow through the water as well as for landing the canoe on the beach, shore etc. without harming the canoe (see BLM 3f) p. 84.

C. Negotiation

The process of discussing as part of a group (family, village, nation) how things will be done and coming to an agreement. Traditionally the Stó:lō had to come to consensus (everyone must agree) before they had agreement.

D. Paddle

An "oar" that was held in the rowers hands. It is not attached to the boat. Each adult and older child in a canoe had a paddle and was expected to use it.

E. Pole

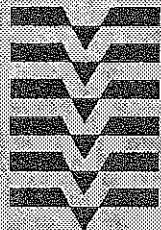
A pole or long stick used to push a shovel nosed canoe along in the water (see BLM 3f) p. 84

F. Seasonal Round

Stó:lō families had permanent villages where they spent much of the year. However they moved temporarily to various resource locations usually during spring and summer as the resources became available. This procedure is termed a seasonal round.

G. Stern

The back of the canoe (boat).



H. Survival

The procedure required to stay alive from year to year. This also includes the process of a group or village continuing to exist.

I. Trading

The process of exchanging goods with other villages, bands or nations. Trading was a very important part of Stó:lō economy as well as Stó:lō survival.

J. Tribes

A Department of Indian Affairs term meaning: common sub dialects of language and common place of origin. Department of Indian Affairs tended to give villages tribal names based on their location. Traditionally Stó:lō did not refer to themselves in this way. They were all part of the Stó:lō Nation but may be further identified by their village name.

K. Village Group

A group of people who live together in one main location. Usually this was on the waterfront (river, lake, etc.) and consisted of from 2 or 3 families to several hundred people (occasionally more).

Materials

A. Audio Visual Equipment

- TV
- VCR
- overhead projector/screen
- cassette player

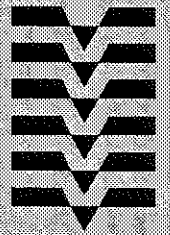
B. Supplies

- cassette (Welcome Song)

C. Blackline Masters

- Fraser River Watershed (**BLM 3a**) p. 79
- Village Sites Overlay (**BLM 3b**) p. 80
- Village Resources (**BLM 3c**) p. 81
- Transportation/Trade Routes (**BLM 3d**) p. 82
- Coast Salish (**BLM 3e**) p. 83
- Shovel Nosed (**BLM 3f**) p. 84
- Yale (**BLM 3g**) p. 85
- Chilliwack (**BLM 3h**) p. 86
- Xá:ytem (**BLM 3i**) p. 87
- Katzie (**BLM 3j**) p. 88
- Musqueam (**BLM 3k**) p. 89
- Trading Game Directions (**BLM 3l 1 & 2**) p. 90 & 91
- Village Groups Resource List (**BLM 3m**) p. 92
- Trading Game Presentation Guideline (**BLM 3n**) p. 93
- Coast Salish (**BLM 3o**) p. 94
- Shovel Nosed (**BLM 3p**) p. 95
- Self Evaluation - Cooperative Decision Making (**BLM 3q**) p. 96
- Family Ties parent letter (**BLM 3r**) p. 97
- Family Ties Data Collection Sheets (**BLM 3s**) p. 98
- Student Self Evaluation - Home Responsibility (**BLM 3t**) p. 99





