

Ontario Grade 5 Social Studies

STRAND A: HERITAGE & IDENTITY

INTERACTIONS OF INDIGENOUS PEOPLES AND EUROPEANS PRIOR TO 1713



PART 1: BEFORE THE EXPLORERS



NOTE

In 2018 the Ontario Ministry of Education published a revised social studies curriculum document, which changed some of the language terms from the 2013 curriculum. Particular attention was paid to the recommendations of the Truth and Reconciliation Commission. For example:

- “First Nations” was replaced by “Indigenous peoples”.
- The time period “in New France and early Canada” was replaced by “Prior to 1713, in what would eventually become Canada”.
- More attention has been paid to Metis and Inuit issues.

As I update my units for this social studies strand, I will be ensuring that the proper terminology is used. In the following curriculum chart, I have omitted the phrase “prior to 1713, in what would eventually become Canada” in order to fit everything on one page.

Please check back to your “My Purchases” section of your TPT account to ensure you are using the most recent revision of this social studies resource, as I will be updating it regularly!



A1: The Impact of Interactions	A2: Perspectives on Interactions	A3: Significant Characteristics & Interactions
<p>A1.1: Describe some of the positive & negative consequences of contact between Indigenous peoples & Europeans</p> <p>1.2: Analyse aspects of early contact between Indigenous peoples & Europeans in what would become Canada to determine the ways in which different parties benefited from each other</p>	<p>A2.1 Formulate questions to guide investigations into aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous & European people from the perspectives of various groups</p> <p>A2.2 gather and organize information on interactions among Indigenous peoples, among Europeans, and between Indigenous and European people using a variety of primary and secondary sources that present various perspectives</p>	<p>A3.1 identify major Indigenous nations that came into contact with European settlers and/or explorers prior to 1713 in what would become Canada</p>
<p>A1.3: Explain some of the ways in which interactions between & among Indigenous peoples, among European explorers & European settlers and between Indigenous peoples and European people are connected to issues in present-day Canada</p>	<p>A2.3 analyse and construct maps as part of their investigations into interactions among Indigenous peoples, among Europeans, and between Indigenous and European people</p>	<p>A3.2 describe some significant interactions among First Nations and between First Nations and Inuit before contact with Europeans</p>
	<p>A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools</p> <p>A2.5 evaluate evidence and draw conclusions about aspects of the interactions among First Nations, Métis, and Inuit individuals and communities, among Europeans, and between Europeans and First Nations, Métis, and Inuit, highlighting the perspectives of the different groups involved</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary</p>	<p>A3.3 describe the main motives for Europeans' exploration of Indigenous lands that were eventually claimed by Canada and for the establishment of permanent European settlers</p>
<p>5 Corner</p>		<p>A3.4 Identify significant offices & institutions in New France & describe their importance to settlers in New France</p>
		<p>A3.5 describe significant aspects of the interactions between Indigenous peoples and European explorers and settlers in what would eventually become Canada</p>
		<p>A3.6 describe key factors that led to the ethnogenesis of the Métis people, with specific attention to the Great Lakes and Mattawa region</p>
		<p>A3.7 describe some significant differences among Indigenous peoples and between selected Indigenous and Europeans communities</p>
		<p>A.8 describe some significant effects of European conflicts on Indigenous peoples</p>

Indigenous peoples and Europeans in New France & Early Canada – Part 1

Indigenous peoples Before the Explorers

Lessons tied to Ontario Social Studies Curriculum Expectations

Lesson #	Lesson	Time Period	Ontario Grade 5 Social Studies Expectations	Page Number
1	Learning About the Past	1 period	A2.2	5
2	Before the Explorers	2 periods	A2.3, A2.4, A3.1	8
3	Narrowing Our Focus	1 period	A2.3, A3.1	13
4	Indigenous Peoples at a Glance	1 period	A2.3, A3.1, A3.6	16
5	Indigenous Peoples of the Great Lakes – St. Lawrence Region	1 period	A2.4, A3.1	23
6	Indigenous Peoples Trade & Travel	3 to 5 periods	A2.1, A2.2, A2.3, A3.1	29
7	Performance Task: Menu Board	Up to 6 periods	A2.3, A3.1	42

Lesson 5: Indigenous Peoples Of the Great Lakes – St. Lawrence Region

Curriculum Expectations: A2.4 A3.1

Goal: Students will identify the areas inhabited by the Iroquois and Algonquian Indigenous peoples groups, as well as the various sub-groups within each First Nation category.

