

First Nations, Europeans, and Other Communities in Early Canada

Social Studies Module

for English Language Learners with Limited
Prior Schooling



Toronto District School Board, 2011

Revised 2014

Acknowledgements

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Strand: Heritage and Identity

Title: First Nations, Europeans, and Other Communities in Early Canada

| Overall Social Studies Expectations | Big Ideas |
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| <p>A1. Application:</p> <p>analyse some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713 (Grade 5)</p> <p>assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions (Grade 6)</p> <p>A2. Inquiry:</p> <p>use the social studies inquiry process to investigate aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713 (Grade 5)</p> <p>use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of two or more distinct communities in Canada (Grade 6)</p> | <p>The First Nations and Inuit peoples were the first Canadians and the Europeans were newcomers.</p> <p>Aboriginal communities adapted to their natural environment and taught the Europeans what they had learned.</p> <p>The interaction between Aboriginal and European communities had both positive and negative effects on one other.</p> <p>All cultures including Aboriginal communities have a mix of contemporary and traditional practices.</p> <p>A nation's identity is shaped by contributions made by its various communities.</p> <p>Various communities have made significant contributions to Canada's development.</p> <p>Newcomers to a community can have both positive and negative interactions with groups that are already present in the community.</p> |
| <p>A3. Understanding Context:</p> <p>describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France (Grade 5)</p> | <p>Focus Questions</p> <p>Who are Aboriginal people of Canada?</p> <p>Who were the early European explorers and why did they come to Canada?</p> <p>What are some of the consequences of Aboriginal and European interactions and how did that affect/impact Aboriginal</p> |

| <p>demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada (Grade 6)</p> | <p>communities?</p> <p>How did colonization change Aboriginal communities?</p> <p>How can we critically analyze depictions of communities and individuals? For example: Aboriginal communities in a variety of texts.</p> <p>What contributions have various communities made to Canada's identity?</p> <p>What can established communities do to make newcomers feel welcome/included? What have established communities done to make newcomers feel unwelcome/excluded?</p> |
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| <p>Specific Expectations</p> | <p>Modified Specific Expectations</p> |
| <p>Grade 5</p> <p>A1.1 describe some of the positive and negative consequences of contact between First Nations and Europeans in New France and analyse their significance</p> <p>A1.2 analyse aspects of early contact between First Nations and Europeans in New France to determine the ways in which different parties benefitted</p> <p>A2.2 gather and organize information on interactions among and between First Nations and Europeans during this period, using a variety of primary and secondary sources that present various perspectives</p> | <p>identify some positive and negative consequences of contact between First Nations and Europeans in New France</p> <p>use labels and a graphic organizer to determine the ways in which First Nations and Europeans in New France benefitted from early contact</p> <p>use teacher selected graphic organizers to classify and interpret information (e.g., concept map to compare the past and present, cause-and-effect diagrams to make inferences about important details, T-chart to connect results/impact of interaction between the Aboriginal and early European settlers, table to list how some Aboriginal groups adapted to their environment)</p> |

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| <p>A3.1 identify major First Nations in the Great Lakes-St. Lawrence region and Atlantic Canada at the time of contact with the Europeans, and describe key characteristics of selected nations</p> <p>A3.3 describe the main motives for Europeans' exploration in early Canada and for the establishment of permanent settlements</p> | <p>identify some characteristics of Iroquoian (Haudenosaunee), Algonquian, Haida, and Inuit groups (e.g. housing, hunting, transportation)</p> <p>identify some French and English explorers who first came to and explored Canada, and identify some reasons for their journeys</p> |
| <p>Grade 6</p> | |
| <p>A1.2 evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity</p> | <p>identify some of the contributions that one or more ethnic and/or religious groups have made to Canadian identity</p> |
| <p>A2.2 gather and organize information from a variety of primary and secondary sources using various technologies that present different perspectives on the historical and/or contemporary experience of two or more communities in Canada</p> | <p>use teacher selected graphic organizers to classify and interpret information from primary and secondary sources</p> |
| <p>A3.1 identify the main reasons why different peoples came to Canada</p> | <p>identify the main reasons why some different peoples came to Canada</p> |
| <p>A3.5 describe interactions between communities in Canada, including between newcomers and groups that were already in the country</p> | <p>describe interactions between communities in Canada, including between newcomers and groups that were already in the country</p> |
| <p>A3.7 describe significant changes within their own community in Canada</p> | <p>using a timeline and graphic organizer, sequence significant changes within their own community in Canada</p> |
| <p>Grades 5 and 6</p> | |
| <p>2.6 communicate the results of their inquiries using appropriate vocabulary</p> | <p>use some appropriate vocabulary from vocabulary list and/or anchor chart</p> |

ELD Examples of Observable Language and Literacy Behaviours

Oral

Express ideas and information using words, phrases, and L1, and refer to concept map and content vocabulary chart

Deliver an oral presentation about one community's arrival to Canada, using subject-specific vocabulary and a teacher-provided frame

Reading

Locate key information in adapted Reading Cards and record information, using teacher-selected graphic organizer

Ask and respond to questions about the adapted Reading Cards, using drawings, L1, familiar words and simple question structure

Writing

Record key words and phrases from adapted Reading Cards to expand personally relevant and subject-specific vocabulary

Generate ideas and record information for a script focusing on one community's journey to Canada (past or present), using teacher-provided graphic organizer and paragraph frame

Media Literacy

Create a poster or a collage or a slide presentation, using illustrations, captions, tables, charts, maps and graphs in English or L1, and/or use a computer program (e.g., Glogster, Powerpoint)

Links to Prior Knowledge and Skills

Students may have first-hand experience or knowledge about one or more of the following:

- being a newcomer to Canada;
- being a newcomer to a school;
- adapting to a new school system, culture, community, environment and country;
- benefits that a new culture, society or environment may offer;
- differences between their culture/community and the new culture/community (e.g.,

Students may have acquired the following skills before beginning this unit:

- conducting a survey;
- interpreting information presented in graphs;
- mapping skills;
- using graphic organizers to record and/or sort information;
- providing and responding to peer feedback;
- making short presentations in a supported context;

| | |
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| <p>language, values and beliefs, school system, discipline system, etc.);</p> <ul style="list-style-type: none"> • coming from a country that experienced colonization. | <ul style="list-style-type: none"> • using a computer. |
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| Modified Instructional Activities | Content Vocabulary |
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| <p>Activity 1: Where in the World? Students survey classmates' countries of origin (Appendix 1). Then tally the results and create a bar graph.</p> <p>Use the graph, "<i>Canada - Permanent residents by Top 10 source countries, 2008-2012</i>" (Appendix 2) to compare and contrast with students' bar graph.</p> <p>Students interview their parents/caregivers about how they adapted to Canadian culture (See Appendix 3). Students present their findings orally or in writing.</p> <p><u>Extension:</u> Students provide a personal reflection (orally or in writing) to the questions: "How is school life in Canada the same as school life in your home country? How is it different?"</p> <p>*Teacher Considerations/Critical Literacy Questions</p> <ul style="list-style-type: none"> • What does Canada offer that people from other countries may want to access? • Why might people have immigrated from countries listed in the graph (e.g., USA)? • How does immigration benefit Canada? • Do you think it is "fair" to force people to leave their home and/or country? Why or Why not? <p><u>Alternate Text:</u> As an alternative to Activity 1, teachers may opt to use the resource <i>Big Idea: Canada: Movement of People</i> pg. 14-21</p> <p>Activity 2: Introduction to Aboriginal Peoples Read "Who are Aboriginal People?" (Appendix 4a) as a modelled or shared reading activity. Use the three maps of Canada to show where the various groups are found (Appendices 4b, 4c, 4d).</p> | <p>Aboriginal</p> <p>adapt</p> <p>community</p> <p>conflict</p> <p>contemporary</p> <p>contributions</p> <p>culture</p> <p>explorer</p> <p>First Nation</p> <p>heritage</p> <p>interaction</p> <p>Inuit</p> <p>Métis</p> <p>Native</p> <p>preserved</p> <p>reserve, reservations*</p> <p>residential</p> <p>resolution</p> <p>retained</p> |
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survival

Variation: Photocopy the three maps on acetate sheets so that by layering the sheets students can observe areas where the three communities overlap.

Have students complete "What's in a Name?" (Appendix 5) using appropriate resources such as "*The Kids' Site of Canadian Settlement*" Library and Archives Canada

<http://www.collectionscanada.gc.ca/settlement/kids/021013-1003-e.html>

Alternate Text:

As an alternative to Activity 2, teachers may opt to use the resource *Big Idea: All Connected* pg. 4-7

Activity 3: Who Are Aboriginal Peoples?

Teacher reads "*Discover the Iroquois*"*by Margaret McNamara. Teacher models how to complete a concept map (a completed concept map is found on pages 20-21 of the resource).

***Teacher Considerations/Critical Literacy Questions**

- Is there a balance between male and female images in this resource?
- From whose perspective were the paintings created and the text written? (e.g., Is the author an Aboriginal person?)
- Was cotton available to Aboriginal people before European contact?
- Compare and contrast historical depictions of Aboriginal peoples created by Aboriginal and non-Aboriginal artists.

Students read one of the adapted Reading Cards (Appendices 6a, 6b) and complete a concept map (Appendix 6c).

Throughout this unit, teacher introduces new content vocabulary in context.

Have students complete the activity entitled "Cultural Traditions" (Appendix 7).

**Please note that terms such as "reservations" and "natives" are used in American contexts, but not in Canadian ones.*

Activity 4: Adapting to the Environment

Students read adapted Reading Cards (Appendices 8a, 8b, 8c) in a modeled, shared, or guided reading context and complete sentence starters such as:

Lots of buffalo were available so the Plains Cree used the hides to make blankets and

Lots of were available so the Inuit used.....

The Arctic region is usually very cold so the Inuit had to focus on staying...

The Haida lived among 138 islands so they had to focus on ...

Teachers are also encouraged to refer to the "Additional Photographs" section at the end of this unit.

***Teacher Consideration/Critical Literacy Questions**

- What would be easy about living in each of the environments?
- What are the benefits of living in the Plains vs. living in the...
- If you had to live in one of Canada's early communities, what challenges might you encounter?
- How did where people live (location) affect the ways of life in communities?

Extension: Read the historical information about the First Nations, Inuit, and Métis peoples (page 58, exercise A; page 60, exercise A of Oxford Picture Dictionary for the Canadian Content Areas: Reproducible Activity Book) and complete the table (Appendix 9).

Alternate Text:

As an alternative to Activity 4, teachers may opt to use the resource *Big Idea: First Peoples* pg. 8-11

Activity 5: Interaction Among Aboriginal Peoples

Students read in a modeled, shared, or guided reading context then discuss "Relationships Between Aboriginal Communities" (Appendix 10) and replace the underlined words in the adapted reading with a synonym from the word bank. Then students complete the "Making

Inferences" graphic organizer (Appendix 11).

***Teacher Consideration/Critical Literacy Question**

- Keep in mind that the Iroquois (Haudenosaunee) and the Huron (Wendat) are often depicted as exclusively warring factions. Consider the following: *Do all nations always interact peacefully with one another?*

Activity 6: European Arrival

Students read the adapted passage (Appendix 12) and complete the T-chart using words from the word bank.

Extension: Students read "*Discover English Explorers*" and "*Discover French Explorers*" by Barbara Brannon then complete the concept maps at the back of the books.

Extension: Read the historical information about the European Explorers and complete the exercises (pages 62-63 of *Oxford Picture Dictionary for the Canadian Content Areas: Reproducible Activity Book*).

Alternate Text:

As an alternative to Activities 5 and 6, teachers may opt to use the resource *Big Idea: First Contact*

Activity 7: Helping the Newcomers

Students match a phrase from Column A to the correct phrase in Column B (Appendix 13).

Activity 8: Impact of Interaction

As part of a whole class discussion, students sort the labels into positive and negative effects resulting from the interaction between Aboriginal and European communities (Appendices 14a, 14b, 14c, 14d).

***Teacher Considerations/Critical Literacy Questions**

- Was the introduction of alcohol beneficial or harmful to Aboriginal communities?
- Was the introduction of tobacco beneficial or harmful to European communities?