BlackLine Masters

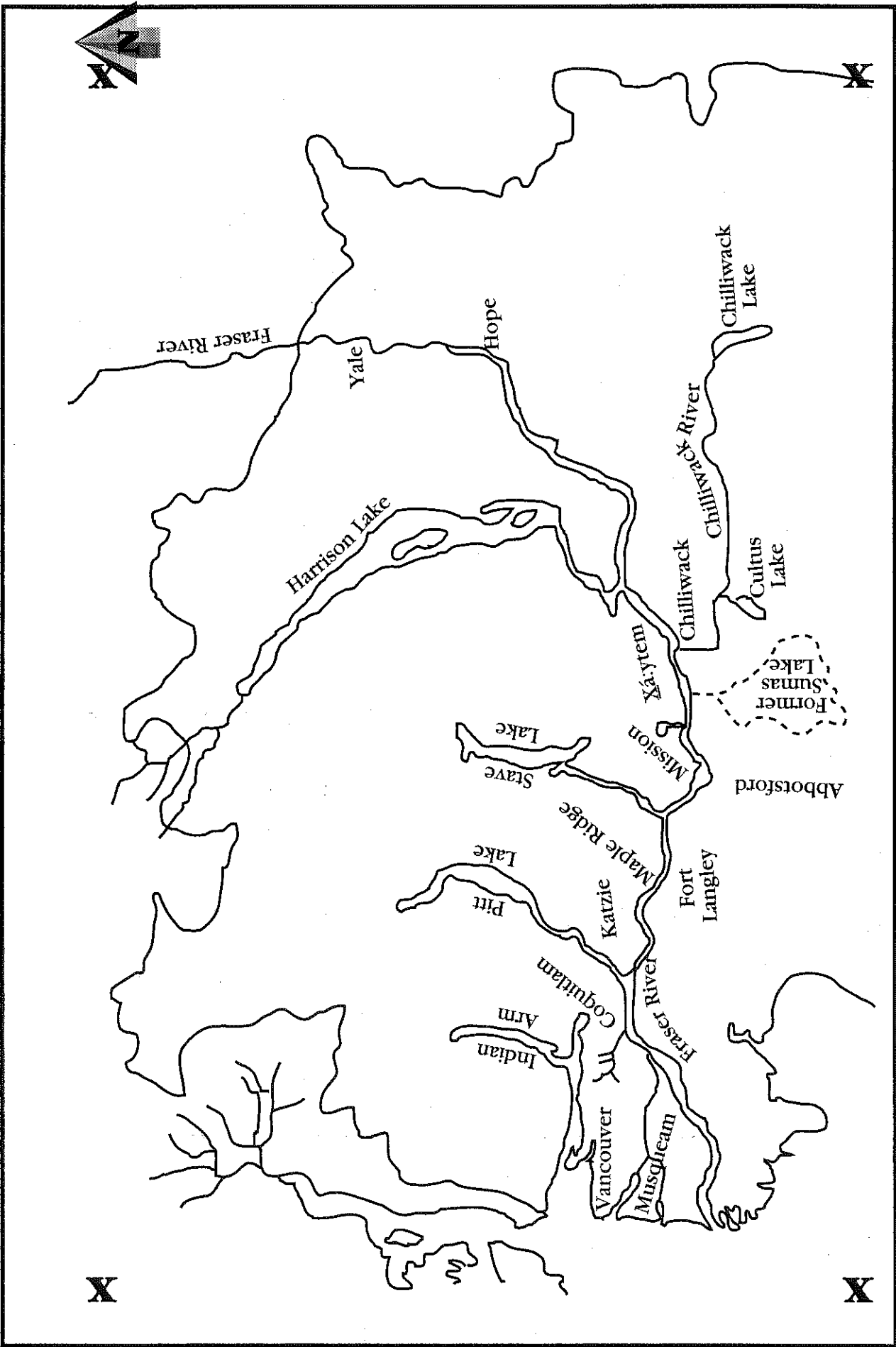
Unit 1

Module 3

- Transportation/Trade Routes -

FROM TIME IMMEMORIAL • MODULE 3

