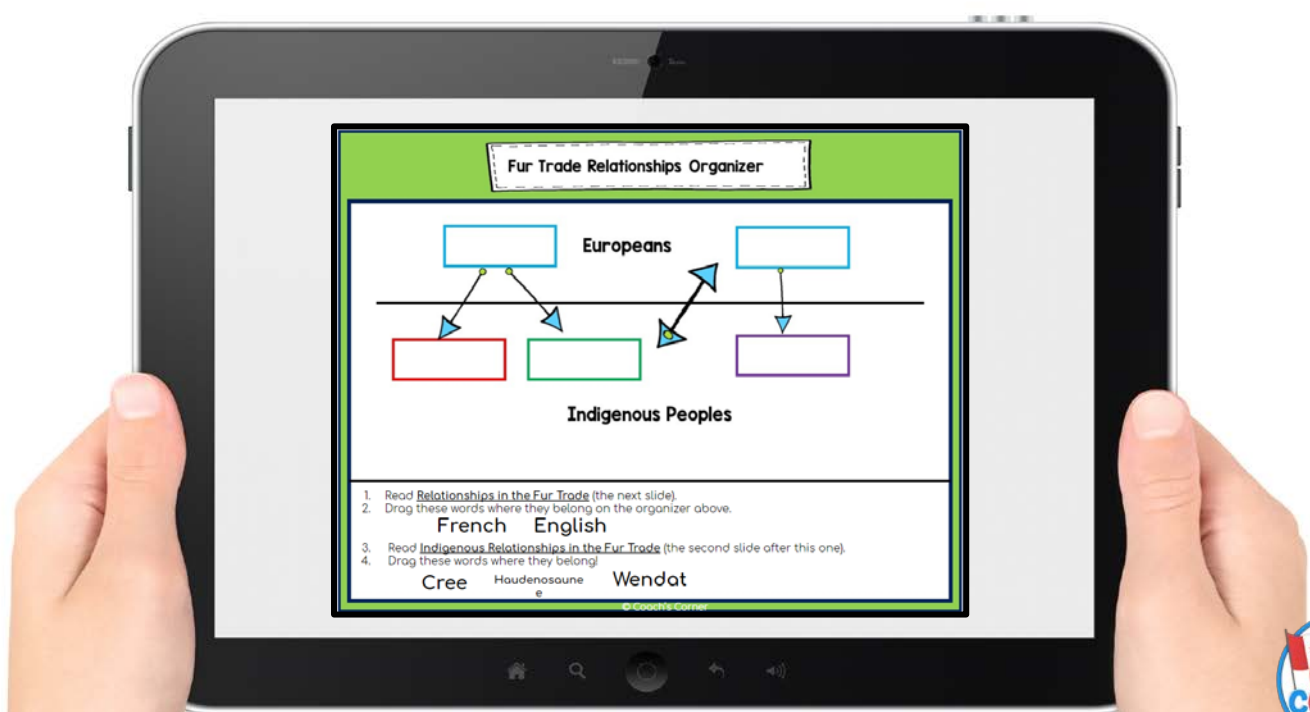


Ontario Gr. 5 Strand A Social Studies Digital Version

Interactions of Indigenous Peoples & Europeans



For Use with Google Classroom

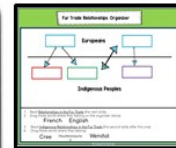
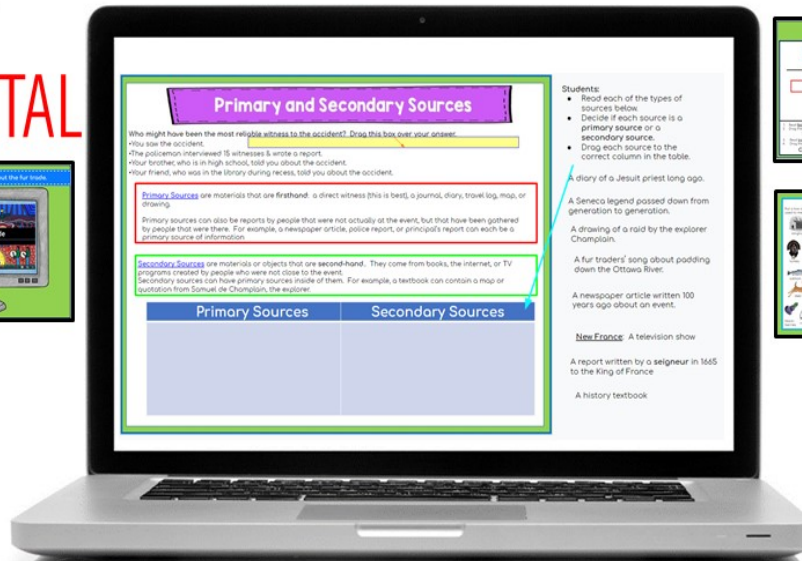
Strand A: Heritage & Identity