Time Required: 60 minutes

Materials:

- Indigenous peoples of the Great Lakes – St. Lawrence Region worksheet
- Various library books on Canadian Provincial history (available in classrooms, you school!)

Instructions:

- Distribute the worksheet. Allow time for students to read and discuss the information.
- Discuss the information on the worksheet.
- Explain that each Indigenous peoples group has a unique language and culture.
- OR the Algonquian with his/her knowledge of the needs of the group. This topic for one which language.
- When students are finished, have them draw the class map of Indigenous peoples transportation and see if their predictions are correct.



Lesson 4: Indigenous Peoples At a Glance!

Curriculum Expectations: A3.1 A3.6 A2.3

Goals:

- Students will be able to identify characteristics that were held by all Indigenous peoples groups, as well as those that could differ from group to group.

Timeframe: 40 minutes

Materials:

- Indigenous peoples At a Glance! student information sheets
- <http://firstpeoplesofcanada.com/index.html> - If possible, use an interactive website to show this website to your students.
- Variety of books related to Indigenous peoples
- Alike & Different Organizer

Instructions:

- Make a "T-chart" on the board. The left side will be labeled "Same" and the right side "Different".
- Ask students to think about everyone who is at the table (everyone who speaks English). Write down the similarities and differences.
- Now ask students to think about the Indigenous peoples community. For example, while others live in houses, some live in tipis.
- Explain that today students will have the opportunity to share their knowledge at a Glance! student information sheet.
- Put students in pairs, and have them discuss the similarities and differences.
- Display the Star Template and have each student color it.
- Distribute 1 copy of the complete Organizer A.
- When students have completed their organizer, have them progress students with information, as this is a

Lesson 1: Learning About the Past

Curriculum Expectation: A2.2

Goal: Students will learn how to identify physical and written evidence, and to make a record of such evidence.

Time Required: 60 minutes

Materials:

- index cards (1 per student)
- Learning About the Past worksheet

Instructions:

- One or two students will be chosen to act as "archeologists". They will be given 5 to 10 personal items (e.g., keys, a pen, a paper bag (you can use a paper bag that is identical from the one used in the previous lesson)). The archeologists will be asked to "dig" for artifacts. They will be given a list of conclusions as well as an index card. Make a list of conclusions as well as an index card. Make a list of conclusions as well as an index card.
- Distribute the Learning About the Past worksheet. Have students read the sheet with a partner, and discuss the difference between archeologists & historians. Students can then complete the chart at the bottom of the sheet listing classroom items that each type of academic might use.

DETAILED LESSON PLANS ALIGNED WITH 2018 CURRICULUM

Coach's
CORNER



Life for a Haudenosaunee Family Okwaho's Story

Long ago, a young boy named Okwaho lived with his family clan in an Haudenosaunee village along the south shore of Lake Huron. There were about 30 clans who each lived in a longhouse village. There was a wooden wall around the village. The wall was made from heavy wooden poles with sharp points. Sometimes Okwaho's father and uncles would help guard the entrance to the village.

Okwaho lived with his brothers and sisters, parents, grandparents, aunts, uncles, and cousins in the longhouse. This wooden house had an arched birch bark roof with holes cut into the roof. These holes let the smoke from the fireplaces out. At one end there was a door made from cedar bark, and another door made from deer hide at the other end.



Photo by Raj Doobay

Okwaho loved his longhouse. It was a long room with a series of fireplaces in the middle. These fires kept the families warm in the winter, and were used by the women for cooking. He slept on one of the sleeping bunks attached to the walls of the house. Many things were stored on shelves above the sleeping bunks. Food hung from the rafters, and dried corn, meat and other foods were stored in a pit that had been dug into the floor and lined with birchbark.

All the family members who lived in Okwaho's longhouse belonged to the Beaver Clan. Each longhouse in the village belonged to a different clan. Sometimes 15 or 20 families could belong to the same clan. Each clan had a name related to nature, such as the Beaver Clan. Each clan was called a **clan mother**, who had a seat in a village council. The war sachems made the decisions for the village.

