

Dear future instructor,

My name is Jennifer Zovar. I teach Anthropology at Whatcom Community College, and regularly teach Survey of Anthropology, Cultural Anthropology, Biological Anthropology, Archaeology, World Prehistory, and Native Peoples of North America. I am also faculty advisor for ASWCC's Anthropology Club. My academic research has primarily focused on the archaeology of the South American Andes, but I also have experience working in Cultural Resource Management across North America, including in the Salish Sea region. I've been involved with WCC's Salish Sea program since the beginning, and I co-taught SALI 201 in 2019, 2021, and 2022.

I initially prepared this learning activity for the online asynchronous SALI 201 class in 2020, and further modified it for the online synchronous class in 2021 and the hybrid class in 2022. The lesson introduces students to archaeology as a way of knowing the "deep history" of the Salish Sea and presents a brief review of the archaeology of the region. We also discuss the importance of this history to modern peoples today, including the necessity for archaeologists to collaborate with Indigenous communities.

This lesson plan can be used in a class of any size, and the information may be presented in a variety of ways – posted to Canvas or read/viewed in a virtual and/or in-person classroom setting. Future instructors may pick and choose which of these resources work best for them. In 2020, the lesson plan was presented alongside the assignment "Mapping the Archaeological Past of the Salish Sea (MAPSS)," while in 2022 it was paired with the "Museum Visit" assignment. Both have been separately submitted to the Salish Sea Curriculum Repository.

The discipline(s) and area(s) of study activated by this activity include anthropology (specifically archaeology) and related disciplines.

By the end of this learning activity, students should be able to **(SELECT ALL THAT APPLY)**:

- **Learning Domain 1: Develop skills for expressing information and sharing stories about the Salish Sea**
- **Learning Domain 2: Examine complex layers of human history and experience in the Salish Sea**
- Learning Domain 3: Analyze systems of power and governance between sovereign Indigenous nations; British Columbia, Canada; and Washington, United States
- Learning Domain 4: Describe and define the Salish Sea region's biodiverse ecosystems, watershed geographies, and human-environment systems.

Here is how I carried out this activity:

In both Spring 2021 and Spring 2022, the resources below were presented through Canvas. I also prepared a Canvas page and a short video lecture (~23 minutes). That information is not included with these materials, but if you would like a copy please let me know.

After reviewing the provided materials, students were asked to participate in a Canvas discussion forum, which was followed by an in-class conversation. In 2022, we also took a trip to the Whatcom Museum People of the Sea and Cedar Exhibit. (See “Museum Visit” activity for a presentation of that activity.) In previous years, the lesson plan was followed by an exploration of archaeological artifacts and or sites. (See “Mapping the Archaeological Past of the Salish Sea – MAPSS” for one example of what this might look like.)

Here is how I assessed students’ learning for this activity:

Students responded to a Canvas Discussion forum to summarize and reflect on what they learned from the material. The discussion looked different in different years. Two prompts are shared with the materials below.

Here are the references for materials used in this activity:

Ames, Kenneth M. 2003. “The Northwest Coast.” *Evolutionary Anthropology* 12: 19-33
(https://web.pdx.edu/~amesk/pdfs/Evol_Anth_Ames.pdf)

Campbell, Sarah K. and Virginia L. Butler. 2010. “Archaeological Evidence for Resilience of Pacific Northwest Salmon Populations and the Socioecological System over the Last ~7,500 Years.” *Ecology and Society* 15(1): 17 (https://cedar.wvu.edu/anthropology_facpubs/23/)

Fortney, Sharon M. 2009. *Forging New Partnerships: Coast Salish Communities and Museums*. PhD Thesis, University of British Columbia, Anthropology Department.

