The More We Get Together

A Curriculum Document for the Ontario Curriculum: Social Studies, Grade 6---Heritage and Citizenship Strand

Aboriginal Peoples and European Explorers

Jim Hollander

The More We Get Together

Jim Hollander



Timmins, Ontario

© 1999 Ojibway and Cree Cultural Centre

For additional copies and information
please contact the following:

Ojibway and Cree Cultural Centre
150 Brousseau Avenue, Unit B
Timmins, Ontario
P4N 5Y4

Table of Contents

Introduction 1

ONE **Early Aboriginals** 5
Lesson 1—First Nations' Perspectives
Lesson 2—Anthropological/Archaeological Viewpoints
Lesson 3—The Early Historic Periods
Lesson 4—The Northern Ojibway and Cree

TWO **Early Explorers** 15
Lesson 1—The Norse
Lesson 2—The Other Europeans
Lesson 3—Cartier
Lesson 4—Champlain
Lesson 5—Challenges Part 1

THREE **Past Interactions** 26
Lesson 1—The Early Fur Trade
Lesson 2—The Early Missionaries
Lesson 3—The Cree and the Fur Trade
Lesson 4—The Northern Ojibway and the Fur Trade

FOUR **Present Interactions** 35
Lesson 1—The Post Confederation or Historic Treaties
Lesson 2—Treaty Number 9 and the Nishnawbe-Aski Nation
Lesson 3—Self-Government and the Modern Day Treaties
Lesson 4—The Contributions of Native Peoples Today
Lesson 5—Challenges Part 2

Reference and Resource List 45

Acknowledgements

The author would like to thank the following people for their support and effort in making this project a success:

Diane Riopel—Acting Executive Director and Office Manager —Ojibway and Cree Cultural Centre—for her continued efforts to promote Native culture

Hannah Sutherland—Education Coordinator—Ojibway and Cree Cultural Centre—for her review of this document

Kathy Perreault—Library Resource Person—Ojibway and Cree Cultural Centre—for her research skills

Sue Eden—Secretary—Ojibway and Cree Cultural Centre—for her organizational skills

The author would also like to thank the people and the organizations whose materials were used in the development of this document. These people and organizations are gratefully acknowledged for their contributions to this document and for allowing their knowledge to be shared in the classroom.

Introduction

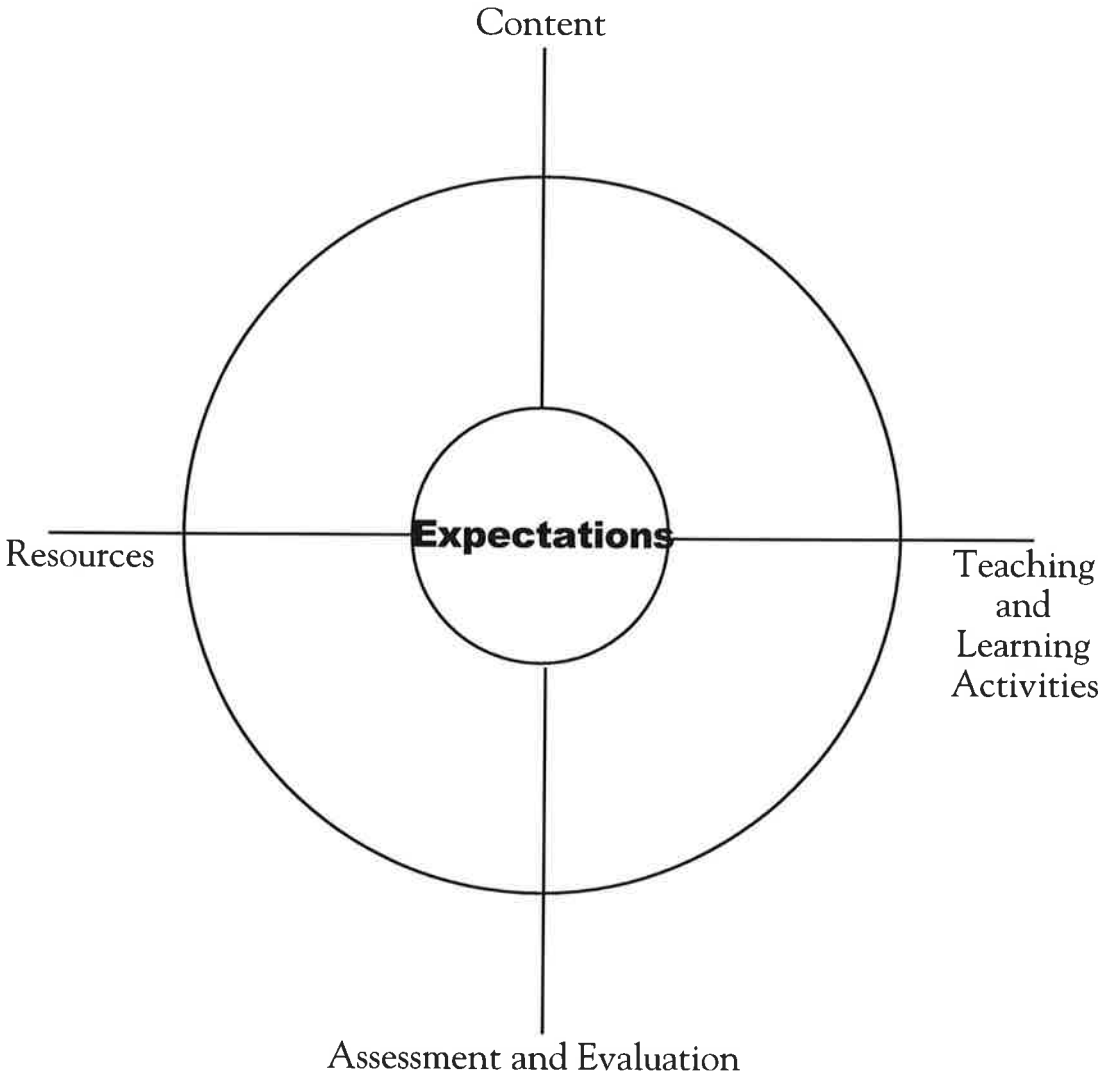
The More We Get Together

How To Use This Curriculum Document

The More We Get Together curriculum document was developed to provide you with teaching and learning activities for the **expectations** identified in the Heritage and Citizenship strand: Grade 6 Aboriginal Peoples and European Explorers from the Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8. Values are included with the Ministry of Education and Training expectations because teaching values was and remains important to the Aboriginal peoples of the past and the present. This curriculum document was also designed to be used with the **content** described in *The More We Get Together* resource document. The **teaching and learning activities** presented here were collected from many sources and are offered as suggestions for achieving the expectations outlined. Furthermore, a variety of activities are provided to accommodate the differing needs of teachers and students. The **assessment and evaluation** tools listed in this document reflect current practices and are aligned with achievement levels (marked in brackets) described in Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, Ontario curriculum document (p. 11). All **resources** used in the development of *The More We Get Together* curriculum document are noted in the resources section of each lesson or in the curriculum document Reference and Resource List. You are encouraged to seek out these resources from your library or obtain them for your school as required.

Curriculum Planning Overview

Careful curriculum planning requires an awareness of the relationships between the expectations and the content, teaching and learning activities, assessment and evaluation, and resources. A circular or holistic approach allows us to see these relationships by showing how various aspects of curriculum planning are connected. This approach also reflects Aboriginal worldviews where everything is related and everything is connected.