Indigenous Peoples & Europeans



Bundle

DIGITAL



For Use with Google Classroom™

Strand A: Heritage & Identity

Part 1: Before the Explorers

1. Learning About The Past
2. Before the Explorers
3. Indigenous Peoples at a Glance
4. Indigenous Peoples of the Great Lakes-St. Lawrence Region
5. Alliances and Conflicts
6. Performance Task Menu Board

Part 2: Explorers & First Contact

1. Cause & Consequence
2. Explorers in the Age of Discovery
3. Early Explorers: Motivation, Obstacles & Achievements
4. Cartier & Champlain: First Contact
5. First Contact: Trade
6. First Contact: Religion and Culture
7. Early Contact Through an Artist's Eyes.

Part 3: New France

1. Trouble in New France
2. Census of 1666
3. Daily Life for Habitants
4. Components of a Strong Society
5. New France Chat Stations

Part 4: The Fur Trade

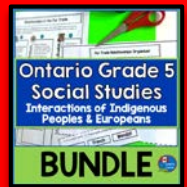
1. Making Decisions in the New World
2. Positive & Negative Consequences of the Fur Trade
3. Relationships in the Fur Trade
4. Struggle for the Fur Trade
5. Chat Stations: Baymen vs Voyageurs
6. The Great Peace of Montreal

Bonus Sections:

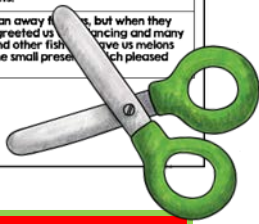
- Residential Schools
- Modern Day Issues

Interactions of Indigenous Peoples & Europeans Prior to 1713

Activities Adapted from Original PDF Units



Tea Party Quotations
Print out 1 set, cut apart and distribute 1 to each student
I saw a small floating island moving towards the shore. There were strange white trees on the island. In these trees were creatures that may have been bears. As the island came closer, I saw the bears were men. They lowered a strange, large canoe made of wood into the water and came ashore.
Nine canoes came to our ships and the people made signs that they came to barter by holding up furs on sticks. We sent two men on shore to offer them some knives and other iron goods and a red cap for their chief. They traded all that they had, and went back naked without anything on them.
We built a large cross and placed it at the entrance to the harbour. On it was a shield with three lilies, and on the shield we wrote "Long live the King of France".
We returned to our ships. Then the Haudenosaunee chief arrived in a canoe. He pointed to land all around. He seemed to be saying that all this land belonged to his people.
We explained to Chief Donnacona by signs what the cross meant. We said it was just our landmark for the harbour to guide our return.
We saw villages where people lived in wood houses. Inside the houses people sat on wood and ate from wooden tables. They used shiny tools they called knives and spoons to eat with.
The people travelled on large animals they called horses, and pulled large boxes they called carts behind them.
People called farmers had many animals we had never seen before. They used these animals for meat, a drink called milk, eggs, and something called wool to make clothes and blankets.
We went on shore. At first the people ran away from us, but when they saw Iqnoogwahy and Domogaya, they greeted us with dancing and all their ceremonies. Women brought us eels and other fish. They gave us melons and corn. In return, we gave them some small presents which pleased them.



