

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 created this learning activity in Spring 2022 for SALI 201. It was originally developed for a classroom visit to Whatcom Museum's Exhibit of the Sea and Cedar, but can be easily adapted for any museum. It is designed to help students interact with and learn from material items that are displayed in local museums and also encourages students to think about the ethics of museum representation and Indigenous collaboration. The field trip was initially designed to supplement the Archaeology Lesson Plan (submitted separately), but could also be modified as a stand-alone field trip.

This activity can be used in for a class size up to 22 (or any number of students that can be transported to a museum.) The learning environment needed for this activity requires access to a museum as well as transportation to the museum. A guided tour from a museum professional is preferred, but not necessary. Students who are unable to attend in person can complete the make-up virtual option also included in this write-up. If an in-person class trip is not possible, the virtual option could also be assigned to the whole class.

The discipline(s) and area(s) of study activated by this activity include anthropology, museum studies, Indigenous studies, 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:

I prepared students with the Archaeology Lesson Plan (submitted separately to the Salish Sea Curriculum Repository). This material reviews how archaeologists learn about people through the study of material items. In addition, it covers the ethics of representation in museum contexts as well as the importance of collaborating with Indigenous communities. I presented the material via Canvas and the students participated in a Canvas Discussion Forum before the museum visit. In the forum, they highlighted key ideas (or 'golden lines') from the introductory material, and asked questions. In their responses, they attempted to answer each other's questions, making reference to the material and/or other resources.

On the day of the visit to the Whatcom Museum, we met for about 10 minutes before going inside to talk over issues that had come up in the discussion forum. Then I passed out the "Whatcom Museum Field Trip Worksheet" (attached below) and the students completed Step 1, "Asking Questions."

We had arranged for a guided tour, so when we arrived at the museum, the museum's Education Manager took over, leading us through the People of the Sea and Cedar Exhibit. Students were encouraged to take notes on Step 2 of their worksheet, "Taking Notes" and to ask questions. We had some great conversations! After the formal part of the tour, there was time to "Explore" as we moved to Step 3. Students identified a couple items they were particularly interested in and described/sketched them (along with a short reflection) on their worksheet.

If students were unable to attend the field trip, the alternate "Virtual Make-Up" (also attached below) was assigned instead.

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

Following the field trip, we assigned a short Canvas "Reflection" assignment that asked students to reflect on what they had learned this week. Specifically, students were asked the following:

"Briefly reflect on your experience during our fieldtrip to the Whatcom Museum. (If you were unable to attend, your reflection should describe your make-up assignment.) Describe at least two objects or displays that stood out at you from the exhibit, and explain why they caught your attention. For each, please also address the following questions:

- *How does the discipline of archaeology help you to better understand those objects and their importance?*
- *Does their display in the museum demonstrate collaboration with Indigenous representatives? If so, explain how, and why this is important. If not, briefly discuss how you think the museum might be able to do better.*

If you use outside sources, be sure to indicate where you got that information from and reframe it in your own words."

While this was the only graded assessment, students learning was also obvious through their engagement in the tour and in the quality of the questions and conversations.

Here are the references for materials used in this activity:

No formal references, but here's the link to the museum exhibit we explored - <https://www.whatcommuseum.org/exhibition/people-of-the-sea-and-cedar/>

And here is the link to the Education Department to set up a tour – <https://www.whatcommuseum.org/learn-2/contact/contact-the-education-department/>

Below are materials I created for this activity, including:

- SALI 201 – Whatcom Museum Field Trip Worksheet
- SALI 201 – Museum Field Trip – Virtual Makeup

I encourage you to try this with your students because:

It takes students out of the classroom and encourages them to think not only about archaeological artifacts, but about how these items are presented and the impact that this has on communities today. It is also a good way share community resources, and leads to some great discussions.

Some things I encourage you to keep in mind include:

- Make sure you make reservations for the museum ahead of time! This works a lot better as a guided tour, if you are able to arrange that.
- Think about transportation. We took a van from campus, but also gave students the option to meet us at the museum.
- If you are adapting this for a different museum context, be sure you tour the museum first yourself to make sure it is appropriate for your learning goals.
- If you are not able to go to the museum in person, the Virtual Make-up assignment can work for the whole class.