Please note: teachers are invited to add their own contributions to the blank labels in Appendices 14a and 14c.

Activity 9: Inclusion vs. Exclusion

Lead a class discussion about the similarities and differences between the Ukrainians' experiences in a new land and the students' experiences by examining the following two resources:

- the Canadian government's advertising cards and William Kurelek's paintings (Appendix 15a) depicting early life in Canada for Ukrainian immigrants
- the paragraph entitled "History: The Promise of Western Canada" from the Kids' Site of Canadian Settlement:
<http://www.collectionscanada.gc.ca/settlement/kids/021013-2171.3-e.html>

Teachers are also encouraged to refer to the "Additional Photographs" section at the end of this unit.

***Teacher Considerations/Critical Literacy Questions**

- Why did the Ukrainians want to leave their country?
- What did the Canadian government give to the Ukrainian newcomers?
- Do you think the Ukrainian newcomers felt welcome or unwelcome?
- Why do you think the Canadian government wanted Ukrainian newcomers to come to Canada?
- Did your family receive any help from the Canadian government when you arrived in Canada?
- Did your family feel welcome in Canada? Why or why not?

Have students read in a modeled, shared, or guided reading context the Reading Card "Indian Arrivals and Exclusion" (Appendix 15b)

Model how to complete the chart "Inclusion or Exclusion" (Appendix 15c) for the Indian community. Have students complete the chart for the remaining communities listed and for any others they or the teacher would like to add. Teachers may refer students to communities showcased on the Kids' Site of Canadian Settlement:

<http://www.collectionscanada.gc.ca/settlement/kids/021013-1003-e.html> with a focus on skimming and scanning for information or to the Reading Cards for the Irish and Chinese newcomers found in the Grade 8 "Creating Canada" History Module.

***Teacher Considerations/Critical Literacy Questions**

Teachers may want to explain that the term "Indians" refers to people from India and that the first Canadians may be referred to as "Aboriginal peoples" or "indigenous peoples".

- Why did the Indian newcomers want to come to Canada?
- Do you think the Indian newcomers felt welcome or unwelcome?
- Why do you think the Canadian government did not want the Indian newcomers to come to Canada?

Alternate Text:

As an alternative to Activity 9, teachers may opt to use the resource *Big Idea: Events that Changed Canada* pg. 14-21

Extension:

Teachers may opt to model comparing and contrasting the experiences of the newcomers on the *Komagata Maru* to the newcomers on the *S.S. St Louis* of 1939.

Activity 10: Media Choice Board Activity

Students choose one option from the choice board (Appendix 16a). They use the RAFT graphic organizer (Appendix 16b) to plan and brainstorm the task.

Students will present their project in the format of an oral presentation.

Assessment and Evaluation

Assessment for Learning

- teacher observations including anecdotal
- strategic peer groupings
- cooperative learning groups
- concept map
- content vocabulary chart
- adapted reading cards
- picture cards

Assessment as Learning

- interview or surveys
- graphic organizers (e.g., T-Chart, Cause and Effect diagram, table)
- cloze exercises
- work samples
- student-teacher conferences
- peer feedback
- self reflection

Assessment of Learning

- anecdotal records of teacher observations
- choose a piece of work to add to your portfolio
- oral retelling/presentation
- research assignment (e.g. biography)

Bibliography of Resources

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Beaton, Donna & Dunham, Peggy. *Oxford Picture Dictionary for the Canadian Content Areas-Reproducible Activity Book*, Don Mills, Ontario: Oxford University Press, 2011, ISBN: 978-0-19-544006-5

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McNamara, Margaret. *Discover the Iroquois*, New York: Benchmark Education Company, 2006, ISBN 978-1-4108-6443-7

Michaud-Turgeon, Robyn. *Big Idea: First People*. Rubicon Publishing Inc., 2014, ISBN: 978-1-77058-741-0

Sanders, Walter. *England Explores the Americas*, New York: Benchmark Education Company, 2005, ISBN 978-1-4108-4611-2

Sanders, Walter. *France Explores the Americas*, New York: Benchmark Education Company, 2005, ISBN 978-1-4108-4604-4

Let's Learn English for School-A Picture Dictionary for the Ontario Curriculum, Grades 4 to 8. Toronto: Toronto District School Board, 2003

Websites

Aboriginal Canada Portal

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/index.html>

Facts and Figures 2009, Citizenship and Immigration Canada

<http://www.cic.gc.ca/english/resources/statistics/facts2009/permanent/10.asp>

The History of Metropolitan Vancouver

http://www.vancouverhistory.ca/archives_komagatamaru.htm

Komagata Maru: Continuing the Journey

<http://www.bcheritagefairs.ca/komagata-maru-continuing-the-journey/>

"The Kids' Site of Canadian Settlement" Library and Archives Canada

<http://www.collectionscanada.gc.ca/settlement/kids/021013-1003-e.html>

The Last Best West: Advertising for Immigrants to Western Canada 1870 -1930

<http://www.historymuseum.ca/cmhc/exhibitions/hist/advertis/ads1-01e.shtml#menu>

Quebec First Nations

<http://www.indianamarketing.com/anglais/nations/hurons.htm>

Additional Resources

Barber, Terry. *Louis Riel, Canada*, Grass Roots Press, 2006, ISBN 978-1-894593-45-8

Barber, Terry. *Tom Longboat, Canada*, Grass Roots Press, 2006, ISBN 978-1-894593-61-8

Kaskens, Anne-Marie. *A Beginning Look at Canada, Third Edition*, Quebec: Éditions du Renouveau Pédagogique Inc., 2010, ISBN: 978-2-7613-3551-5