Strand: Heritage and Citizenship

In this strand [of The Ontario Curriculum: Social Studies, Grade 1 to 6], students are introduced to various topics that will help them develop an understanding of connections between the past and the present, of interactions between various cultural groups in Canada, and of the rights and responsibilities of citizens.
from *The Ontario Curriculum: Social Studies, Grade 1 to 6, 1998,* p. 14

Grade 6—Aboriginal Peoples and European Explorers Overview

The study of Heritage and Citizenship in Grade 6 focuses on the distinct cultures, both past and present, of Aboriginal peoples in Canada, and on the early European explorers. Students describe the role of the environment in shaping Aboriginal cultures. They examine the interactions between Aboriginal peoples and European explorers at the time of their first contact, and they learn how the early explorers contributed to the development of Canada. They also study the origins of concerns related to Aboriginal peoples and determine their present social, political, and economic conditions.
from *The Ontario Curriculum: Social Studies, Grade 1 to 6, 1998,* p. 25

Overall Expectations

By the end of Grade 6, students will:
- identify ways in which the environment molded Canadian Aboriginal cultures;
- identify early explorers and describe their impact on the development of Canada;
- demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today.

from *The Ontario Curriculum: Social Studies, Grade 1 to 6, 1998,* p. 25

The More We Get Together curriculum document is divided into 4 sections that correspond with the specific expectations organizer and chapters found in *The More We Get Together* resource document. These sections are as follows:

ONE **Early Aboriginals**
TWO **Early Explorers**
THREE **Past Interactions**
FOUR **Present Interactions**

ONE Early Aboriginals

Overview

The Early Aboriginals section begins with an examination of the origins of the Aboriginal peoples in North America. These origins are explored from the First Nations' perspective and from the archaeological viewpoint. Next, the early historic periods of Aboriginal technological advancement are identified and characterized. This section ends with a description of the Northern Ojibway and Cree and their seasonal cycle of life on the land.

Specific Expectations

By the end of this section, students will:
—demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g., migration and settlement);
—construct and read a variety of graphs, charts, diagrams, maps, and models for specific purpose (e.g., to trace routes of the explorers);
—locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources (e.g., interviews, field trips) and secondary sources (e.g., maps, illustrations, print materials, videos, CD–ROMs);
—describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, clothing, cultural practices);
—use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
—communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
from *The Ontario Curriculum: Social Studies, Grade 1 to 6, 1998,* pp. 25—26

Lesson Titles and Sequence

Lesson 1—First Nations' Perspectives
Lesson 2—Anthropological/Archaeological Viewpoints
Lesson 3—The Early Historic Periods
Lesson 4—The Northern Ojibway and Cree

Lesson 1—First Nations' Perspectives

Expectations:

The students will be able to

Understanding Concepts—Knowledge

(1) demonstrate an understanding of First Nations' theories related to the origin of the Aboriginal peoples (e.g., migration);

Developing Inquiry/Research and Communication Skills

(2) use appropriate vocabulary (e.g., Native, elder, Aboriginal, people, creation, and story) to describe their inquiries and observations;

(3) communicate information using media works;

Values

and (4) listen to and be considerate of others and the world around them by developing sensitivity and compassion (respect).

Teaching and Learning Strategies:

–provide an overview of the Early Aboriginals section

–show students early aboriginals picture (p. 22) and ask: Where did these people come from?

–read First Nations' Perspectives and Archaeological Viewpoints (pp. 6–11)

–explain that Native elders and archaeologists have different ways of looking at the world

–ask the following: Why do Native elders and archaeologists have different ways of looking at the world? Whose point of view do you support?

–have students explain their answers

–read other First Nations' creation stories to the students

–ask students the following: How do these stories explain the origin of a particular Native group? Why would these stories be told from generation to generation?

–ask students: Why was story-telling such an important part of Algonquian life?

–have students learn an Algonquian legend and retell it to their classmates

–try to help them imagine the way in which such a story might be told at a winter campsite (note: legends were told orally and were not written down)

–have students study the readers in the school to find out whether any Algonquian legends are included

–ask the following: Do you think these legends should be stressed more in school? Why or why not?

–have students write a brief newspaper report answering the question "How long have the Aboriginal people been here?" from the First Nations' perspective
–make sure reports include some of the following words: Native, elder, Aboriginal people, First Nations, creation, and story

Assessment and Evaluation:

newspaper report (understanding of concepts and communication of required knowledge achievement areas)

Resources:

Print Materials: Boiteau, D., & Stansfield, D. (1988). *Early Peoples Origins: A History of Canada.* Markham, ON: Fitzhenry & Whiteside, pp. 6—9.
Clark, E. E. (1992 reprint). *Indian Legends of Canada.* Toronto: McClelland & Stewart Inc.
Hollander, J. (1999) *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 6—9.
Multimedia and Software: ClarisWorks, Microsoft Publisher
Manipulatives: wall map of world, globe

Lesson 2—Anthropological/Archaeological Viewpoints

Expectations:

The students will be able to

Understanding Concepts—Knowledge

(1) demonstrate an understanding of the anthropological/archaeological theories related to the origin of the Aboriginal peoples (e.g., migration);

Developing Inquiry/Research and Communication Skills

(2) construct and read a variety of graphs, charts, diagrams, maps, and models for specific purpose (e.g., migration and settlement);

(3) use appropriate vocabulary (e.g., Old World, New World, ice-free, hunters, glaciers, 26,000 BC, 11,000 BC, Asia, Alaska, Siberia, Beringia, and land bridge) to describe their inquiries and observations;

(4) communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Values

and (5) show initiative in beginning tasks, working independently and solving problems (self-reliance).

Teaching and Learning Strategies:

–examine wall map and globe with students

–have students locate Old World (Asia), New World (North America), Alaska, Siberia, Atlantic, Pacific, and Arctic oceans on these

–examine Map 1: The First Migration Across Beringia (p. 10) and Map 2: Second Migration Across Beringia (p. 12) with students

–have students locate Old World (Asia), New World (North America), land bridge, Alaska, Siberia, Atlantic, Pacific, and Arctic oceans on these maps

–explain the Beringia land bridge theory (as to how the Native peoples came to the New World)

–ask the following: According to archaeologists, where did the first people (immigrants) cross the land bridge? Why did the these people (immigrants) cross the land bridge? When did they (immigrants) cross the land bridge? How did the first people (immigrants) cross the land bridge?

–have students complete one of the following:

(a) have students pretend they are a reporter for the Discovery channel

–their assignment is to present a show answering the question: How did the Aboriginal peoples get here and where did they come from?

–have students present information to answer this question in a way that will

improve this channel's ratings
–they might use interviews, recent facts, and different viewpoints to do this
–by the end of the show, the students should present some of their "discoveries" to the classroom audience

(b) have students make a poster or write a poem explaining the origins of the Aboriginal peoples and how they reached the New World
–make sure the students give a creative title to their poster or poem

(c) have students imagine they are hunter living in the Palaeo-Indian period
–have them write a story about the difficulties they face while hunting a giant mammoth
–have students start story with: I have been following this mammoth for several days

or (d) have students use the following words to relate the story of the coming of the first immigrants to the New World: ice-free, hunters, glaciers, 26,000 BC, 11,000 BC, Old World, New World, Asia, Alaska, Siberia, Beringia, and land bridge

Assessment and Evaluation:

Aboriginal origins news report, Aboriginal origins poster, Aboriginal origins poem, mammoth hunting story, or Aboriginal origins story (understanding of concepts and communication of required knowledge achievement areas)

Resources:

Print Materials: Boiteau, D., & Stansfield, D. (1988). *Early Peoples Origins: A History of Canada.* Markham, ON: Fitzhenry & Whiteside , pp. 10—13.
Hollander, J. (1999) *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 9—11.
Multimedia and Software: ClarisWorks, Microsoft Publisher
Manipulatives: wall map of world, globe

••••••••••••

Lesson 3—The Early Historic Periods

Expectations:

The students will be able to

Understanding Concepts—Knowledge

(1) demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g., settlement);

Values

and (2) work together effectively (cooperation).

Teaching and Learning Strategies:

–read The Early Historic Periods (pp. 11–14)
–ask: On what evidence do archaeologists base their identification of the three periods of early history?