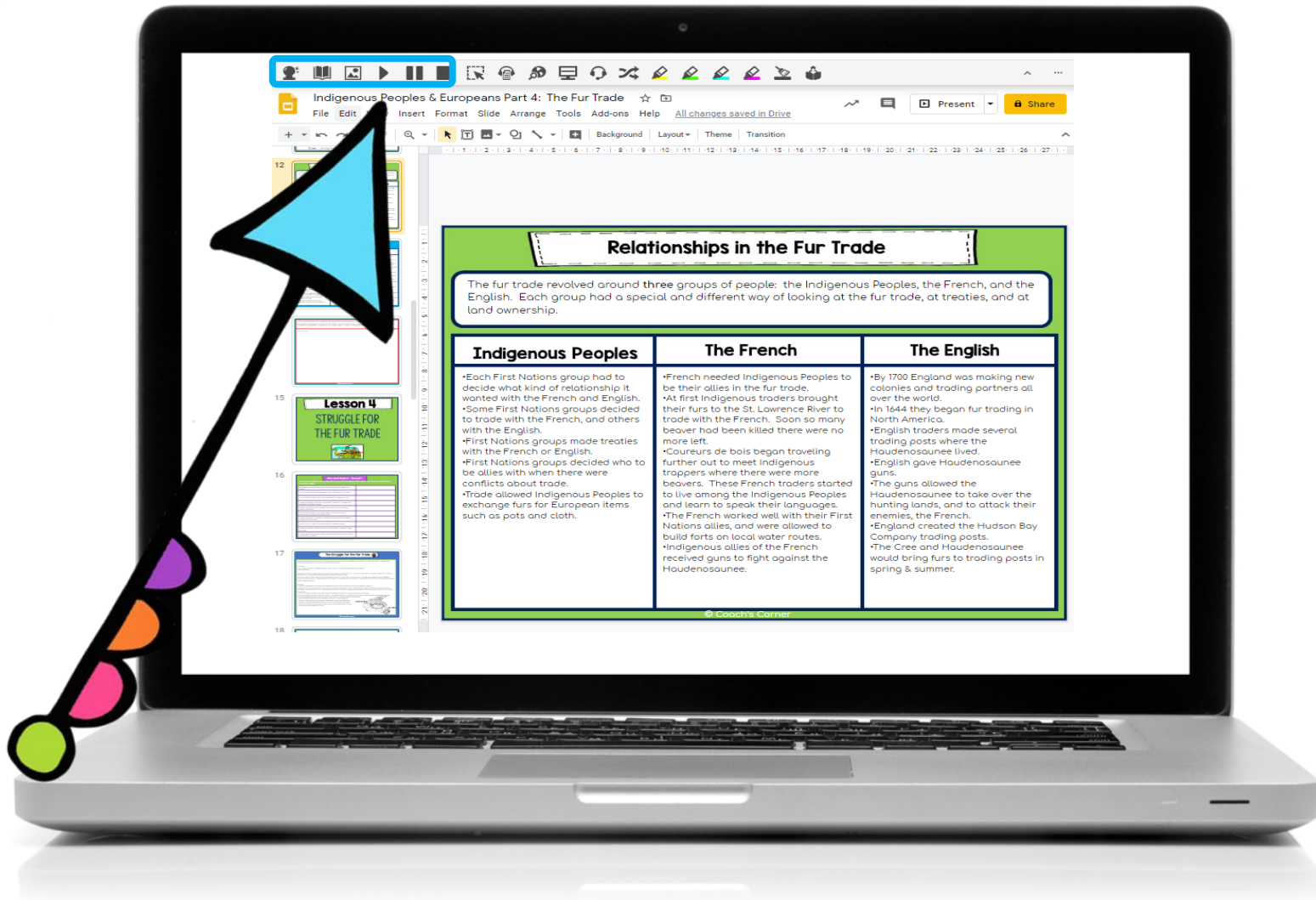
Full Unit:
Students
cut apart and
sort texts to
show whose
perspective they
represent.

Digital Unit: Students drag & sort the texts to show whose perspective they represent.



Perfect for Students with
IEPs OR Distance Learning

Students Can Use Google Read & Write




Students can listen to text

Perfect for Distance Learning

Alike and Different Organizer

Use this T-chart to show how Indigenous groups were alike and different. Use the information in Indigenous Peoples at a Glance as well as your own research.

	Alike	Different
Food	•	•
Religious Beliefs	•	•
Use of Technology	•	•
Trading	•	•
Myths and Legends	•	•
Government	•	•



Students can type in answers.