UNIT 1 • Who are the Stó:lō?



TEACHER DIRECTED DISCUSSION • Fraser River Watershed • BLM 3a

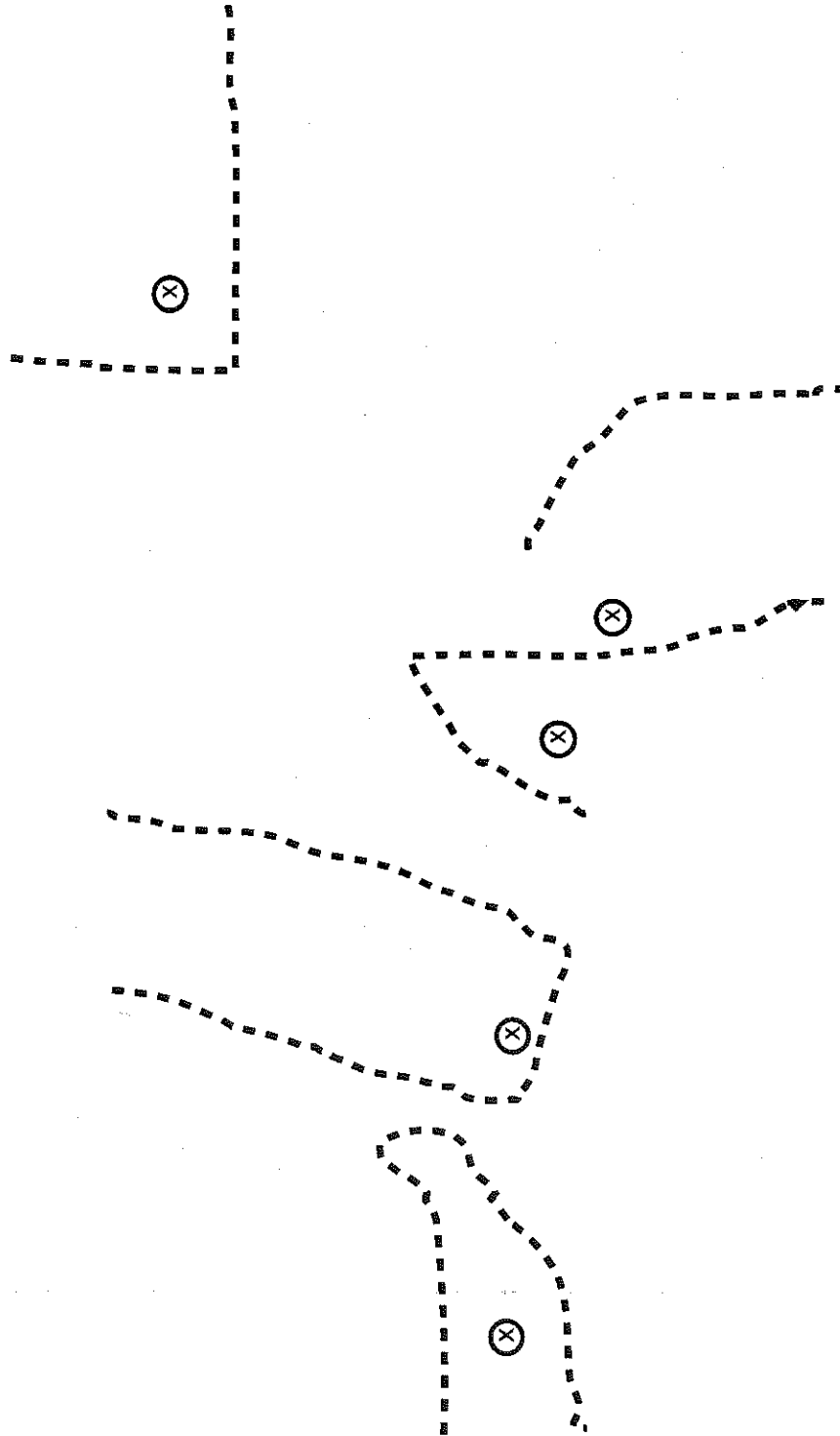
UNIT 1 • Who are the Stó:lō?