–have students make a chart listing the early historic periods (include dates, tools found, and foods gathered) identified in North America

–discuss and provide examples of various timelines
–with the class develop a timeline showing the changes in toys and games used from infancy to the present

–have students in small groups create a timeline mural showing the early historic periods and the modern day period (2000 AD)
–on their timeline mural ensure students (a) mark the dates of each period and the arrival date of the first immigrants to the New World, (b) make their timeline mural large enough so that several pictures or drawings fit under each historic period, (c) illustrate each historic period with pictures or drawings, from the class or school library, showing the tools found and the foods gathered, and (d) label each picture or drawing
–have each group present their timeline mural to the class using the pictures or drawings explain how changes in technology improved the standard of living through time

–explain the importance of understanding the difference between the terms Algonquian and Algonquin as they are commonly used
–the Algonquin nation was one of many nations of Algonquian speaking peoples
–reread the part in the Woodland period describing this (p. 13)

–ask students the following: What three other nations were associated with the early Algonquians?

Assessment and Evaluation:

early historic period chart (understanding of concepts achievement area), and timeline mural (understanding of concepts and communication of required knowledge achievement areas)

Resources:

Print Materials: Cruxton, J. B., & Walker, R. J. (1990). *Community Canada.* Toronto: Oxford, p. 54.
Hollander, J. (1999) *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 11—14.
Maxwell, J. A. (1991). *America s Fascinating Indian Heritage.* Montreal: Reader s Digest.
Yenne, B., & Garrat, S. (1984). *Pictorial History of the North American Indian.* Greenwich, CT: Bison Books.

••••••••••••

Lesson 4—The Northern Ojibway and Cree

Expectations:

Developing Inquiry/Research and Communication Skills

(1) locate relevant information about the relationship between the environment and Aboriginal lifestyles, using primary sources (e.g., interviews, field trips) and secondary sources (e.g., maps, illustrations, print materials, videos, CD–ROMs);

Understanding Concepts—Knowledge

(2) describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food gathering and preparation, shelter, clothing, tools and transportation, and games);

Values

and (3) collect and communicate information as accurately as possible (precision).

Teaching and Learning Strategies:

–examine Map 3: The Territorial Distribution of the Cree and Northern Ojibway (p. 15) with students
–ask the following: Where did the Cree and Northern Ojibway live?
–have students locate territory on wall map of world and wall map of Canada, atlas, globe, or answer in two or three sentences

–explain that most of the Algonquian hunters of eastern Canada lived in the Eastern Woodland culture area and that this cultural area lies in the geographical region called the Hudson Bay Lowland and Canadian Shield
–have students find pictures of the Hudson Bay Lowland and the Canadian Shield area in the classroom or school library
–have them describe the environment and climate of the Hudson Bay Lowland and the Canadian Shield area
–ask: What do you notice about the land?
–have students explain how some of the features might have affected the life of the early Algonquians

–divide the class into six groups and assign each group a season
–have students list the Northern Ojibway and Cree activities that took place in that season
–then create a mural to illustrate these activities

or divide the class into six groups and allow each group to choose one of the

following headings: food gathering and preparation, shelter, clothing, transportation, games, and beliefs
–have students make a report describing the way of life the Northern Ojibway and Cree and explain how the Cree and Northern Ojibway used the resources of their natural environment to obtain everything they needed for survival

–the following questions and statements may be used to help students collect and organize information for each of the headings mentioned above:
(a) food gathering and preparation
What foods did the Cree and Northern Ojibway eat? Identify those foods which were the most important. How do these foods compare to those we eat today? Among the Cree and Northern Ojibway, women were mainly responsible for preparing the food. Write about a day in the life of a Cree or Northern Ojibway woman in one of the six seasons. Include sketches to show how food was prepared. The Algonquians had several ways of preserving foods for later use. Are any of these used today?
Men were largely responsible for food gathering activities such as hunting, snaring, fishing and trapping the food. Write about a day in the life of a Cree or Northern Ojibway man in one of the six seasons. Include sketches to show how food was gathered. Are any of these used today?

(b) shelter
In your own words, describe how the Cree and Northern Ojibway built their conical or earth lodges. Make a list of advantages that a conical or earth lodge has when compared to a modern home. Your list might begin like this: materials for building and repairing a lodge were usually close by and didn't cost much.

(c) clothing (partially covered in the resource document)
What kind of clothing did the Algonquian peoples wear? How did this clothing change from season to season? List the steps involved in turning animal hides into finished pieces of clothing. What tools were used? Who did the work? Although most clothing was plain, some Algonquian women decorated clothing for special occasions with porcupine quills, moose hair, and beadwork. Check your library for books that might show some of the designs used by Algonquian women. Using these styles, create designs of your own.

(d) tools and transportation
Make a list of tools, implements and equipment that the Indians in northern Ontario used before the arrival of the Europeans. Compare these with tools, implements and equipment with their equivalents today. What was the

primary means of transportation on rivers and along lakes and bays? Describe the construction of this means of transportation. What was the main mode of travel in the winter? How was this mode of transportation constructed?

or (e) games (not covered in the resource document, but included in *Let s All Play*)
Algonquian children and adults often played games for fun. Many of the games played by children imitated the skills that their mothers and fathers needed to survive in everyday life. Give examples of some games children played and the skills that these games developed. Think of some of the games and sports children and adults play today. How are they similar or different?

Assessment and Evaluation:

seasonal activity list or seasonal activity mural and resources report (understanding of concepts, inquiry/research skills and map and globe skills and communication of required knowledge achievement areas)

Resources:

Print Materials: Clark, E. E. (1992 reprint). *Indian Legends of Canada.* Toronto: McClelland & Stewart Inc.
Goller, C. (1984). *Algonkian Hunters of the Eastern Woodlands.* Toronto: Grolier Limited, pp. 45—46.
Hollander, J. (1999). *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 14—22.
Hollander, J. (2000). *Let s All Play.* Timmins, ON: Ojibway and Cree Cultural Centre.
Indian Affairs and Northern Development. (1997) *First Nations in Canada.* Ottawa, ON: Public Works and Government Services Canada.
Jenness, D. (1977). *Indians of Canada.* Toronto: University of Toronto Press.
Leechman, D. (1968). *Native Tribes of Canada.* Toronto: Gage.
Macfie, J., & Johnston, B. (1991). *Hudson Bay Watershed.* Toronto: Dundurn Press.
Multimedia and Software: ClarisWorks, Microsoft Publisher
Manipulatives: wall map of world, wall map of Canada, atlas, globe

TWO Early Explorers

Overview

The Early Explorers section begins with an examination of the Norse and their reasons for exploring and establishing settlements in Canada. Following this investigation, the reasons for exploration and the establishment of settlements by other Europeans, Cartier, and Champlain are explained. This section ends with a discussion on the challenges faced by present-day explorers (e.g., aquanauts and astronauts) in relation to the challenges faced by these early explorers.

Specific Expectations

By the end of this section, students will:
—identify early explorers (e.g., Viking, French, English) who established settlements in Canada and explain reasons for their exploration (e.g., fishing, fur trade, resulting in the establishment of the Hudson's Bay Company);
—construct and read a variety of graphs, charts, diagrams, maps, and models for specific purpose (e.g., to trace routes of the explorers);
—identify technological developments and cultural factors that lead to the exploration of North America;
—describe the challenges of present-day explorers (e.g., aquanauts and astronauts) and compare them to the challenges of early explorers (e.g., with respect to support, cost, preparation, practice, technology, technological advancements, clothing, transportation, food, waste disposal);
—use appropriate vocabulary (e.g., voyages, discovery, Europeans, explorers, etc.) to describe their inquiries and observations;
—communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
from *The Ontario Curriculum: Social Studies, Grade 1 to 6, 1998,* pp. 25—26

Lesson Titles and Sequence

Lesson 1—The Norse
Lesson 2—The Other Europeans
Lesson 3—Cartier
Lesson 4—Champlain
Lesson 5—Challenges Part 1

Lesson 1—The Norse

Expectations:

The students will be able to

Understanding Concepts—Knowledge

(1) identify early explorers (e.g., the Norse) who established settlements in Canada and explain reasons for their exploration (e.g., discovery and colonization);

Developing Inquiry/Research and Communication Skills

(2) construct and read a variety of graphs, charts, diagrams, maps, and models for specific purpose (e.g., trace routes of the Norse);

(3) communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Values

and (4) examine facts honestly and impartially to form conclusions (objectivity).