Hutchings, Richard M. and Scott Williams. 2020. “Salish Sea Islands Archaeology and Precontact History.” *Journal of Northwest Anthropology* 54(1):22-61.
(<https://static1.squarespace.com/static/5a3be988017db211a8409aea/t/5e8e27b3da723c5a0b1b8dd6/1586374613390/54-1+FINAL+04-06-20+for+web.pdf>)

Lape, Peter. 2019. “Launching the Coast Salish s.dexwil canoe.” *Burke Museum* -
<https://www.burkemuseum.org/news/launching-coast-salish-sdxwil-canoe>

Ryan, Denise. 2022. “A New Path: B.C. museums and historical attractions consulting with First Nations on how to honour Indigenous history.” *Vancouver Sun* -
<https://vancouversun.com/news/local-news/a-new-path-b-c-museums-and-historical-attractions-consulting-with-first-nations-on-how-to-honour-indigenous-history>

Stolo Nation. 2016. *Sq’welets: A Sto:lo Coast Salish Community in the Fraser River Valley* -
<http://digitalsqewlets.ca/index-eng.php>

Washington State Department of Transportation. 2017. *Communities in the Distant Past* -
<http://520history.org/Pre1850/CommunitiesPast.htm>

Below are materials I created for this activity, including:

- Archaeology Lesson Plan (including links to assigned readings)
- Archaeology as a Way of Knowing (Power Point with optional narration)
- Canvas Discussion Prompts

I encourage you to try this with your students because:

This provides a background to archaeology in the Salish Sea through a series of case studies that emphasize consultation with Indigenous communities. This is a good way to show students that human occupation of the Salish Sea long predates the history that is generally taught in the school, showing how archaeologists learn about the past and why these studies are important in the present. It can lead well into the Museum Visit field trip and/or the MAPSS activity (both submitted separately to the Salish Sea Curriculum Repository).

Some things I encourage you to keep in mind include:

- Double check the links of the provided resources because the internet changes!
- Remember that archaeology is only *one* way of learning about the past. Encourage students to also consider the role of oral traditions, stories, and histories.
- Please update as new research is conducted and new approaches are developed. Let me know if you see any mistakes or if you have any concerns about the material.

Acknowledgements:

I would like to thank all the archaeologists who welcomed me when I moved back to Washington and whose work I have studied to learn about the Salish Sea, especially Sarah Campbell, Mary Rossi, Kelly Bush, Al Reid, and all the folks at the Association for Washington Archaeology. I am especially grateful for time spent at local conferences including the Northwest Anthropological Conference and the Cultural Resources Summit. I am still learning about the archaeology and Indigenous history of this region, and all mistakes are my own. I also thank all those who have been a part of this Salish Seas project from the beginning, especially my co-instructors Kaatje Kraft (Spring 2022) and Anna Booker (Spring 2021).

If you have questions about this activity – or if you have any suggestions about the content - please contact me at jzovar@whatcom.edu.

Best wishes,

Jennifer Zovar

Archaeology Lesson Plan

1. Module Objectives – By the end of this module, students will be able to...
 - a. Evaluate archaeological and other methods for learning about the distant past.
 - b. Discuss the importance of collaboration with descendant communities.
 - c. Explain the basic chronology of cultural history in the Salish Sea
 - d. Identify important local archaeological sites and/or traditional cultural places
 - e. Argue for the importance of the preservation of cultural heritage

2. Lesson overview

This lesson will introduce you to archaeology as a way of knowing the “deep history” of the Salish Sea. We will also discuss the importance of this history to modern peoples today, including the necessity for archaeologists to collaborate with Indigenous communities. We begin with an overview of archaeology, placing it in the context of the other disciplines that you have already been exposed to in this class. Next, there will be a brief introduction to the culture history of this region, from the Paleoindian Period through the Archaic and Pacific periods. Finally, we will explore the presentation of the past through the exploration of a community archaeology project, and you will be encouraged to reflect on the ways that the deep history of archaeology has relevance in the present day. Through this module, I hope to emphasize how the recognition of Indigenous cultural heritage leads all who live here to a deeper understanding of and respect for the Salish Sea.