Acknowledgements:

I would like to thank Drew Whatley (Whatcom Museum's Education Manager) and Kaatje Kraft (my co-instructor in Spring 2022) for helping to make this activity possible.

If you have questions about this activity, please contact me at jzovar@whatcom.edu.

Best wishes,

Jennifer Zovar

Sali 201 Whatcom Museum Field Trip

The purpose of this field trip is to further explore the archaeology of the Salish Sea as we interact with and learn from items displayed in the Whatcom Museum's People of the Sea and Cedar exhibit. We will also discuss the importance of museum collaboration with Indigenous communities. Gathering in spaces different from our traditional classroom will help to set up and further build community and connections among your peers.

Step 1. Asking Questions

1. When we go into the museum, we will be exploring what archaeologists call "material culture" – the physical belongings of people past and present. Based on the information presented on Canvas this week (and/or your prior knowledge) write down at least one question you still have about the material culture of the Indigenous people of the Salish Sea. Try to find an answer to the question when we go into the exhibit. (If you cannot find an answer, ask our tour guide!)

2. One of the things we have discussed this week is the importance of collaboration with Indigenous communities when museums present displays about Indigenous peoples. Write down at least one question you currently have about collaboration between the Whatcom Museum and local Indigenous communities. Try to find an answer to the question when we go into the exhibit. (If you cannot find an answer, ask our tour guide!)

Step 2. Take Notes:

Our tour guide will give a short presentation as we walk around the exhibit. This space is left blank to jot down notes, sketches, or questions you might want to ask.

Additional Notes/Sketches:

This page is left blank for any additional notes/sketches or questions you may want to jot down. Take good notes while you are in the museum to guide you as you complete your Reflection.

Sali 201 Museum Field Trip- Virtual Make-Up

The purpose of this field trip is to further explore the archaeology of the Salish Sea as we interact with and learn from items displayed in local museums. We will also discuss the importance of museum collaboration with Indigenous communities.

Step 1. Asking Questions

3. Museums are traditionally places for the display of what archaeologists call “material culture” – the physical belongings of people past and present. Based on the information presented on Canvas this week (and/or your prior knowledge) write down at least one question you still have about the material culture of the Indigenous people of the Salish Sea. Try to find an answer to the question as you explore the linked webpages.
4. One of the things we have discussed this week is the importance of collaboration with Indigenous communities when museums present displays about Indigenous peoples. Write down at least one question you currently have about collaboration between the Whatcom Museum and local Indigenous communities. Try to find an answer to the question as you explore the linked webpages.

Step 2. Explore the Museum of Anthropology Database

1. Go to the database for the Museum of Anthropology at the University of British Columbia, and explore the Coast Salish collections. There are 880 items posted in the online database. This link should take you there - <http://collection-online.moa.ubc.ca/search?category%5Bculture%5D%5B%5D=1528135>
2. Choose FIVE of these items (any five that interest you.) Briefly describe them. (You can draw a sketch if you are artistically inclined.) Take notes on any additional information that is provided. Why did this item catch your attention? What does it teach you about local archaeology, history, and/or museum display?

Step 3. Explore some Museum webpages

1. Now, visit the general webpage of the Museum of Anthropology (<https://moa.ubc.ca/>). Compare and contrast it with that of an Indigenous cultural center... You might try the Duwamish Longhouse and Cultural Center (<https://www.duwamishtribe.org/longhouse>), the Suquamish Museum (<https://suquamish.nsn.us/suquamish-museum/>), the Tulalip Hibulb Cultural Center (<https://www.hibulbculturalcenter.org/>), or any other Indigenous Coast Salish Cultural Center with which you are familiar. Compare and contrast the representations of Indigenous Coast Salish culture in both contexts. Whose perspectives are presented? What public is addressed? What languages are used? Are colonial histories included? Does the museum include representations of living peoples and/or discussion of current legal/political struggles or social movements?