Helpful Teacher Tips

Teachers:
If you would like to go more in-depth with the census issue, consider using the [Census at School](#) website!

What is a Census?

Watch this video to learn about how a census helps Canadians make important decisions.
[Statistics Canada](#)



A **census** is an official count of all the people living in a country or district. The Canadian government conducts a census every 5 years.

Each adult in Canada receives a long list of questions that they must answer and return to the government. This information gives the government and anyone who is interested information about what our country is like. The census gives information about:

- Population (how many people live here)
- Age
- Gender
- Location
- Languages spoken
- Income (how much money people make)
- Types of households....

Questions like these are found on census forms!

Canada Census Form

1. What is your birthdate?
2. Where were you born?
3. What language did you first speak?
4. What language do you speak more regularly now?
5. What is your address?
6. How many people live in your home?
7. How many children live in your home?
8. How many people over 65 years old live in your home?
9. What genders are your children?
10. Do you own or rent your home?
11. How often have you moved from one home to another?
12. What is the highest level of school you have completed (for example, high school or university)?
13. What race do you identify with?
14. Do you have a disability?
15. Do you have a job outside the home?
16. What kind of job do you have?
17. Do you play sports? What kind of sports do you play?
18. Do you attend a place of worship regularly?

Students:

In this lesson you are going to be learning about the Census of 1666.

First, though, you need to know what a census is.

- Read this page to learn about how a census helps all Canadians
- Watch [this video](#).
- On the next page, read the results about the very first census done long ago.

To learn more about Canada's census system, check out this link: [Census at School](#)

© Coach's Corner

Links & Instructions for Students

95% of text is editable!

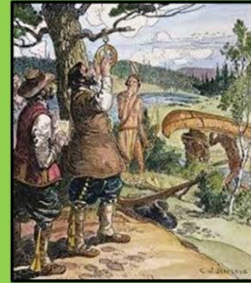
Think about the things you consider to be important to society. These things can be put in different groups, according to the topic it belongs to. Here are the different groups:

- **Social:** things that people enjoy doing as they develop relationships and spend their free time
- **Political:** things concerning government and political parties
- **Economic:** things that concern making, spending, and saving money
- **Religious:** things concerning how people worship

New France was developing as a new society. Read each item off the slide. Drag it to the group you think it belongs to on the chart. If you feel something belongs to more than 1 group, copy and paste it.

Social	Political	Economic	Religious

Champlain Taking an Observation with the Astrolabe



What do you think is happening in this illustration?

Type here

Whose perspective is most evident in this artwork? Drag the highlight bar over your answer.

- Indigenous People
- European explorers or settlers
- Both perspectives are balanced.

What evidence do you have to support your ideas about the perspectives the artist shows?

Evidence from the Artwork

Background Knowledge

Life for an Algonquian Family Cheyenne's Story



300 years ago, groups of Indigenous Peoples traveled in the areas north of Lake Superior and Lake Huron. These Algonquian people enjoyed land that was a mix of lakes, rivers, streams, swamps, rocks, forests, and rolling hills.

Cheyenne, a young Algonquian girl, lived with her brothers and sisters, parents, grandparents and a few aunts, uncles, and cousins in a dome-shaped wigwam. The wigwam had been made by bending and then tying the tops of small trees together. Cheyenne's family covered the frame with bark and woven mats. They left a hole in the top so that smoke from the fire inside could escape. Cheyenne's mother and aunts covered the ground inside the wigwam with branches to keep the space warm in the colder months. They hung a deerskin for a door.



Like all Algonquian people, Cheyenne's family was nomadic. They did not stay in one place all the time. Instead, they moved from one place to another as the seasons changed. In the summer they might live in small villages that might have only a couple of families, or in large villages of up to several hundred people. They did much fishing, using tools such as bone hooks, spears, nets, and wicker traps. They hunted bear, moose, deer, beaver, turkey, duck and rabbit. They gathered local nuts and berries.