3. Materials

- **Archaeology as a Way of Knowing** - a Power Point prepared to introduce the discipline of archaeology to SALI students. (Uploaded as a PDF with an optional narrated version.)
- [Communities in the Distant Past](#) - a page from 520history.org which gives a brief overview of the region’s archaeological history, with an overview of the Paleoindian, Archaic, and Pacific periods.
- [13,000 Years of Coastal Living](#) – a video of archaeological research on Quadra Island
- [Sq’welets: A Sto:lo Coast Salish Community in the Fraser River Valley](#) - a website with information about a community archaeology project that students can explore

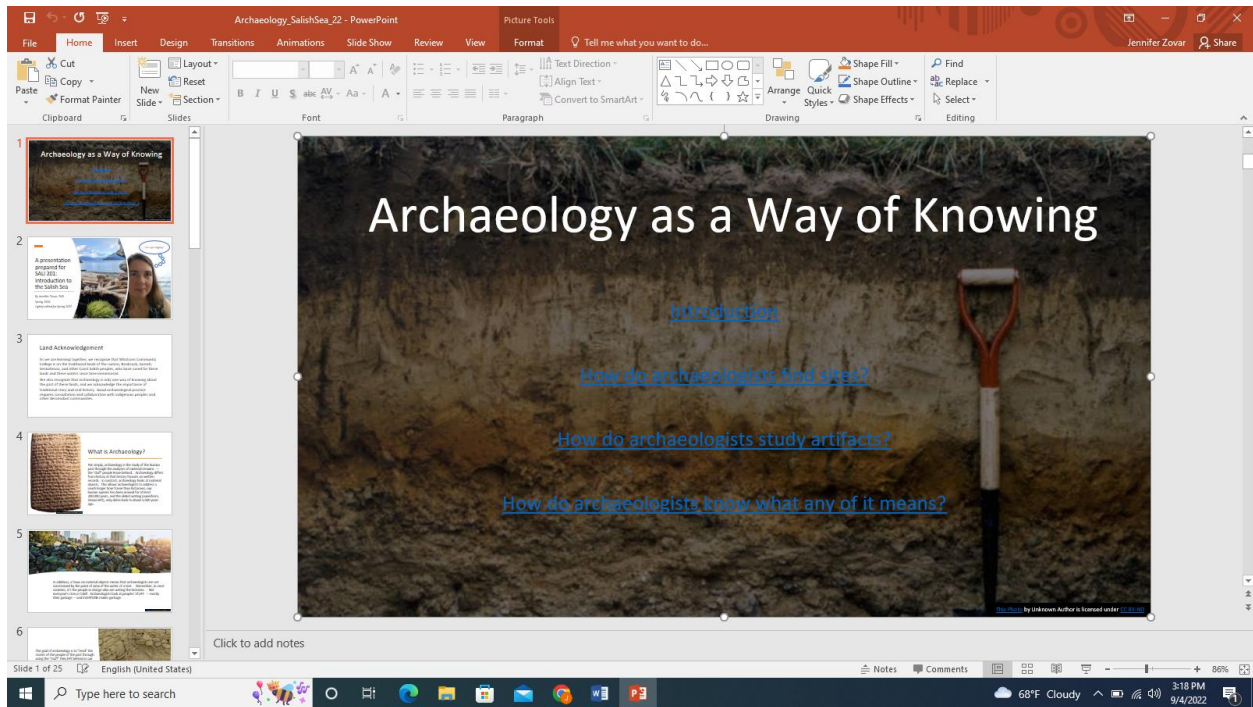
4. Plan of Instruction

1. Read or watch “Archaeology as a Way of Knowing” - This short presentation introduces you to the discipline of archaeology and reviews how archaeologists learn about the past.
2. Read [Communities in the Distant Past](#). This short introduction gives you a brief overview of the archaeological history of the Salish Sea over the last 14,000 years. Imagine how much has changed over this time. What has stayed the same?

3. Watch [13,000 Years of Coastal Living](#) - This short (13 minute) documentary introduces some archaeological research currently being conducted on the northern edge of the Salish Sea, on Quadra Island, British Columbia. As you watch, please consider how archaeological methods are overlapping with those of other disciplines, especially geology and biology. How is this research helping to inform our understandings of the first peoples of the Salish Sea? (Pay special attention to the interviews with Indigenous archaeologists at the end of the video.)
4. Read [Sq'welets: A Sto:lo Coast Salish Community in the Fraser River Valley](#). This website includes information about a community archaeology project. As you explore it, pay specific attention to the sections on [Archaeology](#) and [Our Belongings](#). Consider how the past is represented through this website. How does this compare/contrast to representations of the past in a museum context? Why are these histories important to the Sto:lo community and to all who live on Coast Salish territory today?
5. Post and respond to the prompt on the Canvas Discussion board.