Teaching and Learning Strategies:

–provide an overview of the Early Explorers section
–introduce the terms discovery and exploration
–ask: What do you think of when you hear the word "discovery"? "exploration"?
–restate the fact that Native people were already living in North America
–describe different types of discovery: finding the location of geographic areas on the earth' s surface, scientific, medical, and human nature
–ask students the following: What similarities can you think of between the methods of the scientist and the explorer? Differences?

–read The Norse (pp. 23–24)
–using Map 4: The Explorations of the Norsemen (p. 25), have students trace exploration routes of the Norsemen on wall map of world and on globe
–have students indicate known and probable Norse settlements on wall map of world and on globe
–have students make a sketch map of these Norse settlements

–ask students the following: How do you think the Norse felt when they set out across the Atlantic ocean? Would you like to have been one of these first explorers? Why or why not? How do you suppose the Native peoples felt when the Norse first came to live in their land?

–have students answer the following: Why do you think the relationships between the Norse and the Native peoples began to worsen?
–explain that the earliest accounts of Norse discovery were mentioned in their sagas, and that these sagas were told orally and passed on from generation to generation in written form
–ask the following: In what ways are Norse sagas different from Indian legends?

Assessment and Evaluation:

Norse settlements map (inquiry/research skills and map and globe skills, and communication of required knowledge), Norse and Indian relationships written response (understanding of concepts and communication of required knowledge)

Resources:

Print Materials: Hollander, J. (1999) *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 23—25.
Kirbyson, R. C. (1977). *In Search of Canada Volume 1.* Scarborough, ON: Prentice-Hall of Canada Ltd. pp. 1—23.
Multimedia and Software: ClarisWorks, Microsoft Publisher, Netscape Navigator, Microsoft Explorer
Internet Sites: www.athenapub.com/vinland1.htm
Manipulatives: wall map of world, globe

Lesson 2—The Other Europeans

Expectations:

The students will be able to

Understanding Concepts—Knowledge

(1) identify early explorers (e.g., the English, Portuguese, and French) who established settlements in Canada and explain reasons for their exploration (e.g., fishing, route to the orient);

Developing Inquiry/Research and Communication Skills

(2) construct and read a variety of graphs, charts, diagrams, maps, and models for specific purpose (e.g., to trace routes of the Norse);

(3)identify technological developments and cultural factors that lead to the exploration of North America;

(4) communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Values

and (5) collect and communicate information as accurately as possible (precision).

Teaching and Learning Strategies:

–read The Other Early Europeans (pp. 26–27)

–ask: Why were the other early Europeans so interested in the coast of North America in the fifteenth century? What technological advancements combined to ensure longer, safer, and more profitable trips?

–demonstrate that travelling across the ocean was a dangerous undertaking

–ask: What would you need know to travel to Bristol, England?

–explain that to be successful sailors had to accurately know their direction of travel back and forth, their position at sea to set course, and their speed to figure out how long it would take to get to their destination

–then ask: How did sailors determine direction? How did sailors determine position? How did sailors determine speed?

–have students in three groups research from the library or internet one of the following: (a) magnetic compass to determine direction (NSEW), (b) astrolabe to determine position (° latitude), and (c) log line and hour glass to measure the speed (knots)

–have each group present their findings to the class and explain how each instrument was used when travelling across the ocean

–ask: What would you have said or done if you were an Algonquian Indian in eastern Canada when fishermen began to arrive from Europe?
–have students write a journal entry describing their first meeting with one of these fishermen

Assessment and Evaluation:

technological advancements oral presentation (inquiry and research skills and communication of required knowledge), Indian journal entry (understanding of concepts and communication of required knowledge)

Resources:

Print Materials: Hollander, J. (1999) *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 26—27.
Stewart, R., & McLean, N. (1977). *Forming a Nation Book 1.* Toronto: Gage Education Publishing Limited, pp. 56—57.
Multimedia and Software: ClarisWorks, Microsoft Publisher, Encarta Deluxe Multimedia Encyclopedia, World Book Multimedia Encyclopedia, Canadian Multimedia Encyclopedia Plus, Netscape Navigator, Microsoft Explorer
Internet Sites: www.win.tue.nl/cs/fm/engels/discovery/cabot.html
www.win.tue.nl/cs/fm/engels/discovery/verrazzano.html

Lesson 3—Cartier

Expectations:

The students will be able to

Understanding Concepts—Knowledge

(1) identify early explorers (e.g., Cartier) who established settlements in Canada and explain reasons for his voyages (e.g., northwest route to Asia in search of precious metals);

Developing Inquiry/Research and Communication Skills

(2) use appropriate vocabulary (e.g., Cartier, voyages, route, precious metals, King of France, St.Lawrence, Micmacs, trade, Iroquoians, Stadacona [Québec City], Hochelaga [Montréal], scurvy, and settlement) to describe their inquiries and observations;

(3) communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Values

and (4) show a desire for knowledge and understanding by listening attentively, observing, asking questions, and investigating independently (curiosity).

Teaching and Learning Strategies:

–read Cartier (pp. 27–30)
–ask students the following: What was Cartier's home town and country of origin? Why did Cartier sail to the land of the Micmacs (Mi'kmaq)?
–indicate origin and destinations of his voyages on wall map of Canada
–explain that Cartier's ship was approximately 21–24 m long
–have students measure a hallway in the school to see the approximate size of the ship

–reread or have students read appropriate section on each voyage
–have students orally summarize Jacques Cartier's major voyages (1534, 1535, 1541) to Canada
–ask the following:What was the importance of these voyages? How important were these voyages for later French exploration and settlement?
–encourage the use of appropriate vocabulary in their inquiries and observations
–using this information have students suggest a creative title for Map 5: The Voyages of Jacques Cartier (p. 29)
–encourage the use of appropriate vocabulary in their inquiries and observations

–have students complete one of the following:
(a) have students go to the library or internet and find more about Cartier or scurvy
–have them write a paragraph about the new things they learned

or (b) explain that Cartier kept a journal describing his meetings with the Micmacs (Mi'kmaq)
–ask students: Why it is important for an explorer to keep a journal?
–suggest that they are along with Cartier on one of his voyages
–have students write a journal entry describing one day at Cartier's side

Assessment and Evaluation:

oral voyages summaries (understanding of concepts and communication of required knowledge), Cartier facts paragraph, scurvy facts paragraph (inquiry/research skills and communication of required knowledge), or Cartier journal entry (understanding of concepts and communication of required knowledge)

Resources:

Print Materials: Conner, D., & Bethune-Johnson, D. (1984). *Native People and Explorers of Canada.* Scarborough, ON: Prentice-Hall Canada Inc, pp. 80—87.
Hollander, J. (1999). *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 27—30.
Stewart, R., & McLean, N. (1977). *Forming a Nation Book 1.* Toronto: Gage Education Publishing Limited, p. 70.
Multimedia and Software: ClarisWorks, Microsoft Publisher, Encarta Deluxe Multimedia Encyclopedia, World Book Multimedia Encyclopedia, Canadian Multimedia Encyclopedia Plus, Netscape Navigator, Microsoft Explorer
Internet Sites: www.win.tue.nl/cs/fm/engels/discovery/cartier.html
Manipulatives: wall map of Canada

••••••••••••

Lesson 4—Champlain

Expectations:

The students will be able to

Understanding Concepts—Knowledge

(1) identify early explorers (e.g., Champlain) who established settlements in Canada and explain reasons for his explorations (e.g., fur trade);

Developing Inquiry/Research and Communication Skills

(2) use appropriate vocabulary (e.g., Acadia, Port Royal, fur trade, monopoly, Iroquois, five Nations, and England) to describe their inquiries and observations;

(3) communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Values

and (4) show a desire for knowledge and understanding by listening attentively, observing, asking questions, and investigating independently (curiosity).

Teaching and Learning Strategies:

–read Champlain (pp. 31–32)
–indicate destinations of his explorations on wall map of Canada
–ask students the following: Who was Samuel Champlain? What was Champlain looking for? What happened on his first exploration in 1604? How would starting a colony make it easier to explore Canada?

