



WHITE ROCK  
MUSEUM & ARCHIVES

# Salish Weaving Workshop with Semiahmoo Artist Roxanne Charles

**Teacher's Guide**

Grades 4–6



Program Length: 120 minutes

## Introduction:

This program offers the opportunity to learn about Coast and Straits Salish culture through the contemporary presence of the Semiahmoo First Nation on the Peninsula. Students will hear stories, explore artwork by Semiahmoo artists and carvers, and engage in a contemporary Salish weaving activity led by Semiahmoo artist Roxanne Charles.

### Objectives:

- To provide students with an interactive Salish plaiting/weaving activity using recycled materials, led by indigenous artist, Roxanne Charles.
- To provide living examples of Salish culture and Semiahmoo First Nation culture and understanding.
- To engage in discussion about the world from an Indigenous perspective.

### Pre-Visit Instructions

If possible, please have your class watch this 5 minute video called *Cen'Alien: Carving the Posts*.

If you require a break for snack-time during your visit, please let us know ahead of time and we will incorporate this into the schedule for the day.

BONUS: Collect plastic bags and cereal boxes. We will repurpose these materials during the program.

### Parking

Metered parking is available in the lot next to the museum.

### Lunch

There is a seating area (benches only) next to the museum if you would like to have a picnic lunch before or after your visit.

### Payment

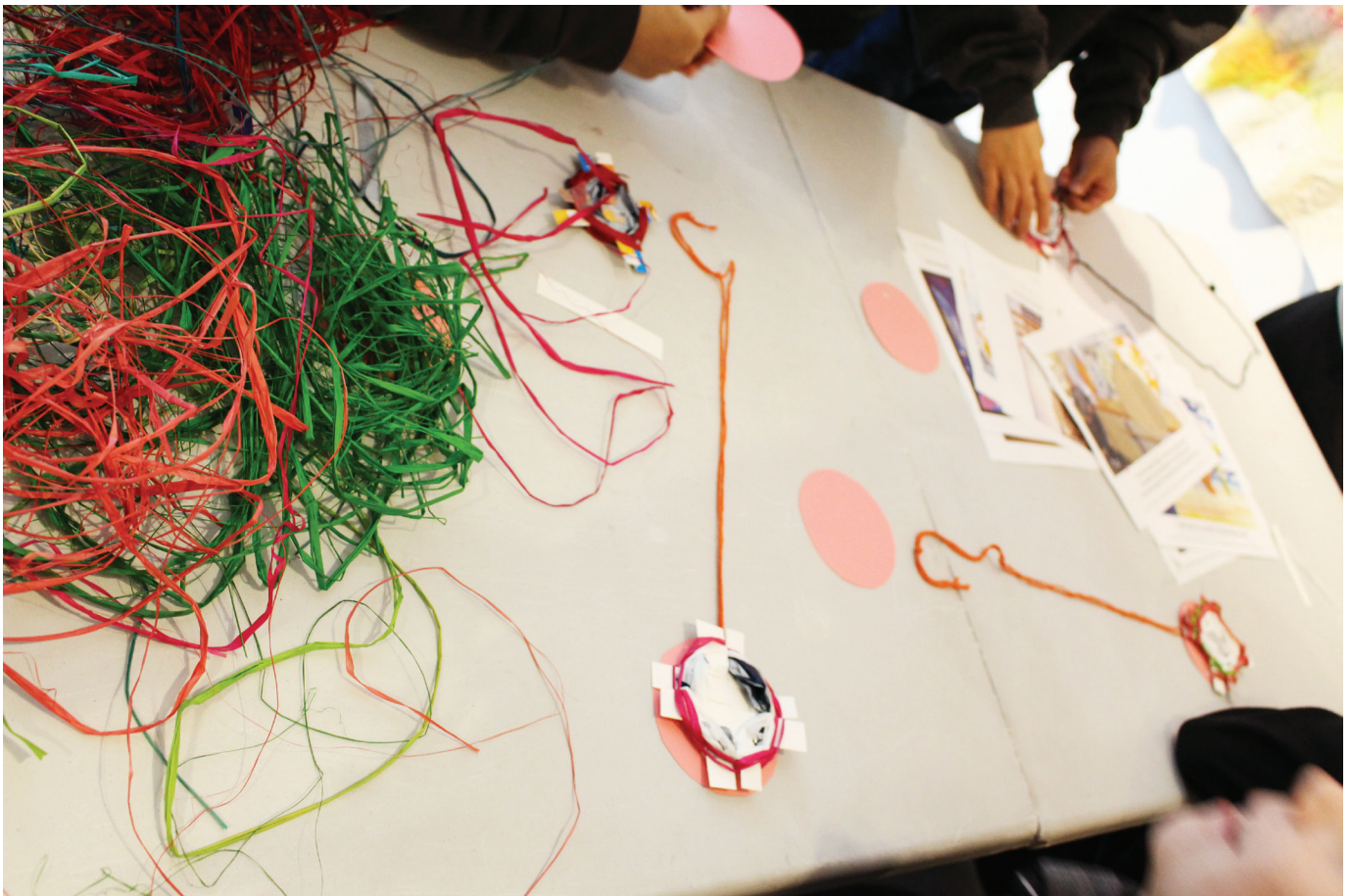
The cost of this program is \$200. Payment can be made by cheque to the White Rock Museum. Payment is due on the date of your program. Please indicate if you require an invoice be sent on behalf of the White Rock Museum and Archives.

