



HAIDA GWAII MUSEUM AT KAY LLNAGAAY

**Final Report - Gwaii Forest Society**



(The three Canoes created at Kaay Lnagaay summer 2007/2008)

**Project : Tluu Waadluuxan: The Everything Canoe Curriculum Project  
File # SFM .9 2008**

Over the past year, Intern curator Kwiaahwah Jones has lead the development of the *Tluu Waadluuxan: The Everything Canoe Curriculum Project* successfully. Bringing together key partners to create a meaningful teachers resource document and Museum (on-site) educational programme are two primary results of this project. However, equally important outcomes from this project fall into three areas: training, capacity building and relationship building. Tluu Waadluuxan has been a success, and not necessarily only in the ways we initially envisioned.



(Kwiaahwah looking through MOA's teaching collection summer 2008)

**Overview of Curriculum**

Our goal was to develop appropriate and culturally sound curriculum for the Haida Gwaii Museum that had Haida knowledge at its forefront. Our second goal was to ensure that this culturally sound curriculum around Haida canoes was integrated truly reflecting the knowledge of the forest, the culture and community values. This success can be demonstrated by the subject themes developed in the educational resource, which range from Sapling to Sea, the Forest Provides, Story and Songs and the Old Pieces are the Best Teachers. (attached is the Table of Contents for the Community Resource Guide for Teachers)



*(picture of Jill Baird and Billy Bellis during interview summer 2008)*

We also successfully met the goal of developing this resource in collaboration with local teachers, knowledge holders and external institutions. By working closely for more than a year with external professionals, community members and museum staff, the project was able to take advantage of a much broader pool of experience and knowledge. It was also able to respond to the needs articulated by the development team. These needs changed what was originally planned. Originally, the project was to develop an in-house education programme about the Haida canoe which integrated all aspects of its creation and then develop a training and implementation plan. The plan was to pilot the programme but because it became very clear that what was critically needed to support a museum-based programme, was resources for teachers – ranging from basic information on the forest and canoes to advanced information about the teachings, language, and histories. This need reflects the diverse teaching community on Haida Gwaii, which ranges from first year teachers to very experienced educators. As a result of working collaboratively and being responsive to the educational communities' needs, the project shifted to include a substantial community resource guide for teachers – which will be published for teachers use.



*(Lana Wilhelm and Jaalen Edenshaw in the field cedar cut blocks and monumental cedars, Fall 2008)*

We adapted and expanded our list of local knowledge holders as the programme developed. Another example of how the collaborative process informed the outcomes came about through the interview process. As we interviewed one knowledge holder, they would suggest we speak with another. Where possible, we did just that. This is one of the key outcomes of building relationships.

Stewardship and sustainability underline all aspects of the project – Both the in-house programme and the Teachers' Resource Guide encourages cultural and environmental sustainability and stewardship.

**Our In House (HGM) Programme** takes an intimate look at the use of Cedar within a cultural context. Using the Canoe as the entry point into understanding the importance of cedar to the Haida and how the Canoe connects to the resources of the land and sea. Students will also explore the museum's collections from the perspective of the canoe, finding other objects and information that links with the canoe. The concept that everything depends on everything else, or *Gina Waadluuxaan Gud 7ud tl Kwaagiidang*, exudes from all aspects of this project.



Highlights of the programme include the following: the programme begins with an introduction to the Red Cedar tree, its uses and deep connection to Haida Culture. Each class will be split up into four groups- weavers, carvers/carpenters, forest guardians, and cultural historians. These groups will then learn how to think about the use of cedar within their own careers, in making a canoe, and the objects that connect to the canoe. Visiting classes that take the programme will go through a series of exercises that introduce them to Haida society and clan structure, canoe making and roles the museum plays in society. The programme has been developed and has been designed to be flexible to all groups from kindergarten/playschool to grade 12. (Outline attached in appendix 2)

The commissioned teaching collections are completed. These objects – hat, paddles, box, and tools are incorporated into the in-house programme and offer valuable experience and access to important objects that directly connect to the canoe. We have also commissioned an extra set of paddles and a small model canoe, which will be available to be signed out to classrooms for classroom activities, another example of our relationship building and responsiveness to teacher feedback.

Visual resources have been selected including historical and contemporary photographs of the canoe, which will be implemented into the in house program. The HGM is currently developing a process so that copies of these pictures can be purchased from the HGM for classroom use.