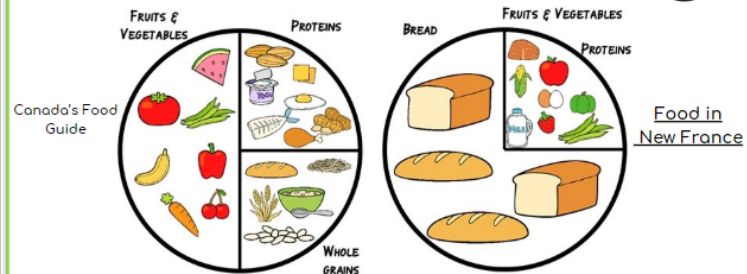
Algonquian people got most of their food from the animals they hunted or fished. When autumn came, each family would need to pack up their wigwams and other belongings to follow the wild animals they depended upon for food. Once the lakes and ground froze, they couldn't find berries. Cheyenne's father, uncles, and older brothers spent much time hunting and trapping to get their food. Meat would need to be dried to make pemmican, which could be kept and eaten at any time of the year.

Cheyenne's family belonged to the Wolf Clan. There were other families in this clan, but they did not all live together. The clans were linked together by a male ancestor, and each had an animal name. When important decisions had to be made, many clans got together and their elders (respected, usually older members of the community) discussed the issues. The elders were usually trusted to make good decisions. Sometimes these groups had a chief, called a sachem, who inherited this position from his father.



Food in New France

6



Today our government recommends we fill our plates with these foods.

The main food in New France was white bread made with whole wheat. Settlers also ate many of the native foods of the area, such as fish, game birds, wild plants & berries. They raised cattle, pigs & chickens.

What food differences do you notice between now and then?

Type here

Wide Variety of Tasks

Fur Trade Relationships Organizer

Europeans

Indigenous Peoples

- Read *Relationships in the Fur Trade* (the next slide).
- Drag these words where they belong on the organizer above.

French English

- Read *Indigenous Relationships in the Fur Trade* (the second slide after this one).
- Drag these words where they belong!

Cree Haudenosaunee Wendat

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Racing to the Orient

North America, Europe, Asia, Africa, South America, Australia, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Northwest Passage, The Orient.

Hundreds of years ago, many more people lived in Europe than in North America.

Europeans enjoyed buying things from the Orient, such as valuable jewels, silk, tea, and spices.

Explorers began to look for an easy way to reach the Orient to buy these items.

This map shows the routes that many different explorers used to try to find the quickest way to the Orient. Each route is shown with a different kind of line.

© Coach's Corner

Champlain Trading with the Indians

What do you think is happening in this illustration?

Type here

Whose perspective is most evident in this artwork? Drag the highlight bar over your answer.

- Indigenous People
- European explorers or settlers
- Both perspectives are balanced.

What evidence do you have to support your ideas about the perspectives the artist shows?

Evidence from the Artwork	Background Knowledge

© Coach's Corner

Mix and Match: Round 2

Read each sentence below. Find the answer to the right of this slide. Drag each answer to the correct question.

What were the 3 main fur trading regions?	
How many pelts could be traded at the annual Montreal fur fair?	
What was the name of the fur trading company the English created?	
What new weapon made the fur trade conflicts very dangerous?	
In what year did the English win control over Hudson Bay and James Bay?	
What were the English fur trading posts called?	
What was the name of the Indigenous group that lived in Acadia?	
What Indigenous group were allies of the English in the fur trading conflicts?	
What Canadian provinces used to be called Acadia?	
What river was important to the fur trade in Acadia?	

Students: Drag the answers over to the matching questions.

←

- The Haudenosaunee
- Hudson Bay Company
- New Brunswick, Nova Scotia, and Prince Edward Island
- 1713 (Treaty of Utrecht)
- Mikmaq
- St. Lawrence River
- 100,000
- factories
- the gun
- Acadia, The Heartland, and Hudson Bay

Plenty of Activities for Teachers to Choose From!

INTERACTIONS OF INDIGENOUS PEOPLES AND EUROPEANS PRIOR TO 1713

[illegible]

Because Part 5 of my 5-part Indigenous Peoples & Europeans: The Great Fur Fair is an in-class activity that does not lend itself easily to distance learning, I have chosen simply to add this printable PDF in with Part 4 as a bonus file for you to use in your classroom!

