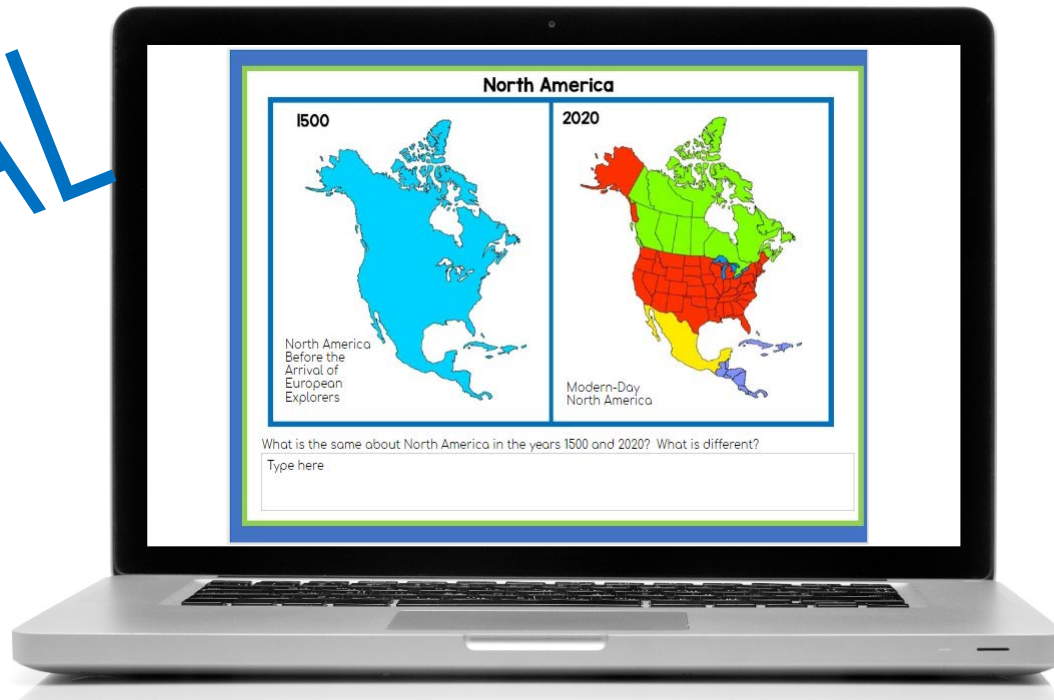


Indigenous Peoples & Europeans: Part I

Before the Explorers

DIGITAL



Alike and Different Organizer

Use this Template to show how Indigenous groups were alike and different. Use the information in the activities to fill in the table.

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



For Use with Google Classroom



Activities Adapted from Full Unit

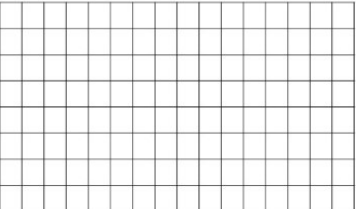
Wampum Belts

Wampum are purple and white beads made from seashells on the Atlantic coast. Indigenous Peoples have used these beads as decoration, for special ceremonies, and to trade with others. When two or more Indigenous groups came together to make agreements with each other, they might create a belt made of wampum beads to show their special relationship. The belt could show the friendship or other important information about the relationship between groups. Symbols on the belt could represent people or events that were important in the relationship.

Some groups come together in a confederacy, or union to make decisions about politics, trading, warfare, and other important issues. Each clan within a group would send their sachem (chief) to represent the clan when the confederacy met, usually once a year. A decision was made when most of the chiefs agreed with each other.

Create your own wampum belt design. Your design must include:

- At least two colours
- A pattern that repeats
- An explanation of the belt



Explain how your wampum belt design shows the relationship between two or more groups.

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Students:

1. Watch [What is Wampum?](#)
2. Watch [The History of Wampum](#)



3. Use the purple and white rectangles to make a wampum belt in the middle of the slide. Click on a rectangle and drag it to the slide.

Explain how your wampum belt design shows the relationship between two or more groups.

