

Ontario



5e année

Études sociales

Peuples autochtones et européens



Parti 2:

Premiers contacts

(c) Coach's Corner

Lesson Plans in English



Lesson 3:

Early Explorers: Motivation, Obstacles & Achievements
Ontario Social Studies Exp. A2.2, A2.4, A2.6, A3.3

Timeline:
1 class
period

Materials Required

- Why Explore the World? student
- Early Explorers: Motivation, Obstacles & Achievements
- Interactive whiteboard projector
- Video: [Ye Matthew Legacy](#) You
- Video: [Canada: A People's History](#) (link has been provided for this video or electronic version as video link)

Getting Started

- Show students a segment from the Discovery Channel. Stop at the 4:00 mark.
- Have students discuss the question: **John Cabot? Why or why not?**

Reflection

- Have students share the points they may still have about the video or in the information sheet.

Optional: You may want to have students write/media literacy task during your class.

- respond to an advertisement for an upcoming journey to the Orient,
- to persuade the explorer that he/she should create an advertisement by John Cabot could be done as a poster, print or

Lesson 4:

Cartier & Champlain: First Contact
Ontario Social Studies Exp. 1.1, 1.2, 2.1, 2.5, 3.3, 3.5, 3.6

Timeline:
2 periods

Materials Required

- Tea Party Quotations (1 set only, cut apart)
- Tea Party Historical Figures Answer Worksheets: chart
- First Contact: Jacques Cartier & Samuel de Champlain
- Video [Canada: A People's History, Episode 1: 1492-1535](#)
- Video [Canada: A People's History, Episode 1: 1492-1535](#) (Again, if it's possible to find a school, but would likely be more reliable that the h

NOTE: The videos are in English, as I could not find relevant French versions!

Getting Started

- Review some of the main concepts from primary vs secondary sources, reasons for
- Explain that students will be participating activity. You may need to discuss how p
- Explain that each student (or small group) which they will find a sentence or paragraph historical figure might have spoken these
- If you think your students may need this in that these words were spoken or written b are to mingle about the classroom, reading trying to piece together what may have long ago.
- Allow students about 10 minutes to mingle discuss their hypotheses. Who were the e What was happening?

Working

Day 1

- Distribute the [First Contact](#) chart.
- Explain that today students will be watching a section of a video in which actors portray what the first interactions between European explorers and Indigenous Peoples **may** have been like.
- Discuss the sections of the chart, and explain that today they will be learning about the experiences of the French explorer Jacques Cartier, so that only his column of the chart will be completed.
- Play the video, stopping often when you feel students will need a moment to record things they have learned.

(c) Coach's

Lesson 7: Early Contact Through an Artist's Eyes

Ontario Social Studies Curriculum Exp. 2.2, 2.4, 2.5

Timeline:
1 Period

IF TIME IS TIGHT, CONSIDER USING THIS LESSON IN ART CLASS!

Materials Required

[Early Contact Through an Artist's Eyes](#) done by the Canadian artist C.W. Jefferys.

- Étienne Brûlé at the Mouth of the Humber
- Champlain Trading with the Indians
- Cartier Meets the Indians of the St. Lawrence, 1535

Please DON'T tell your students the titles of the art beforehand!

Getting Started/Minds On

- Ask students to consider where the artwork they've seen during the Explorer's unit has come from. Do they understand that there were no photographers in the early days, and very few people who had the skills and materials to draw and paint?
- Explain that much of the artwork depicting this time period was created much later, by artists who had read of earlier times and who chose to interpret what they read in their artwork.
- Show students the following artwork from the Internet: [Champlain Fight with the Iroquois](#). Without mentioning the title, ask students to discuss what they think is happening in the picture? What evidence do they have to support their ideas? What background knowledge do they have that can help them interpret the picture? Whose perspective is shown most clearly – the explorer or the Indigenous peoples? How do they know? (Students should think about the larger size of the explorer vs the Indigenous peoples, as well as the use of a rifle vs spears, bows, and arrows).
- When you share the title of the artwork, ensure students understand that the use of the word "Indians" to describe Indigenous Peoples is no longer used, but during the time period the artist was alive, "Indian" tended to be more commonplace.
- Show them the Student sheet [Early Contact Through an Artist's Eyes](#) and have students help you complete the sheet. Keep the focus on whether the artwork best shows the Indigenous Peoples or European perspective.

Working On It

- Show students the 4 pieces of art. Have each student choose 1 piece of artwork to interpret. Allow 10-20 minutes for this activity.