Teacher Instruction Booklet to Help You Assign Tasks to Students

Indigenous Peoples Before the Explorers For Use with Google Classroom

Instructions for Teachers

Teachers:

If this is your first time purchasing a digital resource from my **Coach's Corner** store on TPT, you may appreciate some help in assigning this unit to your students.

Please let me know if there are any issues with this resource by emailing me directly at: coachsteachingcorner@gmail.com

This digital unit was created for use with my unit, [Indigenous Peoples & Europeans, Part 1: Before the Explorers](#)

The activities/lessons in this digital resource follow along with the 3-part lesson plans found there!



Using Google Slides™

Answer Keys

Helpful Instruction Guides

Answer Keys

Young Men: Stay on the Seigneurie or Become a Voyageur?

Many young men had moved from France to New France in the late 17th Century to work on seigneuries as farmers. However, some of them chose to become voyageurs instead. Watch this video, and then complete the pros and cons charts below.

Stay Farming on the Seigneurie

Pro



- Can grow food for your own family in addition to the seigneur.
- Can share land with children.
- Can always be with wife and children.

Con



- You don't own your own land.
- Must give some crops to the seigneur.
- Not truly independent.

Become a Voyageur

Pro



- Full of adventure.
- Good companionship with other voyageurs.

Con



- Very physically demanding.
- Can be very cold or very hot.
- Need to carry very heavy loads.
- Can be bitten by bugs that live near the water.
- dangerous.

Which choice would YOU have made? Be prepared to support your answer!
I would choose to stay farming on the seigneurie, because it is less dangerous than becoming a voyageur. I can live with my family all the time, making sure we always have something to eat. A voyageur's life is very dangerous, and it is harder to have a family as you are always traveling.

Young Women: Stay in France OR Move to New France as "Les Filles du Roi"?

In the late 17th and early 18th Century, the King of France offered many young poor women the chance to move to New France to marry young men there. He gave them clothes and other items to bring with them. Watch this video and complete the pros and cons charts below.

Stay in France

Pro



- You may have friends and family you want to stay near.
- You already know your country well.

Con



- France is becoming very crowded, and it is becoming expensive to live there.
- You may not be able to find a suitable husband in France.

Move to New France

Pro



- Perfect for an adventurous female.
- Get valuable items and money from the King of France.
- You are sure to find a husband.

Con

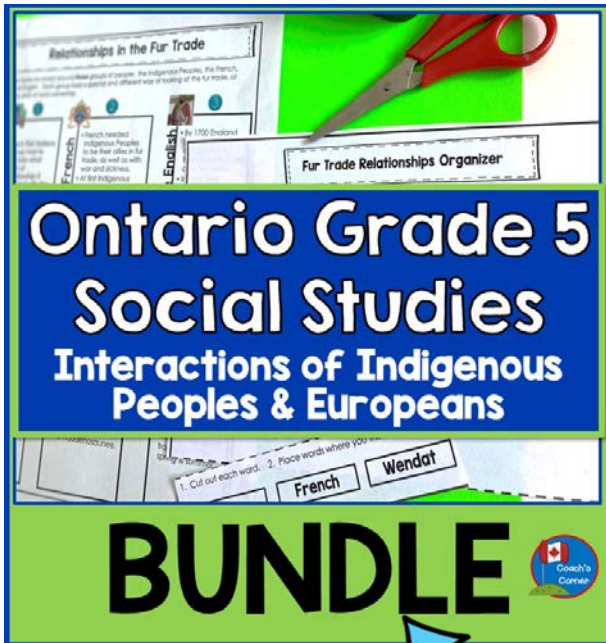


- The journey to New France is long and dangerous.
- New France has many challenges.
- It wouldn't be easy to travel back to France if you changed your mind.

Which choice would YOU have made? Be prepared to support your answer!
I would choose to move to New France because I have no family and few friends in France, and no way of supporting myself. The king has promised me many new items if I go, and I know that I will have a new husband and be able to start my own family in New France.



Aligns with the Original Coach's Corner Unit in PDF Format!



- Each lesson reflects the content from the original units.
- Makes a smooth transition between "in-class" and "distance" learning situations.
- Allows students with IEP accommodations to focus on the same content material as the rest of the class.

Don't have this resource yet? Click the image to see it in my TPT store!