5 Village Sites

X

X



X

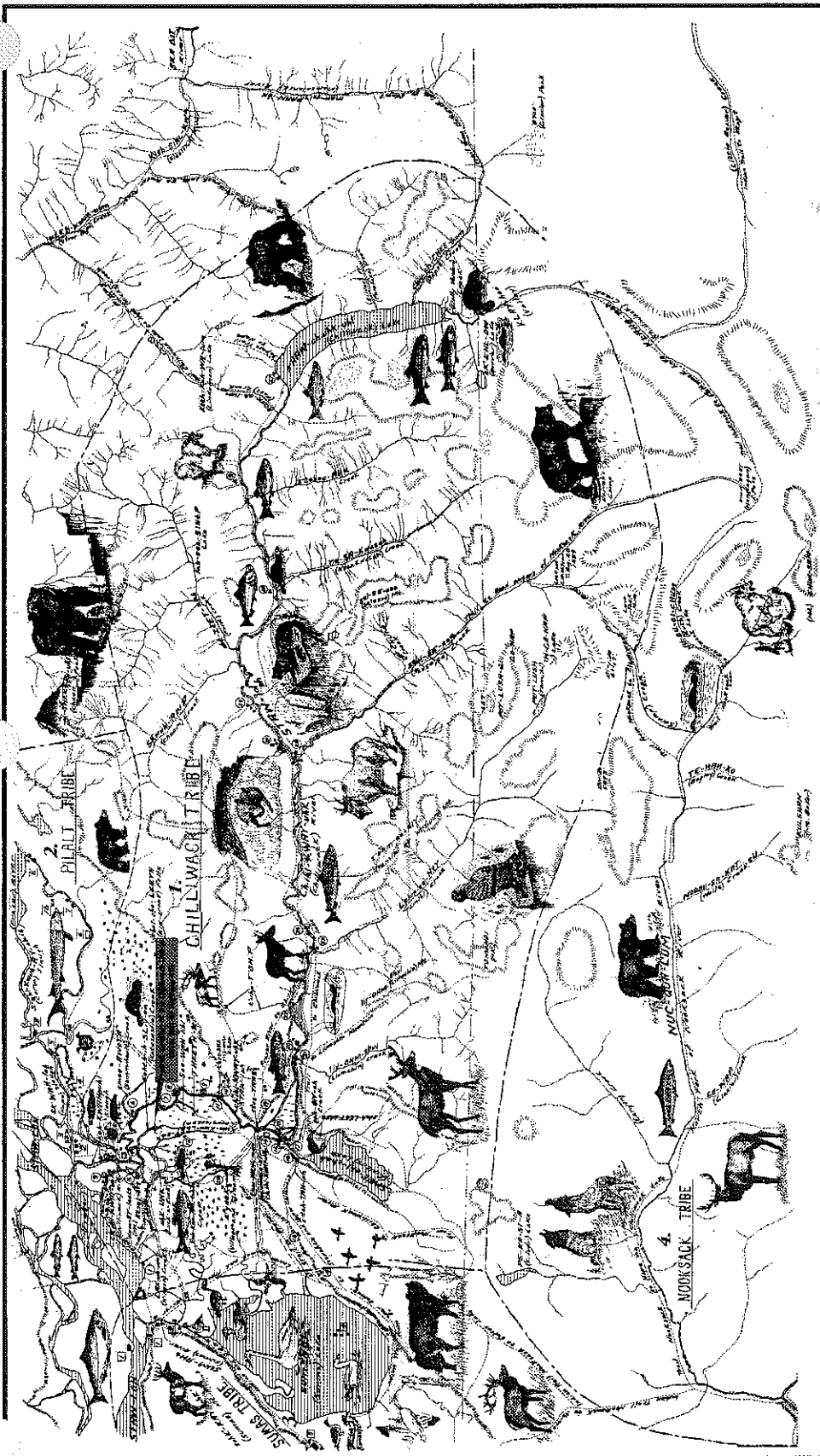
X

TEACHER DIRECTED DISCUSSION • Village Sites Overlay • BLM 3b










UNIT 1 • Who are the Stó:lō?



See large map of Chilliwack Tribe for discussion of trade routes



INDIAN TERRITORY 1858

- Showing:**
- Tribal Areas: 1. Chilliwack • 2. Pilalt • 3. Sumas • 4. Nooksack
 - Topography: Water  Marsh  Mountains  Glacier  Un-named XX
 - Village Sites: Pithouses • Plank Houses — Ceremonial 
 - Indian trails: 
 - Historic Sites: H.B. Co.   + — Cairns 
 - Wildlife — of special interest to Natives: Mammals • Birds • Fish
 - Native Names: Given in P.P.S. plus common name

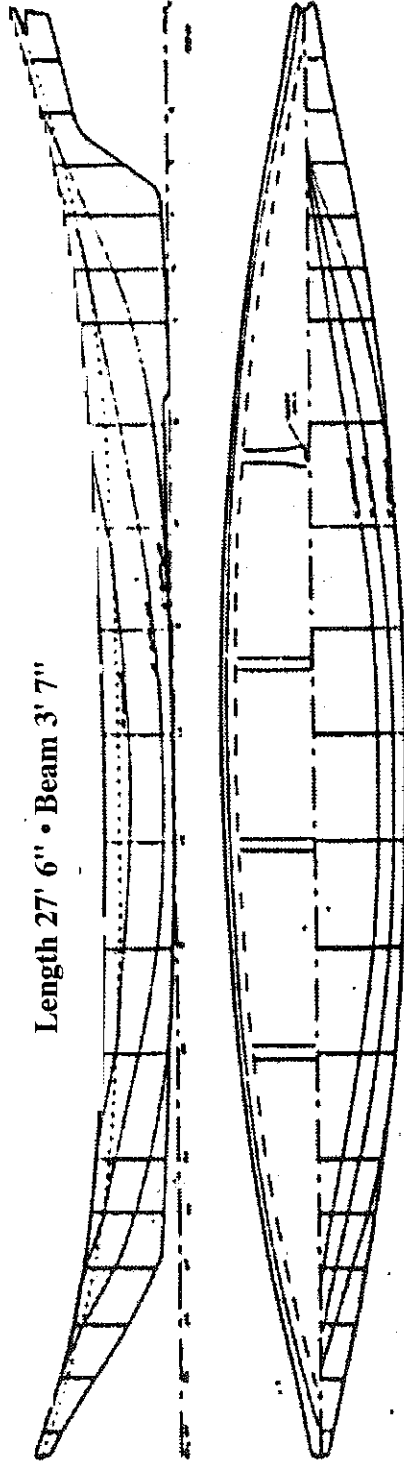
TEACHER DIRECTED DISCUSSION • Transportation/Trade Routes • BLM 3d

UNIT 1 • Who are the Stó:lō?



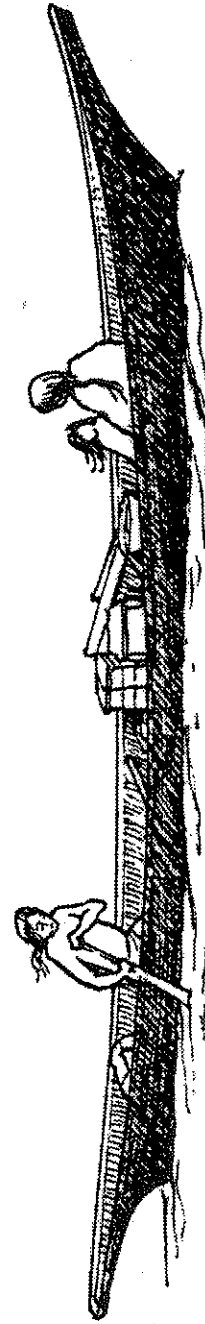


COAST SALISH CANOE



Length 27' 6" • Beam 3' 7"