–reread or have students read appropriate section on his explorations
–have students orally summarize Samuel Champlain's major explorations to Canada to the class
–ask students: How important were these explorations for later French exploration and settlement?
–encourage the use of appropriate vocabulary in their inquiries and observations
–using this information have students suggest a creative title for Map 6: The Explorations of Samuel Champlain (p. 33)

–have students complete one of the following
(a) have students go to the library or internet and find more about Champlain
–have them write a paragraph about the new things they learned

or (b) have students look at the picture of a meeting between an early

Aboriginal and a European explorer (p. 36)
–have them make list highlighting similarities and differences between the early Aboriginal person and the European explorer or make a list highlighting the similarities and differences between canoes and sailing ships that they might have noticed

–read first encounter with the white men (pp. 32–35) according to the Indian oral tradition
–ask students the following: What might have happened to the explorers if the Indians had not helped them?

Assessment and Evaluation:

Champlain facts paragraph (inquiry/research skills and communication of required knowledge), Aboriginal/European similarities and differences list or canoe/sailing ship similarities and differences list (communication of required knowledge)

Resources:

Print Materials: Hollander, J. (1999) *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 31—35.
Langford, E. (1984). *The Explorers: Charting the Canadian Wilderness.* Vancouver, BC: Douglas & McIntrye Ltd, pp. 30—51.
Multimedia and Software: ClarisWorks, Microsoft Publisher, Encarta Deluxe Multimedia Encyclopedia, World Book Multimedia Encyclopedia, Canadian Multimedia Encyclopedia Plus, Netscape Navigator, Microsoft Explorer
Internet Sites: www.blupete.com/Hist/BiosNS/1600-00/Champlain.htm
Manipulatives: wall map of Canada

••••••••••••

Lesson 5—Challenges Part 1

Expectations:

The students will be able to

Applying Concepts and Skills in Various Contexts

(1) describe the challenges of present-day explorers (e.g., aquanauts and astronauts) and compare them to the challenges of early explorers (e.g., with respect to clothing, transportation, food, waste disposal)

Developing Inquiry/Research and Communication Skills

(2) use appropriate vocabulary (e.g., with respect to support, cost, preparation, practice, technology, technological advancements, clothing, transportation, food, waste disposal) to describe their inquiries and observations;

(3) communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Values

and (4) work together effectively (cooperation).

Teaching and Learning Strategies:

–discuss some of the ways in which the past explorers like Champlain had a more difficult time than the present day aquanauts and astronauts (think of amount of support given, amount of people involved, cost, preparation, practice, technological advancements with respect to clothing, transportation, food, and waste disposal)

–have students compare and contrast this information in chart form under the headings listed

–have students in groups complete one of the following:

–(a) an interview with Samuel Champlain describing what it felt like on sighting North America

–the students might want to begin by asking what he said when he first saw the New World

–followed by a documentary presentation of the interview to the class

or (b) an interview with Neil Armstrong describing what it felt like being the first man to set foot on the moon' s surface

–the students might want to begin by asking what his statement,"One small step for man, one giant leap for mankind" meant

–followed by a documentary presentation of the interview to the class

Assessment and Evaluation:
past and present explorers chart (application of concepts and skills), discovery interview and presentation (communication of required knowledge)

Resources:
none

THREE Past Interactions

Overview

The Past Interactions section begins with perceptions of Aboriginal peoples by the Europeans. Then the consequences of past European and Aboriginal interactions are examined in relation to the early fur traders and early missionaries. Next, the contributions of the Aboriginal people to the development of Canada are described. This section ends with a look at the contributions of the Cree and Northern Ojibway in the fur trade.

Specific Expectations

By the end of this section, students will:
—describe early explorers' perceptions of Aboriginal peoples' way of life;
—formulate questions to serve as a guide to gathering information (e.g., about European diseases and their impact on Aboriginal peoples);
—identify some of the consequences of Aboriginal and European interactions (e.g., economic impact of the fur trade on Aboriginal peoples; transmission of European diseases to Aboriginal peoples);
—describe how the Algonquian and Iroquoian nations contributed to the development of Canada (e.g., with respect to food, transportation, exploration, the arts, technology, government);
—use appropriate vocabulary (e.g., fur trade, missionaries, economic, epidemic diseases, contributions) to describe their inquiries and observations;
—communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
from *The Ontario Curriculum: Social Studies, Grade 1 to 6, 1998,* pp. 25—26

Lesson Titles and Sequence

Lesson 1—The Early Fur Trade
Lesson 2—The Early Missionaries
Lesson 3—The Cree and the Fur Trade
Lesson 4—The Northern Ojibway and the Fur Trade

Lesson 1—The Early Fur Trade

Expectations:

The students will be able to

Understanding Concepts

(1) identify some of the consequences of Aboriginal and European interactions (e.g., establishment of trade routes; economic impact of the fur trade on Aboriginal peoples);

Developing Inquiry/Research and Communication Skills

(2) use appropriate vocabulary (e.g., perception, fur trade, beaver, economy, exploration, contributions, transportation, clothing, food, and place names) to describe their inquiries and observations;

Applying Concepts and Skills in Various Contexts

(3) describe early explorers' perceptions of Aboriginal peoples' way of life;
(4) describe how the Algonquian and Iroquoian nations contributed to the development of Canada (e.g., with respect to exploration, transportation, clothing, food, place names, and vocabulary);

Values

and (5) examine facts honestly and impartially to form conclusions (objectivity).

Teaching and Learning Strategies:

–provide an overview of the Past Interactions section
–introduce the term perception
–ask: What do you think of when you hear the word "perception"?
–ask students the following: Why do you think the French described the Native people as "natural" people or as "noble savages"? How could these misunderstandings have been prevented? How can we prevent future misunderstandings from happening?

–read The Early Fur Trade (pp. 37–38)
–using Map 7: The First Nations and the Europeans (p. 40) have students locate (a) First Nations' Territories and (b) European settlements on this map and wall map of Canada

–ask students the following: Which group had the larger population? Which group was more familiar with living on the land?
–ask students the following: How did the Hurons, Algonquins, and Montagnais of Canada help the fur traders who came to this land?

What did these Native groups receive in return at this time?

–explain that the Algonquian and Iroquoian nations contributed greatly to the development of Canada with respect to exploration, transportation, clothing, food, place names, and vocabulary
–provide some examples of each of these

–in small groups have students list as many items as they can add on a wall chart using the following headings: transportation, clothing, food, place names (e.g., Canada, Saskatchewan, Manitoba, Québec, Ontario, Saguenay, Kapuskasing, Mattawa, Temiscaming, Sioux Lookout, and Nipigon) and vocabulary (e.g., canoe, kayak, tomahawk, caribou, cougar, moose, raccoon, muskellunge, tamarack, and pemmican)
–have them add pictures of as many things as they can
–have each group present their wall chart to the class

Assessment and Evaluation:

perceptions oral discussion (understanding of concepts, and application of concepts and skills), early Native contributions wall chart (understanding of concepts, and application of concepts and skills)

Resources:

Print Materials: Hollander, J. (1999). *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 37—38.
Lowe, W. (1986). *Indian Giver: A Legacy of North American Native Peoples.* Penticton, BC: Theytus Books.
Weatherford, J. (1991). *Native Roots: How the Indians Enriched America.* New York: Crown Publishers.
Manipulatives: wall map of Canada

Lesson 2—The Early Missionaries

Expectations:

The students will be able to

Understanding Concepts

(1) identify some of the consequences of Aboriginal and European interactions (e.g., spread of Christianity; transmission of European diseases to Aboriginal peoples);

Developing Inquiry/Research and Communication Skills

(2) use appropriate vocabulary (e.g., missionaries, Christianity, Récollets, Jesuits, epidemic diseases, measles, influenza, small pox, scarlet fever) to describe their inquiries and observations;

(3) formulate questions to serve as a guide to gathering information (e.g., about European diseases and their impact on Aboriginal peoples);

(4) communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Values

and (5) be receptive to new and different situations and show a willingness to accept evaluation and constructive criticism (openness).