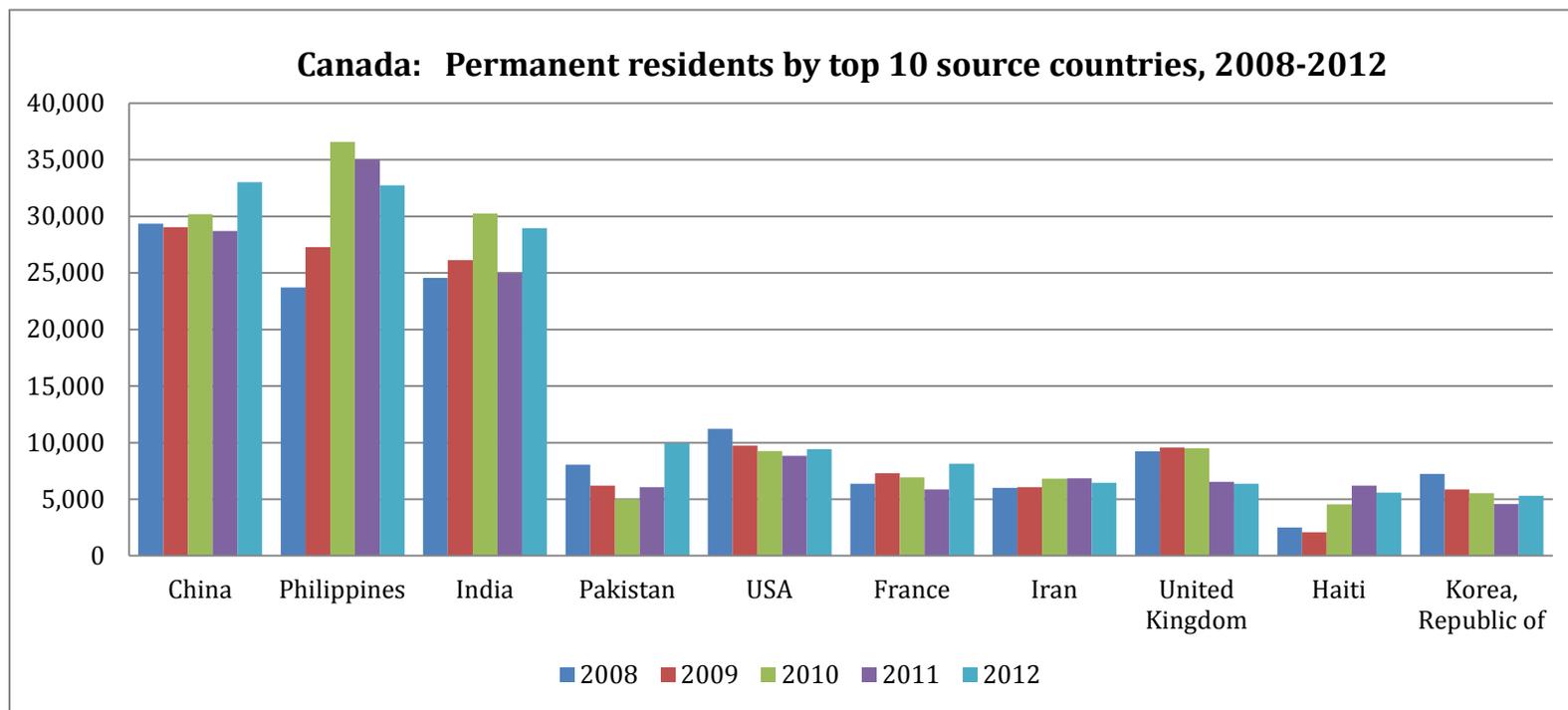
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Where In the World?

- Hi, my name is _____ and I'm taking a survey. Can I have your name please?
- Where were you born? Which country?

| Name | Country of Birth |
|------|------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |
| 11. | |
| 12. | |



■ 2008 ■ 2009 ■ 2010 ■ 2011 ■ 2012

Source: Facts and Figures 2011, Citizenship and Immigration Canada
<http://www.cic.gc.ca/english/resources/statistics/facts2012/permanent/10.asp>

Interview

Hello _____! Can I ask you some questions?

Q) What are some of your reasons for leaving your home country to come to Canada?

Reason 1: _____

Reason 2: _____

Reason 3: _____

Q) Name some things that are the same between Canadian culture and your culture.

1. _____

2. _____

3. _____

Q) Name some differences between Canadian culture and your culture.

| Canadian Culture | _____ Culture |
|------------------|---------------|
| | |
| | |
| | |

Q) What are some things you had to learn to do differently in order to adapt to Canadian culture?

Example 1: _____

Example 2: _____

Example 3: _____

Q) What do you like about Canadian culture?

1. _____

2. _____

3. _____

Q) Are there things that make you uncomfortable about Canadian culture?

1. _____

2. _____

3. _____

Thank you _____! I enjoyed interviewing you and learned a lot from your answers.

Who Are Aboriginal People?

Aboriginal people are the first Canadians. They are divided into three groups.

The First Nations are a diverse group of different communities who live in most areas of what is now Canada.

Inuit live from coast to coast in the Arctic region. In 1999 a new territory called Nunavut was created. Nunavut means "our land" in Inuktitut, the language of the Inuit.

The Métis are the descendants of unions between Europeans and Aboriginal people (mostly French fur traders and Aboriginal women). The largest Métis population is found in Western Canada.

Adapted from "The Kids' Site of Canadian Settlement" Library and Archives Canada

Read "Who Are Aboriginal People?" then colour in the location of **Inuit**. Use an atlas or class map to label the provinces of Canada.



Read "Who Are Aboriginal People?" then colour in the location of **Métis**. Use an atlas or class map to label the provinces of Canada.



Read "Who Are Aboriginal People?" then colour in the location of **First Nations**. Use an atlas or class map to label the provinces of Canada.



What's in a Name?

| Former/Popular Name | What People Called Themselves | Reasons for the Name Change |
|---------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Eskimo | Inuit | In the Cree language, "Eskimo" means "eaters of raw meat." Inuit don't like to be called Eskimo. The name Inuit means "the people." |
| Plains Cree | | |
| Iroquois | | |
| Huron | | |
| | | |
| | | |
| | | |

Discussion Questions:

Do you know anyone whose name has changed as a result of coming to Canada?

Why do people sometimes change other people's names?

Can you identify other examples of name changes? (e.g., Bombay, India is now known as Mumbai).