This classic Coast Salish canoe is housed in storage at the Vancouver Centennial Museum, Vancouver, B.C. Lines taken by Duane Pasco and Leslie Lincoln. 1988



Coast Salish canoe for general travel

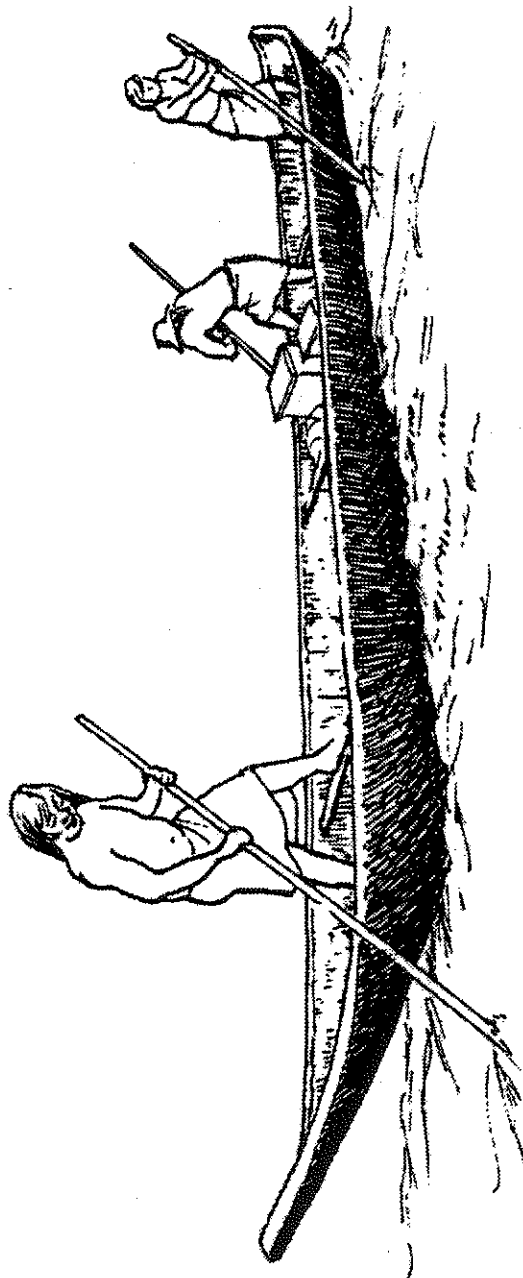
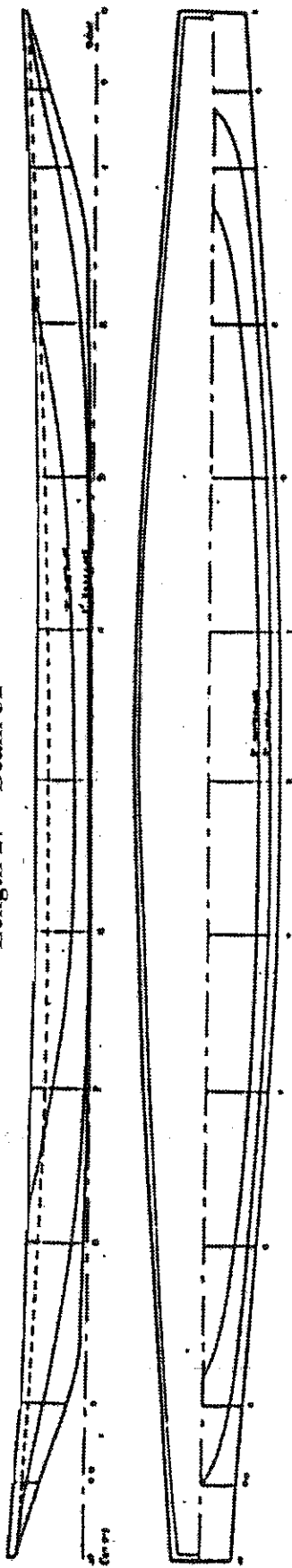
STUDENT ACTIVITY • Coast Salish Canoe • BLM 3c

UNIT 1 • Who are the Stó:lō?



COAST SALISH SHOVEL-NOSE CANOE

Length 27' • Beam 32"



Shovel - Nosed River canoe being poled upstream

STUDENT ACTIVITY • Shovel - Nosed Canoe • BLM 3f

UNIT 1 • Who are the Stó:lō?