Type here

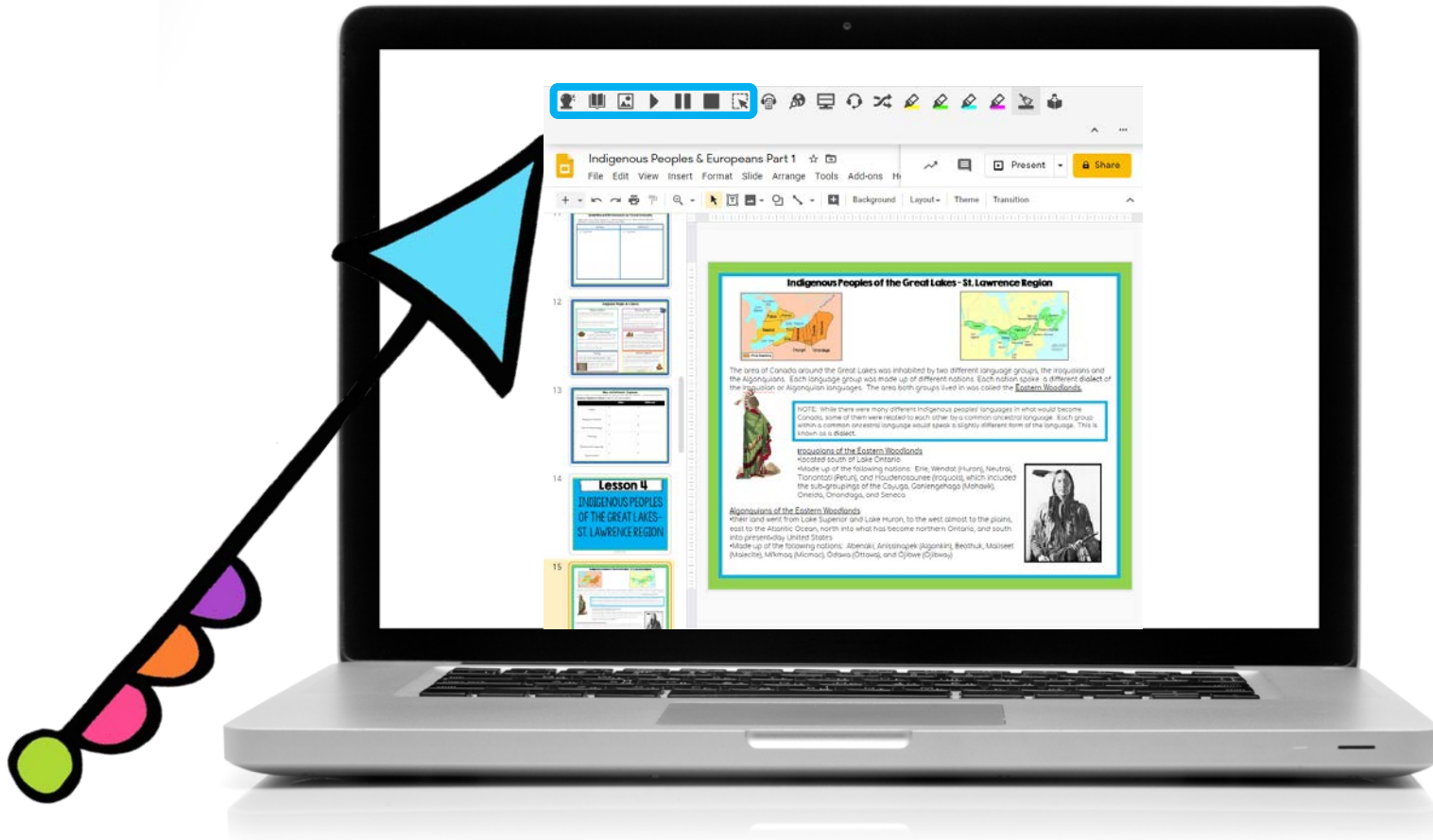
Regular Unit: Students create wampum belt with blocks & colour in grid.

Digital Unit: Students drag the “beads” (rectangles) onto the screen to make a wampum belt.