Reading Card
The Cree (Nehiyawak) #1

The Cree have lived in Canada from **time immemorial***. They live in many parts of Canada, from northern Quebec and Ontario to the Prairies. The Cree people of Alberta, Saskatchewan and Manitoba are known as the "Plains Cree". Plains Cree once lived on the prairies, hunted buffalo, and traded with other Aboriginal people and Europeans. Today, they live in towns and cities as well as on **reserves**.

Adapted from "The Kids' Site of Canadian Settlement" Library and Archives Canada



***for thousands and thousands of years/since time began**

Reading Card - Inuit #1

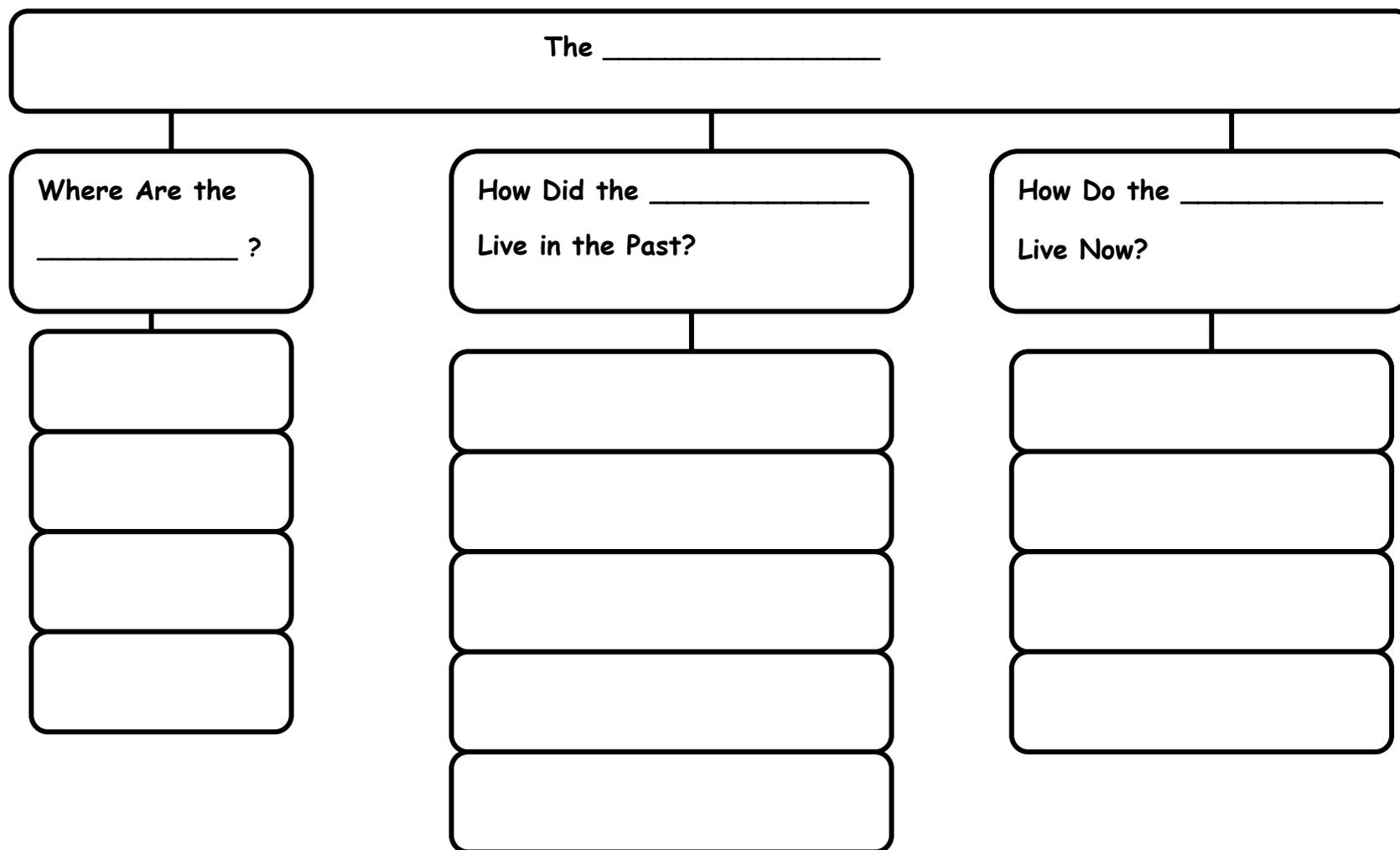
In the past, Inuit had a summer home and a winter home. In the summer, Inuit often lived in tents they made from caribou skins/hides with wooden frames. In the winter many Inuit lived in sod homes. In both the tents and the sod houses Inuit built raised platforms at the back for sleeping. When Inuit went on hunting trips they built temporary shelters called igloos. An igloo is built by shaping blocks of snow into a dome.

Today, Inuit live in villages and their houses are made of modern materials. They still go hunting, but they also buy food at the store. Inuit art is world renowned (known around the world) and shows past and present ways of life.

| | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |  |
| Spring tents of caribou skins | A winter sod house | modern Inuit housing |

Adapted from "The Kids' Site of Canadian Settlement" Library and Archives Canada

Concept Map



Cultural Traditions

Every culture has kept/retained/maintained and sometimes adapted traditional skills and practices as part of their cultural heritage. For example, longhouses are still in contemporary use. They are no longer used for shelter, but are now used for worship/prayer.

Can you identify any traditional skill or cultural practice your family has kept/retained/maintained over time?