Yale Wind dried salmon	Yale Wind dried salmon
Yale Wind dried salmon	Yale Elk
Yale Elk	Yale Wind dried salmon
Yale Huckleberries	Yale Huckleberries
Yale Wind dried salmon	Yale Wind dried salmon

STUDENT ACTIVITY • Yale Resource Cards • BLM 3g

UNIT 1 • Who are the Stó:lō?



Chilliwack Mountain goats	Chilliwack Mountain goats
Chilliwack Mountain goats	Chilliwack seals
Chilliwack seals	Chilliwack seals
Chilliwack Mountain goats	Chilliwack seals
Chilliwack ducks	Chilliwack ducks

STUDENT ACTIVITY • Chilliwack Resource Cards • BLM 3h

UNIT 1 • Who are the Stó:lō?



<p><u>Xá:ytem</u> cedar</p>	<p><u>Xá:ytem</u> cedar</p>
<p><u>Xá:ytem</u> cedar</p>	<p><u>Xá:ytem</u> bullrushes</p>
<p><u>Xá:ytem</u> bullrushes</p>	<p><u>Xá:ytem</u> cedar</p>
<p><u>Xá:ytem</u> deer</p>	<p><u>Xá:ytem</u> deer</p>
<p><u>Xá:ytem</u> cedar</p>	<p><u>Xá:ytem</u> cedar</p>

STUDENT ACTIVITY • Xá:ytem Resource Cards • BLM 3i

UNIT 1 • Who are the Stó:lō?



Katzie potatoes	Katzie potatoes
Katzie potatoes	Katzie cranberries
Katzie cranberries	Katzie sturgeon
Katzie sturgeon	Katzie cranberries
Katzie potatoes	Katzie potatoes

STUDENT ACTIVITY • Katzie Resource Cards • BLM 3j

UNIT 1 • Who are the Stó:lō?



Musqueam clams	Musqueam clams
Musqueam wooly dog	Musqueam wooly dog
Musqueam wooly dog	Musqueam eulachons
Musqueam wooly dog	Musqueam eulachons
Musqueam clams	Musqueam eulachons

STUDENT ACTIVITY • Musqueam Resource Cards • BLM 3k

UNIT 1 • Who are the Stó:lō?



Trading Game Directions

A. In your village group:

Check Your Supplies.

Your village should have:

1. one copy of your colour coded resource cards
2. village groups resource list (BLM 3m) p. 92
3. Canoe models
 - Coast Salish (BLM 3o) p. 94
 - Shovel-Nosed (BLM 3p) p. 95
4. Village Resource Map (BLM 3c) p. 81
5. Trading Game Presentation Guideline (BLM 3n) p. 93

Make a village sign the same colour as your trading cards.

*As you begin to plan and play the Trading Game, it is important that you keep your Presentation Guideline (BLM 3n) p. 93 to refer to.

B. Individually

1. You are planning to obtain the resources you and your village will need to survive throughout the winter. Looking at the Village Groups Resource List, you must decide which 10 resources you think would be the most important to acquire.

Note: your village group must end up with at least one salmon and one cedar card. You may wish to keep at least one card of each of your villages resources.

Remember: there are no stores to go to if you run out of something before spring .

2. Now that you have chosen your 10 most important resources, get back into your village group.

C. In Your Village Group

1. You must go through each of your lists and decide on the 10 resources that your village group plans on acquiring.
2. Each member of your village group must agree on what resource can be listed. Agreement must come through discussion and negotiation. Keep in mind the importance of a balanced diet to prevent disease, provide shelter, clothing and transportation. Also keep in mind that when you are trading you may get to a particular village and find that they have run out of the resource that you wanted. Your village should have a back up plan of alternate resources that would be acceptable to acquire.



3. Using your Village Resources map (**BLM 3c**) p. 81 and possibly the Transportation/Trade Routes map (**BLM 3d**) p. 82 and list of the resources that your group has decided on, plan your trading route and the type of canoe you will need to use.

Things to consider while planning:

- a. Most needed resources should be acquired first.
Some considerations:
nutrition, balanced diet, variety, distance to travel in order to trade, need for shelter and clothing
- b. Two members of the village group must remain in their village to trade resources with visiting villages. One of these people will be a runner who will keep the members who are out trading up to date on what resources are still available to trade.
- c. Three members of the village group will go on the trading mission. One of these people will be a runner who will keep the village informed of the trades they have made and bring back the resource cards they have acquired.
- d. All resource cards must remain at the village until they are traded.
- e. You may only trade your own resources. You may not trade again with your acquired resources.