The in-house program is ready, and due to high interest in the resource guide, the HGM has

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decided to publish the canoe resource guide. We are using external funds to do this. The resource and programme plan will be presented to island teachers at a district wide professional development day, in preparation for the 2009/2010 school year.

## **EVALUATION**

The evaluation of the project can be summed up in the following quotes from teachers, developers and HGM staff. Throughout the project, evaluation was on going, from notes taken during teacher meetings, and teacher responses. The feedback was used to determine focus topics that informed the structure of the Resource Guide and important components of the in house programme. The resource guide was created with the intent to reach teachers working in various disciplines so that they could find value and opportunity in their teaching practice using our concept of the canoe as a roadmap or entry point to Haida culture and Haida Gwaii's natural world.

“This is the exact type of resource I need in the classroom, there are some things I know but no where I can credit it too. So it makes it hard to talk about, but now that I have written words from Gujaaw, and Captain Gold and all of these people it provides their presence in the classroom when they aren't available.”

Debbie Laughlin, QCSS

“After reading the resource I have incorporated quotes have said into my Geography 12 class”

Karl Puls, QCSS

“Privileged to participant in such a dynamic community focused project Learned much more about the challenges of working with a diverse range of students from preschool to high school, and the challenges of working with teacher specialist who are required to teach a broad range of subjects”

“I acknowledge the difficulty experience by new museum staff to understand their new jobs, be put in challenging situation to lead a project that they are quite new to, while managing some of the regular business of the heritage centre – such as the grand opening, giftshop, and other curatorial responsibilities found at a small museum.”

“Fully support that shift to creating a resource that draws on community knowledge because it was a constant theme in the development.”

“Feel that a more realistic development window was required – though initially and in other situations one year seemed plenty. But the combination new museum and teacher staff, over committed senior teacher staff, distance of supporting resource people and mentors.”

Jill Baird Curator of Education and Public Programs, Museum of Anthropology at UBC

“I think it's been amazing to allow the voices of community knowledge holders to take

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centre stage in this project. As a writer, I've had to stop myself from trying to fill in the blanks too much, because it is all there, ... the story of the canoe and how it fits into everything is already being told in the words of those we interviewed and those who have been interviewed in the past."

"It's been exciting to talk with different teachers and find out how happy they are to have a resource that will bring these voices straight into the classroom. The ones who have been here for a long time may know much of the information that we pieced together in this book, but they've spent years piecing it all together (and probably have it on post it notes or bookmarked in books, in file folders and tucked into corners of their own brains). I think this book will be an incredible resource for them because now it's all in one place and for newcomers to the islands, who can learn so much in an instant, and start sharing it with students."

"Working with Kwiaahwah has been an inspiration. She has the kind of knowledge that anthropologists spend years seeking from books and courses. But for her, it's all right there, part of her living and loving life on Haida Gwaii. That said, I've been happy to be able to share skills that I've learned over the years, things like writing and spreadsheets and such."

Heather Ramsey, Writer for Tluu Waadluxaan Resource Book

Linda Tollas has greatly contributed to the teacher resource and is currently developing a twenty-minute programme to collaborate with the Canoe Programme at the HGM.

Debbie Laughlin & Karl Puls have been two supportive teachers at QCSS who have provided formal feedback that has led to a planned school wide professional development day at the Kaay that will include students and teachers. They both commented on the draft resources and were very positive that the content was indeed just what they need to support their teaching; sharing that it was essential to have a verifiable, documented community knowledge resource.

### **Two outcomes came from visiting school groups**

1. The centre is still new for everyone on island – so teachers' main interest was an orientation/introduction to the Haida Heritage Centre at Kaay Llnagaay.
  - a. They expressed tremendous support for the canoe programme, but thought it needed to be in the form of a follow-up visit.
  - b. The teacher developers who took part in the Tluu Waadluxaan Project have walked through the programme and felt it is a well thought out and well developed, and will provide a meaningful experience for those who participate in it.
- 2) The combination of the challenges for Massett, Skidegate, Queen Charlotte, Masset, Sandspit and Port Clements to get to the museum more than once a year was very difficult, both in scheduling and because of the cost of transportation. The fact of this gave us more reasons to focus on an in-school resource.

