Disruption and Continuation

Map the forces. NBE3U, Living Words, Lesson 6

Name: _____ Date: _____

Force	How it disrupted oral traditions	How people kept traditions going
The potlatch ban (1885–1951)		
Confiscation of ceremonial objects		
Residential schools		
Loss of fluent speakers		
Moving away from home communities		

Which force do you think did the most damage? Explain.

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Two Accounts

Perspective and bias. NBE3U, Living Words, Lesson 6

Name: _____ Date: _____

Original model texts written for this lesson. Neither is a real document; both imitate the kinds of language used in their times.

Account A: an official report, in the style of the 1920s

The agent reports that a gathering of a wasteful and unprogressive character was broken up on Christmas Day. The articles seized have been forwarded to the department, and it is hoped the example will discourage such customs in future.

Account B: a museum label, in the style of today

In 1921, under a law that banned the potlatch, police arrested 45 people at a Kwakwaka'wakw gathering on Village Island and confiscated about 600 masks and ceremonial objects. Many have since been returned to the community.

	Account A	Account B
Loaded words		
Whose view is centred?		
What is left out?		

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