Teaching and Learning Strategies:

–read first two paragraphs of The Early Missionaries (pp. 38–39)
–ask the following: What were the early missionaries trying to spread? How did the Récollets and Jesuits try to convert the Indians to Christianity? What was the result of Jesuit actions?

–have students role play a meeting of early Native peoples with one of the early Christian missionary groups
–have each group explain its own lifestyle to the other

–read last paragraph of The Early Missionaries (p. 39)
–have students name the epidemic diseases of European origin
–ask the following: How did contact with the Europeans affect Canada's Native people at this time? Did only the Indian people suffer from these epidemic diseases? Why were these diseases particularly hard on the Indian people? Have you ever had any of these diseases? How did they make you feel?

–have students in small groups research from the library, internet or various multimedia encyclopedia, one of the following: (a) measles, (b) influenza, (c)

scarlet fever, or (d) small pox (see Appendix 1: Epidemic Diseases of European Origin)
–have students first develop questions for their research (e.g., on the type of disease, onset, symptoms, cure or treatment, and impact on Aboriginal peoples)
–have each group present their findings in report form explaining the type of disease, onset, symptoms, cure or treatment, impact on Aboriginal peoples, and references used

Assessment and Evaluation:

meeting role play (understanding of concepts, and communication of required knowledge), disease research report (understanding of concepts, and communication of required knowledge)

Resources:

Print Materials: Hollander, J. (1999) *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 38—40.
Multimedia and Software: ClarisWorks, Microsoft Publisher, Encarta Deluxe Multimedia Encyclopedia, World Book Multimedia Encyclopedia, Canadian Multimedia Encyclopedia Plus, Netscape Navigator, Microsoft Explorer
Internet Sites: www.sfo.com/~denglish/relations/1635/intro.html

Lesson 3—The Cree and the Fur Trade

Expectations:

The students will be able to

Understanding Concepts—Knowledge

(1) describe how the Cree nation contributed to the development of Canada (e.g., with respect to the fur trade);

Developing Inquiry/Research and Communication Skills

(2) use appropriate vocabulary (e.g., fur, trade, forts, Hudson Bay Company, and competition) to describe their inquiries and observations;

(3) communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Values

and (4) pursue a problem or task to its completion (perseverance).

Teaching and Learning Strategies:

–show area of discussion on wall map of Canada and on globe
–read The Cree and the Fur Trade (pp. 41–44)
–ask students the following: When did the fur trade with the Cree begin? Where was the first fort established? by whom? What company was given a charter to trade into the Bay? Who else was interested in the Hudson Bay fur trade? What was the role played by the Cree in the fur trade?

–hand out Map 8: The Cree and the Fur Trade (p. 43) to students
–reread last paragraph on p. 41
–have students indicate construction dates of the forts mentioned on their own maps from reading

–have students complete one of the following:
(a) have students locate information on the life cycle of the beaver and make a written report on their findings

(b) have students find out about the effect of the fur trade on the beaver population and make a written report on their findings

(c) using Appendix 2: Goods Traded at Fort Albany, 1694–95; have students make chart showing the traditional items that these goods replaced (e.g., traded goods–guns replaced traditional items–bows)

or (d) have students look at Appendix 2: Goods Traded at Fort Albany, 1694–95;
–make the statement that many of the goods traded at Fort Albany were considered superior to traditional tools and equipment that the Indians had been using
–ask students if they agree or disagree with this statement
–have them defend their answer in writing

Assessment and Evaluation:

Cree and the Fur Trade map (inquiry/research skills and map and globe skills, and communication of required knowledge), and beaver life cycle, effect of fur trade on beaver, traded goods/traditional items list, or written tools and equipment defence (communication of required knowledge)

Resources:

Print Materials: Hollander, J. (1999) *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 41—44.
Multimedia and Software: ClarisWorks, Microsoft Publisher, Encarta Deluxe Multimedia Encyclopedia, World Book Multimedia Encyclopedia, Canadian Multimedia Encyclopedia Plus, Netscape Navigator, Microsoft Explorer
Internet Sites: www.gov.mb.ca/chc/archives/hbca/about/the-bay.html
Manipulatives: wall map of Canada, globe

Lesson 4—The Northern Ojibway and the Fur Trade

Expectations:

The students will be able to

Understanding Concepts—Knowledge

(1) describe how the Northern Ojibway nation contributed to the development of Canada (e.g., with respect to the fur trade);

Developing Inquiry/Research and Communication Skills

(2) use appropriate vocabulary (e.g., fur, trade, posts, North West Company, competition) to describe their inquiries and observations;

(3) communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Values

and (4) pursue a problem or task to its completion (perseverance).

Teaching and Learning Strategies:

–show area of discussion on wall map of Canada and on globe
–read The Northern Ojibway and the Fur Trade (pp. 44–47)
–ask students the following: Where was the first major inland post established? by whom? Who was the competition? What was the role played by the Northern Ojibway in the fur trade?

–hand out Map 9: The Northern Ojibway and the Fur Trade (p. 45) to students
–reread last paragraph on p. 44
–have students indicate construction dates of the posts mentioned on their own maps

–have students look at the picture of a past interaction between a Cree/Northern Ojibway couple and a fur trader (p. 47)
–have students write a paragraph answering the following question: Who benefited the most from past interactions between the Northern Ojibway/Cree and the fur traders?
–have them explain reasons for their answers

Assessment and Evaluation:

Northern Ojibway and the Fur Trade map (inquiry/research skills and map and globe skills, and communication of required knowledge), and past interactions written response (understanding of concepts and communication of required knowledge)

Resources:

Print Materials: Hollander, J. (1999) *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 44—47.
Multimedia and Software: ClarisWorks, Microsoft Publisher
Manipulatives: wall map of Canada, globe

FOUR Present Interactions

Overview

The Present Interactions section begins with an examination of the post confederation or historic treaties and the reasons for these agreements. Next, an analysis of Treaty Number 9 and its impact upon the living conditions in the Nishnawbe-Aski area is explored. Following this exploration, self-government and modern treaties or land claims are investigated. Subsequently, the contributions of Aboriginal people to the political and social life of Canada are examined considering the current trends towards renewal in the Native communities. This section ends with a discussion of the challenges faced by present-day Aboriginal people in Canadian society.

Specific Expectations

By the end of this section, students will:
—describe the current relationship between the government of Canada and the Aboriginal peoples;
—analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada);
—identify current concerns of Aboriginal peoples (e.g., self-government, land claims);
—identify the contributions of Aboriginal peoples to the political and social life of Canada (e.g., in music, art, politics, literature, science);
—use appropriate vocabulary (e.g., social, political, economic, explorers, contributions) to describe their inquiries and observations;
—communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
from *The Ontario Curriculum: Social Studies, Grade 1 to 6, 1998,* pp. 25—26

Lesson Titles and Sequence

Lesson 1—The Post Confederation or Historic Treaties
Lesson 2—Treaty Number 9 and the Nishnawbe-Aski Nation
Lesson 3—Self-Government and the Modern Day Treaties
Lesson 4—The Contributions of Native Peoples Today
Lesson 5—Challenges Part 2

Lesson 1—The Post Confederation or Historic Treaties

Expectations:

The students will be able to

Developing Inquiry/Research and Communication Skills

(1) analyse, classify, and interpret information (e.g., about the post confederation or historic treaties);

(2) use appropriate vocabulary (e.g., proclamation, Crown, warfare, conquest, agreement, treaty, surrender, and negotiate) to describe their inquiries and observations;

(3) communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Values

and (4) examine facts honestly and impartially to form conclusions (objectivity).

Teaching and Learning Strategies:

–provide an overview of the Present Interactions section
–read first two paragraphs Present Interactions (p. 48)
–introduce the term treaty
–ask: What do you think of when you hear the word "treaty"?
–ask students the following: What did the early treaties between the Indians and the Europeans focus on? Who issued the Royal Proclamation? What did it state? Name two ways that the surrender of land can occur. Which one did the British colonies prefer?