4. Make sure the following items have been completed by your village group: Check off if complete.

- list of resources your group wants to acquire
- alternate list if first choices aren't available
- completed trade route map (**BLM 3c**) p. 81
- canoe style chosen
- resource cards cut - separate piles for keepers and traders
- village group responsibilities assigned:
 - people who stay in the village - one must be a runner, the other(s) will stay to trade
 - people who will travel to other villages to trade - one must be a runner, the others will continue with trade negotiations

5. While waiting for all groups to be ready to play the trading game, you could work on your canoe model and/or review your Trading Game Presentation Guideline (**BLM3n**) p. 93

D. The Trading Game

When the teacher gives the signal to begin, you may start your trading mission .

E. Trading Game Presentation

At the completion of your trading mission your group must begin to plan it's presentation following the criteria outlined on (**BLM3n**) p. 93 - Trading Game Presentation Guideline.



Village Groups

Resources

<p>1. Yale</p>	<p>wind dried salmon wild huckleberries elk - meat</p>
<p>2. Chilliwack</p>	<p>mountain goat - wool, blankets, clothes, meat</p> <p>seals ducks</p>
<p>3. Xá:ytem</p>	<p>cedar - blankets - canoes - mats - lumber</p> <p>bullrushes - mats - baskets</p> <p>deer - meat</p>
<p>4. Katzie</p>	<p>potatoes cranberries sturgeon</p>
<p>5. Musqueam</p>	<p>clams</p> <p>wooly dogs - wool - blankets - clothes</p> <p>eulachons - oil - light</p>



Trading Game Presentation Guideline

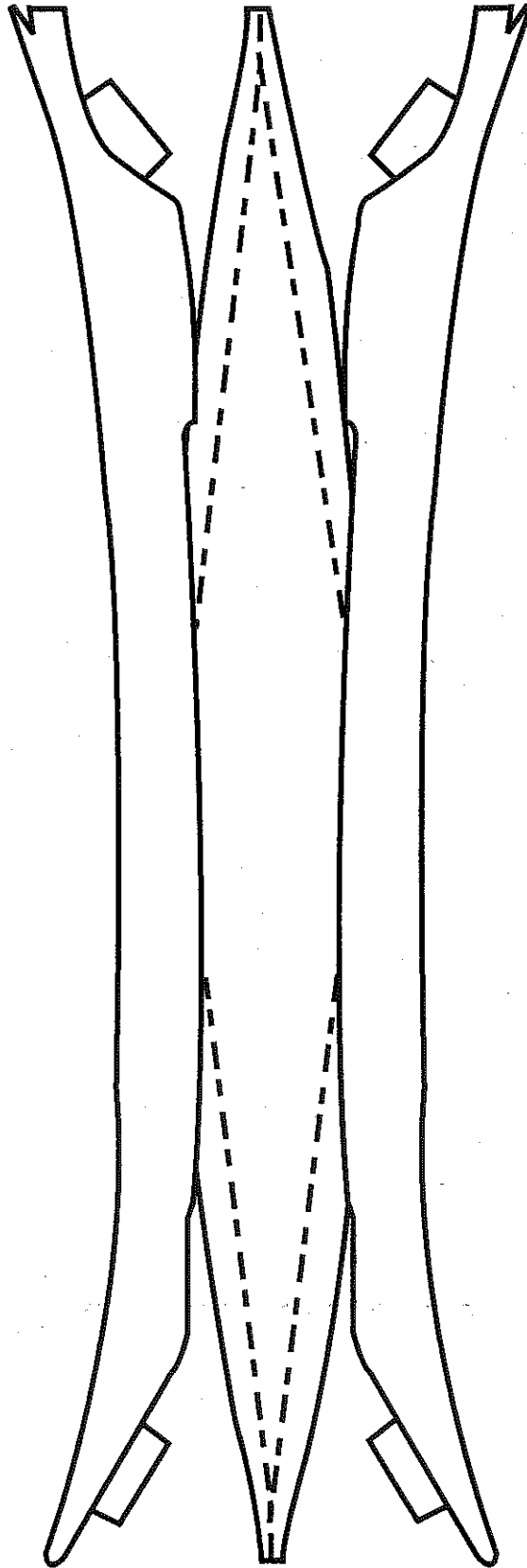
*Each member of the group is responsible for presenting one portion of the following criteria list.	0	1	2	3
A. State your village name and show its location on a map. Tell why you are lucky to be living in your village in terms of location, food, shelter and clothing.				
B. State in which resources your village is rich. Tell the value and uses of these resources in terms of food, shelter, clothing .				
C. State the other resources your village chose for survival. Tell why you wanted or needed these resources in terms of food, shelter, clothing .				
D. Show on a map your trade route and your methods of transportation. Show a model of the type of canoe your village group used and explain this choice.				
E. Evaluate how life in your village will be during the winter in terms of food, nutrition, shelter, clothing, transportation.				