Perfect for Students with IEPs

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	•	•
Governments	•	•



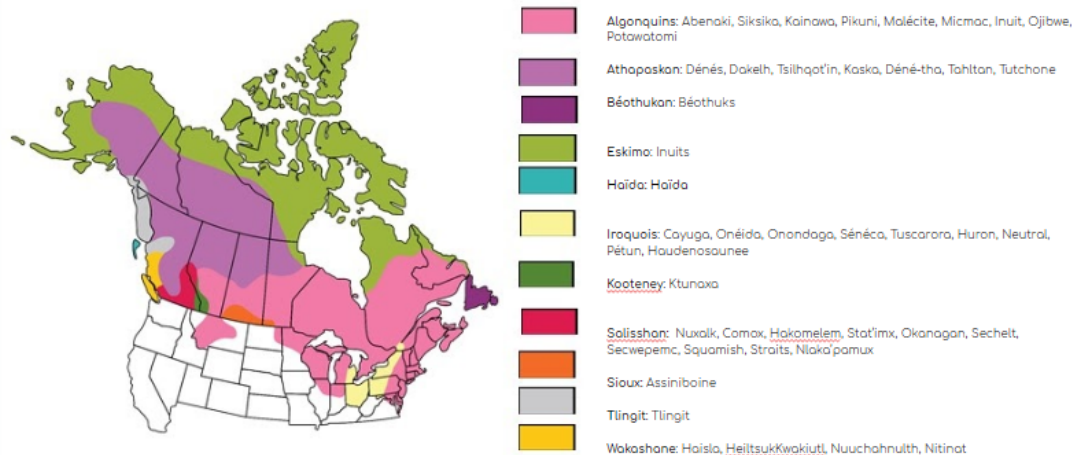
Students can type in answers

Helpful Teacher Tips

Teachers:

In the PDF version of this unit (which comes with 3-part lesson plans), I also have students recreate this map using pencil and pencil crayons. I have omitted that task in the digital version, as I have not yet found an online mapping site that I felt would work well for Grade 5 students. If YOU discover one, though, I'd love it if you could email me the link! You can reach me at: coachsteachingcorner@gmail.com

Indigenous People Before the Explorers Arrived



What does this map tell you about the Indigenous peoples groups that lived in Canada before the arrival of the European explorers? List as many ideas as you can:

•

Students:

- This map has a legend. Each colour represents an Indigenous language group.
- One "language group" could have one OR many different types of that language.
- Read the information under the map, and answer the question in the box.

Links & Instructions for Students

Lessons

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

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, rock forests, and rolling hills.

Cheyenne, a young Algonquian girl, lived with her brothers and sisters, parents, grandparents and a few uncles, and cousins in a dome-shaped wigwag. The wigwag 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 wigwag with branches to keep the space warm in the colder months. They hung a deer skin 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.



Chayenne'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.



Learning About YOUR Past



Look around your classroom or your house (wherever you are right now). If an archeologist and a historian were to study this room to learn about the people who lived and worked in it, in which items would the archeologists be most interested? What would the historians study?

Use the internet to find images of similar items to copy and paste on this page.

Explain why you chose the items you included in this activity.

Type here

Indigenous Alliances and Conflict

Conflicts

Conflicts

Conflicts
A conflict is when two people or groups do not agree with each other. A serious conflict can turn into a war.
Indigenous groups could have conflicts for several reasons:

- use of a particular hunting ground,
- to gain important items
- to take revenge on another group who did something wrong to them.



Abstract

Alliances
An alliance is a friendly agreement between people or groups.
Indigenous groups formed alliances with each other for several reasons:

- ↳ agree to share hunting grounds
- ↳ agree to trade items with each other
- ↳ protect one another from enemies
- ↳ help keep their relationships peaceful

These all

There were 2 large alliances made between indigenous groups before European people arrived in North America

League of Six Nations

- In about 1450, groups made a treaty to make one strong nation.
- Made up of the Mohawk, Cayuga, Seneca, Onondaga, and Oneida groups.
- The Tuscarora joined the league later.
- Each nation would look after its own local issues, but came together in a congress to make decisions that would affect all the members of the group.

Wendat Confederacy

- Eight clans came together in the late 1500s.
- Each clan had two chiefs.
- One chief kept order and settled disagreements.
- The other chief made sure his clan was getting along with the other clans.
- Once a year all the chiefs met together to discuss issues that would affect all the clans.