### **Development Strategy for the Project**

A new strategy was employed for developing education programmes similar to ones we have done developing exhibitions. In the past, we have had more of a consulting relationship to the development of educational resources. For the museum has hired education specialists

to develop teaching kits. This project was different because it was a collaborative effort with a broad group of teachers, museum specialist and curriculum specialist that combined training and capacity building as integral to the development.

We learned this is more difficult, more time consuming and more costly. As stated before, the product we anticipated creating evolved from an in-house programme to a combination in-house programme and educational resource guide for pre-visit or classroom use.

The outcomes of this process has produced a product that the whole development team is proud of and feels it meets their diverse needs – that is classroom teachers, museum educators, cultural interpreters.

**What local training or job shadowing strategy did you employ? Was it successful? What would you do differently?**

A huge focus in job training occurred with the lead developer of the project, Kwiaahwah Jones. There was a strong mentorship between Jill, the Curator of Education at MOA, in giving guidance and direction to Kwiaahwah on the creation of this project. The collaboration on the concept between Jill and Kwiaahwah was effective and has strengthened the relationship between institutions, MOA and HGM. Kwiaahwah was able to travel to MOA twice over the period of development.

The first visit to MOA was to observe educational programmes developed by Jill Baird, and develop a working structure for the Canoe programme. The second visit provided a review of the final draft of the educational resource, finalize programme outline, and participate in MOA's school and public programmes.

This experience was invaluable for two main reasons:

- 1) was able to observe how a larger institution develops and presents educational and public programmes.
- 2) To better understand the challenges of communicating community knowledge, which in a large urban setting and non first nations place was instructive.

The second mentorship was provided through hiring local writer Heather Ramsey to create the Teacher Resource Guide. Heather brought a professional presence to the HGM through her writing, and her experience in the interview, transcription, and communication process required creating the teaching resource. Kwiaahwah gained invaluable experience, and methodology in writing large documents and creating spreadsheets.

**Gwaii Forest Society**



(2nd steaming of Gujaaw's Canoe)

The Gwaii Forest Society has been great to work with. As John Farrell and Mary Lou provided feedback and guidance when needed, leaving an open line of communication between GFS and the HGM. The flexibility of GFS in the creation of this project is appreciated as the project evolved and changed into something much larger than anticipated, and in the end create a much more attractive outcome with in-house programme and teacher resource guide.

GFS will be acknowledged in the resource guide and training and teacher presentations throughout the local district and any other public presentation of the Tluu Waadluuxaan Project.

### **Approach and Methodology**

Though more time consuming, working with a group of local teachers, accommodating the schedules of local knowledge holders, and external resource people the overall outcomes of the project are broad and yet specific to the needs of all who have/are/ and will be involved with the Tluu Waadluuxaan Canoe curriculum. This process took much longer than anticipated as it evolved into a substantial resource guide for teachers and an in house programme which in the end required additional help, hiring Heather Ramsey to create the resource guide.

The project provide a huge challenge and undertaking for Kwiaahwah Jones, Intern Curator who started at the HGM in the summer of 2007 and was very new to museum work, new to teaching and learning, and ideas conveyed in museum settings. Kwiaahwah throughout the process has built capacity by learning how to write grants, reports, develop and implement budgets, learning new skills in networking and relationship building.

Two ways this is shown are:

- 1.Kwiaahwah met Cynthia Nicol who in turn provided an extra 5,000.00 to the Canoe project and also has a math group developing culturally responsive math around photos of the canoe.
- 2.Kwiaahwah has also partnered with the Haida Heritage Centre and has secured an extra 2000.00 to contribute to printing and publishing the Canoe Resource booklet.

Overall, the impact was greater in the area of capacity building than anticipated. Initially we thought it was a going to be a short programme development process.



This is key outcome, because for the programme to continue to be vital and responsive, it relies on in-house skills and knowledge, not just the knowledge shared by our key knowledge holders. Future choices made by the HGM will be affected, as we fully understand the community the challenges of attending programmes at the Haida Heritage Centre

informed our decision to spend more effort on the resource guide to support both in-house programmes and in class activities.

This understanding will inform future programme development as we progress to find creative and appropriate ways to encourage full use of the HGM's collections, site and resources in our community.