Reflecting & Connecting

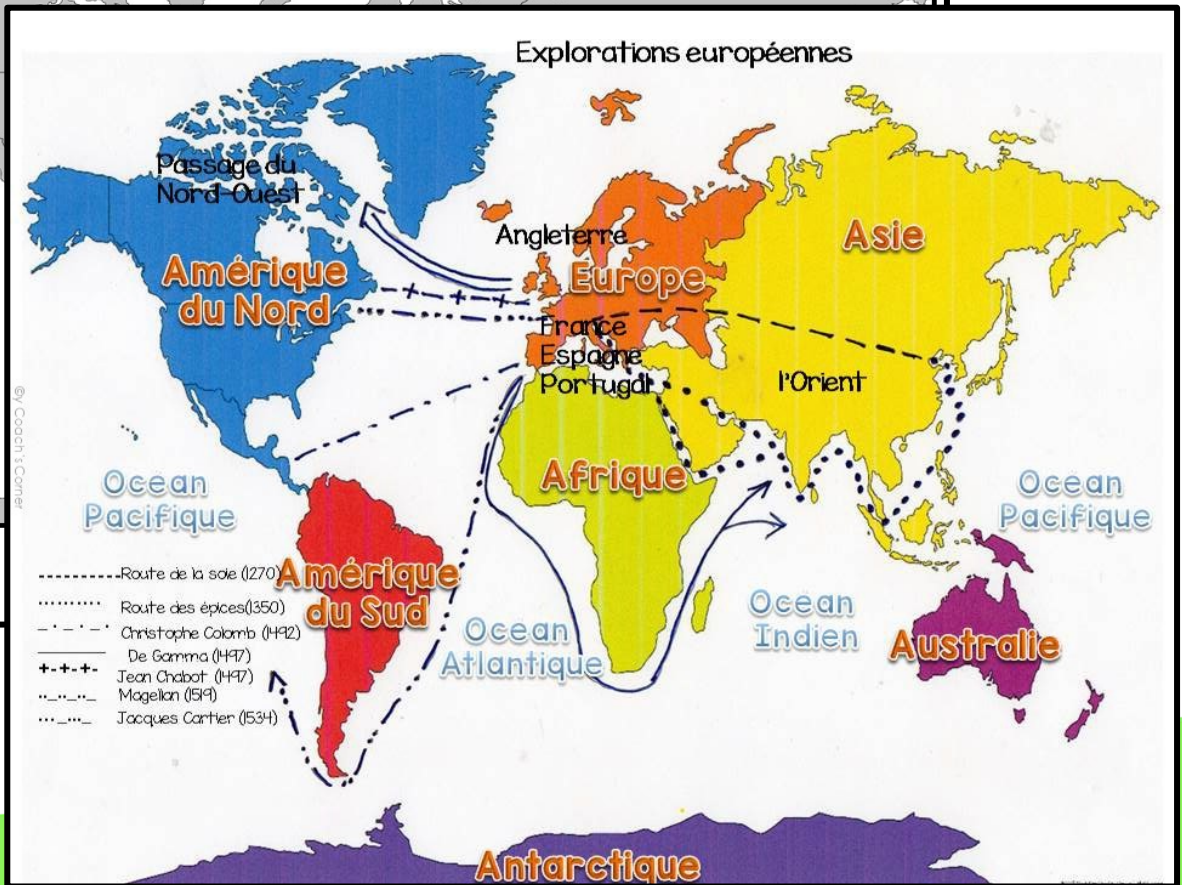
- Ask students to share their sheets with a partner or in small groups, preferably working with student/s who chose a different piece of art.
- Bring the class together to discuss perspective. How did students feel the perspectives shown in the art affected their own feelings about early contact between the explorers and Indigenous people? What items might have been missing from the artwork? If an Indigenous artist had made drawings of these events how might they be the same/different as the artwork here?

Relevant websites
& video links

Mapping



Carte du monde



Engaging Activities



Que s'est-il

po

Qu'es

CA

pro

Conse

Que po

passe

Contact précoce avec les yeux d'un artiste: #3



Que penses-tu qu'il se passe dans cette illus

Quelle perspective est la plus évidente dan

- ☐ Indigènes
- ☐ Explorateurs ou colons Européens
- ☐ Les deux perspectives sont équilibrées

Preuve de l'oeuvre

Premier contact: Jacques Cartier et Samuel de Champlain

Regarder les vidéos. Compléter le graphique.

Explorateur	Jacques Cartier	Samuel de Champlain
Nombre de voyages	3	inconnu
Time Period	1534-1542	1603-1633
Raisons pour lesquelles il a été envoyé par le roi de France		
Interactions avec les peuples autochtones		