Okwaho and his brothers and male cousins hunted for fish and trap small animals such as rabbits. Men hunted larger animals such as bears and made weapons and other tools they made from stone. They used spears, hooks, nets and stone tools. They ate fish, pike, salmon, trout, and eels.

STUDENT-FRIENDLY TEXTS

Everyone in an Cheyenne's Algonquian Family had important responsibilities:

- **Men** hunted, trapped, fished, and made tools from wood or stones from the forest.
- **Women** took care of the household, made medicines from herbs, berries, and roots. They made clothes from animal skins. Men harvested wild rice in the fall, and women prepared animal skins to make clothes.
- **Children** helped with household chores and seeds. They learned from their elders.

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Eastern Woodlands Maps

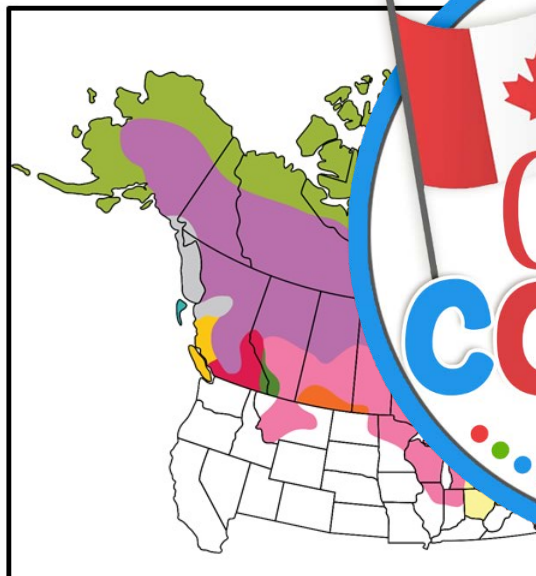


Eastern Woodlands Farmers



MAPPING ACTIVITIES

Indigenous Peoples Language Groups before Europeans Arrived



Algonquians: Abenaki, Siksika, Kainawa, Paikuni, Malécite, Micmac, Inuit, Ojibwe, Potawatomi

Iroquoians: Dénés, Dakelh, Kaska, Déné-tha, Tahltan,

Other groups: Onéida, Carora, Huron,

Other groups: mox, Okanagan, Squamish,

Wakashane: Haisla, HeiltsukKwakiutl, nuuchahnulth, Nitinat

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Narrowing Our Focus

Name: _____

In the early 1600's explorers from France came across the ocean to establish a new colony in North America. You will see "New France" highlighted on the map of North America on the left. New France was in what has now become parts of Canada and the United States. Use the political map of today's North America, and colour in the area that would have been covered by New France at one time.



List the Canadian provinces that have been part of New France.

List at least 6 American states that have been included in New France.

Alike & Different Organizer

Name: _____

Use this Star template to show how Indigenous peoples grow up using the information in Indigenous Peoples At a Glance! as well as your own research.

Indigenous Peoples Menu

Name: _____

You must choose ONE task from the grid below. Put a checkmark in the box to show your chosen task.

On the back of this sheet you will find lists of items that you can use for these tasks.

Work must be handed in by _____

STUDENT TASKS

<input type="checkbox"/> Write Game Instructions Research a popular Indigenous game. Write a "How To Play _____" instruction page for the game.	<input type="checkbox"/> Make a Model Make a model of an Indigenous artifact.	<input type="checkbox"/> Research a Recipe Research early Indigenous cooking, and write and illustrate a recipe that would have been used.
<input type="checkbox"/> Compare and Contrast Make a Venn diagram to compare and contrast Indigenous life before and after contact.	<input type="checkbox"/> Give a Presentation Create a presentation using computer software to give information about one Indigenous group that lived in your province or territory.	<input type="checkbox"/> Make a Speech Write on the role of a historian who has studied one of the Indigenous groups we have studied. Give a speech explaining how that group governed itself.
<input type="checkbox"/> Make a Collage Using magazines, create a collage of words to describe the qualities of an Indigenous leader.	<input type="checkbox"/> Grouping Grouping and themselves.	