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**Acknowledgements to the project will include the following: .**

Gwaii Forest Society

School District No. 50

Museum of Anthropology at University of British Columbia

Haida Heritage Centre at Kaay Llnagaay

Haida Gwaii Museum

Royal Bank of Commerce-RBC

**Other Sources of Funds Reporting Financials**

Cynthia Nicol, Faculty University of British Columbia 5,000

Haida Heritage Centre at Kaay Llnagaay grant from RBC – 2,000

Museum of Anthropology has contributed more than anticipated bringing an extra month of Jill Baird's time.

On our midterm status report we reported we were going to create two positions for the project but in the end we only created one which was the role Heather Ramsey took on. We were going to take on an interpreter trainee also but that role did not occur due to lack of funds on Haida Heritage Centre part. In over the summer of 2009 Albert Hans will take on a training roll to have the ability to deliver the in house Canoe programme along side Kwiaahwah Jones using the format developed with GFS funds and making links from the canoe resource guide to HGM collections for the 2009/2010 school year.

We have met with teachers throughout the creation process presenting both resource and in house program where teacher provided feedback on the project. Teachers have met at the HGM on several occasions from April 2008, January and March 2009. Each meeting has benefited developers and teachers alike, in providing a meaningful and accurate resource and programme.

In the creation process, a strong bond has been created between QCSS, and the HGM. At the end of April 2009 (specific date to be confirmed) the Haida Heritage Centre will host the entire student body of QCSS as a pilot project to a cultural day, where the Canoe will be integrated, and a presentation on the Tluu Waadluxaan Canoe project will be made.



(Lootaas in front of the Haida Heritage Centre)

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## PROJECT SUMMARY

Project Name: Tluu Waadluuxan: The Everything Canoe Curriculum Project  
 File # : SFM .9 2008

### EMPLOYMENT:

Name	Local (√)	Off-Island (√)	# Hours per day	# Days	Total Hrs
<b>Teachers</b>					
∞ Debbie Laughlin	1 day	6 hrs			\$248.90
∞ Joanne Yovanovich	1 day	6 hrs			\$532.91
∞ Joan Moody	1 day	6 hrs			\$248.90
<b>Transcriber/writing</b>					
∞ Heather Ramsey	151.25 hours				2,268.75
<b>Interviewer</b>					
∞ Heather Ramsey	202.50 hours				2,677.50
<b>Interviewees (all interviewees were given \$250.00 honourarium)</b>					
∞ Jaalen Edenshaw					
∞ Captain Gold					
∞ Stephen Brown					
∞ Terry Husband					
∞ Jags Brown					
∞ Ron Wilson					
∞ Skidegate Haida Immersion Programme					
∞ Xaad Kilh Gaa Suu (Masset Language Programme)					
<b>Artists (for the HGM teaching collection)</b>					
∞ Jaalen Edenshaw \$2175 (for tools & paddles)					
∞ Bonnie Jones \$600 (for hat)					
∞ Andy Wilson \$500 (for box)					
∞ Shane Collinson \$700 (for paddles)					
∞ Leon Ridley \$450 (for canoe model)					

### TRAINING: (training was an in-kind contribution)

Jill Baird Curator of Education and Public Programs has contribute double the amount of her initial time she was going to contribute to the project bringing her contribution in training to \$10,990.00
Nathalie Macfarlane has also contributed a portion of two weeks time to training and administration time 2,400.00

Appendix 1 Resource Guide Table of Contents

From Sapling to Sea

Canoe resurgence

Loo Taas

Seal Hunter

Three canoes

Canoe types

The Forest Provides

Identifying good trees

Plants of Haida Gwaii

Introduced species

Forest Guardians

Cultural Wood

Land Use

K'aaygang.nga (long, long ago stories)

Oral history

Science and story

It has been written

First accounts

In the wake of the missionaries

Language and canoes

Paddle songs

Art and canoes

The role of art in culture

Having the tools

On the move

Preparing for journeys

Preparing for war

Alliances

Speed

Trade

Long Journeys

Navigation and weather

Paddles

Physical tests

The Work/Life Continuum

Boatbuilding

Shifts in technology

Working on the islands

Specialty knowledge

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Never run from a job  
Master/apprentice

The old pieces are the best teachers  
The silent years  
The old ways were almost lost  
Learning from Elders  
The Future

## **Appendix 2 In House Program Outline**

Before students come, the teachers will have to prep students to visit the Haida Heritage Centre at Kaay Llnagaay. The class will first be taught how to do field notes and then break up into four different groups. Each group will focus on one of the following disciplines found in Haida Society today: Carvers/Carpenters, Weavers, Forest Guardians and Cultural Historians. Each group will investigate what the roles are of each discipline and will relate to it in their field notes and experience at Kaay Llnagaay as they relate to the Canoe, and collections at the HGM.