–using Map 10: The Historic Treaties (p. 50) have students locate (a) Robinson-Superior, Robinson-Huron, and Douglas treaties and (b) numbered treaties on this map and on wall map of Canada
–ask: When was the first numbered treaty signed? the last? What parts of Canada were not surrendered by treaty?

–read Present Interactions last paragraph (p. 48) and The Post Confederation or Historic Treaties (p. 49)
–ask students the following: What did the Indians exchange their rights to the land for? How much of the land in Canada was surrendered?
–have students write a paragraph explaining whether or not the numbered treaties were fair

Assessment and Evaluation:

treaty oral discussion (understanding of concepts, and application of concepts and skills), treaty fairness explanation (communication of required knowledge, and application of concepts and skills)

Resources:

Print Materials: Hollander, J. (1999) *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 48—49.
Multimedia and Software: ClarisWorks, Microsoft Publisher, Netscape Navigator, Microsoft Explorer
Internet Sites: www.bloorstreet.com/200block/rpl1763.htm#2
www.inac.gc.ca/treatdoc/TROJIB/index.html
www.inac.gc.ca/treatdoc/trojhu/index.html
Manipulatives: wall map of Canada

••••••••••••

Lesson 2—Treaty Number 9 and the Nishnawbe-Aski Nation

Expectations:

The students will be able to

Developing Inquiry/Research and Communication Skills

(1) analyse, classify, and interpret information (e.g., about Treaty Number 9 and the Nishnawbe-Aski Nation);
(2) use appropriate vocabulary (e.g., commissioners, treaty party, kilometres, assistance, social, economic, political, conditions, tribal, and council) to describe their inquiries and observations;
(3) communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Values

and (4) develop concern for the welfare of others and work towards a common good (societal responsibility).

Teaching and Learning Strategies:

–read first paragraph Treaty Number 9 and the Nishnawbe-Aski (p. 49)
–ask students the following: What did Treaty Number 9 between the Indians and the Government of Canada focus on?

–have students examine Map 11: The Treaty Number 9 Area
–have them locate the Treaty Number 9 area on wall map of Canada
–read section of Treaty Number 9 and the Nishnawbe-Aski (p. 51)
–have students pinpoint treaty party posts visited in 1905 and 1929-30 on wall map of Canada

–have students read Appendix 3: Treaty Number 9 (pp. 63–66)
–ask them to describe what it says, specifically about the amount of land surrendered, and what was received by the Indians in exchange
–ask students the following: What difficulties did you have understanding the treaty? What difficulties do you think the Indians had understanding this treaty?
–remind students that the chiefs and headmen signing the treaty understood little or no English and had different ideas about what the treaty meant
–ask: What do you think the Aboriginal chiefs and headmen believed when they signed the treaties?

–read section of Treaty Number 9 and the Nishnawbe-Aski (pp. 53–54)

–ask students the following: How much of the land in Ontario was surrendered? What did the Indians exchange their rights to the land for? What were the results of the signing of Treaty Number 9?
–have students write a paragraph describing the living conditions on reserves in northern Ontario from the 1950s to the present

–read Appendix 4: Nishnawbe-Aski Declaration of Independence (pp. 67–69)
–ask the following: Why was the Declaration of Independence issued by the Indian people of the Treaty #9 area in 1977?

Assessment and Evaluation:

Treaty Number 9 oral discussion (understanding of concepts, and application of concepts and skills), reserve living conditions description (communication of required knowledge, and application of concepts and skills)

Resources:

Print Materials: Hollander, J. (1999) *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 49—54.
Long, J. S. (1978). *Treaty No. 9 The Indian Petitions 1889—1927.* Cobalt: ON: Highway Book Shop.
Multimedia and Software: ClarisWorks, Microsoft Publisher, Netscape Navigator, Microsoft Explorer
Internet Sites:
http://insight.mcmaster.ca/org/efc/pages/law/cons/constitutions/Canada/English/ca_1867.html
www.inac.gc.ca/treatdoc/treat9/index.html
Manipulatives: wall map of Canada

Lesson 3—Self-Government and the Modern Day Treaties

Expectations:

The students will be able to

Developing Inquiry/Research and Communication Skills

(1) construct and read a variety of graphs, charts, diagrams, maps, and models for a specific purpose (e.g., to clarify modern day treaties);

(2) communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Applying Concepts and Skills in Various Contexts

(3) describe the current relationship between the government of Canada and the Aboriginal peoples;

Values

and (4) develop concern for the welfare of others and work towards a common good (societal responsibility).

Teaching and Learning Strategies:

–explain that Native people are finding solutions to many of the social and economic problems faced on reserves and in Native communities (p. 54)
–have students investigate and design posters to celebrate some of these successful projects

–have students examine Map 12: The Modern Day Treaties
–have students locate the James Bay and Northern Québec Agreement, Nisga'a Final Agreement, or Nunavut Final Agreement on wall map of Canada

–read Self-Government and the Modern Day Treaties (pp. 54–56)
–have students describe three modern day treaties (land claims) that have been settled in Canada
–ask: What land claims in Canada remain unsettled today?

–individually or in small groups, have students choose one land claim from the following: James Bay and Northern Québec Agreement, Nisga'a Final Agreement, or Nunavut Final Agreement
–have them search the internet or collect newspaper and magazine articles on a specific land claim

–have students complete one of the following:
(a) have students make a chart highlighting the results of the negotiations

(amount of land, cash, and other terms) and the current relationship between the government of Canada and the Aboriginal peoples involved

or (b) have students use an organizer to identify the main ideas and positive and negative supporting statements on the issue of land claims from the articles and from their own ideas
–then have them state the problem in the form of a question and come to their own conclusion on it

Assessment and Evaluation:

solutions poster (inquiry/research skills, and communication of required knowledge), land claims chart or organizer (understanding concepts, communication of required knowledge, and application of concepts and skills)

Resources:

Print Materials: brochures from various Aboriginal service organizations.
Cruxton, J. B., & Walker, R. J. (1990). *Community Canada*. Toronto: Oxford, pp. 160—164.
Hollander, J. (1999) *The More We Get Together*. Timmins, ON: Ojibway and Cree Cultural Centre, pp. 54—56.
Multimedia and Software: ClarisWorks, Microsoft Publisher, Encarta Deluxe Multimedia Encyclopedia, World Book Multimedia Encyclopedia, Canadian Multimedia Encyclopedia Plus, Netscape Navigator, Microsoft Explorer
Internet Sites: www.gcc.ca
www.inac.gc.ca/pubs/information/info14.html
http://insight.mcmaster.ca/org/efc/pages/law/cons/constitutions/Canada/English/ca_1982.html
www.ntc.bc.ca
www.inac.gc.ca/pubs/treaty/Spring96/histo.html
www.npc.nunavut.ca/eng/nunavut
www.nunavut.com/home.html
Manipulatives: wall map of Canada

Lesson 4—The Contributions of Native People Today

Expectations:

The students will be able to

Developing Inquiry/Research and Communication Skills

(1) use appropriate vocabulary (e.g., contributions, politicians, leaders, artists, professionals, business, and sports) to describe their inquiries and observations;
(2) communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Applying Concepts and Skills in Various Contexts

3) identify the contributions of Aboriginal peoples to the political and social life of Canada (e.g., in politics, art, music, television and film, literature, education, medicine, justice, business, and sports);

Values

and (4) listen to and be considerate of others and the world around them by developing sensitivity and compassion (respect).