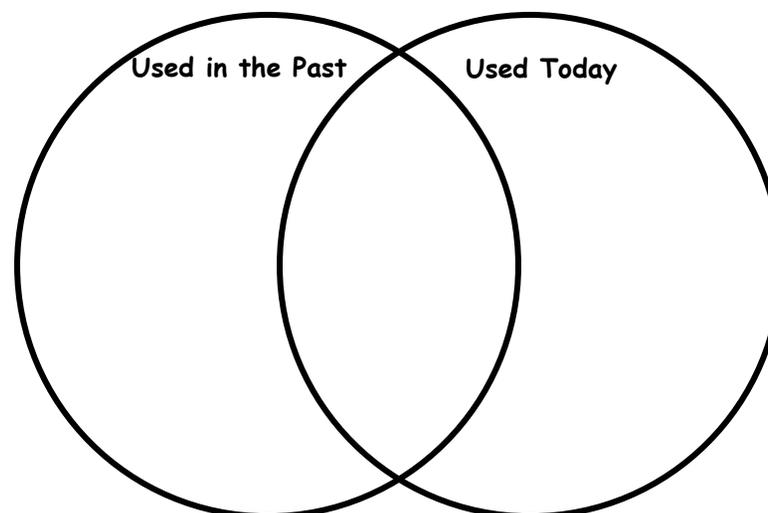
Picture of traditional skill/practice

Two important facts about this traditional skill/practice

Reading Card
Plains Cree (Nehiyawak) #2

The Plains Cree **utilized** the buffalo for almost everything they needed. Every part of the buffalo was used. The stomach was used to make cooking pots. The horns were used to make spoons and cups. The hide was used to make clothing, teepees, and blankets. The bones were used to make scrapers and knives.

Sort the words in the word bank



Word Bank:

| | | | |
|------|---------|--------|----------|
| hide | stomach | knives | bones |
| pots | bones | horns | clothing |

Reading Card - Inuit #2

Inuit live from coast to coast in the Arctic region. They hunted the bowhead whale. The Arctic region has few plants so Inuit became great hunters in order to **survive**.

The most important animals Inuit hunted were the caribou and the seal. These two animals provided Inuit with food. Their skin was used for clothing, blankets, tents and boats. Their oil was used for cooking and lamps. Bones, ivory and wood were used to make tools. In the summer they gathered berries and other edible plants.

Inuit continue to use many of these skills today. While Inuit shop at stores for food, many have also preserved their hunting skills as part of their cultural heritage.

Adapted from "*The Kids' Site of Canadian Settlement*" Library and Archives Canada



Reading Card-The Haida

The Haida live in a territory made up of over 138 islands in British Columbia. The most important foods for the Haida were the salmon and eulachon fish. The oil of the eulachon fish was used to light lamps. The Haida also hunted and honoured the grizzly bear.

The Haida usually travelled by sea. They used huge canoes. Each canoe was made from one cedar tree and could hold about 50 to 60 people.

The Haida carve totem poles out of large cedar trees for different purposes. The carvings are usually faces of the great beings like Raven and Eagle. Each carving tells a different story. Many Haida continue to carve as part of their cultural heritage.



Adapting to the Environment

| | Food | Shelter | Transportation | Other |
|---------------|------|---------|----------------|-------|
| First Nations | | | | |
| Inuit | | | | |
| Métis | | | | |
| Mi'kmaq | | | | |

Relationships Between Aboriginal Communities

Replace the underlined words with a **synonym** from the **word bank**.

Aboriginal peoples of Canada were diverse which meant there were many different communities. They spoke different languages and had different cultures. Sometimes they got along and sometimes they didn't.

The Iroquoian Confederacy was made up of an alliance of five First Nations communities. The Wendat Confederacy was made up of four nations.

The communities belonging to the Iroquoian Confederacy worked together to make decisions that affected them all. The representatives of the nations would meet and continue discussions until they reached consensus. Once the representatives reached consensus, the people of the Five* Nations also had to agree. The adults would have long debates before reaching a decision.

Like many nations, the Iroquois and the Wendat did not get along and sometimes fought against each other. When the Europeans arrived they fought even more because they were competing to sell furs to their European allies.

The Plains Cree often fought with the Blackfoot. In the late 1800s, the two great rivals stopped fighting each other because they had to work together against a common enemy. The European newcomers brought new diseases that were killing thousands of Aboriginal people, and the great buffalo (bison) herds were quickly being destroyed.

| | | | | |
|-------------------------|-------------|------------|-----------------|-------------|
| <u>Word Bank</u> | communities | friends | everyone agreed | killed |
| agreed | friendship | traditions | enemies | discussions |

Making Inferences

Read "Relationships Between Aboriginal Communities" and write an important detail or a fact. Then make an inference about the important detail or fact.

| Detail or Fact | Inferences about Detail/Fact |
|----------------|-----------------------------------------------------------------------------------------------------------------------------|
| | <p>Communities work together when it mutually benefits the members.</p> <p>Communities work together for a common goal.</p> |
| | |
| | |

Early Explorers

The English and French **explorers** came to Canada for many reasons.

Some wanted a new home, some wanted adventure, and some were looking for new **trading partners** for goods like fish, spices, and furs.

Travelling across the ocean was hard.

The earliest explorers used boats made of leather and wood with sails.

Source: Let's Learn English for School-A Picture Dictionary for the Ontario Curriculum. Grades 4 to 8. Toronto: Toronto District School Board. 2003.

Sort the words in the word bank under the appropriate headings.

| Used by | Used by |
|-----------------|----------------|
| Early Explorers | Travellers Now |

Word Bank:

| | | | |
|-----------|--------|-------|----------|
| compass | maps | radar | stars |
| telephone | oars | sails | computer |
| sailors | engine | wind | radio |

The Aboriginal People Taught the European Newcomers

Match a phrase from **Column A** to the correct phrase in **Column B**

| Column A | | Column B |
|-------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------|
| about the plants | | wouldn't get lost |
| how to hunt and trap animals and fish | | stayed warm in the winter |
| how to make clothing from animal skins and furs | so they | would have enough to eat |
| how to make canoes, snowshoes, and toboggans | | could travel and transport their belongings |
| where places were | | could collect plants for food, grow new crops, and treat diseases (e.g., maple syrup, cedar bark tea) |

Adapted from "Early Settlers" by Bruce Henbest and Kim Henbest

When Different Communities Interact

Impact of Interaction on Aboriginal People

There were many positive and negative effects resulting from the interaction between the Aboriginal and European communities. Read the labels and sort them under the appropriate headings: "Positive Impact" or "Negative Impact" on Aboriginal people.

increased conflicts with aboriginal enemies

traded for metal objects that made daily life easier

separation of families through residential schools

forced movement of people on to reserves

foreign diseases killed thousands and thousands of people

attacked by Aboriginal enemies

alcohol was introduced

When Different Communities Interact

Impact of Interaction on Aboriginal People

| Positive Impact (good things) | Negative Impact (bad things) |
|------------------------------------------|-----------------------------------------|
| | |

When Different Communities Interact

Impact of Interaction on European Newcomers

Read the labels and sort them under the appropriate headings: "**Positive Impact**" or "**Negative Impact**" on European newcomers.

took control of most of the natural resources

took control of most of the land

learned how to survive in their new environment

attacked by Aboriginal enemies

tobacco was introduced

Empty rounded rectangular box for sorting.