Throughout the program, students will be instructed to take field notes.

### **1) 10 minutes Introduction to Cedar and its uses to the Haida**

*location: Red Cedar Tree in the Driveway of the Haida Heritage Centre*

This introduction will provide students a first look at cedar and how it is utilized in everyday life. They will also learn about the characteristics that mark healthy Cedar trees that are harvestable for cultural use.

### **2) 10 minutes Kaay Llnagaay as a village site.**

*location: Outside of the Haida Heritage Centre by Totem Poles*

This portion will introduce the social structure of the Haida, using the poles as a teaching tool to do so. Students will learn why Raven and Eagle moieties are important, the function of monumental art, and the significance of the village site, Kaay Llnagaay.

### **3) 15 minutes The Canoe**

*location: By Lootaas and other canoes*

This section will focus on the process it takes to create a canoe sharing the transformation from Tree to Canoe, and the important role the canoe played/plays as a form of transportation.

#### **a) 10 minutes Measurements of the Canoe**

Haida historically had an oral culture and no written language; meaning there was no formal written measuring system. This section of the program offers students a chance to think about ways of measurement, and encourages to find a way to measure without a ruler. This process will offer a means of appreciating the size of the canoe and craftsmanship it takes to create a canoe. Students will break up into groups and measure one of the five canoes at the Haida Heritage Centre.

## **Lunch Break**

### **4) 10 minutes Report on Measurement of Canoe**

*location: Gina Guaalth Junaay (Performing House)*

Each group will take turns and report to the class about the way they found to measure the

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canoes.

### **5) Teaching Collections**

*location: HGM Gallery*

At this time the class will be separated into their perspective disciplines be it a carver, weaver, forest guardian or cultural historian.

A) 10-15 minutes

Students will be introduced to the teaching collection.

#### **Teaching Collection includes**

Paddles

∞ steersman

∞ childrens

∞ adult paddle

Woven Plaited Red Cedar Hat

Set of tools

Bentwood Box

Spruce Root Basket

Cedar Rope

Kelp Rope

Raven Headdress

Blanket

Old Notes from Early explorers

Photos of old villages sites with canoes

Students will investigate the objects they are given and think about how the object is made. How it connects to their disciplines, and how it connects to the canoe, and why it is important. This exercised is created to get students to see that everything is connected. Each group will elect one person to report to the class on what they have found in handling their objects.

#### **B) 10-15 minutes HGM collections**

*location: Throughout the Haida Gwaii Museum galleries*

The students will go on their own through the HGM and find four objects in the collection and make connections from themselves, their disciplines, the object they pick and the canoe; all the while recording what they find in their field notes. This is to encourage that everything is connected. The notes and investigation can serve a further purpose in the classroom when they go back to school.

**10)20 minutes Gwaii Haanas: Looking at Plants of Haida Gwaii**

*location: Natural History Gallery and Outdoors of Kaay Llnagaay*

Linda Tollas and Maggie Stronge have collaborated with the canoe program and will spend 20 minutes with students looking at the plants of Haida Gwaii. This includes learning what the plants/trees names are, and what they provide. Weather it be food or technology and how they connected back to the canoe. Finishing with the plants, the program begins and ends in the forest, and teaches what the forest provides.

**Post Haida Heritage Centre Visit.**

Students will then be brought back to the classroom to go over their field notes, and research in more depth about different objects, and concepts they found at the Haida Heritage Centre. Students and teachers will use the canoe resource book to research their chosen subjects. Further research will be done with other sources, encouraging students to interview community knowledge holders/family member, go out in the forest, internet, and use local institutions such as CHN, and Gwaii Haanas to acquire more information. In the classroom, we hope the students will identify the roles that they played as a carver, weaver, cultural historian and forest guardian rely and interconnect with each other. Students will then take what they have learned and create a small exhibition, or presentations on what they have researched. It would be ideal if they could come back to the Haida Heritage Centre showing their presentations/exhibitions both to parents and teachers, but if not they can show their presentations in the school.

\*Program can be modified to age groups and changed appropriately for specific classes.