**Bows & Arrows: Additional Lesson Activities**

Lesson Activity I & II and Extension Activity I

Lesson Activity I

Distribute the Handout “**Bows and Arrows: Backgrounder-Part 1**” and read it to the class, or have them read it individually, or in groups. The backgrounder is in three sections: **Introduction**, **First Nations Workers** **After First Contact**, and **First Nations Workers on the Waterfront.**

After the reading and any necessary discussion have the students answer the Part 1 discussion questions individually or in small groups.

Lesson Activity II

Distribute the Handout “**Bows and Arrows: Backgrounder- Part 2**” and read it to the class, or have them read it individually, or in groups. The backgrounder is in two sections: **Joining the IWW** and **Legacy and Lessons.**

After the reading and any necessary discussion have the students answer the Part 2 discussion questions individually or in small groups.

Extension Activity I

Distribute the newspaper story entitled: “Squamish Longshoremen Has Watched Vancouver Grow Into Great Port” \* (*Vancouver Daily* *Province, May 10, 1941*), featuring William (Bill) Nahanee reflecting on his life on the waterfront. Make a timeline of his life, including milestones positive and negative. Include also what was happening on the waterfront in his over fifty years of working.

\*The image of the newspaper article is high-resolution; it is easily read on a computer or projector screen. If a print copy is desired for use it is recommended that it be printed on ledger size paper, 11”x 14”.

**Part I/ Discussion Questions:**

1. What kinds of paid work did aboriginal workers engage in besides fishing and other more traditional industries after First Contact?
2. Using Appendix 1 entitled “Aboriginal and Non-aboriginal Populations Estimates for British Columbia, 1835-1901, assess increase in non-aboriginal populations compared to the decrease in aboriginal populations. What factors might explain this demographic shift? What might be the implications for people in both population sectors?
3. Using Appendix 2 entitled “Average Rate of Pay, Various Professions in British Columbia, 1864-1890”, Evaluate the changing rates of pay and types of jobs presented.
   1. Why might some jobs have had falling wages? Who would likely to be doing those jobs?
   2. What skills might be associated with such jobs? Why might even skilled jobs have decreased in wages during this time frame?
   3. Which jobs might have had aboriginal workers, or other discriminated against workers doing the work for even less than the average?
4. What barriers, dangers and working conditions did longshore workers face on the waterfront during the 1900s? How did they respond to these challenges?
5. What additional barriers and dangers did aboriginal and other discriminated worker groups face upon the waterfront during the 1900s in Vancouver?
6. How were other waterfront unions not a part of the solution for indigenous workers seeking better working conditions and pay?

**Part II/Discussion Questions:**

1. What was the IWW (Industrial Workers of the World)? What was their central philosophy?
2. In what ways was this philosophy a good match for indigenous and discriminated against waterfront workers seeking a collective union to improve their working conditions and wages?
3. What was the year of the creation of Local 526 IWW, and who did they represent?
4. Why do you think the union adopted “Bows and Arrows” as a proud nickname?
5. In addition to members of the Squamish, who did the “Bows and Arrows” represent?
6. Why did the “Bows and Arrows” last only one year, disbanding in 1907?
7. What was the legacy of the “Bows and Arrows”? What were three significant lessons they provided for people seeking a “better world?”

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