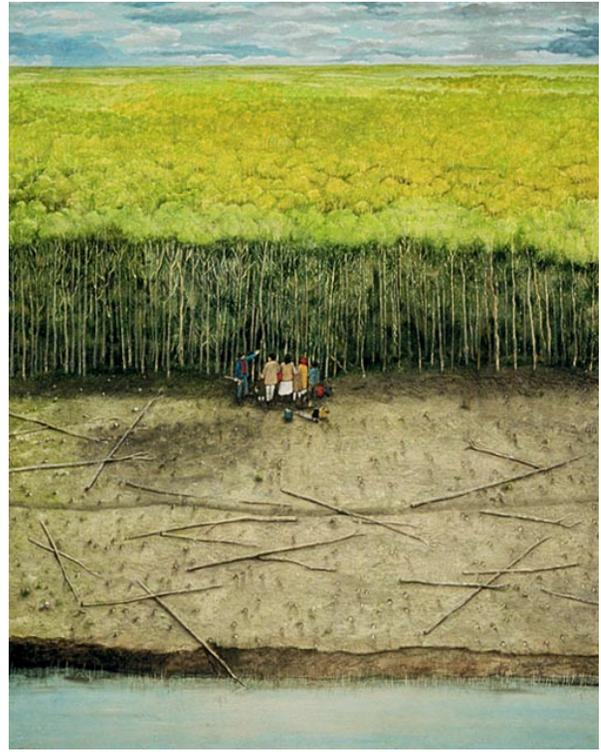
When Different Communities Interact

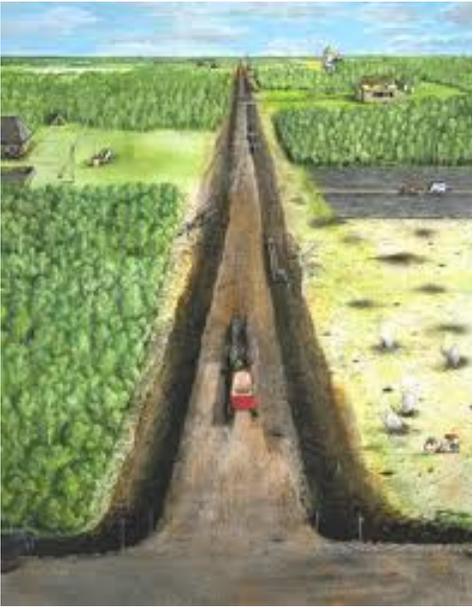
Impact of Interaction on European Newcomers

| Positive Impact (good things) | Negative Impact (bad things) |
|------------------------------------------|-----------------------------------------|
| | |



These three cards advertise "160 acres of free land in Canada" in Croat, Ukrainian and Czech, respectively. Thousands of these cards in many European languages, were circulated by mail in eastern and central Europe between 1900 and 1905.





Indian Arrivals and Exclusion

By 1908, about 2000 Sikhs were living in British Columbia. They were entitled to do so because they were British **subjects**. British subjects from England, Scotland, and Ireland had already been allowed to live in Canada. Many Canadians did not want more Sikh immigrants to come to Canada so the government created a new law to prevent Indian immigrants from coming. 376 people from India boarded a Japanese ship in Hong Kong. The ship was called the *Komagata Maru*. There were 12 Hindus, 24 Muslims, 340 Sikhs and all were British subjects. They believed Canada's new law was unfair and **discriminatory** so they were going to **challenge** this law.

The ship left Hong Kong in April 4, 1914 and arrived on BC's shores on May 23, 1914. The Canadian government would not allow the ship to dock. The passengers were on the ship for two months. Their food and fresh water were running out. On July 21, Canada's **navy** sent a ship that pointed its guns at the *Komagata Maru*. On July 23, 1914 the passengers on the *Komagata Maru* were forced to leave.

Adapted from <http://www.thecanadianencyclopedia.ca/en/article/komagata-maru/> and http://www.vancouverhistory.ca/archives_komagatamaru.htm

Inclusion or Exclusion

| Community | Included or Excluded by the Canadian Government? | Supporting Evidence |
|------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Indians | -excluded | -other British subjects could come to Canada -the government created a new law to keep the Indians out |
| Ukrainians | | |
| Irish | | |
| Chinese | | |
| | | |

CHOICE BOARD

For the culminating activity, select one of the tasks from the choice board. Then use RAFT (Appendix 16b) to help with your planning.

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <p>Create a comic strip in Bitstrips or Comic Life that depicts the interaction between an established Canadian community and a newcomer community from varying perspectives.</p> | <p>Design and create a historical stamp or a postcard celebrating the contributions of a Canadian community in the past.</p> |
| <p>Create a newspaper advertisement or poster in Glogster persuading other communities to settle in Canada.</p> | |
| <p>Create a podcast in Audacity or Garage Band persuading communities to come to Canada.</p> | <p>Create a slide show in Powerpoint or a digital story in Photo Story 3 that documents one community's journey to Canada.</p> |
| <p>Interview an Aboriginal community leader about how life has changed for his/her community since the arrival of the newcomers.</p> | |

RAFT Graphic Organizer

| Role | Audience | Format | Topic | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|
| Who are you? (e.g., government representative, reporter, yourself, etc.) | Who are you creating this product for? (e.g. possible immigrants, peers, etc,) | e.g., poster, comic strip, etc. | What task did you choose from the choice board? Which community and what topic will you focus on? | | | | | | |
| <p>Planning steps/sequence:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1.</td> <td style="width: 50%;">2.</td> </tr> <tr> <td>3.</td> <td>4.</td> </tr> <tr> <td>5.</td> <td>6.</td> </tr> </table> | | | | 1. | 2. | 3. | 4. | 5. | 6. |
| 1. | 2. | | | | | | | | |
| 3. | 4. | | | | | | | | |
| 5. | 6. | | | | | | | | |
| <p>Resources used or plan to use:</p> | | | | | | | | | |