Indigenous Peoples Menu Board

Choose ONE activity from this menu board to show your learning about a topic. **Due Date:**

	Class a Poster about a Topic	Make a Collage	Compare 2 Indigenous Groups	Write an Report
What You Will Do	Choose a topic you learned about in this unit, and create a poster about it using the information on page 5. For example, food, clothing, etc.	Find words and images online that describe the life of a good ancestor	Create a venn diagram showing how 2 indigenous groups are similar and different.	Take on the role of an historian, who has studied one of the indigenous groups. Write a report about that group.
Project Success Criteria	<ul style="list-style-type: none"> • Clear Title • At least 3 pictures • At least 3 sentences (you may copy & paste) • As pictures will have a caption 	<ul style="list-style-type: none"> • Clear Title • Use words and images to describe the qualities of a respected indigenous ancestor 	<ul style="list-style-type: none"> • Clear title to explain what the venn is about • Sentences for each circle in venn • At least 6 items in each section 	<ul style="list-style-type: none"> • Write a historical explanation include at least 1 paragraph of what you think that group was like
Teacher Notes (FOR TEACHER ONLY)				

Indigenous People at a Glance

Religious Beliefs

All Indigenous groups had religious beliefs, usually around the idea that there was a spirit world. This world included all living things, including animals & plants.

Many groups had a *shaman*, a religious leader who they believed had a special ability to call upon the spirit world to help the group members.

Use of Technology

• All indigenous peoples used some types of tools, usually made from stone. They used materials such as flint or obsidian, depending upon what was available in the area.

Results

Each indigenous group was quite self-sufficient (able to take care of their needs themselves). Often, though, they would need to trade things they had for things they needed. For example, a group that lived near a large body of water had access to plenty of fish. They could trade some fish for the pottery created by another group.

Sources of Food

All indigenous Peoples gathered food such as nuts, berries, and wild rice. Most groups fished as well. The amount of fish, meat, and crops a group ate depended upon what was available nearby.

Government

different ways. Chiefs had the respect of their people. Usually a council of **elders** worked with the chief to help make decisions about important matters, such as where to move to in search of food. **Indigenous People** treated each other as **equals**, **self-governing** nations. They often made **friendship** treaties or **military** alliances. Sometimes, groups became **enemies** and fought each other.

Myths & Legends

These stories often taught people how to deal with the world around them, answering questions such as why there was both good



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Everyone in an Algonquian family had important responsibilities:

- Men hunted, trapped, fished, and made tools from wood or stones from the forest.
- Women took care of their children, collected nuts, berries, and roots. They made medicines from some of the plants. They often harvested wild rice in the fall, and collected maple sap in the spring. They prepared animal skins to make clothing, and used clay to make pottery.
- Cheyenne and the other children helped collect berries, roots, and seeds. They made arrowheads from stones, and listened to the stories of their elders to learn about Algonquian beliefs.



The Algonquians wore clothes that were made from the mammals they killed. They used either the pelts (skins with the fur still on it) or the hides (skins with no fur). The skins were stretched to make soft leather.



The leather was used to make shirts, dresses, moccasins, robes, leggings, and other items. Because there were so many deer in the forests, deerskin was used more than any other animal skin for clothing. However, the Algonquians would often also use other animals such as elk to make their clothes.

Algonquian women decorated clothing with beads and porcupine quills. They would string together a series of beads to make wampum belts or sashes. Wampum items had special designs meant to record an important event or to send a message.



Cheyenne's mother made her family a dreamcatcher out of small pieces of net encircled by a rounded piece of branch from a willow tree. Cheyenne believed the dreamcatcher would "catch" bad dreams before they would enter a person's sleep, while it would let the good dreams through.

Like all Indigenous Peoples, the Algonquians believed that all living things had a spirit and must be treated with respect. They also had shamans, people who were believed to be able to connect with their own guardian spirit to help someone who was ill.

Wampum Lego

If you have a lot of Lego or other building blocks, you may want to use them to make a wampum belt. You could take a picture of your wampum belt block design, and then upload the picture to the previous page instead of dragging the purple and white rectangles. Have an adult help you with this!



WE ARE ALL TREATY PEOPLE

Helpful, detailed
set-up instructions
for teacher!

Indigenous Peoples Before the Explorers For Use with Google Classroom

Instructions for Teachers

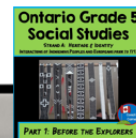
Teachers:

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](#)

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



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