### About the Program Leader: Roxanne Charles

Roxanne Charles is a mixed media artist and educator of Strait Salish and European descent. She is an active and proud member of Semiahmoo First Nation in Surrey, British Columbia where she promotes art, language, and culture. Roxanne is a contemporary storyteller whose goal is to touch, move, and inspire others through her work.

## Section 2: Outline of the Program

- Welcome and Introduction (5 minutes): Roxanne welcomes the class to Semiahmoo territory and gives context about who she is and the plan for the day.
- Walk to P'Quals (30 mins weather permitting): Roxanne gives further context to Semiahmoo Bay, the Semiahmoo First Nation and shares stories about the landscape.
- Presentation in the Gallery (30 mins): Roxanne provides an interactive PowerPoint presentation about Semiahmoo traditions and culture, public art, and traditional Indigenous artwork that students and teachers can visit afterwards.
- Interactive Salish Weaving Activity (40–50 mins): Roxanne leads the students through how to plait and twin—two salish weaving techniques. Students practice both techniques using recycled materials and construct a medallion they can take home.



- Reflection/Closure (5 minutes): Students will participate in a reflection/closing discussion.

## Section 3: School Program Curriculum Objectives

This program is directly linked to the following Curriculum Objectives

### Grade 4

#### Social Studies

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content</b>                 | <ul style="list-style-type: none"><li>• Early contact, trade, co-operation, and conflict between First Peoples and European peoples</li><li>• The history of the local community and of local First Peoples communities</li></ul>                                                                                                                                                                                                                                                                            |
| <b>Curriculum Competencies</b> | <ul style="list-style-type: none"><li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li><li>• Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</li><li>• Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)</li></ul> |

#### Arts Education

|                                |                                                                                                                                                                                                                                                                  |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content</b>                 | <ul style="list-style-type: none"><li>• Traditional and contemporary Aboriginal arts and arts-making processes</li><li>• A variety of regional and national works of art and artistic traditions from diverse cultures, communities, times, and places</li></ul> |
| <b>Curriculum Competencies</b> | <ul style="list-style-type: none"><li>• Explore identity, place, culture, and belonging through arts experiences Explore relationships among cultures, societies, and the arts</li></ul>                                                                         |

### Grade 5

#### Social Studies

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|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content</b>                 | <ul style="list-style-type: none"><li>• Resources and economic development in different regions of Canada</li><li>• First Peoples land ownership and use</li></ul>                                                                                                                                                                                                                                                                                                                           |
| <b>Curriculum Competencies</b> | <ul style="list-style-type: none"><li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li><li>• Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</li><li>• Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</li></ul> |

#### Arts Education

|                                |                                                                                                                                                                                                                                                                  |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content</b>                 | <ul style="list-style-type: none"><li>• Traditional and contemporary Aboriginal arts and arts-making processes</li><li>• A variety of regional and national works of art and artistic traditions from diverse cultures, communities, times, and places</li></ul> |
| <b>Curriculum Competencies</b> | <ul style="list-style-type: none"><li>• Explore identity, place, culture, and belonging through arts experiences Explore relationships among cultures, societies, and the arts</li></ul>                                                                         |

## Grade 6

### Social Studies

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|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content</b>                 | <ul style="list-style-type: none"><li>• The urbanization and migration of people</li><li>• Regional and international conflict</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Curricular Competencies</b> | <ul style="list-style-type: none"><li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li><li>• Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</li><li>• Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)</li><li>• Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</li></ul> |

### Arts Education

|                                |                                                                                                                                                                                                                                                                  |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content</b>                 | <ul style="list-style-type: none"><li>• Traditional and contemporary Aboriginal arts and arts-making processes</li><li>• A variety of regional and national works of art and artistic traditions from diverse cultures, communities, times, and places</li></ul> |
| <b>Curricular Competencies</b> | <ul style="list-style-type: none"><li>• Explore identity, place, culture, and belonging through arts experiences Explore relationships among cultures, societies, and the arts</li></ul>                                                                         |