Additional Photographs

(Sources: *"The Kids' Site of Canadian Settlement"* Library and Archives Canada; Aboriginal Canada Portal; Komagata Maru: Continuing the Journey; The History of Metropolitan Vancouver)

Haida



Haida men inspecting a camera



Haida village



fishing for eulachon



clear cutting of a forest



A man getting ready to spear a salmon. He is wearing cedar bark clothing



Title: *Killer Whale* - bronze sculpture by Bill Reid



Title: *The Spirit of Haida Gwaii*
The Jade Canoe bronze sculpture by Bill Reid

Haida



totem pole



totem poles and Haida houses



sections of a totem pole



totem poles and Haida houses

Inuit



Glenbow Archives NA-2734-23

baby walrus



Inuk boy training husky puppies



Bowhead whale recently killed



Glenbow Archives NA-4138-128

Inuk with two Arctic fox skins



Glenbow Archives NA-3880-6

Inuk man driving a skidoo



Glenbow Archives NC-4-4378

Migrating caribou herd



Glenbow Archives NA-2758-86

Igloo



The inukshuk is perhaps the most famous symbol of the Inuit



Glenbow Archives NA-3665-8

Inuit children



Copper Inuit women wearing caribou-skin clothing



Model of an umiak with sai

Inuit



A winter sod house, 1974



Three shaman brothers



Joseph Idlout, his wife Rebecca Kilak and daughter Susan. All three are wearing kamiks (sealskin boots)



Inuit children



Windowpane in a sod house, seen from the inside, 1974



18th-century kayaks, canoes and projectile points



Three young Inuit boys holding white huskies

Plains Cree



buffalo hunt



buffalo



a herd of horses



a Cree man on horseback



a Cree family



Aboriginal performers of the Sun Dance



Cree wearing Sun Dance dress, June 1895



A buffalo pound



A Cree family uses a travois to transport items



Cree wigwams in summer, 1851



Inside a Cree home, 1850s



trading between Europeans and Plains Cree

Plains Cree



Cree men/warriors



Poundmaker, a Plains Cree chief, 1885



Mistahi Maskwa, a Plains Cree chief, also known as Big Bear



A Plains Cree man



Suc-a-ma-ta-mia (Poundmaker), son of Chief Poundmaker, 1896



Painting entitled *October 500 Years Ago*, by Cree artist George Littlechild, 1992

Aboriginal Women from the Past



Letitia Bird, a Cree of mixed ancestry. Red River Settlement, Manitoba, 1858



Studio portrait of "Annie Henry," Vancouver Island, British Columbia, 1907



Innu (Montagnais) woman, probably taken at North West River, Labrador, ca. 1930



Dog Child, a North West Mounted Police scout, and his wife, The Only Handsome Woman, members of the Blackfoot Nation, Gleichen, Alberta, ca. 1890



An Ojibwa woman and child, Red River Settlement, Manitoba, 1895

Contemporary Aboriginal Canadians



James Bartleman, former
Lieutenant Governor of Ontario



Leona Aglukkaq
Current Minister of Health and
Minister of the Canadian Northern
Economic Development Agency (2011)



Peter Penashue
Current Minister of
Intergovernmental Affairs and
President of the Queen's Privy
Council for Canada (2011)



Shawn A-in-chut Atleo,
former national chief of the
Assembly of First Nations (2011)



Jeannette Corbiere Lavell, President,
Native Women's Association of
Canada



Dr. Barry Lavallee
President, Indigenous Physician's
Association of Canada



Renae Morriseau
Filmmaker, Actor, Writer



Stacey Porter, B.A
Accountant



David C. Nahwegahbow, I.P.C.
Recipient of the 2011 Law Society
of Upper Canada Medal



National Inuit Youth Council



Participants in activities provided by the National Association of Friendship Centres



Participants in activities provided by the National Association of Friendship Centres



Participants in activities provided by the National Association of Friendship Centres



Members of the Aboriginal Youth Council, 2011

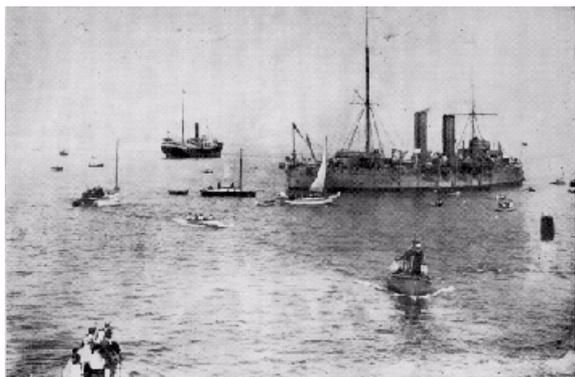
Images Related to the Komagata Maru



Crowd of onlookers



Artist's depiction of the incident



In Vancouver Harbour



Komagata Maru passengers

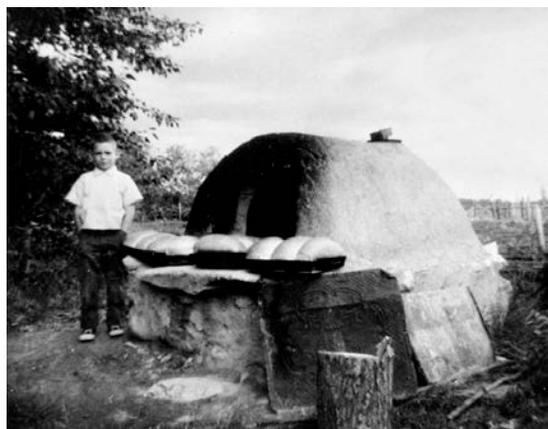
Ukrainian Canadians



Galician (Ukrainian) immigrants at Québec



Ukrainian family, Warman, Saskatchewan



Outdoor baking oven, Siftan District,
Saskatchewan,



Ukrainian women cutting logs at Athabasca, Alta