Teaching and Learning Strategies:

–explain that we are currently celebrating a re-birth or re-awakening among Native Canadians
–ask students to describe what this means and give examples (increasing prominence of Aboriginal peoples in Canadian society)

–read aloud several names from The Contributions of Native Peoples Today (pp. 56–59)
–have students identify their field of excellence or profession

–have students choose a prominent Native Canadian
–have them find out about that individual's contribution to Canadian life from the library or the internet
–these individual's might include those previously identified (pp. 56–50) or others from the following list: (a) George Clutesi, (b) Chief Dan George, (c) Pauline Johnson, (d) Tom Longboat, and (e) James Gladstone
–have students make an oral presentation on their findings to the class

Assessment and Evaluation:

oral presentation (inquiry/research skills, communication of required knowledge, and application of concepts and skills)

Resources:

Print Materials: Hollander, J. (1999). *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre, pp. 56—59.
Multimedia and Software: ClarisWorks, Microsoft Publisher, Encarta Deluxe Multimedia Encyclopedia, World Book Multimedia Encyclopedia, Canadian Multimedia Encyclopedia Plus, Netscape Navigator, Microsoft Explorer
Internet Sites: www.naaf.ca/

••••••••••••

Lesson 5—Challenges Part 2

Expectations:

The students will be able to

Developing Inquiry/Research and Communication Skills

(1) analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada);
(2) use appropriate vocabulary (e.g., social, political, and contributions) to describe their inquiries and observations;
(3) communicate information, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs;

Applying Concepts and Skills in Various Contexts

(4) identify current concerns of Aboriginal peoples (e.g., treaties, living conditions, land claims, and developing more equal partnerships);

Values

and (5) be receptive to new and different situations and show a willingness to accept evaluation and constructive criticism (openness).

Teaching and Learning Strategies:

–have students reflect on the title of the resource and curriculum documents
–review entire section with students focussing on treaties, reserve living conditions, and land claims
–have them complete the phrase "The More We Get Together ..."
–read section on more equal partnerships (pp. 58–59)

–have students write a letter to a local newspaper outlining their ideas on one of the following:
(a) treaties
(b) conditions under which some Native peoples must live
(c) land claims
(d) more equal partnerships or the more we get together
–they might want to compare and contrast the past to the present and discuss how similar difficulties can be prevented from happening in the future

Assessment and Evaluation:

The More We Get Together editorial (inquiry/research skills, communication of required knowledge, and application of concepts and skills)

Resources:

none

Reference and Resource List

Print Materials

Andrew, W., & Draper, G. (1999). *Perspectives in Canadian Geography.* Toronto: Irwin Publishing.

Boiteau, D., & Stansfield, D. (1988). *Early Peoples Origins: A History of Canada.* Markham, ON: Fitzhenry & Whiteside.

Clark, E. E. (1992 reprint). *Indian Legends of Canada.* Toronto: McClelland & Stewart Inc.

Conner, D., & Bethune-Johnson, D. (1984). *Native People and Explorers of Canada.* Scarborough, ON: Prentice-Hall Canada Inc.

Cruxton, J. B., & Walker, R. J. (1990). *Community Canada.* Toronto: Oxford.

Doughty, H. A. (1979). *The First Canadians.* Toronto: Wiley Publishers of Canada Limited.

Garrod, S. (1986). *Journeys of Exploration.* Toronto: Fitzhenry & Whiteside.

Goller, C. (1984). *Algonkian Hunters of the Eastern Woodlands.* Toronto: Grolier Limited.

Hollander, J. (2000). *Let s All Play.* Timmins, ON: Ojibway and Cree Cultural Centre.

Hollander, J. (1999). *The More We Get Together.* Timmins, ON: Ojibway and Cree Cultural Centre.

Indian Affairs and Northern Development. (1997). *First Nations in Canada.* Ottawa, ON: Public Works and Government Services Canada.

Jenness, D. (1977). *Indians of Canada.* Toronto: University of Toronto Press.

Johnson, P. M. (1966). *The New World.* Toronto: McClelland and Stewart Limited.

Kirbyson, R. C. (1977). *In Search of Canada Volume 1.* Scarborough, ON: Prentice-Hall of Canada Ltd.

Langford, E. (1984). *The Explorers: Charting the Canadian Wilderness.* Vancouver, BC: Douglas & McIntrye Ltd.

Leechman, D. (1968). *Native Tribes of Canada.* Toronto: Gage.

Long, J. S. (1978). *Treaty No. 9 The Indian Petitions 1889—1927.* Cobalt: ON: Highway Book Shop.

Lowe, W. (1986). *Indian Giver: A Legacy of North American Native Peoples.* Penticton, BC: Theytus Books.

Maxwell, J. A. (1991). *America s Fascinating Indian Heritage.* Montreal: Reader s Digest.

Macfie, J., & Johnston, B. (1991). *Hudson Bay Watershed.* Toronto: Dundurn Press.

Munro, I. (1974). *The Native Peoples of Canada.* Toronto: Nelson.

Smith, C. F., McDewitt, D. J., and Scully, A. L. (1996). *Canada Today.* Scarborough, ON: Prentice-Hall Canada Inc.

Stewart, R., & McLean, N. (1977). *Forming a Nation Book 1.* Toronto: Gage Education Publishing Limited.

Weatherford, J. (1991). *Native Roots: How the Indians Enriched America.* New York: Crown Publishers.

Yenne, B., & Garrat, S. (1984). *Pictorial History of the North American Indian.* Greenwich, CT: Bison Books.

Videos

The following videos are available, for loan to NAN communities, from the OCCC s Library Resource Centre. Some of these videos may not be suitable for children, but they might provide you a different perspective on the interactions between Aboriginal Peoples and Europeans.

Early Aboriginals

The Burke Museum. (1985). An Age of Ice. Seattle, WA: Camera One Productions (deals with Northwest Coast Indians and their adaptations during and after the ice age).

The Burke Museum. (1985). After the Flood. Seattle, WA: Camera One Productions (deals with archeological findings after the ice age).

TVOntario. (1986). Canada s Original Peoples: Then and Now. Toronto: TVOntario. (deals with Native artifacts from ROM).

TVOntario. (1986). The First Nations. Toronto: TVOntario. (deals with Native lifestyles before the European invasion).

TVOntario. (1986). A New World. Toronto: TVOntario. (deals with archeological evidence of Canada s earliest immigrants and their movements).

University of Alberta. The Sacred Circle. Part 1. (1980). Edmonton, AB: University of Alberta (deals with Plains Indians and their traditional relationship with the earth).

Early Explorers

Central Productions. (1992). Invasion. Montreal: NFB. (deals effects of invasion on the Zuni, Maya, Kogi Mamas people).

Turning Tide Productions. (1992). Columbus Didn t Discover Us. Wendell, MA: Turing Tide Productions. (deals with the effects of European invasion on Native people).

Past Interactions

Central Productions. (1992). Conversion. Montreal: NFB. (deals with Zuni, Maya, Kogi Mamas and missionaries).

Amazing Spirit Productions. (1996). Where the Spirit Lives. Oakville, ON: Magic Lantern Communications. (deals with treatment of Native people by residential schools).

National Film Board. (1972). The Other Side of the Ledger. Montreal: NFB. (deals with the treatment of Native people by the Hudson s Bay Company).

TVOntario. (1986). Displaced Persons. Toronto: TVOntario. (deals with Indians and fur trade).

Present Interactions

TVOntario. (1986). Canada s Original Peoples: Then and Now. Toronto: TVOntario. (deals with life in three Native communities in the 1970s).

University of Alberta. The Sacred Circle—Recovery. Part 2. (1980). Edmonton, AB: University of Alberta (deals with effects of treaties and the whiteman on Plains Indians)

Multimedia and Software

Claris (1998). ClarisWorks 5.0 (now AppleWorks 5.03).

IBM. (1998).World Book Multimedia Encyclopedia 1.0.

McClelland & Stewart. (1996).Canadian Multimedia Encyclopedia Plus.

Microsoft. (1998). Microsoft Explorer 4.01.

Microsoft. (1996). Microsoft Publisher.

Microsoft. (1995). Encarta Deluxe 97. Multimedia Encyclopedia.

Netscape (1999). Netscape Navigator 4.5.

Internet Sites

see individual lessons

Manipulatives

wall map of the world

globe

wall map of Canada

atlases

The More We Get Together curriculum document is designed to be used with The More We Get Together resource document. This curriculum document was developed to provide teaching and learning activities for the expectations identified in the Heritage and Citizenship strand: Grade 6 Aboriginal Peoples and European Explorers from the Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8.

For additional copies or information
please contact the following:

Ojibway and Cree Cultural Centre
Suite 101
210 Spruce Street South
Timmins, Ontario P4N 2M5
(705) 267-7911