Archaeology as a Way of Knowing

*Note: This is separately linked as a PDF of a Power Point slideshow with an optional narrated version.



Canvas Discussion Prompts

Spring 2022 – Archaeology Golden Lines Discussion¹

Purpose

The purpose of this assignment is to familiarize you with content we'll discuss this coming week, and to help you navigate content in order to be able to share your thoughts about it with others. This week examines archaeology as a way of knowing about the past, introduces a brief overview to the archaeology of the Salish Sea region, and encourages us to reflect on the ethics of representations of Indigenous histories and archaeologies in museum contexts.

Knowledge & Skills

By completing this assignment, you will be able to:

- Describe how archaeologists use material culture to learn about the past.
- Discuss a brief outline of archaeological history in the Salish Sea region
- Discuss the ethics of museum representation of Indigenous peoples
- Reflect on the importance of archaeology to people today.

Task:

1. Read or watch the materials presented for this week (see above).
2. Select one "golden line" from each of videos/reading and post it to the discussion board. With each golden line, indicate why you thought this was a golden line from the text (for more information on golden lines, see details below) AND indicate a question that has emerged from that golden line or the content as a whole [So a total of 3 golden lines and 3 questions].
3. Respond to *two different* peer questions by responding with evidence from the text/video OR from an outside source (in which case, cite that source).

Criteria for Success

The rubric provided will be used to grade your assignment (6 points for posting 3 golden lines, thoughtful reflections, and 3 questions; 4 points for responding to your classmates' questions with evidence.)

A "golden line" is a quote of a sentence or two that you think best captures the essence of the text OR you find particularly compelling that makes you think OR is something you'd like to know more about. To select a golden line, pick the text and indicate where in the text/when in the video(s) you saw it. For the videos it may be a compelling image/visual rather than a specific text as well.

¹ Prepared with Kaatje Kraft

WEEKLY REFLECTION

This class is taking an interdisciplinary approach to place-based learning in the Salish Sea. This week, we are considering the Salish Sea primarily through the lens of **archaeology**.

After reading and/or watching the materials included in the week's module, please write a short reflection. (Aim for 200-400 words, although it's fine to go shorter or longer. Pay more attention to content than word count.) In your reflection, choose to focus on **two or more** of the following prompts. (We will be using the same prompts each week, and some prompts may be more applicable to some modules than others.)

- How does **archaeology** help you to better understand the Salish Sea? How does it complement your prior knowledge and other perspectives that have been introduced in this class so far?
- In what way do the materials help you to better understand how the landscape of the Salish Sea has influenced the human experience in this region? In what way do these materials help you to address the impact of humans on this ecosystem over different times?
- Do the materials presented this week bring to light a specific problem or threat facing the ecological health of the Salish Sea or the social conditions of the humans who live here? If so, what is that threat? What do you see as the root causes of the problem, and what do you think people might be able to do to begin to address it? Is there anything that *you* might be able to do?
- Where do you see yourself in this week's material? How does it relate to your lived experience in this region? Do you have any personal stories that you are willing to share that may help others understand the material better? Does anything in the material relate to your educational path or career goals or does it give you any ideas for how you might engage in future local or regional community projects in the Salish Sea?
- Do the week's materials bring up any questions for you? If so, what are they? Is there anything you want to be sure to discuss in our Thursday meeting?

A thoughtful response should reference at least **two quotes or passages** from the week's course materials. Please be sure to make your initial response by midnight on **Wednesday**. This will ensure that you are prepared for class activities and discussion on Thursday.

You are welcome to continue the discussion by responding to your classmates throughout the week, but this is not a required part of the assignment.

² Prepared with Anna Booker