Total 30

Note: 0 = incomplete 2 = satisfactory
 1 = fair 3 = good

Your group will be evaluated as follows:

- A 26 - 30
- B 22 - 25.5
- C+ 20 - 21
- C 18 - 19
- C- 15 - 17
- I lower than 15



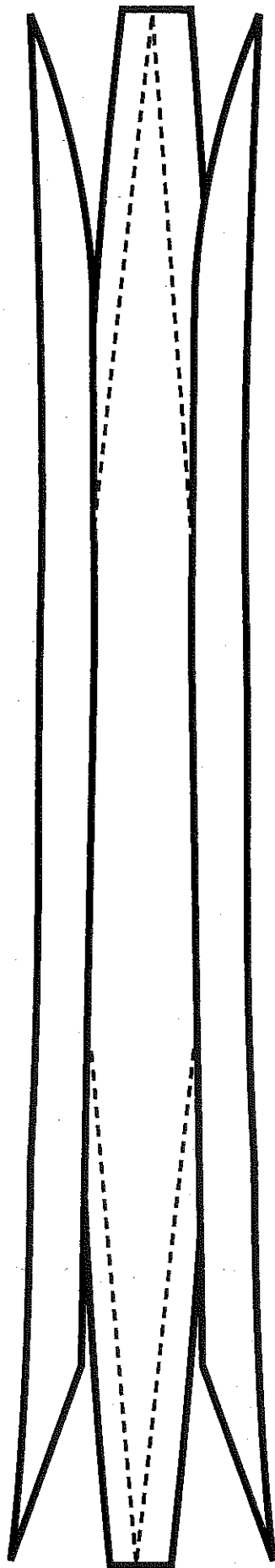
STUDENT ACTIVITY • Coast Salish Canoe • BLM 30

UNIT 1 • Who are the Stó:lō?



STUDENT ACTIVITY • Shovel-Nosed Canoe • BLM 3p

UNIT 1 • Who are the Stó:lō?



Self-Evaluation - Cooperative Decision Making

Tell how you felt by answering the following questions:

1 a. Was it easier making your choices alone or making them in a group?

1 b. Why do you think one was easier than the other?

2. If you were the only person in your village who disagreed on a resource, how did you feel?

3. How do you think the rest of the village felt when one person did not agree on a resource?

4. Would you rather try to survive on your own or with your village group throughout the winter?

Give your reasons.

5. How did you try to persuade the other members of your group to agree with your choices when they were different from the choices of others?





Family Ties



Dear Parents:

In our Stó:lō studies, the students have been learning about the roles and responsibilities of village members. The students have been introduced to a cooperative and decision making simulation game called the "Trading Game" where cooperation and good decisions are necessary for survival.

As a follow-up to playing this game in the classroom, the students are now encouraged to collect information about the roles and responsibilities of the members of their own family on the attached data collection sheet. Your assistance is needed to help your child fill in additional roles and responsibilities in the family jobs column and to help ensure he/she records data for a one week period from _____ to _____
(date) (date)

Your child is to record family member names next to the jobs they do on each day. At the end of the week your child will then count the number of different names on the data collection sheet and record each name on a separate sheet of paper. Your child then looks at the first name listed and counts the number of times the name appears on the data collection sheet. Repeat for all names. Example:

Me	4
Mom	30
Dad	15
Bobby	0

Encourage your child to accept an additional responsibility at home and complete the "contract" below. Have your child relate what they intend to do to help and encourage him/her to keep in mind the responsibility of completing his/her job each day. After one week please complete and return the parent response form found at the bottom of the Data Collection Sheet.

Thank you for your cooperation in the above.

Yours truly, _____

<i>Responsibility Contract</i>						
Name _____		Date _____				
<i>This week, I am going to _____ to help _____ at home.</i>						
_____ (signature)						
Monday <input type="checkbox"/>	Tuesday <input type="checkbox"/>	Wednesday <input type="checkbox"/>	Thursday <input type="checkbox"/>	Friday <input type="checkbox"/>	Saturday <input type="checkbox"/>	Sunday <input type="checkbox"/>

Data Collection Sheet



	Monday	Tuesday	Wednesday	Thursday	Friday
1. Shopping					
2. Preparing the food					
3. Laundry					
4. Setting the table					
5. Clean the bathrooms					
6. Make the beds					
7. Cutting the lawn					
8. Doing the dishes					
9. Taking out garbage					
10. Vacuuming					
11. Dusting					
12.					
13.					
14.					
15.					
Other					

Response Form For Parents/Guardians:

Dear Class, _____

_____ has _____ at home this week.

I found it helpful because _____

I didn't find it helpful because _____

(Signature of parent) _____

 Student Self Evaluation



Name: _____ Date: _____

1. I made a decision to _____

2. I think it was a _____ decision because _____

3. I feel _____ about the decision
because _____

STUDENT ACTIVITY • Student Evaluation • Home Responsibility • BLM 3t

UNIT 1 • Who are the Stó:lō?