

Directions: This is a project which you must research and submit. Choose from amongst the topics listed below, or talk with your teacher if you wish to present your project on a topic which is not listed. **Any project may only be submitted once, so do a good job on it.**

Specifications:

1. Written projects must be at least five pages long, not including the title page or bibliography. They should be double spaced, and typed on the computer if possible.
2. Your bibliography must include all sources you have used in your research, including the Internet. Your bibliography must follow the style your teacher wishes you to use.
3. Remember, using someone else's words and presenting them as your own is plagiarism, and will result in a mark of zero for this unit.
4. Your project will be marked according to the following:

Title page	/5
Bibliography	/5
Content	/70
Project creativity	/20

Topics:

Discuss and clearly define the issues, explain any opposing viewpoints, and support them with examples. Be sure to draw your own conclusions, develop, and defend possible resolutions to the topic you choose.

1. Research and identify the various regions of British Columbia. Investigate the large diversity of resources traditionally available to the First Nations people who live in the various regions. You may use the library or internet to research these documents, but be sure to write the report in your own words.
2. Prepare a report about the various traditional First Nations methods of harvesting, preserving, using and managing the resources of the land. Your report must be detailed and include specific regional examples. You may use the library or internet to research these documents, but be sure to write the report in your own words.
3. Find out about the traditional First Nations methods of making tools and weapons. Discuss the role of the materials like *Obsidian*, *Agate*, and other stones in making these tools. Report about the specific techniques and technology available to the craftsmen of that era. You may use the library or internet to research these documents, but be sure to write the report in your own words.
4. Describe how the *Kwakwaka'wakw* people adapted to their environment. Your report must be researched from different sources and include specific examples. You may use the library or internet to research these documents, but be sure to write the report in your own words.
5. Write a report about how the Dunne-za people hunted. Identify their customs, and the significance of their dreams. Your report must be compiled from different sources, be detailed and include specific examples. You may use the library or internet to research these documents, but be sure to write the report in your own words.

6. Discuss the broader social purpose of the traditional ceremonial *Potlatch* celebration. Research the preparations for a potlatch and the great importance to the community resulting from these special traditional occasions. What other sorts of gatherings were common? Explain what sorts of activities which might take place at such occasions. You may use the library or internet to research these documents, but be sure to write the report in your own words.
7. Research the *Ulkatcho* region of the West Chilcotin in British Columbia. Describe its resources, the First Nations peoples who live there, and the economic activity indigenous to the area. Why is the region so unique and bountiful? You may use the library or internet to research these documents, but be sure to write the report in your own words.
8. Find out about and write a report on the various food plants and traditional herbal medicines used by *Interior* British Columbia *First Nations* peoples. Outline the names of popular indigenous plants and their uses for healing purposes. Be sure to name, list and describe the characteristics of some popular food plants of the this region. You may use the library or internet to research these documents, but be sure to write the report in your own words.
9. Report about the traditional First Nations *Circles of Life* and the significance of its philosophy. Demonstrate the variety of traditional animal symbols and what they represent. Explain the way the *Circle of Life* is divided into four parts that represent nature and *Mother Earth*. Discuss the fundamental importance of what the Medicine Wheel has to teach us about life and nature. You may use the library or internet to research these documents, but be sure to write the report in your own words.
10. Try building your own *Inuksuk*! It may be simple or as complex as you wish to make it. Ask your teacher for suggestions about where, how, and when to carry out this project. You will need to select a special place to build your *Inuksuk*, maybe in your garden at home or even at school. Special stones may need to be gathered elsewhere and brought together, so talk it over with your teacher to work out the details. Explain the traditional purpose of these statues. You should take pictures for marking purposes and use these photographs to demonstrate your creativity!
11. Learn about *Pacific Northwest First Nations Art* and culture through an art project. Research how the basic form line defines and contains basic shapes. Study shapes like “Ovoids”, “U” shapes, split “U” shapes, and “S” shapes, crescent and filler shapes. Ask your teacher to obtain art resources such as *First Nations Art Projects and Activities* by the *Greater Victoria School District* to practise drawing various animals. Recognise and describe simple components of the Northwest Coast art form and attempt to draw some for your own portfolio.
12. Using your research skills, help from your *Aboriginal Education Cultural Program*, or help from your teacher, learn how to complete any three of the following *Cultural Activities*: Find out how to create Beaded Feathers, Haida Button Blankets, Painted Haida Banners, Spirit Masks, Personal Pouches, Rattles, Spirit Stones, Mini Drums, Beaded Wristbands or Chokers, Bone necklace, Pine Needle Baskets, Beading, Soapstone Carving, Moccasins, or set up a Tipi!
13. Using your research skills, help from your *Aboriginal Education Cultural Program*, or help from your teacher, learn how to complete any one of the following *Cultural Activities*: Find out how to make *Bannock* and share with your classmates, perform a traditional *First Nations Dance*, or present a *Legend Story* from your own region or specific First Nations cultural heritage. Ask your teacher for specific ideas and the method for evaluating your project. Be sure to have lots of fun!